



Abbey Academies Trust Relationships, Health and Sex Education parent and carer survey summary and response.

March 2024

Context

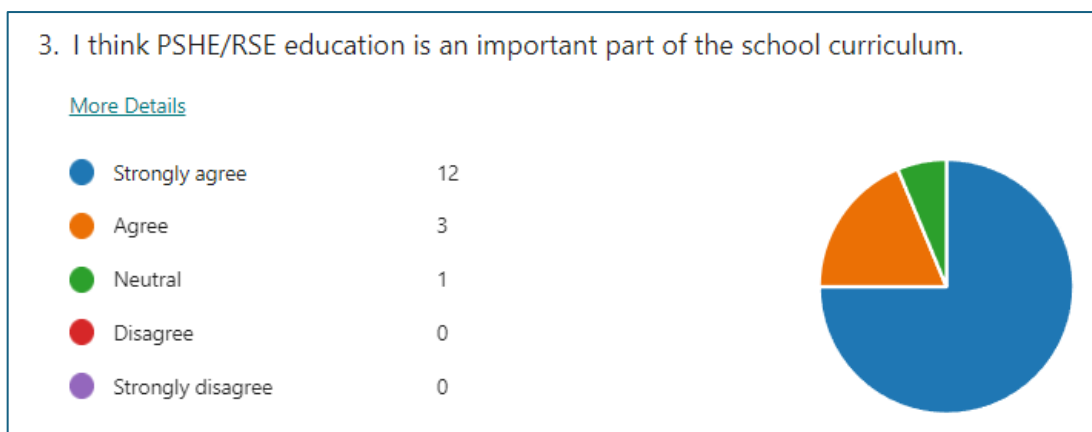
As part of a review of our PSHE and RSHE offer to our children at Abbey Academies Trust the PSHE Team proposed a new draft policy based on the government guidance and other agency guidance. In January and February 2024, Governor and Trustee Local Governing Board meetings were held at each of the three schools and the Director of Curriculum and Standards, along with members of the PSHE Team at each school, presented the draft policy in order to engage with stakeholders. In March, 2024 the policies were presented to parents and carers through workshops at each school site and the policy was made available to all parents and carers through the school website.

Following on from this, a consultation process was held where parents and carers could give their views on the changes. This document summarises those responses.

Overview of responses

It is important to note that although the policy and the opportunity for feedback and comment was made available to all parents and carers only 16 responses were received in total across all three Trust schools. Seven responses form Bourne Abbey, eight responses form Bourne Elsea Park and 1 response from Colsterworth. Of the 16 responses 4 were from parents and carers that attended the workshops.

The results of the survey are shown below:



4. PSHE/RSE topics taught in school can make a real difference to young people's lives.

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Strongly agree	11
Agree	4
Neutral	0
Disagree	1
Strongly disagree	0



5. I understand and agree with the content of the draft Relationships and Sex Education policy.

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Strongly agree	8
Agree	7
Neutral	1
Disagree	0
Strongly disagree	0



6. I feel happy to talk to my child about growing up, sex and relationships.

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Strongly agree	11
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0



7. The process to withdraw a child from specifically identified sex education lessons is clear.

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Strongly agree	10
Agree	4
Unsure	1
Disagree	1
Strongly disagree	0



8. Are there any changes or additions that you think should be made to the draft RSE policy or curriculum?

ID	Name	Responses
1	anonymous	No
2	anonymous	No
3	anonymous	No
4	anonymous	No
5	anonymous	Hopefully any discussion of changes to the body and body image will be linked to making children aware of the dangers of adverse body image comments on social media and media advertising. I know that the word 'positive' is used in the policy regarding body image and changes.
6	anonymous	No
7	anonymous	No
8	anonymous	No
9	anonymous	No
10	anonymous	No
11	anonymous	No
12	anonymous	None
13	anonymous	No
14	anonymous	No
15	anonymous	No
16	anonymous	no

9. Do you have any further comments on the draft RSE policy?

ID	Name	Responses
1	anonymous	Think its great that it included in the curriculum
2	anonymous	Not as yet
3	anonymous	It looks very thorough and well planned across the whole school.
4	anonymous	From what I saw happy how it works . Teachers are totally behind this and will support the children too their best .The programme they are looking to use is great and aimed at explaining to children at their level .

ID	Name	Responses
5	anonymous	No
6	anonymous	No
7	anonymous	I think nowadays it's better to talk about all this from a young age - especially to be open and periods and body parts etc which I feel will normalise it all and make it less taboo. I think its a good policy, explains everything at age appropriate levels.
8	anonymous	Informative meeting, thank you
9	anonymous	None
10	anonymous	No

Response to feedback

Firstly, it is important to reiterate that the purpose of this process was not to look in depth at the curriculum but to engage on the guidance and the new draft RSHE policy. It would not have been possible to go into detail on each year group's individual lesson content as part of these meetings. Going forward, before the materials are taught, all schools will hold individual year group meetings where parents/ carers can look at the materials in greater detail. This is something we have been delivering within each of our school's already with the previous materials.

From the responses received, the vast majority of respondents answered positively to Q1-7.

One respondent answered 'disagree' to:

- PSHE/RSE topics taught in school can make a real difference to young people's lives.

Another respondent answered 'disagree' to:

- The process to withdraw a child from specifically identified sex education lessons is clear.


Despite these negative responses the rest were positive and thus is it not deemed necessary to make any alterations to the policy regarding the topics taught and the process for withdrawal from sex education lessons.

8. Are there any changes or additions that you think should be made to the draft RSE policy or curriculum?

One of the responses was:

Hopefully any discussion of changes to the body and body image will be linked to making children aware of the dangers of adverse body image comments on social media and media advertising. I know that the word 'positive' is used in the policy regarding body image and changes.

Children gaining a positive image of themselves is a fundamental aspect of the Jigsaw program as a whole. The difference between online images and real images is specifically taught in Year 6 Changing Me Unit-Lesson One, Self and body Image. Below is a section of this lesson to illustrate some of the material used.



Slide 10

Help children question why they have these perceptions from the Connect us game and where they may have come from.

Raise the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered?

There are some images online that also show the 'before' and 'after' airbrushing. These are also good to show to reinforce the point that what we see online may not always be a true perception. In addition, explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see online or even against our friends?

Verbally, at one of the workshops, feedback was given to staff related to the content of the Year 5 piece 4 lesson title conception where IVF is discussed. It was identified that there are other methods of assisted conception as well as IVF. As a result of this feedback the detailed content of this lesson will be reviewed by the PSHE Team and additional wording/change of wording will be added where appropriate. The summary information will change from 'understand that sometimes people need **IVF** to help them have a baby' to 'understand that sometimes people need **assisted conception** to help them have a baby.'

The other comments are of a positive nature supporting the proposed policy.

Going forward, it is recommended that the Trust Board ratifies the draft policy with the small change identified above.