

Dear Parents/Carers,

Parent/Carer Consultation Survey Outcomes

Parents/carers were invited to access and study the PSHCE and RSE education policies and programmes of study and then to share their views with school through a questionnaire consultation document.

I would like to take this opportunity to thank you for the time taken to complete the questionnaire and share your views with us. The information and feedback gathered has, and will be, invaluable as we develop and move forward with our PSHCE and RSE programmes of study.

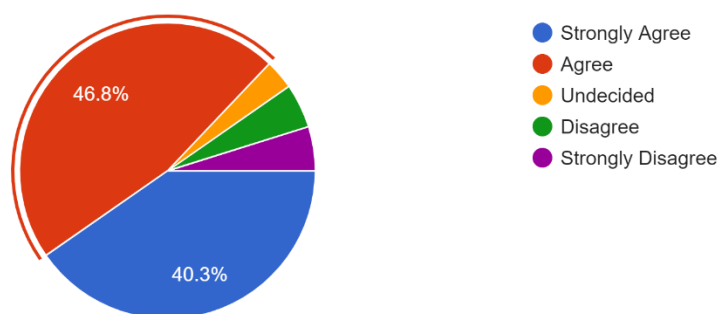
Summarising the findings of our consultation about our provision for PSHCE and Relationships and Sex Education

The value of the PSHCEE/RSE curriculum: Questions 1 & 2

- 1. I think PSHCE/RSE education is an important part of the school curriculum**
- 2. PSHCEE/RSE topics taught in school can make a real difference to young people's lives**

Almost 90% of our parents/carers felt that PSHCE/RSE education is an important part of our curriculum and that the topics/domains of knowledge taught make a real difference to their lives.

PSHCEE/RSE topics taught in school can make a real difference to young people's lives
62 responses



I feel it is worth mentioning that Personal Development is one of the four key areas that OFSTED base their inspection judgements on and state that:

Personal development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

- at each stage of education, the provider prepares learners for future success in their next steps
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

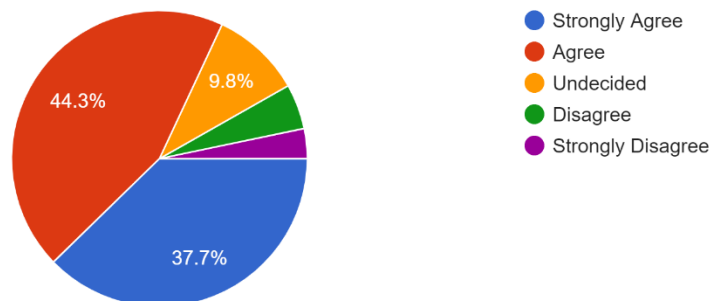
Curriculum content: Questions 3,4,& 5

3. I understand and agree with the content of the PSHCE/RSE education policy.
4. Are there any changes or additions that you think should be made to the PSHCEE/RSE Policy or curriculum?
5. I am aware of the topics that will be covered by PSHCEE/RSE sessions at Co-op Academy Priesthorpe.

Over 80% of our parents/carers are aware of the topics that are covered and agree with our content in our PSHCE and RSE sessions. Where there is some uncertainty or suggestions for topics that are included; we are in the process of adding to our school's website examples of the teaching resources we use for each year group and we will share with you our updated curriculum plan.

I am aware of the topics that will be covered by PSHCEE/RSE sessions at Co-op Academy Priesthorpe

61 responses



Discussing PSHCEE/RSE matters and issues at home: Questions 6-10

6. I understand and accept that my role is as the 'first educator' of my child on matters related to teaching PSHCEE/RSE.
7. I would value further support from school about how to talk to my child about sensitive issues.

<i>Mental wellbeing</i>	<i>Internet safety and harms</i>	<i>Friendships and Bullying</i>
<i>Physical health and fitness</i>	<i>Healthy Eating</i>	<i>Drugs, alcohol and tobacco</i>
<i>Changing adolescent body</i>	<i>Sexual health</i>	<i>Identity</i>

8. Has your child ever asked you questions about growing up, relationships and sex?

9. I feel happy to talk with my child about growing up, relationships and sex

10. Do you want more support to help you talk to your child about relationships and sex issues at home?

It is clear from our responses that many parents/carers would welcome support with talking to their children about a range of issues. We are currently creating a parent portal where you will be able to access information and resources around a wide range of sensitive issues, including guidance on how to talk to your child about these issues.

11. Would you like more information about what the school teaches on relationships and sex?

We are in the process of adding to our school's website examples of the teaching resources we use for each year group on a range of topics including RSE and we will share with you our updated curriculum plan. Please also refer to our RSE Policy, (pages 11-12 and 13-14 for more details about our RSE programmes of study.

12. Are there any beliefs or practices relevant to puberty, relationships and sex education that are important to your culture/faith that we might not be aware of?

Although no specific beliefs and practices were outlined in any of the responses, there were a few concerns that there might be some cultural and religious beliefs that conflict with some of the RSE content. Please refer to the RSE Policy, Section 14. Inclusion, Entitlement and Equality of Opportunity, particularly the paragraph that starts with:

“Co-op Academy Priesthorpe’s demographics mean we are a culturally rich and diverse community with a wide variety of faiths. Our RSE programmes of study are sensitive to the range of views the different cultures and faiths may hold and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding.”

13. I feel that my child will need additional support in understanding some of the PSHCEE/RSE content.

Where additional support has been flagged in our responses, I would like to assure you that we:

- *Consider the differing needs of our learners, including those with SEND in mainstream settings, to develop an inclusive programme of study.*
- *Examine issues such as appropriate resources, different starting points and variable learning needs, guiding us towards creating a robust and sensitive learning and teaching model.*
- *Explore practical considerations such as how teaching assistant (TA) support may be deployed, considerations regarding resources, timetabling and learning environment, as well as ways to use targeted intervention and small group work.*

Yours faithfully,

Ms. G. Morley
PSHCEE lead teacher