

Results from our RSE survey in March 2020

Disclaimer:

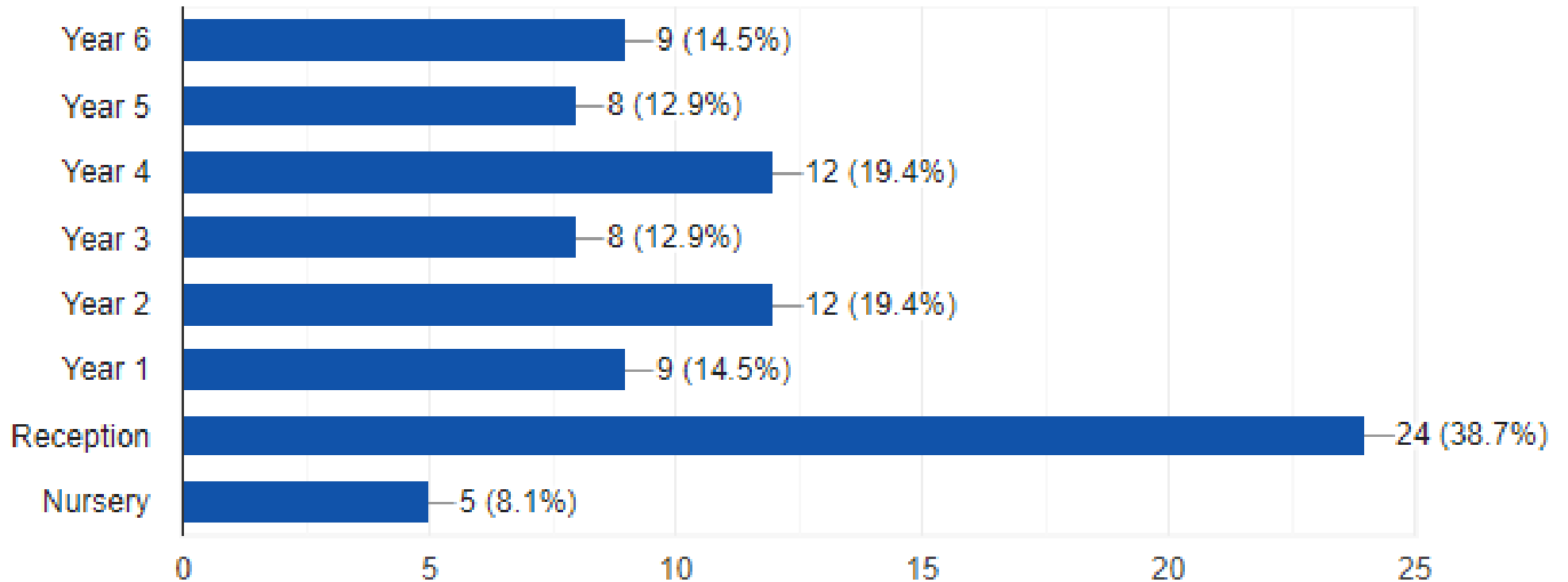
In response to the questions asked by parents in the survey, it is not possible to answer every question in detail. There were several that overlapped and so we have grouped these into themes. The answers are based upon government guidance, professional partners and discussions in our school leadership – we believe these reflect our Christian values and school ethos.

Parental Consultation

In March we held a parents survey in preparation as part of our consultation for our information evening that was due to be held on 25th March. This was to give us a picture of the range of views held by parents and carers as we move forward in implementing and embedding the new RSE requirements.

Child's year group:

62 responses



Below are the results of the 62 participants answers to the 11 multiple choice questions. You can see that we have a range of opinions and beliefs held by the parents and carers in our school community. You can read through the results on both this slide and the next slide.

1. I understand the new Relationships & Sex Education (RSE) Statutory Requirements that Primary Schools must deliver.

Not at all: 16 Partially agree: 19 Agree: 21 Strongly agree: 5 Unsure: 1

2. I would like to know more about what schools will cover in detail within each year group.

Not at all: 2 Partially agree: 7 Agree: 25 Strongly agree: 27 Unsure: 1

3. I appreciate children being taught about relationships and acknowledge the link to safeguarding.

Not at all: 7 Partially agree: 8 Agree: 14 Strongly agree: 30 Unsure: 3

4. I am pleased that my child will learn about diversity, discrimination and stereotyping.

Not at all: 4 Partially agree: 12 Agree: 15 Strongly agree: 27 Unsure: 4

5. I am pleased that my child will be learning about different aspects of relationships; family types, feelings, growing up, gender identity, consent and peer pressure.

Not at all: 12 Partially agree: 15 Agree: 12 Strongly agree: 20 Unsure: 3

6. I am happy for my child to learn terminology linked to LGBT+ relationships.

Not at all: 23 Partially agree: 7 Agree: 11 Strongly agree: 16 Unsure: 5

7. I feel confident about answering my child's questions about relationships and growing up.

Not at all: 2 Partially agree: 5 Agree: 19 Strongly agree: 35 Unsure: 1

8. I would like to know when my child is learning about Relationships.

Not at all: 0 Partially agree: 4 Agree: 23 Strongly agree: 31 Unsure: 4

9. I would like to know more about the right to withdraw my child from Sex Education.

Not at all: 21 Partially agree: 3 Agree: 15 Strongly agree: 21 Unsure: 2

10. I would like to know more about further reading, websites and books that I can read or share with my child at home that link to Relationships Education.

Not at all: 11 Partially agree: 6 Agree: 24 Strongly agree: 19 Unsure: 2

11. I am happy for Relationships Education in school to be inclusive and represent diversity.

Not at all: 8 Partially agree: 10 Agree: 17 Strongly agree: 21 Unsure: 6

Questions asked by parents

What exactly has to be covered in the statutory relationship education over the course of primary school and what is covered in each year? Can the parents be provided with a breakdown of what is communicated to the pupils prior to each RSE lesson?

Our response

An additional PDF Presentation has been made with all of this information, available on RSHE section of school website.

Questions asked by parents

Why are we teaching about transgender issues with children who are not yet sexual beings? What terminology will be used for LGBTQ+? What specifically will be taught about gender identity?

Our response

The teaching in our school is not about their sexuality but about their understanding of the diversity of people and fitting in with strong social norms about how people should behave if they are a boy or a girl. Children absorb messages and signals all around them. By not including this community of people, is exclusion and this causes harm. It's important to make children aware that it's hugely damaging if we assume that we're normal and anyone different from us is not normal, therefore we teach children explicitly to challenge stereotypes of race, age, sexuality and gender. We teach that every person is valued and belongs to our community, we will encourage children to be who they have been made to be. We have listened to concerns of some parents of EYFS children who do not want their child being exposed to terminology at such a young age. This view will be respected and terminology will not directly taught until KS2. If a child was to ask a question in a whole class discussion that the teacher deemed age inappropriate to respond to, they would answer the child on their own after the lesson and possibly suggest they ask/talk with their grown up(s) at home.

Questions asked by parents

As a church of England school I believe the new statutory education policy allows for teaching what the Christian Faith would say on these matters. What/how do you plan to deliver this aspect?

How will school ensure it values and communicates this content through its Christian ethos?

How are you balancing equality and diversity with the biblical definitions of healthy relationships?

Are you distinguishing between the way that the state views marriage and the way that our Christian faith defines marriage?

Our response

The Gospels show Jesus 'hanging out' with all of those who were outcast from society. He looks deep into who they were created to be, and includes them. He goes to those on the fringes, in the wilderness, on the edges and embraces them. Jesus also subverts the conventional ideas of family, including his own family. The bible talks about God sending his son Jesus and whoever believes in him shall not perish. The subtle and overt withholding of love or placing conditions on it is, not only not what a true representation of our loving God, but a form of abuse. If we don't protect young people, the consequences will be massive. Keeping children Safe as part of our Safeguarding obligation have included 'faith abuse' in recent years due to spiritual, emotional and psychological abuse.

Our response continued...

Long-term committed relationships such as marriage lead to better economic success for the individuals within them.

If any school is not educating pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination they would be failing in their duty to prepare pupils to live in modern Britain.

RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships.

Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

Questions asked by parents

Do children really need to know about other families? Can't kids just be kids?

Our response

Children need to be able to rehearse the language of relationships: to have modelled and practised what to say and how to behave in certain contexts to prepare them for life in modern Britain. Ignorance can cause prejudice and discrimination.