

The purpose of this policy

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to Relationship and Sex Education (RSE) for the 21st Century for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSE education programme.
- Provide a basis for evaluating the effectiveness of the school RSE programme.
- Reinforce the role of the school in contributing to local and national strategies.

Aims

In planning and presenting our RSE programme, we provide the opportunity for pupils to express themselves within a trusted and safe environment. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships, including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

The aims of Relationship and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Develop the confidence to seek help, support and advice
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Provide reassurance that change is part of the life cycle and help pupils accept variations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Statutory Requirements

As a primary school, we must provide relationships education as per section 34 of the Children and Social work act 2017 for primary aged pupils and relationships and sex education, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

For Primary aged pupils we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At High Ercall Primary School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- **Review** – RSE task group comprising of SLT, RSE lead, School Governors and parents of students pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
- **Pupil consultation** – we investigated what exactly pupils want from their RSE
- **Ratification** – once amendments were made, the policy was shared with governors and ratified

Introduction

We have based our school's Relationship and Sex Education (RSE) policy on the statutory guidance from the DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2020 are made under sections 34 and 35 of the Children and Social Work Act 2017. Our RSE curriculum is in line with the Equality Act (2010). Our policy and practice is based upon national guidance and good practice, consistent with Telford and Wrekin Local Authority recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding & Child Protection and Behaviour Management.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, as pupils progress from the primary to secondary phase of school. RSE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education. RSE is **not** about the promotion of sexual activity.

Curriculum

At High Ercall, RSE is integrated within the wider school curriculum as it complements and overlaps with the ethos, values and key drivers of the school. We provide a planned, age-appropriate scheme of work and it is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. At High Ercall Primary School, equality of opportunity is paramount and we provide an opportunity for pupils to express themselves within a trusted and safe environment.

Our curriculum is underpinned by the statutory expectations as set out by the DfE in Appendix 1. Children will be taught in thematic units which children will revisit in both KS1 and KS2. This enables children to recall and build upon prior learning, exploring the underlying principles of RSE education regularly at a depth that is appropriate for the age and stage of the child. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. To teach RSE effectively, teachers employ a variety of methodologies, such as role play, discussions, debates, scenario cards and games. Although each unit is planned on a termly basis, there may be occasions where specific units may be taught reactively based on school incidents and pupil needs. The three core areas will be taught each year, including Relationships, Health and Wellbeing, and Living in the Wider World.

The content of the RSE statutory requirements is taught through PSHE lessons, which are supported by the Twinkl Life's PSHE and Citizenship resources. This scheme is fully in line with the RSE statutory requirements and Learning Outcomes and Core Themes as provided by the PSHE Association Programme of Study. This is widely used by schools

in England and is recommended and referred to by the DfE in all key documentation relating to RSE provision in schools. This scheme of work covers all the required objectives and follows the three key concepts of Relationships, Health and Wellbeing and Living in the Wider World to ensure progression of knowledge. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced RSE curriculum.

- **Relationships**

Children at High Ercall are taught how to build and maintain successful relationships and become active citizens. This includes maintaining healthy relationships with friends, families and promoting strong and positive views of self. By the end of their primary education, they will be equipped with the skills to identify people who care for them; know what constitutes a healthy, happy and respectful relationship; understand that relationships may vary and know how to seek help if a relationship is making them feel uneasy. These units include Digital Wellbeing, TEAM, VIPs and Be Yourself.

- **Health and Wellbeing**

Children at High Ercall will know to stay safe in different situations including: stranger danger and drug awareness (embedded through the STAR programme and delivered by Police Community Liaison Officers); know that their body belongs to them and the appropriate boundaries; how to act appropriately to adults and how to report concerns and abuse. These units include Safety First, Think Positive and It's My Body.

- **Living in the Wider World**

With the stressors encountered in an ever changing society, pupils will learn and respect cultural *diversity*; know that change is part of growing up and how to develop an emotional resilience to new experiences, and know about career choices and economic understanding. We provide our pupils with a secure understanding of the world around them and support them in seeing each and everybody's value in society. These units include Aiming High, Diverse Britain, One World and Money Matters.

For sex education lessons, we use the Shropshire Respect Yourself: RSE programme. This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In years 5 and 6, there is a greater emphasis on the changes that occur in puberty. (See Appendix 3).

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle. In science lessons in Key Stage 1, the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect, we follow the guidance material in the national scheme of work for science. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.

Delivery of the Curriculum

The main delivery is through specific lessons, however some aspects are also taught through other subject areas such as science and PE. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and physical education (PE). It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance. Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection Policy. It is taught by the class teacher or HLTA, working in mixed gender groups and small groups will be used based on the learning and developmental need. Lessons will be adapted to ensure the content will be made accessible to all pupils, including those with SEND.

Child Sexual Exploitation (CSE)

All teachers understand that a young person being in an unhealthy relationship can lead to abuse of many different types: controlling behaviour, emotional, financial, psychological abuse and more. Staff members have the responsibility to ensure they:

- Know and understand what sexual exploitation is
- Recognise the warning signs
- Know who to contact and how to report concerns

At our school, we raise awareness to support the children in recognising the signs of CSE and helping them to keep themselves safe. Our PSHE lessons teach the children about healthy relationships and what they can do to help protect themselves, if they are in a difficult situation. This includes the 'right to say no', consent, healthy relationships, recognising trusted adults and understanding the safeguarding procedures across the school. We use the NSPCC PANTS campaign to support the teaching of safe contact. In addition to this, in Year 5 and 6, we use external agencies such as Loudmouth to support teaching of age-appropriate drama and discussion workshops to support children in learning about relationships with others. Using the NSPCC's PANTS rule as the central theme the Safe Team teaches the children about safe and unsafe secrets and body contact as well as recognising the feelings that may occur when you feel unsafe. The programme explores topics such as relationships at home and relationships outside of the home which could be unsafe.

SEND learners

We believe that all learners should primarily access the first quality teach and be immersed in class discussions during RSE lessons. Therefore, SEND learners access the same learning as all other children but will be given further support, differentiated outcomes and a tailored approach to suit each individual's needs. Strategies used to support our SEND learners include:

- An adult to support during group activities such as role play and discussion of scenarios
- Mixed ability groups/partners and well chosen roles assigned within tasks
- Print outs of work/presentations to scaffold with independent tasks
- More time allocated to process information or instructions broken down into manageable chunks.
- This is monitored by our SENDCO - Sarah Roberts - and parents are fully engaged and involved.

For Primary aged pupils

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationship to other policies

This policy has links to School policies on Safeguarding, Child Protection, Health and Safety, Confidentiality, Healthy Schools, School Visits, Manual Handling and personal care, Anti-bullying Policy, Equality Policy, Science, P.E. Computing. R.E. D&T.

Child Protection

The Child Protection procedures as outlined by Telford and Wrekin Local Authority will be followed. All referrals, whatever their origin, will be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance. Confidentiality must not prevent action if the child is 'at risk'. Teachers

will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents / guardians in school.

Moral and Values Framework

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent some different social, ethnic and religious values, beliefs and customs.

Home-school Partnership

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive. We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

It's hoped that the school curriculum, and ethos of the school, complements and enhances home teaching and values, giving regard to the value of family life and loving, stable relationships. We provide parents with opportunities to discuss the school's policy and practice. Parents / guardians will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents / guardians are encouraged to discuss and ask questions.

The Governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'
- Delivering RSE in a sensitive way, ensuring that all pupils and students understand the terminology
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students
- Using appropriate vocabulary
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils and students

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

For primary aged pupils parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

In all cases, the Headteacher/PSHE/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils and students will receive accurate information.

See Appendix 2 for the right to withdraw form.

Professional Development and Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff have accessed the DfE training materials linked to all aspects of RE-RSE-HE.

Monitoring Arrangements

The delivery of RSE is monitored by the RSE/PSHE lead through planning reviews, learning walks, book looks and pupil voice. This policy will be reviewed by the PSHE/RSE Lead on an annual basis. At every review, the policy will be approved by the Head teacher. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Complaints Procedure

If parents / guardians have any cause for concern about RSE Policy they should first contact school, to resolve the situation. If they feel that it is still not resolved, they should follow the formal complaints procedure which is set out in the Complaints Policy.

Policy Review

The next review 3 years from date, unless changes to the curriculum necessitate an earlier review

Local and national guidelines

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2020
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)

- Education and Inspections Act (2006)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

Appendix 1

By the end of primary school pupils should know:

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| | |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

Appendix 2: Parent form: withdrawal from sex education within RSE

High Ercall Primary School – Parents Request to withdraw their child from the non-statutory/non-science aspects of the curriculum

| TO BE COMPLETED BY PARENTS | | | | |
|--|--|-------|--|---------------|
| Name of child | | Class | | Child's D.O.B |
| Name of parent | | Date | | |
| Reason for withdrawing from sex education within relationships and sex education | | | | |
| | | | | |
| Any other information you would like the school to consider | | | | |
| | | | | |
| Parent signature | | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| School signature and date | |

Appendix 3: Sex Education Overview for Each Year Group.

| SE curriculum by year group Shropshire Respect Yourself | | | |
|--|---|---|--|
| | Autumn 2 | Spring 2 | Summer 2 |
| Year 1 | <p>Amazing Me To recognise and understand how we have changed from a baby. Pupils to: Identify and recognise their skills and abilities. Understand the difference between boys' and girls' bodies, naming the external body parts. Recognise and respect differences. Compare and contrast themselves with others</p> | <p>Same But Different To recognise and understand how we have changed from a baby. Pupils to: Identify and recognise their skills and abilities. Understand the difference between boys' and girls' bodies, naming the external body parts. Recognise and respect differences. Compare and contrast themselves with others</p> | <p>Animals and Their Babies To recognise and understand how we have changed from a baby. Pupils to: Identify and recognise their skills and abilities. Understand the difference between boys' and girls' bodies, naming the external body parts. Recognise and respect differences. Compare and contrast themselves with others. Encourage and support children to ask questions</p> |
| Year 2 | <p>I Can Do To increase awareness and understanding of changes. Pupils to: Identify and recognise their skills and abilities. Understand the difference between boys' and girls' bodies, naming the external body parts. Recognise and respect differences. Compare and contrast themselves with others.</p> | | <p>Know Our Bodies To increase awareness and understanding of changes. Pupils to: Identify differences and similarities between boys' and girls' bodies. Identify and consider the names and words used to describe external parts of the body.</p> |
| Year 3 | <p>Growing Up To prepare for and understand changes that occur as part of puberty. To recognise physical and emotional changes.</p> | <p>Know Our Bodies Identifying current levels of knowledge and understanding about puberty, menstruation and conception.</p> | <p>Fact and Fiction Using previously identified levels of knowledge and understanding. Introduce conception, puberty</p> |
| Year 4 | <p>Life Cycles To know that during puberty a body changes from a child to an adult; it is part of the lifecycle. To develop the skill of recognising and understanding emotional changes as well as physical changes. To become confident in awareness of life cycle changes, that conception and birth are features. To begin to know that each person experiences puberty differently. *Beginning to understand why the body changes in puberty. **To understand some basic facts about pregnancy.</p> | <p>Know Our Bodies To know that during puberty a body changes from a child to an adult; it is part of the life cycle. To establish pupils' knowledge and understanding of menstruation, and clarify any myths or misconceptions, reassure and help prepare both girls and boys.</p> | |
| Year 5 | <p>Puberty Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. Know and</p> | <p>Reproduction Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. Know and understand life processes</p> | <p>Pregnancy Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. Know and understand life</p> |

| | | | |
|----------------------|--|--|--|
| | <p>understand life processes common to humans, including reproduction. Know and understand about personal hygiene</p> <p>Menstruation</p> <p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. Know and understand life processes common to humans, including reproduction. Know and understand about personal hygiene and keeping safe.</p> | <p>common to humans, including reproduction. Know and understand the main stages of the human life cycle</p> | <p>processes common to humans, including reproduction. Know and understand the main stages of the human life cycle.</p> |
| <p>Year 6</p> | <p>Changing Emotions</p> <p>To recognise that feelings can change over time and range in intensity. About everyday things that affect feelings and the importance of expressing feelings. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> | <p>Just The Way You Are</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). To recognise their individuality and personal qualities. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. To recognise ways in which the internet and social media can be used both positively and negatively. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> | <p>Relationships</p> <p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> |