

Parental Consultation Results Analysis: Relationships and Sex Education (RSE) and Health Education

1. I think RSE and Health Education is an important part of the school curriculum.

[More Details](#)

Strongly agree	15
Agree	10
Neutral	4
Disagree	1
Strongly disagree	0



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

[More Details](#)

Strongly agree	19
Agree	7
Neutral	2
Disagree	1
Strongly disagree	1



3. I understand the RSE and Health Education policy at Ormiston Sandwell Community Academy.

[More Details](#)

[Insights](#)

Strongly agree	10
Agree	11
Neutral	3
Disagree	4
Strongly disagree	2



4. I support the academy's vision and aims for RSE and Health Education.

[More Details](#)

[Insights](#)

Strongly agree	10
Agree	12
Neutral	2
Disagree	5
Strongly disagree	0



5. I am aware of the topics that will be covered within RSE and Health Education sessions at Ormiston Sandwell Community Academy.

[More Details](#)

Strongly agree	11
Agree	14
Neutral	2
Disagree	1
Strongly disagree	2



6. I am aware how students with addition needs (SEND) will be taught the range of RSE and Health Education topics required by the curriculum? See section 1.2.3.11, section 2.3.3 and section 5.2.

[More Details](#)

Strongly agree	7
Agree	15
Neutral	6
Disagree	1
Strongly disagree	1

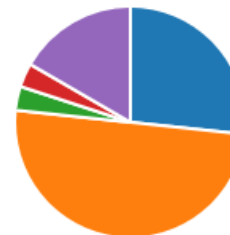


7. I am aware of how to submit a request to withdraw my child from the elements of sex education that are not taught as part of the compulsory national science curriculum.

[More Details](#)

[Insights](#)

Strongly agree	8
Agree	15
Neutral	1
Disagree	1
Strongly disagree	5



8. Is there anything that you think we have not covered that needs to be addressed within the RSE and Health Education policy?

Parental Response	OSCA Response
<p>Consent</p>	<ul style="list-style-type: none"> • In accordance with government guidelines, the RSE & Health Education Policy highlights: • 2.2.4.1 (page 7) the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • 2.2.4.2 (page 7) how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • 2.2.5.1 (page 7) how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
<p>Mental health issues like depression, social anxiety, personality disorders and where to get help from.</p>	<ul style="list-style-type: none"> • In accordance with government guidelines, the RSE & Health Education Policy highlights: • 2.2.6.1 (page 8) how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • 2.2.6.2 (page 8) that happiness is linked to being connected to others. • 2.2.6.3 (page 8) how to recognise the early signs of mental wellbeing concerns. • 2.2.6.4 (page 8) common types of mental ill health (e.g. anxiety and depression). • 2.2.6.5 (page 8) how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • 2.2.6.6 (page 8) the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. • In addition, support for students is signposted during RSE & Health Education sessions, as well as around the Academy.

<p>To ensure that all communities are satisfied and happy in the way all relationships are shown, so it is in keeping with their traditions.</p>	<ul style="list-style-type: none"> • In accordance with government guidelines, the RSE & Health Education Policy highlights: <ul style="list-style-type: none"> • 2.2.1.1 (page 5) that there are different types of committed, stable relationships. • 2.2.1.2 (page 5) how these relationships might contribute to human happiness and their importance for bringing up children. • 2.2.1.3 (page 5) what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • 2.2.1.4 (page 5) why marriage is an important relationship choice for many couples and why it must be freely entered into. • 2.2.1.5 (page 5) the characteristics and legal status of other types of long-term relationships.
<p>Health education should be the priority. Sex should not, taking into account people who have religious beliefs. I.E your husband and wife before anything else.</p>	<ul style="list-style-type: none"> • In line with the RSE & Health Education policy, OSCA offers a balanced curriculum in accordance with government guidelines. This means that we must teach both Health Education and Sex/Relationship Education. However, it is important to note that as an Academy we do not 'promote' sex before marriage, rather we educate students about safe and healthy relationships. • The RSE & Health Education policy highlights why marriage is an important relationship choice for many couples and that young people have a choice to delay sex or to enjoy intimacy without sex. • Students are taught that all aspects of their health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

9. Is there anything that you think we have not covered that needs to be addressed within the RSE and Health Education curriculum? If so, please specify in which year group this should be included.

Parental Response	OSCA Response
<p>Consent should be taught from right at the start, not left until yr 11, consent is extremely important and with all years it should be stressed upon.</p>	<ul style="list-style-type: none"> • At OSCA we operate a spiral curriculum within RSE & Health Education. This means that topics are revisited over time, and each time in greater depth than the last. • Themes surrounding the topic of consent are introduced in Year 7 and revisited throughout a student’s journey at OSCA. • For example, students are introduced to the topic of consent through the theme of Healthy Relationships in Years 7-9 relating to “falling in love” and “teenage pregnancy”. Students revisit these themes in Year 9, where they explore consent in some depth. The topic is integrated into sessions in Year 10, such as “sex for the first time”. Then again, the topic of consent is revisited within Year 11 in greater depth. • The level of understanding of topics (including consent) at each developmental stage of a child’s life and the teaching resources used, have been created in collaboration with a number of approved sources such as the PSHE Association, Childline and BROOK.
<p>Mental health issues. How important health is to wellbeing. The importance of fresh air, socially interacting face to face and not just on electronic devices.</p>	<ul style="list-style-type: none"> • Mental Health is covered throughout a student’s journey at OSCA. As a whole school we explore Mental Health Week and Children’s Mental Health Week. • The importance of “fresh air and social interaction” are taught through topics such as; Healthy Living, Sleep Health and Responsible Health. • This is also highlighted in the RSE & Health Education Policy 2.2.8 <i>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. (page 8)</i> • In addition, we cover a wide range of topics throughout each term on the subject of mental health including; depression, resilience, mindfulness, dealing with anxiety, growth mindsets and managing stress. • Every session within RSE & Health Education signposts where students can go to get help. Support for students is also signposted around the Academy.

<p>What role religion plays in sex education.</p>	<ul style="list-style-type: none"> • In accordance with government guidelines, the RSE curriculum has been designed with consideration from different religious and non-religious perspectives to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all. • RSE does not 'promote' sex before marriage, rather it educates students about safe and healthy relationships. • The RSE curriculum highlights why marriage is an important relationship choice for many couples, particularly within many religions, and that young people have a choice to delay sex before marriage. • Nor does RSE 'promote' LGBT+, it educates students on the fact that there are different types of committed, stable relationships. • These subjects are designed to foster respect for others and educate students about healthy relationships in the context of the law. • The RSE curriculum teaches how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might encourage prejudice). • In addition, students are taught that within our Academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.
---	--

10. As a parent, do you feel like you need more information or guidance on specific topics? How would this information be best communicated? Please do get in contact with us by providing your name and contact details should you wish to discuss anything further.

Parental Response	OSCA Response
<p>On your website it's difficult to find the area on how to pull your child out of certain aspects of RSE.</p>	<ul style="list-style-type: none"> • We have made it easier to access the RSE Policy and information on how to withdraw your child from certain aspects of the RSE curriculum on the Academy website. • Go to the Parent Tab - Select RSE & Health Education Policy from the dropdown menu – go to page 14 of the RSE policy. • If a parent/carer wishes their child to be withdrawn from RSE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to Mrs Kaur (PSHE Lead). • Parents will not be able to withdraw their child from Relationships education in primary school or secondary school. • At secondary school level parents will be able to withdraw their child from Sex education (other than the Sex education which sits in the National Curriculum as part of science in maintained schools).

	<ul style="list-style-type: none"> • However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16)
<p>I do believe parents need to know when each subject is being discussed and learnt so they can be prepared to answer any questions after the lessons and also then know their child is aware of such subject.</p>	<ul style="list-style-type: none"> • At OSCA we also believe that collaborative learning is important and welcome parental support in guiding children to making informed life choices. • An overview of topics taught and when they are taught throughout the year can be found on the academy website to help parents/carers support their child through the programme of study. • The following sources are a good place to help you support your child: • https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools • https://www.childline.org.uk/info-advice/ • https://www.brook.org.uk/ • https://www.relate.org.uk/ (Parenting teenagers section) • www.riseabove.org.uk • www.thinkuknow.co.uk • If you have any questions please contact Mrs Kaur (PSHE Lead) saranjit.kaur@ormistonsandwell.org.uk for further guidance.