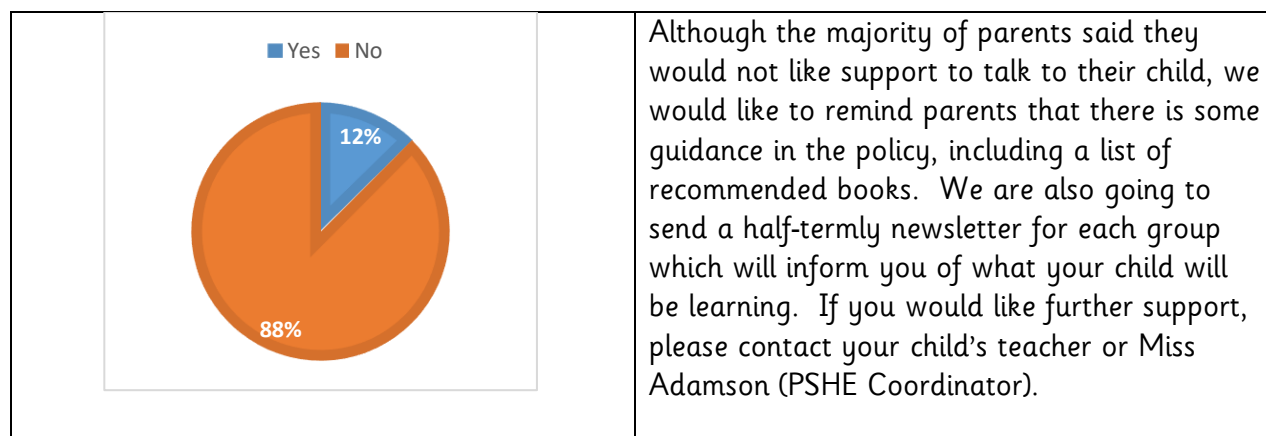


## RSE Parental Consultation Results Analysis

Thank-you very much to everyone who took part in the consultation process. We appreciate all of your feedback. Below are the results of the survey and our response.

### **Would you like support at home, on how to speak to your child about relationships and sex?**



### **Are there any elements from the RSE Statutory Guidance you think should be added or changed in our RSE policy?**

| Parental response           | Canon Burrows Response   |
|-----------------------------|--|
| <p>"Gender stereotypes"</p> | <p>In accordance with government guidelines, the RSE policy highlights:</p> <ul style="list-style-type: none"> <li>• To educate against discrimination and prejudice, and to challenge stereotypes. (page 2)</li> <li>• The curriculum helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender (page 5)</li> <li>• Mixed-gender classes will be the norm for the younger pupils. (page 5)</li> <li>• What a stereotype is and how stereotypes can be unfair, negative or destructive. (page 13)</li> <li>• job stereotypes (page 17)</li> <li>• workplace stereotypes (page 17)</li> <li>• challenging discrimination and stereotypes (page 17)</li> </ul> |

“children are told that their religion may have specific teaching on relationships.”

In accordance with government guidelines, the RSE curriculum has been designed to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all.

- The curriculum highlights that marriage is an important relationship choice for many couples, particularly within many religions.
- The curriculum does not promote LGBT+, it educates that there are different types of committed, stable relationships.
- The curriculum is designed to foster respect for others and educate students about healthy relationships within the context of British law.
- The curriculum teaches how stereotypes based on age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation can cause damage.
- Pupils are taught that within our school and society they can expect to be treated with respect by others and in turn they should show due respect to others.

In accordance with statutory guidance, the policy highlights:

- The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as learning about physical, moral and emotional development; understanding the importance of family life, stable and loving relationships, respect, love and care. (page 2)
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others, encompassing fidelity and loyalty. (page 2)
- To foster the ability to manage relationships in a responsible and healthy manner. (page 2)
- To promote the value of loving relationships and of a stable family life. (page 2)
- To recognise that marriage is an important, but not exclusive, context for family life. (page 2)

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|  | <ul style="list-style-type: none"> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (page 12)</li> <li>• To promote the value of loving relationships and of a stable family life. (page 3)</li> <li>• To recognise that marriage (both heterosexual and gay) and civil partnerships are official bonds to mark a union between two people; it can be recognised by law, religion or society. (page 3)</li> </ul> |
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**Are there any elements from the RSE Statutory Guidance you think school should consider adding or changing in our RSE curriculum? Please explain.**

| <b>Parental response</b>   | <b>Canon Burrows Response</b>   |
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| <p>“Topics of puberty, body part changes and animal reproduction should not be taught in mix gender groups.”</p>   | <p>In accordance with government guidelines, the RSE policy highlights:</p> <ul style="list-style-type: none"> <li>• “Mixed-gender classes will be the norm for the younger pupils. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.” (page 6)</li> <li>• Animal, including human, reproduction is taught within year 5 statutory science lessons. There are no images of external or internal sexual organs shown in these lessons and no mention of the mechanics of sex. Hence, these lesson are taught in mixed gender classes.</li> </ul> |
| <p>“Teaching about ‘how information online is targeted’ at an earlier age than year 5 as lots of children are accessing the internet in areas which aren’t age appropriate e.g. tick tok, snapchat etc.”</p> | <p>We will operate a spiral curriculum which means that these topics will be introduced at a developmentally appropriate level in each year group and revisited over time in greater depth.</p> <p>The curriculum includes content on online Relationships, for example:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• The rules and principles for keeping safe online,</li> </ul>  |

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|   | <p>how to recognise risks, harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"> <li>• How information and data is shared and used online.</li> </ul> <p>The curriculum also includes content on internet safety and harms, for example:</p> <ul style="list-style-type: none"> <li>• Why social media, some computer games and online gaming, for example, are age restricted. (page 14)</li> <li>• How to be a discerning consumer of information online</li> </ul>   |
| <p>“Respect for religion and the right to withdraw from elements that conflict with religious beliefs.”</p> | <ul style="list-style-type: none"> <li>• In accordance with government guidelines, the RSE curriculum has been designed to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all.</li> <li>• The curriculum highlights that marriage is an important relationship choice for many couples, particularly within many religions.</li> <li>• The curriculum does not promote LGBT+, it educates that there are different types of committed, stable relationships.</li> <li>• These subjects are designed to foster respect for others and educate students about healthy relationships within the context of British law.</li> <li>• The curriculum teaches how stereotypes based on age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation can cause damage.</li> <li>• Pupils are taught that within our school and society they can expect to be treated with respect by others and in turn they should show due respect to others.</li> <li>• That others’ families, either in school or in the</li> </ul> |

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|  | wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (page 12) |
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**Thinking about relationships and sex education, what do you believe is the most important subject area that should be taught for different age groups/key stages and why?**

| <b>Parental response</b>  | <b>Canon Burrows Response</b>   |
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| <p>Staying safe:</p> <p>“Staying safe and understanding that you shouldn't feel pressured into doing things you don't want to do”</p> <p>“To teach children they have a choice and should not be pressurised to do anything they feel uncomfortable with and should never feel threatened.”</p> <p>“right to say 'No'”</p> <p>“if someone spoke to them in an inappropriate way, to feel able to tell an adult without fear.”</p> | <p>In accordance with government guidelines, the RSE policy highlights:</p> <ul style="list-style-type: none"> <li>• RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on and off line. (page 2)</li> <li>• Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online (page 3)</li> <li>• The curriculum helps pupils understand on and offline safety, consent, violence and exploitation (page 5)</li> </ul> <p>Within the curriculum, pupils will be taught about caring friendships (see page 12 of the policy for the full statutory guidance). This includes:</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p>Within the curriculum, pupils will be taught about being safe (</p> |

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|   | <p>see page 13 of the policy for the statutory guidance). This includes:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. (page 13)</li> </ul>  |
| <p>“How to have healthy relationships and not be taken for granted”</p> <p>“they should have a good understanding of what a 'healthy relationship' is.”</p> | <p>Within the curriculum, pupils will be taught about respectful relationships (see page 13 of the policy for the statutory guidance). This includes:</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults. (page 13)</li> </ul> |

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| <p>“Understanding feelings”</p>   | <p>Within the curriculum, pupils will be taught about mental wellbeing (see page 14 of the policy for the statutory guidance). This includes:</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul> |
| <p>Puberty:</p> <p>“Periods and changes to the body. As we know children are adapting sooner than before so being able to discuss physical changes and natural changes such as behaviour and characteristics changes is good to open the child’s horizon to what is useful to know, and understand as normal. In addition for kids to know emotionally how their body</p> | <p>In accordance with government guidelines, the RSE policy highlights:</p> <ul style="list-style-type: none"> <li>• The statutory guidance states that: “Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.” (page 31)</li> </ul> <p>Puberty is therefore included within the statutory curriculum guidance:</p> <ul style="list-style-type: none"> <li>• “Pupils should know: key facts about puberty and the changing adolescent body, particularly from age 9</li> </ul>   |

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| <p>will change and feelings etc to develop is a key concept for kids to understand before high school.”</p> <p>“physical and emotional changes as children experience these at a certain age so teaching at the age just before it generally starts will best prepare them for when it happens.”</p> | <p>through to age 11, including physical and emotional changes”. (page 35)</p> <p>Following this guidance, statutory puberty lessons will be taught in the summer term of year 4 and will include lessons on emotions as well as the facts of puberty for both boys and girls.</p>  |
| <p>“what parts of their bodies are private so they can identify if somebody is doing something wrong”</p> <p>“Reception - underwear rule, consent, correct terms for body parts, what is and is not appropriate touch”.</p>  | <p>In accordance with government guidelines, the RSE policy highlights:</p> <ul style="list-style-type: none"> <li>• RSE needs to start early in primary school so that children learn about their bodies, can recognize if other people make them feel uncomfortable or unsafe and can report abuse and get help. (page 1)</li> <li>• Children learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM) (page 5)</li> </ul> <p>The curriculum will include the following:</p> <ul style="list-style-type: none"> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (page 13)</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult. (page 13)</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. (page 13)</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so. (page 13)</li> </ul> |



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|  | <p>Children will be taught the PANTS rule from reception and The names of the external body parts from year 1. You can find out more about the PANTS rule from the NSPCC website: <a href="https://www.nspcc.org.uk/keeping-children-safe/supportfor-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/supportfor-parents/pants-underwear-rule/</a></p>   |
| <p>“different types of relationships and how they are all the same, so there are no prejudice or unkindness to anyone regardless of their relationship status. Gay, straight, single, trans etc - its important that children understand them all and know that they are all equal.”</p> <p>“I feel it is extremely important that the topic of LGBT is taught from an early age. We live in a modern society where it should be acceptable to embrace who you are”</p> <p>“As parents we do believe that our children need to be taught to be respectful towards everybody and foster good relations between different people.”</p> | <p>In accordance with government guidelines, the RSE policy highlights:</p> <ul style="list-style-type: none"> <li>• To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others, encompassing fidelity and loyalty. (page 2)</li> <li>• To foster the ability to manage relationships in a responsible and healthy manner. (page 2)</li> <li>• Help pupils to identify the characteristics of healthy relationships (page 3)</li> <li>• In primary schools this equates to reflecting the fact that children are raised in different types of families including LGBT parents and same sex couples can get married. (see page 12 for the statutory objectives regarding families)</li> </ul> <p>This learning is underpinned by the fundamental British values of acceptance, tolerance and valuing difference, which will make it clear that the views of different faiths can vary but difference will be accepted and valued within the law.</p> |

**Thinking about relationships and sex education, is there an area that you think should not be taught for different age groups/key stages and why?**

| <b>Parental response</b>  | <b>Canon Burrows Response</b>  |
|---|--|
| <p>“Younger age groups (such as in year 3) don’t need to know the actual mechanics of sex but more about healthy and caring relationships.”</p> | <p>In accordance with the recommended statutory guidance, we are including non-statutory sex education lessons for our upper key stage 2 pupils.</p> |

“Puberty should only be discussed towards the start of key stage 3 as the children at that age gets more aware of the changes in their body also talking about it earlier than this could result in early sexualisation.”

The statutory guidance states that:

1. “Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.” (page 31)
- Puberty is therefore included within the statutory guidance: “Pupils should know: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes”. (page 14 of the policy)
  - Following this guidance, statutory puberty lessons will be taught in the summer term of year 4.
  - The Department of Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, sex education is not statutory in primary education hence parents will have the right to withdraw their pupils from these lessons in year 5 (FGM) and year 6 (conception).
  - Researchers have found no evidence that RSE encourages early sexual activity, and some evidence that it can delay it. It can also help to protect children and keep them safe.

**Please list any Relationships and Sex Education queries or areas that you would like further information on.**

| <b>Parental response</b>   | <b>Canon Burrows Response</b>   |
|--|---|
| <p>“Communication with parents over the samples of work and the resources used regarding any RSE lesson.”</p> <p>“Although I agree with these topics being taught in school,</p> | <ul style="list-style-type: none"> <li>• At Canon Burrows we believe that collaborative learning between home and school to support children is important.</li> <li>• An overview of what is taught and when is included in the policy (page 14) to help</li> </ul> |

as a parent I would like to be informed when they are being/have been taught so I am prepared for any questions my son might ask.”

“Providing examples of the resources that you plan to use can be reassuring for the parents and it enable them to continue the conversations started in class at home without confusion.”

parents/carers to support their children throughout the programme.

- In response to the parental feedback, PSHE newsletter will be sent home each half term for each year group to inform parents what the key learning will be, key vocabulary, how the learning links to the statutory guidance, websites where parents can get further information and samples of the teaching and learning materials to be used.
- As stated in the policy, we plan to hold workshops so that parents can have the opportunity to view RSE resources. However, as this is not possible under the present circumstances, any parent can request a copy of the resources that will be used each half term until we are able to hold face-to-face meetings again.
- If you have further questions, please contact your child’s teacher or Miss Adamson (PSHE Coordinator)