

Personal and Social Education (PSE) Parents Evening

17 February 2015

Parents Questions/Suggestions

- **Are maturity levels considered before the curriculum being offered to all?**

All lessons in the school programme are based on age and stage recommendations for Health and Wellbeing within a Curriculum for Excellence. The health and wellbeing curriculum takes account of maturity, understanding and experience of all young people.

- **Can parents have PSE materials prior to them being taught in class? Especially puberty and sexual health matters.**

We have arranged meetings between Guidance teachers and individual parents. A private meeting ensures confidentiality and enables teachers to discuss the lessons with the child's parent in context. There is also the option of parents being able to have a mock lesson/run thorough of materials as they would be taught. Any parent wishing to see materials should contact the Head Teacher.

Pupils can come in and see materials any time they wish and have the opportunity to discuss them with Guidance staff.

- **Do all schools in the Western Isles run the same PSE programme?**

All schools in Scotland are guided by same curriculum framework. Materials may not be identical to the resources used in Sgoil Lionacleit but outcomes are the same. Within the Western Isles, we use a very similar course to Stornoway but it is adapted to suit our pupils and taught one year later than in Stornoway. I understand young people in Barra are taught similar lessons. Our partnership with NHS Western Isles is similar to the partnership operating in all other island schools.

The Scottish Government has published the latest guidance on Conduct of Relationships, Sexual Health and Parenthood Education in Schools on their website.

<http://www.gov.scot/Publications/2014/12/8526/downloads>

- **How much detail are they given on abortion?**

Pupils are not taught about abortion in PSE. Abortion may be discussed as a moral issue in Religious Education or Religious or Moral Education.

- **Is there an option to remove pupils from specific topics?**

Yes a pupil may be withdrawn from sexual health and relationship lessons with the agreement of the child. Paragraphs 57 and 58 of the document mentioned above are relevant here:

57. In the instance of a parent wishing to withdraw a school aged child from sexual health education lessons, schools must remind parents of the child's right to an education and to participate, bearing in mind their age and maturity. Where, after due consideration and subject to paragraph 58, the parent or carer decides to withdraw a school aged child from

sexual health education lessons, arrangements should be made for the child to have alternative positive educational provision, which meets the Health and Wellbeing outcomes.

58. In secondary education, young people will often be capable of deciding themselves, with support where necessary from parents, carers and teachers, to participate in sexual health education programmes. The capacity of a particular young person to take decisions of this nature will depend on their maturity, understanding and experience. In all cases, schools must respect the decision of that young person. As above, where a young person does not take part in sexual health education lessons, arrangements should be made for alternative positive educational provision, which meets the Health and Wellbeing outcomes.

- **How will you deal with low self-esteem in a very quiet and shy child?**

All pupils are treated as individuals and a quiet pupil is encouraged to participate through the use of a range of strategies from Assessment is for Learning (AifL) e.g. no hands up, randomisers, use of 'show me' boards so pupils don't always have to give verbal answers; we also check for understanding with thumbs up, down etc. so again no need for pupils to have to speak to show they know what to do. To encourage participation however, we use different teaching strategies e.g. co-operative learning and team tasks, partner work – all of which build self-confidence and self-esteem (everyone feels needed and included). We aim to provide opportunities which set pupils up to succeed not to fail so we play to their strengths e.g. active learning approaches, group/team work again. We have older pupils mentoring younger pupils. We have supportive, caring staff who freely offer their time to pupils at lunchtime and break time and are available to meet with pupils on a regular basis. We have specific nurture groups and speech and language listening skills groups, which pupils can access as required.

- **S1 Term 2 – Self Respect/Esteem**

Would it be possible for S1 to have an area to go to at lunchtime. The Courtyard has been used in the past but it is too cold in the winter, too hot in the summer and too public (self-conscience). Granted when the weather is good, they should be outside.

Yes- they need a space. Our idea is to have a big interdisciplinary project for the school whereby pupils redesign the Courtyard and possibly our Parent Council and pupils themselves fundraise for it. As a constituted group the Parent Council could apply for match grant funding from the Lottery under the Awards for All scheme or similar. Designers from the Council or other professions could be invited in by pupils to give idea of costings. The courtyard could have partitions in it to give pupils areas for themselves.