

Feedback from the Consultation on the RHSE content in the PSHE Policy (March 2024)

Context

Following an initial consultation which took place in March/April 2021, the school chose to consult parents and staff ahead of the review of the PSHE Policy to garner feedback on the intent, implementation and impact of the Relationships, Sex & Health Education (RSHE) elements of the PSHE curriculum.

Whilst there are elements of the RSHE curriculum that permeate throughout the core curriculum, this is explicitly taught during the 'Changing Me' units of the Jigsaw scheme of learning which deals with:

"change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes."

Reference: What is Jigsaw, the mindful approach to PSHE (ages 3-11)? A guide for parents and carers 2020

In addition to the school's PSHE Policy, the following documents were made available for perusal and aimed to offer information, support and clarity for parents and carers about the content and delivery of Jigsaw.

- Jigsaw - Information Leaflet for Parents and Carers
- Jigsaw - Content Overview
- Jigsaw - RSHE A Guide for Parents and Carers
- Jigsaw - 3-11 Statutory Relationships and Health Education Map
- Jigsaw - Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?

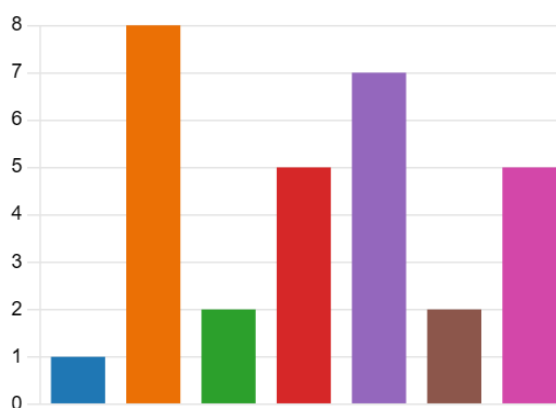
The consultation took place between Friday 1st March and Friday 22nd March. All parents were invited to feedback via a Microsoft Form.

There were 24 respondents.

All comments to the questions have been shared with senior leaders and governors.

Q1: I have children in the following year groups:

Year R	1
Year 1	8
Year 2	2
Year 3	5
Year 4	7
Year 5	2
Year 6	5



Q2: Has your child ever talked to you about something they learnt at school to do with growing up, sex or relationships?

Yes	15
No	8
Not sure	1



Q3: Would you like more information about what our school teaches on relationships, health and sex education?

Yes, I would like more informati...	9
No, not at the moment	15



Q4: What further information would you like?

Two parents asked about how consent and the associated safeguarding is taught in school. Consent is a complex issue but is implicitly and explicitly taught in differing ways throughout school from 'standing up for yourself' and 'respecting their own bodies' in Year R through to themes of 'Power and Control' in Year 6. More information can be found in the document [Approach to Safeguarding and Consent](#) which is on our school website.

Five respondents requested more information about the curriculum coverage and the school has put together curriculum overviews (knowledge organisers) for Years 1 to 6 which can be found on the PSHE section of the school website. These include the pictures that are shown and links to videos used within the unit. Link: [PSHE | Bridge & Patricxbourne CEP School](#)

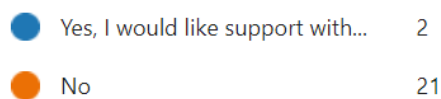
One respondent requested full access to the Jigsaw materials. These can be viewed within school however, teachers will exercise their professional discretion in adapting materials and therefore it cannot be assumed that teachers would follow any lesson plan verbatim.

One respondent asked how the school teaches about family *"bound together by Christianity and a father and a mother"*. Through the programme we make it very clear that there are different 'types' of families and any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. More information can be found in the document [Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?](#) on the school website.

One respondent asked how the principles of gender are taught. There is one lesson where children are introduced to the term 'transgender' (this is in Year 5), however outside of this gender identity is not explicitly discussed. It is acknowledged the some children will not conform to gender-stereotypical

behaviours. When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. More information can be found in the document [Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?](#) on the school website.

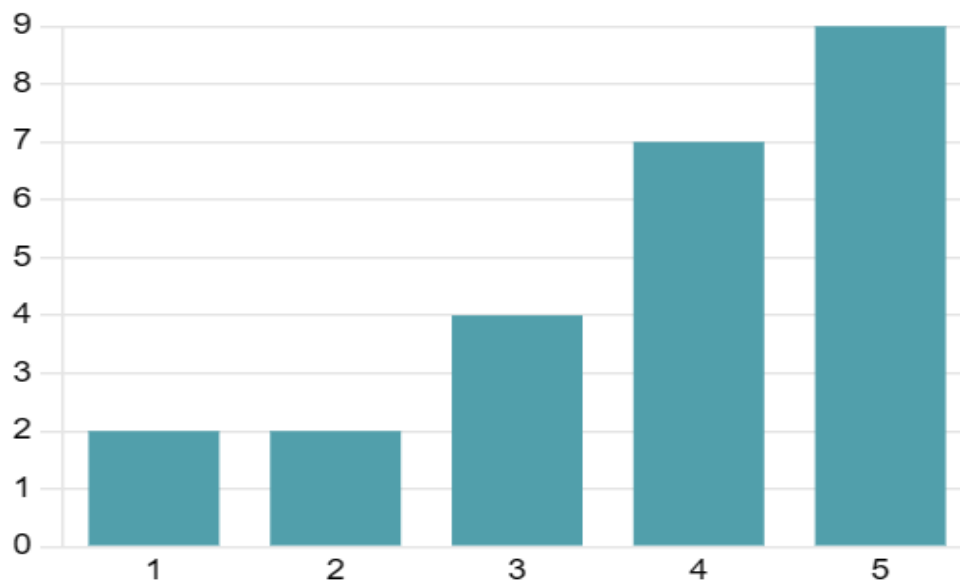
Q5: Do you want more support to help you talk to your child about relationships, health and sex issues at home?



Q6: What support would you like?

No comments were made

Q7: Based on what you know about the relationships and sex education currently provided for children at the school how would you rate it overall? (1=Very Poor; 5 = Very Good)



Q8: Can You Explain Why?

Three of the four respondents who gave a negative rating (1 or 2) raised concerns about the age-appropriateness of the materials and that it goes into too much detail too soon.

Jigsaw cites research that shows effective Relationship Education actually delays first sexual experience and reduces risk-taking in young people. Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

There were two comments about the use of the word ‘masturbation’ in a Year 6 lesson. For clarification, this term is used in the context of a myth-busting activity in which the adults seek to ensure that pupils do not have potentially harmful misconceptions about a range of issues – no value judgements are conveyed and the specific issue may not even arise. However, if deemed necessary (i.e. pupils bring this topic up), it will be moved to the lesson in which parents have the right of withdrawal.

One respondent who gave a ‘neutral’ rating of 3 stated that there seemed to be no emphasis on heterosexual, loving relations. As stated earlier in this document, we give examples of different types of families and relationships through PSHE lessons and literature that we use when teaching the children – in these books, heterosexual relationships are predominant as the ‘statistical norm’.

Two respondents gave a neutral score as they stated they did not know enough about what was taught.

Of the sixteen positive responses (rating 4 or 5), all comments related to the age-appropriateness of the content and/or the sensitivity in which it was delivered by school staff. Parents also commented that they appreciated the openness of the discussions.

Q9: What, if any, changes would you like to see in our provision?

Two respondents stated that they felt the school should not use the Jigsaw programme due to the content – this was discussed by the senior leadership team and with governors but this concern was not upheld given the three years of successful delivery since its introduction to Bridge School in 2021. It was also identified that many PSHE programmes contain much the same content.

One respondent who gave a negative rating stated that they wished consent was sought prior to the delivery of RSHE however Relationships Education is a statutory requirement and parents do not have the right of withdrawal.

One respondent stated that they felt that the Jigsaw programme was not consistent with the Christian ethos of the school; this was discussed with Rev. Estella and reviewed with due consideration of guidance from the Church of England [Valuing All God’s Children \(churchofengland.org\)](https://www.churchofengland.org/valuing-all-gods-children) - this concern was not upheld.

One respondent stated that the school should sideline issues regarding LGBTQ. This would be ethically and morally irresponsible. The school does not ‘promote’ LGBTQ lifestyles. However, it does raise children’s awareness that some people in society are LGBTQ. More information can be found in the document [Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?](#) on the school website.

Respondents who gave a neutral or positive rating were less likely to request changes. There were individual comments about exposure to different types of families (as a positive), consent, harassment and sexism which have already been addressed in this response.

One last comment made was around representation of body image. Teachers explicitly say to the children that any images displayed are representations and not a real body. This subject is directly addressed in Year 6 and Year 5. Discussions around body image are addressed through more than one lesson and reinforced regularly and also cover the way in which technology is used to alter and enhance body images.

Q10: Is there any specific feedback you wish to provide?

Many of the responses to this question echoed responses/comments made to previous questions.

There was an objection to the inclusion of LGBTQ content stating that DfE guidance does not require this. Whilst this is true, guidance from the Church of England Education Office states that 'relationship and sex education should take LGBT people into account'. The school also has a moral (and legal) responsibility to ensure that all children feel included and some of our children will have LGBTQ parents or family members. More information can be found in the document [Including and Valuing ALL Children - What does Jigsaw Teach about LGBTQ Issues?](#) on the school website and [Valuing All God's Children \(churchofengland.org\)](#)

One respondent also raised a concern about the sexual content and vocabulary throughout the Jigsaw programme. Learning the correct scientific terminology for body parts is not teaching the children 'sexual content'. This work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty and understanding why their bodies will change.

Whilst we recognise that there are some parents who do not share the same views; we must prioritise our responsibility to safeguard our children. We all wish to protect our children as much as possible, we must recognise that children are exposed to representations of sex and sexuality, e.g. through social media, the internet and traditional broadcast media. We would be doing our children and our families a disservice if we did otherwise.