

Mayespark Primary School RSHE Consultation outcomes

The following table outlines comments and statistics from the consultation which ran from 16th June until 27th June 2021. The parent survey was open from 21st June 2021 to 27th June 2021 and had 52 responses which represents approximately 9% of the families in the school.

Comments on specific objectives from a group of parents working together (approx 100 parents)		
Objective / comment	Parent comments	School response
Year 1: (changing me) I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus AND Year 2: (changing me) This is repeated about naming the body parts that: I can recognise the physical difference between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vulva) and appreciate that some parts of my body are private.	These labelling /teaching of the private parts should be moved to year 4. The NSPCC “pants” rule that was agreed upon in the parents' consultation with the school is enough to convey the message of safeguarding at this early stage and can be successfully applied until year 4. We strongly encourage that only NSPCC “pants” should be used for the purpose of teaching safeguarding to young children from year 1 to year 4.	We agree to keep the teaching of the names to year four as has been the case since 2016. The NSPCC “pants” rule is taught throughout the school and this will continue
Year 2: (changing me): I can tell you what I like/don't like about being a boy/girl	This point was given in Redbridge draft 1 and 2. Then it was removed from the Draft 3 syllabus of LA on the requests and feedback of the parents.	This will be removed from the objectives. There will be conversations with children with the aim of combatting gender stereotypes (e.g. boys don't cry, girls are weak) but only to make children realise they can be equal and can express themselves as they wish.
Year 3: (changing me): How Babies Grow I understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby	This is part of sex education that is supposed to be taught in year 6. And children in year 3 are not even mature enough to understand the idea of conception. So, this is not age-appropriate to include teaching about reproduction in human beings (conception and baby in the female) in year 3.	The lessons which teach the baby growing in the uterus will be removed. Instead children will learn about the changes which happen between birth and growing up in terms of getting taller, going to secondary school, getting a job etc. Puberty will not be taught until year five.
Year 4: (Relationships): I understand what having a boyfriend/ girlfriend might mean	Introducing children to these concepts of girlfriend and boyfriends in year 4 is not justified as it might make them	We understand this is a sensitive topic and there are faith sensitivities. Children in year

<p>and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>	<p>think more about these types of relationships that are not appropriate for their age. Another major concern is faith sensitivity. Due to the reason that children come from different faiths and backgrounds and their faiths might not allow them to have girlfriend/boyfriend. A child in Year 4 is going through an immature phase of learning who might not understand the difference between their faith values and what is being taught at school in this context.</p>	<p>four do begin to use these terms and may see them on television or in books. Therefore, there is a need to teach the children that having a boyfriend / girlfriend is something they might do when they are older, if this is acceptable in their faith or culture, but it is not appropriate for them to have a boyfriend or girlfriend at this age. We will teach this with reference to faiths and cultures.</p>
<p>Year 4: (changing me): I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p>	<p>This is a vague statement. What types of changes are mentioned here? Are these related to puberty that was supposed to be taught in year 5? If yes, then year 4 is not the right time to teach these changes. Also, in the entire curriculum, it is not mentioned anywhere which part of the curriculum includes sex education. Is sex education coming under 'changing me'?</p>	<p>This is not about puberty but more about accepting feelings around changes such as moving house, having a new brother or sister, getting a different teacher, changing friendships etc. The lessons are about managing feelings and acknowledging that some changes can be upsetting but there are often positive outcomes.</p>
<p>Year 5: (changing me): I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>The age of consent is too far from the age of 10-years-old child. They will be told about the age of consent and growing responsibilities like they have already reached in a secondary school. What can be expected from 10/11-year-old children about the consent who can barely walk alone to home and not even allowed to go out independently?</p>	<p>This lesson will be moved to the unit of lessons taught under sex education in year six from which parents will be able to withdraw children.</p>
<p>Year 6: (Changing me): I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend / boyfriend</p>	<p>Infusing this idea of 'physical attraction linked to the relationship as a girlfriend/boyfriend is a door to invite them for having an intimate relationship at a young age. In year 6, when children just started to have physical changes and are to be prepared for a transition from primary to secondary school, this will be a significant burden on their immature minds to think/involve in these intimate relationships. There is no need to teach this topic, and this topic is not compulsory at all. This topic should be removed altogether from MPS primary syllabus and curriculum.</p>	<p>This lesson will be moved to the unit of lessons taught under sex education in year six from which parents will be able to withdraw children.</p>
<p>RSHE policy (pg:4 Relationships education): The school will be teaching</p>	<p>In MPS policy this is coming under the heading of relationships education that is creating confusion. Is this sex</p>	<p>Please accept our apologies for this – it is a combination of a mistake in typing and the</p>

<p>about 'human reproduction and how a baby grows' in year 5 following on from the National Science Curriculum, which teaches about sexual reproduction in mammals in year 5.</p>	<p>education coming under Relationships education? And if it's being taught beyond the NC curriculum then DFE clearly tells to give parents the right to withdraw from all parts of sex education.</p>	<p>formatting of the document. This has now been corrected and the information reads "... 'human reproduction and how a baby grows' in year 6" and it is under the sub heading of Non - Statutory RSHE. The updated version will be available on the school website.</p>
<p>It was mentioned in the MPS letter to parents that Jigsaw resources will be used by the school to teach RSHE. We had a look at the resources of jigsaw about 'Changing me'. Those are not suitable at all, and we are concerned that they are not appropriate for a multi-faith community of the school. DFE guidance specifies the need of involving parents when deciding and planning resources. as it states: 41 – All schools should work closely with parents when planning and delivering these subjects.</p>	<p>It was mentioned in the MPS letter to parents that Jigsaw resources will be used by the school to teach RSHE. We had a look at the resources of jigsaw about 'Changing me'. Those are not suitable at all, and we are concerned that they are not appropriate for a multi-faith community of the school. DFE guidance specifies the need of involving parents when deciding and planning resources. as it states: 41 – All schools should work closely with parents when planning and delivering these subjects. When MPS had consultations with parents, the parents did not want the school to use Jigsaw resources due to the explicit nature of these resources in these subjects of RSHE. However, the parents were reassured by the Head of the school that Jigsaw will not be used for RSHE. And this was very disappointing for the parents to know through the latest email from the school that Jigsaw will be used yet when parents don't agree at all. We demand that school needs to arrange some other resources that are appropriate to the age and faith of the students and school must share them with the parents before finalising and implementing them.</p>	<p>The school will be using some Jigsaw resources but will not use those which we deem to be inappropriate. The scheme contains a large number of resources, lesson plans and songs which are age appropriate and help the children to understand their feelings, how to play well together, accept each other and be kind. The DfE guidance states "Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home." Some examples were shared in the Zoom meeting alongside an example of the way in which resources will be adapted. The resources are covered by a copyright so we are looking at a lawful way to make more examples available to parents so that they are aware of the types of pictures which will be shown to the children and the worksheets which will be used. This is a very time-consuming project as each teacher would normally select resources for their lessons as they plan them each week. As the majority of questions have been around the Changing Me lessons we will aim to provide examples from this area of the curriculum as soon as we can.</p>

Comment from parent survey not covered by the above responses

1: That LGBT teaching is not required at primary level therefore either choosing to leave it out completely OR teaching the absolute minimum at the upper levels (year 6)

2: That transgender ideology is just that and school play no part in confusing young children with gender politics.

There is no element of LGBTQ+ teaching. We do not teach children what the terms mean and if children ask questions about this we will let them know they can talk to their parents about it.

Children at Mayespark will be taught that there are different types of family and they will be shown images of these families. In pictures shown some children may live with one parent, a grandparent, two mothers or two fathers. We also will have books in school which include people from all walks of life.

Our intention is to promote tolerance and acceptance. We teach the children that they can disagree with their friends about something but still get along and play nicely. We have worked very hard over the years to make sure that all faiths and backgrounds work well together at Mayespark and we will continue to do so.

We will not promote any lifestyle, faith or background over any other but seek to educate the children about the rich diversity in our school and beyond.