



### Bishop Rawstone Parent Forum 2022/23

**22<sup>nd</sup> November 2022 – 1<sup>st</sup> Forum of the year (1 of 3)**

**Focus – PSHE – What we deliver, How, Why and When.**

<p><i>Staff in attendance:</i></p>	<ul style="list-style-type: none"> <li>• <b>Chair</b> – Mr Duckworth – Assistant Headteacher – Pastoral Care, Attendance, Worship, Pupil Premium</li> <li>• <b>Lead Speaker</b> – Mrs Robinson – PSHE and RE lead teacher</li> <li>• Mr Williams - PE and Wellbeing</li> <li>• Miss Speakman – History</li> <li>• Andrew Marston – Chair of Governors</li> </ul>
<p>Meeting started at 5:35pm</p> <p>Mr Duckworth thanked the parents for attending and outlined the format of the meeting. Each meeting will have a focus for at least half an hour on an issue school needs to gather feedback from the parent community about. The next one of the year will be Uniform and the final one will be tracking reports and homework.</p> <p>Following this introduction were made and the floor handed to Miss Robinson to discuss PSHE</p>	
<p>Miss Robinson led a presentation with supporting documentation (available in the Parents Forum section of the website) to show how and why school delivers PSHE in the style that it does. Clear explanations given for why we have to use the programme we do and how we roll it across the school leading to 3 separate group discussions hosted by Mr Duckworth, Miss Speakman and Mr Williams focussing on the questions below. Feedback is in red.</p> <p>a) How do you (or your children) find the way in which PSHE is scheduled? <i>Does it work well? Is it manageable?</i></p> <p>Most parents suggested that there were no issues with the way it is scheduled – children do occasionally forget books but on the whole, this is their organisation. Parents are doing what they can and using the notification system on in touch to help organise the children.</p> <p>Positive feedback regarding this. Parents happy that different subjects are missed each week and that there is a variety of teachers delivering PSHE. Parents also commented that it makes staff more approachable. Some questions raised about whether students feel comfortable asking different staff questions. Ideas of a question box or follow up tutor time session for Q and A.</p> <p>b) How do you (or your children) feel about the order that the content is delivered in? <i>Are there any topics you would do earlier on in school, or later on? Are there any topics you feel should be regularly revisited which aren't already?</i></p> <p>There was a discussion about consent and appropriate relationships – it was suggested that there could be a real benefit in moving some of these lessons to earlier in the school life rather than Year 10 – and also focus on the notions that boys need to be very careful about consent now – and almost there needs to be explicit clarity from girls giving consent to avoid potential criminalisation at a later date.</p>	

Lots of positive comments regarding content, particularly about external visitors. Parents also commented more lessons regarding social media and social media trends, body image, particularly boy's body image and social media/ tiktok trends may be useful.

- c) How do your children find the delivery of the content? *Is it engaging? Is it interesting? Do they discuss topics/lessons at home?*

Some discussion occurs at home – especially when bigger events happen that are perhaps in the hall by external agencies. Many parents said that there was little feedback – but that this is the nature of young people not wanting to necessarily talk. The delivery of the content in the way that it is seemed ok with most – although some identified that it could be a teacher they have a poor relationship with – and that perhaps tutors would be good in some cases

- d) Do you receive the PSHE and Mental Health newsletters? *Are they helpful? Is there anything else you would like to see on them?*

Yes, the newsletters are well received. Some parents suggested using a traffic light system in conjunction with the news letter to highlight when particularly emotional or challenging topics are being covered.

- e) When should we cover FGM?

Overall the opinion appeared to be that the topic needs to be delivered in Y7 – not at the start of the year – and with an element of care and maturity – in an age appropriate way allowing for sensitive conversations perhaps also in line with relationship work.

However, some parents had reservations about covering it in Y7 and suggested it could be done later.

This group discussion finished at around 6:25 and Mr Duckworth then opened the floor to any feedback on ANYTHING that people felt they should mention about school. Not just PSHE

- One parent asked about online mental health support through apps – we identified that school does use Kooth and this can be a good way of engaging with students with mental health needs. An alternative app Reass was suggested for school to look at.
- One parent asked about whether we cover suicide prevention. Mrs Robinson confirmed this comes under our mental health awareness work.
- A short discussion about Adam Tate occurred. Mr Duckworth confirmed school aware of him, and that the plan was to play him down and have quiet focussed conversations about him rather than raising his profile.
- It was asked whether we look at coercive control. Mrs Robinson confirmed as part of healthy relationships.
- Finally, a short discussion about how good it is that some children are engaging in Philosophy club – and that it would be nice to roll something like that out for more.

Meeting drew to a close at 6:45 – and then followed 30 minutes of 121 discussion.

Thanks all for attendance.

