

## PARENTS IN PARTNERSHIP

**Date:** Wednesday, 12<sup>th</sup> May 2021

**Time:** 6.00pm

**Venue:** Teams

## MEETING MINUTES

**Present from SGHS:** Mrs V Fox, Ms J Holdsworth

**Students present:** n/a

**Parents present:** L Wolstenholme, J Mitchell, J Bean, K Roden, S Owthwaite, C Aspin, S Irlam, R Greenfield, S Kirwin, R Greenwood, J McBeath

**Apologies:** G Williams, C Strelitze, C Hands, C Vereker, D Whitfield, B Kumar, C North, S Kirwin, T Sardar, J Thersby, Catherine Hawley (attempted to attend!)

1. **Welcome:** Thank you everyone for attending and welcome to Jess Holdsworth (AHT responsible for RSE and Personal Development)

2. **Apologies:** See above. **Items for AOB:**

3. **Minutes of last meeting and matters arising:**

Impact of SCITT on students/hotspots of classes being more affected:

VAF reassured that we would analyse classes and crossovers with classes in multiple subjects going forwards. Parents were reassured that host teachers and mentors work very hard to ensure top quality teaching and learning provision, so that SCITT teacher training is mutually beneficial for both students and SCITT staff.

KR thanked us for checking the impact upon classes and is happy it is being recorded and looked at.

4. **Relationships and Sex Education Policy Consultation**

JAH introduced the September 2021 guidance schools must comply with on RSE and the extension for consultation.

JAH clarified that all schools have a duty to consult on the creation of their RSE policies and that was the basis of tonight's meeting. She explained that safeguarding is crucial here and how parents do have the right to refuse their child to be part of SOME of the programme.

JAH asked the question, "What does your child need to know to be safe?"

RG explained the importance of the 'MeToo' movement and brought up the concept of consent being particularly relevant and mentioned Year 8 needing to develop the confidence to make their own judgements.

KR talked about the internet and social media and safeguarding online in helping young people diagnose unsafe relationships.

JM talked about the importance for our children to have the tools and time to develop their sense of self and being confident in who they are. They should have the right to be individual and she questioned, "Where do our children get their ideas of self from?"

SO explored the impact of pornography on this generation of young people and how attitudes towards girls can be unhealthy and skewed. She raised concerns about the accessibility to pornography and how readily shared this can be.

JMcB questioned what can be normalised among this generation of young people and commented on a particular story she was privy to – in a different school, where a 'Snapchat' was shared around school. She talked about not always encouraging early exploration.

JM questioned if our students struggle to have 'normal' interaction with boys and if they develop healthy relationships with boys.

JB commented that many of our students will have interacted with boys in healthy ways at primary school, but pointed out that all clubs are exclusive to girls. She wondered if our students come to view boys 'not as friends'. We should encourage meaningful friendships with boys.

RG commented that her daughter doesn't like to walk past crowds of boys past Ermysteds and she is in Year 8. She wonders whether some students know how they would deal with any issues if they came up.

KR wanted to echo this point. Girls often walk a different route.

JM talked about the impact of proms being cancelled, which can be a nice time for more 'normal', social interaction with boys.

JH explained that the context of being in a girls' school is very important in this discussion and that this plays a vital role when reflecting upon the delivery of our statutory duties. Ultimately, we want them to live happy, healthy lives.

JH went on to explain the PSHE curriculum and its role in ensuring this. JH explored the knowledge base of the curriculum and the content, such as rights, how to find help, online safety, promoting social justice and challenging stereotypes, to name a few.

JH explained the aims of RSE in school and how it is not just healthy, 'intimate' relationships, but friendships too. This would include content, such as contraception, resisting pressure to have sex, acceptable and unacceptable relationships and toxicity. It would also include health education,, such as physical health and mental wellbeing. RE includes topics on family and romantic relationships, such as stable/loving relationships, not taking a heteronormative perspective and respecting all identities and relationship needs. JH explained how some students have less knowledge on relationships and may be less comfortable in discussing intimate relationships and sexual health. She clarified that with health education, mental wellbeing also included discussing the role of the internet, eating, drugs and alcohol, first aid and adolescence.

JH went on to outline the PSHE curriculum through a diagram of a long term plan. She explained how in years 7-11, this is taught once per fortnight. She also explained how sex is also covered in the Biology curriculum and contraception and different faiths are explored in RS and all of this is statutory coverage. We also have tutor time and gatherings.

JH explained how we pride ourselves on being an inclusive school free from bias, who is sensitive and responsive to the diversity of the school community. She talked about the importance of finding the best fit for our students and one of the purposes of RSE being to make all students feel valued, after exploring age-appropriate RSE discussions. The SEND and LGBTQ+ community was then raised and we explored how this content is embedded within discussions, not divorced from the rest. She mentioned how we are mindful of religious and cultural backgrounds and that it can be a sensitive area to navigate.

JM questioned whether the provision may be dependent on the comfort of the deliverer? She wondered how we counter that, when a tutor is less comfortable with the content.

JAH explained that we have a specialist team, which we plan to keep small, to better build expertise, whereas in some schools, this is less strategic.

JM appreciated this and explained how important it was, since discussions are normalised when the staff member is comfortable. JM also questioned what plans there were for building some lost provision for Year 12.

JAH responded with the explanation that there are current conversations happening with MLB (Head of Sixth Form) to diagnose these gaps and build provision accordingly.

SO echoed this sentiment at KS5 and questioned whether there were further plans to explore toxic relationships at this level, as well as body image and social media and self-representation online.

JAH answered, saying we would take this back to MLB and opened discussion on what other priorities there might be here.

SO said we need to build confidence in relationships with boys.

LW spoke of the vertical tutoring system, commenting that there has historically been little time for this type of discussion. She said these conversations were more important than ever, in Covid times.

SO talked about our students getting to university and potentially being 'thrown in at the deep end'. SO also thought students would benefit from building in time to discuss the social side of university.

5. **AOB** – Friends of SGHS reminder: latest list of Friends' events circulated. The Quiz & Curry night is this Friday, any help or support appreciated. Parent Governor elections for school – see email to parents/carers sent this week. We are seeking to elect a parent governor to our local governing board. If any parents/carers feel that they have a suitable skillset or know another parent/carer who does, please be encouraged to nominate. Nominations are due by this Friday, please.

**Meeting closed at 7.10pm**