

School response to Parent/Carer Feedback for Relationships and Health Education.

We would like to thank all parents/carers for giving your responses to the online Relationships and Health Education Feedback questionnaire last year. It has been a positive experience and this document will show some of the changes we have made to our RHE curriculum based on our parent consultation.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We believe that it is important to have the support of parents, carers and the wider community.

We have worked hard to make sure that our new curriculum reflects:

- Our values of equality, inclusion and respect for all students and communities in our society.
- Our students' age and maturity levels, as well as their cultural and religious backgrounds.
- Every students' learning needs.
- What students need to know to be healthy and safe in school, in their personal relationships and in the wider world.

We recognise that there are some concerns from parents and we aim to work together with you in teaching our RHE curriculum.

We have compiled a 'You Said', 'We Did' document based on the parent/carers responses.

Parent engagement

You said:

1. "I feel there should be a parent teacher discussion where we can meet in the middle and do what is best for our children." (Parent, children in Year 1 and 5)
2. "Parents should be consulted with in regards to the proposed material to be taught in the lessons and input from parents should be respected and given importance." (Parent, Children in EYFS, KS1 and KS2)

We said: Due to Covid-19 restrictions we were unable to have parents in school to have our Parent Consultation. Therefore, along with other schools in Sandwell and across the country we have undertaken a two-week online consultation to gather feedback from questionnaires to understand parent/carer's views on the RHE curriculum. In accordance with government guidance, we are taking into account the cultural and religious background of the community as well as input from parents. We have put the Lodge RHE curriculum document with a year by year breakdown of what will be taught for parents/carers to view on our school website. If parents would like to know more about the lessons, they can contact the school to discuss further. We believe in being totally transparent with parents/carers so that there is no confusion when it comes to RHE and what is taught.

LGBT

You said:

1. "Due to my faith, I do not wish my child to be taught in regards to LGBT or same sex relationships of any kind, as it is against my faith and I believe it is not age appropriate." (Parent, Child in Year 2)
2. "Yes the way it is taught. For example introducing that there may be children who are different from others and may have different families to us and sexual orientations and for our children to respect these choices other people have. But to teach them about lgbt in depth and make them question their genders is another thing. This is one of many flags raised.(Parent, children in KS1 and KS2)
3. "Children below the age of year 5 and 6 really don't have the comprehension to go into matters of sexual relationships, LGBTQ issues etc. Although there is absolutely nothing wrong in discussing the fact that there are families with a different make up to their own e.g same sex parents as well as families where there are non same sex parents. This is something which can be discussed with older primary children, ideally year 5+. Again keeping in mind and giving due regard and importance to religious/ cultural different sensitivities. I feel that Relationships & Health Education is important for our children as they grow up in a diverse community and society. Our children, ALL children should learn to be kind, respectful, tolerant towards others around them. (Parent, children in EYFS, KS1 and KS2)"
4. As Muslims we believe in the sacredness of marriage and that a loving, safe family unit is essential for a child to thrive in a holistic way. Although we have values and beliefs that we hold dearly, we are respectful of others' and teach our children to be respectful of different views and beliefs in our society. Regarding another statement from the DfE FAQs: " Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families."

Does this mean that it is not mandatory for this to be taught in primary School and what will be the school's approach regarding this as it was not specified in the School Policy? I am aware of other schools implementing a "light touch" approach for this topic. (Parent, child in EYFS)

We did: The government statutory guidance (*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, 2019: page 15*) states:

"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content" and "Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

We are required by British Law to follow the Equality Act 2010 which helps to ensure equality between different members of society. The Equality Act 2010 makes it illegal to discriminate people based on for example, race, religion, sexual orientation, age, gender and disabilities. The Equality Act 2010 helps to build a fair and equal society based on respect, tolerance and non-discrimination.

We have taken the decision to teach that there are same-sex families in our society with children in Years 5 and 6.

In Key Stage One, we will discuss how families are different. KS1 Pupils will understand that not all families look the same and we will teach along the line of 'Different families, Same Love and Care' which shows that even though some families are different e.g. One dad, two children or two grandparents, one child, a step-mum and dad, three children – they all have similarities such as they provide love and care which is important. We are teaching that family is important and this is normally characterised by love and care even if families are different.

We have changed our curriculum after our parent consultation and taking into consideration the cultural and religious background of our local community, as a result the teaching that there are same-sex families such as will not be taught until Year 5 and 6. When teaching about diversity and different families in Year 5 and 6, it will be taught alongside other types of family, for example, some families have one mum and one dad and two children, other families have one mother, one grandad and one child, regarding same-sex families it will be taught that some families have "two mums or two dads", we do not discuss anything more in depth about same-sex couples. This is the vocabulary we feel is age-appropriate and we have taken the pupil's cultural and religious background into account.

To teach about LGBT in depth and use further vocabulary would mean some of this information can potentially fall into non-statutory sex education which is not part of the curriculum in Lodge Primary. The teaching will **not** go into depth about LGBT and essentially they will be taught some families have two mums and some families have two dads. We will strictly follow our RHE policy where **no personal views or opinions** of teachers will be presented.

Respect and tolerance.

You said:

1. "What may be seen as 'perfectly fine' according to my lifestyle may not be not be 'totally fine' for my friend who is from another religious background as me. What is

important and essential is that we must live together being respectful and tolerant with each other.”

We said: We firmly believe that respect and tolerance are very important when teaching RHE and underpins our main values. For us to help create a peaceful and understanding community, respect and tolerance underpin our teaching of RHE. Respect and tolerance are part of British Values set out by the government and are a fundamental part of teaching within primary school.

Gender identity.

You said:

1. “Any material which may confuse children in terms of their gender identity should be avoided. Again, there is really no good reason for any children in younger primary classes to be delving into such matters which only create confusion in their innocent minds.” (Parent, child in EYFS, KS1 and KS2)

2. “Before you use any materials which may confuse children and their gender identity should be avoided, I don’t think you should be teaching this at primary school. This will effect children end results, which will confuse their innocent minds.” (Parent, child in KS2)

3. “But to teach them about lgbt in depth and make them question their genders is another thing. This is one of many flags raised”. (Parent, children in KS1 and KS2)

We said: Under the Relationships and Health Education government guidance, there is no requirement for primary schools to children to teach about the changing of genders or have children question their genders. There are no lessons within Lodge Primary RHE school which solely focus on changing of genders or transgenderism. To find out more about the statutory requirements of RHE, please read our Lodge Primary RHE Policy or you can find out more from www.gov.uk.

Age-appropriate topics and resources

You said:

1. “However the big concern is when the government could use better approaches to raise awareness about certain topics rather than use this an excuse to introduce matters and ideas that are not age relevant for our children. I highly encourage the school to have open discussions with parents so we can come to a better understanding with each other and move forward together as one!” (Parent with children in KS1 and KS2)

We said: We value parent/carer feedback we believe in a transparent approach and we welcome questions from parents/carers. We are following government guidance, where it states: “Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content” and that “All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school’s approach help increase confidence in the curriculum.”

EYFS

You said:

1. I have been unable to access any information regarding the RHE curriculum for the foundation stage. I would like to be updated on this as I have not been able to find it on the policies page on the website. (Parent, child in EYFS)

We did: We have now updated our RHE policy and included a paragraph which states that PSHE/RHE is not taught explicitly in Early Years Foundation Stage but instead personal, social and emotional development (PSED) is taught within the new Early Years Framework and linked with Early Learning Goals. The PSED Early Learning Goals can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Sex Education

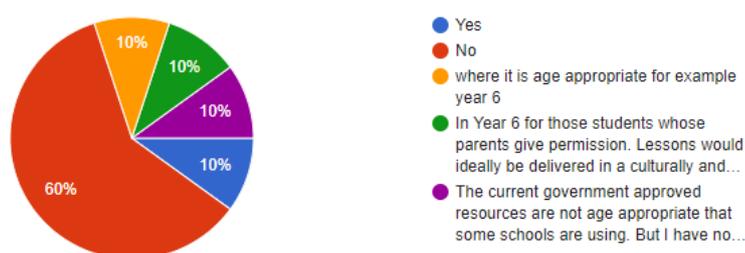
You said:

1. I do not feel that some topics are relevant for the age groups. I feel sex education and sexuality should not be discussed at this stage. (Parent, child in Year 2)

The question in our questionnaire of whether Lodge Primary School should include non-statutory sex education within their curriculum was met with the majority of parents answering 'No'.

Schools are strongly encouraged to teach sex education by the government, namely where do babies come from and how they are made, using age appropriate resources and that parents continue to have the right to request that their child is excused from sex education. Do you think we should or should not teach sex education in our curriculum?

10 responses



We did: We have decided to not teach non-statutory sex education in Lodge Primary School. Therefore, it will be known as Relationships and Health Education (RHE) within our school and not Relationships, Sex and Health Education (RSHE) as some other schools have done.

Puberty and Health Education

You said:

1. It is unsuitable for children from year 4 and under to learn about puberty when they will not go through changes so young. (Parent, children in KS1 and KS2)

We did: In previous years we have taught age-appropriate puberty lessons during the summer term, only in Years 5 and 6. We will continue to teach age-appropriate puberty lessons in the summer term of Year 5 and 6 which is mandatory under the new health education criteria of RHE to ensure our pupils understand the changing adolescent body.

You said:

1. "Before you start this class, you need to notify the parents and discuss what you will be teaching." (Parent, child in KS2)

We did: In line with government guidance where they state, 'Schools should ensure that parents know what will be taught and when'. We will continue to notify parents of certain topics within RHE. For example, we will continue to give Years 5 and 6 parent/carers letters to notify them of the teaching of puberty lessons.

Also, we will continue with conducting PSHE/RHE workshops for parents to attend in the Autumn term. Unfortunately, due to Covid-19 restrictions we have been unable to have any parent workshops within the last academic year although we hope to continue them in Autumn 2021.

You said:

1. I appreciate the transparent approach that Lodge Primary has taken regarding the teaching of RHE. After reading the policy and documentation provided, I feel more informed on what to expect from my children's education in the future... Thank you for giving the parents an opportunity to voice their opinions and feel a part of the school community, for the benefit of our children.

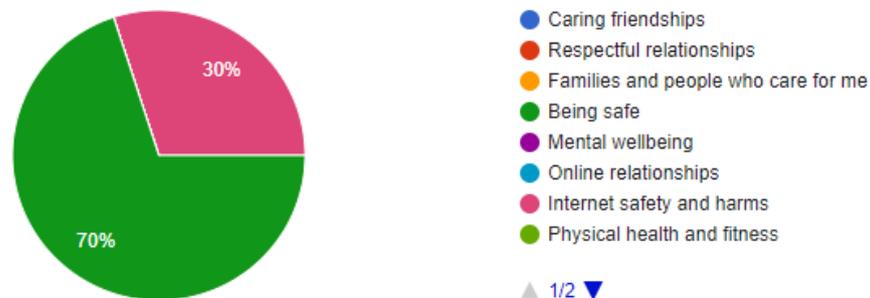
We did: We will continue with our transparent approach with parents/carers and we welcome any questions and support needed,

Online Safety

You said:

1. "There should be a great emphasis on the issue of online dangers facing our children. Grooming, bullying etc should be discussed and taught. Also the harms of excessive gaming and the dangers of online gaming should be given importance." (Parent, children in EYFS, KS1 and KS2)
2. "Being safe online needs to be affirmed with all children and parents as the risks of self-harm from online trends is increasing in the UK." (Parent, child in KS2)
3. Based on the question regarding the most important topic area of Relationships and Health Education, 70% of parents/carers have said the most important topic is Being Safe and 30% of parents/carers have said Online safety is the most important topic of Relationships and Health Education.

Thinking about Relationship and Health Education in Lodge Primary, what do you believe is the most important subject area that SHOULD be taught for different age groups/key stages?



We did: Being safe and online safety are hugely important topics in Lodge Primary. It is an extremely high priority for us to keep our children safe and protect their wellbeing. This is why children in KS1 and KS2 have regular e-safety lessons every half term and have an e-safety curriculum embedded within the RHE curriculum. We also have range of other initiatives such as:

- E-safety week,
- Being safe assemblies,
- Talks given by local police officers regarding e-safety and being safe,
- PANTS safety discussions talks delivered every year in KS1 and KS2
- Our RHE curriculum includes many lessons on being safe and online safety in each year group.