

A parent's RSE challenge

by Helen Spiby-Vann

secondary school

The extent of the RSE Challenge



4 years

NOVEMBER '19
TO JANUARY '22

3



STAGES
OF COMPLAINT

37

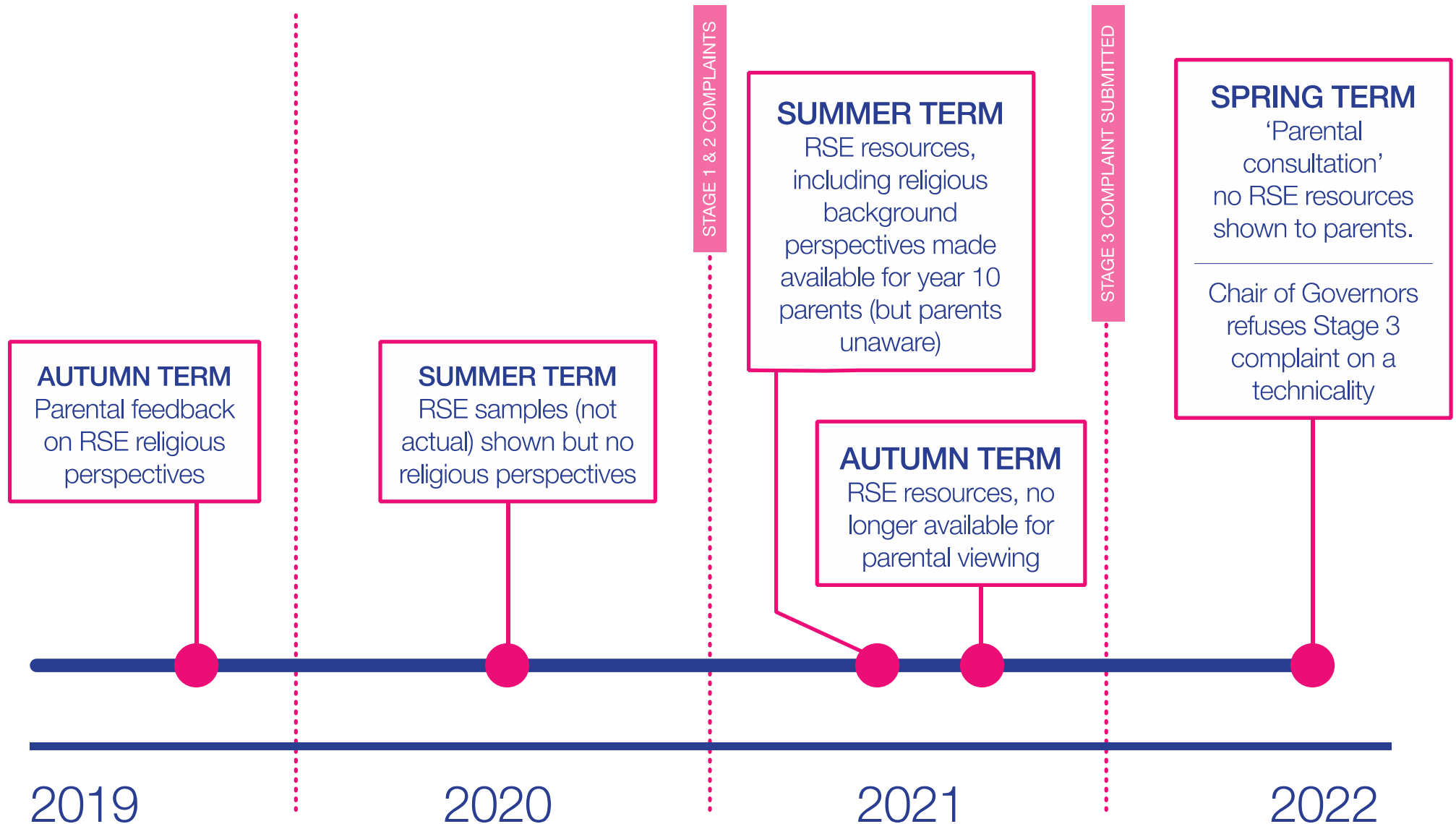
PAGES
OF RSE LINKS
AND RESEARCH



32

EMAILS

RSE challenge timeline



**‘These people are springs
without water and mists
driven by a storm.’**

2 Peter 2:17

Complaint raised with the Independent Schools Inspectorate ('ISI' which is the OFSTED equivalent).

The **teacher** explains the reasons for not showing parents the RSE resources. **Helen** responds...

Since you raised your concerns last year, the School has undertaken significant restructuring of RSE. The reasons for this are varied. Firstly, there have been significant changes to instructions to Schools from the DfE regarding RSE. This has informed changes at policy level and in terms of resourcing.

Apart from a minor update on drugs education in March 2020, I'm fairly certain there has been no change in instructions from the DfE since the supplementary guidance was released on 24 September 2020. That does raise a question over what the school is referring to and whether it is clear about what is and is not guidance from the DfE, and therefore what its duties are.

Furthermore, it is not possible with such publication to provide the appropriate context and nuance in which these resources would be used; hence, it is not possible to provide a fair sense of the nature and content of RSE lessons through the simple publication of resources.

Solution: provide parents with information which explains the context and nuance together with RSE resources. If it's too hard to explain concepts to parents, how will they be explained to teenagers? This is what we would like to know.

There's no balance of opposing viewpoints. Only one viewpoint is reflected, which is presented as the neutral stance, for example:

Many young people aren't wearing condoms so they should be given more teaching on wearing condoms and easy access to condoms.

Best protection is afforded by wearing a condom and getting consent.

What we don't do...



PSHE Association

THIS WAY →

It happens...
Let's talk about it





4. Avoid materials, resources or activities designed to induce shock, fear or guilt
Researchers note the importance of avoiding attempts to induce fear, shock or guilt as these are counterproductive in PSHE education (Jones et al., 2014b; McWhirter, 2009, 2008).

Religious perspectives are relegated to 'What we don't do'.

**Be bold as our adversaries
are bold. Be shrewd as our
adversaries are shrewd.**

**They make no apology for their
worldview and neither should we.**