

By email:

All headteachers

Education and Inclusion

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IF YOU NEED SUPPORT IN READING/TRANSLATING THIS LETTER PLEASE CONTACT YOUR SCHOOL.

Feedback from stakeholders and next steps

Dear families,

I hope this letter finds you well. Our last letter confirmed the rescheduling of the public consultation for Relationships, Sex and Health Education (RSHE) and reminded families to continue to share feedback via the [feedback form](#).

In our letter dated 15th December 2020 we explained how commentary and views from parents and stakeholders will be considered, stating that the draft syllabus will reach further draft versions before being in a final form because of the parental engagement. We have maintained that parental engagement is an important element within the syllabus and policy development for Redbridge, and the views of all parents within the community will be genuinely reflected on in reaching the final decision of the syllabus and policy.

“Consultation is a process by which an organisation, over a specific period of time, seeks the opinions of relevant people about particular activities or proposals, to better understand their views and take them into account when making final decisions. For schools, consultation is about them providing formal channels through which parents can express their views about certain aspects of the school’s work”

The DfE, Parental Engagement on Relationships Education; 2019

We are working towards the Redbridge RSHE consultation period ending by 30th June 2021. The formal channels of communication will continue to be the feedback form mentioned above and public consultation meeting(s) that we have rescheduled in the hope to undertake them face to face, and at a time when the social climate is improved. We thank the families that contributed to our decision in this.

We have made the local decision to delay the teaching of the new RSHE statutory guidance in our schools until September 2021, however we will be engaging with the new guidance at a stakeholder level in continued preparation for readiness throughout the Summer Term.

Working Parties

We have continued to work with stakeholders across the local community in small working party groups. The purpose of these groups is to review, offer feedback, recommendations and solutions to any findings that are discussed.

Presently we have a Faith and Belief Working Party that includes members from organisations, groups and charities such as SACRE, Redbridge Faith Forum and the Federation of Redbridge Muslim Organisations along with other respected individuals within the community that can share their own views and findings of the syllabus from a faith or belief perspective.

We also have an Equalities Working Party group that includes members from organisations, groups or charities that work with other protected within the Equalities Act. These include RSHE Outreach support team, The Gingerbread Project, Victim Support, GALOP, One Place East and Positive East.

In addition to this we have a group of teaching professionals in the Schools Working Party who can speak from the perspectives of their professional knowledge and experience of child development, Social Emotional and Mental Health of children and young people and pedagogy.

Finally, we have a Parent Working Party that includes parents from the community, that share their personal view as a parent. We have limited this group so that each school across the community have no more than one associated parent. The members are not responsible for speaking on behalf of all parents in Redbridge or all parents from their school as this would be an impossible ask. This is a group where members, just as the other working parties, are invited to share their findings and recommendations as an individual in Redbridge engaging with the syllabus.

Religion is an important part of life for many families within Redbridge and some feedback from the community during the few virtual consultations that took place has strongly referenced that the syllabus omits a faith awareness. However, we have also had requests from some parents that are aware of the Parent Working Party but feel less comfortable sharing views that might be different to those of a religious stance regarding the syllabus. Therefore, we have made the decision to ensure that we provide opportunities for an array of Parents within Redbridge to contribute to the working parties and so are creating a second Secular Parent Working Party. We will again apply the same guidance that no more than parent to attend from each associated school community.

If you are interested in being a member of the Parent Working Party or the new Secular Parent Working Party please contact your school to demonstrate interest by 12th February 2021. Explain which of the 2 groups you would be interested in joining and they can inform you if a parent is already attending.

To ensure no confusion about the role of the members in the Parent Working Party Groups; I would like to reiterate that these are active, productive groups facilitated by myself. The intention is to provide a space where findings and questions can be raised amongst members and recommendations or solutions discussed with a respect for the view of everyone that calls Redbridge home. These conversations and recommendations are then considered alongside the other feedback channels. The hope is that much of the working party conversations alert us to potential sensitive or problematic areas of the syllabus, errors in content, or areas that require more detail in advance of and alongside the wider public consultations.

When we are able to share dates for the planned face to face public consultation we will. In the meantime, we will continue to share updates via schools to you. A feedback impact report is currently being written that will be available for the public to view, this will detail our response to a summary of feedback. The 3rd draft of the syllabus, as a result of the feedback so far, will also be shared via the Redbridge FiND website. We will inform all families when both documents are prepared to share.

Kind regards,

Danielle Vorley