

Roman Road Primary School

**RSE Parent and
Carer Consultation**

May 2026



Roman Road — Parent and Consultation on RSE: Summary of Survey Responses

Data period: responses collected 22–30 April 2026

Total responses: 33 (anonymous returns)

Executive summary - Key Headlines

- Awareness of the school RSE policy: 12/33 (36%) said Yes; 16/33 (48%) said No; 5/33 (15%) Not sure.
- Desire for more information about what the school teaches: 28/33 (85%) would like more information; 5/33 (15%) would not.
- Preferred channel for receiving information: 22/33 (67%) chose Class Dojo; 3/33 (9%) preferred parent/carers meetings during school hours; 3/33 (9%) preferred parent/carers meetings after school; 5/33 (15%) left this blank or did not want more information.
- Parents wanting additional support to talk with their child: 6/33 (18%) said Yes; 22/33 (67%) said No; 5/33 (15%) Not sure.
- If support was requested, the most common requests were: sentence starters (4 mentions), in-person sessions (2), book recommendations (2), websites (1), film clips (1). Several respondents wrote “Not sure” or left this blank.

Overall interpretation: there is strong appetite for more information about RSE content (85% of respondents). The most efficient immediate route is Class Dojo (two-thirds of respondents). A smaller but significant group want direct help to talk with their child; those parents prefer practical tools (sentence starters, recommended books, short in-person sessions).

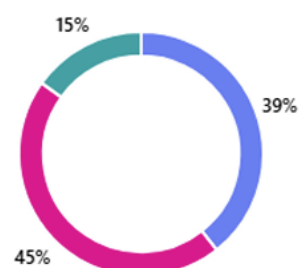
Detailed findings

1) Awareness of the RSE policy

- Data: Yes 12 (36%); No 16 (48%); Not sure 5 (15%).

1. Did you know there is a school policy on RSE - Relationships and Sex Education?

• Yes	13
• No	15
• Not sure	5



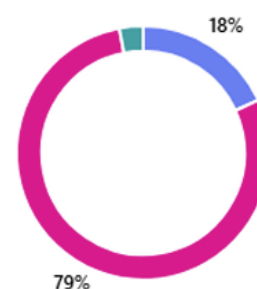
Less than half of respondents (36%) know there is a written RSE policy. Nearly half (48%) say they do not know and 15% are unsure. This suggests communications about the policy have not reached a large portion of parents.

2) Parent experience of pupil questions

- **Data:** Has your child ever asked you questions about growing up, relationships and sex? Yes 6 (18%); Not sure 1 (3%); No 26 (79%).

2. Has your child ever asked you questions about growing up, relationships and sex?

● Yes	6
● No	26
● Not sure	1



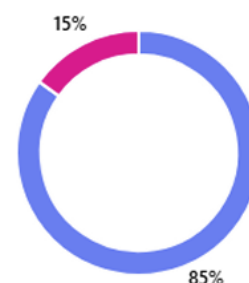
A minority of parents report their child has asked about these topics. When they do, examples include questions about how babies are made, puberty/periods and body parts. This indicates school communications should include age-appropriate language examples and guidance for parents.

3) Appetite for more information

- **Data:** Would you like more information about what the school teaches? Yes 28 (85%); No 5 (15%).

4. Would you like more information about what the school teaches on growing up, relationships and sex?

● Yes	28
● No	5
● Not sure	0

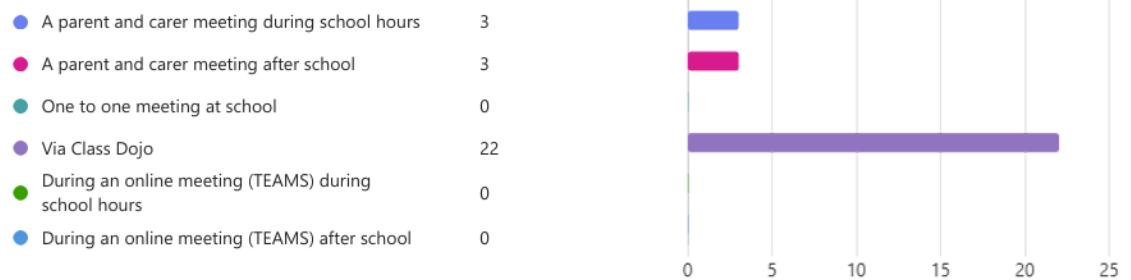


Strong majority want more information. This is a clear signal to prioritise accessible communications about curriculum content, sequencing and how sensitive topics are handled.

4) Preferred channel for further information

- **Data:** Via Class Dojo 22 (67%); Parent/carer meeting during school hours 3 (9%); Parent/carer meeting after school 3 (9%); Blank/No 5 (15%).

5. If yes, what would be the best way to share with you further information?

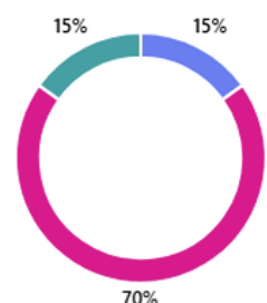
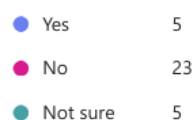


Class Dojo is the dominant preferred channel — use this as the primary distribution route, supplemented by a small number of in-person options for parents who request them.

5) Desire for more practical support and preferred formats

- **Data:** Do you want more support to help you talk to your child? Yes 6 (18%); No 22 (67%); Not sure 5 (15%).
- If yes — helpful formats requested (free text): sentence starters (~4 mentions), in-person session (2), book recommendations (2), websites (1), film clips (1).

6. Do you want more support to help you talk to your child about growing up, relationships and sex?



Although most parents do not request extra support, those who do want practical, low-effort tools (sentence starters) or short group sessions. These are relatively low-cost to produce and likely high impact.

Risk and Ofsted alignment

- Risk: low response bias (sample of 33 likely represents parents who engaged with the consultation; results may not represent all families).
- OFSTED alignment: evidence that parents are engaged and informed about RSE and that the school provides clear safeguarding processes is important. Our consultation links directly to OFSTED expectations that schools communicate curriculum content, provide support for sensitive topics and show how safeguarding is handled in RSHE lessons.

Next steps

- Share current policy and updated draft policy with parents and carers, staff and governors
- Take feedback
- Policy to be ratified by governors in Autumn Term
- Parent and Carer meeting scheduled for Autumn Term to share samples of resources

