

Healthy School Plus

SRE at Lewannick School

Background

We are a small rural school situated about six miles from our nearest town of Launceston in North Cornwall. The school serves its rural community in a socially deprived area of Cornwall which was a 'Designated Surestart' area. We have a high percentage of children with statements, which combined with the children on the SEN Record of Need, place us above the National Average. Nevertheless our attendance levels are also well above the National Average.

We currently have 111 children on roll.



Priority Area

SRE has always been highly successful in its response at upper KS2. Delivery at KS1 was relatively straight forward as part of the science curriculum. It is more difficult at lower KS2 where sexual sensitivity is more acute and the Living and Growing programme didn't quite seem to address this. To achieve adequate coverage this was an obvious area to target. This would achieve continuity and cohesion, ensuring better understanding.

What did this mean for Lewannick?

A working party of teachers, governors and parents had looked at the CWP scheme of work and related materials and were in favour of this going ahead pretty much in its raw form. A letter to parents was sent out informing them of the proposed dates on which this would occur and giving them the option to withdraw their children. None chose this option. Suitable ground rules were agreed and this was undertaken over a period of three weeks. This was deemed a suitable preliminary to what would be met at a later date as they progressed through to upper KS2.

Response

The children were quiet in their anticipation of what might be the content of the SRE sessions and were quick to understand and adopt the ground rules.

Children **did** think that they would be aware of differences in the baby photographs just by looking at them and were suitably surprised that in fact they did not.

There were some children within this group who had manifested some stereotypical ideas about male and female roles but their reaction to the 'Men and women can...' questions were encouraging. 'Birth of a kitten' had been met previously at KS1 as part of a Living and Growing Science activity. What was unexpected was how ready they were to share experiences about differences and make comments about what they had seen on the body parts element of the DVD. They were generally unimpeded by any sort of self-consciousness and it was a subject that clearly interested them very much.

In the second session anticipation was far less mute. After a quick recap of the agreed rules, and summary of what had been learned last time, we quickly moved to differences/similarities in how we reacted to feeling a variety of shapes and textures.

They were very good at identifying different family groupings. Several children were very prepared to divulge how their own family situations differed from an accepted 'norm'. This participation opened up the view that there may not be a 'norm'.



In our final session we looked carefully at the 'Y3 problem page' and in groups of Y3/4 the children came up with very sensible solutions reflecting the recommended advice.

This followed a fairly 'ham' role play, demonstrating gaining respect for personal space between two members of staff.

Another noticeable difference was the children's ability to communicate using the correct terminology which they embraced very quickly and again without apparent embarrassment.

When asked if they had found the sessions useful, they replied in the affirmative and some expressed disappointment that they weren't to continue.

Survey results

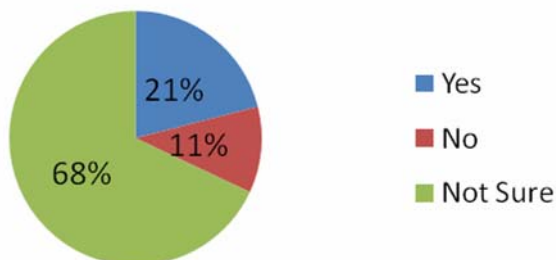
Before the commencement of these sessions two very specific questions from the original SHEU survey were put purposely to this group of children.

'Who would you like to talk with you about growing up and body changes?'

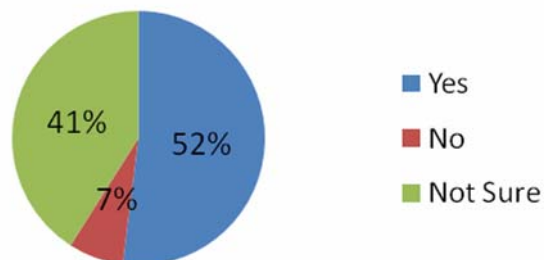
'Do you feel that you know enough about how your body changes as you get older?'

At the end of the sessions precisely the same questions were posed again and we compared these results using the pie charts below.

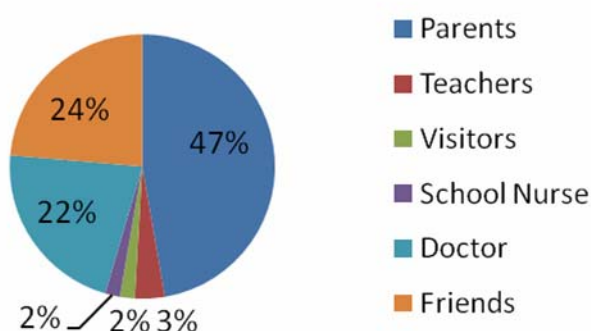
PRE FIRST SESSION: Do you feel that you know enough about how your body changes as you get older?



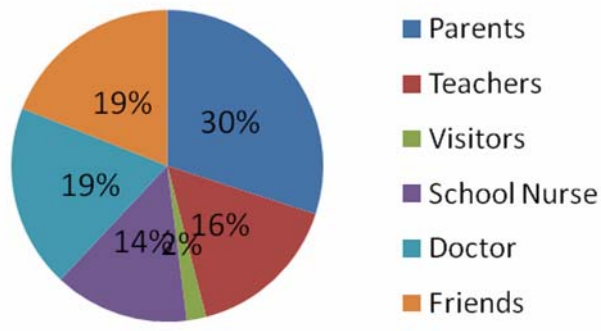
FINAL SESSION: Do you feel that you know enough about your body changes as you get older?



PRE SESSION 1: Who would you like to talk with you about growing up and body changes?



FINAL SESSION: Who would you like to talk with you about growing up and body changes?



Comment

After the final session you can see that in answer to the question 'Do you feel that you know enough about how your body changes as you get older' the 'not sure' segment diminished significantly from 68% to 41%. The answer 'yes' to this question increased by 31%. This was a clear indication that the children felt that they had gained further understanding from the work that we had done over the sessions.

The result of the other question posed (to establish **who** children would like to talk to) showed a significant increase in the number of children who felt confident speaking to teachers and school nurses.

After the final session there is a wider diversity of people with whom the children feel that they could communicate with about growing up, which we viewed as a further positive outcome.

Conclusion

We feel that this has been a successful enterprise and it will now form part of the on-going curriculum for lower KS2. This in turn will enhance the overall provision of SRE and ensure continuity and cohesion through the two Key Stages.

We have really appreciated the CWP resource and are now looking at the new Drug and Alcohol resource to aid delivery of this element of PSHE.