

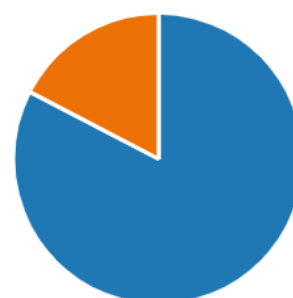
RSE Consultation Feedback

Thank you for your feedback with regards to the Relationships and Sex Education curriculum.

Below, you will find the results to the survey and answers to all of the questions raised.

Have you read the school's RSE policy?

● Yes	19
● No	4



Did you find the RSE policy easy to understand?

● Yes	16
● No	1
● I have not read the RSE policy	6



I think RSE is an important part of the curriculum.

● Strongly agree	4
● Agree	15
● Neither agree or disagree	2
● Disagree	1
● Strongly disagree	1



The curriculum will help to keep my child safe both online and in the real world.

Strongly agree	6
Agree	15
Neither agree or disagree	0
Disagree	1
Strongly disagree	1



Are there any topics that we aren't covering that you think that we should be?

Yes	2
No	20
Comment	1



Do you have any concerns about the teaching of RSE?

Yes	6
No	17
If yes, please leave a comment ...	0



Is there any aspect of RSE that you would like further information on?

Yes	1
No	20
If yes, please leave a comment ...	2



Responses and Feedback

You said:

'Further information on teaching children about same sex marriage. How is this aspect delivered? In what level/depth? Will the law around same sex marriages/relationships be explained in detail?'

Our response:

Terminology: LGBT+: lesbian, gay, bisexual, transgender. The + acknowledges sexualities and gender identities other than lesbian, gay, bisexual and transgender. We also ensure children understand the term heterosexual.

Our experience shows us that children are good at accepting and looking past differences to the person. They are happy to be friends with/work with any peer they like and feel comfortable with, regardless of the differences that might be apparent. Of course, difference is sometimes used as a source of bullying and we work hard to alleviate this. So, firstly, it is important to state that we nurture positive and healthy relationships across the school community. We are concerned that all children understand what makes a relationship positive and healthy and can recognise and get help if they are experiencing something unhealthy etc.

The starting point is building a positive, respectful relationship with self, engendering a sense of belonging and inclusion. This work begins in the Being Me in My World Puzzle (unit) in all year groups and is reinforced throughout. Therefore, there is minimal focus on sexual orientation and gender identity in our curriculum; enough to enable children to understand the meaning of the words lesbian, gay, bisexual, transgender and heterosexual. At no point in this work is there any mention of sexual activity. It is about people and who they love, are attracted to and may want to marry or spend their lives with. This work is about alleviating stereotyping, accepting and respecting all

people and celebrating differences of all sorts. In this way we aim to value and include all children and all family compositions, not to mention all teachers and members of the school community, thus equipping children for life in the UK today.

What do we teach about LGBT+ relationships and why?

- 1) We believe that all children should feel included. Our curriculum is underpinned by the philosophy to value every child as a unique human being, to enable everyone to feel included and to celebrate difference, thus developing empathy, compassion and respect for self and others. We believe that school is a place where all children should feel safe and respected. Part of this is helping children to understand there are many differences and similarities between people and that this can be positive rather than a source of negativity, bullying or discrimination. We talk about children and people as being of equal value, without labels, and consider the qualities most important in human beings. We unpack stereotypes and influences and help children become mindful, aware of their thoughts and feelings and the impact these may have.

One of the differences children will be familiar with is family composition. There are many family situations; some children will have parents who are separated, some may live with a mum and a dad, some may have stepparents, some may live in extended multi-generational families, and some may be fostered or adopted. Some may have other family arrangements; and some of those in parenting roles will be heterosexual and some will be LGBT+. We believe the gender identity and sexual orientation of parents and family members is what it is. This is their business, no-one else's, and in children's eyes is insignificant as these are the people they love and who love and care for them. We therefore make every effort to reflect a wide range of families in our resources so that all children can resonate with their own experience of 'family'. No child should ever be made to feel less accepted, or that their family is any

less loving and caring than another. Careful treatment is given to this work in PSHE to avoid children being at risk of picking up 'hidden messages' that may suggest to them their family is 'not as good as' or 'not right'. Children who feel unaccepted or isolated are more vulnerable, possibly feel less secure, and potentially less able to apply themselves to learning. We work hard to ensure our resources are accepting of all children and all families, (of course helping children to know how to get help if they are being harmed in any way). Our philosophy values every child as a unique human being and does not discriminate but supports them all to become the best they can be. Our PSHE lessons help children explore why a loving and caring family is important and how they contribute to that as members of their own families.

2) At John's and St Peters CE Academy, we aim to eliminate bullying and give age-appropriate understanding. Bullying is often focused on some aspect of difference, hence the Celebrating Difference work which includes anti-bullying work. When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or any other aspect of difference or on first impressions or unsubstantiated judgements. Children will have heard, or will come to hear, words such as 'gay', 'lesbian' or 'transgender'. Sometimes these words can be used as insults or derogatory terms. In this context, Jigsaw explains the meanings of these words age-appropriately and teaches that these are not to be used in derogatory ways as this could cause hurt or harm and are disrespectful. No words are ever to be used to cause hurt or harm. At no point is any reference made to sexual activity of any adults regardless of their sexuality. This we strongly believe would be inappropriate and unacceptable. In ages 9-11 when human reproduction is taught, this is done from a biological standpoint. IVF and adoption are mentioned to ensure children are

aware, but the focus is on teaching the biology of human reproduction. Lessons help by giving age-appropriate information, and by assisting teachers to clarify children's understanding of words and terminology. Explanations as to LGBT+ are always accompanied by explaining heterosexual so that LGBT+ relationships are not singled out as different to the 'norm' but rather seen as part of the whole range of relationships, sexual orientations and gender identities.

- 3) Schools have a duty to uphold the Public Sector Equality Duty (PSED). The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. Jigsaw aligns to this throughout.

- 4) English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values.

Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously discussed, PSHE lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens. A school's

SMSC education is an important part of the Ofsted inspection framework.

- 5) Schools have a legal obligation to safeguard their pupils. Safeguarding guidance establishes that schools must protect all children from physical and emotional abuse including bullying (on and offline) and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying.

Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. PSHE lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person.

- 6) Statutory Relationships and Health Education in England Relationships Education and Health Education became statutory for all primary schools in England from September 2020; schools being required to follow the published guidance.

Primary children learn that not all families are the same and to respect these differences. They also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community. The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and

gender reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBT+ relationships should be brought into the curriculum, but there is an expectation for this to be included in a sensitive and age-appropriate manner, and in an inclusive way throughout, not simply as a one-off lesson or topic.

You said:

'What lessons can I choose to withdraw my child from?'

Nursery	No right to withdraw
Reception	No right to withdraw
Year 1	No right to withdraw
Year 2	No right to withdraw
Year 3	No right to withdraw
Year 4	No right to withdraw
Year 5	Lesson 4 - Conception
Year 6	Lesson 3 – Babies: Conception to Birth

If you choose to withdraw your child in Year 5 or Year 6, you must complete the withdrawal form, available on the school website. You can also request a copy of this from the school office. Children will be provided with alternative education arrangements in school.

Thank you for your continued support. If you have any further questions, please do not hesitate to contact me.

Miss S Williams