



# Moorlands Junior School

## Relationships and Sex Education

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### ***Questionnaire Feedback for Parents***

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As part of developing the new scheme of work and policy for Relationships and Sex Education (RSE) at Moorlands, parents were asked to complete a questionnaire and were provided with the new draft policy and documents showing the scheme in which we are following.

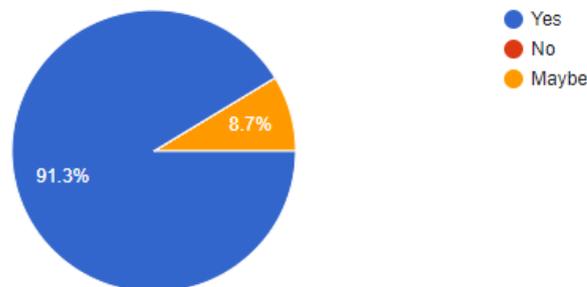
Due to school closures in March 2020, we decided to consult parents online instead of the usual face-to-face meeting we would offer. The questionnaire was sent out to parents via parent mail on 10<sup>th</sup> September, the closing date given was 30<sup>th</sup> September. Below are the responses gathered during the two-week period, from a total of 24 parents.

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#### ***Question 1***

*Do you think the JIGSAW curriculum meets your child's needs?*

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#### ***Question 2***

*What are your thoughts on the JIGSAW curriculum for RSE and PSHE education?*

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Overall the responses for this question were very positive, parents mostly agree that the scheme is taught in a sensible, age appropriate way. Two responses (highlighted in blue) did not think that this was appropriate for the age of their child. Please see the responses taken directly from the questionnaire, below;

*“Really like it, Personal safety, respecting others and yourself is prioritised.”*

*"It's important and thankfully covers a lot of subject that our children don't necessarily want to hear their parents talk to them about, healthy diets /relationships etc."*

*"Information in an informative, age appropriate way can only be a good thing."*

*"It seems to cover everything and in a sensible way."*

*"The JIGSAW curriculum appears to cover a wide range of topics from mental health through to physical sexual health. It seems that a lot of thought has been put into the content and for some clear reasons (those incidences noted in the slides)."*

*"I personally am pleased to have this information on the curriculum. My mum was our School Nurse and she would deliver this information to our School. In later years she specialised in sexual health. I am a strong believer of education in this area and having honest and age appropriate conversations with children on such topics."*

*"It looks good, I think it is important that children learn about all of these topics and in particular think it is important that they all learn about both genders and not just their own so that they understand what their friends are experiencing."*

*"Appropriate and thought provoking."*

*"Looks good - happy with it."*

*"Seems to be very thorough."*

*"The material looks sensible."*

*"It seems very sensible, well thought through and is essential. It is, also support for parents navigating some tricky subjects but gives a framework to be discussed further at home."*

*"Not feel its needed."*

*"The Jigsaw is ok for my child, the sex education for this age of a child, I think is too much."*

*"Seems a positive and constructive way of covering some challenging topics."*

*"It seems like an informed and sensible approach. We try and be open with the children and support the idea that the earlier we teach our children the safer and healthier they are."*

*"Looks Good."*

*"Interesting topics, nm age appropriately presnted."*

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### **Question 3**

*Is there anything we're not covering that you think we need to address?*

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Question 3 raised some priorities for parents, such as stranger danger, refugees, LGBT relationships and bullying. All areas mentioned are covered elsewhere in the JISGSAW scheme throughout each year group. Specific details of which can be given to parents upon request.

We also have a resource in school called “No Outsiders in Our School” which covers all aspects of the Equality Act, including LGBT relationships. This is a whole school resource, which teaches some of these topics through books. Each year group has a set of six different books, so the content and coverage is taught in an age appropriate way as the children move through school. More information about “No Outsiders in Our School” will be sent out to parents before teaching starts.

Answers given that were not “No” are below;

*“The danger of strangers, online or in public.”*

*“I’m not sure if this would come under this but all differences matter and should be respected. Refugees aren’t something to be scared of and above all, kindness really does matter.”*

*“It looks well rounded and we would also hope when it came to discussing relationships that LGBT relationships are considered also.”*

*“We hope that our children feel comfortable enough with us to be able to chat further about the topics they will discuss in School. We hope to be able to fill in any gaps should we need to.”*

*“Only concern is gap for children due to covid closures and when / how content will be covered now they are back at school.”*

*“Bullying”*

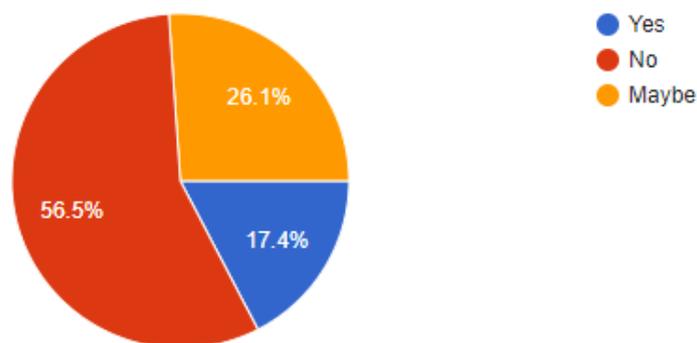
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#### Question 4

*As a parent, do you think you would need support at home, on how to speak to your child about relationship and sex education?*

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We can see from the response to this question that some parents may wish to access additional support. We will arrange for families to receive this, in the summer term when the RSE unit is due to be taught.



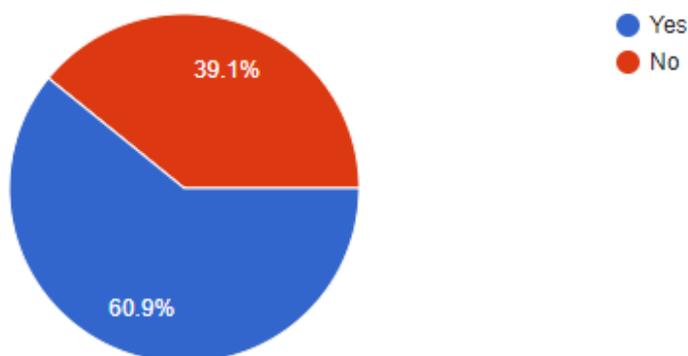
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### Question 5

*Would you like more information about what the school curriculum teaching materials for Relationships and Sex Education look like?*

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Parents who wish to see the full materials used to teach SRE at Moorlands will be provided with a link to view the PDFs prior to them being taught in school. As RSE is optional in school, parents are able to withdraw their children from these lessons, if they feel the content is not suitable.



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### Question 6

*Are there any changes or additions that you think should be made to the PSHE & RSE Policy?*

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After considering the responses to this question, we could share some of the work done with children, such as information about periods and wet dreams in class, through means of an information poster made by children etc. The responses highlighted in purple are covered through other areas of the JIGSAW scheme. One response felt that the sex education covered in the scheme was too direct.

Answers that were not "No" are below;

*"I'm very keen that the boys and girls are taught about what is happening to the opposite sex and that they are not separated when discussing these things. I understand that can be uncomfortable but if boys do not understand periods and girls do not understand wet dreams etc then the subjects become even more taboo and misunderstood. We need to make sure that boys know what sanitary products are and they don't feel awkward about them!"*

*"No, but will you be covering last year materials before starting the current one?"*

*"The section on drugs, alcohol and tobacco does not seem to cover those topics. It looks like a continuation of the physical health section."*

*"Prefer to teach more on social aspects and whats right and wrong in schools."*

*"The sex education is too direct and too much for a child at 9 years old to understand."*

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### **Question 7**

*Thinking about relationships and sex education in primary schools, what do you believe is the most important subject area that should be taught for different age groups /key stages and why?*

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There were 22 responses to this question; the coverage of the JIGSAW scheme touches on all of the areas which parents feel are the most important, aside from the ones highlighted in purple below, which are part of Key Stage 3 RSE.

Please see the responses below;

*"Changes in puberty are normal."*

*"Unplanned pregnancy, it's potential Consequences, Safe Sex, importance of a strong relationship..years5&6."*

*"All ages need to learn that love is love and to be respectful to everyone."*

*"I think that's an impossible question! If there is one single area to be picked out then it is probably respect."*

*"Periods need to be discussed and normalised, probably from year 3/4?"*

*"Kindness, acceptance and tolerance for all."*

*"I am not sure what would be the most important area, as sexual health/education is as important as mental health and well being. However, I do believe that when delivering the material the concept of 'respect' should be considered/delivered. Respect for yourself, be it your own body or mind. Respect for others - their thoughts and feelings and bodies. Respect is a concept that any age can understand and can be applied to any topic."*

*"The changes that they will go through and that they should not be secretive about it, as well as giving them a suitable warning about the risk of grooming, sending pictures etc."*

*"Wellbeing - seeing themselves as individuals yet respecting others."*

*"Teaching all children (boys and girls) about the ways in which bodies change, for all children to understand about menstruation and the ways in which this affects a woman's life, and that this isn't just something girls should be aware of, or that it should be a taboo subject. Also, the importance of consent in relationships should be front and centre of all teaching across relationships and sex education."*

*"How to keep themselves safe and ensure they understand what is happening to them in terms of bodily changes."*

*"Correct names for body parts, changes and ensuring it's taught. Not just skimmed over."*

*“Children need to understand puberty before it starts happening to them.”*

*“It needs to be done gradually, which I think it is. Timely as kids talk anyway but with guidance is much better and prevents confusion and misguidance. Education about different rather than traditional family units is especially important for me as is understanding differences generally giving a wholistic view on life which I hope I instill to z degree, but positive formal reinforcement of that is very important for a healthy society.”*

*“Primary is still young so better to not teach what they don't understand.”*

*“The changes that will come for their body and the way to react to them.”*

*“Personal values, signs of healthy and unhealthy relationships, how to handle pressure/coercion, mental wellbeing, importance of sleep, self care strategies, emotions and physical changes during puberty, what to expect at menstruation, conception, foetal development and delivery.”*

*“I think the programme seems to have a good handle on this given a diverse audience, my belief is we should be more like the Dutch and de stigmatise and inform as early as possible.”*

*“Puberty Year 5, Where babies come form Year 6, and all through tolerance of homosexuality & trans gender.”*

*“Across all qge groups, that love and trust are key on all.telationships.”*

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### **Question 8**

*Thinking about relationships and sex education in primary schools, is there an area that you think should NOT be taught for different age groups/key stages and why?*

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The majority of responses support the appropriateness of the curriculum we are offering at Moorlands. They agree that it is taught in an age appropriate way and that it is thorough and well thought out.

Answers that were not “No” are below;

*“No, only things that I don’t imagine would be mentioned. Ie Casual relationships, pornography and such like.”*

*“Information is power, I learnt nothing at school apart from watching a woman give birth and it scarred me for life!”*

*“Definitely not. I think that even the most difficult of subjects can be introduced to young children in an age appropriate way.”*

*“Nothing specific about sex acts at primary beyond what they need to know to stay safe and protect them from abuse.”*

*“As long as it is done gradually no not really, the programme looks very well thought through!”*

“Year 5 not need to know about relationships and physical details.”

“It should be taught definitely in primary schools, but in a specific way related to the children capability to understand and accept.”

“I believe the more open we are as a society the better it will be. Children need to feel valued and safe and they need to understand the environment they are growing up in.”

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## ***In Conclusion***

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Following analysing the above responses, our plan moving forward will be as follows;

- To provide those parents who wish to have additional support when talking about RSE at home with a bank of resources.
- To offer access to view the RSE lesson plans and resources to all parents, prior to the units being taught in school.
- To inform parents of the content of the “No Outsiders in Our School” programme, which covers teaching across all areas of “The Equality Act”.