

## Response ID ANON-XAJH-XMAK-V

Submitted to **Changes to the teaching of Sex & Relationship Education and PSHE**

Submitted on **2018-02-09 17:11:06**

### Changes to the teaching of Sex & Relationship Education and PSHE

**What is your name?**

**Name:**

Philippa Taylor

**What is your email address?**

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**For this call for evidence, we are collecting information about schools in England only. Please tick this box to confirm you are responding to the following questions based on your experiences and/or knowledge of schools in England only**

**I confirm that I am responding to the following questions based on my experiences and/or knowledge of schools in England only:**

Yes

**To help us direct you to the correct sections of this Call for Evidence, please can you say whether you are completing this as a young person (aged 19 or under) or as an adult respondent.**

**Select the category which best describes you:**

Adult

### Introduction

### Relationships and Sex Education

**Thinking about relationships education in primary schools, what do you believe are the three most important subject areas that should be taught for different age groups/key stages and why. Please include any considerations or evidence which informed your choices.**

**Relationships in primary schools - what are the 3 most important areas:**

KEY STAGE 1:

- i) Basic principles of relationships such as faithfulness, commitment and honesty. The priority is not for children to learn the proper names for parts of their anatomy at primary school but to develop the character of children so that they learn self-restraint and the importance of marriage for family life, stable and loving relationships, respect, love and care, as DFEE guidance from 2011 states.
- ii) Interaction with others through learning broad principles of free speech, respect and kindness towards others.
- iii) Bullying - why it is wrong and how to handle it if it happens

KEY STAGE 2:

- i) Healthy and strong relationships including traditional marriage. As in Key stage 1 this should not include complex adult relationships and intimate relationships, nor pornography and contraception. The priority is to develop the character of children so that they learn self-restraint and the importance of marriage for family life, stable and loving relationships, respect, love and care, as DFEE guidance from 2011 states.
- ii) Internet safety and caution
- iii) Teaching should respect the faith and culture of pupils (73% of parents with children at primary school agree with this, just 13% disagree).

It is essential to have parental involvement and maintain their right of withdrawal of their children from these lessons (55% of parents with children at primary school agree with this, 25% disagree (<http://www.comresglobal.com/polls/evangelical-alliance-relationships-education-research/>)).

**Thinking about relationships and sex education in secondary schools, what do you believe are the three most important subject areas that should be taught for different age groups/key stages and why. Please include any considerations or evidence which informed your choices.**

**Relationships and sex education in secondary schools - what are the three most important subject areas:**

KEY STAGE 3

- i) Social media (see Q3)
- ii) Importance and benefits of marriage (evidenced by a wealth of research), including respect for those who believe in it being between man and woman.
- iii) Resisting sexual pressure. A large Cochrane study (Nov 2016), combining data from 55,000 youngsters worldwide found most sex education programmes do NOT reduce pregnancy and STIs. Indeed, they have NO EFFECT on adolescent pregnancy and STI rates.

The Cochrane review was the first to only include studies with measurable biological outcomes. Likewise, Government should rely on robust, measurable evidence of effectiveness when developing policy on sex education, not trends or ideologies. The Cochrane review warns about school-based programmes that we '...need further evidence from controlled studies, preferably with randomised designs, as temporal trends can confuse and mislead.'

KEY STAGE 4

i)Significance of biology in gender. Teaching must be embedded in robust science, evidence, and not taught as fact if it is still a hypothesis or an ideology.

ii)Social media (Q3)

iii)Sexual intimacy within a long-term stable loving relationship and, preferably, between spouses within a marriage. Non-judgemental sex education, with no discussion of context such as marriage, family life, fidelity or exclusivity, or that there is any 'right or wrong' does NOT help children to handle relationships. Parental right of withdrawal of children from RSE lessons MUST be retained. Parental concerns about compulsory sex education are due to unsuitable material that sexualises children, and concern that approaches encouraging self-control or chastity have attracted little support and often outright opposition

**We are particularly interested in understanding stakeholder views on Relationships Education and RSE which are specific to the digital context. Are there important aspects of ensuring safe online relationships that would not otherwise be covered in wider Relationships Education and Relationships and Sex Education, or as part of the computing curriculum?**

**Are there important aspects of ensuring safe online relationships that would not otherwise be covered in wider Relationships Education and Relationships and Sex Education:**

Children should be taught that the same principles apply to online relationships as those that apply to face-to-face. Behaviour and treatment of others should be the same.

Social media teaching should cover the dangers of oversharing information or images, recognising the importance of trust and honesty in interactions, understanding that sexting is not harmless, understanding that once something has been said or shared online it cannot be taken back and could be made public.

Also coverage of the highly damaging effects of viewing online pornography.

**We are also interested in understanding more about how schools communicate with parents on Relationships Education and RSE and are able to make informed decisions that best meet the needs of their children. This includes a right to withdraw their child from sex education within the RSE subject but not from sex education in the national curriculum for science. How should schools effectively consult parents so they can make informed decisions that meet the needs of their child, including on the right to withdraw? For example, how often, on what issues and by what means?**

**How should schools effectively consult parents so they can make informed decisions:**

Parental concerns will primarily be around the use of explicit sexual content and also the moral values being taught. Also many will want to ensure that the teaching of their children is grounded in evidence not ideologies.

Schools should consult and engage with parents, and partnership closely with them on RE and RSE. This can be done online so that parents have the right to inspect and review material prior to its implementation and use. It should be made available to view online.

Parental right of withdrawal from both RE and RSE is essential.

Ofsted should assess the effectiveness of parental consultation and parental engagement.

## **Personal, Social, Health and Economic education (PSHE)**

**Thinking about PSHE in primary schools, what do you believe are the three most important subject areas that should be taught and why? Please include your reasons for choosing each subject area or evidence to support your suggestions.**

**What do you believe are the three most important subject areas that should be taught and why:**

N/A

**Thinking about PSHE in secondary schools, what do you believe are the three most important subject areas that should be taught and why? Please also include your reasons for choosing each subject area or evidence to support your suggestions.**

**Thinking about PSHE in secondary schools, what do you believe are the three most important subject areas that should be taught and why?:**

N/A

**How much flexibility do you think schools should have to meet the needs of individual pupils and to reflect the diversity of local communities and wider society in the content of PSHE lessons in schools?**

**How much flexibility do you think schools should have to meet the needs of individual pupils and to reflect the diversity of local communities and wider society in the content of PSHE lessons in schools:**

It is imperative that curriculum and materials are not set without due consideration for the ethos of the school - schools must be obliged and able to take account of the wishes of parents. This applies to PSHE lessons but also RE and RSE education.

Faith schools must remain free to teach according to the key tenets of their faith - including beliefs on marriage, life and sexuality.

Please note this speech in a recent House of Lords debate which highlights this concern:

'As a Sikh, I am appalled at the undue emphasis on sexual relationships and sexual identity currently being taught in school. Young children are led to question their gender and are unhelpfully offered support to make permanent potential differences, which are generally passing phases in growing up. Parents and teachers should have a right to question or opt out of such teachings.'

(<https://hansard.parliament.uk/lords/2018-01-26/debates/C4A11F08-ABCF-4EA1-AFB5-18174224A982/Debate>)

To help us direct you to the correct sections of this Call for Evidence, please select the category from the drop down menu which best describes you.

Please select the category from the drop down menu which best describes you:

Other organisation

## Teaching Union / Other Organisation demographic information

### Organisation Name

Organisation Name :

Christian Medical Fellowship

Please provide a link to the webpage of your organisation

Webpage link:

[www.cmf.org.uk](http://www.cmf.org.uk)

### The Local Authority Area(s) in which your organisation operates

Local Authority Area(s) your organisation operates :

National

If more than one, please enter others in box below:

Please provide a summary of how your organisation is currently involved with Sex and Relationships Education and/or Personal, Social, Health and Economic Education

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Many of our members are involved in schools as parents as well as medical professionals.

CMF provides advice, briefings and information and is regularly asked to advise members on issues such as gender dysphoria, same sex relationships, marriage and sex education.

Some examples of briefings we have written for members:

Gender dysphoria: <http://www.cmf.org.uk/resources/publications/content/?context=article&id=26419>

Teenage Sex: <http://www.cmf.org.uk/resources/publications/content/?context=article&id=2184>

Contraception: <http://www.cmf.org.uk/resources/bookstore/?context=book&id=281>

The Christian Medical Fellowship (CMF) is interdenominational and has as members around 5,000 doctors and 1,000 medical students throughout the United Kingdom and Ireland.

## Confidentiality

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Explanation of confidentiality: