

SHARE MAT

Secondary RSHE Parent Consultation Report

Academic Year	25-26
Name of statement writer	Lewis Day
Date of last statement	March 2026
Date of next statement	March 2027
Approved by Executive Leaders	



1. Report statement

- 1.1 SHARE MAT believes in 'Valuing People, Supporting Personal Best'. This ethos underpins the development of a curriculum and school culture that addresses the broader social, emotional, and contextual factors influencing the lives of children and young people. Relationships, Sex, and Health Education (RSHE) is a fundamental component of this provision, supporting pupils to acquire the knowledge, skills, and self-confidence necessary to lead safe, healthy, and fulfilling lives.
- 1.2 SHARE MAT academies actively promote positive mental health and wellbeing across the entire school community, including pupils, staff, and families. A secure understanding of healthy relationships is central to building resilience and safeguarding wellbeing. Through the delivery of RSHE, pupils are equipped with the knowledge and understanding required to develop respectful, supportive relationships with themselves and others throughout their lives.
- 1.3 The DfE recognises that "Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."
- 1.4 We pursue this aim through a planned, contextualised curriculum which is guided by key principles as set out in the DfE's statutory guidance:
 - 1.4.1 Engagement with pupils
 - 1.4.2 Engagement and transparency with parents
 - 1.4.3 Positivity
 - 1.4.4 Careful sequencing
 - 1.4.5 Relevant and responsive
 - 1.4.6 Skilled delivery of participative education
 - 1.4.7 Whole school approach

A detailed explanation of these key principles can be found in paragraph 15 of the DfE's RSHE statutory guidance, 2025.

- 1.5 In order to fulfil the key principle of engagement and transparency with parents, as set out in section 1.4.2, Share MAT undertook a parent consultation open to parents and guardians of all students attending its secondary academies.
- 1.6 This report sets out the methodology used for the parent consultation, summarises the key findings, and outlines the next steps.

2. Methodology

- 2.1 The parent consultation was issued to all parents and guardians of students in Share MAT secondary academies on 9 January, alongside a letter explaining that the Trust is reviewing its curriculum in line with updated RSHE statutory guidance.
- 2.2 The consultation remained open for two weeks and was delivered via Microsoft Forms.
- 2.3 The consultation consisted of two sections and was designed to gather both quantitative and qualitative data.
- 2.4 The consultation aimed to identify trends across academies and year groups to inform curriculum planning and adaptation.
- 2.5 The first section focused on proposed RSHE curriculum content.
 - 2.5.1 Parents were asked to indicate how important it was for their child to learn each topic during the current academic year, using the following scale:

Extremely important; Somewhat important; Neutral; Not very important; Not important at all; Important, but not this year.

2.5.2 The topics listed were as follows:

- Staying safe online
- The positives and negatives of artificial intelligence
- Staying physically healthy
- Basic first aid
- Respectful relationships, including friendships
- Consent, including the legal framework around consent
- Contraception and sexually transmitted infections
- Personal health, including navigating the NHS
- Drugs, alcohol, vaping and tobacco
- Knives, gangs and violence
- Radicalisation and extremism

2.5.3 An optional free-text response box was included to allow parents to share reflections on this section. Responses can be found in [Appendix 7.4](#).

2.6 The second section explored parental perceptions of potential risks.

2.6.1 Parents were asked how likely it was that their child would encounter each risk during the current year, using the following scale: *Very likely; Somewhat likely; Neither likely nor unlikely; Somewhat unlikely; Very unlikely; In the future, but not this year.*

2.6.2 The risks listed were as follows:

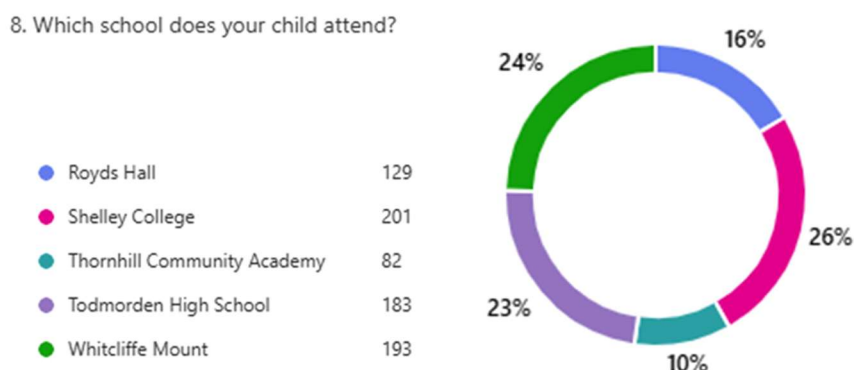
- Meeting strangers online
- Exposure to misleading or inappropriate content on social media
- Online scams, gambling, and gambling-like features in games
- Poor physical health habits or lack of exercise
- Low self-esteem, body image concerns, or lack of positive role models
- Unsafe or unhealthy relationships, including coercion, abuse or lack of consent
- Lack of understanding about sexually transmitted infections and/or pregnancy prevention
- Exposure to drugs, alcohol, tobacco and/or vaping
- Exposure to radicalisation or extremist views, including online
- Violence in the community, including gangs, knives and anti-social behaviour
- Unsupervised behaviour in the local community, including at parties

2.6.3 A further optional free-text response box was provided for parents to raise any concerns or provide additional contextual information. Responses can be found in [Appendix 7.8](#).

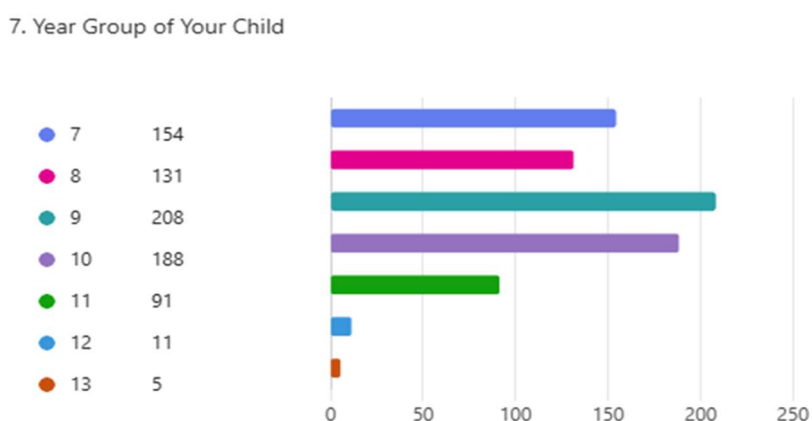
3. Responses

3.1 In total, 788 responses were received.

3.2 An infographic showing response rates by academy is included below.



3.3 An infographic showing response rates by year group is included below.



4. Findings

4.1 This section summarises headline findings from the parent consultation across Share MAT secondary academies. Academy-level analysis has been conducted separately by Personal Development Leaders to support local curriculum planning.

4.2 The below findings relate to section A of the consultation: What is important for your child to learn this year?

4.2.1 An overview of the Key Stage 3 table can be found in Appendix [7.1-3](#)

4.2.2 In Key Stage 3, parents most frequently identified learning related to online safety, physical and mental health, and respectful relationships, including friendships, as priorities.

4.2.3 In Key Stage 4, parents prioritised teaching relating to respectful relationships, consent, contraception, and physical and mental health. These themes were consistent across academies.

4.2.4 Across all academies and key stages, parents overwhelmingly identified Relationships and Sex Education and safe online behaviour (including gambling and scams) as important for their child.

4.2.5 In Key Stage 5, parents indicated that all proposed topics were important to deliver.

4.2.6 In the free-form text box, parents were very supportive of the delivery of these topics across the Trust. Parents also raised concerns around misogyny (including

online), respect and tolerance, and body image. Some key quotes can be found in [Appendix 7.4](#)

4.3 The below findings relate to section B of the consultation: What risks will your child be exposed to this year?

4.3.1 An overview of the Key Stage 3-5 table can be found in [Appendix 7.6-8](#)

4.3.2 Parental perceptions of risk varied by academy and community context. However, common trends included concerns in KS3 around social media and self-esteem, and in KS4 around social media, substance use, STIs/pregnancy, and unsupervised social situations.

4.3.3 Responses which indicated that violence in the community was 'likely' or 'highly likely' were as follows:

	KS3	KS4	KS5
Thornhill Community Academy	49%	61%	
Royds Hall Academy	40%	39%	
Shelley College	35%	36%	34%
Todmorden High School	24%	40%	
Whitcliffe Mount Academy	26%	41%	

4.3.4 Analysis of responses relating to violence in the community indicates an increase in parental concern in KS4.

4.3.5 A similar pattern was observed for concerns relating to unhealthy or unsafe relationships, including abuse and consent, with increased concern in KS4, as follows:

	KS3	KS4	KS5
Thornhill Community Academy	20%	35%	
Royds Hall Academy	15%	32%	
Shelley College	21%	40%	34%
Todmorden High School	27%	24%	
Whitcliffe Mount Academy	21%	39%	

4.3.6 In the free-form text box, parents generally felt that while their children may be exposed to these risks, they were not necessarily susceptible to the risks. However, in this section parents were particularly concerned about online behaviours. Parents identified that a good PSHE curriculum in school can support them with conversations about these risks at home. Some key quotes from this section can be found in [Appendix 7.8](#).

5. Next Steps

5.1 The outcomes of the parent consultation provide a clear mandate for Share MAT to continue delivering a robust, honest and supportive RSHE and wider personal development curriculum across all secondary academies.

5.2 In Key Stage 3, curriculum planning will prioritise online safety, physical and mental health, and respectful relationships, including friendships, while ensuring that statutory content across all required areas continues to be delivered.

5.3 In Key Stage 4, curriculum delivery will place particular emphasis on respectful relationships, consent, contraception, physical and mental health, drugs, alcohol and tobacco, and violence in the community, reflecting both parental feedback and identified risk patterns.

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- 5.4 In Key Stage 5, the curriculum will maintain a balanced approach across all topics, with learning structured around more complex, contextualised scenarios appropriate to students' maturity and prior knowledge.
- 5.5 Personal Development Leaders are currently in the curriculum planning phase, using the consultation findings to review and adapt resources at academy level. This work will be completed by 27 March 2026.
- 5.6 Following this, parents and guardians will be invited to review the updated curriculum and provide feedback prior to implementation in September 2026, ensuring ongoing engagement and transparency.

6. Linked policies

- 6.1 This report is directly linked to and should be implemented in conjunction with:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

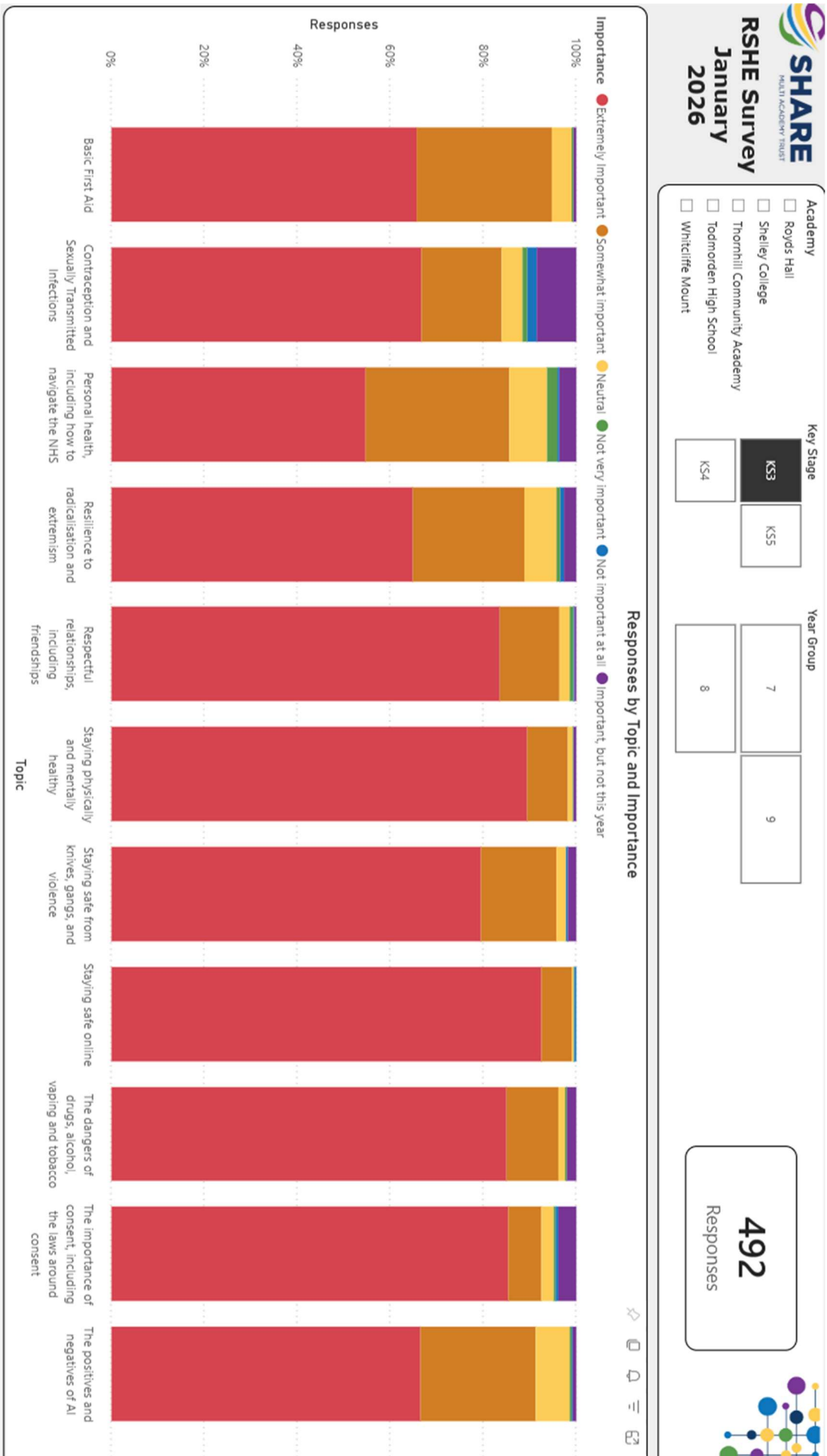
[Keeping Children Safe in Education](#)

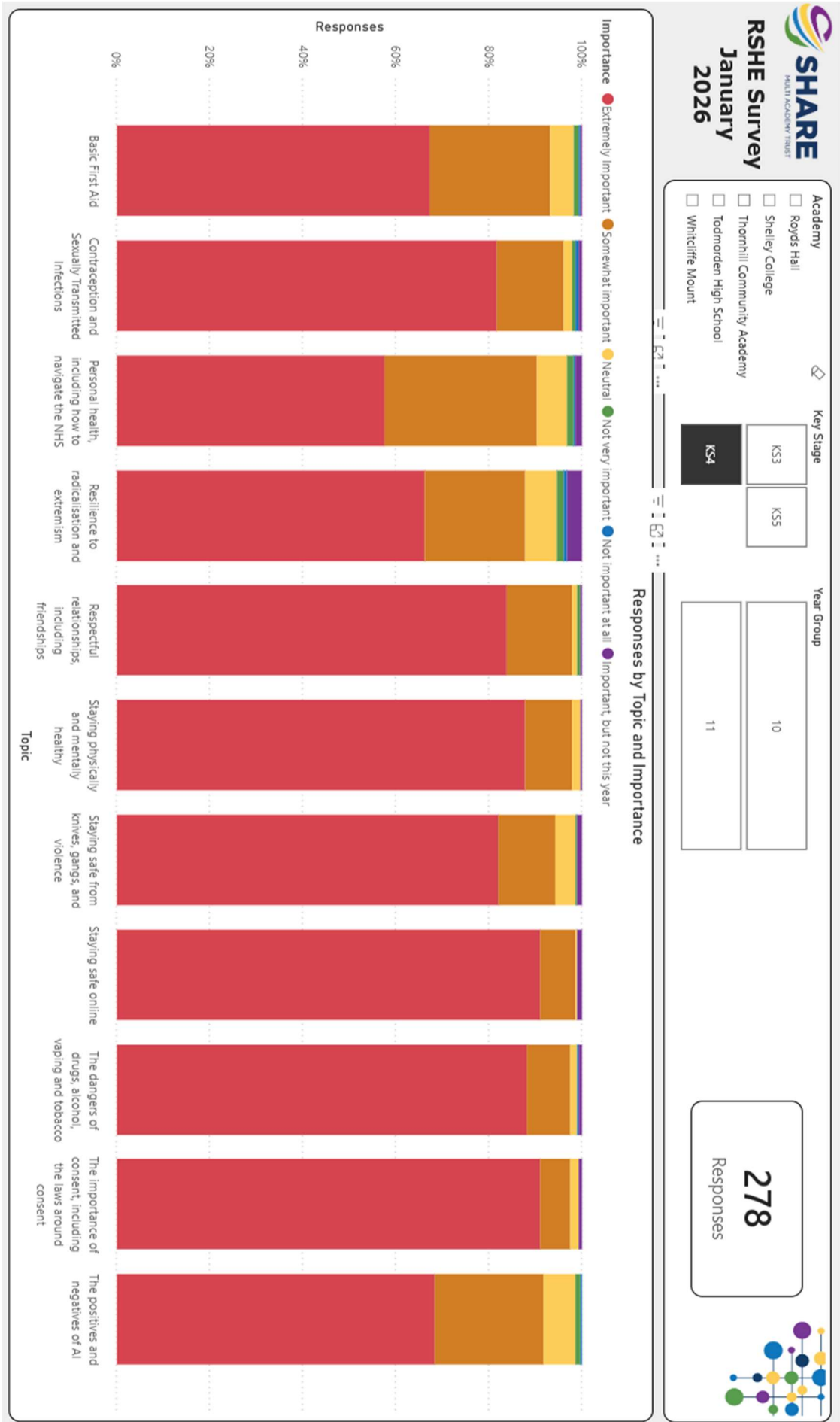
In addition, the relevant policies, which can be found on individual academy websites, include:

- SHARE MAT Secondary RSHE Policy & Procedure
- SHARE MAT Safeguarding and Child Protection Policy & Procedure
- SHARE MAT SEND Policy and Procedure
- SHARE MAT Secondary Behaviour Policy & Procedure.

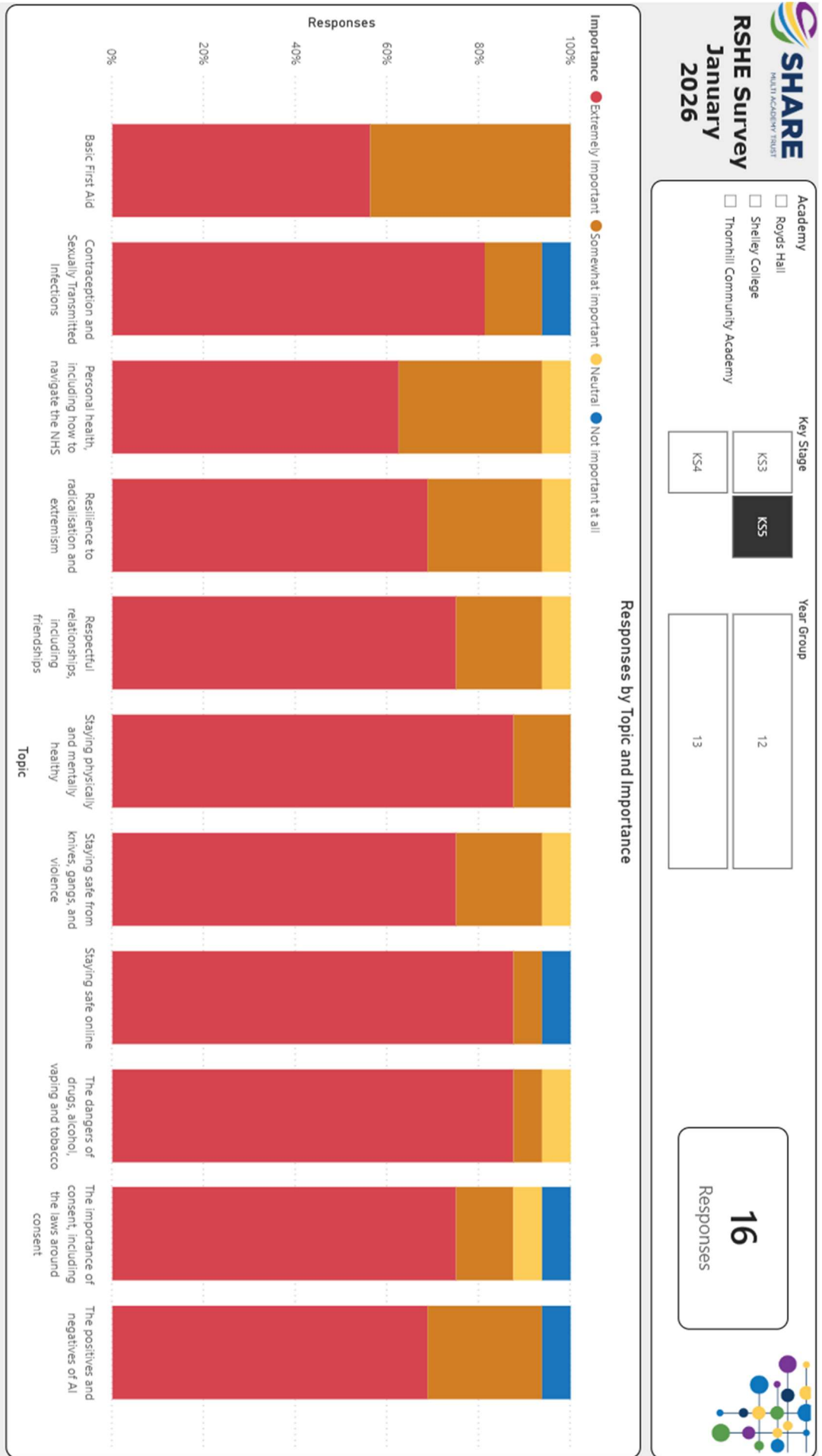
7. Appendix

7.1





7.3

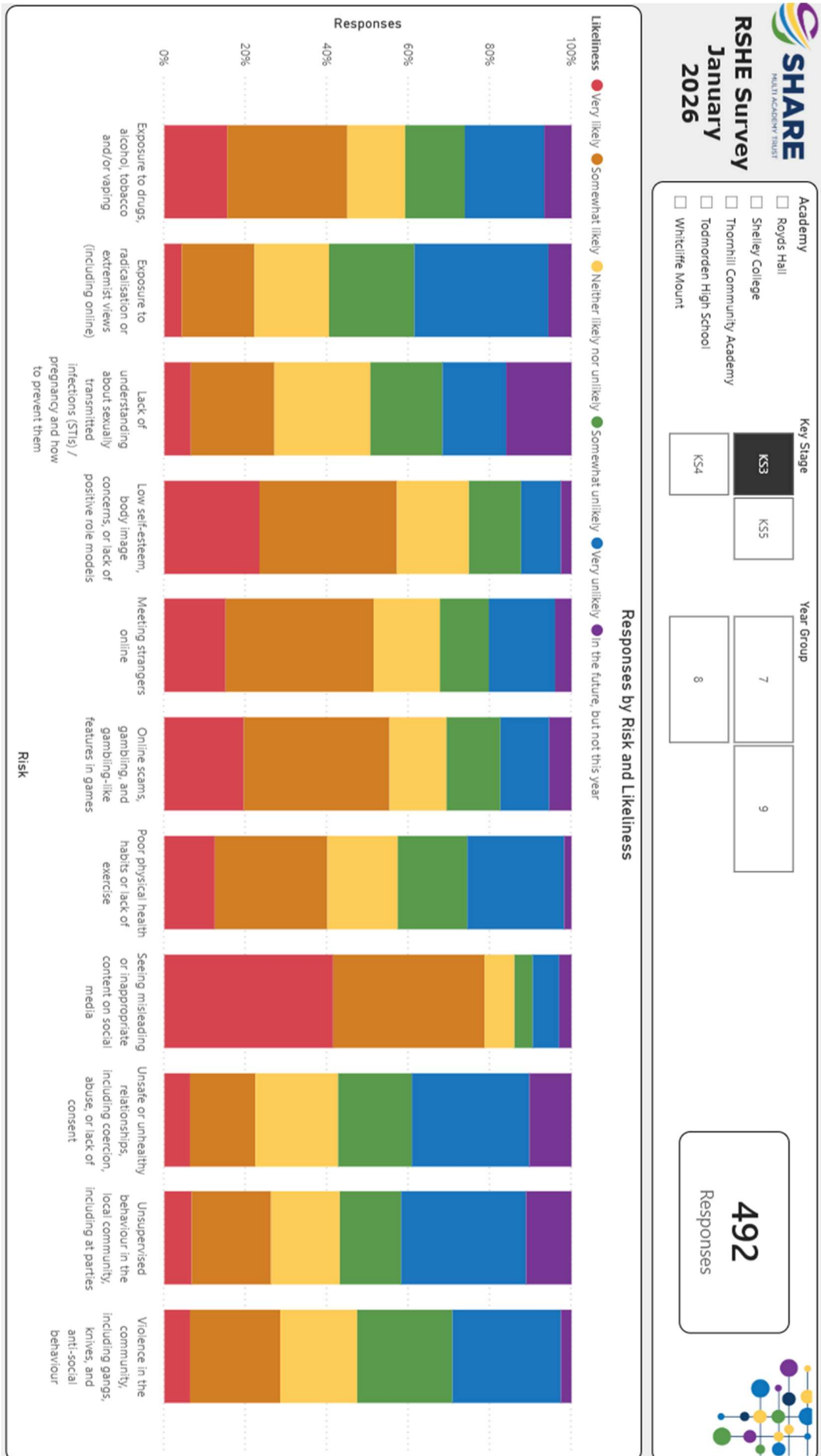


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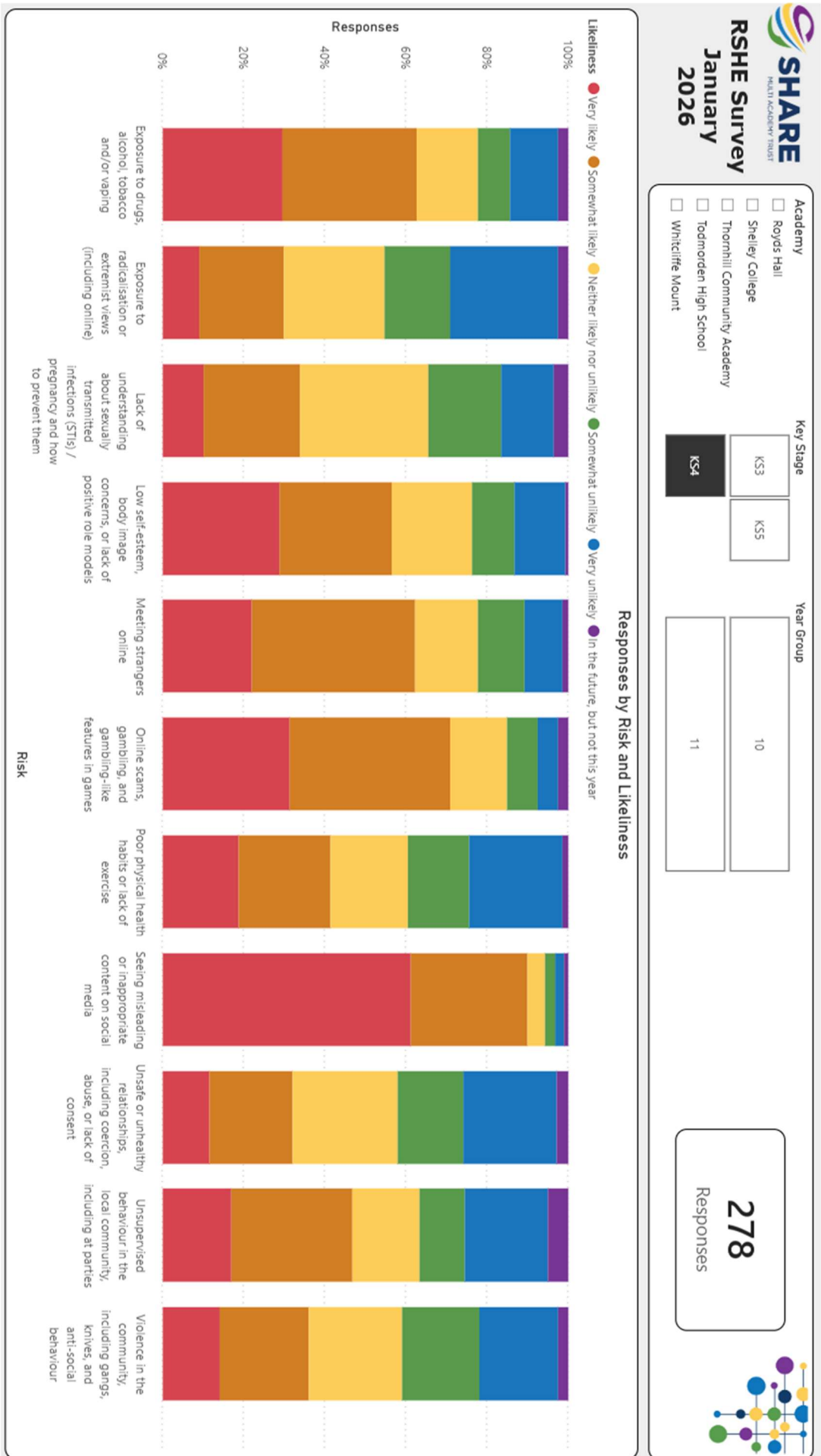
7.4 Please note that some comments have been removed for safeguarding purposes, or because they identify a specific school. Feedback for specific schools has been shared to them.

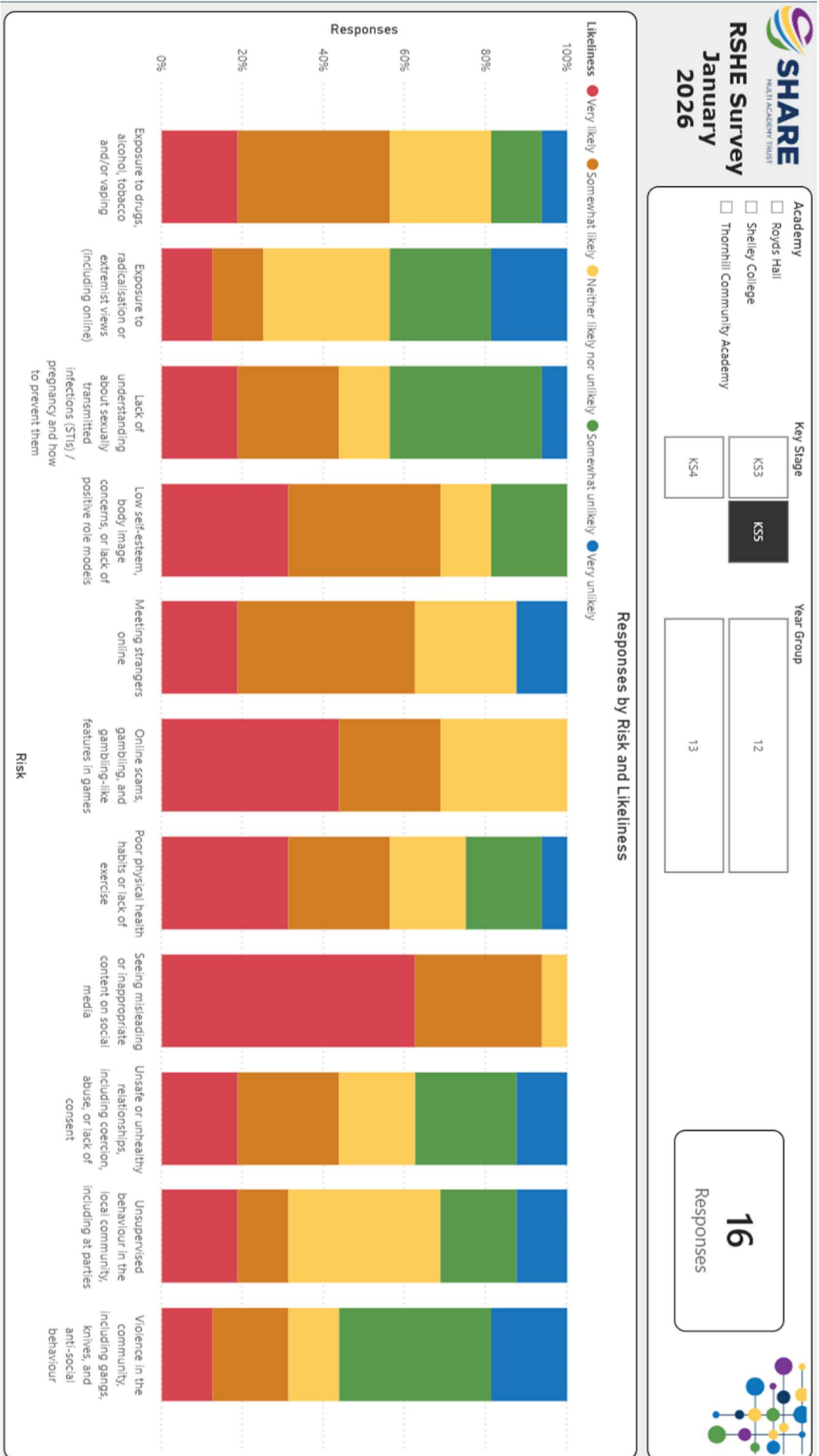
Q: Is there anything else that you think your child needs to learn relating to Relationships, Health, and/or Sex?
Communication within relationships. How to stay focused on your education and life away from the relationship and not let it take over.
The importance of not peer pressuring others / giving into peer pressure when it comes to intimacy / sex / relationships.
Empowerment for girls to feel in control of their bodies and their decisions around sex and relationships.
The difference between healthy and unhealthy relationships but also about pleasure during sex
They need easy access to contraception, that doesn't mean going and asking a teacher
Consent to be taught to both male & female
Abuse- mental, cutting people off from family and friends.
Sex- in a business capacity with only you sites and Pornographic way, consent, strangulation etc not acceptable. This is not a normal relationship and should show concern.
Images- never allow reforwarding or send naked photos across internet as anyone can access and circulate.
Drugs - safety in drinks, safety drink covers and not to share drinks.
Also know your limit, understand higher percent alcohol takes time to kick in, never let people top up your drinks, or keep buying rounds, so you don't know how much you have had.
Understand a shot is strong and will take time to kick in.
First aid with alcohol, what to do if you or a friend is drunk and can't get home. Teach them to have a plan. Emergency number, send location in advance.
Safety- always walk on main roads, never down fields, snickets, graveyards etc alone in the dark. girls must be taught the dangers of dark, no cameras, no lights now they are at the age of going out alone and in groups.
Hyperthermia/lakes- wear a coat in freezing conditions, understand how hyperthermia works and how dangerous in ice, lakes, in the sun and cold can both effect kids.
Thankyou
Phone usage and how to understand what is a reasonable amount of time to spend online and tips on how to self regulate usage.
Understanding misogynistic behaviour and how to call it out safely
Just being safe on the web by not giving out personal information as not know who is on the other end
I would want to know that the teaching around radicalisation includes tackling online misogyny.
All of this is priority learning
Coercion and manipulation signs. Sign post for support and speaking up.
I'm extremely worried about all of the above, so this is very much welcomed and I'm so glad that this will be taught in school.
Although we discuss this regularly at home, I think it's important for school to continue to reinforce the validity of different types of relationships, especially in the context of LGBTQ+, together with an emphasis on the importance of inclusion and respect for diversity. I don't believe that school should be promoting any kind of value judgment about any kind of relationship - that's down to individuals to decide in relation to their own beliefs and values - but I think that emphasising a baseline of acceptance of others' choices is very important.
"staying safe online" is important, but even more important is an honest conversation - however hard that can feel - with young people about pornography, sexualised behaviours online, etc. these things can't be done in euphemism in my opinion
Tolerance and respect - misogyny, racism etc... are very prominent.
How to recognise things like when they are being manipulated, things like county lines, the dangers of sharing nudes, how to healthily deal with and understand extreme emotions
The importance of sexual activity within the confines of a loving, committed relationship, i.e. marriage .
Issues around online misogyny and toxic masculinity. Spotting fake news
Staying safe when not at school or home. Parties, social events and public places.
Consideration around how cultural approaches to the above may differ country to country
What a healthy relationship looks like (respect, trust, equality)
How to spot unhealthy patterns (control, jealousy, threats, isolation)
How to end relationships safely and respectfully
Consent and boundaries (no means no, no pressure, intoxication, age of consent)
Where they can go for help for themselves or a friend (GP, school nurse, sexual health clinics)
Myths vs facts ("you cant get pregnant first time")
Body image, peer pressure, risk takin
Is there a way of including something about understanding money/personal finance/interest rates?
I think that the level of influence that Social Media has over children's attitude to sex, the opposite sex, their general behaviours is immense.
Whilst most children are streetwise in terms of their awareness of this, it is something I think should be focussed on, specifically regarding sex and relationships.
I feel it's extremely important to talk about respect for yourself and others.
Also the law around no consent can be given under 16 is crucial to share and the consequences.
Not at this time, thank you.
Healthy relationships
Dangers related to being groomed/sexual exploitation. Both on the internet and by people which they may come in to contact with.
All above are extremely important topics. The ones marked 'somewhat important' are still as important to cover but I would happy if they were covered the following school year, as the other topics I feel are the most important to cover now.
Dating online
Social media
Violent/abusive relationships
Pornography and the impact it has on viewers behaviour, seeing things as acceptable when they are not.
Just general respect for each other.
I think understanding coercive behaviour and suicide prevention is very important
establishing personal boundaries and building resilience. importance of open communication and keeping open communication with adults.
The rise of the manosphere, coercive behaviour
I think for girls the options of different contraception with in depth information about each one and where they can access.
Around consent: also discuss not feeling pressured
Snapchat/quick chat which your students are using to talk to strangers. And then agreeing to meet up with them in person, I feel explaining how easy it is to pretend to be someone else is much easier to do these days which the help of photoshop etc.
How to spot misogynistic behaviour and deal with it
How to resist peer pressure (esp in "friendships")
When the best time in a relationship to have sex
Aside from the issue of consent, I think it's important, especially for girls, to understand about coercion and controlling relationships - how to spot the signs.
The importance of being yourself in a relationship and that a partner should enhance what you already have, not take you away from friends and family. Also, if that person doesn't want to be with you, then you don't want to be with them. Having self respect and dignity to move on from a relationship that is not working. Where one door closes, another opens with a new opportunity for friendship and/or love. Also, the importance of saying No and being heard.
Bullying - still an issue in school. Self respect/esteem
Money, debt
Peer pressure sending inappropriate images on social platforms

7.5



7.6





7.8 Please note that some comments have been removed for safeguarding purposes, or because they identify a specific school. Feedback for specific schools has been shared to them.

<p>Q. We welcome your comments on any of the above risks, or any other risks you feel your child faces.</p> <p>Kids at any age have so many things that can go wrong in all of these areas. We should be teaching all of these to prepare them for 6th form/college/university and young adult. Their risk levels are low until 20's.</p> <p>Also do not drink and drive, do not speed. All things as they learn to drive.</p> <p>We have a very open and supportive relationship with our girls at home. We talk openly about all these issues but it doesn't prevent the risk of exposure, now and in the future. We hope we are skilling them up with the tools to make good choices but at some point we have to hand the reins over to them and trust their judgements in certain situations. Social media is a minefield. Although we have parental controls etc, they are still exposed to so much. Having girls, body image is a big thing. Healthy eating etc and having enough to eat (particularly in school) is an ongoing battle. I find that both my two have gone through / going through times where they won't eat lunch because they don't like people watching them eat. Eating disorders is always a concern and something we are mindful about.</p> <p>I am genuinely worried about eating disorders, especially with the young males.</p> <p>My child doesn't go out often as friends stuck in online. My child would love to socialise more</p> <p>Extremist views seem to be more apparent due to the news headlines more often</p> <p>I don't want to rate everything as extremely high as this says when everything is a priority nothing is</p> <p>I think that school can play an important role in helping to support our children to navigate these risks, but I believe that fundamentally the responsibility for this sits with parents. I like the fact that school reinforces the messages we deliver at home, but I think school should be careful not to assume too much responsibility in these areas. I don't think you can win!</p> <p>The dangers and negativity from social media and generally getting sucked into social media and how to avoid this. When everyone else is doing it it seems like the norm, and maybe giving clear information about the negative effects could help some children detach more.</p> <p>Also think that a lot more could be discussed at school regarding nutrition, and specifically the affects and dangers of overconsumption of UPF foods. Educating children more regarding what is upf and what it does to their developing bodies in terms of gut biome, ability to concentrate, etc would allow more children to make an informed choice</p> <p>as adults we have got to be honest about the differences in both young people's relationships and media use nowadays, and how the internet has moulded that. for instance: my kids have reported seeing HORRENDOUS material online, typically shared as snapchat stickers on group chats by others to be "edgy" - including material that is illegal to possess. "cyber flashing" is also completely normalised on snapchat and tiktok, including from complete strangers. a lot of kids also use anonymous video chat sites "as jokes" but these places seem to have many adult predators within them.</p> <p>How to feel they are able to say no if approached by someone with drugs etc</p> <p>I believe all these areas need to be covered at this stage in their education as they may not be exposed to some of these areas right now but at some point they may be and even if they do not come across it, they need to be educated about all of these areas so this is very welcomed.</p> <p>Information is power and real life examples shared with pupils of potential risks and outcomes (guest speakers)</p> <p>As parents of a 14 year old we monitor their whereabouts and online usage carefully, however, the older they get the more difficult it becomes so awareness is key.</p> <p>Hard to answer the above, as a parent you want to protect them from everything.</p> <p>Possibly, speaking to unknown people through games such as Roblox's etc. I've recently made my son delete this game due to stories on the news.</p> <p>I feel grooming is one of the biggest threats for young girls starting to form relationships and being disrespected and taken advantage of, especially as they start to hang out in public spaces and start accessing social media.</p> <p>Some of above are unavoidable and more than avoid, finding a way to navigate drinking, vaping and underage sex. I feel the area is sheltered from different cultures and there is a growing fear of other religious groups and people (particularly immigrants) I think it is important for children to be able to mix with other communities in Kirklees.</p> <p>Although we trust our daughter she does have access to the internet and social media meaning certain things are beyond our control.</p> <p>Spiking is also important to understand</p> <p>Pressures around using media, and having to be online</p> <p>The pressure to "fit in" and be seen (even online) as being macho or being cool is huge.... Their whole lives are lived online, so having cool images or videos to post are high on their agenda. The slippery slope from vaping to nicotine pouches and addiction, then dabbling is a key concern, esp when peer pressure is added into the mix</p> <p>Vaping and drinking alcohol</p> <p>Social media can be useful but it also extremely dangerous for any child, for example with low self esteem who could be caught up in a coercive relationship.</p>
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