



Rokeby RSHE Consultation Information Autumn Term 2023

Consultation Area	Content of consultation	What we discovered	What we did with this
<p>Parent/carers consultation</p> <ul style="list-style-type: none"> Parents/carers invited to take part via two parent/carers bulletins sent to all families of students at Rokeby, and printed on the website under 'parent information' 	<ul style="list-style-type: none"> The aims of RSHE at Rokeby Curriculum overview (including links to British Values and SMSC) The importance of keeping our young people safe, both now and in the future (emotional, physically and legally) Faith sensitivity in delivery of the curriculum The use of 	<ul style="list-style-type: none"> Misconceptions with regards to both parent/carers consent, and curriculum content, based on media reports 	<ul style="list-style-type: none"> Addressed misconceptions and referred parents/carers to policy Discussed age appropriateness of resources used and the 'right to withdraw' from parts of RSHE Clear outline of curriculum content in all subject areas, including both the Science (Human Reproduction) and RE curriculums (Human Relationships), published on school website Particular details given as to how we teach students to stay safe online, including teaching them about the dangers of 'pornography' and 'grooming' in P4C sessions, workshops during

	<p>external agencies such as 'Tender' to deliver specialist workshops relating to 'misogyny', FGM and gender based violence and abuse.</p> <ul style="list-style-type: none"> • Parent/carer consent prior to the delivery of sexual health workshops 		<p>Health and Wellbeing week, assemblies and in the Computer Science Curriculum.</p>
<p>Student consultation</p> <ul style="list-style-type: none"> • Year 10 Students took part in questionnaires and discussions with Dr Jo Sell (Newham RSHE Advisor). All parents/carers gave consent for their children to take part 	<ul style="list-style-type: none"> • Questionnaires and discussions surrounding experience and views of RSHE curriculum delivery • Capture student feedback on personal experiences with regards to some RSHE related issues 	<ul style="list-style-type: none"> • Main concerns of students were gangs and violent crime in the local community • Boys wanted to learn more about RSHE from their parents than they thought was possible • The students were unsure as how they would support a fellow student if they were to suffer 	<ul style="list-style-type: none"> • Continued work with School Police Officer • Philosophy for Children Sessions on 'county lines' and 'online grooming' • Focus on staying safe online in Computer Science lessons • Curriculum content and extra-curricular opportunities as part of Diversity and Equality Month (February) focussed on The Equality Act 2010 and the 'protected characteristics' • Student Equalities Group to lead

		homophobic bullying (apart from telling a teacher)	on focussed campaign on how to be proactive in preventing and tackling discriminatory bullying
Staff Consultation <ul style="list-style-type: none"> • All teaching and support staff attended as part of school CPL programme • Additional NQT and PGCE training opportunities through the school CPL programme 	<ul style="list-style-type: none"> • Outline of RSHE statutory framework • What has changed? • What has stayed the same? • What should be covered? • Myth busting sheet • Evaluation sheet- including ideas for future staff training 	<ul style="list-style-type: none"> • Staff are clear on the aims of RSHE and how it is delivered • Staff wanted more training to develop their practice • Staff have a clear understanding of the Safeguarding Policy 	<ul style="list-style-type: none"> • Staff twilight- 'How to deal with 'awkward' conversations in the classroom' (collaboration between RSHE Lead and Designated Safeguarding Lead)
Governor consultation <ul style="list-style-type: none"> • (Community and Teaching & Learning sub-committees) 	<ul style="list-style-type: none"> • Aims of RSHE • Changes in legislation, including parental/carers consent protocol 	<ul style="list-style-type: none"> • Governors are fully supportive • We should not miss the opportunity to explore commonalities in 	<ul style="list-style-type: none"> • Explicit mention of heterosexual relationships, as well as homosexual relationships within the policy • Philosophy for Children enquiries centred upon 'consent', 'healthy relationships',

	<ul style="list-style-type: none"> • Curriculum content and outline (including explicit links to British Values and SMSC) • Use of external agencies where appropriate 	all types of relationships such as the importance of 'consent' in both homosexual and heterosexual relationships	and the law
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