



# PSHE, Relationships and Sex Education (RSE) Review 2023

## Parent Consultation

Wednesday 1<sup>st</sup> March

Mrs Fellows & Mrs Taylor





# Statutory Requirements

- ▶ At Brook Primary School, as a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- ▶ However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- ▶ In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).



# What is RSE?

- ▶ RSE is about the **emotional, social and cultural development** of pupils, and involves learning about relationships, health & hygiene, healthy lifestyles, diversity and personal identity.
- ▶ RSE involves a combination of sharing information and exploring issues and values.
- ▶ RSE is **not** about the promotion of sexual activity.



# Aims of the relationships, health and sex education policy...

- ▶ The aims of relationships and sex education (RSE) at our school are to:
  - › Provide a framework in which sensitive discussions can take place
  - › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - › Help pupils develop feelings of self-respect, confidence and empathy
  - › Create a positive culture around issues of sexuality and relationships
  - › Teach pupils the correct vocabulary to describe themselves and their bodies
- ▶ RSE will be taught as part of our PSHE & Science curriculum.



# Delivery of the RSE curriculum

- ▶ RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- ▶ Pupils also receive stand-alone sessions delivered by trained professionals (For example, the Dudley School Nursing Team)
- ▶ At Brook Primary School, relationships focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - › Families and people who care for me
  - › Caring friendships
  - › Respectful relationships
  - › Online relationships
  - › Being safe
  - › Mental wellbeing
  - › Internet safety and harms
  - › Physical health and fitness
  - › Changing adolescent body

# Consultation Q & A



Issue/ concern	
<p>“A programme of topics covered should be sent out to parents in the form of <b>week-by-week lesson structure</b>”</p>	<p>Due to staff workload, this would be unrealistic to do and send. A brief and more in-depth <b>curriculum overview is available</b> for parents to view on the <b>school website</b>.</p> <p>When external staff (e.g. the school nurse) deliver any PSHE lessons, the lesson materials will be available to view by parents before the session is delivered.</p>

# Consultation Q & A



Issue/ concern	
<p>“Ensure children are told the <b>proper terminology</b> for their private areas”</p>	<p>As outlined in the Science National Curriculum pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, <b>technical terminology accurately and precisely.</b></p>
Issue/ concern	
<p>“Encourage <b>online safety</b>”</p>	<p>Throughout our <b>computing curriculum</b> (appendix 1d) we teach several units of online safety. We also deliver <b>whole school online safety assemblies</b> and promote different activities during <b>online safety weeks.</b></p>

# Consultation Q & A



Issue/ concern	
<p>“There is too much emphasis on Christianity in RE content and <b>not enough balance</b> with other religions”</p>	<p>Religious education (RE) is an important curriculum subject and makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.</p> <p>This feedback will be shared with the RE lead. Brook Primary follow the <b>Dudley Agreed Syllabus</b> which was created with several school leaders from within the local area and the Dudley Standing Advisory Council for Religious Education (SACRE).</p>



# Consultation Q & A



## Issue/ concern

“I disagree with the **amount of time spent teaching PSHE** rather than developing physical health and reading, writing and mathematics in a practical way”

At Brook Primary School, we have divided our timetable equally to ensure all subjects have the correct amount of time.

Children receive between 1hour 15 minutes- 1 hour 30 minutes (depending on Key stage) daily of maths and English.

All children receive 2 hours of Physical Education (PE) each week, plus break and lunch times, providing ample time to develop physical health.

All lessons across the National Curriculum are delivered in a variety of ways, including practical lessons, theory lessons, visitors to school and external visits. We pride ourselves on our enrichment opportunities offered throughout each year.

# Consultation Q & A



## Issue/ concern

“It would be great to include a section on disability to **raise awareness and understanding of different conditions** e.g autism, Down syndrome etc”

Within our PSHE lessons we deliver a progressive curriculum which teaches children how to be respectful of everyone within society, this includes; gender, race, faith, sexism and homophobia.

We also pride ourselves on our children following our school values and believe the pupils of Brook are respectful towards all children regardless of any conditions.

## **Year 2 Belonging to a group; roles and responsibilities; being the same and different in the community**

- About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups
- To recognise that they are all equal, and ways in which they are the same and different to others in their community

## **Year 3 Recognising respectful behaviour; the importance of self-respect; courtesy and being polite**

- The importance of self-respect and their right to be treated respectfully by others
- What it means to treat others, and be treated, politely
- The ways in which people show respect and courtesy in different cultures and in wider society

## **Year 4 Respecting differences and similarities; discussing difference sensitively**

- To recognise differences between people such as gender, race, faith
- About the importance of respecting the differences and similarities between people
- A vocabulary to sensitively discuss difference and include everyone

## **Year 5 Responding respectfully to a wide range of people; recognising prejudice and discrimination**

- To recognise that everyone should be treated equally
- Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- What discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- The impact of discrimination on individuals, groups and wider society
- Ways to safely challenge discrimination
- How to report discrimination online

## **Year 6 Valuing diversity; challenging discrimination and stereotypes**

- What prejudice means
- To differentiate between prejudice and discrimination
- How to recognise acts of discrimination
- Strategies to safely respond to and challenge discrimination
- How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- How stereotypes are perpetuated and how to challenge this

# Consultation Q & A



## Issue/ concern

“ Discuss single parent families”

At Brook Primary School, we focus on teaching the fundamental building blocks and characteristics of positive relationships including:

Discussing the **context of family life** taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

# Parent Consultation- 01.03.23

## Parent comments

- ▶ Parents raised concerns regarding **teaching about disabilities from an earlier age** to raise awareness. Potentially as a school we could build this into our curriculum in Years 2, 4 and 6 as a unit for 1 week each term.
- ▶ Parents discussed whether **school nurse lessons** talking about puberty should be **delivered together with both genders** to help normalise and raise awareness of how each gender changes as they get older.
- ▶ Parents spoke about the importance of **teaching RE accurately** and not saying that pictures, images and videos of 'God' or 'Muhammad' are factual and emphasise the idea that this is only what we believe they look like.

# RSE Next Steps

- ▶ R Taylor to share concerns with relevant staff- RE Lead. Reminders to staff about teaching RE in a neutral way and emphasizing the idea that pictures/ images or videos are just for presentational purposes.
- ▶ R Taylor to meet with a selection of children (Year 5 and 6) to discuss how they would feel about having mixed gender puberty lessons.
- ▶ RSE Policy to be shared with School Council in a child friendly way to see how they feel about PSHE lessons and the content we deliver.