



# CIOS PSHE Curriculum Working with Parents and Carers Module 7

# Aim

To provide a framework for schools to support them to inform and involve parents and carers in PSHE that is effective in the real life context of their school.

# Learning outcomes

By the end of the session teachers will;

1. be able to summarise the statutory requirements and good practice guidance in relation to informing and involving parents and carers in PSHE
2. describe an increase in knowledge of parent's rights to withdraw their child from sex education and RSE and how to manage requests

# Pause for thought

1. How does your school currently communicate with parents generally, and specifically about PSHE? What works best?
2. Have you provided any information to parents about PSHE, how was it received?
3. Have there been any issues with parents and RSHE/PSHE in the past?



# Practical options

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- **Commit to actively communicate** with parents about PSHE throughout all key stages using a variety of methods. This will help to build trust and develop a positive view of PSHE, it's importance in their child's life, the approach to teaching and an understanding of its breadth and content and help responding to challenging issues.
- **Publish your PSHE policy including your curriculum**, on the school website and consider including FAQ's.

# Practical options

- Hold **information evenings** – explaining what will be taught and sharing resources that will be used, these can be themed and held at the start of each school year/term to allow for questions.
- **Provide advice** on how to talk to children about PSHE topics at home and links to organisations and services which can provide additional support for parents and families
- Consider having an **open door policy** for parents come into school to meet with their child's teacher

# Practical options

- Conduct a **parent survey** to gauge knowledge and understanding of PSHE, and to identify questions and concerns. This can be used to plan open evenings/information events/communications between school and home.
- You may want to host a **parent's policy consultation group** to review your school policy in more detail and conduct a survey on key policy questions.





# Potential challenges and possible ways forward

# Potential challenges – diverse experiences

- Children and young people have different families including some who will be in the care system, or who are bereaved – our work with parents and carers should be as inclusive and welcoming of all families as possible
- Some parents haven't had a good experience of school and may find it a challenge to engage with school
- Families in need and safeguarding concerns may require specific consideration

# Diverse experiences possible ways forward

- Lessons in the Curriculum address diversity in families – share with parents
- Check that school communication to parents is inclusive
- Provide a range of ways for parents to get involved – try new things, seek and act on feedback, build that up over time
- Flexible options for parents – opt in and out
- Hold discussions with colleagues and seek support

# Potential challenge - moral, religious and cultural issues

They will happen and they may generate strong responses.

To help you respond it is useful to be able to communicate and uphold the following,

# Potential ways forward

- A clear description of PSHE, why it's important along with your approach to teaching it
- The CIOS approach to inclusive PSHE to prepare children and young people for life in the 21<sup>st</sup> Century
- Your school's position on the topic in question
- The equality duty that is required of schools
- The key children's rights the PSHE topic upholds
- How your school respects the religious background of pupils

# Potential challenges – children's rights

- Children have rights laid out in the UNCRC
- Rights which underpin PSHE include; privacy, education and healthcare of the highest standard, right to freedom of association, to access information, freedom of thought conscience and religion
- There can be a tension between the rights of the child and the rights of the parents and how those rights are secured

# Possible ways forward

- Have a transparent, openly communicated commitment to children's rights
- Children's rights underpin the PSHE curriculum – share this with parents
- Become comfortable with your school position on key issues and skilled in explaining them to parents and carers to help reassure and resolve concerns – you may find the Script model outlined in Module 6 helpful
- One way the balance between children and parents rights is seen to be addressed is the right for parents to withdraw their child from certain parts of the RSE curriculum



# Requirements and recommendations: parents and policy



# Policy and parents

Make your policy relevant to your school. Creating a good policy provides an opportunity for open communication, transparency and building trust in your approach to PSHE teaching and support when dealing with challenging issues.

It is important to allocate enough time and resource to the task.

# Policy and parents

- School's RSHE Policy must include a definition of RSHE/PSHE Education including an equality statement that is easy to read and understand and freely available
- Set out the subject content, how it is taught and who is responsible for teaching it including how PSHE is monitored and evaluated

# Policy and parents

- Provide clear information about parents right to request that their child be excused RSHE
- Outline legal requirements on the school and links to other school policies

# Policy and parents

- How delivery of the content will be made accessible to all pupils including those with SEND
- You may also want to include how your school will approach children's rights, LGBT+ inclusion and other key topics
- How the policy has been produced and how it will be kept under review and include who approves the Policy

# Consulting with Parents and Carers

- Once schools have prepared their PSHE programme and drafted their policy this should be communicated to parents and carers
- Every opportunity should be given for parents to understand the purpose and content of RSHE (PSHE)
- Listen to feedback sensitively and where appropriate feed into planning or teaching approaches

# Policy and parents

- Consultation with and listening sensitively to the views of parents does not mean that parents have a right of veto for topics set out in the Statutory Guidance, or when schools believe that it is appropriate to teach them
- Where parents have complaints about the approach which cannot be resolved through informal discussion then they should follow the school's (curriculum) complaints policy

# Parental right to withdraw

## Primary

Parents and carers have the right to withdraw pupils from sex education but not relationships or health education.

## Secondary

Parents and carers have the right to request their child be withdrawn from some or all of the sex education content of statutory RSHE, but not from the sex education taught as part of the National Curriculum

# Responding to Parent's request

- Unless there are exceptional circumstances the request for the child to be excused should be agreed
- Have a conversation to understand and possibly address concerns
- Explain curriculum approach and resources, the benefits of the subject and the risks of feeling excluded and receiving information secondhand
- You may wish to discuss the parent's plan to educate
- Pupil's have the right to opt into sex education lessons, 3 terms before they turn 16



# Relationships or sex education

Relationships and sex education are now on different legal footings in primary schools, the DFE guidance for schools is to identify how you approach and engage with parents on;

- Learning about different kinds of families
- Learning that some families may have two male or two female parents
- Learning that homophobic bullying or discrimination is wrong and must be reported if it occurs

# Relationships and sex education

- Learning that at puberty adolescents' emotional feelings for others can change and we can feel attracted to others in a physical way
- Learning that for some people that attraction is to others of the same sex
- Learning what menstruation is and its physical and emotional effects
- Learning how conception takes place in humans
- Learning about STI's

# Useful Links

PSHE Guide for parents educating at home

<https://www.pshe-association.org.uk/system/files/Guide%20for%20parents%20and%20carers%20educating%20children%20at%20home.pdf>

SEF guidance on involving parents

<https://www.ncb.org.uk/news-opinion/news-highlights/parents-and-rse>

# Useful Links

Mentally Healthy Schools Whole School Approach

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/parentcarer-engagement/>

Understanding RSHE Parents Guide Primary

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

Understanding RSHE Parents Guide Secondary

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf)