

RSE Parental Consultation Results Analysis

John Clifford School received a total of 30 parent/carer responses to the RSE Parental Consultation.

3. I think PSHE/RSE education is an important part of the school curriculum.

[More Details](#)

Strongly Agree	19
Agree	8
Neutral	1
Disagree	1
Strongly Disagree	1



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

[More Details](#)

Strongly Agree	21
Agree	7
Neutral	0
Disagree	1
Strongly Disagree	1



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

[More Details](#)

Strongly Agree	19
Agree	8
Neutral	2
Disagree	1
Strongly Disagree	0



6. I understand and agree with the content of the PSHE/RSE policy.

[More Details](#)

● Strongly Agree	14
● Agree	11
● Neutral	3
● Disagree	1
● Strongly Disagree	1



7. I am aware of the topics that will be covered by PSHE/RSE at John Clifford School.

[More Details](#)

● Strongly Agree	14
● Agree	12
● Neutral	3
● Disagree	0
● Strongly Disagree	1



8. Are there any changes or additions that you think should be made to the PSHE/RSE Policy or Curriculum?

It's amazing that the school is teaching this!

I feel from personal professional experience that sexting and the use of social media is a big player in unhealthy sexual relationships between young people and the dangers of sending / posting online cannot be underestimated. This needs to be hammered home strongly with KS2 children. I cannot think of one good reason or excuse as to why anyone needs to contemplate doing this.

Age-appropriate content should be included.

I think it is important children learn about consent

Thank you so much for the thorough work and careful planning which has gone into this work. It is evident that a lot of time and thought has gone into it. I have two thoughts about things I'd love to see:

1. I love the recognition that 'parents are the first teachers of their children' and I really sense the desire to for school and home to work in partnership in the policy. However, I did not see anything in the curriculum model which acknowledged that. I think it is always helpful to think through how something moves from being a good sentiment in a policy to being something



which actually happens in practice. So for example perhaps children could bring home their worksheets after a lesson so that the conversation can be carried on at home.

2. I also love the sentiment expressed in the policy of being 'mindful and respectful to a wide variety of faith and cultural beliefs' but again didn't see that specifically addressed in the curriculum model. As with my previous point I think it helps something become a reality (and not just a principle) if it is embedded in the scheme of work as well as the policy. I have been trying to mull over some examples which could be used to acknowledge cultural/faith views (these may not be at all helpful but I was trying to think of examples which were both tangible and sensitive). Perhaps it could be discussed that some people (with religious views) think marriage is a commitment before God, other people wouldn't have that view. You could even perhaps briefly compare a Christian marriage vow with a Humanist marriage vow.

Thank you again for all the work that has gone into the policy and scheme of work. You all do a fab job.

Faith and relationships - to recognise that different faith groups will have different approaches to sex and relationships - e.g. waiting until marriage before consummating a relationship.

No, though I think I will address some of the issues earlier as and when natural opportunities arise. I am particularly supportive of discussing issues of diversity and inclusion.

The proposed curriculum covers all important areas in an age-appropriate context.
