

The Raglan Schools

Relationships Education



Response to the Consultation

Background

The government introduced draft guidance for Relationships Education in February 2019. The document set out a series of objectives to be covered by the end of Primary School. The guidance also set out what schools MUST do to develop a policy.

The government set out that Relationships Education would be COMPULSORY for all primary school pupils from September 2020. They also encouraged schools to consider being an early adopter of the scheme with a promise of training and support.

Initial Survey

With the announcement of the SRE draft guidance from the government, the school set about establishing a way forward. One of the first key questions was whether the school should continue with Sex Education, as this no longer appears as a requirement by the government. It recognised many primary schools covered Sex Education and advised that it was up to schools to decide whether to continue.

The initial survey therefore asked:

- Do you wish the school to continue to teach Sex Education in Year 6 as part of the new Relationships Education Policy?
- Please share any other comments on Relationships Education here (optional)
- Are you interested in being part of the working party that will develop the new policy? (Commitment to read the documentation and attend 2 or 3 meetings)
- (for those who answered YES) Please tell us why you want to be part of the working party and of any relevant experience you may have.

56 responses were received from the initial survey and the feedback was:

- 80% agreed they wanted the school to continue with Sex Education in Year 6
- 11% were unsure
- 9% disagreed

There was a variety of comments on Relationships Education, which reflected the wide range of views we expected.

6 parents and 6 members of staff expressed an interest in supporting the Headteacher with being part of a working party to help draft the policy for wider consultation. The headteacher did not intend the working party to be a representation of all the different views, but a staff-led working group that would read the government guidance and draft the policy for wider consultation. To assist this process governors and parents were asked if they would like to support this work. Six parents said they would be interested and four provided reasons as to why they would be helpful to the process. The four were invited and two accepted.

Working Party

The working party consisted of:

- Headteacher and Deputy Headteacher
- 2 PSHE Leaders and Science Leader
- 2 Governors including the Chair of Governors and Chair of the Standards and Achievement Committee
- 2 Parents

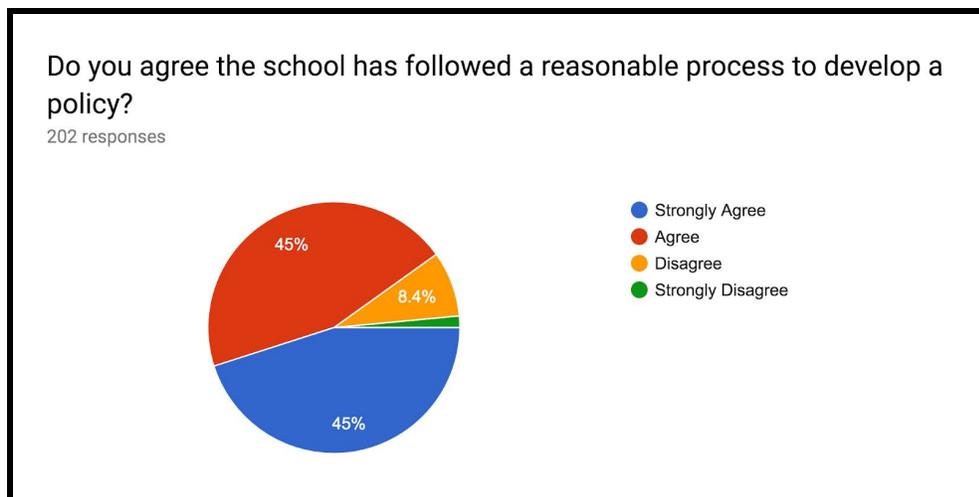
The working party read the government guidance, attended a workshop and reviewed each step of the policy being developed. The Headteacher drafted the policy for discussion with the working party and amendments were made. The PSHE leaders and HT and DHT drafted the scheme of work by allocating the learning objectives to different year groups. This was again reviewed by the working party. The working party attended the consultation meeting and reviewed all the comments from the survey.

Timeline

- 6th February - Introduction of Relationships Education and initial survey on the school **website** via the news section
- 6th February - Weekly news included the above link uploaded to the **website**
- 6th February - **Email** of weekly news link to all parents including bullet point referencing Relationships Education
- 6th February - Information included on Twitter
- 13th February - Weekly news including a reminder to the 6th February announcement and survey uploaded to the **website**
- 13th February - **Email** of weekly news link to all parents including bullet point referencing Relationships Education
- 25th February - Survey Closed

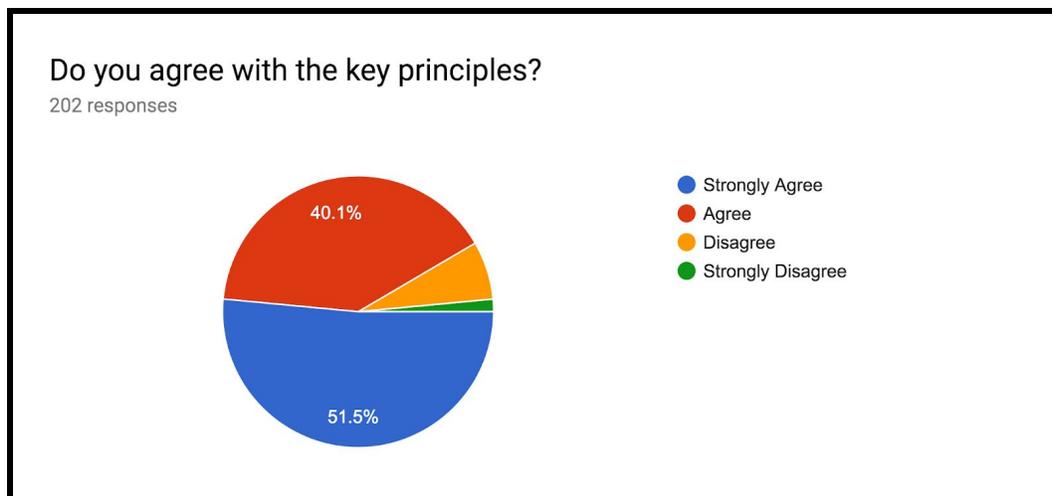
- March/April - Awaiting further guidance update from the government and preparations for the working party.
- 2nd May - Working Party 1st Meeting - focus on the role of the working party and reviewing key documents, timeline and consultation process
- 9th May - Training on Inclusive Relationships Education for SLT and Working Party and attended by 14 other schools.
- 22nd May - Working Party 2nd Meeting - focus on key principles
- 12th June - Working Party 3rd Meeting to review the draft policy written by the Headteacher
- 19th June - Weekly News including an update on Relationships Education and announcement of the consultation evening on July 3rd uploaded to **website**.
- 19th June - **Email** of weekly news link to all parents including bullet point referencing Relationships Education Consultation
- 24th June - Consultation opened
- 24th June - **Email** to all parents with the consultation information including details of the meeting, draft policy and link to the survey
- 24th June - News item on the school **website** with the same information and links
- 24th June - Information on consultation added on Twitter
- 27th June - **Email** of weekly news link to all parents including bullet point referencing Relationships Education Consultation
- 3rd July - Consultation Meeting
- 4th July - Further **Email** to all parents with a reminder of the Consultation, some feedback on current comments, links to the draft policy and survey on the website.
- 4th July - **Website** new item updated with the latest information
- 8th July - Consultation Closed
- 8th July - Working Party 4th Meeting to review the consultation feedback

Question 1



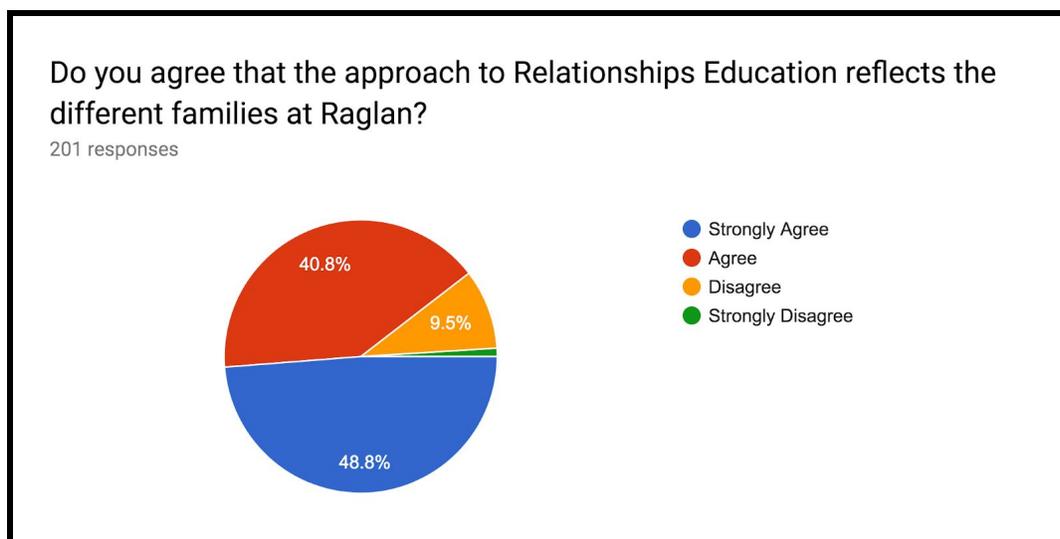
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- **The vast majority of people (90%) agreed that the school has followed a reasonable process to develop the policy.**
 - A small number of parents felt there was insufficient communication of the initial survey and the consultation. However, the timeline above shows that the information was shared a number of times with parents via email, the weekly news and the school website. The school reminds all parents to keep in touch with their email, weekly news and the website as these are the main ways the school communicates with parents.
 - The suggestion of paper copies being distributed to all parents would have resulted in 22,500 sheets of paper being used. The school communicates primarily by digital means and offered parents a printed copy from the school office if requested.
 - A small number of parents felt the working party was not transparent or representative of the school population. The intentions of the working party were misunderstood by some parents as this was not the main consultation, but a way the Headteacher can draw on the thoughts of others when drafting a policy for wider consultation with parents and staff. It is the responsibility of the Headteacher to draft a policy.
 - With 187 responses from parents covering around 28% of pupils, the school feels it has conducted a wide enough consultation process. The numbers are typical for a parent response.
 - Whilst the consultation meeting helped to alleviate some concerns from some parents, others had deeper objections to the process and the school's decision to be an early adopter. In a small number of cases, parents objected to Relationships Education being included at Primary School at all.
 - The government guidance is now FINAL and during the process, they encouraged schools to consider being an early adopter of Relationships Education. The advantages were access to support and training in the first year. As the school was due to change the scheme of work for PSHE from the Cambridgeshire scheme to the PSHE Association scheme in 19/20, it seemed an appropriate time to adopt the new guidance.

Question 2



- The vast majority of parents (92%) agreed with the key principles in the policy.
- Several parents commented that the key principles were suitable for today's society and fitted well with the existing school values.
- Several comments were made about the use of the word 'tolerant' and the school agrees that a better word would be 'respect.' This will be changed in the policy going forward.

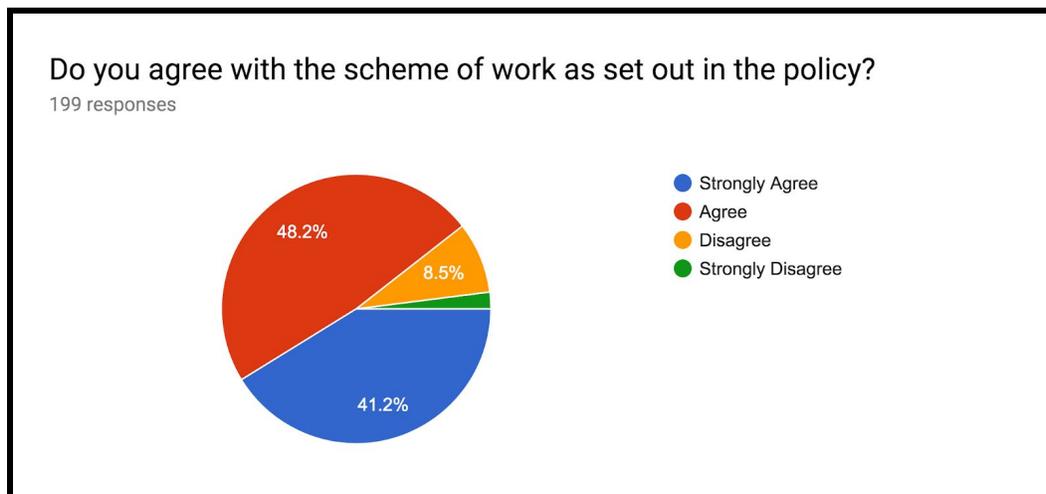
Question 3



- The vast majority (90%) agreed that the approach to Relationships Education reflects the different families at Raglan.

- Several comments were positive and welcomed the approach. Some reflected on their own family circumstances being different.
- The wording in section 5.3 of the policy was amended following some useful suggestions from parents. 'Mum and Dad' and 'blended family' were added to the list of different families and the main sentence was changed to "Families come in many different forms."
- A small number of parents were concerned about the age that 'different families' is introduced. This was apparent at the consultation meeting and on some of the feedback. Although there is a unit within Year 1/2 called different families, the approach is focused on the positive relationships within families and not an opportunity to explicitly name and categorise families. However, children will be encouraged to respect that one family may look different to another.
- A new section has been added to the policy which sets out that the school will share the more detailed plans prior to the units of work being delivered, especially unit 3 which addresses different families. This plan would also include the vocabulary to be used. It is intended that parents will have an opportunity to see the resources being used prior to the delivery of the unit of work.
- There was also an amendment to the paragraph on religious beliefs to emphasise more that there should be respect for all viewpoints.

Question 4



- **The vast majority (89%) agreed with the scheme of work set out in the policy.**
- There were some questions about the wording of some objectives, however, these come from the government guidance so can not be changed.
- A small number of comments objected to some of the suggestion texts, however, the school feels these reflect the objectives being taught. There is more work to do with suggested texts and through the training, we expect more suggestions will be made. As

indicated above, it is our intention to share the planning and suggested books with parents prior to teaching the unit.

- Following a suggestion by staff, the NSPCC PANTS text has been added to Unit 4 Being Safe in Years 1/2. This helps children to understand which parts of their body are private, without explicitly going into key vocabulary.
- A duplicate learning intention was removed from Unit 1 Years 3/4
- An extra learning intention will be added to Unit 3 Years 3/4 Respectful Relationships, to address the “other families” objective from the statutory guidance.
- Following several comments from parents and staff, the reference to forced marriage was removed from Unit 3 Years 5/6

Other Comments

- There was no explicit reference to Early Years in the policy however staff pointed out that Families are covered in EYFS. Explicit teaching of Relationships Education begins in Year 1, but some guidance will be added to the policy to support staff in EYFS.
- There was no reference of SEND pupils in the policy. Government guidance suggests schools identify how they would support SEND pupils to access Relationships Education, a section will be added to reference this.
- Staff identified that training would be key to ensure they were clear about the approach and the language to be used with each year group. Advice was also sought about how to handle situations where pupils had advanced knowledge for their age.