



Supporting us in delivering RSE for your children – Questionnaire Feedback

A huge thank you to everyone who has helped us in developing and refining this important aspect of our school curriculum. We had nearly 150 replies to our RSE questionnaire and each one has been incredibly helpful in guiding us to review and update our RSE provision.

Below is the feedback, broken down into a percentage based on how many people answered each particular question.

1. I feel confident talking to my child about RE (and SE if appropriate). Yes **98%** No **2%**

It is wonderful to see that so many parents feel confident in discussing these matters with their child, however school will support parents and carers in any way we can so please do contact the office if you would like and advice, support or an informal chat at any time.

2. I feel that the teaching of RE and/or SE is important in primary schools RE **94%** SE **84%** Neither **1%**

We also feel that the teaching of RE and SE is incredibly important in schools where children can learn the facts from an experienced adult in a safe setting. RE is a stator requirement in primary schools, however you are able to withdraw your child from SE in Year 5 and 6 if you do not believe they should take part. Please do discuss this with your child's class teacher, Mrs Sinnott, Mrs Lucas or Mr Sheeran beforehand.

3. I find the school's draft RSE policy informative and easy to understand Yes **99%** No **1%**

Thank you for this feedback. Our policy has been very carefully created with children and parents in mind so it is wonderful to hear that it is accessible and informative!

4. I would like a parents' evening to discuss the content and delivery of my child's RSE / I would like a page dedicated to RSE on the website so I can see the content and delivery there / I am happy for the school to decide. Meeting **2%** Website **82%** Neither **16%**

In Spring term, a page will be created on the school website with all the information we feel you need regarding RSE for your child. Meet the Teacher evenings (from September 2021) will now include an information section on RSE tailored to your child's year group. A meeting will be offered to all Year 5/6 parents before SE begins each year. If at any time you have questions or would like to know something specific regarding your child's RSE education, please speak to the class teacher.

5. I would like to be informed before my Y5/6 child(ren) begin SE so I can support them at home before/during this time. Yes **76%** No **22%** Unsure/NA **2%**

A letter will be sent home before SE begins in Year 5/6 (usually around February half term) to inform you that SE will begin with a reminder of what will be covered in each year group. You will also be invited to an optional meeting to discuss this further if you would like more information.

6. I would like the school to provide some resources to be used at home to support me when talking about RSE with my child. Yes **78%** No **22%**

The new RSE page on the website will have a section for age-appropriate resources used both in school and available online. Please contact school once you have seen this page if you need more support.

7. I believe some aspects of RSE should be taught in single-sex groups (5/6). Yes **53%** No **41%** Unsure/NA **6%**

It is clear that this has divided opinions quite significantly and this is understandable - we feel there are pros and cons to both ways of delivering SE! As a school, we have always taught the majority of RSE in mixed-sex groups (normal classes) but in Year 5 and 6 we have split into 'boys and girls' groups for some lessons on puberty. We have decided after seeing your feedback to continue this. Although we believe boys and girls should fully understand the changes that happen in both bodies during puberty, we feel that some aspects (such as managing and coping with the onset of menstruation) are particularly gender-specific and that mixed-sex groups might prevent some children asking important questions out of embarrassment. Please do contact Mrs Sinnott or Mrs Lucas if you would like to discuss this decision further.

8. I trust the school to make judgements on age-appropriate teaching of SE in Years 5 and 6 Yes **99%** No **1%**

Thank-you for this overwhelmingly positive response. It is truly uplifting to hear that you trust us, as a school, to have your child/children's very best interest at heart.

7. Which of the following topics do you think should be covered through RSE? (Please tick or cross)

- Making and maintaining friendships
- Different types of families
- Similarities and differences in relationships
- Peer pressure
- Choices (including consent) and consequences in relationships
- Male and female body parts
- Growing and changing bodies (and feelings)
- Emotions and hormones in friend/family relationships
- Reproduction and birth (Y5/6 only)
- Gender stereotypes (KS1) and gender identity (KS2)
- Body image

All topics were indicated in over 96% of responses which is really positive for us as a school, thank you. If you have not ticked a topic and have concerns, please have a look at our other Life Lessons overviews (on the Life Lessons page of the website) to see when and where it applies to your child/children's year group and discuss with the class teacher if you have any concerns).

6. Please detail any other/any specific topics or key points you would like to see included in the RSE curriculum OR our wider Life Lessons curriculum (see overviews on our website for more information on the units covered in Life Lessons)

The following points were raised which we are very pleased to say we feel we already cover in our wider Life Lessons curriculum areas, Online Safety through computing and class/school assemblies or external visitors.

- *The importance of personal hygiene in relation to puberty and hormones*
- *Who to talk to if children have concerns - signposting*
- *Our children's sense of self - where their roots and morals are set*
- *An awareness and understanding of SEND needs starting in KS1 (please see our Working Together Life Lessons unit for more detail)*
- *Shame and embarrassment surrounding physical signs of puberty / menstruation continuing into secondary school (this has been passed on to Y5/6 staff)*
- *LGBT+ experiences relationships including LGBTQ+ child friendly websites e.g. mermaids (resources will be added to RSE section of website too - thank you)*
- *Body dysmorphia when learning about body image*
- *Recognising and responding to a friend in need - knowing what to do and who to turn to*
- *Mental health, including peer pressure (please see our Being Healthy Life Lessons unit for more detail)*
- *Abuse and grooming (although the term 'grooming' is not used, children are taught to be aware of manipulation, taught never to keep adult secrets, assured of support and trust when confiding in a trusted adult. Please contact school if you would like more information)*

- Online safety (please see our E-Safety Policy and Computing curriculum page on the website)

Please note, we do not teach 'stranger danger' as a term as, statistically, children are more likely to be abused by someone they know. We do however teach the importance of safety, trusted adults, not wandering away, not talking to strangers unsupervised etc.

8. I understand that I cannot withdraw my child from RE but I feel that I might want to withdraw my Y5/6 child from SE.

Yes 1% No 99%

If yes, please explain why:

Three questionnaires expressed that the parent/s may wish to withdraw their child from SE in Year 5 and/or 6. If this time should arise, we do ask that you discuss this with school so we can support you and your child/children fully before your decision is made.

9. I have the following concerns about my child's RSE and would like them discussed at a meeting:

The following concerns were raised by some parents. If this is also relevant to you and your child/children, please contact Mrs Sinnott so we can support you.

My child is too young in the year group context

I want to know exactly what will be covered in advance

I want to use the same vocabulary/terms at home as in school

I don't want my child to be apprehensive about the start of puberty if children in the class say silly things