

HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Treleigh CP School – NOR 207
Situahed in Treleigh, Redruth.
Infant and Junior school, feeder school to Redruth Secondary School.

- **Priority Areas** (What priority area(s) did you choose?)

We chose to focus on our SRE provision.

- What was the **need**? Why did you do what you did?

We have a high rate of teenage pregnancy in our local area and felt that by providing quality SRE we could be sure that the children left our school with a secure knowledge and understanding of sex and relationships.

- What did you **do**? Describe the activity.

I spoke with the staff about their opinions on our current SRE provision and we discussed the CWP as it was something we had been looking in to. Through the programme we were put into contact with Zoe Baxter who we spoke to about working with four teachers in our school to begin the implementation of CWP. We chose teachers from year 2,3,5 and 6 to work with Zoe over a three week period. We met with her and organised the layout of the sessions and completed questionnaires about our confidence in SRE teaching. It was decided that years 5 and 6 would follow the year 5 CWP programme initially as we had not provided the current year 6 with any SRE lessons the previous year. The class teacher agreed to teach the year 6 lessons at a late stage to that class. Information letters were sent home to inform the parents of our plans with CWP and most of the years had no response from parents but in year 3 there were a lot of parents who were keen to know the syllabus etc. The year 3 teacher and I held a meeting with the parents and we discussed the lessons with them and showed them the resources. They were all more than happy and no parents requested to withdraw their children. The sessions went really well and the teachers all felt very confident with the delivery and further delivery the following years. I cascaded the training to other colleagues using the CWP resources etc and that has also been a success.

We have been trying for some time to implement the Speakeasy Programme and had a few parents who signed up to attend this year. A TA from our school runs the programme and I have attended the sessions myself this year and so have the

certificate and hope it will lead to an accreditation to become a Speakeasy facilitator and team teach the sessions with my colleague.

- **Who did you work with** and why did you choose them? (Classes? Year groups? Whole school? Who were you Children in Challenging Circumstances (CICCs)?

We chose to work with year 2 as we felt a KS1 class needed to be provided with the CWP training and also years 5 and 6 as they are often the classes who have to deal with the 'trickier' topics. We also chose to put year 3 forward for the project as the teacher in there was an NQT and we felt providing a good grounding for his SRE lessons was important. The whole school has now been taught following the CWP project. Years 1 and 4 taught their units following guidance from the teachers who had worked with Zoe.

We do plan next year to have an SRE unit, taught by all teachers and the same time.

We did not really have any major challenges to overcome and any child protection issues etc that we thought may cause problems were raised with Zoe who helped us work through them.

Zoe was an excellent help and the children really enjoyed her visits, she was incredibly supportive and it was a really enlightening experience working with her.

- Where did you start from? (about your **baselines**)

- **Describe the steps along the way** that helped achieve the outcomes (about the **ESIs**). Were they useful milestones along the way to achieving your outcomes.

- Where did you get to? (**achieving your outcomes**) What difference did it make to the children? (**impact**) The **So What?** question

- What went well? **What were the highs and lows?** What could have been different / better? What were the problems and challenges? Were there any unexpected outcomes? (Good or otherwise)

- Capture the work in **the words of those that took part** – children, parents, teachers, school staff.

- Can you **add photos and artefacts** to enhance the story?

- **Where are you going next** with this work or other priority areas? How will you sustain the work and maintain capacity for the future?