



# RHE Consultation Feedback Report

## July 2021

### Draft 1: Parent Survey Electronic Feedback – May/June 2021

Summary of main issues raised by representations (128 responses)		School response to representations
<b>RHE Curriculum Content</b>	<p>Concerns from some that children are being exposed to certain aspects too early</p> <p>That RHE should be completely removed from the curriculum</p> <p>That religious views should be respected</p> <p>That parents should be given the right to withdraw from lessons</p> <p>That films and cartoons should not be shown to the children</p>	<p>RHE will be statutory from September 2021, and cannot be removed from the curriculum. Parents will not have the right to withdraw from statutory coverage, but we will not be teaching the non-statutory elements e.g. sex education. The religious background of all pupils has been taken into account. Teaching at school will complement and reinforce the lessons parents teach their children as they grow up.</p>
<b>Families</b>	<p>That too much focus on same sex parents and mental health would cause confusion and unwanted questions.</p>	<p>We will not focus on same sex parents any more than identifying different types of families, from Y3.</p> <p>Mental Health content is a statutory requirement</p>
<b>Body Parts and Puberty</b>	<p>That puberty, reproduction, sexual health should be taught to KS2 children, or in secondary school</p> <p>That body parts words should not be taught at school / in KS1 / in KS2</p> <p>RSHE should be age and faith appropriate. Eg. Y1 is exposed too early to some sex-related topics</p> <p>That categories should be divided: e.g. Understanding abuse and knowing names of body parts should be separate</p> <p>That puberty should be taught in Year 6 only, and girls and boys separated</p>	<p>Body parts will be taught in KS2, no earlier. Instead, the NSPCC guidance will be followed.</p> <p>Children will not be exposed to sex-related topics. Content will be age appropriate and take the religious background of all pupils into account. Puberty will be taught from Y4 as some children begin puberty at this age. Girls and Boys will be separated for puberty lessons.</p>
Policy / Syllabus Change		
<ul style="list-style-type: none"> <li>The naming of external body parts removed from Key Stage 1 Syllabus (Year 1 and Year 2); introduced in Year 3 instead</li> </ul>		

**Draft 2: Feedback from:**

**Individual and group parent letters and emails**  
**Letter from parent legal representatives**  
**Drop-in sessions 1<sup>st</sup> 2<sup>nd</sup> July**  
**Parent Survey Electronic Feedback (6.July.21) – 77 responses**

<b>Summary of main issues raised by individual/group representations</b>		<b>School response to representations</b>
<p><b><u>RHE Curriculum Content</u></b></p>	<ul style="list-style-type: none"> <li>• Items that are only recommended by the National Education Authorities and not compulsory should not be taught.</li> <li>• The teaching areas and the material used should be representative of the different backgrounds of the pupils and families that attend the school.</li> <li>• That the RHE policy should not use ‘etc’ when listing resource providers and any changes in resource provider or resources that will be used to teach RHE or changes to the syllabus content should be done with parent consultation. This should be done over a long period of time.</li> </ul>	<p>Our RHE curriculum is designed to help children from all backgrounds build positive and safe relationships.</p> <p><b><u>Policy change:</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Section 11: We have reviewed the resource section, removed ‘etc’ and indicated that we will not be using Jigsaw or Stonewall resources</i></b></li> <li>• <b><i>Section 10: Additional sentence: If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</i></b></li> </ul>
<p><b><u>Families</u></b></p>	<ul style="list-style-type: none"> <li>• That clarification on representation of different family types be provided, e.g. as to what ‘blended families’ are (Y4)</li> <li>• That there are indications of LGBTQ+ within the curriculum e.g., different family units: how this will be presented? The perceived risk is that of normalising/promoting a particular way of life contrary to religious/cultural norms. That there is potential for promotion vs. stating facts.</li> <li>• That the school replace the Y3 question "Can you identify a family unit different to your own?" with a question from the following learning outcome " R1. That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty</li> <li>• That when using the ‘Great Big Book of Families’ resource, the school should stick to facts and not go beyond the words in the book.</li> <li>• That the school does not refer to a particular type of family make-up if it does not currently exist in the school (however, if the situation changes in</li> </ul>	<p>We will be representing different family types by using the ‘Great Big Book of Families’ resource. Different family units will be presented through this book.</p> <p>We will not be promoting one particular way of life, or family unit, over another. We will teach the children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone.</p> <p>RHE should meet the needs of all pupils at Barley Lane, regardless of their family unit.</p> <p>All types of family units are represented at the school and in the local community; we cannot change our curriculum content in line with the current demographic as it changes constantly</p> <p><b><u>Syllabus change:</u></b></p> <p><b><i>Y3 r4: We have stipulated in the syllabus that no one particular</i></b></p>

	the future then the content should be extended in line with the changes in the situation).	<p><b>family unit will be focused on more than another. We will not promote one family unit over another or ask children to identify a family unit that is different to theirs.</b></p> <p><b>Y4 r2: We will not promote one family unit over another or ask children to identify a family unit that is different to theirs.</b></p>
<b>Marriage</b>	<ul style="list-style-type: none"> <li>That marriage that the faith or belief perspective of marriages should be included to provide balance.</li> <li>That it is confusing and not age-appropriate for children in Y5 and Y6 to learn about the law regarding marriage and civil partnerships, particularly the questions: "How long is marriage intended to last?" / "Can you identify any known marriages?" / "What is a civil partnership?" / "What do you understand about marriage?"</li> <li>That the study of commitment, different kind of families and marriage are unnecessary for Y5 ('committed relationship).</li> <li>That learning about marriage in year six should be moved to secondary school as the legal minimum age for marriage is 16 in the UK.</li> </ul>	<p>Statutory guidance states: "That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong." This must be covered in primary school.</p> <p><b>Syllabus change:</b></p> <ul style="list-style-type: none"> <li><b>Y5 Relationships: We have removed any reference to marriage/commitment and moved to Y6.</b></li> <li><b>Civil partnerships statement removed completely</b></li> <li><b>Y6: Relationships: Now includes the statutory statement on marriage and we have included a sentence that faith or belief perspectives of marriage will be considered during these discussions</b></li> </ul>
<b>Body Parts</b>	<ul style="list-style-type: none"> <li>That it is too early for pupils in Y4 to learn about periods</li> <li>That the naming of external body parts in Y3 "penis, vulva, buttocks and chest" is not appropriate, child-friendly, faith-sensitive, or statutory and should be moved to Y4</li> <li>That the Y3 exercise of children individually labelling a diagram is not required. That showing the image on the board &amp; taught as a class will be sufficient</li> <li>That repeated exposure to nude images, even if child friendly, will desensitise children to nudity. The Science NC does not explicitly require the names of private parts to be taught.</li> <li>That wet dreams should not be included in the Y5 puberty content, moved to Y6</li> </ul>	<ul style="list-style-type: none"> <li>Puberty can begins from the age of 8; we feel that it is important that children are made aware of the changes in good time. This is particularly relevant to periods</li> <li>The labelling of diagrams is both a reinforcement and an assessment tool, to ensure that the children have understood the teaching and misconceptions can be addressed.</li> </ul> <p><b>Syllabus change:</b></p> <p><b>Y3/Y4: The naming of external body parts in Year 3 is moved to Year 4; use NSPCC PANTS rules and term private parts in Year 3. Term 'wet dreams' will not be introduced in Year 4. To be introduced in Year 5 when the children revisit puberty.</b></p>
<b>Puberty</b>	<ul style="list-style-type: none"> <li>That the puberty resources included too much detail , e.g. the diagrams of the male and female reproductive system, and topics such as egg release , fertilisation, sperm for Y4. In addition, the context is unclear - what is the objective in using these?</li> <li>That the schools confirms how it will respond to a child who might ask how an egg is fertilised is that it is not covered in primary school, and that the child speaks to their parents.</li> </ul>	<p><b>Syllabus change:</b></p> <p><b>We are reviewing the puberty powerpoints with a view to replacing the detailed diagrams of reproductive system with more simplified ones</b></p> <p><b>Policy change:</b></p> <p><b>Section 10: Additional sentence: If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</b></p>

<p><b><u>Drugs and Alcohol</u></b></p>	<ul style="list-style-type: none"> <li>• That the word ‘recreational’ should be removed from the Y5/6 resource as it will give the children a false idea that it is OK to use drugs for recreational purpose...the message that should be given to children is that the use of drugs is bad full stop (with exception of medicines)</li> </ul>	<p>The resource covers many aspects of legal drugs, and refers to solvents, glues, nicotine and the affects and risks. The ‘recreational’ is used in this context.</p>
<p><b><u>Health and Hygiene</u></b></p>	<ul style="list-style-type: none"> <li>• That the link between sleep and screen usage should be added, as well as a general topic on ‘how to have a good sleep’ (Y4)</li> <li>• That healthy diet should be covered in more detail, e.g. checking ingredients, understanding what a healthy balanced diet entails (Y5)</li> </ul>	<p><b>Syllabus change:</b>  <b><i>Y4: Additional Screen usage and how to have a good sleep were added into Draft 2.</i></b>  <b><i>Y5: H&amp;W – added how do we check different food products for ingredients and what makes a healthy diet</i></b></p>

**Policy / Syllabus Change**

- Resources section of the policy – removed ‘etc’ and added in that the school will not be using resources from Stonewall or Jigsaw
- Families – Year 3 R4 added ‘We will not promote one family unit over another’. ‘Can you identify a family unit different to your own?’ was removed when writing Draft 2
- Marriage – Year 5 removed ‘That two people can choose to be in a committed relationship and not be married or in a civil partnership.’ Statement ‘that marriage represents a formally recognised commitment of two people which is intended to be lifelong’ has been moved to Year 6.  
Year 6 removed ‘That Marriage and Civil partnerships (Religious and Humanist) in England, Scotland and Wales are also a legal and formal commitment for same sex couples. There are different rules in Northern Ireland.’ Added ‘That marriage represents a formally recognised commitment of two people which is intended to be lifelong.’ (Faith or belief perspectives will be considered during these discussions.)
- Body Parts – Year 3 changed SS8 from using body part names to ‘That their body parts covered by pants/underwear belong to them. (The body parts will not be named, only the term private parts will be used. The school will use the NSPCC PANTS rules to support this.) Naming of the external body parts for penis, vulva, buttocks and chest has been moved to Year 4 when the children are introduced to puberty. The term ‘wet dreams’ will not be used in Year 4, it will be introduced in Year 5. Menstruation will only be taught to the girls. Sentence added to make it clear that boys and girls will be taught separately about physical changes to their bodies.
- Puberty – removed detailed reproductive system diagrams from PowerPoints. If a child asks how an egg is fertilised teachers will not answer the question as it is not covered in our curriculum and they will be told to talk to their parents.  
Year 5 – removed ‘What is period poverty?’
- Health and Hygiene – statements were added to Draft 2 about screen usage and how to have a good sleep (year 4). Year 5 – added ‘how do we check different food products for ingredients?’ and ‘what makes a healthy diet?’