

Parent/Carer Consultation regarding Relationships and Sex Education (RSE)

The consultation closed at 9.00am on 13/12/2021.

Princes Risborough School Parent/Carer Consultation regarding Relationships and Sex Education (RSE) - Outcomes

Background:

Following the introduction of the new statutory guidance for Relationships and Sex Education in secondary schools, Princes Risborough School consulted all parents/carers on our proposed RSE curriculum plan and RSE policy.

Our parent/carers consultation on the Relationships and Sex Education programme that we deliver at Princes Risborough School has now closed. We would like to take this opportunity to thank all of the parents/carers who contributed to the consultation.

Consultation outcomes:

- In total, 52 parents/carers chose to take part in the consultation. These covered all 7 year groups attending the school.
- 51 parents/carers of the 52 respondents had read the draft curriculum policy and plan. 1 parent/carers had not read these documents and did not offer any specific feedback on the questions posed.
- All parents/carers who took part said they understood the statutory guidelines around parental withdrawal from elements of RSE.

Question: Looking at our RSE policy and curriculum plan, are there any topics that you feel are being taught too early, when the students are too young?

- 47 out of 52 respondents did not feel that there were any topics being taught too early.
- *There appears to be a jump from year 7 topics around eating well and puberty to year 8 harmful sexual relationships, including FGM, but as long as the topic is presented age-appropriately then I would be guided by what has been deemed appropriate. These are topics that come up on the news that children may have picked up on indirectly.*

Response: At primary school, children should be taught about being safe, that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The year 8 work on Identities and Relationships builds on the ideas of respect and consent, introduced in year 7 and is presented in an age-appropriate way.

Question: Looking at our RSE policy and curriculum plan, are there any topics that you feel are being taught too late and students would benefit from learning about at a younger age?

- 45 out of 52 respondents felt that there were no topics which were being taught too late.
- *Responsible relationships.*
- *I feel sex education should come earlier than the plan indicates.*
- *As most primaries deliver sex education lessons which is becoming common in Year 6 should this not be included in Year 7 to build on this knowledge rather than wait until Year 8. This is the same for FGM as pupils need to be aware of this by Year 6 because of how young this practise is happens and they need the knowledge to report to others when they have concerns about peers. Maybe link with primary schools to see what depth they have already gone into with PSHE as it has become a core subject in many primaries and it would enable secondary schools to build on this rather than repeating topics.*

Response: The concepts of respectful relationships can be found in different units across years 7 and 8. In New Beginnings in year 7, students talk about being positive, responsible and successful which introduces the ideas of positive and responsible relationships. There is a further lesson on respect and consent in the Health and Wellbeing topic, and the Life Online topic also looks at online grooming and cyberbullying. The year 8 work on Identities and Relationships and Online Safety builds on the ideas developed in year 7.

The Science department delivers the physical element of sex education during year 8, also considering issues of STIs, contraception and consent, while PSHE looks at puberty and the effects of these changes in year 7, as well as respect and consent.

FGM is a topic that will be covered in the year 10 off timetable day. In response to the consultation, as FGM is often carried out on younger children, we will include it within the year 8 module Being Me so that students know what to do if they or other students are at risk. We will speak to our main feeder schools so that we are able to assess in better detail what has been covered on this topic before students arrive at Princes Risborough School.

Question: Are there any topics that you feel have been missed from our RSE curriculum that should be included?

- 43 of 52 respondents felt that no topic areas were missing from our RSE curriculum.
- *The impact of divorce.*
- *Dealing with bereavement - the stages of grief.*

Response: Although divorce and dealing with bereavement are not specifically covered within the RSE curriculum or identified on the PSHE curriculum map, students are taught about dealing with change, self esteem, families and stress. Year 7 students are also taught Mindfulness strategies in their first term which may provide useful ways of dealing with such situations. However we will consider where these two areas can be more specifically addressed within PSHE and RSE. Students who need support with their experiences of divorce and bereavement, are able to receive pastoral support from the Heads of Year and Raising Achievement Officers. Referrals to outside agencies can also be made where appropriate.

Question: Do you have any further comments or suggestions to make relating to the RSE provision at Princes Risborough School?

- 46 out of 52 respondents either had no further suggestions or comments to make, or were happy with the RSE provision.
- *Can you highlight what resources you are using to deliver quality PSHE lessons such as PSHE Association materials etc. Where do you get your information to tailor the PSHE to the needs of the pupils e.g. local trends, Public Health England data? How robust is your curriculum in enabling a spiral approach to build on prior knowledge? How do you enable SEND pupils to access PSHE?*
- *Are any of the lessons taught in single sex groups?*

Response: A variety of resources are used to deliver quality PSHE lessons. These include resources from the PSHE Association but other organisations such as the NSPCC and CEOP may also be used. In order to adapt our provision to the needs of pupils, the PSHE Coordinator is a member of the Buckinghamshire PSHE forum, accesses information from the Public Health England website, speaks to Thames Valley Police and local Youth Engagement Officers. The school is also a member of the PSHE Association. The PSHE Coordinator works closely with the Designated Safeguarding Lead within the school to ensure that our provision is appropriate for our pupils.

The PSHE Coordinator uses a spiral approach to build the curriculum for students from year 7 upwards. However, as previously stated we will make contact with our main feeder schools to improve our understanding of the prior knowledge our students have.

SEND pupils access PSHE through their lessons and off timetable days, appropriately adapted for their needs. However, SEND students will receive additional sessions on some topics if they are part of the Social and Communication Skills programme, where it is appropriate for their needs. This has been added to the PSHE curriculum map.

Some lessons are taught in single sex groups, where it is helpful. These include the year 7 puberty and change lessons, as well as some of the year 9 off timetable day.

One further concern raised was that year 9 students had not missed out on any topics missed during the lockdowns since March 2020. This actually applies to all year groups, and the current year 8 for example received sessions on puberty and change later in year 7 to ensure this was covered for them. Lessons continued to be taught throughout the lockdown periods, and will be revisited to ensure that the statutory content is covered and where there is an identified need to reinforce the teaching about a particular topic.