

# Thomas Adams RSE Parental Consultation Survey Analysis

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## Background

The draft RSE policy was written during February/March 2020 with the intention of holding a live parental consultation with the opportunity for parents to directly address concerns to the writers of the policy. With the restrictions of the COVID 19 pandemic, the school decided to hold this off until a later date. When the restrictions continued into the 2020/21 academic year, we made the decision to do the consultation through an online survey. Parents were informed of the survey on November 18<sup>th</sup> 2020 and it ran until the final day of term on 18<sup>th</sup> December.

## Survey Collection

The survey canvassed the views of 71 parents/carers, a strong yield considering the format and length of the questions. The survey had 8 questions, the first of which included a background to the survey that participants had to acknowledge. Questions below:

1. Is our RSE Policy clearly written and easy to understand – could any parts be made clearer?
2. The policy makes it clear what lessons constitute a Sex Education lesson
3. To what extent do you agree with the following statement about our RSE Policy and Curriculum: “I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students”.
4. Does the new RSE policy take into account the relevant guidance provided by the Government?<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
5. Having read the policy, do you understand the procedure of Parental Withdrawal from Sex Education?
6. Are there any changes to the PSHE/RSE curriculum that you think should be made?
7. As a Parent, do you feel we could support you further with our information and guidance on certain topics and how would you prefer this is be communicated?

## Key Findings

- The policy is well written and majority of parents/carers find it easy to understand.
- The policy makes clear which lessons constitute sex education.
- Lessons are taught at the appropriate stage of students’ development and following the DfE’s requirement.
- The school’s policy takes into account the DfE’s guidelines.
- Majority of parents/carers believe the Parental Withdrawal procedure is clear.
- There is a desire for further communication before drop down days and for support on how to talk to students about what they have learnt.

## Discussion/Action Points

- Creation of a PSHE/RSE area of the website to inform parents about topics and offer support in approaching them (Through links)
- Check the Aims/Core values section to ensure they are a reflection of what they are meant to be, rather than what is to be taught.
- May need to allow parents to withdraw yearly or “opt out” following the finalising of the policy.
- Reality of LGBT equality should be considered in lesson planning.
- Coercive control as part of RSE should be reviewed and given more prominence.

## Results analysis

**Question 1** Is our RSE Policy clearly written and easy to understand – could any parts be made clearer?

Number of Responses	Yes	No
71	70	1

Comments

- Yes but the decision for one of my children has been made before this policy came out.
- I think the core values which underlie the policy need to be given more prominence  
The Aims and Objectives are not aims and objectives but are simply a list of curriculum content.

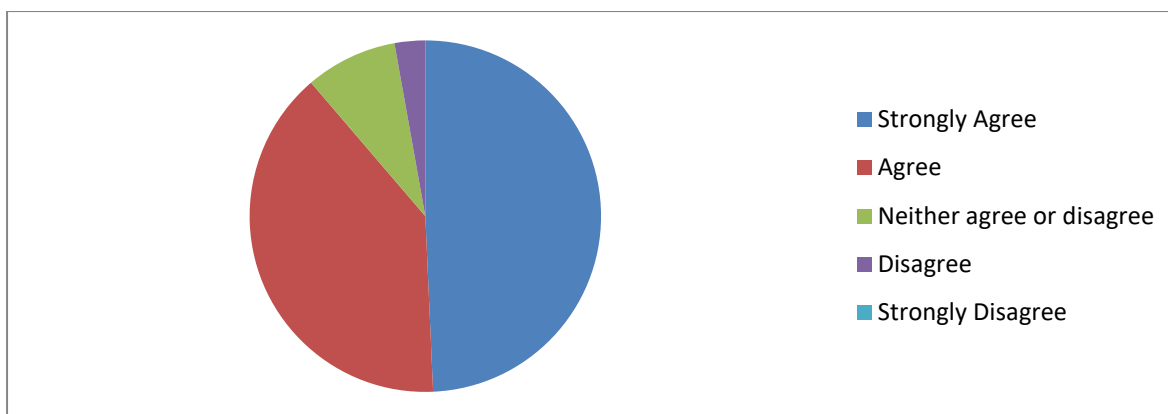
**Analysis:** Overwhelmingly positive about how the policy is written. As the one comment says, the aims and objectives will need to be looked at and potentially rewritten.

**Question 2.** The policy makes it clear what lessons constitute a Sex Education lesson

Number of responses	Agree	Neither agree or disagree	Disagree
71	70	1	0

**Question 3.** To what extent do you agree with the following statement about our RSE Policy and Curriculum: “I feel confident that my child will be taught about the range of RSE topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students”.

Number of responses	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
71	35	28	6	2	0



**Analysis:** 78.1% of the respondents believe that Thomas Adams will teach the RSE topics required to by the DfE at an appropriate age. This is a strong result which suggests that the majority of parents are happy with our intentions.

**Question 4.** Does the new RSE policy take into account the relevant guidance provided by the Government?<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Number of Responses	Yes	No	Sorry, don't have the time to read this
68	51	0	17

**Analysis:** An option was given to parents to avoid answering the question was given, this was due to having to cross-reference a large DfE policy. However, those who read the document, each person responded that the policy reflected the DfEs wishes.

**Question 5.** Having read the policy, do you understand the procedure of Parental Withdrawal from Sex Education?

Number of Responses	Yes	No (Please comment)
71	70	1

Comments

- The government link above did not work, error.
- Not read down to school to clarify. Busy NHS mum
- Our withdrawal was made before the policy and will not change for one of my children

**Analysis:** All but one participants selected that the parental withdrawal procedure was clear. The person who was not happy with the procedure has already made contact. May need to consider allowing parents the option to withdraw again during each year group.

**Question 6.** Are there any changes to the PSHE/RSE curriculum that you think should be made?

23 comments were collected.

Comments

- No - content is clear and covers everything I would expect.

- I feel that children are given too detailed sex education at a early age, all children develop differently and I as a parent feel my right to choose when my child is ready for such information is taken away. I know I have the right to withdraw my child from the class but if all the class is learning about it then my child will hear it second hand which could be worse. Why can't we let children be children and parents be parents??
- No
- No, policy is thorough and easy to follow
- No
- None
- None that I can see except there should be no withdrawal option from sex education.
- No
- N/A
- No it appears comprehensive
- No
- No it appears thorough I am now wondering if transgender issues were mentioned.
- Down to school to sort out not parents
- None
- Coercive control should be addressed in more detail - the legal and relationship aspects. Young people need to be informed that coercive control has many forms including financial and social. I would like to see more detail about how abortion is covered - I am concerned that women's existing legal rights to safe legal abortion may not be given sufficient prominence in the context of religious and other objections which seek to curtail those rights of access. I feel that those objections are better addressed in the context of Religious Studies. There is no suggestion for example that a 'balanced view' around differing cultural views towards FGM is required so abortion should be treated similarly and cultural viewpoints should not given undue weight which may interfere with girls' access to accurate medical and legal information.
- No, I think you've covered everything.
- No
- I think a lot more needs to be done on bullying, especially over social media. How to recognise it and how to report it. General social media use and how it is difficult to convey and read tone in text.
- Adoption discussions need to be handled with care and I am not sure this is stressed enough. There are confidentiality issues around it and my child with special needs may not know when to halt or take more care within the class discussion, especially as some others attending the school may well know the local birth family. Secondly, I have has some concern over the issues of LGB etc being taught to an autistic son, (at a different school), who wanted then to wear a dress to a non-school uniform day. Accepting others and reality is not quite there yet. Reality needs proper discussion not hid under a table. My child would have been beaten up or teased if he had followed through with his wish, and schools need to realise that vulnerable children do not always recognise that a 'safe' classroom discussion is not always the 'reality' outside.
- No
- No
- No
- No

**Analysis:** There is a variety of views of relating to what is considered appropriate for students at differing ages. Desire for something on coercive control (Included as part of KS4 curriculum).

Concern about how adoption is taught (Lesson was produced in collaboration with staff who have undergone or undergoing the adoption process). Reality of LGBT should be considered.

**Question 7.** As a Parent, do you feel we could support you further with our information and guidance on certain topics and how would you prefer this is be communicated?

26 comments

Comments

- No - the support you offer is great! Thank you.
- Would like to see the lesson first and be able to talk to my child before they have the lesson.
- Email detailing what will be taught in each year group so parents can talk to their children at home
- Yes
- I like that there is always a text to remind parents of the days and topics covered.
- No
- Having a working background in intimate partner violence (we moved away from domestic violence as a term as this implies violence only happens at home) I would hope that modules include discussions around financial & coercive control as both these factors have been increasing over the past 5 years and, coercive control is now recognised as stand alone abuse in a court of law.
- None, confident to discuss with my child or research myself
- Provide updates on content of lessons so appropriate support and discussions can take place at home.
- No thank you.
- No
- N/A
- Communication on what will be taught ahead of time in order to provide the right support if needed. I think you have advised of this in previous sessions.
- I think everything is set out clearly for parents to read and understand,
- Probably, I think the communication always seems one way and normally after the fact, it would be good to consult parents who can offer and wish to offer value to decision making in areas they know and understand.
- No
- I feel comfortable discussing the issues but any information welcome
- No thanks
- I would support everything, I feel my other daughter needs to realise the importance of boy girl relationships as she is going off the rails in this area.
- No I am confident I can cope communicating with my child on all topics
- An overview of what they're about to be taught nearer the time would be good. Email is fine.
- No
- As above.
- No
- No

**Analysis:** There is a strong desire to know what is going to be taught amongst parents, we need to create a way that parents can look at the lessons. Parents wish to know what topics are to be taught so communication prior to the day must restart again.