

Section 2

This is form to capture the enquiry work being undertaken by schools during the enquiry process. Information from this proforma will be shared with Welsh Government, regional consortia, HEI partners, Education Workforce Council and schools involved in the national enquiry programme. **Section 2 information will not be published on Hwb.**

Enquiry question *

How to create and embed an equitable RSE policy at Oldcastle Primary School

Enquiry design and methodology *

Bounded Case Study - Provides in-depth information, captures intricacies of complex situations, and draws upon multiple sources adding credibility.

Enquiry design is a critical aspect of research that involves creating a systematic plan for collecting and analyzing data. It includes identifying the research question and developing a sampling strategy. The enquiry design should be tailored to the specific research question and aim to minimize bias in data collection. In this case, at Oldcastle we are in the process of designing our own Relationships and Sexuality Education curriculum, taking into consideration our pupils, context and other cluster schools. This research is a bounded case study as it is bounded by the specific locational context of our school, curriculum and background. This case study will help explore RSE in detail and generate hypotheses for future research.

Emerging findings *

After attending cluster conferences around the new Relationships and Sexuality Education framework, it is clear to see that schools are only now starting to implement this into their curriculum.

From working with our cluster schools, we have now been able to map the knowledge, skills, experiences and vocabulary we want to be used, ready for secondary education. This will now ensure consistency and a broad, balanced curriculum across the cluster schools. Findings have shown that Phases 1 and 2, needed to be created into RSE 'Sub-Themes'. Sub-themes will now ensure that we can map our RSE curriculum in a more coherent and balanced way at Oldcastle. Within these sub-themes then come to the Phase 1,2 and 3 statements and the knowledge, skills and experiences that have been mapped accordingly with these.

At Oldcastle, we have started to map our sub-themes and overall themes into our medium-term planning. We have had RSE staff meetings, training and external advice on our to shape our RSE curriculum for our school. The next steps now include mapping the specific knowledge into each year group, ensuring coverage is broad and shows a clear progression throughout the Progression Steps.

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Limitations *

Here are some limitations of a bounded case study:

Limited generalizability: Since a bounded case study focuses on a single case or phenomenon, the findings may not be applicable to other cases or situations. Therefore, it is difficult to make generalizations based on the results of a bounded case study - in this case our primary school context.

Limited scope: A bounded case study is limited to a specific case or phenomenon, which may not be representative of the broader population or context. This limited scope can make it challenging to draw conclusions about larger trends or patterns.

Time-consuming: Conducting a bounded case study can be time-consuming and may require significant resources, such as participant access, funding, and equipment. This can limit the feasibility of conducting multiple bounded case studies within a given timeframe - in this case, creating our RSE curriculum will take time and trials.

Lack of control: Bounded case studies often involve studying natural phenomena in real-world settings, which can be challenging to control. This lack of control can make it difficult to isolate specific factors that may be contributing to the observed phenomenon.

It is important to acknowledge these limitations and consider them when designing and conducting a bounded case study. However, despite these limitations, bounded case studies can still provide valuable insights and contribute to our understanding of specific phenomena or cases.

In Wales, new mandatory Relationships and Sexuality Education (RSE) guidance has been introduced for primary schools. The curriculum must provide children with the knowledge and skills they need to form healthy relationships and make informed decisions about their sexual health (WG, 2022). The new RSE curriculum includes age-appropriate content for children from Nursery to Year 6. The focus is on understanding emotions and feelings across Phase 1, and in Phase 2, children learn about healthy relationships and consent and cover areas around puberty, sexual health, and reproduction, with a focus on preparing for adolescence and the changes that come with it. The curriculum also emphasizes the importance of inclusivity and diversity. It includes content on LGBTQ+ relationships and families and encourages children to understand and accept people who are different. Teachers will receive training to deliver the new curriculum, and parents and governors of Oldcastle Primary School will have the opportunity to attend meetings, information presentations and training around our RSE curriculum. The new RSE curriculum in Wales aims to equip children with the knowledge and skills to navigate relationships and make informed decisions about their sexual health while promoting inclusivity and diversity.

The content and delivery of RSE in primary schools must be age-appropriate and consider the children's developmental stage. It is also designed to include all children, regardless of their background or beliefs.

Teachers are responsible for delivering RSE in a sensitive and age-appropriate manner and receive training and support to help them deliver the curriculum effectively. Schools are also encouraged to involve parents and guardians in the delivery of RSE, providing them with information and resources to support their child's learning. At Oldcastle, we will take on all statutory advice and map our RSE curriculum according to our context, curriculum content and pupils.

Key/emerging recommendations *

Recommendations :

1. At Oldcastle, we need to ensure that the knowledge, skills and experiences are mapped out accordingly, showing clear progression across the Progression Steps.
2. We need to ensure another meeting is held with governors and parents, outlining the aims of our RSE curriculum and what this looks like in our school.
3. We need to gather a range of resources from HWB etc, to ensure teachers are equipt with the correct, factual information and vocabulary to teach RSE at an excellent standard.

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Ethical considerations

Please note: this section is not applicable to Emerging Enquiry Schools

Follow BERA guidelines (BERA, 2018), being aware that participants are under 18 and ethical considerations need to be carefully considered.

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Enquiry overview

The aim of this enquiry was to create and embed a Relationships and Sexuality Education framework within the new curriculum at Oldcastle Primary. As a school, we are strongly committed to creating a knowledge-rich curriculum that enables each and every child to make progress within their own learning journey. As with all schools, we are bound by mandatory elements set out by Welsh Government. One such element is the RSE framework. As a primary school of approximately 54 staff, 450 pupils, and a strong community relationship with our parents and carers, it was vital for us to create a framework that allowed for the delivery of knowledge, depth of understanding as well as transparency with parents and governors about what we were going embedded into our curriculum. With this in mind, our Equality and Diversity lead worked with the Health and Well-being lead, cluster schools and other members of the Senior Management team to map the knowledge and skills required to deliver RSE. Once it was mapped, it was important to build a bank of resources, using HWB and cluster networks to support the delivery and ensure all teachers felt supported in their planning and preparation. Staff meetings and drop-in sessions were also delivered to support staff - both teaching and non-teaching. Governors have been updated throughout the process and will be attending the launch, with parents and carers, to see the aims and vision of the Framework.

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Learning as a result of the enquiry process

As an established enquiry school, we found it useful to use the knowledge we had gained from previous enquiries to underpin our new enquiry vision. The previous enquires undertaken at Oldcastle Primary School had varied approaches - Pupil voice and Curriculum Design. Each of these approaches supported this year's focus by bringing in methods, what we had learned and how the challenges we faced could be considered. The support from HEIs has been useful, as have the network groups we have been part of., We feel, as a school, our cluster relationships have

strengthened over the course of the last few years due to enquiry processes and the widening of sharing good practices.

As a school, we have identified that further professional development would be beneficial when embedding new frameworks. We have created a whole school approach to sharing ideas and good practices, using staff meeting times to create curriculum groups that can use their time to focus on their specific areas and how to embed such policies and procedures. Curriculum-focused meetings have been paramount to our success. By working together, we have learned to be more open to change and understand that implementation is about trailing and reflecting. Reflection on what we are working on and the impact it has on our learners has been our most positive outcome.

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What worked well

In a time where change is constantly happening, where education and curriculum are evolving and new mandatory elements are specified, as a school, we have developed a team ethos and openness to change. At the centre of our vision are our children, and we are working together to ensure their access to education and learning is tailored to them and their own personal journeys. A lot of work has gone into ensuring our curriculum is fluent and progressive and that we are giving access to life-long skills and knowledge, such as those from the RSE framework.

Building external professional relationships with other schools has been paramount to our success.

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What was more of a challenge

Unfortunately, although we have mapped and begun to embed our framework through identifying the knowledge, skills and experience, we have been unable to finalise our Relationships and Sexuality policy. One of our aims for this enquiry was to ensure Governors and Parents were included in the journey and that our aims and vision were shared with them with documentation to support our methodology. We are working towards shaping our policy using other Local Authority formats. In addition, we found timing of the enquiry process more of a challenge, whereby showing the impact will be apparent when we reflect at the end of the Autumn term, once we have delivered some of the knowledge, launched it as a whole school and invited the local community to be part of our framework. As with all enquires, it is ongoing and will be evaluated at regular intervals.

Steps to develop a culture of enquiry

As a school, we are committed to using the basis of enquiry when developing new frameworks, learning and teaching, planning and other procedures. We use the process of -

- Enquiry aim
- Enquiry design
- Methodology
- Literature review
- Evaluation of impact.

We promote this process, moving Oldcastle forwards.

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Evaluating the impact of enquiry

As previously mentioned, we have developed an enquiry culture within the school that involves all members of staff; we regularly discuss the impact and reflect on what we do. We ensure that wherever we are implementing or designing has an impact and allows for progression. We also ensure that everything we create and implement has the child's progress as the central value.

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Peer support

Additional resources