

Content

The Governing Body feel that it is appropriate and necessary for Sex Education to be included in the school curriculum.

Sex Education is taught progressively throughout the school as part of the Personal, Social and Health Education programme.

The main focus of Sex Education is taught under the unit headings of 'Relationships' and 'Growing Up'.

Please see 'Information about P.S.H.E' leaflet for themes within these topics.

The content for Sex Education is based upon the learning objectives outlined in 'Curriculum Guidance 5—Health Education' and 'PASSPORT—Framework for Personal & Social Education' and is in keeping with the National Curriculum core subjects.

Parents will be informed of P.S.H.E. topics via Topic Letters and an opportunity to view the teaching materials to be used will be offered.

At Green Meadow school we believe that the delivery of Sex Education is best tackled by the class teacher who knows the children well and have decided not to use any outside agency to deliver any part of the Sex Education programme.

A variety of teaching strategies and groupings will be used according to the content of the lesson. This may entail organising single sex classes on occasions.

All pupils have the same legal entitlement to sex education, regardless of gender, race, cultural background or any physical or sensory disability.

Parents Right of Withdrawal

Green Meadow Primary School understand and respect the Parents Rights of Withdrawal outlined below,

Where parents have exercised their right of withdraw-

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a schools programme of sex education...

The parental right of withdrawal may be exercised by either parent or by a person who has the responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for providing sex education for their children. Once a request that a child be excused has been made, that request must be complied with until the parent changes or revokes it. School should avoid putting any pressure on parents who decide to exercise this right. They may, however, invite parents voluntarily to indicate their reasons for withdrawal, so that any misunderstanding about the nature of sex education provided by the school can be resolved....

As for topics which are specified in the National Curriculum, parents are not entitled to withdraw their children from this teaching.

Circular number 5/94—'Education act 1993: Sex Education in Schools', page 13.

al, the child(ren) will be sent to their parallel class, when Sex Education lessons are running simultaneously within the year group, the child(ren) will be sent to the next available year group.

Information about

CIRCLE

TIME

at



Green Meadow
Primary School

What is Circle Time ?

Circle Time brings teachers and pupils together in an atmosphere of trust, co-operation and respect. It is a time set aside when the teacher and pupils sit in a circle and engage in games and activities designed to increase self awareness, awareness of those around them, personal skills and ultimately, self-esteem.

Circle Time takes place with the whole class, although the children may participate in small groups, pairs or on an individual basis.

Circle Time offers opportunities for every pupil regardless of gender, cultural, intellectual or social differences to share and express personal experiences.

Circle Time has a number of things in common, these include;

Sitting in a circle

The circle creates a sense of 'unity & equality' and gives the children the message that the teacher is not a "controller" but an equal member of the group, (Mosley 1988,1993). This is important in developing an atmosphere of trust between teachers and children.

Golden Rules

The rules are introduced to the children with an explanation of why they are necessary.

- ◆ Respect other people's rights to speak and give options.
- ◆ We don't blame anyone in the circle.
- ◆ Do ask for help with problems.

Drama

Drama can be used to help children explore ideas and feelings. Role play enables participants to step into someone else's shoes in a safe and supportive environment.

Use of Games to Develop Skills

The games are fun and develop a variety of skills which include;

- ◆ Concentration
- ◆ Co-operation
- ◆ Speaking and listening
- ◆ Developing imagination
- ◆ Encouraging eye contact
- ◆ Following instruction
- ◆ Turn taking
- ◆ Observation
- ◆ Questioning techniques
- ◆ Thinking about behaviour

Use of Rounds

The use of rounds enables the class to talk about a variety of issues and concerns. An object is used to pass around the circle. Only the person holding the object can speak whilst others listen. Participants are allowed to 'pass', this is important when discussion personal issues. At the end of the round the person that started the round can ask those who passed if they now wish to speak.

Brainstorming and Discussion

During brainstorming children are asked to contribute ideas without commenting on anyone else's and then discuss them. Discussions can take place with the whole class or the children can divide up into smaller groups who then report back in the circle. Brainstorming and discussion gives children the opportunity to co-operate and share each others views.

Evaluation

This can take the form of a round when everyone is asked to say what they enjoyed or did not enjoy about a particular activity or session. This gives the teacher instant feedback on the children's views and can be used to develop further sessions.

Why Teach Circle Time?

Circle time has an important part to play in the curriculum as an opportunity to develop speaking and listening as well as contributing to children's personal, social and moral development.

As pupils learn more about themselves and each other,

Children need to believe that they attend a 'listening school' and that the 'personal voice' of individual children is valued and respected.
BBC Education, 'Teaching Today', 1992

relationships improve along with general behaviour and a more supportive group atmosphere is apparent in the classroom.

Circle Time provides opportunities to;

- ◆ Discuss matters of personal concern,
- ◆ Develop relationships with peers and adults,
- ◆ Develop a sense of belonging to the school community,
- ◆ Experience silence and reflection.

Circle Time activities gives the children the opportunity to be able to:-

- ◆ Develop self-awareness, self-confidence and self-esteem,
- ◆ Talk positively about themselves and their achievements,
- ◆ Understand themselves and express their own individuality,
- ◆ Promote self-direction and learn from mistakes,
- ◆ Be aware of feelings and to handle them in healthy way,
- ◆ Cope with change and difficulties,
- ◆ To be more assertive,
- ◆ To accept that things go wrong and not to blame, but to seek solutions to problems,
- ◆ To give and accept compliments,
- ◆ Appreciate others and value friendship,
- ◆ Co-operate and share,
- ◆ Resist peer pressure and handle upsets,
- ◆ Welcome new challenges and the opportunity to have a go at unfamiliar work or activities,
- ◆ Look for alternative solutions and make decisions.