



SEPTEMBER 2026

Relationships, Sex and Health Education

Parent Consultation and Impact Report

A clear message from families

Parents expressed strong confidence in the school's age-appropriate approach. Their main request was not for a change of direction, but for clearer information so that home and school can work together even more effectively.

Purpose of this report

In June 2026, Inkberrow Primary School invited parents and carers to share their views about Relationships, Sex and Health Education (RSHE), taught through the school's wider Personal, Social, Health and Economic (PSHE) curriculum. This report explains what families told us, the impact already evident in pupils' learning, and how the feedback has informed the review of our PSHE/RSHE policy and curriculum guidance for 2026–27.

The report is intended for parents, carers, governors and the wider school community. It forms part of the school's commitment to openness, partnership and continuous improvement.

Executive summary

- Parents showed a high level of trust in the school's appropriate approach for each year group. Only one respondent expressed a preference for RSE to be taught entirely at home.
- The strongest request was for clearer information and practical support at home. Parents' examples also showed impact on safety, body confidence, self-esteem and healthy relationships. The consultation directly informed revised policy and curriculum guidance for September 2026.

What parents and carers told us

1. Awareness and communication

Twenty-one of the 32 respondents (66%) were not aware that the school had an RSE policy. Twenty-three respondents (72%) wanted more information. This was the clearest improvement priority and indicates a need to make existing practice more visible and easier to access.

"It would be useful to know exactly what is covered."

"Knowing when topics are taught would allow parental support."

2. Learning that travels home

Thirteen parents (41%) said their child had discussed RSHE learning at home. Only three parents (9%) reported their child asking questions specifically about what school teaches. Taken together, this suggests that learning is prompting some home discussion while many children may feel sufficiently informed or comfortable with the teaching. The low figure for questions should be monitored rather than interpreted on its own.

3. What children remember

Parents' examples show breadth across relationships, safeguarding, health and personal development:

Relationships and safety	Health and growing up	Personal development
Different family types	Marriage and blended families	Safe people and privacy
Correct names for body parts	Puberty and menstruation	Reproduction, pregnancy and babies
Loving yourself	Body confidence and self-esteem	Respect

4. Evidence of positive impact

One response described how learning about self-worth and body image helped a child become more confident and stop giving away their lunch because of concerns about their body. This is a particularly powerful example of PSHE supporting mental wellbeing, healthy choices and self-esteem - not simply delivering curriculum content.

Several parents also valued open discussion because it reduces embarrassment and helps important subjects feel safe and normal to talk about. One parent wrote:

"Actively discussing these topics changes them from being taboo."

5. Preferred ways to receive information

Communication method	Responses	What this tells us
Short recorded presentation	12	Most requested; flexible access
Newsletter information	10	Regular, timely reminders
Online meeting	5	Useful optional discussion
In-person parent meeting	4	Valued by a smaller group

Parents also requested recommended books (12 responses), trusted websites (9), conversation starters (5), film clips and parent workshops. The overall message is that families value information they can access when it is useful to them, supported by opportunities to ask questions.

6. Feedback considered carefully

A small number of respondents raised individual points that were important to consider alongside the strongly positive overall picture:

- one parent felt that some learning begins too early, reinforcing the need to explain the purpose, sequencing and age appropriateness of each unit;
- one parent highlighted friendship pressures and “boyfriend/girlfriend” culture among younger pupils, supporting a stronger Key Stage 1 focus on self-worth, friendship and respectful boundaries; and
- one parent asked for children to learn about healthy relationships and recognising domestic abuse. This will be considered within age-appropriate safeguarding education as pupils get older.

These comments did not indicate a widespread concern about the curriculum. They provided useful prompts for refinement, clearer explanation and continued professional review of resources before teaching.

You said... We did...

The consultation has been used as an active part of school improvement. The actions below distinguish work already completed or prepared from the next steps the school will take during 2026–27.

You said...	We did...	Next impact step
"Tell us exactly what is taught and when."	Reviewed the PSHE/RSHE policy and created a parent-friendly guide. It sets out the statutory information, what is taught and when from Reception to Year 6, and how SCARF and No Outsiders fit within the wider PSHE curriculum.	Publish the policy and parent-friendly guide together on the dedicated RSE page of the school website.
"Give us advance notice so we can support at home."	Built parental communication into the revised guidance and clarified parents' access to curriculum information and resources.	Use newsletters before key units, with the topic, timing and suggested home discussion prompts. Add into the Class Curriculum Letters and key learning.
"Provide information we can watch in our own time."	Identified a short, recorded presentation as the preferred engagement method.	Create a concise narrated presentation, place it on the website and retain optional opportunities for questions.
"Help us start age-appropriate conversations."	Identified the most requested practical resources: books, trusted websites and sentence starters.	Create a parent support pack for each key stage, using carefully checked resources and consistent language.
"Keep building confidence, self-esteem and healthy friendships."	Reviewed curriculum guidance with particular attention to wellbeing, body confidence, respectful relationships and belonging.	Strengthen explicit Key Stage 1 teaching about friendship pressures, self-worth and respectful boundaries.
"Help children recognise unhealthy relationships."	Confirmed that safeguarding, privacy, safe people, consent and healthy relationships remain central and are taught in an age-appropriate way.	Review the upper-key-stage sequence so unhealthy behaviours, coercion and domestic abuse are addressed safely and appropriately within safeguarding education. The school has also revised and

You said...	We did...	Next impact step
		updated the child friendly Safeguarding policy, which is also available on the website.
"Reassure us that content is age appropriate."	Clarified curriculum sequencing and the boundaries between statutory and non-statutory content. The Year 4 SCARF puberty lesson has been removed from Inkberrow's sequence; fuller puberty and menstruation teaching is placed in Year 5, alongside relevant statutory science and health content.	Continue to review materials before delivery and make them available for parents to understand the context and vocabulary used.

How the consultation shaped the 2026 review

The policy and curriculum review retained the school's established strengths while making the provision clearer and more transparent. In particular, the review:

- sets out the purpose and statutory basis of Relationships and Health Education in plain language;
- shows the planned progression of learning across year groups and confirms the school's chosen Year 4 adaptation;
- explains how SCARF and No Outsiders work together to teach safety, wellbeing, equality, inclusion and respectful relationships;
- clarifies parental engagement, access to information and the limited circumstances in which withdrawal applies;
- strengthens expectations for age appropriateness, safeguarding, SEND accessibility and sensitive teaching; and
- commits the school to clearer advance communication and continued dialogue with families.

Action and impact plan: 2026–27

Action	Timescale / lead	Evidence of completion	Intended impact
Publish the revised policy and completed parent-friendly guide on the dedicated RSE webpage.	Autumn 2026 Headteacher / PSHE lead	RSE webpage check; ASC minutes	Families can readily find statutory information, Reception-to-Year-6 coverage, teaching sequence and No Outsiders overview.

Action	Timescale / lead	Evidence of completion	Intended impact
Provide advance newsletter information before key teaching units.	Each relevant unit Class teachers / PSHE lead	Newsletter archive; parent feedback	Families can prepare for and reinforce learning at home.
Produce a recorded parent presentation and frequently asked questions.	Autumn term 2026 PSHE lead	Video and FAQ published	Flexible access to clear explanations of content and approach.
Create key-stage resource lists: books, websites and conversation starters.	By Spring 2027 PSHE lead	Resource packs available	Parents feel more confident answering questions consistently.
Review self-esteem, body image, friendship pressure and unhealthy-relationship teaching.	Curriculum review by Spring 2027 PSHE/DSL team	Updated curriculum map; lesson review	Pupils can identify healthy relationships, seek help and value themselves.
Monitor pupils' knowledge, confidence and sense of safety.	Termly PSHE lead / DSL	Pupil voice; work scrutiny; safeguarding themes	Leaders can give evidence of what pupils know, remember and apply.
Repeat a focused parent consultation.	Summer 2027 Headteacher / PSHE lead	Comparison report to ASC	Improved policy awareness, communication and parental confidence are demonstrated.

How governors will know the actions are making a difference

The Academy Standards Committee (ASC) can provide oversight through a short annual report using the following indicators:

- an increase from the 2026 baseline in the proportion of parents who know the policy and curriculum information is available;
- an increase in parents who feel informed about what is taught and when;
- evidence that parent resources and presentations are being accessed and used;
- pupil voice showing secure, age-appropriate knowledge of respectful relationships, privacy, help-seeking, growing up and online safety;
- curriculum monitoring showing consistent, inclusive delivery and appropriate adaptation for pupils with SEND; and

- safeguarding and pastoral evidence, considered carefully and confidentially, showing that pupils use taught language and know how to seek help.

Overall evaluation

The June 2026 consultation presents a very positive picture. Families trust Inkberrow Primary School to teach sensitive content carefully and at the right stage. The consultation did not identify a widespread demand to change the school's overall approach; instead, it gave the school a clear mandate to make that approach more visible.

The most important impact is therefore a stronger partnership between school and home. By publishing clear year-by-year information, communicating before key units, offering practical resources and reviewing impact with governors and families, the school will help children receive consistent messages about safety, respect, wellbeing and healthy relationships.

Impact already secured

- Policy impact: consultation evidence has informed a clearer, updated PSHE/RSHE policy and more precise curriculum guidance.
- Transparency impact: a parent-friendly guide now sets out the statutory information, the planned Reception-to-Year-6 progression, when content is taught, how SCARF and No Outsiders work together, and the school's Year 4 curriculum adaptation.
- Pupil impact: parent feedback provides evidence that children remember and apply learning about privacy, body confidence, self-esteem, respectful relationships and seeking help.
- Partnership impact: the school now has a clear baseline for policy awareness and parent information, enabling governors to evaluate improvement in 2027.

Our commitment

To teach children with care, clarity and respect; to listen to families; and to keep improving together.

Source: Inkberrow Primary School RSE Parent Consultation, June 2026 (32 responses).