



**LONDON BOROUGH OF REDBRIDGE**

**REDBRIDGE PRIMARY SCHOOL**

**Minutes of the Extraordinary meeting  
of the Governing Body held  
Via Zoom on 8<sup>th</sup> July 2021**

**PRESENT:**

D Backhouse (Chair)  
T Ahmed  
D Borien  
R Chatterjee  
K Cornwall  
S Davies (Headteacher)

Z Furreedan

**In Attendance:**

N Chattaway	Clerk, HGS
K Southall	Deputy Headteacher
R Targett-Adams	Deputy Headteacher
A Morar	PSHE Leader

**1. APOLOGIES FOR ABSENCE**

The Chair welcomed all to the meeting. Apologies for absence were received from E Saigol, Y Din, M 'O'Connor, S Ghosh and K Mushtaq.

**2. DECLARATION OF INTERESTS**

There were no declarations of interest.

**3. RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)**

R Targett-Adams explained the school had decided to call the new curriculum PSHRE; a combination of PSHE and RSHE. R Targett-Adams explained that the local authority had previously engaged with

the community and faith groups and that the school's policy would probably look different to that of other schools.

There were a lot of concerns around the curriculum, but many of these were based on misconceptions. The school had made the deliberate decision not to include the word 'sex', as only one part of the curriculum contained the sex education unit. This part was non-statutory and parents were still able to opt out. It was, therefore, felt that having the word 'sex' as an acronym would be misleading. 'Relationships' in this context for primary school children was around any interpersonal relationship that they may have with someone. It could be a friend, teacher or parent. It was about laying the foundation for future learning and the role of the school was to lay those foundations so that secondary colleagues could then pick this up in KS3.

This work would only be successful if it was done in partnership with families and this had been the focus of the consultation.

R Targett-Adams informed Governors that the document had been split into 8 sections. Some were PHE topics and some were RSE topics. The sex and relationships education unit was still non-statutory. Governors viewed the long-term overview grid on screen and were informed that this was flexible and teachers would be able to move the objectives according to requirements. The document summarised what the children would be taught throughout the year, along with the new RSHE objectives.

Governors were advised that the school had decided that the curriculum would be taught on a weekly basis for years 1-6. This also linked well with the Early Years' curriculum. Lessons would last between 45 – 60 minutes, dependent upon age range and topic. For the first year, only class teachers (not cover teachers) would teach the curriculum.

Governors were informed about some of the ways in which the lessons would be delivered, as it had been decided that these would be more formal than the usual circle time.

At this point in the meeting, R Targett-Adams introduced Anu Morar, Year 2 teacher and PSHE Lead. The Chair invited questions from Governors.

R Targett-Adams advised that the local authority consultation had included both faith and parent working parties. The main concerns from these groups were:

- Different family structures (same sex families / mum / dad, mum / mum etc). This was a point of concern and there were lots of questions about how this would be taught. The objective would focus on the characteristics of what was common across all families. What makes a family, how care and love was shown and the many

different ways that families show love? Cartoon images would be shown of different types of families, with no narrative attached. Children would then be given a worksheet to draw their own family. Some parents also questioned how teachers would answer questions on this. They were advised that teachers would focus on British laws and the shared characteristics of these families.

- Names for body parts. Families had questioned whether this was necessary. The leadership team had looked at whether this would need to be taught other than in the summer term topic in year 5, which was around puberty. It was agreed that it was better taught within the context of the changing body and, therefore, these words would not be used until Year 5. Up until then, teachers would use the words 'private parts'. The feedback from the consultation was that this should be made clearer in the policy.

Governors questioned the family structures and whether step-families were included in this as a lot of children would have a blended family. K Southall shared the slides that would be shown to the children, which included a number of variations of family arrangements such as carers, step-parents and grandparents. Governors also viewed the worksheet that the children would complete after that lesson.

R Targett-Adams added that some schools had been buying-in schemes of work. This was considered but it was decided that these were not right for the school. Teachers had been informed that they should begin with the objective, look at the outcome and then find the required resources. Resources would be built upon throughout the first year and the school would be picking those from different schemes that best fit its values and ethos, as well as the policy and syllabus.

Governors were informed that draft materials had been shared with families on the school website on Friday 28<sup>th</sup> May and a 'Google Form' was opened on the same day. 34 responses were received, which was quite a small number out of 1,000+ parents. Outcomes were presented to Governors in pie chart format.

R Targett-Adams informed Governors that the NHS advised that children today were beginning puberty much earlier than previous generations. Many children were starting puberty in year 4. Parents were asked for their opinion on this and when they thought it should be taught. The school had decided to keep that objective in Year 5, but 80% of respondents indicated they would like an optional session in year 4. Separate sessions for parents as well as a joint session for parents with children were offered. Parents also indicated that they would like an information meeting to find out more about the PSHRE curriculum.

The Chair questioned the optional session. R Targett-Adams advised that the opt-in session would be held after school.

R Targett-Adams advised that staff had completed two training sessions. A Morar advised that this included two Insets and teachers were also given a survey to complete regarding how they felt about it. Teachers had indicated that they were a little unsure initially, but after the first Inset they were happy to teach it, along with the guidance on what to do if approached by parents or if a child said something. Teachers were also asked to gauge what the children thought about the new curriculum. The response was that the children were very excited to see what was on it. A lot of the children were interested in current issues, such as Black Lives Matter or social media influence. The feedback was very positive from both teachers and the children.

Governors were informed that the school had received 23 emails. 21 of these were received after the official consultation end date. It was believed that these emails were from a group of parents called the 'RPS Group'. 16 individuals sent an email containing the same piece of text. Although these emails were received outside of the deadline, it was felt that it was important to continue to work with families, as closing the communication down would not help to build a partnership with parents.

An email response was sent to this collective group, ensuring that GDPR was observed by using the BCC field. It explained that it would be impossible to share all 360 objectives, but asked the group to advise of the areas that were causing concern. The group responded and there were around 2 or 3 objectives from each year group that were being questioned. The parents had requested clarification that there was no romantic narrative around the relationship between two individuals. It was confirmed that there would not be and an email of thanks was received for addressing their anxieties and concerns. The Chair requested that the text of the email be included in the Minutes, as follows:

*"Dear Mrs Targett-Adams and Mrs Morar,*

*Just wanted to say a heartfelt thanks for this morning's presentation as well as all correspondence to myself and other parents. You've addressed all anxieties and concerns with the utmost care and consideration.*

*You have clearly worked very hard on the PSHRE curriculum, and taken an approach that is very respectful of the school community.*

*Kind regards,"*

R Targett-Adams advised that 19 parents attended the morning session and 14 in the afternoon. They covered the national context of the work of the local authority to date and the approach of the school. In particular, the school wanted to cover the two issues that arose from the LA's working parties. Questions submitted in advance of the meeting were also addressed. FAQs and slides were also made available for anyone

who was unable to attend. T Ahmed added that she had attended the meeting and it was very informative and the information was very clear.

R Targett-Adams advised that based on the feedback received, the words 'transphobic' and 'homophobic' would be removed from the Year 5 lesson. This would not yet be taught and so the words did not need to be taught. It was made clear that anatomical language would only be taught in Summer Term Year 5 and that puberty would also be taught in that year, with optional sessions in Year 4. Families were also informed that the school wanted to continue to work with, and support them, with the tools and resources that they may need at home.

R Targett-Adams advised that once the policy was ratified, it would be shared with parents. All staff members in the school would receive training and further training with team leaders and class teachers would take place in the Autumn Term. Impact evaluation would be completed at the end of the Autumn Term and an update would be provided to the Governing Body once a full cycle had been completed. The Chair agreed that this item would be added to the Agenda for its meeting in July next year.

**Governors approved the policy.**

The Chair thanked R Targett-Adams and A Morar for their work on what had been a very difficult task and congratulated them on the way that it had been completed. Governors agreed that it was a great piece of work and that it would be reviewed in a year's time.

Governors agreed that the approach taken had been very open and transparent as well as responsive to parents, which had helped them feel listened to. The Headteacher added that the school has always had an open-door policy and that the honest and transparent approach had been especially helpful in this case. The community have had real concerns about this and R Targett-Adams and A Morar had both worked very hard whilst dealing with the pressure of the press and the working groups.

**4. CONFIDENTIALITY**

There were no items deemed as confidential.

The meeting closed at 7.55pm.

Chair.....

Date.....

Chair's  
Initials