

Visit Report

Name: Jenny Horton	Date: 24 April 2017
Purpose of visit: To attend a governor/ parent information meeting about the SRE component of our new PHSE curriculum, prior to an open meeting for parents to discuss this at the school on May 10th.	
Links with the School Development Plan/SEF: (How does the visit relate to a priority in the School Development Plan or SEF?)- <u>To improve learning outcomes for all pupils by-</u> <ol style="list-style-type: none"> 1. Improve quality of Teaching and Learning: <ol style="list-style-type: none"> a. Develop assessment in all subjects b. Develop approaches to teaching reading (comprehension and stamina) c. Raise standards in spelling 2. Further develop the curriculum: <ol style="list-style-type: none"> a. Introduce new PSHE scheme of work b. Develop teaching in science- introduce new scheme. c. Develop use of ICT across the curriculum. (Governors may also find it appropriate to comment on aspects of priorities 3. Leadership and Management, and 4. Partnership work across the Trust as part of their visits).	
The meeting addresses part of item 2a of the School Development Plan. Mrs Drinkall explained why it was felt the PHSE curriculum needed to change. The school felt that the one in use was not sufficiently up to date and relevant to the needs of our ever changing society. Last year's 5 and 6 had filled in the annual My Health/ My School form, and had identified several topics which they said they wanted to know more about. All of these were covered in the new curriculum which Leeds, as an authority, has adopted. The curriculum was created by Islington authority in London, and, covered all statutory elements required in this area including domestic violence, CSE, drugs education, homophobia, FGM etc.	
Governor observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?) <ol style="list-style-type: none"> 1. The meeting lasted all afternoon and was attended by myself and a parent governor, along with three other parents. All present engaged with the topic and valuable questions and observations were raised. eg 'Would parents have access to the vocabulary used in the SRE curriculum? – Answer yes.' 'How would staff deal with sensitive questions asked by children.' Mrs Drinkall gave a very full answer to this question outlining strategies suggested by the scheme itself, how staff would respond to any possible Child Protection concern etc. 2. An 'Ask It' basket was going to be provided for each class, so that children could raise any issues, concerns they had, anonymously if they wanted. 3. After this year, the SRE curriculum would be delivered during Spring Term 2, so that there was time for children to reflect, ask questions etc while they were still with the teacher who had taught that unit. 4. Mrs Drinkall then outlined the planning scheme, with resources linked in for each topic within each year group. The school had purchased all the story books recommended to support exploration of different themes, and staff had these with their resource packs. There were also DVDs and leaflets provided by the Public Resource Centre- examples of which were available for us to look at. There was a before and after assessment for each module. Also, the first lesson for each new area included work from the previous 	

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module, so this acted as a revision and reminder for the children of learning already completed. The curriculum was a spiral one, so that topics were revisited in greater depth as the children moved through school.

5. There were some more meaty topics which the school had decided to split between year groups e.g. puberty was covered in both years 4 and 5 .

6. Mrs Drinkall then gave a detailed outline of the curriculum for each year group-

Year 1- Basic knowledge such as girls can have babies and boys can't. The NSPCC Pants material around private parts, there is a link to this for parents on the website.

Year2- Reminder of PANTS, including the names of some private male and female parts of the body. The human life cycle.

Year 3- Work around Relationships and Families, including special and different families.

Year 4 – Growing and changing, back to the life cycle. Body changes linked to human reproduction.

Year 5 – Puberty, how our bodies change. Content such as wet dreams and menstruation is learnt across gender groups, followed by activities in gendered groups. How feelings change.

Year 6 – Refers back to puberty in years 4 and 5, and moves on to what a sexual relationship is, babies and, being a parent/ carer.

At this point in time, the school has taken the decision not to cover contraception or HIV.

Any key issues arising from the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

Oral report to be given at the next T and L meeting.

Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)