

Brampton Primary School

Outcomes of the RSHE Consultation and Survey

Consultations	Dates	Numbers Attended
Staff Training and Consultation	<ul style="list-style-type: none"> • Thursday 26th November 2020 - twilight session 	All staff
EYFS Consultation	<ul style="list-style-type: none"> • Monday 22nd February 2021 at 11am 	27
	<ul style="list-style-type: none"> • Monday 1st March 2021 at 4pm 	22
KS1 Consultation	<ul style="list-style-type: none"> • Wednesday 24th February 2021 at 11am 	56
	<ul style="list-style-type: none"> • Wednesday 3rd March 2021 at 4pm 	19
Lower KS2 Consultation	<ul style="list-style-type: none"> • Thursday 25th February 2021 at 11am 	52
	<ul style="list-style-type: none"> • Thursday 4th March 2021 at 4pm 	15
Upper KS2 Consultation	<ul style="list-style-type: none"> • Friday 26th February 2021 at 11am 	23
	<ul style="list-style-type: none"> • Friday 5th March 2021 at 4pm 	27
Catch-up	<p>In the week beginning 08/03/21, any parents who missed the consultations were able to come and talk to the PSHE subject leader and deputy head in order to complete the survey.</p> <p>The PSHE lead and deputy head for the wider curriculum continue to be available to talk to any parents who have additional questions.</p>	1
Pupil Consultation (Class Council)	Spring 2	Reception to Year 6

The parental consultations all contained the same information and parents were able to attend one outside of their children's phase, if this was more convenient. Parents and carers were sent text message reminders for the consultation meetings and a letter was uploaded to the school website. Parents and carers were also text links to the consultation survey after each consultation. Parents were informed that if they missed the consultation, then they could request a meeting to go through what they had missed.

Number of children on-roll in the school: 915

Number of parents who attended the consultation: 238 (approximately a quarter of our parents)

Number of parents who completed the survey: 101 (8% of the school population, 32% of the people who attended the consultations).

Structure of the consultations

2018-2019

During the academic year 2018-2019, the school began its first consultations on RSHE. During these consultations, coffee mornings were held where initial information on the new RSHE legislation was delivered to parents and carers. A larger consultation was held in the summer term of 2019 where around 90 parents and carers attended. At this consultation, initial information on the new framework was shared and resources from Jigsaw and books used in PSHE lessons were shown to parents and carers. After these consultations, a question box was used in the playground where parents and carers could speak to the PSHE Lead (Bryony Henson) about the new legislation after

school and raise any concerns they had about the framework. The questions and the concerns from the initial consultations were then used to inform the 2021 consultations.

2019-2020

This academic year was predominantly focused on training for RSHE due to the pandemic causing the consultations to be postponed. Over the academic year, the RSHE Leader attended training sessions from the RSHE Partnership for Newham. This included training on subject knowledge, how to conduct parental consultations and implementing the new legislation into schools.

2020-2021

Final parent and carer consultations were carried out in the spring term of 2021. There were 8 consultations in total. Each phase was given 2 options for the consultations, one at 11am and one at 4pm to ensure as many parents and carers could join as possible. Before the consultation, letters were sent out to parents and, following feedback from our first 2 sessions, texts were sent out to parents and carers with a link to the consultation meetings.

Text reminders were sent out regularly and parents and carers were asked to contact the school if they missed their consultation slot and wanted to gain access to another meeting. There was the opportunity to set up additional, individual meetings with parents and carers who could not attend any of the consultations.

Parents and carers who attended the consultations were then texted a code to complete a survey. This was to ensure that parents and carers answering the survey would have a full understanding of how sensitive topics would be taught and would have seen the books discussed in the survey. The feedback from both the survey and the consultations was reviewed by the RSHE Curriculum Leader and the Wider Curriculum Leader to inform decisions on how RSHE will be taught at Brampton.

Concerns raised during the consultations

In this section, please find a selection of anonymous answers and comments given in the parent and carer survey. The school's response has been included along with the concerns and questions.

Question 2

As part of our consultation process, we would like to collect the views of parents and carers on when ideas about how and when different types of families should be taught. The books in the section were read aloud during the parent and carer consultations. Select where you feel these books would be most appropriate. What age do you feel 'The Family Book' is suitable for?

“Stories should not promote or inspire to a particular family lifestyle. It should only educate there are different family set up and we should not discriminate.”

At Brampton Primary School, we completely agree that it is not the role of a school to promote any particular family lifestyle. We aim to include a wide range of books throughout our curriculum to ensure that all types of families and all people under the protected characteristics listed in the Equalities Act (2010) are included. When we teach children about different types of families, our aim is to give children the knowledge they need to enter life in 21st century Britain and be tolerant of other people they will meet throughout their life.

“This book is educational and makes children aware of the different types of family and how every family is different and special in their own ways. This will help children respect each other and their families.”

Thank you for your feedback. We agree that the book's message, that all families are special, is important for teaching children about respect and tolerance.

"Not sure about 2 dad and 2 mums that's not needed at this age"

We know that in society, children may come across all types of families throughout their day-to-day life, be that in the school community or in the wider community (for example, at local clubs, in the park, on the bus). We aim for children at Brampton Primary School to respect all types of families with same sex families being included in this. When reading a story book like this, we would not specifically highlight any type of family from the book but would rather focus on teaching the similarities we find between all different types of families (love, trust, support). This is vital to help children understand that every family (including their own) is special and should be respected.

Question 4 What age do you feel the book 'My Uncle's Wedding' would be suitable for?

"Same comments as in the first comment also my concern is that you only re-enforce what we as parents teach and NOT dilute what messages we give. For example, as a responsible parent regardless of whether I am British or not (we all share the same values, be we Asian, African, Jamaican) we will teach our children about respect, treating others just like you would want to be treated. Teach my child to be friendly, be friends live and respect everyone. However, in my religion and culture homosexuality is not allowed and I would not that message to be diluted away. There are Albany other messages that I would not like to be dismissed."

At Brampton Primary School, we know that a child's first teacher is their parent or carer and we continue to encourage parents and carers to share their own values and beliefs with their children. When we include this storybook in our curriculum, the aim is that it will be taught in the context of families and the cultures and customs of weddings. Whilst we know that in some religions the marriage of same sex couples would not be permitted, we know that this is a right people have in Britain today. This provides a great opportunity for parents and carers to teach tolerance to their children. During these conversations, we would hope parents and carers could teach the beliefs of their own family whilst also teaching their children that we are still tolerant of people who live different lives to our own. The focus of teaching tolerance being that we can disagree with someone's choices of beliefs; however, we understand that they have a right to their beliefs just as we have a right to our own. Our beliefs should not restrict other people from the choices they make. We know that in other areas of the school curriculum we teach about many different cultures, faiths and world views. When we teach about these, it is always to give children knowledge of the world and to support them in forming their own ideas and opinions.

"I don't find this book appropriate for any primary school age. I think it's okay to teach children tolerance and I would most definitely advocate this as each and every one is an individual with our own rights, choices and beliefs but these shouldn't be forcefully imposed on others. This story will just 'open a tin of worms' which parents will be left to deal with!"

We agree that teaching tolerance is a fundamental part of our curriculum and that no particular worldview or belief should be imposed upon others. At Brampton, we include a wide range of texts that include families and individuals through all protected characteristics at an age-appropriate level. We know that for some families it can feel difficult to discuss these topics alongside teaching your own family beliefs. We will ensure that parents and carers get a lot of notice before these stories are taught and parents and carers can come to school and ask a member of SLT how they might discuss the themes in these stories at home. For this story, the core theme is around a marriage within a family from a child's perspective and the story focuses a lot on what customs there are during a wedding. A good way to have this discussion at home is to focus on the commonality of why people might choose to get married. This story is a great opportunity to talk about how even if some people might live lives that are different or not

appropriate to our own beliefs, that we still show tolerance and understand the rule of law in the UK as part of our British values.

“I think at the age of 9 children already have seen examples in real life”

Living in modern day Britain means that many different families are represented all around. This might be on popular television shows, YouTube or in real life situations. Our aim in using this book is to provide a safe space for children to learn about different families, from trusted sources in school, whilst also providing a time for parents and carers to share their own views with children before or after the book is read. At Brampton Primary School, we know that our wider community will include families where there are same sex couples. It is important that they are not only represented, as all different types of families are, but also that children are taught about this to ensure no child or family are discriminated against in our school community.

Question 6 What age do you feel the book 'And Tango makes Three' would be suitable for?

“I really feel that this topic should only be started if the parents feel their child is ready and also the parents start the conversation at home first. Every child is different and the parents know if their child is ready, sometimes exposure to topics like this can lead to children wanting to explore more. I strongly feel that the emphasis should be on teaching children social skills such as internet safety. Internet grooming, all kids have phones and laptops, have access to social media. We should be concentrating on teaching them to be safe. Teach them the value of money, not to spend hundred pounds of parents money buying games and toys from their games.”

We agree that there are many other important topics that children should learn about, including internet safety, friendships, keeping healthy, staying safe both on and offline etc. All of these topics are vital parts of the RSHE curriculum and we also use PSHE read aloud assemblies to cover these topics. The books shown in this survey are the books that have been the cause of most concern to our parent and carer community which is why they are the focus of the survey; however, they end up being a very small section of our expansive curriculum (perhaps one story per year). We will also be giving parents and carers plenty of notice before these stories are read if parents and carers would like to begin the conversation at home.

“I think it’s important to understand the traditional family set up and should not be confused with a natural process of family. They should understand there may be different forms of family but the development of these is different”

Throughout children’s education, most of the stories and traditional tales they come across include a very traditional family set up. Our aim is to expand our collection of stories to ensure that all families and children feel represented and valued. This is why we aim to include stories that have characters that reflect the wonderfully diverse community we are part of. Our aim with teaching about all types of families is for children to understand the commonalities families have (love, spending time together, trust).

How we improved our consultations during the process

As mentioned previously, in our first two consultation meetings, parents and carers raised concerns that they had not heard about the consultations. This was investigated by the school and led to text reminders being sent out rather than school letters to ensure as many people as possible could attend the consultations. Parents and carers were also invited to request to join another consultation if they had missed the one set for their child’s phase.

Decisions made following the consultations

Following the consultation feedback, the Wider Curriculum Leader and the RSHE Leader met to discuss the feedback from the sessions and how to implement this into our RSHE policy at Brampton. After attending borough training (as well as reading the guidance and advice given from the Newham RSHE partnership and the government), the school made the decision to offer parents and carers the opportunity for their children to attend lessons on the teaching of human reproduction. The feedback from the parent and carer consultation supported this. Out of the parents and carers who responded to the survey, 23 answered the survey saying they did not want human reproduction to be taught at all at primary school, whilst the rest said that they did want it to be taught: 11 said in Y5 when the children learn about mammal reproduction in science; 8 said in the summer term of Year 5; 14 said in the autumn term of Y6 and 43 said in the summer term of Year 6.

When to teach sensitive topics

We have decided to teach sensitive topics at the following times following the information we received from the consultation process and from the Newham RSHE partnership:

Menstruation – Year 5 (with an optional parent and carers support meeting in year 4)

Puberty – Year 5

Human Reproduction – Year 6 before children go to secondary school

Good communication for our PSHE Read aloud books and Jigsaw books

We want to ensure that there is continued good communication about PSHE and RSHE. This is to ensure that, most importantly, the children at Brampton receive the best possible education in these topics and also parents and carers feel supported and comfortable with what the school teaches. Letters will be sent out to parents listing all of the books that will be used in PSHE lessons, the Read Aloud books will be sent in a letter, with a brief synopsis of the book and the themes that will be explored, and the books relating to Jigsaw will be shared in the newsletters of each year group.

Equipping parents to talk about sensitive topics at home

To ensure that parents and carers feel comfortable to talk about RSHE topics with their children, parent and carer sessions will be held before sensitive topics are taught. This will empower parents and carers to begin these conversations at home before the lessons are taught, or as a follow-up after the lessons in school have taken place. Ideas on how to confidently have these conversations with children will be shared and discussed with parents at these sessions. All parents and carers are welcome to ask questions, or raise any concerns they have, at any time by speaking to a member of SLT or the PSHE Curriculum Leader (Bryony Henson).

Ensuring all families are represented

The school is actively working on ensuring that Brampton's curriculum continues to develop and represent all pupils and families. Book recommendations often come from the local authority or through training sessions; however, some brilliant suggestions on how to improve representation in books and book recommendations from both pupils and parents and carers have been received. Parents and carers are encouraged to get involved and let the school know if there is something they feel could be covered better, as well as any books that they feel would be a great addition to our library or PSHE Read Aloud resources.

How the school will teach tolerance and ensure that all families feel valued

As part of the Equalities Act (2010), it is important that we ensure that no person is discriminated against due to a protected characteristic. This is something that is part of our ethos at Brampton as we need to ensure that all children feel valued and supported as an individual in order to build personal success. Ensuring everyone feels valued is done through the teaching of tolerance. Teaching children to respect people, beliefs or ideas that are different from their own enables children to grow empathy for other people as well as building confidence in themselves.

Feedback from our governors meeting

As a final part of our consultation process, we shared our consultation findings and our policy with the governors. During this meeting, Claire Clinton (*Director of Religious Education and RSHE for RE Matters*) joined to give her opinion that the consultation process at Brampton Primary School was “more than robust”. The governors then discussed amendments to the RSHE policy such as clarifying what sensitive topics are throughout the policy, ensuring that the policy highlights that we continue to have an open-door policy for discussing RSHE with parents and carers, and to include some tips for parents and carers on how to talk about sensitive topics with their children at home. The policy was then ratified by the governors.

Moving forward

Letters informing parents about the PSHE Read Aloud books being used will be sent out annually. Letters will also be sent out to inform parents of the PSHE objectives, each half term. All of the letters will also be saved to the school’s website. Any questions regarding the books or the objectives can be raised with either the PSHE Curriculum Leader or the Wider Curriculum Leader.

We continue to invite parents and carers to talk to us about the teaching of RSHE at Brampton. This might be to raise concerns, give feedback on what has worked well or to share ideas for new story books to add to our collection. If you are a parent or carer of a child at Brampton Primary School and have a question about the teaching of RSHE and PSHE, please speak to a member of SLT or the PSHE Curriculum Leader.