

Consultation Guidance

- The information presented below is for guidance purposes only, they are examples of responses you could give. We do not recommend that you use the suggested answers below in your own responses. Please use your own words.
- Please ensure you respond by the deadline, which is 11.45 pm on 12 February 2018.
- You can respond online www.education.gov.uk/consultations or by post to RSE and PHSE Team, Department for education, Sanctuary Buildings, 2nd Floor, Great Smith Street, London SW1P 3BT
- Please do feel free to include your own reasoning as a Muslim parent in responses.
- If you have any question

Question 1. 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.

- The importance of family – why marriage between a man and a woman is the basis for a stable and loving family.
- The ingredients of strong friendships - how to build and sustain strong friendships, through trust, mutual respect, loyalty etc. How to deal with conflict in friendships.
- How and why children need to say no to peer pressure - each of us is a representative of our own selves and is ultimately accountable for our own actions. No one should make us do something we do not want to do and that conflicts with our personal code of behaviour.
- Why family matters.

You can also take this opportunity to talk about topics you feel would be inappropriate to teach at primary school as they are not age-appropriate. Such as sexual relationships, reproduction, LGBT relationships, pornography etc



Question 2. 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.

- The negative effects of the instant gratification culture on human relationships.
- Why marriage between a man and a woman is the cornerstone of any successful society.
- Why marriage delivers far greater stability than casual or cohabiting relationships.
- Why contraception does not safeguard people from STIs or stop pregnancy.

Question 3. 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?

- In secondary schools, issues such as pornography should not be taught in a non-judgemental way. Pornography is exploitative, extremely harmful for healthy human relationships and it should not be spoken about as being normal, or good in parts. Discussions about pornography should clearly speak about it as a harmful, addictive misogynistic.
- Schools should recognise that keeping children safe on the internet requires that parents are upskilled to understand what steps should be undertaken in the home and what conversations need to be had with their children to help keep them safe. Schools should actively engage parents to support their children.

Question 4. 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?

Parents should have clear rights to input and shape how SRE is taught in schools. This has to be a real process whereby parental views can change how RE/RSE are taught and the materials used. Ofsted has got to take a more proactive approach against schools which bypass parental views and teach non-statutory elements in Science or RE/RSE. Parents



should be asked to rank their children's schools on how well they consult, and this should be published on their website.

Parents should be the ultimate arbiter on what age-appropriate means, which materials and subjects taught in RE/RSE are suitable for their children.

Where primary schools teach about homosexual relationships or transgender issues, parents should be allowed to withdraw their children, these are ultimately sexual topics and should be understood to fall under SRE.

Question 5. 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.

Here you can mention other topics that you feel are important for your children to develop key skills to navigate life in England.

1. Money management – it is important that children understand how to manage their money, how to budget and to avoid getting into debt. If these skills can be taught earlier they can start to form good habits for later life.
2. Careers advice – Children are being asked to make decisions about careers very early on, they should be supported to look at a range of career options and to learn key skills to make decisions which take into account their interests, aptitudes etc.
3. First Aid – It is important to equip young people with skills to perform basic first aid. This is a vital skill that could help to save a life.

Think about other skills you believe children should learn that are not getting sufficient coverage in the curriculum at present.

Question 6. Thinking about PSHE in secondary schools, what do you believe are the three most important subject areas that should be taught and why?

1. Money management – it is important that children understand how to manage their money, how to budget and to avoid getting into debt. If these skills can be taught earlier they can start to form good habits for later life.
2. Careers advice – Children are being asked to make decisions about careers very early on, they should be supported to look at a range of career options and to learn key skills to make decisions which take into account their interests, aptitudes etc.

3. First Aid – It is important to equip young people with skills to perform basic first aid. This is a vital skill that could help to save a life.

Think about other skills you believe children should learn that are not getting sufficient coverage in the curriculum at present.

Question 7. 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?

- Schools should reflect the culture of the community they serve. This means they should be required to take into account the background/religion of their pupils when deciding what to teach, how to teach it and what materials to use. They have to publish a document every year to detail how they have decided the SRE policy, schemes of work, materials etc.
- Schools should reflect parents' wishes in the values they promote. Schools have to ensure that they take an active partnership approach with parents such that parental views shape how SRE/RE/RSE are taught.
- Schools should not reflect a one size fits all approach to creating an SRE policy and teaching materials, these should reflect the background of the majority of pupils within a school.
- Faith schools should be allowed to teach SRE according to their faith ethos.

