

**The discussion from both meetings have been combined below:**

Jonny an RSE consultant

- Jonny introduced the new 'My feelings, friends and family' scheme of work for RSE - Relationships and Sex Education. It used to be called 'All about me' and 'Spring Fever' before that.
- Whilst it is not compulsory to teach Sex Education at Primary, it is highly recommended by the DfE. It has been statutory for all primary schools to teach the Relationships and Health Education since September.
- We need to manage the challenges of the modern curriculum, which for PSHE (Personal, Social and Health Education), has not changed for 20 years.
- Children haven't changed but the world around them has. Think how much has changed in 20 years. Think mobile phones. TV -the watershed is almost non-existent. Children can download and watch anything, anytime.
- Schools have been given an end of Primary set of outcomes, but it is up to each school to decide when they wish to introduce topics. If discussions are left until the end of Primary, they become embarrassing, whereas they are no longer embarrassing topics if they have been embedded from an early age.
- Children are now being taught to discuss freely and openly.

There are three parts to teach:

**Health Education**

- We used to call this PSHE (Personal, Social and Health Education). This is where we discuss physical health - eating well, keeping fit, personal hygiene, cleaning teeth etc... but there have been new elements added around mental health. Starting this in Secondary school is too late.
- By age 6, boys have 70% less words to express their feelings than girls because they are taught gender stereotypes from birth. They are told to 'man up' or 'stop crying like a girl'. They are not encouraged to talk about their feelings.
- We need to help children's emotional literacy, to read people's feelings.
- Puberty - this is now statutory for schools to teach.

**Sex Education**

- This is as simple as 'where babies come from', including discussions such as IVF and caesareans. It is important for children to feel comfortable to share their own stories of where they came from. These discussions start in Year 1 as this is the age that many children are experiencing pregnant women around them.
- They have lots of questions. It is a good time for parents to get out photo albums of their pregnancy and start some conversations.

**Relationship Education**

- This is discussing the different types of families and sharing what these might look like. Not all families look identical, we need to talk about children in care, those with parents living in two houses etc... and make sure that everyone feels represented.

	<ul style="list-style-type: none"> <li>• Friendships - what bullying looks like, learning what a healthy relationship looks like and how to manage and deal with people that you both like and dislike.</li> <li>• Unpicking gender stereotypes and feelings. Girls are less likely to aspire for certain working roles even though they outperform boys academically.</li> <li>• Online safety and friendships - the good side as well as the bad. Lockdown connections became online and were a lifeline for many. It's about teaching children what is ok and what isn't.</li> <li>• Being safe. Learning our early warning signs for if we don't feel safe and who we can talk to when we don't feel safe. Creating a network of people.</li> <li>• Consent - not sexual consent but learning to ask consent from people for everyday things. This good behaviour needs to be modelled by adults, asking 'Is it ok if I do your coat up?' rather than 'Let me do your coat up.' This teaches children the building blocks of consent and will help with trickier situations later down the line as the message is already embedded.</li> </ul> <p>The lessons we teach are discussion based led by the children. We listen to their stories and find out what they want to know.</p>
	<ul style="list-style-type: none"> <li>• Mrs Uddin expressed that after Jonny's previous visit, the evaluations all gave positive feedback and that the scheme is welcomed in our school.</li> <li>• Parents commented that: <ul style="list-style-type: none"> <li>❖ Jonny's talk was very comprehensive, and they liked the drip feed approach, which they hadn't considered before. Jonny agreed that 'the talk' is too big and scary, small simple conversations are better.</li> <li>❖ The 'Period Bus' we had in school previously was useful. Miss Stanton reported that this can be difficult to source but we will look into it.</li> <li>❖ They didn't grow up discussing feelings and the meeting has helped them to discuss feelings with their child.</li> </ul> </li> </ul>
Thankyou	Mr Hughes thanked the parents for their support on the gate. It's been really nice seeing happy, smiling faces (despite the masks!) and for people to say hello. Miss Stanton agreed.
How is the extra catch up funding being used?	<ul style="list-style-type: none"> <li>• We have only received the money this week. We have a plan in place that involves extra adults and resources to support children.</li> <li>• We are planning for a 'reduction of impact' from lockdown rather than a 'catch up'. Lockdown has affected the progress <b>ALL</b> children, not just those that aren't doing as well academically.</li> <li>• We will publish the spending report on the website.</li> </ul>
Are children spending too little time being active at lunch times?	<p>Concern was raised over children spending too much time indoors at lunchtime as they need to wait until all children have finished eating before they can go outside. As this is due to staffing, it was asked if parents were able to come and help with this, to allow children more time outside at lunch time.</p> <ul style="list-style-type: none"> <li>• We have discussed this as a school, and it would be great but having extra adults in school goes against the grain of keeping extra people out.</li> <li>• Children do get a minimum of 30 minutes outside.</li> <li>• On the flip side, children do seem to be eating better in the classrooms.</li> </ul>
Is there anything else we can do as parents to help?	Just keep showing your support with friendly faces and waves. They really help. It's been really nice.

Positives	<ul style="list-style-type: none"> <li>• Many parents offered their thanks to staff and mentioned how well staff have supported the children.</li> <li>• It is great to see happy children.</li> <li>• Children are delighted to be back at school.</li> <li>• Having the online book club is great.</li> <li>• The homework system works well.</li> <li>• Thrilled that Christmas activities are still going ahead. It's nice you've thought of alternative ways.</li> <li>• It's great how the school have kept everyone safe. Miss Stanton replied that we are in a partnership and parents are also doing a brilliant job at following the rules too.</li> </ul>
How is staff morale?	<ul style="list-style-type: none"> <li>• We have good days but some not so good!</li> <li>• Staff are actually enjoying the chance to be creative with the curriculum. We are still aspirational and innovative but have enjoyed the extra care and time given to mental health and wellbeing. It's nice to have the time and flexibility to see to that side of the children.</li> <li>• The staggered start times also give a calm start to the day.</li> <li>• Children are learning independence and are loving leaving their parents at the gate! It would be good to continue to give them the encouragement to come in by themselves.</li> </ul>
Now children are recording names of children they have played with in order to record close contact, have the rules regarding bubbles changed?	<ul style="list-style-type: none"> <li>• Public Health have asked us for this information for track and trace purposes so there are no delays of notification.</li> <li>• All children from Year 2 upwards have a tick sheet to record the children they have played with a break and lunch times.</li> <li>• Our reaction would be to initially close the bubble then bring back in as quickly and swiftly as possible. Foundation and Year 1 would close as a bubble for the full time as they cannot be expected to socially distance at that age.</li> <li>• All staff also have sheet to tick.</li> <li>• There is tape on the carpet to show 2m distances.</li> <li>• There are no face to face meetings.</li> </ul>
What plans do you have in case of further lockdowns?	<ul style="list-style-type: none"> <li>• We have appointed a 'Remote Learning Champion' who is looking into developing the ways in which we deliver remote learning. We are already offering live lessons.</li> <li>• Feedback from parents so far is that everything is working well and that what we are delivering and offering is appreciated.</li> <li>• As long as we keep communication and feedback coming, we can plan with parental views in mind.</li> </ul>
What can we expect if our child has to self-isolate?	<ul style="list-style-type: none"> <li>• Self-isolating children will have work sent home and will be invited to join live StarLeaf sessions.</li> <li>• All year groups have blended learning ready to send on the first day of absence.</li> <li>• Our 'Remote Learning Champion' has written a policy that will lay out our processes clearly. This will be sent to parents soon.</li> </ul>
How is the alphabet system for coming to and from school going?	<p>It was raised from a parent that there is some unsafe queuing occurring outside the school gates.</p> <p>From the school's perspective, we have only received positive feedback. It is important to keep a steady trickle. However, we do send reminders to parents to keep in mind the 2m distance for safety. We are considering</p>

	putting 2m markers on the floor or fencing with cable ties, to provide a visual guide and reminder of what 2m looks like.
Communication	It was raised that communication has improved a lot but there are still too many ways that communication is coming through.
	<ul style="list-style-type: none"> <li>•It was confirmed that there are only two ways we communicate - via e mail or the school app.</li> <li>•Teachers will add year group newsletters to the app. Homework and important reminders may come through via e mail and the app.</li> <li>•You will only receive the relevant year group items on the app if you have selected this in the set-up process.</li> <li>•Whole school notifications will come through e mail and will also be published on the app.</li> </ul>
Homework	As homework was discussed at the last face to face Parent Forums, we asked for feedback on current homework. Parents were happy with the current provision. There were some questions asked that couldn't be answered at the time. Please see the responses below:
	<i>Why are spellings set on a Monday and not a Friday in Year 6?</i>
	A Monday is the most suitable slot in the Year 6 timetable for spellings to be taught.
	<i>In Year 2, do we receive notifications for homework through the app or through seesaw?</i>
	Parents will be notified of homework through the app.  Year 2 are setting: <ul style="list-style-type: none"> <li>•Spellings</li> <li>•Maths on Mathletics</li> </ul> Literacy on seesaw