

RSHE Solution Bulletin

STEP1: LEADERSHIP AND GOVERNANCE

The first step on your journey towards statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is ensuring the Senior Leadership Team (SLT) within your school give the subjects high status, providing strategic support in enabling development of the new statutory curriculum areas. The guidance is clear that a whole-school approach will achieve maximum impact on pupil health, wellbeing and safeguarding. Research evidences the positive contribution of effective PSHE on pupil attendance, attainment and overall school improvement.



What does the new guidance say? What do I need to do?

Leadership

Schools which demonstrate effective practice often ensure clear responsibility for these subjects by a senior teacher in leadership position with dedicated time to lead specialist provision, e.g. a subject lead or co-ordinator.



ACTION: Identify a named RSHE lead who is provided with training, planning time and support to fulfil their role effectively.

Vision

The subjects should be set in the context of a wider whole-school approach and broader school ethos, to support pupils to be safe, happy and prepared for life beyond school. The subjects should support the wider work of schools in helping to foster pupil wellbeing and develop character and personal attributes.



ACTION: Write a vision statement for RSHE that is linked to the school mission statement, aims and values.

Governor responsibilities

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.



ACTION: Identify a link governor to receive training. Educator Solutions Governor Services provide free training for schools that subscribe to their services. Schools that do not subscribe can [book places here](#).



Key recommendations from research and evidence

PSHE

Association

Recommendations from the PSHE Association

Taking an evidence-based approach will support effective school leadership of PSHE and whole-school improvement.

PSHE education significantly benefits young people's academic success, particularly if they come from socio-economically disadvantaged backgrounds.

– Pro Bono Economics Review

Much of the literature and good practice guidance related to PSHE education suggests that its status in a school is related to the strategic importance placed on, and support given to, PSHE education (and the subjects within it, such as SRE) by the senior leadership of the school.

PSHE education is able to achieve its full potential for pupils in schools where leadership and governors fully understand its importance, including:

- Its role in supporting safeguarding, SMSC, behaviour and personal development
- Its contribution to preventing bullying and other unhealthy/unsafe behaviours
- Its role in promoting academic achievement.



What does Ofsted say?

Key characteristics of PSHE education that lead to outstanding learning:

School leaders champion PSHE education: The subject has high status and is central to the vision and ethos of the school. Leaders and managers believe that pupils' success in PSHE education is central to their overall success. As a result, the subject is high profile, well-resourced and supported by a governing body that understand the aims and aspirations of PSHE education. Subject leaders are trained in leadership.



Key questions to ask to become outstanding:

- Is the **RSHE lead passionate and enthusiastic** to lead the journey towards statutory compliance?
- Has the RSHE lead been provided with **training** to fulfil their responsibilities?
- **Who is the link governor?** Have they received training to support the school in meeting the new requirements, including what should be included in the policy? Training can be **booked here**.



RSHE training

The following training is provided as part of the Educator Solutions RSHE program of support:

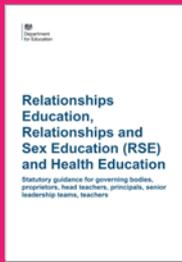
[Sex Ed Sorted! – Primary](#)

[Pocket Sized PSHE](#)

[Sex Ed Sorted! – Secondary](#)

[Preparing for statutory RSE: A Governor's role](#)

Book your places on the links above or email enquiry@educatorsolutions.org.uk for information



Read the new guidance in full here



Advice from our National RSHE expert

I have been privileged to support with many whole-school approach programmes relating to RSHE. Schools that make the fastest, most embedded and impactful progress always have SLT support from the outset.

The requirements of the new guidance will not happen by coincidence. They require appropriate planning, resourcing and monitoring to ensure maximum impact can be achieved for your school.

The guidance is clear that a RSHE lead, supported by training and adequate planning and preparation time will enable effective practice as a school.

Josie Rayner-Wells, Educator Solutions National RSHE Adviser.



Learning from a recent case study:

The Synergy Multi-Academy Trust is made up of both primary and secondary schools from North Norfolk. Their vision is simple. They want all of their schools to work together to provide teaching and learning of the highest quality and for all of them to provide an exceptional range of educational experiences and opportunities. As part of their commitment to this vision, the Synergy MAT purchased a package of RSHE support to enable their RSHE Leads to work collaboratively towards meeting the needs of the new statutory guidance. Kate Atkins, Head of Primary Phase at Litcham School, shares her views on the important role of leadership and governance in enabling a schools' successful journey towards statutory RSHE.

"A member of SLT must lead these changes. RSHE comes with a range of potentially contentious barriers and this can make it challenging for someone who is not a member of SLT to overcome. Early buy-in gets everyone on board and ensures that RSHE is continually prioritised and given a positive focus."

"Identifying a link governor to work with is beneficial in so many ways. This includes having someone to act as a sounding board, link to the wider community and offer a layer of support and validation to RSHE commitment within the school."

"I would recommend that schools should start with staff, pupil and parent consultation so they have a really clear idea about what needs to be prioritised to ensure their RSHE vision is achieved. The RSHE Compliance Calculator serves as a vital 'health check' that can be converted into an action plan to coordinate the work. Collaboration is also important, especially when you are a community of schools."

"Buying into the Educator Solutions RSE Solution programme of support has been crucial to our progress. It's enabled me to confidently enjoy working with colleagues from across the Trust. I've also enjoyed seeing our teachers understand how RSHE is making a difference to their pupils. Sharing whole-school impact keeps everyone enthused!"



Essential next steps

- Be clear about the new requirements. Read the new statutory guidance in [full here](#).
- Add 'Preparing for the new Relationships, Relationships and Sex (RSE) and Health Education Guidance' to your school improvement and development plan for 2019/20. *This will ensure that appropriate priority is given to taking a whole-school approach.*
- Identify a link governor. *This could be the safeguarding or equalities governor. The named Governor will benefit from training to fulfil their new legal responsibilities. Secure a place on the free training course (see below).*
- Book a member of SLT, PSHE lead and link governor onto training that will support them to fulfil their role.

Going the extra mile, promoting best-practice:

- Set up a RSHE Action Group within your school. The aim of the group will be to collaborate and support with all elements of preparing for statutory. *The group can include SLT representation, named governor, PSHE lead, teacher, religious leader (where relevant), parent and/or student.*
- Create a vision statement for PSHE/RSE that is linked to your school mission statement, ethos and values. *This will ensure that PSHE and RSE lies at the heart of your school where it can achieve maximum impact.*



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