



## **All Saints' Federation**

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Sophie Ferguson

## **All Saints' Parent/Carer Relationship Education questionnaire**

# All Saints' Parent/Carer Relationship Education questionnaire

At All Saints', we are committed to providing our children with the best possible curriculum, allowing them to achieve both academically and personally. We are continuing to develop our curriculum, to not only meet the needs of our children, but also the needs of the community we serve.

Due to this, and our desire to improve the Relationship Education (RE) provided at All Saints' CE Federation, we would be grateful for your opinions on the following questions below. The further information included within the questionnaire is an extract of the Department for Education (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers under the headings:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

By completing our questionnaire, we will be able to work alongside the community to develop a curriculum which fulfils the wishes of all.

Please post your responses to the ParentMail questionnaire (below) by Friday 12 April at 23:00 when the form closes.

Thank you for your ongoing support.

Miss. Harcup

Relationship Education Leader

## **All Saints' Parent/Carer Relationship Education questionnaire**

## 1. What do you think should be covered in Relationship Education? When?

## 2. Is there anything you think we should not cover in Relationship Education?

## 3. Please read 'Families and people who care for me'. Are you happy for the school to include the following in RE lessons?

### Families and people who care for me

#### Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
  - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
  - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
  - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Yes

No

#### **4. Please read 'Caring Friendships'. Are you happy for the school to include the following in RE lessons?**

##### **Caring friendships**

###### Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Yes

No

#### **5. Please read 'Respectful Relationships'. Are you happy for the school to include the following in RE lessons?**

##### **Respectful relationships**

###### Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school 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, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Yes

No

## 6. Please read 'Online Relationships'. Are you happy for the school include the following in RE lessons?

### Online relationships

#### Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Yes

No

## 7. Please read 'Being Safe'. Are you happy for the school to include the following in RE lessons?

### Being safe

#### Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Yes

No

## 8. From 2020 Relationships Education will be compulsory for all schools to deliver. Would you also consent for your child to be taught Sex Education, in a sensitive and age-appropriate context?

Yes

No

**9. Finally, in addition to what is outlined in the guidance, is there anything else you would like to see included in our curriculum at All Saints'?**

**Name:**

**Date:**