

RSE Parent Consultation Survey Results March 2023

This year's RSE consultation consisted of a face-to-face invite with presentation, which was then sent to all parents along with an online form to complete after reading.

We received 43 online responses this year from parents across school. Below are the results, along with responses to questions and comments. If you have any further questions, please email Mrs North via the school office email or speak to your class teacher.

1. My child's year group:

[More Details](#)

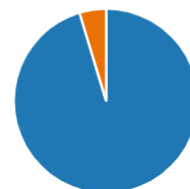
EYFS (nursery or Reception)	7
Key Stage 1 (Years 1 and 2)	16
Lower Key Stage 2 (Years 3 and 4)	18
Upper Key Stage 2 (Years 5 and 6)	11



2. I have read the information provided about RSE at Long Row. (0 point)

[More Details](#)

Yes - go to question 3.	41
No - please read it before you c...	2



3. I think RSE (Relationships and Sex Education) as outlined in the information given is an important part of the school curriculum.

[More Details](#)

Strongly Agree	35
Agree	8
Neither Agree or Disagree	0
Disagree	0
Strongly Disagree	0



4. I have read the information provided and viewed the progression documents online and understand what my child will learn under the relationships and sex curriculum.

[More Details](#)

Strongly Agree	24
Agree	18
Disagree	1
Strongly disagree	0



5. I am pleased that my child will be learning about different aspects of relationships - including family structures, friendships, bullying, growing up, feelings, stereotypes, discrimination, diversity, sexuality, identity and consent.

[More Details](#)

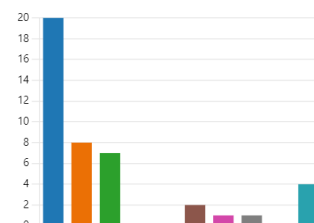
Strongly Agree	34
Agree	8
Neither Agree or Disagree	1
Disagree	0
Strongly Disagree	0



6. What do you think is the appropriate age to START teaching children the correct names of body parts?

[More Details](#)

At home	20
EYFS	8
Year 1	7
Year 2	0
Year 3	0
Year 4	2
Year 5	1
Year 6	1
Year 7	0
Other	4



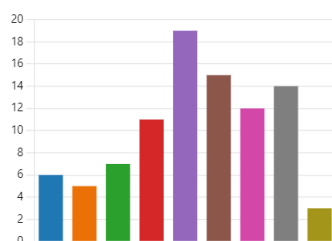
Other comments:

- As soon as cognitively possible, probably pre-nursery.
- I think it's important to start at home but also for this to part of EYFS learning too
- Both at home and at school
- Both at home and EYFS

7. What do you think is the appropriate age to teach children about puberty? This could include emotional changes, body changes, menstruation and wet dreams. (Multiple options can be selected if you think different ages for different topics).

[More Details](#)

EYFS	6
Year 1	5
Year 2	7
Year 3	11
Year 4	19
Year 5	15
Year 6	12
Year 7	14
Other	3



- Many parents wrote multiple ages depending on what the topics were, with one parent stating it should be as soon as a child starts asking questions or is curious about it.
- 3 of the parents who put year 7 did not include any primary ages at all.

8. If you picked multiple ages please state why.

You said:

- I appreciate that some children develop in different time frames. It may be a matter of educating as early as possible to also highlight this fact.
- Because changes can occur to children at different ages. Whether an individual starts to actually experience these changes or not, it is good for all individuals to have an understanding for others as well as themselves. Children as young as 7 or 8 can start puberty.
- Body changes can be spoken about in an age-appropriate way in year 1. More detail as children get older
- I think different parts of that area can be discussed at different ages. Even before starting school, we taught about how young children don't have breasts but adults do, and how that changes. We discuss it openly and appropriately as soon as our children ask questions.
- To start with information around year 2 (age appropriate), covering each year with a little more detail.
- In principle it is age 7 - though I appreciate that everyone is at different levels, so actually getting the foundation stages of knowledge acquisition right is key to build on.
- Periods can start as young as Year 4, but other topics are better for Y6.
- Emotional and body changes are happening sooner now, perhaps I think the specific changes of puberty should now be taught no later than year 4.
- Given that girls can start puberty from the age of 9, I think they should be well prepared. Perhaps elements around sex could wait another year but generally I think the earlier the better, if taught in the correct way.
- Girls usually start puberty earlier than boys and maybe appropriate to be aware of changes earlier.
- Based upon the maturity of each class, so not set in stone.
- Children develop at different times and it may be appropriate to support children's needs earlier than others.
- Children are experiencing puberty younger and younger. Also experiencing loss should be taught to younger children where as, possibly wet dreams and menstruation could be later in school.
- Girls as young as year 4 should know about periods and what to do if they start at school - school should ensure the correct facilities are available.

We said:

Currently, children in younger years (EYFS and KS1) are taught about life cycles in terms of development. This includes baby, toddler, child, teenager, adult, older adult. They also discuss how they have changed already - thinking about what they have learnt to do (such as walking, talking etc...) and how they have physically changed to that point.

In years 3 and 4, children talk about more physical changes, such as growing breasts, hair, growing taller, bigger emotions and pubic hair.

In year 5, children build on this further, talking about hormones, testicles and penis growth, voice changes and menstruation.

In year 6, this is then revisited and built on to discuss how a baby is conceived through sex. Wet dreams are also discussed and further understanding on periods and how this links to reproduction, which will already have been covered in science lessons. The sexual intercourse lesson is delivered through two age-appropriate educational videos, followed by discussions on law and consent. Of all the RSE units we teach, this is the only lesson parents can request for their child to be withdrawn from. However, we would always discuss with parents requesting a withdrawal, as children could hear things second hand from their friends. Teachers consider children with SEND separately as to whether the lesson is appropriate for individual children and discussions with parents will be had as to what is appropriate for them to receive instead.

With a lot of parents mentioning periods starting younger and year 4 being high on the results, Mrs North will be discussing with the year 4 teachers to do some pupil voice with some of the older year 4's to determine what they think. Last year, some of the older year 4's mentioned not learning about periods, as some had mentioned

it during the year 4 puberty session. This pupil voice led to the decision, by these children, that not all children would be ready for this talk and year 5 was best. However, depending on talks with year 4 teachers and some children, we will then determine if we trial period education with girls in year 4 this year, with parents being given the option to withdraw their child from year 4 period sessions if they wish, as this is not in our scheme or policy at the moment. Depending on the results of this, we will see if this is something we continue to do moving forward. All year 5 will receive the period talk as normal, which parents cannot withdraw from.

9. I am happy that when my child is in year 6, they will learn about conception and how babies are born.
(Please answer even if your child is not in year 6 as they will be one day!)

[More Details](#)

Strongly Agree	32
Agree	8
Neither Agree or Disagree	2
Disagree	1
Strongly Disagree	0



10. I feel confident to talk to my child about puberty and relationships.

[More Details](#)

Strongly Agree	24
Agree	16
Neither Agree or Disagree	2
Disagree	1
Strongly Disagree	0



We said:

If you are feeling unconfident or do not agree with something on our policies or units, we encourage you to come and speak to us, so we can listen to your views and give you further information. There is also a lot of information, advice and support on our PSHE pages on the website.

11. In relation to relationships and sex education, do you have any questions?

You said:

Would it be possible to be deeply inclusive regarding what different guardian relationships look like? Age, gender, race, solo, co-parenting, foster, adoptive. Would it also be possible to teach about the variables of biological sex at an age-appropriate time? (I felt like that has been a large gap in my own sexual health learning throughout my entire schooling years, specifically chromosome combinations). As a side note, I think discussions with year 6 children regarding pornography not being representative of healthy relationships per se but essentially performance art is an acceptable topic for me. Especially given the widespread nature of phone/internet access for children. I think early intervention for direct education on this topic is needed. I appreciate this happens in secondary school but do wonder if it is perhaps after the fact for a lot of children. Are we doing them a disservice by waiting till this stage?

You said:

As there are looked after and previously looked after children in school as well as many different types of family, some clear content around how different families exist including same sex, single parent, fostered, special guardianship or kinship caring and adopted, would be great (it may already be there and I've missed it).

We said:

In primary school, the requirement is to cover different friendships and families. We use Stonewall posters and children talk about same gender parents, single parents, disabilities, race, fostering, adoption from key stage 1. This is built on in years 3 and 4 through discussion on discrimination and stereotypes. In years 5 and 6, homosexual, bisexual, lesbian, gay, and non-binary are introduced predominantly through different families and through our difference and diversity unit. We do not cover other biological sex however, we do talk to children about this being the biological way a baby is conceived and if you are homosexual or unable to conceive, we talk about IVF, fostering and adoption being other ways someone can have a baby.

We do not discuss pornography in year 6. The Government outline is for Secondary schools to include pupils' understanding of the law. For example: pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example... pornography.

Within the primary phase, the Governments outline is for teaching to focus on a foundational understanding that prepares pupils for this later education. This includes: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them, the practical steps pupils can take in a range of different contexts to improve or support respectful relationships, the importance of permission-seeking and giving in relationships with friends, peers and adults, what kinds of boundaries are appropriate in friendships with peers and others (including in a digital context) and that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

I would contact the secondary school your child will attend to discuss when they talk about this in their RSE curriculum. As with all of our RSE units, the focus is on safeguarding, so consent is the focal point: the age of 16 being the minimum age to consent, that they need to ensure they are in a healthy relationship (which we link back to our prior learning on what that looks like and what an unhealthy one might look like) and that nobody should force anything onto another person.

In year 5/6, in terms of online safety regarding child sexual exploitation, we include discussions on not sending nude pictures and what to do if someone asks for one or if they receive one, grooming is also discussed, although the word grooming is not used with the children; we discuss this topic through not accepting strangers as 'friends', not meeting up with anyone they do not know or their adult does not know about and being very aware that people could pretend to be anyone online.

You said:

I would appreciate info on what is considered the most appropriate way to talk about sex education and puberty at different ages, so maybe some books from the lending library would help there. I have an age 7 and age 9-year-old.

We said:

We have books available in our parent lending library, which we can photocopy pages from if it contains topics which are not in our scheme for the child's age group or lend out in its entirety for parents to pick topics from or read themselves to gain understanding of how they could discuss them. We also send out unit overviews at the beginning of every unit, so vocabulary and links are sent at the time we are discussing puberty in school (Summer 2).

If you wish to borrow books, please speak to your class teacher, who will be happy to help.

13. Is there any other information you need regarding relationships and sex education? (You will be able to include specifics in the next box)

[More Details](#)



You said:

I would like to gain a greater understanding as to what support school provides to individuals who may experience changes at a young age. For example, a female age 7 or 8 years in year 3/4 who starts menstruating. Is there appropriate equipment such as sanitary products and bins in their toilets as well as years 5/6? What care plans /support will the teachers provide individual children? Also, workshops for parents is a great idea, to help them feel confident to support their children at home.

You said:

Girls as young as y4 should know about periods and what to do if they start at school - school should ensure the correct facilities are available.

We said:

When children are taught about periods in year 5, they are shown how to use products including sanitary towels, tampons and washable pads. We also show them a sanitary bin and how to dispose of used products safely, hygienically and environmentally appropriately. We also explain where they can find sanitary towels in school and they also have access to the disabled toilet if they prefer privacy when they are menstruating. Both sets of junior toilets have period posters in them which detail where they can find products too and encourage them to talk to an adult if they are unsure.

If a girl starts earlier than the end of year 5, we encourage parents to let the class teacher know and we can show them where products can be found.

We will look at how we can provide workshops to parents regarding puberty. In the meantime, our website has a lot of useful information on it and times can be arranged to talk to class teachers or Mrs North.

15. Have you visited the PSHE page and seen the guidance and resources we have to offer for parents?

[More Details](#)



16. Following the discussions with parents that attended the RSE evening on the 2nd March, parents expressed interest in how mental health is addressed and how parents can support at home. Would an information evening on mental health be useful?

[More Details](#)



17. Please write any other comments or questions here.

If you would prefer a personal response as well as a whole school answer to questions sent, please include your child's name and class, so we can contact you at a later date.

You said:

Mental health is a really important area to cover for both children in school but also parents. Children are experiencing mental health challenges at young ages, and these can continue throughout their child and adulthood. ... studies and evidence base shows mental health challenges is increasing and starting younger. More support in how parents can support their children at home, how they access support for their children and themselves is so important. But also, I would like to know what school is doing about it. Workshops is a brilliant idea... but consideration would be nice for those that may find attendance difficult, maybe more than one workshop could be arranged on variable days/times to give parents more opportunity.

We said:

Our approach to teaching is focused on keeping positive mental health and learning how to self-regulate and seek support when needed. Everyone has mental health, it is about keeping it healthy, recognising emotions and learning how to deal with and regulate them. We have emotionally resilient classrooms, with calm areas for children to use, we talk about a growth mindset approach, mistakes are celebrated and learnt from, our behaviour policy is restorative - we talk with children following an incident, as this is how children learn about their emotions, reactions and social skills, we develop independence, we encourage buddy support and we talk about feeling sad or worried or angry are valid feelings not bad emotions - they are normal and communicate how we feel about situations and how to move forward. We discuss how we can allow our emotions whilst keeping ourselves and others mentally safe and give children the tools to self-regulate.

We have lots of information for contact support on the website and we will look into when and how we deliver a workshop on mental health for parents.

You said:

What consultation methods did you use to include stakeholders in designing your teaching on this subject? Have you considered a school PHSE representative that children could speak in confidence to if they have any worries or concerns about their development or understanding in this area?

We said:

Our last consultations were carried out with parents in March 2020 and April 2021, with 93 parents responding to a survey (like this one) across the school following a parent workshop with approximately 20 parents in attendance. Mrs North has attended training days for the PSHE Matters scheme, which is designed, resourced and delivered by Derbyshire County Council, and still attends PSHE briefings each year.

The information following courses and meetings are then disseminated to staff during staff meetings or INSET days. Pupil voice is also used and carried out by Mrs North 2-3 times per year, a pupil survey is completed on several RSE and whole school factors each year and teachers use their assessment and discussion points from lessons. Teachers also teach what their classes need and will not wait for a specific unit to do so if they deem their class needs particular lessons.

In school, we have school council leaders and classes hold class meetings each half term for children to pass on any thoughts or ideas. Every class has a worry box for children to post any questions or concerns into and children are encouraged to talk to their trusted adult.

You said:

I think PSHE in schools is SO important. I think it should be taught by qualified staff (not suggesting it is at primary :)). My experience at secondary is that staff shy away from teaching it and so students get mixed experiences.

We said:

All staff at Long Row are confident to teach all topics in PSHE that is in their key stage. We talk to each other and have a strong progression document in place covering the vocabulary and topics to discuss. We also have supporting documents with lesson ideas and activities designed for specific ages. EYFS and Years 1 and 2, Years 3 and 4 and Years 5 and 6 plan their PSHE lessons together in their year group teams, so children receive the same messages. Mrs North also looks at books with staff and talks to children in different year groups about their experiences. Any new information or CPD needed is delivered to staff.

You said:

Thank you for being so proactive in reaching out to parents and gleaning feedback. That's such a healthy reflective practise and is very much appreciated. Emotional intelligence is at the forefront of educational concern for our child, it is the only lesson I unwaveringly value. I find this process incredibly reassuring.

We said:

Thank you. We are always reflecting and revising to ensure we deliver the best curriculum we can for all children at Long Row.

Thank you to everyone for taking the time to respond and for those of you that have read all the feedback and comments. If you have any further comments, please look out for future parent group meetings to come along, and share your thoughts and/or speak to your class teacher or Mrs North if you would like further advice or guidance.