**SRE Consultation June 2021**

**Children**

**Draw and Write with children- 22nd June 2021**

We completed a draw and write exercise with 14 children from across the school, 7 girls and 7 boys. We included 5 pupil premium children in the sample.

Children were asked to first draw an imaginary person with their clothes on, ready to go out. They were then asked to draw this same person having just got out of the shower. Finally, they wrote how they feel about growing up.

Two children drew male genitals (penis). No children drew female genitals or breasts. Two children drew increased hair on a naked person and two children drew chest muscles. A few children drew facial hair and beards on male pictures.

Children were asked to write words to explain how they knew their person was grown up. No child wrote any medically correct words (e.g. penis, vagina). The majority of children wrote generalised things like ‘they are stronger, they have a job, they eat more and one child pointed out that they knew they were grown up because they ate all their veg’.

Children across all the age ranges identified make up with being grown up with several children drawing lipstick, gloss and eye make up. One child identified they’d need deodorant and a few drew perfume or aftershave. No children identified that a grown up woman would need sanitary products.

A number of children equated being grown up to being attractive or cute. One (male) child said that a grown up girl would be thinner and that they would be happy because they’re not fat anymore.

Most children said they felt happy or excited about growing up. One child said they were excited to have new adventures. Some children said they felt scared, worried or upset that it wasn’t good to be grown up. One child said they felt sad because it’s nice to be little. One child said they were worried about how they’d make their own choices as an adult.

**Focus Groups**

We worked with two focus groups of 8 children from Y5/Y6. Children were asked to order things they wanted to learn and to add in any extra areas which hadn’t been covered.

When averaged, children ranked areas for teaching as follows (most important at the top)

How a baby is made

More about puberty and what body changes are normal

Being confident in my own body

Looking after my body as I grow and go through puberty

What lesbian and gay means

Love and how we show it

Saying no and disagreeing with someone

The children also added independently that they want to be taught about marriage (how this works, how you get married and how you get along with someone you are married to) and about LGBTQ+ identities (what the + means and about the other identities beyond lesbian and gay).

**Pupil Survey**

Children were asked about a range of PSHE topics and asked if they had ever learned these things at school.

A large majority of children could remember learning about being a good friend, staying safe on the internet, being safe out and about, people from different religions, how you can keep healthy and about looking after their mental health. Less children (but still a majority) reported learning about racism, prejudice and different kinds of families. Less than half of children recalled learning about taking care of money as they gown up and about how their bodies will change as they grow up.

**Parents**

We sent a questionnaire electronically to all parents/carers to ask their views. We also reminded all parents twice before the questionnaire closed.

29 families responded to this questionnaire.

On the whole, parents were very keen for us to include additional content in our Relationships and Sex programme.

Five parents raised concerns. Four of these concerns were raised by parents who simply felt their children were too young to need this content. One parent expressed that they feel it is a parents’ role to teach this and that this should be taught at home.

All other parents expressed that additional content should be taught in an age-appropriate way.

69% of parents said that their children have asked questions about growing up, sex and relationships. Areas children have raised at home include love, marriage and how babies are made, same sex relationships and transgender as a term, about the need to keep body parts private, consent and gender identity, puberty and reproduction, boyfriends and girlfriends, hair and body discharge.

97% of parents said children should be taught about relationships at school.

We asked parents specifically about certain areas of learning we might include in an additional sex curriculum.

87% of parents wanted us to include lessons on how babies are conceived, how to identify risks online, your body as private and how to resist pressure to do things you don’t want to do.

78% of parents wanted us to include lessons on puberty, menstruation and periods, the reproductive process and how babies are born.

70% of parents wanted us to include lessons on erections and wet dreams.

The majority of parents (85%) felt the school was best placed to judge when we teach these things.

15% felt they should only be taught in KS2.

Most parents already felt very confident about talking to their own child about these things (average score of 4.34/5)

Parents also raised concerns and asked for content to be included about body positivity, unhealthy relationships with being thin, airbrushing in the media, children taking images of themselves, understanding the dangers of online gaming and mobile phones, YouTube, online pornography and the sexualisation of children at an increasingly young age.

A number of parents raised using the correct anatomical terms to describe the body with a few parents advocating for this from a professional point of view (medical professionals and a parent working in probation).

**Staff**

A short training session was held for all staff which focussed on introducing staff to the new content and considering their own subject knowledge, as well as giving staff space to voice their own opinions on the teaching of Relationships and Sex Education.

We also sent a short survey to all staff to be completed.

62% of staff had been asked questions about growing up, sex and relationships by children at school. Topics raised were similar to those discussed by parents.

77% of staff felt additional content about sex should be included with staff feeling that it is important that children are taught about puberty, periods, reproduction, identifying risks, your body as private and how to resist pressure. Staff were less sure about including content on erections and wet dreams or how babies are conceived, although a clear majority did think it was important to include these things.

Staff unanimously thought that things should be taught across the school in an age appropriate way.

Staff were much less confident than parents to talk to children at school about these issues, with an average rating of 3.08

**Actions from the consultation**

* Share more with parents the content that will be taught in different year groups, how this varies according to age and how we make sure the content is age appropriate
* Improve the confidence of staff to talk to children about these issues with regular staff training, especially for TA staff who felt the least confident
* Consider whether sessions should be taught in split gender groups as was requested by some staff
* Plan a complete RSE curriculum to include additional sex content- making very clear which specific lessons form part of this content
* Carefully consider including content on erections, wet dreams and masturbation as these areas were most problematic for parents and staff.
* Devise and implement a process for parents to withdraw their child if they deem necessary
* Purchase an appropriate teaching aid (e.g. video series) for teaching sex education
* Share outcomes with parents, staff and children (as appropriate)
* Share new proposed curriculum with appropriate information sessions for parents to learn more
* Consider an increased focus on body image and imagery online
* Consider an explicit focus on taking and sharing images of yourself