

RSE Parent Consultation Results April 2021

Thank you so much for taking the time to complete the RSE form. A total of 92 parents/carers responded. Below are the results from the parent consultation taken from Google forms. At the end, are responses for the comments made by parents.

1. My child's year group:

[More Details](#)

● EYFS (nursery or Reception)	15
● Key Stage 1 (Years 1 and 2)	23
● Lower Key Stage 2 (Years 3 an...	17
● Upper Key Stage 2 (Years 5 an...	37



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

[More Details](#)

Insights

● Strongly Agree	61
● Agree	26
● Neither Agree or Disagree	4
● Disagree	1
● Strongly Disagree	0



3. I have read the outline and understand what my child will learn under the Relationships and Sex curriculum

[More Details](#)

[Insights](#)

Strongly Agree	63
Agree	28
Disagree	1
Strongly disagree	0



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

[More Details](#)

Strongly Agree	72
Agree	18
Neither Agree or Disagree	2
Disagree	0
Strongly Disagree	0

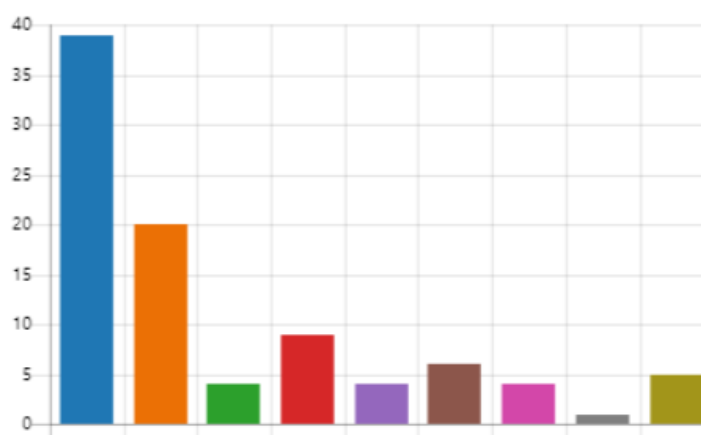


5. What do you think is the appropriate age to teach children the correct names of body parts?

[More Details](#)

[Insights](#)

EYFS	39
Year 1	20
Year 2	4
Year 3	9
Year 4	4
Year 5	6
Year 6	4
Year 7	1
Other	5

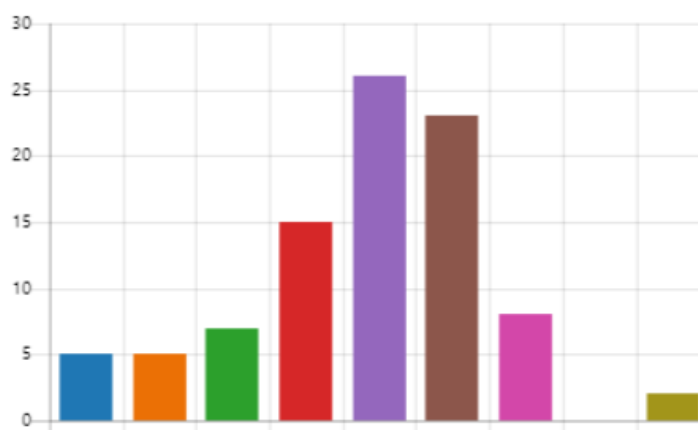


6. What do you think is the appropriate age to teach children about puberty?

[More Details](#)

[Insights](#)

EYFS	5
Year 1	5
Year 2	7
Year 3	15
Year 4	26
Year 5	23
Year 6	8
Year 7	0
Other	2



7. 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](#)

[Insights](#)

Strongly Agree	51
Agree	34
Neither Agree or Disagree	3
Disagree	1
Strongly Disagree	3



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

[More Details](#)

Strongly Agree	61
Agree	27
Neither Agree or Disagree	2
Disagree	2
Strongly Disagree	0



9. In relation to relationships and sex education - is there anything that is not written in the overview that you think we need to address, specific to our school context? Please state your reasons why.

Comments discussed below.

10. Thinking about relationships and sex education, is there an area that you think should not be taught in a particular school year as outlined in the overview? Please state your reasons why.

Comments discussed below.

11. 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](#)



12. If you answers 'Yes' to Q11, please write here what informations you would like to receive.

13. Have you visited the Parents PSHE page on the school website and seen the guidance and support on offer?

[More Details](#)

Insights



14. Please write any comments or questions here. If you would prefer a personal response rather than a whole school email, please include your name and child's name, so we can contact you at a later date.

Below is a selection of comments made by parents. I have tried to group them or use one or two examples that highlight the same or similar point. It was fantastic to read the comments, whether in support or not and the questions raised are brilliant discussion points for all parents to contemplate. It is important to note, as we do with the children, that all comments made, are someone's opinion and as long as they are not offensive to others and do no harm, should be respected. I have tried my best to give as detailed, yet concise responses as possible. I hope this answers a lot of your questions. I have a couple of parents who left their details, who I will be in touch with in due course to arrange a time to talk, and a couple of parents eager to join the Parent Group, which is brilliant to hear. I will be in touch soon, as I will be arranging a Parent group meeting aswell. If you do have any other questions following this, please do not hesitate to contact. Please bear with me, as I teach full time! Thank you again for your continued support.

Comments regarding consent, abuse and appropriate language:

- Comment 1: It may be covered in 'no means no' but possibly some sensitive and age appropriate work done around physical, emotional and sexual abuse.

- Comment 2: I think it's really important to carry on the consent learning all the way through the years, so they are reminded from the start what's ok and what's not ok.
- Comment 3: I read that the more kids know about their bodies, the more it can protect them from abuse.
 - Comment 4: Children are taught about saying 'no' and 'don't' but there seems to be no mention of it from the other way round - how to treat those you find attractive with respect..there's been quite a lot on the news recently about sexual harassment and abuse in schools as well as when being out and about. It often leans towards boys'/men's attitudes towards girls/women but it can also happen vice versa. We think this form of respect for the opposite sex is really important to be taught from an early age.
- Comment 5: I think assertiveness should be taught explicitly, - you may cover this elsewhere in the PSHE syllabus, but it needs to be addressed in the context of gender, relationships and power. This could be as part of learning about communication styles, including aggressive/passive communication styles, and practical strategies which promote resilience, which can be relevant as early as KS1. I'd also be reassured to know that it's part of school policy for adults to address and educate following the use of prejudicial, racist and/or sexist language whenever it might be observed, regardless of whether it's a teaching point in that session.

Fantastic points made here.

First of all, we cover consent all the way through and it appears in different objectives throughout the units. Ranging from year 1/2 and recognising what kind of physical contact is acceptable/unacceptable and how to respond appropriately. The respond appropriately part includes the main safeguarding aspect, of who to talk to (parent/carer/teacher/trusted adult). Year 3/4: Understanding how rules can keep them safe and understanding what appropriate and inappropriate touch/contact means and identify strategies required, including understanding personal boundaries. Into year 5/6, which also includes identifying what kind of physical contact is acceptable / unacceptable and how to respond appropriately, but also about confidentiality and when to break a confidence.

We also have Childline in to run age appropriate assemblies to KS1 and KS2 and they talk to the children about recognising abuse and the importance of recognising right/wrong and who to talk to.

Respect is a great comment, as to be proactive, is always better than reactive. Respect is one of our main school values and this is covered in all subjects, not just PSHE. The sexual harassment is covered in line with respect of others personal boundaries, opinions, religions, situations and through our anti-bullying policies etc... and are all an important part of children's learning as they grow, which prepares them for the next stage of their education in Secondary.

As regards comment 5 and the use of prejudicial, racist and/or sexist language, if this is reported to have been heard, then this is definitely addressed as it occurs and we don't wait until the lesson to cover it. It is important to note that sometimes these are dealt with individually and with the support of a parent, as well as whole class situations.

Comments regarding sex education:

- Comment 1: I note that sexual relations are described as the outcome or next step of describing the differences between girls and boys. I believe this might set a framework for

heterosexuality being the norm and other sexuality being 'different'. I think it's more about recognising body parts that are related to sex, sexual relationships and reproduction. I don't think the difference between boys and girls should be the precursor to sexual relationships.

- I'm concerned that the way it's currently outlined is very much aimed at a straight male female heterosexual relationship and doesn't explain enough about having fluid gender identity, or how gay couples also have families etc. I think a lot of children (again possibly due to online influences) are experimenting or questioning their sexuality and they need to feel included in this.
- I don't think sexual relationships should be taught in the context of being male and female. For any child experiencing same sex abuse, that creates more shame on top of everything else. For development of sexual identity, starting from one's own gender is not always helpful.
- Animals and sex ed, there's always some difficult explaining at the farm! Such as explaining milk production and fertilising eggs in relation to how animals and human bodies in related functions work.

Another great set of points to make. As mentioned in the overview, the biology of conception is covered as part of the year 5/6 science curriculum. This includes sperm, egg, fertilisation and terms such as 'sexual reproduction', as well as other mammals such as rabbits, platypus and kangaroos (as they all have differences in their reproduction). In RSE (PSHE lesson), the sexual intercourse part of reproduction is covered, where the penis enters the vagina and is taught for heterosexual relations. Discussions are had about same sex relationships and how questioning who you are is completely normal at any age and in particular the pre-teen and teenage years, but the 'act of sex' part of the relationship is not covered in the primary curriculum.

- Comment 2: It wasn't clear to me if sex in a relationship (for pleasure) is taught? It reads that they are taught the biology about how babies are made, but do the social/relationship aspects of RSE include physical relations? I have a very inquisitive child who asks lots of questions and I am as open and honest as possible, whilst trying to be mindful of keeping things age appropriate, but not sure where the line is drawn in terms of the curriculum.

A fantastic point to make. The biology is definitely explained for opposite sex couples and it is explained that this is meant to be enjoyable by BOTH consenting adults. This is to ensure the safeguarding of a) the consent and the fact that BOTH parties should WANT to have sex (we also discuss the legal minimum age and that just because you turn 16, does not mean you have to or everyone has sex at this age and it is important to be in a healthy relationship, with someone you trust) and b) to ensure that they can stop if it is not pleasant or it is not enjoyable. Usually, children ask if it hurts the first time and this is taken into account when talking about pleasure and making sure they know to take it slowly and not rush into anything they feel uncomfortable with. The rest is covered in secondary school.

- Comment 3: I feel it is wrong that parents can still refuse to allow their child to learn about sex in school.

I understand the comment made here, as the rest of the comment (not published here) read about ensuring the safety of children and recognising if they are in a dangerous/abusive situation. The only area parents can withdraw from is the sexual intercourse part. The other aspects, such as appropriate touch, recognising unhealthy relationships and ensuring they have someone to talk to, is statutory and parents cannot withdraw from this. This is key to continuing the safeguarding of all children.

- Comment 4: Whilst you mention that pornography is freely available online, I think this needs to be tackled head on and children need to clearly understand that this is NOT what normal sex is like. They need to know where they can turn if they see something upsetting and a clear understanding that what is accessible online is often violent towards girls and women and absolutely not what consensual sex looks like or a good guide for how to perform sex. I know they get other lessons about staying safe online but I think it is critical that this is repeated here as research shows children access it for sex education and knowledge of how to actually 'do' sex.

Whilst I understand the comment here and completely agree that pornography is not what 'normal' sex looks like, pornography is not explicitly mentioned, discussed or taught in primary. We do cover inappropriate or upsetting images and what to do if they see one, but the actual content of the images is neither shown nor detailed. This is covered in Internet Safety and in PSHE lessons and also as events occur, such as when new apps get used by children under the age certification or when they are playing games online or watching youtube, as adverts and inappropriate content can easily be viewed these days, even if parental controls are set. As parents give consent to what games and apps their child uses, we send information out to parents with important information regarding sites/apps, in order for parents to discuss with their own children what they are using. We also discuss age certifications with the children and the importance of and reasons for playing games/having apps that are appropriate for their age range.

- Comment 5: I think it's really important to be open and honest about sex education so the children understand it and aren't afraid to talk about it.
- Comment 6: The more appropriate information the better. It is important to be informed and have the language needed for understanding relationships and our bodies

There were lots of other comments, which were similar to these, so thank you for those. Schools have been teaching this for years. It is only now the Government have put in place statutory requirements for schools, to ensure that children are equipped with the knowledge they need to safeguard themselves and others (to be forewarned, is to be armed and ready). The important part for us, is to ensure that you as parents, feel able to talk to us if you need guidance in talking with your child, if you need any resources to assist you and/or if you have any questions or concerns. This way the children at Long Row are receiving double support from home and school. Sex education, as regards sexual intercourse, is, at present, up to the school to decide to teach in year 6, although they do say that schools need to provide appropriate sex education for preparation for secondary school. As we were already teaching it prior to the Governments changes, we have kept it in our scheme, as we feel the children already question and discuss it at this age, and to all receive the same facts, means it leaves less misconceptions and the ability to challenge their peers, if something is discussed on the playground.

Body parts/puberty comments:

- Comment 1: Correct names for genitals should be taught from as early on as possible. PantoSaurus can be taught from reception or before in my opinion. Encouraging parents to ask permission before carrying out personal care for example reinforces that the child's body is their own and certain touch isn't appropriate.
- Comment 2: I think teaching should start early on (just basics) and then it that can be built on each year as the children get older and have more understanding. Puberty should be taught in plenty of time before children actually start puberty themselves, so they know what will happen and can feel positive about it rather than worried or frightened.
- Comment 3: I think it's brilliant that you are so clear on bodies and functions, it's so important to use correct words and start to understand how we're made from a young age.

Knowing body part names is an extremely important part of safeguarding. Children have some very interesting names for their genitalia and this can cause confusion if they need to explain anything important to an adult outside their home. Children use the correct names for their legs, arms and elbows and it is delivered in a way that falls in line with these. It is a body part and understanding about privacy, boundaries and then onto hygiene is an important factor for that.

- Comment 4: I'd like to understand the material used to teach gender, sexual organs/parts/responses/feelings and sexual relationships.

The materials used is dependent on year group, the objective to be covered and lessons are planned each year, as the teachers know the class and how best to present it. Children's story books are used (throughout the years), lots of discussion, appropriately sourced clips, teachers also use sites which provide child friendly leaflets/pictures/stories and age appropriate scenarios. Many are provided in the PSHE Matters scheme and so have been vetted by the council to match objective and age appropriateness.

- Comment 5: I personally felt my own children weren't ready to learn about puberty until age 10 however appreciate that children are developing earlier these days which is why I selected Year 4.

I think this one had very varied answers for age! We cover puberty in year 3/4, but further the learning in year 5/6. Children are always at different stages of their own development and in the knowledge they have already gained from parents/carers, so we stipulate what we are covering in the lesson, and anything else that crops up, we talk to the individual families about, regarding the questions their children have asked.

We normally do questions on a post-it, so that these can be viewed and addressed in the next lesson, or individually. In the past, this has happened in one of my puberty lessons, where in year 3, a child asked about periods to the whole class and I explained that this was an aspect of growing up, but not what we were discussing today and when we covered it in school. I then sent a message out to all the parents in the class explaining it had been asked openly, in case their child asked about it at home. I had a couple of parents ask me for advice on how to talk to their child and they borrowed some books and we talked about how best to explain it in an age appropriate way.

With children entering puberty earlier, it is important they get the information before something happens, so they understand it, rather than fear it and know what to do/who to talk to. So yes, it is a difficult one to judge on age, and may be something we have to bring in earlier in the future.

Other comments:

- I realise it's not common in our society, but it would be good to see some ethical non-monogamy being represented, as not all parents are monogamous. Also, representation for non-binary people would be great too.

I am unsure about the non-monogamy, but non-binary is explored in secondary schools. This will be built on from what the children have discussed regarding transgender in primary.

- This isn't specific to long row but I wondered if the issue of gender stereotypes would be useful to discuss, whether it be around caring for children which often gets portrayed as a female role or about expressing emotions for boys and not needing to be 'tough' and man up etc. Also around self image and expectations that family members may project on to children of different genders.

Gender stereotypes are discussed throughout, right from nursery (in terms of we don't call items 'boys' toys or 'girls' toys) and some of the activities carried out is to get the children to draw a nurse, a scientist, a hairdresser, a mechanic etc... and then use 'real' images of the exact opposite of the gender stereotype and discuss what they drew. By year 5/6, (having done something similar before Christmas with my class) a lot of the children draw multiple drawings or stick people or, as one child did, put their pencil down and said, "that's impossible! It could be anyone!" The role of the male in caring for a baby is also covered as early as EYFS.

- I wondered if there is any discussion of Transgender and the information surrounding that and if so at what age groups this will be delivered and in what way with which supporting materials.

The main aspect of this is discussed in year 5/6, where children look at gender, gender identity, lesbian, gay, heterosexual, transgender and we discuss why is it important to understand these words and use respectful language, when might people use some of these words inappropriately and what the consequences of these actions might be. The discussion of what homosexuality is and what transgender is, is also discussed and is a foundation for their main learning on these topics in secondary school.

- All of these topics should be taught by a trained individual and not a regular teacher. It is important to withdraw all personal emotions/views and only convey facts. Concentrate on respect and acceptance. The worry is that a teacher will "force" their own opinion on a child, intentionally or unintentionally, leading to life long consequences.

I can understand the concern here, as all parents/carers want their children to have the right education, delivered in an appropriate manner. The government sets the requirements, the PSHE Matters scheme that we use gives us lesson ideas, book recommendations and splits the objectives up across a 2 year cycle for us, but ultimately, it is the teachers who have to plan and deliver the lessons. All the teachers in school have received training on the PSHE Matters, I have attended many courses and I have regular contact with my Derbyshire County Council contact. All staff know to discuss with me or the safeguarding lead, if they have any questions regarding an objective, a lesson activity or something that has arisen outside the classroom.

We do have outside agencies in, such as Childline, the NSPCC, Safer Internet providers etc, to reinforce/introduce topics to the children, but ultimately, the class teachers are the people that know the class best, what is needed and how best to deliver it. Just like in Religious Education, all staff deliver the facts. For example in RE, we use phrases such as, 'Hindus believe...'. We make it clear to the children that these are the facts, for instance, when discussing homosexuality, the focus is on 'what is homosexuality?' and the emphasis is on respecting the feelings and views of others, regardless of opinion.