

# Newham RSHE Consultation Information from Autumn Term 2019

| Date     | Meeting                            | No. present | Content of meeting  | What we discovered  | What we did with this information   |
|----------|------------------------------------|-------------|---|---|---|
| 25.11.19 | RSHE leads primary network meeting | 40+         | Teachers fed back to us around: <ul style="list-style-type: none"> <li>• Myth busting sheet</li> <li>• Fact sheet</li> <li>• Policy</li> </ul> Parental consultation advice | <ul style="list-style-type: none"> <li>• Suggested new myths</li> <li>• Suggested changes to factsheet and policy documents</li> <li>• Schools are concerned about doing a consultation with certain parents</li> </ul> | <ul style="list-style-type: none"> <li>• Added new myths to the sheet and write answers to them</li> <li>• Made changes to the factsheet and policy where appropriate</li> <li>• Sent out PPT containing advice on parental consultation, and have worked on advice document to go out to schools in Spring term 2020</li> </ul> <p>We learnt DON'T:</p> <ul style="list-style-type: none"> <li>• Promise something you can't deliver, e.g. single sex classes for aspects of RSHE when the time table makes it impossible. However time tables could be changed to allow for that if it was important to the pupils and their families</li> <li>• Say you are going to engage with parents more often than you intend to.</li> <li>• Be condescending or dismissive of parent's concerns.</li> </ul> |
| 26.11.19 | RSHE leads secondary               | 10+         | Teachers fed back to us   | <ul style="list-style-type: none"> <li>• Suggested new myths</li> </ul>   | <ul style="list-style-type: none"> <li>• Added new myths to the sheet</li> </ul>  |

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|          | network meeting    |             | around: <ul style="list-style-type: none"> <li>• Myth busting sheet</li> <li>• Fact sheet</li> <li>• Policy</li> </ul> Parental consultation advice  | <ul style="list-style-type: none"> <li>• Suggested changes to factsheet and policy documents</li> <li>• Schools are concerned about doing a consultation with certain parents</li> </ul>   | and write answers to them <ul style="list-style-type: none"> <li>• Made changes to the factsheet and policy where appropriate</li> <li>• Sent out PPT containing advice on parental consultation, and have worked on advice document to go out to schools in Spring term 2020</li> </ul> We learnt DON'T: <ul style="list-style-type: none"> <li>• Promise something you can't deliver, e.g. single sex classes for aspects of RSHE when the time table makes it impossible. However time tables could be changed to allow for that if it was important to the pupils and their families</li> <li>• Say you are going to engage with parents more often than you intend to.</li> <li>• Be condescending or dismissive of parent's concerns.</li> </ul> |
| 20.11.19 | Parental Governors | 30+         | We asked them what parents want to see in RSHE, and also about any concerns that they had. Parental governors fed back to us around: <ul style="list-style-type: none"> <li>• Myth busting sheet,</li> <li>• Factsheet,</li> <li>• Policy documents</li> </ul> | <ul style="list-style-type: none"> <li>• Very high levels of concern around who would be teaching pupils in schools and what training would be given to teachers to help them do this well</li> <li>• Concerns around content</li> <li>• Concerns around sexualisation of children</li> <li>• That SOW wouldn't be sensitive to their children's religious background</li> </ul> | <ul style="list-style-type: none"> <li>• Parental governors impacted with knowledge of the law positively – a lot of concerns were dispelled around new guidance</li> <li>• Once parental governors knew the truth of what is changing and why, they could see there has been a lot of ignorance peddled as truth within some communities, which has not helped parents really engage</li> </ul>   |

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|                        |   |             |  | <ul style="list-style-type: none"> <li>• Children would be confused about gender issues</li> <li>• Suggestions about working with local communities – ie a roadshow to help dispel ignorance around RSHE</li> </ul>  | <p>with an important topic</p> <ul style="list-style-type: none"> <li>• Parents engaged positively with the approach Newham is taking and the plans in place</li> <li>• Parents felt listened to, when some expected to be ignored</li> <li>• Added new myths to the sheet and write answers to them</li> <li>• Made changes to the factsheet and policy where appropriate</li> </ul> |
| 11.10.19               | Councillors   | 30+         | Presented the new changed to the law and our plan of action as an LA. Councillors representing various community groups then thought about 4 questions around RSHE and fed back their thoughts and concerns at the meetings as well as through points they wrote | <ul style="list-style-type: none"> <li>• Some of our draft documents need the language simplifying</li> <li>• Suggested new myths</li> <li>• Suggested changes to factsheet and policy documents</li> <li>• Councillors are concerned about keeping local communities on side</li> </ul> | <ul style="list-style-type: none"> <li>• Councillors felt more able to field questions, as they knew the plan of action</li> <li>• We could see the tension in the room between those who were very strongly religiously motivated and those who were strongly LGBT+ background motivated</li> </ul>  |
| 14.10.19               | Heads meeting   | 60+         | Presented the new changed to the law and our plan of action as an LA. Head could feedback on 4 questions around RSHE and fed back their thoughts and concerns at the meetings as well as through points they wrote   | <ul style="list-style-type: none"> <li>• Heads under pressure around what might happen at their schools, particularly parental consultation and issues</li> <li>• Positive about working together and the plan of action</li> </ul>  | <ul style="list-style-type: none"> <li>• Head-teachers felt more able to field questions around RSHE , as they knew the plan of action</li> <li>• Confident in the approach being a good one</li> <li>• The meeting felt united, that we were all working together for the good of our pupils</li> </ul>  |
| October- November 2019 | Meeting with various LGBT individuals and group representatives who are professionals and parents within Newham | 5+          | They each have a very different stance on the introduction of RSHE and LGBT+ equality in schools.  | <ul style="list-style-type: none"> <li>• People who would identify as LGBT+ are all very different in terms of their identity.</li> <li>• Those who are older and have had to work hard to see their</li> </ul>  | <ul style="list-style-type: none"> <li>• It was felt that all children or those exploring a LGBT+ identity should be given extra support although it was understood that leading questions could be</li> </ul>  |

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|      | schools |             | <p>For some the conflict between the views of their religion and their sexuality is a stress point, but realise that each religion has a wide range of views concerning most things.</p> <p>There was an understanding that for parents, their children are the most precious thing in their lives and that the school needs to try to work inside the boundaries of the parents and the law, to deliver good quality RSHE.</p> | <p>rights established, now understand what it is like to get people to listen, when it seems people are not listening. They respect that some of their parents come from a different understanding concerning LGBT+ people and work with those parents even though they may not agree with their stance</p> <ul style="list-style-type: none"> <li>• It became clear that there should be a duty of care to staff who may be seen by some as 'different' these may be staff from LGBT+ communities who feel at risk from some parents, or staff from religious communities where their religious views may be at odds with the prevailing ethos of inclusion and equality in the school.</li> <li>• One senior manager felt that by being a visible gay person, it meant that there was a safe place for staff to go and at the same time they could be a role model for LGBT+ staff coming through the ranks.</li> <li>• There is also a need for teachers to clearly understand the difference between gender identity, sex identified at birth and sexual orientation and other terms concerning LGBT+</li> </ul> | <p>damaging for children and should not figure in any conversations.</p> |

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|               |   |             |  | <p>identity. There was no suggestion that these terms should be used in the classroom at primary school.</p>  |   |
| December 2019 | Primary Pupil consultation with 3 schools | 60+         | <i>Pupils in years 5-6 took part in questionnaires and discussions</i> | <ul style="list-style-type: none"> <li>• Primary school pupils were mostly content with the topics covered in RSHE, however some wanted to learn more about issues like loss, sex and LGBT+ relationships.</li> <li>• Pupils were worried about puberty changes, (boys about how their voice might change and girls about menstruation) and transition to secondary school. They were also worried about how to deal with problematic or negative relationships.</li> <li>• Most primary school pupils would actively intervene if someone was being bullied.</li> <li>• A few children had learnt about sex from places (including the internet) other than their parents or school.</li> <li>• Most wanted to learn about RSHE from their parents as well as school.</li> </ul> | <ul style="list-style-type: none"> <li>• Information sent to schools to inform their RSHE provision.</li> <li>• Working with school nurses to develop materials to use for teaching about puberty.</li> <li>• Working with wellbeing providers in Newham schools.</li> <li>• Passing this information to school as encouragement for their approach to anti-bullying.</li> <li>• Flag up possible risks to schools and parents.</li> <li>• Have requested funding from Newham to set up a project to skill up parents to talk to their children concerning RSHE. This approach was also requested by parent governors.</li> </ul> |

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| December 2019 | Secondary pupil consultation with 3 schools | 60+         | <i>Pupils in year 10-11 took part in questionnaires and discussions</i> | <ul style="list-style-type: none"> <li>• 63% of secondary pupils felt that human reproduction should be taught within primary schools</li> <li>• Significant numbers wanted to learn about LGBT+ relationships, but there was also a number of students with a very negative approach to LGBT+ people and relationships.</li> <li>• Students also wanted to learn more about how to deal with negative relationships and 'heartbreak'.</li> <li>• Students were not so ready to intervene if bullying took place.</li> <li>• Their main worry concerned gangs and violent crime.</li> <li>• School was generally a trusted place to learn about RSHE.</li> <li>• Boys especially wanted to learn more about RSHE from their parents than they thought was possible.</li> </ul> | <ul style="list-style-type: none"> <li>• Advice sent concerning the teaching of human reproduction in primary schools</li> <li>• This finding has implications for equality and discrimination in secondary schools and needs to be handled well in schools.</li> <li>• Information passed to schools</li> <li>• Need to work with schools to look into this and find solutions</li> <li>• Information passed to councillors for consideration.</li> <li>• Supports the need for us to make sure it stays that way.</li> <li>• Have requested funding from Newham to set up a project to skill up parents to talk to their children concerning RSHE. This approach was also requested by parent governors.</li> </ul> |
| 12.11.19      | Imam meeting                                | 30+         | Presented the new changes to the law and our plan of                    | <ul style="list-style-type: none"> <li>• Very supportive of the LA approach</li> </ul>   | <ul style="list-style-type: none"> <li>• Since this meeting Claire has had less enquiries about negative</li> </ul>   |

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|                      |                |             | action as an LA. Imams fed back their thoughts and concerns at the meeting   | <ul style="list-style-type: none"> <li>Some mosques are teaching RSHE with secondary aged pupils and are serious about wanting to equip them to make positive choices within the boundaries of their religious teachings</li> <li>Wanted ongoing relationship with schools so that concerns can be raised, listened to and work together</li> <li>RSHE is tricky topic for many Muslim parents to feel equipped to discuss with their children, but want to schools to work with parents to be able to do this.</li> </ul> | <p>parental attitudes to RSHE</p> <ul style="list-style-type: none"> <li>We felt very supportive in our work coming out from this meeting</li> <li>Many of the Imams in the room were encouraged with the information, and encouraged that RSHE in Newham was being sought to be taught in a faith sensitive way</li> </ul>   |
| October and November | SACRE meetings | 30+         | Jo attended SACRE meeting and presented the new changes to the law and our plan of action as an LA around RSHE. Questions were taken from members and answers given. At the 2 <sup>nd</sup> meeting SACRE members came together to work on the policy document for schools and the factsheet and myth busting sheet<br>Handed out survey for faith leaders to complete on RSHE | <ul style="list-style-type: none"> <li>SACRE was very supportive of the approach of the LA and schools</li> <li>SACRE was keen to edit and feedback on the documents Jo and Claire are producing for schools to give a religion and worldviews input</li> <li>SACRE was keen to get faith leaders to be involved in the faith leaders survey</li> </ul>  | <ul style="list-style-type: none"> <li>Faith leaders survey confirmed what we had already heard from headteachers, councillors, SACRE and governors – in a helpful way</li> <li>Updated policy documents in the light of SACRE suggestions and advice</li> <li>We mustn't hold back from educating pupils about puberty and relationships, even if families have taboo's around these issues. Members spoke of how their experience had not always been positive, we shouldn't allow this to continue.</li> </ul> |
| Sept-December 2019   | DfE and Ofsted | N/A         | Both Claire and Jo have had meetings (separately) with jade from the DfE – Claire's  | <ul style="list-style-type: none"> <li>Guidance should be clearer on reproduction and not leave the decision to head-</li> </ul>   | <ul style="list-style-type: none"> <li>Invited them to come to the training</li> <li>Interested in getting some</li> </ul>  |

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|          |  |             | <p>was about working with religious groups, and how SACRE can make a positive impact in this dialogue for schools. Jo's was about science and reproduction and RSHE advice clarification</p> <p>Paul Harris met with National lead for OFSTED and discussed the approach we have taken regarding consultation and plans for creation. It was clear that this was seen as a sensible and effective approach.</p> | <p>teachers – may make them vulnerable</p> <ul style="list-style-type: none"> <li>World views and teacher training need</li> </ul>                                   | <p>of our documents</p> <ul style="list-style-type: none"> <li>Keeping channels of communication open</li> </ul>  |
| 28.11.19 | SEND practitioners in Newham with the DfE and PSHE association meeting | 10+         | To learn what is needed to be able to deliver the RSHE guidance in schools for SEND pupils  | <ul style="list-style-type: none"> <li>There was more expertise in Newham around this</li> <li>Good to get together and realise how much we have to offer</li> </ul> | <ul style="list-style-type: none"> <li>If any advice is needed for schools on SEND, the special provision schools have some excellent practice to share</li> <li>A stronger link to the PSHE association and DfE</li> </ul> |

