

# Relationships and sexuality education (RSE) statutory guidance and code

## Consultation response form

Your name:

Organisation (if applicable): LGB Alliance

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Responses should be returned by **16 July 2021** to:

Curriculum and Assessment Division  
The Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to:

e-mail: [curriculumforwales@gov.wales](mailto:curriculumforwales@gov.wales)

**Respondent type** (please select one from the following)

Child or young person	<input type="checkbox"/>	Employer/business representative	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>	Professional body/interest group	<input type="checkbox"/>
Schools governor or member of school management committee	<input type="checkbox"/>	Voluntary sector (community group, volunteer, self-help group, social or co-operative enterprise, religious, not for profit organisation)	<input checked="" type="checkbox"/>
Mainstream school practitioner (head, teacher, teaching assistant, etc.)	<input type="checkbox"/>	Regional consortium	<input type="checkbox"/>
EOTAS provider (PRU staff, independent school staff, other provider, etc.)	<input type="checkbox"/>	Local authority	<input type="checkbox"/>
Higher education (including universities/academic institutions)	<input type="checkbox"/>	Further education	<input type="checkbox"/>
Politician (Senedd member, county councillors, MP, etc.)	<input type="checkbox"/>	Other respondent group not listed above, please specify:	<input type="checkbox"/>
Lobbyist	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>

**Question 1** – Do you agree that the explanation of the definition of RSE is clear?

<b>Strongly disagree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input checked="" type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly agree</b>	<input type="checkbox"/>
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**Please explain your answer:**

The definition uses the term 'sexuality' which is defined in the glossary as including 'gender identities and rôles'. While this is (sadly) a WHO definition, 'gender identity' is a queer theory concept, a much-contested idea that is about some inner sense of the 'gender' with which one 'identifies'. It is a queer theory idea that this can be included in 'sexuality', a word that is generally understood to refer to sexual feelings and responses. The definition of RSE obfuscates these issues.

The way the term 'sexuality' is commonly understood relates to sexual desire, and not what parents want their young children to be taught about.

The absence of specific mention of gay and lesbian sexuality is concerning.

As described in the glossary, the term 'gender' is used in several different ways, which makes understanding difficult. It is used as a synonym for sex (biology); as a reference to 'identity'; relating to social norms; and concerning harmful stereotypes.

It is a matter of considerable concern that unscientific terms from gender ideology/queer theory are given throughout the document. 'Gender identity', 'assigned sex' and 'non-binary' have no scientific validity, are not neutral and should not be presented as factual.

**Question 2** – Do you agree that the principles for embedding RSE are clear?

<b>Strongly disagree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree nor disagree</b>	<input checked="" type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly agree</b>	<input type="checkbox"/>
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**Please explain your answer:**

Some aspects seem entirely reasonable, but far too much is vague and undefined. Sadly, the bias inherent in the terms used (see response to Question 1) make it impossible to feel that the principles for embedding RSE are transparent. There is a dogma, a theory, a belief system being promoted here.

It is worrying that despite the Guidance stating that "Effective RSE requires specialist expertise, time and resources" and "Provision should draw on specialist services and expertise" there is no advice or guidance to schools concerning appropriate sources of such services and expertise. Until the DfE issued statutory guidance for English schools, some of the material in use compromised safeguarding obligations and even failed to state the law accurately. This is liable to happen in Wales unless clear advice and guidance is given to prevent it.

**Question 3** – Do you agree that the structure and content of the guidance clear?

<b>Strongly disagree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input checked="" type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly agree</b>	<input type="checkbox"/>
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**Please explain your answer:**

Given the conflation of 'sex' and 'gender', and the confusing definitions given in the glossary (which do not match up with common understandings), there is a considerable risk of misunderstandings. The failure to properly identify safeguarding issues and appropriate expertise on this matter leaves staff without clarity about such key issues as the frequency with which children on the autism spectrum, who often experience gender dysphoria, are led to believe they 'are transgender' and hence embark on a course potentially leading to sterility.

The lack of specified content concerning same-sex attraction means that this aspect of human sexuality may not be effectively included in the curriculum, and the danger of same-sex attraction being conflated with 'gender identity', such that e.g. young lesbians are led to believe they are 'really' boys, is considerable. It is essential that the absolute distinction between same-sex attraction and 'gender identity' is properly covered and that the myth of 'same-gender' attraction is not promulgated.

**Question 4** – We propose that the content set out in the three broad stages of the guidance will become mandatory as part of the RSE code. Do you agree that they encompass what is important about RSE for all learners' ages and developmental stages?

<b>Strongly disagree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input checked="" type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly agree</b>	<input type="checkbox"/>
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<b>disagree</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>nor disagree</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>agree</b>	<input type="checkbox"/>
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**Please explain your answer:**

We are concerned that without proper safeguarding advice and support, it is possible that the curriculum guidance will encompass matters in ways that few parents would expect, understand or support.

One strand concerns 'kindness'. It is hard to object to the idea that one should 'be kind', but unfortunately this is used by groomers and abusers, and particularly disadvantages girls who are too often expected to 'be kind' to their own disadvantage, even to acquiescing to sexual abuse.

The failure to make explicit mention of lesbian and gay sexuality, and to make efforts to explicitly counter the homophobia to which many are subjected and the way the terms 'lesbian' and 'gay' are used as terms of abuse among schoolchildren, means that this guidance does not serve lesbian, gay and bisexual children in schools.

**Question 5** – Do you agree that the RSE code section of the guidance is clear and appropriate?

<b>Strongly disagree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input checked="" type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly agree</b>	<input type="checkbox"/>
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**Please explain your answer:**

Once again, the lack of clarity about the definitions of terms used makes the guidance itself unclear.

**Question 6** – Do you agree that the mandatory elements of the guidance (the RSE code) are the right ones? Is anything missing that should be included?

<b>Strongly disagree</b>	<input type="checkbox"/>	<b>Disagree</b>	<input checked="" type="checkbox"/>	<b>Neither agree nor disagree</b>	<input type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly agree</b>	<input type="checkbox"/>
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**Please explain your answer:**

Where is the information about sexism, sex discrimination and sexual harassment; grooming and how to recognise this, online and offline; such sex-based matters as FGM; the problem of drugs (both legal and illegal)? While there are a few mentions of LGBTQ+, the specific need to talk about lesbians and gay men, homophobia, and the distinction between LGB and 'transgender' is nowhere to be found. This should not be left up to the awareness of the individual school.

**Question 7** – Do you agree that the guidance offers relevant information to support practitioners when designing their school curriculum for RSE?

<b>Strongly</b>	<input checked="" type="checkbox"/>	<b>Disagree</b>	<input type="checkbox"/>	<b>Neither agree</b>	<input type="checkbox"/>	<b>Agree</b>	<input type="checkbox"/>	<b>Strongly</b>	<input type="checkbox"/>
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<b>disagree</b>				<b>nor disagree</b>				<b>agree</b>	
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**Please explain your answer:**

As mentioned previously, the lack of guidance for sources of information is of considerable concern, given the many ideologically-driven groups providing such information to schools from the viewpoint of queer theory/gender identity ideology. There is no effective guidance on safeguarding or sources of such support. The failure to provide links to balanced sources of help and support for children experiencing gender confusion leaves schools liable to influence from biased lobby groups.

It is also puzzling that a curriculum intended to be consistent across Wales leaves so much to the vagaries of individual schools, their knowledge and expertise (or lack thereof) and the possibility of biased sources of materials being promoted.

**Question 8** – We would like to know your views on the effects that the RSE draft statutory guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

**Supporting comments**

**Question 9** – Please also explain how you believe the proposed RSE draft statutory guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

**Supporting comments**

**Question 10** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: