

**GREAT SANKEY PRIMARY SCHOOL**  
MONITORING AND EVALUATION SUMMARY RECORD



Date: Thursday 16<sup>th</sup> March 2023      Report by: T.Gawne

Phase / Class: KS2

<b>Type of Activity</b> (e.g. data analysis, learning walk, work scrutiny, lesson observations, pupil voice, external etc)			
Pupil Voice with a group of children across Key Stage 2 – boys and girls from Years 3 - 6			
ER, AM, AC, JT (Y6)      MB, RH (Y3)      SB, KC (Y4)			
<b>Context/background/evidence</b>			
Following a recent teaching and learning review monitoring visit with Vicky Briggs, who is also an Ofsted Inspector, she discussed how it would be purposeful to establish the different views of boys and girls in school in relation to the school's work on PSHE, our bespoke curriculum, and work on No Outsiders. A pupil voice was held with T.Gawne and N.Williams who spoke with UKS2 girls around changes to their body.			
<b>Focus (including reference to actions to previous related monitoring activity)</b>			
<b>Quality of Education</b>	Behaviour and Attitudes	Personal Development	Leadership and Management
<p><b>Personal Development &amp; Behaviour and Attitudes</b> Focus upon PSHE and understanding of being kept safe in school, gender attitudes and experiences of school life.</p> <p>No previous Pupil Voice next steps identified in this area. Questions pupils were asked to consider looked at the following areas: how children are kept safe in school, experiences of being a boy / girl in our school, changes to your body as you grow older and awareness, how boys / girls are treated based upon their gender, equality and ways in which they can keep their mind healthy as well as their bodies.</p>			
<b>Key Strengths (including progress towards previous related key areas, reference to inspection schedule)</b>			
<ul style="list-style-type: none"> <li>✓ All pupils spoken to explained that they felt safe in school and could describe ways in which they are kept safe by staff – they mentioned a positive environment, a safe school environment and trusted school adults who they believed would sort things out for them should there ever be an issue. Children noted our school golden rules, kind staff, Y6 buddies and an ethos where everyone looks out for one another. When asked to consider the environment outside, they mentioned gates on the school playground – some children felt they could go to Y6 children with problems and that they would be there to look out for them also. E Safety and Internet safety was not mentioned or explored as part of the questions.</li> <li>✓ When considering their experiences of being a boy or a girl in our school, pupils were positive. Older children said that your gender does not dictate who we are as individuals and that as a school we are mixed – we create opportunities for everyone. He gave an example of how AM had joined the boys on a recent football tournament and scored a winning goal. Neither girls nor boys felt they were better than one another. Girls stated that there are more boys than girls in school so they always get 'stuck in'. When asked for words to describe that, the words 'No Outsiders' 'Equal' and 'Inclusive' were mentioned.</li> <li>✓ Following the previous question, children were asked how the opposite genders treat one another. Children in LKS2 felt they were all treated equally and that they had the same opportunities as one another but mentioned that sometimes 'boy's not let the girls play as they</li> </ul>			

can sometimes get a bit competitive'. This was a differing view in UKS2 where the girls felt they could join in and that was 'welcomed' by the boys. JT said he had been good friends with some of the girls since he started school. The older children felt that the boys and girls attitudes to one another had changed as the years had gone by and that since Y2, they had learnt a lot more about gender equality, respect and tolerance.

- ✓ The children across KS2 could all give clear examples of 'equality' and examples of this in context – girls are allowed to join in tag rugby sessions with boys, girls can attend and are offered tournaments like the boys are. Neither gender felt that opportunities presented to them were unbalanced.
- ✓ All children spoke positively about keeping their minds healthy as well as their bodies – they showed good awareness of strategies to support their mental health. Children in Y6 and Y4 mentioned the 'My Happy Mind' programme that has recently been launched in school and children in Y4 Beech spoke positively about 'Mindfulness' time. Children in UKS2 and Y3 spoke about mindfulness activities they had done this year but that this was not always consistent. All children understood that talking to people whenever they had concerns, worries or felt upset was a positive way of handling these feelings. Some mindfulness examples given were yoga, daily mile and born to move.
- ✓ When speaking with boys and girls separately at the end of the session, they were aware of changes that their bodies would go through at they grew older and used the terms 'puberty' and 'hormones'. Children could describe what different relationships might look like and remembered the story of 'Tango Makes Three' when learning about same sex relationships in Y6. The boys said that they had good relationships with the girls in Y6 and that they respected their opinions. I asked the boys how they might feel if the girls didn't want to in their games or be involved in something they had planned and they understood respecting consent. 'I would talk to them and try to comfort them if they felt down about something but wouldn't force them to join in if they didn't want to'. Both boys and girls felt the school nurse was a positive way discussing this learning and felt the information was useful /memorable. The gender split for individual sessions allowed for more personal questions to be asked.

### **Next Steps (including evidence which to demonstrate impact)**

- Consider how across the school further opportunities to discuss gender equality can be brought into the PSHE curriculum so that younger children can speak more articulately about the subject.
- Continue to ensure external agencies such as the school nurse and wider resources such as the 'No outsiders' books are used effectively across PSHE lessons to discuss topics that are pertinent – same sex relationships and gender equality. Examples given were Tango Makes Three and Dogs Don't Do Ballet.
- Ensure that mindfulness is a consistent part of class timetables – some of these sessions can be 'My Happy Mind' but it is important these are covered across the school and regularly.

### **Follow up Monitoring activity and date**

**PSHE RSE Monitoring – Spring 2**