RSE and Health Education Consultation Responses

2020-2021

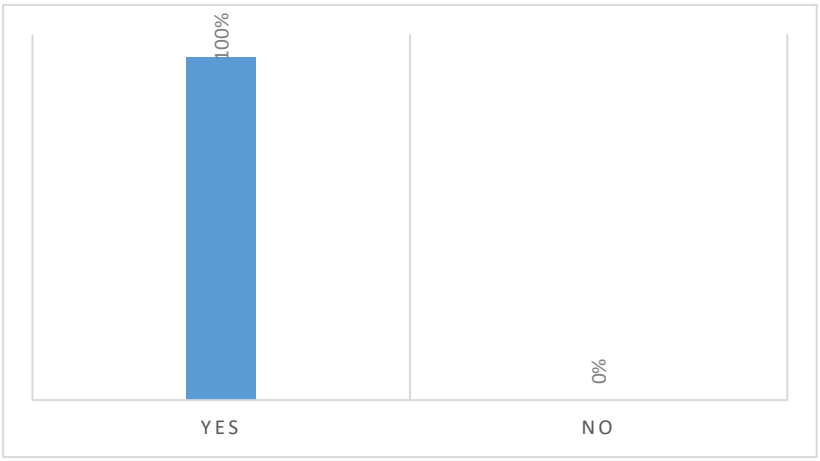
From September 2020 (delayed until March 2021 due to COVID), it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum.

As part of implementing the RSE curriculum, schools were required to consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to policy and the curriculum content.

As part of this, parents of all pupils were asked to read through our RSE and Health Education Policy and respond to the questions we asked in relation to the policy and teaching of RSE and Health Education. Our consultation which took place between 9th – 16th July 2021.

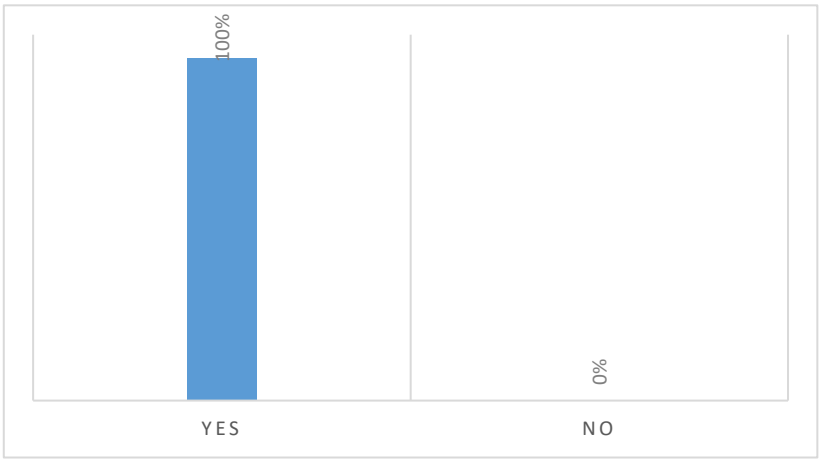
During the consultation we asked the following questions and parent responses were as follows:

1. Is our RSE policy clearly written and easy to understand –could any parts be made clearer?

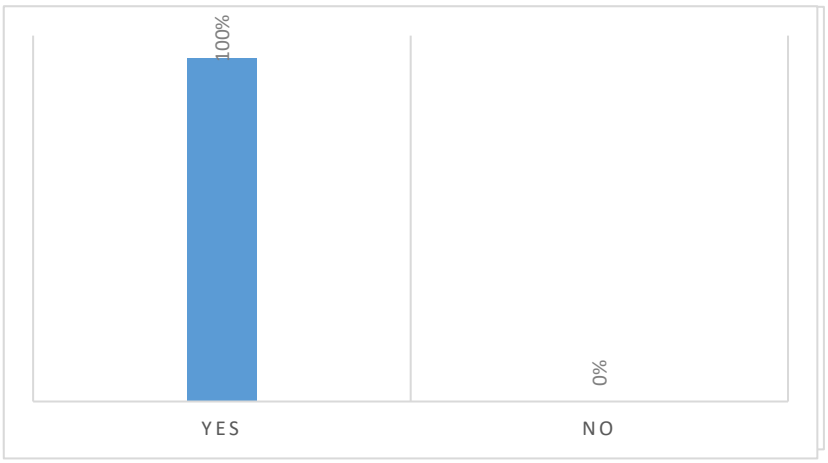


100% of parents who responded to the consultation agreed that the RSE Policy was clearly written and easy to understand.

2. After reading Section 12 of our RSE Policy ("Withdrawal from lessons"), do you understand how to submit a request to withdraw your child from the elements of sex education that are not taught as part of the compulsory national science curriculum?



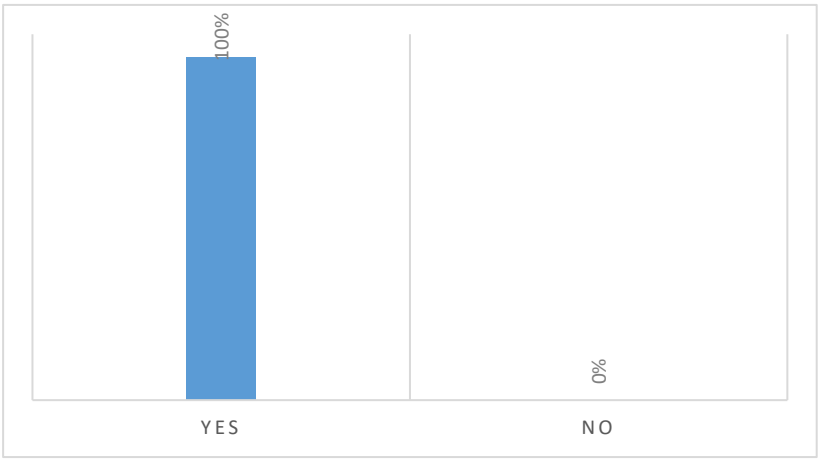
3. After reading Section 10 of our RSE Policy ("Working with parents"), do you understand how to raise concerns about our RSE Policy or RSE Curriculum and what things should be considered before raising a concern?



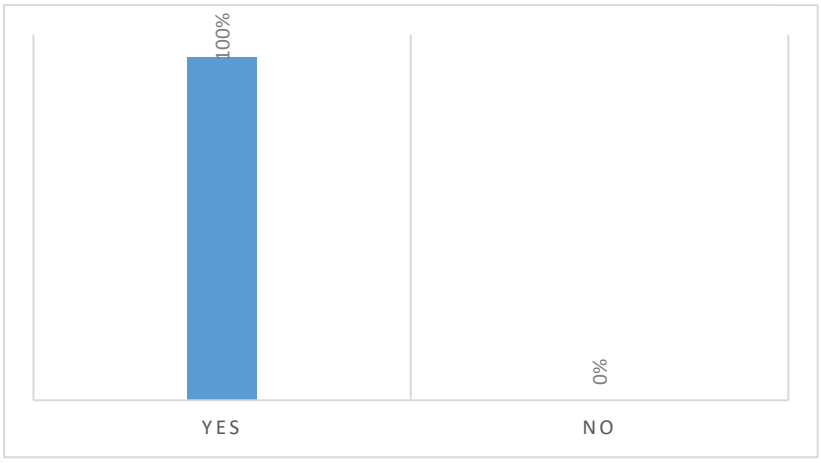
4. (For parents and carers of children with special educational needs and/or disabilities only):

   After reading Section 13 of our RSE Policy ("Equality & Accessibility"), do you understand how your child will be taught the range of RSE topics required by the DfE?

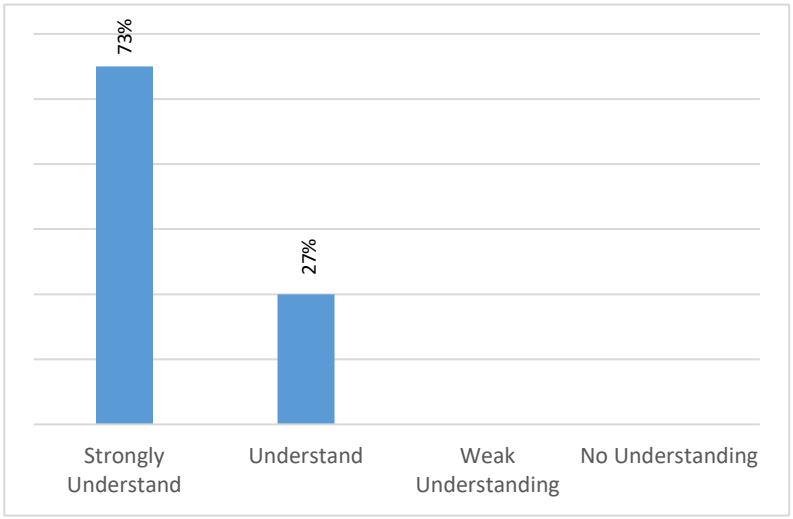
   This question was answered by a limited number of parents as it was aimed at parents and carers of children with special educational needs and/or disabilities only.



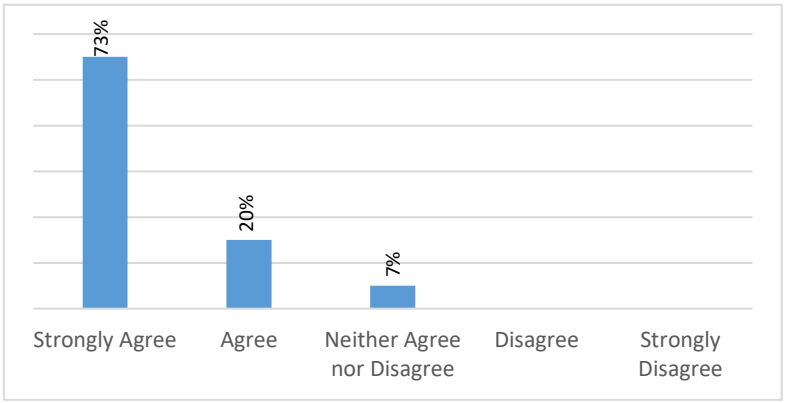
5. Do you think that our RSE Policy and Curriculum cover all of the topics required by the DfE? Those topics are set out in our RSE Policy?



6. After reading our RSE Policy and RSE Curriculum, how would you rate your understanding of when and how your child will be taught about the range of RSE topics required by the DfE?



7. To what extent do you agree with the following statement about our RSE Policy and Curriculum: "I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students".



8. Do you have any additional information or evidence which we may have overlooked when developing our RSE Policy?

This question was an open question to which we received six responses which were as follows:

- I have been so impressed by the RSE curriculum and how it has been delivered, it has brought some interesting conversations to the dinner table. I feel our son (Year 9 with ASD) has really benefitted from all topics and some really difficult complex subjects have been covered with no embarrassment just really honest discussions. Thank you for dealing with such important and sensitive topics in the way you do, it is pitched perfectly especially with a pupil with additional needs.

- Just thank you. It can't be an easy subject to teach to kids all the time so thank you. It's probably one of the most important.

- My experience so far with RSE education (pupils in year 8 & 10 and overhearing remote teaching) is the staff provide age appropriate sensitive education. I am grateful the school provides this - as my children pay more attention to the teachers than their parents on these issues!

- I feel strongly that Consent for boys & girls is taught in Year 7. Also Name calling & shaming is discussed in Year 7. There is still such a culture of child coming from KS2 thinking it's normal to use the term 'gay' & 'slag' to shame peers. This is especially prevalent in boys where this language is normalised at home. Also to encourage girls to not be put off sport. This is so common & worrying for self esteem/health. Holmfirth 'stream' Year 7 into PE ability groups. This can be so demoralising. The girls should be encouraged to do different sports in single sex groups like dance, gym work with body positive female teachers. Poorna Bell has published 'Stronger'. A book on PE /body image for girls. Also invite a range of young inspirational role models to speak to the pupils from artists to young business owners. Encourage the pupils to see beyond Instagram images. Thank you.

- Great to see emphasis on healthy and unhealthy relationships. Hope that issues such as male entitlement/ toxic masculinity and promoting gender equality are covered sufficiently.

Overall the responses to the consultation, although low, were very pleasing and this was further supported by the responses given to question 15 which indicates that parents are happy with the teaching, delivery and sharing of information of the RSE and Health curriculum at Holmfirth High School.

Question 15 also raised some interesting points which we will review and consider with regards to PE and the encouragement of girls in sport.