

RSE Consultation Feedback

Thank you for your feedback with regards to the Relationships and Sex Education curriculum.

Below, you will find the results to the survey and answers to all of the questions raised.

Have you read the school's RSE policy?

● Yes	19
● No	0



Did you find the RSE policy easy to understand?

● Yes	15
● No	4
● I have not read the RSE policy	0



I think RSE is an important part of the curriculum.

● Strongly agree	7
● Agree	6
● Neither agree or disagree	1
● Disagree	5
● Strongly disagree	0



The curriculum will help to keep my child safe both online and in the real world.

● Strongly agree	6
● Agree	6
● Neither agree or disagree	4
● Disagree	3
● Strongly disagree	0



Are there any topics that we aren't covering that you think that we should be?

● Yes	2
● No	11
● Comment	6



Do you have any concerns about the teaching of RSE?

● Yes	4
● No	10
● If yes, please leave a comment ...	5



Is there any aspect of RSE that you would like further information on?

● Yes	4
● No	13
● If yes, please leave a comment ...	2



Responses and Feedback

You said:

'As a parent, I'm glad that the school are teaching the importance of RSE. This makes it easier for me being a new parent and having my eldest learn this and setting a simple foundation for me to answer the questions that he has learnt from school. A subject that I also believe is very important for children to learn is money management. The importance of money and spending and how it can affect someone. Eg, debt. '

'Financial literacy for children should be taught.'

Our response:

We are pleased that you feel that this will support you in talking to your child at home.

At St Thomas CE Academy, we agree that this is an important concept for children to learn and is covered in our current PSHE scheme. This is covered in Key Stage 2 in the Spring term and includes simple budgeting and the importance of money.

You said:

'Marriage isn't discussed as being the commitment necessary for intercourse.'

'Marriage isn't discussed as a healthy relationship.'

Our response:

One of the differences children will be familiar with is family composition.

There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them. We therefore make every effort to reflect

a wide range of families in our resources so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any less loving and caring than another. Careful treatment is given to this work in PSHE to avoid children being at risk of picking up 'hidden messages' that may suggest to them their family is 'not as good as' or 'not right'. Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. We work hard to ensure our teaching materials are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way). Our philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be. Our lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.

You said:

'I feel what is being taught for each year group is advanced. I can't see the benefit of a 9 year old needing to know how babies are made. Their minds are still innocent and I think it's too young to be introducing this to children. I think there should be workshops for parents so we can see what is being taught visually.'

The opening paragraph of the Department for Education guidance states:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE, 2019, *Relationships Education, Relationships and Sex Education and Health Education*).

You can find this document here:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/404222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

This DfE guidance clearly states the statutory requirements, i.e. what children MUST be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

As a school, we determine 'Sex Education' to mean 'human reproduction'; and is also taught as part of Science. However, when this is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons. The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' We share our position on teaching Sex Education with parents/carers through our policy, and you will find information at the end of this document, which lessons constitute as additional Sex Education. Our PSHE programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum. It also has lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. At St Thomas CE Academy, we believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change.

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education

The 'Changing Me' unit is taught over a period of 6 weeks, in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning.

Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be

answered to the child or class if it is outside the remit of that year group's programme.

The Changing Me Puzzle is all about coping positively with change and includes:

Reception and Nursery Growing up: how we have changed since we were babies.

Year 1 Boys' and girls' bodies; correct names for body parts.

Year 2 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Year 3 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Year 4 Internal and external reproductive body parts. Recap about puberty and menstruation.

Year 5 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Year 6 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

You said:

'RSE is good to teach, we know what you will teach, but my concern is how you will teach or project it into these young brains. If there is a video taken during class time, it would be helpful for us to gain confidence and we can be prepared without any surprises.'

As a school, we take all feedback on board and a parent workshop is something that we will look into doing next year prior to the teaching of RSE. However, in the meantime, please feel free to contact the office to speak to Miss Williams if you would like to see a copy of the resources used.

You said:

'What lessons can I choose to withdraw my child from?'

Nursery	No right to withdraw
Reception	No right to withdraw
Year 1	No right to withdraw
Year 2	No right to withdraw
Year 3	No right to withdraw
Year 4	No right to withdraw
Year 5	Lesson 4 - Conception
Year 6	Lesson 3 – Babies: Conception to Birth

If you choose to withdraw your child in Year 5 or Year 6, you must complete the withdrawal form, available on the school website. You can also request a copy of this from the school office. Children will be provided with alternative education arrangements in school.

Thank you for your continued support. If you have any further questions, please do not hesitate to contact me.

Miss S Williams