

PSHE Policy - Parent Consultation Outcome

“PSHE is a crucial part of children’s learning as it encompasses real and current issues and can be adapted according to issues/events that arise.”

100% agree PSHE Education was an important part of their child’s learning in school.

All respondents agreed the PSHE policy provided enough information. 	One respondent suggested a summary highlighting key points at the beginning would be useful. <i>The policy is broken down with subheadings and follows PSHE Association guidance. A summary will be added to our website for quick reference.</i>
	One respondent requested more information on sex education. <i>Letters are sent to parents/carers ahead of puberty and sex education lessons giving more detail and links to suitable websites to support discussions at home. Please contact the school office with any specific questions or to see examples of what we learn.</i>

33 out of 34 respondents agreed that puberty and menstruation should be taught early Y5.

Sex education is taught end of Y6 - 31 out of 34 said this was the right time. 	Two respondents said ‘too late’ and suggested combining with year 5’s puberty session. <i>The sessions do compliment each other. Y5 covers menstruation, period products and body changes in boys and girls, hygiene linked to these changes and how they prepare our bodies for making and carrying babies. The Y6 sessions detail how a baby is made from conception to birth, revisits and goes into more detail about puberty, menstruation and body changes. Running these across two years enables the revisiting and enhancing of topics.</i>
	One respondent felt there was room to introduce the concept much earlier (KS1). <i>The conversations had in Y5 and Y6 require a level of maturity not normally present in younger children. Younger children learn about their bodies, that private parts should remain private, know scientific names for body parts and that our bodies change as we grow. Parents are, of course, able to answer their own children’s questions as they feel appropriate.</i>

Do you feel any changes to the long term plan should be made? 3 responses as follows:

- 1. Friendships, stereotypes and bullying** should be earlier than Y4. *These topics are taught throughout school. In addition, Inclusivity Week addresses bullying through Anti-Bullying Week resources and equality/diversity/stereotypes plus these topics are frequently discussed in Collective Worship.*
- When talking about, **menstrual cycle, the change in hormones** and potential behaviour should be talked about. *This is addressed as part of our Y5 and Y6 puberty/RSE lessons. The long term plan only gives a brief overview. The new curriculum from 2026/7 also explicitly covers managing physical and emotional changes that will occur in puberty, new sleep patterns and supporting mental health.*
- More on **financial management** and something on **dispute resolution**. *The ‘friendships’ and ‘relationships’ units include falling out/making up in KS1 and conflict resolution in KS2. We also support children to resolve disagreements during play and group activities; working together and finding solutions. Understanding money, needs vs wants, keeping money safe and risks involving money is taught in Years 2, 4 and 6.*

 **When teaching about menstruation, are the boys included in this?** *We feel it is important that boys and girls receive the same information and understand how each others’ bodies work to remove hearsay and taboo. Boys and girls are taught about body changes that happen to both sexes during puberty, however sessions are separate so that the children are more comfortable asking questions. In Year 5 girls’ session, there is more detail about the use of period products.*