

Paradigm Trust Relationships Education, Relationships and Sex Education and Health Education full summary of results

April 2020

Context

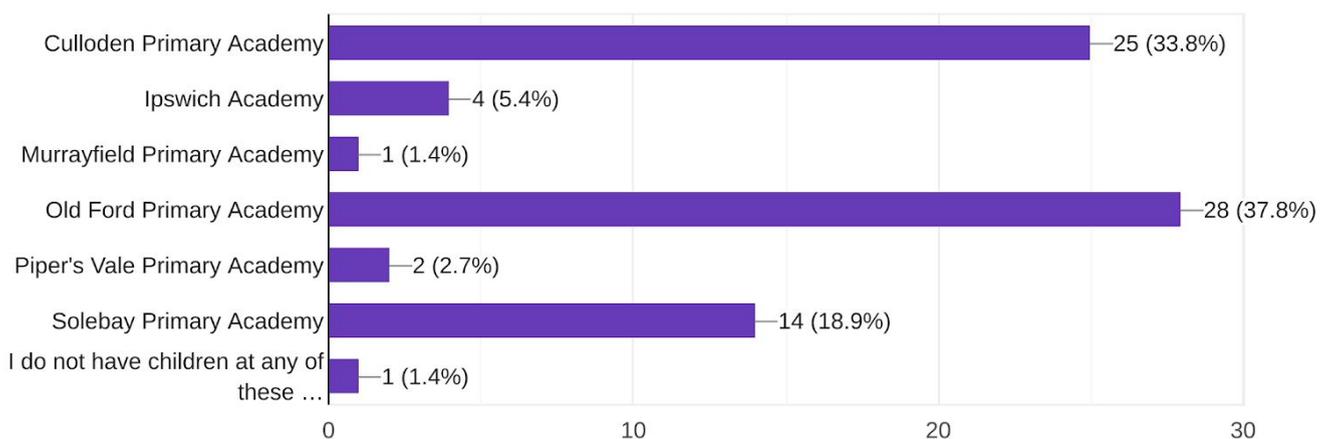
In September 2020 the government's new Relationships Education, Relationships and Sex Education and Health Education guidance becomes statutory. To prepare for this, the Paradigm Trust PSHE network group has prepared a proposed draft policy based on the new guidance. In March 2020, information meetings were held in each of the six Trust schools to engage with parents and carers, to inform them of the new changes in the new guidance and to launch the engagement process on the Trust's proposed draft policy. Following on from this, a month long consultation was held where parents and carers could give their views on the changes. This document is a summary of the responses.

Overview of responses

74 responses were received in total across all six Trust schools. This is approximately a 2.5% response rate. The school with the most responses was OFPA with 28. The school with the lowest response was MPA with one response.

2. What school does your child/children attend? (tick all that apply)

74 responses



57 of the 74 people responding attended one of the RSHE information meetings (77%)

All but four of the respondents were parents/carers with a child at a Trust school. 22 of the respondents gave their name, the remaining 52 answered anonymously.

The greatest number of positive responses was received for Question 12: 'Do you agree that the right to withdraw is explained in the draft policy with sufficient clarity?' 51% agreed or strongly agreed with this (38 out of 74 responses)

The greatest number of negative responses was received for Question 6: 'Do you agree with the Relationships Education content in the draft policy?' 62% of respondents (46 out of 74) disagreed or strongly disagreed with this.

Questions 1 - 4 asked for name, school etc.

	Agree/strongly agree	Neither agree/disagree	Disagree/strongly disagree
Q5 - Do you agree that the Paradigm Trust RSHE draft policy is an accurate reflection of the government statutory guidance?	30% (22)	17% (13)	53% (39)
Q6- Do you agree with the Relationships Education content in the draft policy?	26% (19)	12% (9)	62% (46)
Q7- Do you agree that the content of Relationships Education as set out in the	24%	20%	55%

draft policy will provide pupils with sufficient knowledge to help them have positive relationships?	(18)	(15)	(41)
Q8: Do you agree with the Sex Education content in the draft policy? (only relates to Year 6 and secondary pupils)	24%	18%	58%
	(17)	(13)	(42)
Q9: Do you agree with the Health Education content in the draft policy?	49%	20%	31%
	(36)	(15)	(23)
Q10. Do you agree that the Health Education content in the draft policy will provide pupils with sufficient knowledge to help them lead a healthy lifestyle?	46%	20%	32%
	(34)	(16)	(24)
Q11. Do you agree with the RSHE content taught as part of the statutory National Curriculum for Science?	41%	5%	54%
	(30)	(4)	(40)
Q12. Do you agree that the right to withdraw is explained in the draft policy with sufficient clarity?	51%	15%	34%
	(38)	(11)	(25)
Q13. Do you agree with the use of the Jigsaw scheme to deliver RSHE?	26%	24%	50%
	(19)	(18)	(37)

Although there was a wide range of comments given, they tended to follow certain themes. The following points summarise the reasons given for agreeing/ strongly agreeing with the guidance and draft policy:

- the proposed draft policy is an accurate reflection of government guidance and the Trust is adhering to what is legally required

- the guidance/policy reflects modern society
- it is important for children to have knowledge of their bodies, the changes that will occur during puberty and how to have a healthy relationship
- children will be safe
- it will help them have healthy relationships
- the right to withdraw is explained clearly.

The following points summarise the reasons given for disagreeing/strongly disagreeing with the draft policy and guidance:

- it is not age appropriate. Too much information is being given at a too early age and children's 'innocence' is being taken away
- giving pupils this knowledge will make pupils curious and encourage them to experiment
- it is against the religion of the community. In particular the 3 schools located in Tower Hamlets serve a majority Muslim community
- parents'/carers' rights are not being respected
- parents/carers are the right people to teach this, not schools
- some parents/carers felt that not enough information on content was given out.

Survey Responses

Q5 - Do you agree that the Paradigm Trust RSHE draft policy is an accurate reflection of the government statutory guidance?

	Number of responses	% of respondents
Agree/ strongly agree	22	30%
Neither agree or disagree	13	17%
Disagree/ strongly disagree	39	53%

22 out of 74 respondents 'agreed' or 'strongly agreed' that the Trust's draft policy was an accurate reflection of the government's guidance. The Trust has '*complied with what the government wants*' and was '*a fair reflection*' of the government's guidance.

39 out of 74 respondents 'disagreed' or 'strongly disagreed' that the Trust's draft policy was an accurate reflection of the government's guidance. They thought that the draft policy does not take into account parents views, or religion or is not age appropriate. They said that '*age appropriateness hasn't been taken into account and community faith and religious background hasn't been taken into consideration to the full extent.*' Also, '*My children are very sensitive and is not emotionally ready to handle the topics discussed in RSHE lessons*'

The remaining 13 out of 74 respondents 'neither agreed or disagreed' They said that they would like further information and clarification. '*I don't understand all of it, need more clarification*' and '*Not age appropriate and necessary*'

Q6- Do you agree with the Relationships Education content in the draft policy?

	Number of responses	% of respondents
Agree/ strongly agree	19	26%
Neither agree or disagree	9	12%
Disagree/ strongly disagree	46	62%

19 out of 74 respondents 'agreed' or 'strongly agreed' with the Relationship Education content in the draft policy. They said that '*Children need this*' and that '*... each topic will be dealt with in an age appropriate manner. As society changes this also needs to be reflected in what is taught without bias in schools.*'

46 out of 74 respondents 'disagreed' or 'strongly disagreed' with the Relationship Education content in the draft policy. They thought that the draft policy doesn't take into account parents views and opinions, nor religion beliefs. They also feel it is not age appropriate or necessary from such a young age to teach such things as LGBT. Some feedback was '*It isn't religious or cultural sensitive*', '*Children are innocent minded and certain topics are being taught too early and in detail that is not necessary*', '*Unnecessary at such young age*' and '*I believe they are too young to be learning about the LGBT aspect of it.*'

The remaining 9 out of 74 respondents 'neither agreed or disagreed'. They said that they would like further information and knowledge of the content being taught. *'I would like further information such as modules and topics my children would be learning'* another said *'The content in the draft policy is brief. Therefore I could not come up a fairer and balance opinion'*.

Q7- Do you agree that the content of Relationships Education as set out in the draft policy will provide pupils with sufficient knowledge to help them have positive relationships?

	Number of responses	% of respondents
Agree/ strongly agree	18	24%
Neither agree or disagree	15	20%
Disagree/ strongly disagree	41	55%

18 out of 74 respondents 'agreed' or 'strongly agreed' that the content of Relationships Education as set out in the draft policy will provide pupils with sufficient knowledge to help them have positive relationships. They felt it would help students understand different types of relationships, terminology and each other better. Some comments were *'the content will provide pupils with sufficient knowledge to help them have positive relationships.'* and *'Children will learn what is a healthy relationship and what is not'*

41 out of 74 respondents 'disagreed' or 'strongly disagreed' that the content of Relationships Education as set out in the draft policy will provide pupils with sufficient knowledge to help them have positive relationships. They thought that these topics were better suited to be taught at home, at a more appropriate age, in a way the family deemed appropriate (in terms of religion and faith) and not 'forced upon' students in school. They also felt concerned the teaching of such topics would lead to unwelcome wonder and exploration. There was also reference to a lack of knowledge around the content being taught. *'Faiths values (protected under Equality Act) should be considered when teaching such content...'*, *'Too much information at a young age creates confusion'*, *'As parents we will educate our children for positive relationships'*, *'Children will want to explore. Learning certain topics is planting a seed in their minds, to explore...'*

The remaining 15 out of 74 respondents 'neither agreed or disagreed' that the content of Relationships Education as set out in the draft policy will provide pupils with sufficient knowledge to help them have positive relationships. They said that they would like further information and knowledge of the content being taught. They also felt certain aspects of the content were unnecessary at such a young age and would require follow up sessions to avoid confusion. Some felt certain topics should be taught at home by families. *'I would like further information such as modules and topics my children would be learning'*, *'My concern is how the sessions are followed up and how any issues that may arise are dealt with by the school'*, *'I believe education such as this is something the parent should offer to their child. The fact that it has gone outside the realms of the home feels as though my role has been taken away from*

me...', 'Children will always take their own understanding of what they are told....'

Q8: Do you agree with the Sex Education content in the draft policy? (only relates to Year 6 and secondary pupils)

	Number of responses	% of respondents
Agree/ strongly agree	17	24%
Neither agree or disagree	13	18%
Disagree/ strongly disagree	42	58%

17 out of 74 respondents 'agreed' or 'strongly agreed' with the Sex Education content in the draft policy. *'I feel that it reflects the world we live in today'* They said it is age appropriate and it is important for pupils to learn and it prepares pupils for secondary school. *'Being informed and having base knowledge is always good especially for year 6 soon to be moving to secondary education'*.

42 out of 74 respondents 'disagreed' or 'strongly disagreed' with the Sex Education content in the draft policy. Some said they disagreed because of religious reasons. Others said there is no need for sex education in primary as they will learn about it in secondary and pupils are too young to learn. *'Children are simply too young to learn about sex at 11 years old'*.

The remaining 13 out of 74 respondents 'neither agreed or disagreed' They said *'It is not a statutory requirement in Year 6.'* Some said they would like information on modules and topics and one said *'The school has not justified the need for these sessions for year 6 pupils. There has been no evidence the sessions are needed.'*

Q9: Do you agree with the Health Education content in the draft policy?

	Number of responses	% of respondents
Agree/ strongly agree	36	49%
Neither agree or disagree	15	20%
Disagree/ strongly disagree	23	31%

36 out of 74 respondents 'agreed' or 'strongly agreed with the Health Education content in the draft policy. *'The aspects covered are appropriate for the world we live in today'*. They also said pupils need this knowledge for health and fitness and pupils need to learn about changes that take place in puberty before they go through it.

23 out of 74 respondents 'disagreed' or 'strongly disagreed' with the Health Education content in the draft policy. They said it is not age appropriate and KS1 is too early for pictures and diagrams. They said *'it is*

too broad and therefore unclear as to what is age appropriate'. They also said *'policy is not clear about the changes in adolescence.'*

The remaining 13 out of 74 respondents *'neither agreed or disagreed'* They agree that some parts should be taught however some parts should be left for the parents to teach. They also said *'It's not necessary for them to learn at this stage.'*

Q10. Do you agree that the Health Education content in the draft policy will provide pupils with sufficient knowledge to help them lead a healthy lifestyle?

	Number of responses	% of respondents
Agree or strongly agree	34	46%
Neither agree or disagree	16	22%
Disagree or strongly disagree	24	32%

34 out of 74 respondents *'agreed'* or *'strongly agreed'* that the Health Education content in the draft policy will provide pupils with sufficient knowledge to help them lead a healthy lifestyle. They said that, *'this content will help my child to lead a healthy lifestyle'*. They also said that teaching health and well-being in a positive way has to be beneficial.

24 out of 74 respondents 'disagreed' or 'strongly disagreed' that the Health Education content in the draft policy will provide pupils with sufficient knowledge to help them lead a healthy lifestyle. They said that they thought it was not age appropriate and by providing too much knowledge could lead to confusion. Some explained that they would like the opportunity to speak at the right time about this subject. A consistent point being made was, '*KS1 does not need to go in too deep at all the names of the private parts*'.

The remaining 16 out of 74 respondents 'neither agreed or disagreed' They said that they would like to see the resources to be used. They also said that the policy was descriptive but that they both agreed and disagreed with some parts.

Q11. Do you agree with the RSHE content taught as part of the statutory National Curriculum for Science?

	Number of responses	% of respondents
Agree/ strongly agree	30	41%
Neither agree or disagree	4	5%
Disagree/ strongly disagree	40	54%

30 out of 74 respondents 'agreed' or 'strongly agreed with the RSHE content taught as part of the statutory National Curriculum for Science.

They said that the Science part of the curriculum was important for children to understand although it was felt that some content could be delayed in upper Key Stage 2. They said that *'I agree with the RSHE content taught as part of the statutory National Curriculum for Science as this knowledge will help my child in his overall growth'*.

40 out of 74 respondents 'disagreed' or 'strongly disagreed' with the RSHE content taught as part of the statutory National Curriculum for Science. They said that they thought it was not age appropriate and does not reflect the beliefs of different families including cultural and religious beliefs. They also said that some material was being masked as scientific learning and that not all age groups require this level of detail during lessons. Many explained their concern through quoting the government that all family backgrounds must be taken into consideration. They said *'the DoE Clearly states all backgrounds of all pupil should be taken into consideration when planning lessons. the line between sex ed and relationship ed is not clear either'*.

The remaining 4 out of 74 respondents 'neither agreed or disagreed' They said that *'Not enough information given about this'*.

Q12. Do you agree that the right to withdraw is explained in the draft policy with sufficient clarity?

	Number of responses	% of respondents
Agree/strongly agree	38	51%
Neither agree or disagree	11	15%

Disagree/ strongly disagree	25	34%
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38 out of 74 respondents 'agreed' or 'strongly agreed' that the right to withdraw is explained in the draft policy with sufficient clarity. They said that, *'this is clearly explained and that parents should be reminded of this just before the sessions concerned are to be taught'* and *'Very clearly explained. Withdrawal is only possible for sex education in year 6. All else compulsory'*.

25 out of 74 respondents 'disagreed' or 'strongly disagreed' that the right to withdraw is explained in the draft policy with sufficient clarity. They thought that it was not clear and that parents had no rights. It was also stated that *'even though parents have the right to withdraw, they will be expected to come into meet with principal and questioned about their decisions then made to have their children taking part.'*

The remaining 11 out of 74 respondents 'neither agreed or disagreed' that the right to withdraw is explained in the draft policy with sufficient clarity. The only 2 reasons given as an explanation for this response were *'Because I don't understand'*.

Q13. Do you agree with the use of the Jigsaw scheme to deliver RSHE?

	Number of responses	% of respondents
Agree/ strongly agree	19	26%

Neither agree or disagree	18	24%
Disagree/ strongly disagree	37	50%

18 out of 74 respondents 'agreed' or 'strongly agreed', with the use of the Jigsaw scheme to deliver RSHE. They said that it was *'easy to follow'* however they would like to see a full lesson plan. Another commented that they had *'looked through the jigsaw links provided and comfortable with the content'*.

37 out of 74 respondents 'disagreed' or 'strongly disagreed' with the use of the Jigsaw scheme to deliver RSHE. They said that they were concerned about the age appropriateness of the scheme *'some contents are too explicit and not age appropriate such as terminology used for male and female body parts for ages 5-6 outside and inside body changes from ages 7 and having a baby from age 8 and conception from age 9'*. They wish to see the diagrams, pictures and books used to teach the lesson. Others disagreed because of their religion

The remaining 13 out of 74 respondents 'neither agreed or disagreed' with the use of the Jigsaw scheme to deliver RSHE as they do not feel they know enough about other schemes available to make an informed decision. Others are concerned about the age appropriateness of the 'physical aspects of relationship' session of the scheme.

Q14: Do you have any other views that you would like to share with us?

31 participants (42%) responded to this question. Over half of the comments made centred around the age appropriateness of the content and pupils being *'too young'* for the content with one commenting that *'As a parent I am totally against Sex Education in primary Schools. For me this is a pure sexualization and indoctrination of our innocent young children.'*

Many parents commented they wanted more details of when the lessons would take place. One parent commented that *'It would be helpful to know what areas have been discussed in class so we could have conversations with our children in the evening about what they have learnt in class.'* While others suggested having sessions for parents to educate and support them whilst having *'sessions for parents to attend where they can view the materials that the scheme uses including the books used to teach our kids.'*

Multiple responses (11) also discussed the religious beliefs and backgrounds of the community with some simply stating *'it's haram'* while others suggest that *'School does not take into consideration different religions and backgrounds.'* Several comments specified that the education of LGBT matters was the issue with one stating that *'the LGBT should not be promoted in every subject and should be taught to children in educational manner'* and another commenting that *'Its totally disgusting and sick, you are trying to encourage and trick kids into*

becoming gay or encouraging sex changes.'

Of the comments, the majority were of a critical or negative tone and included further detailing of points previously noted in the survey. Only two of the comments made were of a positive nature *'I'd like to thank Kevin for taking the time in giving the mtg on this subject. Very clear and concise. Safeguarding our children in this modern world is a must. Thank you.'*