

Theale Green School



Theale Green School

**A Whole School Approach – ‘Everyone’s Responsibility’
Speak Up Speak Out**



‘The only person you are destined to become is the person you decide to be’. Ralph Waldo Emerson

Whole School Approach

'Transforming lives through education' is at the heart of everything we do at Theale Green School and across the ALET trust. The learning philosophy recognises the important dynamic between the following elements:



Well Schools

Using the ALET Learning Philosophy as our foundation, our aim is that students who leave Theale Green School will go on to their next aspirational destination with a broad range of qualifications and real conviction in their self-worth. We also aim for the adults who work at Theale Green School to thrive in an environment which is energised, confident and optimistic, knowing that they are valued as individuals.

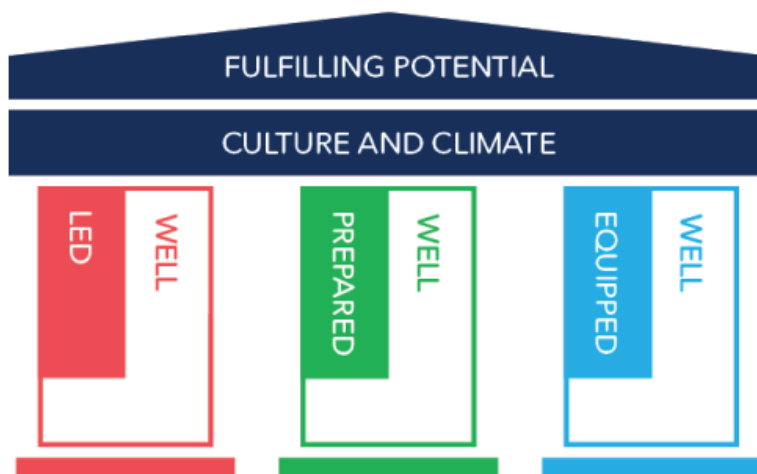


Image courtesy of
Youth Sport Trust
<https://www.youthsporttrust.org>

All staff and students in school should prioritise their well-being

Students need a wide range of experiences that will prepare them for life after school and enrich their school experience

Students need a wide range of skills and knowledge to prepare them for today's and the future's workplace

RSHE falls into the 'well prepared' strand of well schools. Our students are at the heart of every decision we make at Theale Green School, therefore RSHE is embedded throughout the whole school culture including CPD, teaching and learning, safeguarding and anti-bullying, school development, curriculum development and policy.

It is everyone's responsibility at TGS to support teaching respectful behaviours, appropriate use of language and respectful relationships. Staff are models of this behaviour at all times.

School Culture

Under the whole school campaign of Speak Up Speak Out, the whole school approach is evident. Elements of RSHE, Safeguarding, Student Ambassadors, Respectful Behaviours, Anti Bullying and Staff Training/CPD come together.



Students identified the key focus would be on education with initial discussions to encourage acceptance. The RSHE curriculum is a key part of this education especially around the areas of diversity, acceptance, relationship and conflict resolution.

The journey from March 2021 was in direct response to the needs and student voice of our school community.



Respectful Behaviours

The Respectful Behaviours Manifesto outlines TGS's mission for our environment and community and the approach we will take to embed this within to our culture.

Theale Green School

Theale Green School Respectful Behaviours Manifesto

Mission Statement

At Theale Green our aim is to establish a safe environment in which all members of our school community feel valued and demonstrate respectful behaviours. Education and training will be our primary tools to ensure acceptance with regard to all aspects of society, including race, gender, sexuality, religion, neurodivergency, disabilities etc. There will be a no-tolerance culture towards breaches of respectful behaviour. If there are any concerns with the respectful behaviours of others, all students and staff will be confident in the knowledge of the appropriate processes and can be assured that this will be handled effectively.

Approach

- Assemblies will introduce the manifesto and establish expectations on all respectful behaviours / language
- There will be increased awareness and education on terminology and increased understanding why certain language and actions are disrespectful and inappropriate.
- All students will feel confident approaching the safeguarding team using the email speakup@thealegreen.w-berks.sch.uk or by discussing matters with one of the safeguarding leads
- There will be training/ education for all staff so that respectful behaviours are consistently encouraged and embedded inside and out of the classroom
- Relevant tutor time activities will be planned to encourage and educate on respectful behaviours, this will incorporate an initial read through of the manifesto with tutors, quizzes about glossaries, discussions about articles and information.
- RSHE will be relevant and reflective of the reality of all student's lives, establishing this approach early in Year 7, with foundational knowledge and portrayal of positive behaviours, to create a whole school approach. Outside agencies will run workshops and discussions to support education and acceptance.
- The safeguarding support team will be expanded to include a male member of staff, which will represent a large percentage of the student body.
- All students will feel confident that there is a member of staff they feel comfortable approaching and talking to about their concerns on respectful behaviours.
- The focus will be on education with initial discussions to encourage acceptance. Pupils not demonstrating respectful behaviors will be logged as a safeguarding issue and this data will be regularly reviewed.
- The sixth form crew and anti-bullying ambassadors will receive extra training, in order to ensure all students have approach able peers they can easily access support from.
- Clubs will reflect and represent our diverse community and allow growth of identity.
- Questionnaires will be disseminated to students for honest and open discussion of their issues and problems they face.
- List of resources, news articles, websites, podcasts etc. that is updated frequently will be shared with students and staff to enable our school community to do their own research and develop their understanding of respectful behaviours.

Speak Up Speak Out
speakup@thealegreen.w-berks.sch.uk

The Respectful Behaviours work was led by our outgoing Head Girl (Student Council) alongside a Lead Teacher and Head Teacher.

Students were given the opportunity to feed into the Manifesto work via online surveys and student voice groups. The student council under the direction of the Student Engagement led gave feedback on the final Manifesto with consideration of ways to implement and keep at the forefront of everyone's minds.

Staff feedback was taken in the Summer Term, before introducing the final Manifesto at the September INSET.

The school behaviour procedures were updated to include two new reporting codes:

R1 – impersonal disrespectful behaviours

R2 – ongoing impersonal, disrespectful behaviours or direct and personal.

A scripted language was written by the Leadership Team and shared 'I believe I have seen/heard disrespectful behaviour I will now log as a R1/R2'.

The Manifesto is printed large around the school for all staff/students to refer to. Copies were sent home with written communication to all parents to introduce.

Tutor time activities and quizzes checked students understanding of the Manifesto. The Manifesto was used in RSHE introduction lessons to support writing a class working agreement.

Student and Staff Voice

- 'Students and staff will feel empowered by this clear outline of what the processes are'.
- 'I am happy the school is working hard to create a good environment'.
- 'I think this is a really good idea and will help people understand why their behaviour is offensive'.
- 'An asset to our school community and gives staff and students confidence they feel valued'.
- 'I hope more schools take an example from the Manifesto so more schools and places in general are safe and comfortable for everyone'.

Student Ambassadors

Student leadership at TGS has been reviewed to provide opportunities for students to support each other and share their knowledge from the RSHE curriculum.



Once the RSHE Ambassador role is embedded into Sixth Form, there are plans to expand this across the school with representatives from each year group. Responsibilities will involve educating staff on possible language which may come up in the classroom, current issues, review of resources and feedback on curriculum development.

Anti-Bullying

Theale Green School joined the Diana Award in the Summer term of 2021. Staff and students were trained virtually in a whole day training session. Students now have access to a designated email address (speakup@thealegreen...) to email any concerns that they do not feel comfortable raising directly to staff. School recording procedures were also reviewed and all bullying concerns are logged via class charts (safeguarding – anti-bullying) for triaging by the Pastoral Managers. Resources from the Diana Award are embedded into RSHE lessons, especially in Year 7.

Policy

A trust wide policy for RSHE was written, with contributions from RSHE leads across all schools in the trust. http://www.alet.org.uk/wp-content/uploads/2020/07/GOV025_V3_Relationship-and-Sex-Education-Policy.pdf

The policy was shared with parents for feedback and further development via the parent bulletin, letter and MS Forms. Parents were also invited to contact the Assistant Head Teacher for access to teaching resources.

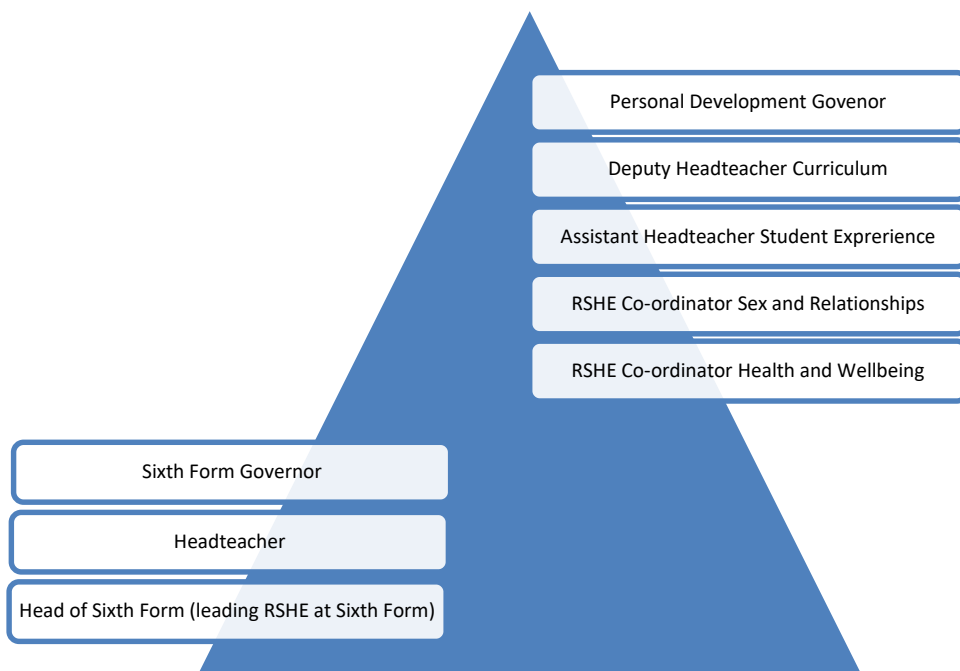
School Development Plan

RSHE is written into the school development plan through the following goals:

- Curriculum development including RSHE.
- Development of social space
- Embedding Respectful Behaviours Manifesto
- Health, Safety and Wellbeing of all students (including Well School and Catering facility)
- Student experience and leadership
- Raising aspirations for all.

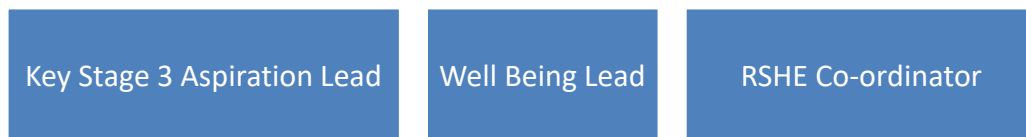
Leadership and Management

There is clear support for RSHE throughout the whole with clear leadership and management as well as Governance.



TLRs

With the growth of the school, three new TLRs have been introduced in KS3 to complement the whole school approach.



Safeguarding

There is a team approach to safeguarding at Theale Green School; with five trained DSLs and 3 supporting members of staff. The team was expanded two years ago to reflect our diversity in the school with the ASD Manager becoming DSL trained. At this point the team was all female, and in 2021 following student voice from the Manifesto working groups a male member of staff (site manager) was trained to again reflect the needs and diversity of the school population.

Following the work with the Diana Award for Anti-Bullying and Respectful Behaviours Manifesto work three members of the pastoral team became triage/support.

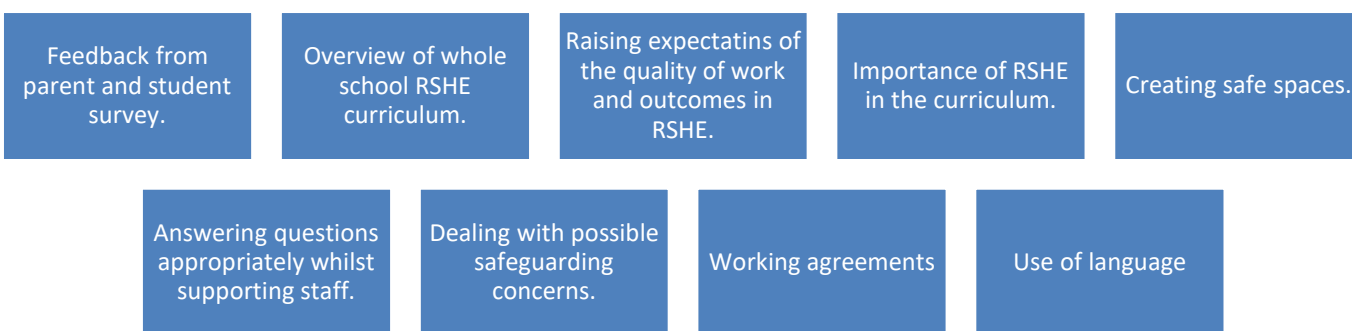


Staff CPD

The staff CPD programme recognises the important of providing all staff and RSHE teachers the skills to be able to support delivery of the curriculum (content and knowledge) as well as supporting the culture we wish to develop.

The initial September INSET day provided all staff with training around respectful behaviours, peer on peer abuse and KCSI updates, bullying and school based procedures to report concerns. This was attended by all staff including support staff and delivered by the Head Girl (student council), Head teacher and Safeguarding Lead.

All RSHE teachers have been provided with two in house training sessions of RSHE delivered by the Assistant Head Teacher. All Leadership Team attended these sessions to raise the importance of the curriculum with the new team of teachers. The sessions focused on:



The tailored CPD programme for RSHE teachers is below:

THEALE GREEN SCHOOL

RSHE CPD AND TRAINING

TGS ARE COMMITTED TO TEACHING HIGH QUALITY RSHE LESSONS AND ENSURING ALL STAFF ARE APPROPRIATELY TRAINED (KNOWLEDGEABLE, CONFIDENT AND SAFEGUARDED) TO DELIVER THIS CONTENT. A THOROUGH TRAINING SCHEDULE HAS BEEN PLANNED TO ACHIEVE THESE GOALS.

LEADERSHIP CPD AND TRAINING



Changes to the RSHE curriculum shared with Leadership Team with clear action plan.
May 2021



TGS Lead to attend Jigsaw Training on Managing Difficult Conversations.
29th June



TGS Lead to attend PSHE Association twilight on Teenage Brain.
14th July



TGS Lead to attend Brook and West Berks CPD on RSHE
October 2021



TEACHERS OF RSHE

Introduction session from TGS Lead.
Completion of Brook CPD course on How to Deliver RSHE.
<https://learn.brook.org.uk/>
June 2021



Learn It, Teach IT Ongoing Support

Use of Brook CPD modules on individual topics. Staff learn the content before being provided with comprehensive lesson resources.
<https://learn.brook.org.uk/>

ADDITIONAL CPD OPPORTUNITIES



West Berkshire and Brook CPD on Supporting and including LGBT+ young people.
February 2022



Whole staff INSET on statutory curriculum and reporting concerns.
September 2021



West Berkshire and Brook CPD RSHE for SEND young people.
July 2022

The RSHE coordinators will attend three sessions offered by West Berkshire to support delivering of the RSHE curriculum, key information will be fed through the in house CPD programme and TGS.

All RSHE teachers have completed an Introduction to RSE via Brook Learn, the remaining modules are then assigned to staff dependent on year group and content they are teaching. All staff have access via MS Teams to support resources including DfE training power points and resources created by charities and appropriate sources e.g. St John's ambulance – first aid.

Through the smaller team of staff delivering RSHE, staff are able to support each other and share T&L tips/ideas.

The Curriculum Model

All students at TGS access age appropriate, high quality RSHE lessons regularly.

- Year 7 to 9 one hour per week
- Year 10 and Year 11 one hour per fortnight
- Year 12 one hour per week team taught to allow greater discussion, debate and use of break out groups.
- Year 13 tailored programme of guest teachers, speakers, lectures and debates fortnightly.

The tutor and assembly programme is utilised to support the whole school approach, alongside the delivery of British Values. Alongside this, there is a thoroughly planned careers programme led by the Head of Sixth Form and Careers led to support all student's preparation for living in the wider world and future employment. Elements of RSHE are also embedded into other curriculum areas, which are carefully mapped including Ethics and Philosophy, PE and Food Technology.

The curriculum development is Overseen by the Assistant Head Teacher Student Experience, alongside two newly appointed TLR positions within the school. The coordinators each focus on key areas of the statutory curriculum.



Lessons are delivered by a small team of ten teachers, including teachers of PE, Heads of House (student engagement) and the Assistant Head Teacher Teaching and Learning. Alongside this TGS have a regular programme of guest speakers to support student engagement in topics and to support with appropriate signposting.

There is a clear sequence of planning, adapting the thematic programme from the PSHE Association. The curriculum:

- Is relevant to the needs of our students and the areas they live.
- Is appropriately differentiated and provides challenge for all.
- Allows progression throughout their time at TGS.
- Responds to student feedback.
- Meets all requirements of the statutory RSHE curriculum.
- Meets the Theale Green Curriculum intent.
- Aspirational

The curriculum is divided into three clear themes of living in the wider world, relationships and sex education and health and wellbeing.



RSHE Curriculum Aims

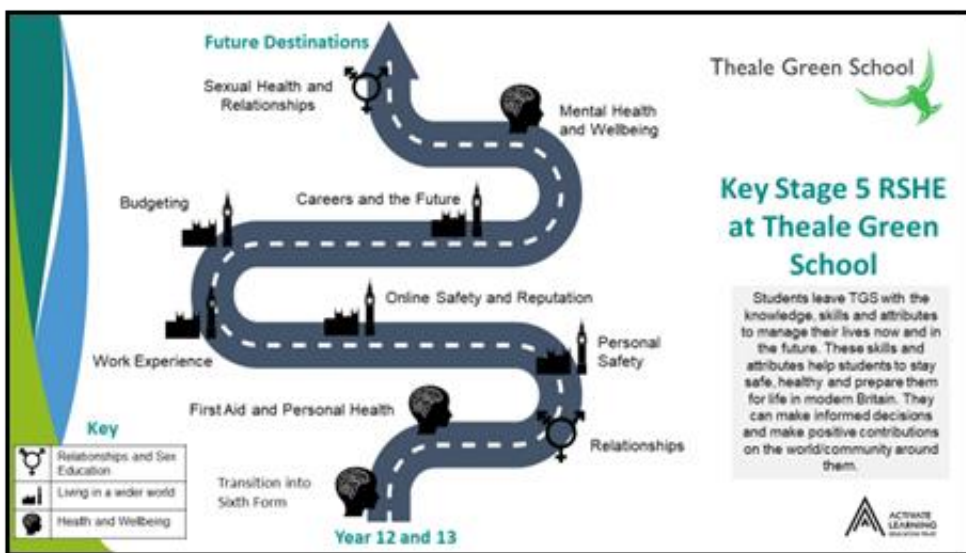
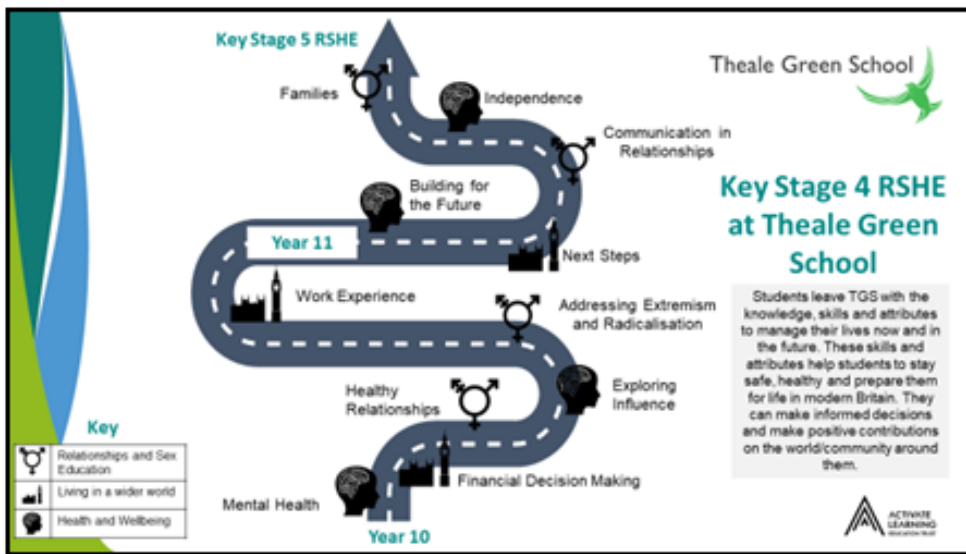
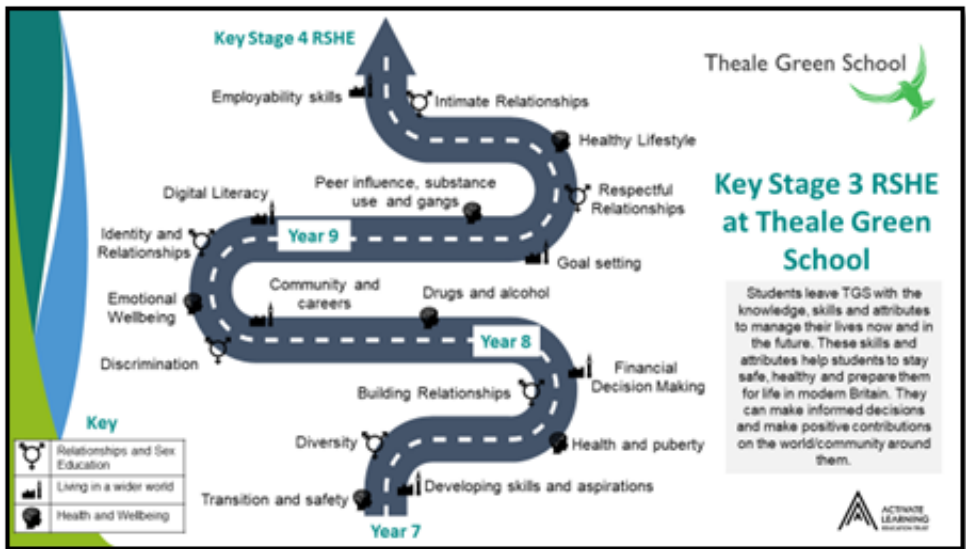
RSHE is an important part of school life and a subject which students develop their knowledge skills and attributes they need to manage their lives now and in the future. These skills and attributes help students to stay safe, healthy and prepare them for life and work in modern Britain. The intent of our RSHE curriculum is to deliver a curriculum which is accessible for all and ensures that each of our students will understand how to play a positive and successful role within our society. The curriculum clearly recognises and supports the elements outlined in the ALET philosophy.

Our aim is to:

- Promote personal development so students become well-educated and well-round young adults.
- Promote good behaviour and positive character traits.
- Support students' spiritual, moral, cultural, mental and physical development.
- Prepare and equip students for the opportunities, responsibilities and experiences of life.

- Provide students with the knowledge of their world, locally, nationally and globally to tackle many of the moral, social and cultural issues that they may face growing up.
- Provide opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Foster good mental wellbeing in students so they can fulfil their full potential at school and are well prepared for life.

Whole School Curriculum Maps



Teaching and Learning including Assessment of RSHE

A survey was shared with all students at the end of the Summer Term in 2021, we received over 280 responses from students in the school from across year 7 to 13.

Students were asked what improvements they would make to the RSHE curriculum.

If I was in charge of PSHE (unlimited budget/time) what would I do..... Theale Green School

Have guest speakers back in.	Increase the amount of time given to PSHE.	Focus more on relationships and education – pleasure, contraception, pornography, pregnancy.
Have books rather than folders/worksheets.	Effectively train staff so they are confident in what they are delivering.	Trips and drop down days.
A clear plan of what is going to be delivered from Year 7 to 13.	Range of activities in lessons – presentations, discussions, role play, scenarios, worksheets, reflection etc...	All aspects of mental health and wellbeing – not just telling us to go for a walk.

ACTIVATE LEARNING EDUCATION TRUST

Following the student voice the curriculum was reformed to include:

- Books for recording work in lessons at all key stages. Set of whole school expectations writing for presentation in RSHE books.
- Guest speakers booked in for 1st term for all year groups including Trading Standards, Big Deal and Epic Risk Management.
- The curriculum maps shared with students and stuck in all books.
- Curriculum time increased at Key Stage 3.

Curriculum development has been started by the Assistant Head Teacher, but as we progress with writing the whole curriculum (lesson planning and resources) RSHE teachers will take a lead in this with a quality assurance being carried out by the RSHE Coordinator or Assistant Head teacher.

Assessment

Assessment is evident in a variety of way in RSHE lessons:

- Baseline assessment using questioning and graffiti walls
- Scenarios allow students to show their learning and understanding – application rather than recall of knowledge.
- Reflection questions used in do now activities and plenaries.
- Evaluation of key learning during guest speaker sessions.
- Respect and Hard work in lessons reported via whole school reporting system.
- Mind mapping
- Draw and write
- Diamond 9 and card sorting
- Storyboarding and discussion

The team are now exploring the development of 'I can' statements to support assessment – teacher, self and peer.

Students are not only expected to be able to recall facts and knowledge, but consider what they would do in scenarios/situations and be able to recognise suitable avenues of support.

Our Pledge for High Quality RSHE



Theale Green School is committed to providing a relationships, health and sex education which:

IS TAUGHT BY TRAINED TEACHERS AND EXPERT VISITORS.	INCLUDES APPROPRIATE SIGNPOSTING INSIDE AND OUTSIDE OF SCHOOL.	WORKS IN PARTNERSHIP AND SEEKS THE VIEWS OF TGS COMMUNITY.
MEETS THE NEEDS AND DIVERSITY OF OUR STUDENTS.	PROVIDES LESSONS WHERE STUDENTS FEEL SAFE AND ABLE TO PARTICIPATE.	IS PLANNED FROM RELIABLE, AGE APPROPRIATE AND RELEVANT SOURCES.
IS A TIMETABLED PART OF OUR CURRICULUM AND CLEARLY MANAGED.	FOSTERS EQUALITY AND DIVERSITY WHILST CHALLENGING DISCRIMINATION.	PROVIDES OPPORTUNITY TO REFLECT, NUTURES RESPECT AND ACCEPTANCE OF DIFFERENT VIEWS.

Theale Green School



Recovery Curriculum

During the COVID school closures and lockdown all students had access to lessons focusing on mental health and wellbeing – covering the Health statutory curriculum. These lessons responded to the needs of our students and the information gathered from weekly pastoral calls to the whole school. During these time students accessed:

- Internet safety and online reputation
- Sleep
- Healthy diet and lifestyle
- Mindfulness and wellbeing activities
- Mental Health

Our old students access an online course covering mental health and wellbeing via Nebula Learning. Students received a certificate at the end of the course. Teachers stayed in good contact with their class and delivered a minimum of 15 minutes live via TEAMS or Zoom.

A survey was conducted of our primary feedback schools, due to no SATs in the summer term all covered the statutory Relationships curriculum in the summer term and health.

Auditing and Next Steps

The TGS RSHE curriculum has been audited using the Sex Education Form Whole School Audit Tool.

Success criteria	Rating
Leadership, management and managing change	
The head and senior leaders give RSE high status within the school.	●
There is clear senior management support for the RSE or PSHE lead.	●
There is a named governor for RSE.	●
Policy development	
The school has a RSE policy agreed by governors and staff that has involved consultation with pupils and parents, and which is regularly reviewed.	●
The policy links to and is consistent with other policies in the school.	●
Curriculum planning and resource, including working with external agencies	
RSE is an identifiable part of the PSHE education curriculum, which has planned, timetabled lessons across all Key Stages.	●
Visitors are used to support and enhance RSE not to excuse school staff from teaching it.	●
Resources are carefully selected for their suitability and reviewed for effectiveness once in use.	●
Teaching and learning	
A variety of teaching and learning strategies are used, which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.	●
Pupils feel safe in RSE lessons, for example through use of group agreements.	●
RSE is taught by staff who want to teach it, who are trained and supported, knowledgeable and confident.	●
School culture and environment	
The school ensures that RSE is embedded in the school's values and moral framework.	●
Giving pupils a voice	

All pupils are given opportunities to comment on RSE policy and practice in the school and their views contribute to curriculum planning and evaluation of effectiveness.	●
The diverse experiences of pupils, such as Looked After Children and those with special educational needs and disabilities, are acknowledged and their RSE needs met.	●
Provision of pupils' support services	
The school keeps up to date with local health and advice services and provides clear access to information about them for pupils.	●
Where appropriate the school offers school-based drop-ins and other support services for pupils.	●
Staff professional development needs, health and welfare	
The school ensures teachers, governors and support staff receive appropriate CPD, INSET and ongoing support.	●
RSE and PSHE are resourced in line with other subjects, for example being allocated preparation and planning time and training budget.	●
Partnerships with parents, carers and local communities	
The school recognises that parents and carers are crucial to the success of the RSE programme and gives them regular information about what is provided and accessible opportunities to comment on policy and practice.	●
Information is provided to support parents and carers in fulfilling their role as educators about relationships and sex at home.	●
Assessing, recording and reporting pupils' achievement	
Assessment opportunities are built into the RSE lessons and programme.	●
RSE is assessed on skills and attributes as well as on knowledge.	●
Part of the assessment involves pupils being asked to reflect on their work and learning.	●
Parents receive information about pupils' learning in RSE.	●



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Alongside the subject reviews from the PSHE Association – covering Leadership and Management, Curriculum and Teaching and Learning.



Subject Review Tool for PSHE education

1. Leadership, Management and Organisation of PSHE education

Your Results:

How is PSHE education led?	Stage 3 – The leadership line manager for PSHE education is proactive and provides effective support. The link governor is a passionate advocate for PSHE education. The PSHE lead is consulted on key decisions which affect PSHE education and their expertise is valued. The PSHE Lead, SLT and governors have an excellent understanding of current developments, and are confident to deliver evidence-based and data-informed high quality PSHE education in line with best practice principles that meets and exceeds statutory requirements.
Do you have a plan to develop PSHE?	Stage 3 – There is an ambitious plan to continuously develop PSHE education, including a curriculum development plan. The PSHE lead has the full support of senior leadership to facilitate these developments. PSHE education is included in the school development plan and self-evaluation.
How do you ensure you have appropriate policies that are fit for purpose?	Stage 3 – The school has a clear PSHE education policy which outlines our vision, intent, teaching approach and curriculum plan. The school engaged with parents, pupils, teaching staff and SLT/governors and were informed by statutory guidance to write the policy, and will continue to engage all stakeholders when updating policies. The school's

How do you monitor and evaluate PSHE education?	Relationships Education/RSE policy and PSHE education policies link to, and are supported by, wider school policies (e.g. safeguarding, child protection, drug, and anti-bullying policies). Stage 2 – The PSHE lead regularly monitors and evaluates PSHE education using some of the following: learning walks, observations, work scrutiny, pupil voice, teacher voice, assessment of pupils' learning. The PSHE lead uses these processes to develop a sound understanding of strengths and areas for development in PSHE education and to ensure the programme is implemented effectively.
What is the provision for CPD?	Stage 2 – Everyone involved in teaching PSHE education has received appropriate training, including induction for new staff, to ensure learning is safe. The PSHE lead, has had development opportunities in both PSHE education pedagogy and in leading and managing the subject.

The majority of areas come out as all success criteria met. There are a small number of success criteria which are partially met. Auditing will be carried out regularly to ensure our curriculum meets the success criteria and needs of our students. Future development of RSHE includes:

- Regular updates to parents and parent education sessions live or via zoom
- Student voice at the end of term 1 focusing on learning environment, safety and T&L.
- Development of drop in sessions.
- Consideration of KS4 and KS5 curriculum, is there any possibility of increasing time to one hour a week in line with key stage 3?
- Staff voice around CPD and support given to teach RSHE.
- Ambassador for RSHE across all key stages.

The Team Approach



Sam Cartland
Assistant Head
Student Experience
Line Manager RSHE



Linda Stevens
Senior DSL and SENCO
Diana Award Trained



Anne Richards
Head of Sixth Form
Careers Lead
Sixth Form RSHE



Lindsey McNeill
RSHE Coordinator
Sex and Relationships and
Lead Teacher of Manifesto



Corinna Bartle
Head Girl
Manifesto Lead



Sam Stamp
Pastoral Manager
Anti-Bullying Triage



Charlotte Badarelo
Deputy Head
Curriculum Development



Matt Bowler
Assistant Head T&L
RSHE Teacher



Chris Lambert
Student Engagement
School Council Lead



Jo Halliday
Head Teacher



Patrick Wall
Well Being Lead



Andrea Hayes
Pastoral Manager
Anti-Bullying Triage



Tony Blinco



Natalie Kingston
RSHE Health and
Well-being Lead



Jo Duffin



Pip Vacy-Ash



Nadine Bratton



Andrew Jones



Adam Bayliss

Wendy Sanders
Speak Up Speak
Out Triage

RSHE Teaching Team

The Journey of RSHE at Theale Green School

2015 PSHE Co-ordinator role appointed internally.

2015 Initial review of curriculum planning and model. All students at TGS received one hour a fortnight of PSHE with their tutor.

2016 Staffing change PSHE now delivered by a team of staff including teachers of PE, Performing Arts. Staff selected from under allocated staff.

Between 2015-17 Positive feedback from students and staff regarding PSHE curriculum, regular staff training in place. Regular guest speakers visiting TGS for all year groups.

2017 - Curriculum review takes place. 2018 no PSHE on the curriculum, taught through 20 mins a week tutor time.

2017 - PSHE Co-ordinator engaged in initial SRE training.

2018 - New Leadership Team in place at TGS. PSHE co-ordinator appointed as Assistant Headteacher PDBW.

2018 - Assistant Headteacher completed DSL training.

2019 - PSHE incorporated back into the curriculum. All year groups (excluding Year 11) one hour per fortnight.

2019 - PSHE incorporated into Year 12 curriculum.

2019 - TGS became an early adopter school. Assistant Headteacher invited to speak at DfE early adopter conference (cancelled due to COVID) Initial implementation plan written.

2020 - Review of TGS curriculum plan by Assistant Headteacher and Deputy Head. Increase of time for PSHE across the school. Consideration of staffing.

2020 - Initial parent and student consultation and forming of policy across of the trust.

2021 - Initial launch of RSHE curriculum to Leadership Team and key staff at TGS.

July and Sept 2021 - CPD sessions held in school with RSHE teachers.

July - Student consultation around T&L and improvements to RSHE. Feedback used to shape curriculum.

Throughout 2021 - Ongoing work around manifesto, safeguarding and anti-bullying.

September - Launch on INSET day to RSHE staff. Launch lessons and feedback to student regarding survey. Whole school launch of respectful behaviours manifesto and behaviour procedures update.

September - review of Year 13 provision by Assistant Headteacher, Head of Sixth Form and Headteacher.

September 2021 - Appointment of two RSHE Co-ordinators and update of school website.

Further details of the Speak Up Speak Out journey can be found in the visual road map later in this document.

[Useful Links – Theale Green School Website](#)

A Well School <https://www.thealegreen.w-berks.sch.uk/a-well-school/>?

Well Schools Podcast

https://open.spotify.com/episode/70Alq82q2Ac7v6HqJQe7S6?si=9r7_O7bbSciD3YF00zM69g&dl_branch=1&nd=1

RSHE Curriculum <https://www.thealegreen.w-berks.sch.uk/academic/rshe/>

Speak Up Speak Out <https://www.thealegreen.w-berks.sch.uk/speak-up-speak-out/>

Safeguarding and Anti-Bullying <https://www.thealegreen.w-berks.sch.uk/safeguarding-and-anti-bullying/>

ALET Learning Philosophy <http://www.alet.org.uk/about-us/our-learning-philosophy/>