



RESPONSE TO CONSULTATION

Responding to the Government consultation on:

Review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

Respond by 11.59pm on 11 July 2024

The Department for Education (DfE) is consulting on its newly published non-statutory draft guidance concerning relationships, sex and health education (RSHE). The guidance was last updated in 2019. Parents, grandparents, teachers and all school staff, including all concerned citizens, may respond with their views. VFJUK provides suggested responses to the DfE's online questions below. You may want to use them as part of your answers. The questions are shown in bold. This is followed by our suggested responses. **Allow for at least one hour to complete the survey. For those with more time, we recommend that you read the whole draft guidance.**

Draft Non-Statutory Guidance can be read [here](#).

The online survey can be accessed [here](#).

If you have time, you can also read the DfE's Review of the RSHE draft guidance [here](#).

For questions that ask you to explain your answer, it states: "Please do not add any details which may easily identify you or your organisation." For some questions, you are invited to give detailed answers, and to limit your response to under 250 words. While your limit may exceed 250 words, this will likely be ignored by the government. While you do not need to answer all the survey questions, we recommend that you try to complete all the questions.

Please use your own words. The suggested responses below should not be quoted verbatim. Answers using the same words that appear among many respondents will probably be disregarded, as they will not be deemed individual answers, so it is crucial that you use your own language.

All references below to the "guidance", unless stated otherwise, refers to the current draft guidance.

About you

1-10 These questions are about you.

11. Do you agree that we move away from a rigid commitment to review the guidance every three years? We suggest you choose 'no'. This is because if the commitment to review guidance every three years is abandoned, this could mean that the guidance becomes outdated and fails to be reviewed in good time.

Structure of the guidance

12. Do you agree that the changes to length and style of the guide make the guidance easier to understand and follow? We suggest you choose 'yes'.

Schools' relationships and sex education policies

13. Do you agree that these changes will do enough to ensure that schools are transparent with parents and that parents have sufficient control regarding what their child is learning? We suggest you choose 'no'.

14. If you would like to explain your answer, please do so here. [250 word limit]

You may want to include some of the points below to show what is to form part of a school policy on RSE:

- The names of external providers used by the school for RSE. Parents are often in the dark about which outside agencies are used by schools in the delivery of RSE.
- The guidance rightly states that a policy should *differentiate* between relationships and sex education where applicable, but it should be clarified that all mention of transgenderism should not feature under relationships education. The topic of gender identity is a contested subject and it is likely to confuse young children to be given any information about trans identities.
- You may want to applaud the guidance where it explains that relationships education *should* not include topics involving explanations of different forms of sexual activity but this could be worded more strongly. It is insufficient to state that schools *should* not do this. Instead, the guidance on this point should be mandatory, otherwise schools may feel at liberty to use their discretion to talk about sexual activity. Too often, there have been schools smuggling in graphic sex materials under relationships education, so that the line between relationships and sexual activity is blurred.
- It is stated that a policy should: "Set out how parents can view curriculum materials." Further below, the guidance explains: "Schools should, at minimum, provide parents with a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request."¹ This current wording is discretionary and schools may therefore choose not to cooperate fully with parents and show, upon their request, *all* curriculum materials used to teach RSHE. When parents request to see *all* RSHE materials, it should be mandatory for a school to show these to parents in full.
- It may be worth reminding the DfE that you agree with their recommendation that, a school policy should include "information about a parent's right to request that their child is excused from sex education." Previous to the 2019 guidance, the parental right of withdrawal from sex

education at secondary school was unconditional. Since then, this right was unfortunately watered down to a right to request withdrawal. The DfE should know there is a strength of feeling amongst parents in support of retaining this right.

- The DfE states that a school policy should answer questions connected to sex education content that is “restricted”. Such questions from primary and secondary age children should be signposted to parents who are, as the guidance rightly acknowledges, the primary² and first³ educators of their children.

Openness with parents

15. Do you agree with our proposed approach to increased transparency on RSHE material? We suggest you choose ‘yes’.

16. If you would like to offer any comments to explain your answer, please do so here. [250 word limit]

It is to be welcomed that the guidance adopts a policy of transparency and cooperation towards parents who seek to be informed about the content of RSHE materials. While the basis of this policy is not entirely novel, some aspects of it are new and positive. In order that parents’ voices are heard on these matters, the DfE therefore needs to know that parents not only want but expect to be fully informed, meaning that they have the right to see all RSHE materials. Your responses here are effectively a poll of parental voices that enter “on the record”. We advise that you don’t remain silent. You may want to include some of the following points:

- Parents should not have to ask to see all the RSHE materials, as currently proposed by the guidance. Instead, this ought to automatically be available for access to parents through, for example, a parent portal.
- Some parents, for reasons of limited online access, may ask for hard copies of all RSHE materials. The guidance states that all the RSHE materials “might” be given as copies for parents to take home. As this is a discretionary power, it is vulnerable to being withheld or ignored altogether by schools who are reluctant or refuse to cooperate with parents. Therefore, the guidance ought to stress that paper copies of all RSHE materials must be made available to parents who make a request.
- All too often certain schools have put up obstacles to parents who enquire about what content is included in RSHE materials. Schools must not be given potential loopholes that enable them to refuse to assist parents.
- It is right when the guidance stresses that schools should not enter into contractual agreements with external agencies, purportedly preventing them from sharing materials with parents on the grounds that they are copyright protected. As the guidance states, such agreements are indeed void. We suggest that you signal your agreement with this.

Age limits on teaching certain subjects

17. Do you think this flexibility will help to ensure that pupils are adequately safeguarded? We suggest you answer ‘no’.

18. Do you think this flexibility is warranted? We suggest you answer ‘no’.

19. If you would like to explain your answer to questions 17 or 18, please do so here.

Note that one reason given for this need for flexibility is that in “certain circumstances, schools may decide to teach age-limited topics earlier, provided it is necessary to do so in order to safeguard pupils

and provided that teaching is limited to the essential facts, without going into unnecessary details. For example, if a primary school becomes aware that pupils are sharing pornographic materials, the guidance allows schools to address this appropriately with younger pupils without going into details of the sexual acts viewed.” There are two reasons why this flexibility is unwarranted.

First, in allowing the teaching of age-related topics earlier in some circumstances, this allows liberally-minded teachers to abuse this discretion, giving them a green light to cite safety as a reason to teach otherwise age-inappropriate topics.

Second, citing the reason of safeguarding pupils appears superfluous as a basis for warranting this flexibility. This is because if pupils are found to be sharing pornographic materials, the school will nevertheless be duty-bound to tackle this problem, regardless of whether the guidance provides the proposed flexibility or not.

Sexual orientation

20. Do you agree with changes to the lesbian, gay and bisexual content in the LGBT section (note that the next section provides an opportunity to comment on text about gender identity and gender reassignment)? We suggest that you choose ‘no’.

21. If you have any comments to explain your answer, please do so here. [250 word limit]

As part of your answer, you may want to include some of the following points:

- The guidance states that primary schools have discretion to talk about sexual orientation and same sex parents.⁴ It is good that primary schools can choose not to teach these topics. But unless parents make their voices heard on these points, the government could instead be overwhelmed with calls to turn the current discretion to choose into a mandate to comply. You could mention that this discretion should remain because most children are unable to understand the concepts of sexual orientation and same sex parents. Therefore, these subjects are age – and developmentally – inappropriate.
- Whether secondary school children should be taught about sexual orientation and same sex parents is more tricky. The guidance advises there, “should be an equal opportunity to explore the features of stable and healthy same-sex relationships”. VfJUK prefers that these topics are avoided altogether in schools, with questions from children instead addressed by their parents, who are, as the guidance points out, the primary educators of their children.⁵ There’s no benefit, and possible great harm, in including the topic of same sex parents, because, for the greater majority of children, the concept will be beyond their understanding
- The DfE would argue that some children have same sex parents and so the curriculum should contain content reflecting modern families, and also that regardless of the small number of same sex parents, all children should be prepared for modern life in Britain.
- Christian belief is legally protected by the Equality Act, a fact that means Christian schools hold the prerogative to teach Biblical teaching on sex and marriage. The guidance states that schools “may” teach their distinctive faith perspective on relationships. We urge you to tell the DfE that this is a core freedom of schools.
- The guidance expects the “majority” of primary schools to “teach about healthy loving relationships.” This non-specific commitment is capable of meaning that schools can talk about sexual concepts that are: (1) developmentally age-inappropriate, and, (2) are beyond the grasp of primary-aged school children. Therefore, the current wording of the guidance is poor and adds no measurable benefit. Alongside this, the guidance allows teaching about emotional, physical or sexual abuse, though teachers are reminded that they should not go into “detail of

sexual acts.”⁶ We urge you to stress that relationships education in primary schools must never go into any discussion about sexual acts. Making some room for this subject allows some teachers a liberal take on the guidance.

- Talk of “healthy loving relationships” is easily capable of involving topics that are developmentally inappropriate for primary-aged school children, such as reference to sexual acts. Where they have entered puberty, it remains premature to talk about sexual activity. In any event, ‘relationships education’ at primary school must not include sexual acts or sexual activity.
- In the guidance, it rightly states, “relationships education should not include topics which involve explaining different forms of sexual activity.”⁷ This is weak advice because it potentially conflicts with the call to teach about “healthy loving relationships”. If these “relationships” refer to the child’s parents, then there’s no benefit of bringing this into the curriculum, as it will either be apparent to the child’s personal experience or not. If these “loving relationships” refer to the child’s own peer ‘relationships’, then this wording is capable of suggesting potential sexual activity. Given that schools are known to smuggle in teaching about sexual acts under ‘relationships education’, the wording must be tightened to avoid room for ambiguity. Instead, primary school children should be taught about the value of “friendships”, without any potential for sexual activity to feature.
- While primary schools have a discretion to teach sex education, parents have an absolute right to withdraw their child. As there is no right to withdraw a child from relationships education, it is vital primary schools demarcate “relationships” from “sex” education.

Gender Reassignment

22. Do you agree with the proposed changes related to gender identity and gender reassignment in the guidance? We suggest that you choose ‘yes’.

23. If you have any comments to explain your answer, please do so here. [250 word limit]

On gender ideology, the new guidance is largely good but it would be a mistake to therefore ignore this section. We suggest two themes you may choose as a focus. First, ***we urge you to have your voice of approval heard about some of the good things included*** (see below). ***Doing so will provide a crucial counterbalance against disapproving liberal voices who see the guidance as restrictive. Second, to comment on those parts that need improvement.***

- Pupils should, the guidance states, “understand the importance of equality and respect and should learn about ... gender reassignment, by the end of their secondary education.”⁸ It is noteworthy that this subject may be brought up at the discretionary timing of schools, as long as it is covered by the end of secondary schooling. (This isn’t problematic as long as the rest of the guidance is followed).

Good strands of teaching include:

- The legal sex of a child will always be the same as their biological sex. Therefore, at school, boys can’t be legally classified as girls or vice versa.
- Schools shouldn’t teach about the concept of “gender identity”. The guidance rightly states this is “highly contested”. Schools aren’t allowed to “use any materials that present contested views as fact, including the view that gender is a spectrum.”
- When children ask about the topic of gender identity, “schools should teach the facts about biological sex”.

Areas needing improvement

- It is said that schools should consult parents on the “context of external resources” on the subject of gender reassignment, making them available upon request. Since all the external agencies that are used in this field promote contested concepts, like multiple genders, children will receive absolutely no benefit, and are likely to have their safeguarding compromised. The guidance states the clear legal position on gender reassignment, namely that this is only lawful for those aged 18 and above.

Addressing prejudice, harassment and sexual violence

24. Do you agree that the revised content on addressing prejudice, harassment and sexual violence is a helpful response to evidence of the prevalence of sexual abuse in schools? We suggest you choose ‘no.

25. If you would like to explain your answer, please do so here. [250 word limit]

This section focuses on “harmful sexual behaviours”, both online and offline. A number of these are listed, such as sexual violence, sexual harassment, alongside various related negative attitudes, like misogyny. Unfortunately, other than citing the problem of “revenge porn”, there’s no mention of pornography per se in this section. This is a conspicuous and serious omission, because consuming pornography is associated with cultivating attitudes of sexual entitlement and male sexist attitudes about women “always being available”. Talk about the harms of pornography for the viewer should only be addressed at secondary (not primary) school children, as the guidance rightly recommends.⁹

There are several places where pornography is mentioned. First, the guidance does say that children should be told about the law¹⁰ relating to, among other things, pornography. It is not specified what can or cannot be said, though the basic assumption appears to be that pornography cannot legally be viewed by under 18s. This needs clarification.

Second, secondary school children should be taught about the “risks of inappropriate online content, including pornographic content, without discussing the details of sexual acts.” This advice is too morally vague. If the revised guidance is to include mention about the harms of pornography for secondary schools, it must be unequivocally stated that there’s no such thing as ‘good’ pornography. Teachers have already been known to promote this wrong idea and it only has the potential to confuse children, and actively lead them in the wrong direction.

The current wording allows liberal-minded teachers to promote the idea that there’s such a thing as “appropriate” pornography. The guidance must spell out that when pornography is discussed, the risks and harms to consumers must be stressed, but there are never “benefits” to the viewer (regardless whether the pornography is, for example, non-violent or apparently consenting).

The harms of pornography should be well known but you may want to outline some of them, urging the DfE to include these points in the guidance. Brief mention of harms is included in the guidance¹¹ but this is inadequate for a curriculum. NB: the guidance goes into much detail about various aspects of sexual harassment. Therefore, the harms of pornography need inclusion. You may like to include:

- Commodification of women and men’s bodies;
- Distortion of body image and relationships;
- Normalising sexual acts that include violence against women, anal sex, sadism, etc.
- Risk of addiction;

- Encouraging promiscuous encounters and the risk of contracting STIs, and therefore making stable, lifelong commitment difficult or impossible.

Primary sex education

26. Do you agree with the restriction on teaching sex education only in years 5 or 6? We suggest you answer 'no'.

27. If you would like to make any comments to explain your answer, please do so here. It would be helpful if you could share your own views on appropriate age limits for this topic, for example if you think they are too low or too high. [250 word limit]

Since years 5 or 6 covers children aged 9-11, it is too early to talk about sex education. Questions raised by children of this age group can be answered by parents. There's no need for schools to broach it.

If a child, as the guidance points out, is found to be viewing online pornography, the primary school should, as stated in the guidance, "tackle the behaviour promptly",¹² but this must not be used as a pretext within which to talk about sex education.

Secondary topics: Online and Media, Respectful Relationships, including friendships, and Being Safe

28. We have placed an age limit on the following content in the secondary Respectful Relationships, including Friendships topic: What constitutes harmful sexual behaviour and why, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. This should not be taught before year 7 (aged 11-12). Do you agree with this age limit? We suggest you answer 'yes'.

29. We have placed an age limit on the following content in the secondary Respectful Relationships, including Friendships topic: That some types of behaviour, including within relationships, are criminal, including violent behaviour and emotional abuse, such as controlling or coercive behaviour. Schools should not, however, teach about the details of violent abuse before Y9 [aged 13-14] as it is important that pupils are not introduced to distressing concepts when they are too young to understand them. Do you agree with this age limit? We suggest you answer 'yes'.

30. We have placed an age limit on the following content in the secondary Online and Media topic: About circulating images and information and how to safely report to trusted adults the non-consensual creation or distribution of an intimate image. Pupils should understand that making, keeping or sending naked or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of asking for naked, semi-naked or sexual images, including the potential for criminal charges and severe penalties including imprisonment. This topic should not be taught before year 7 [aged 11-12]. Do you agree with this age limit? We suggest you answer 'yes'.

31. We have placed an age limit on the following content in the secondary Online and Media topic: The impact of viewing harmful content, including pornography, that presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, and can negatively affect how they behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. The risks of inappropriate online content can be discussed in an age-appropriate way from year 7, however, the details of sexual acts should not be discussed before year 9 [aged 13-14]. Do you agree with this age limit? We suggest you answer 'yes'.

32. We have placed an age limit on the following content in the secondary Being Safe topic: The concepts and laws relating to harmful sexual behaviour, including sexual harassment, revenge porn, upskirting and taking/sharing intimate sexual photographs without consent, public sexual harassment, and unsolicited sexual language / attention / touching. This should not be taught before year 7 [aged 11-12]. Do you agree with this age limit? We suggest you answer 'yes'.

33. We have placed an age limit on the following content in the secondary Being Safe topic: The concepts and laws relating to sexual exploitation, grooming, stalking, and forced marriage. This should not be taught before year 7 [aged 11-12]. Do you agree with this age limit? Do you agree with this age limit? We suggest you answer 'yes'.

34. We have placed an age limit on the following content in the secondary Being Safe topic: The concept and laws relating to sexual violence, including rape and sexual assault. Whilst it's important for pupils to understand the key principles around sexual offences and violence, for example the importance of understanding what consent means, schools should not teach about this in any sexually explicit way before year 9 [aged 13-14]. Do you agree with this age limit? We suggest you answer 'yes'.

35. We have placed an age limit on the following content in the secondary Being Safe topic: The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence to perform or assist in the performance of FGM, virginity testing or hymenoplasty, or fail to protect a person under 16 for whom someone is responsible from FGM, or to take girls who are UK nationals abroad for FGM, regardless of whether it is lawful in that country. This should not be taught before year 9 [aged 13-14], except for where schools have identified a greater risk of FGM at an earlier age or have pupils who have been affected by FGM and need support. Do you agree with this age limit? We suggest you answer 'no'.

36. We have placed an age limit on the following content in the secondary Being Safe topic: The concepts and laws relating to domestic abuse including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. Schools should not teach about the details of violent abuse before year 9 [aged 13-14] as it is important that pupils are not introduced to distressing concepts when they are too young to understand them. Do you agree with this age limit? We suggest you answer 'yes'.

37. If you would like to offer any comments about the age restrictions in the secondary Online and Media, Respectful Relationships, including Friendships, and Being Safe topics please do so here. It would be helpful if you could share your own views on appropriate age limits for these topics, for example if you think they are too low or too high. [250 word limit]

You may want to make some of the following points:

- While children should know what's going on around them, too much detail too soon is likely to cause unnecessary distress;
- Children from certain ethnic/religious/cultural backgrounds in which FGM, virginity testing or hymenoplasty could be practised, may be at particular risk. In such cases, school staff should therefore, as the guidance implies, be sensitive to recognising this and should be ready to raise these sensitive subjects.
- However, if the backgrounds of the young children (aged 13-14) are known not to include these practices, then such teaching is neither culturally relevant nor beneficial. It should not be included.

Secondary topic: Intimate and sexual relationships, including sexual health

38. Do you agree with the age restriction [13-14] on the secondary intimate and sexual relationships, including sexual health topic? If you choose 'yes', you are signalling your approval for schools to be licensed to teach about explicit sexual practices. This should not be part of education. We suggest you answer 'no'.

39. If you would like to offer any comments about this age restriction, please do so here. It would be helpful if you could share your own views on appropriate age limits for these topics, for example if you think they are too low or too high. [250 word limit]

We suggest that you may want to include some of the following points:

It is not necessary for schools to teach about explicit sexual acts for the following reasons:

1. If children are not to be encouraged from experimenting with sexual acts, there's no need for them to be told about them;
2. They will learn about these matters as adults in a natural way without it being contrived through classroom messages;
3. It gives a green light for teachers to talk about harmful sexual practices such as sadomasochism, sex games involving danger to life, etc;
4. They can ask their parents, if they have questions;
5. The topic of explicit sexual acts may involve inclusion of physiologically harmful practices, like anal sex, which among other risks, increases the likelihood of transmission of STIs.

The choice of 'abortion' features among the "choices around pregnancy". While children should know what the law is on this topic, it should not be presented as a positive choice with no consequences. Girls and women often regret having an abortion and it can cause lifelong regret and pain. Just because it is legal under certain conditions, this is not a reason to present it as risk-free. It is a serious decision that may be life-altering.

Health and wellbeing

40. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. This should not be taught before year 3 [age 7-8]. Do you agree with this age limit? We suggest you answer 'yes'.

41. We have placed an age limit on the following content in the primary Online Safety and Harms topic within health education: the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. This should not be taught before year 3 [age 7-8]. We suggest you answer 'yes'.

42. We have placed an age restriction on the whole of the primary Developing Bodies topic within health education. This should not be taught before year 4 [age 8-9]. This covers: growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process; the key facts about the menstrual cycle, including physical and emotional changes. Do you agree with this age limit? We suggest you answer 'no'.

43. The secondary Health and Wellbeing topic is now clear that, given the sensitivity and complexity of content on suicide prevention, direct references to suicide should not be made before year 8 [age 12-13]. (Note that there is more detail on suicide prevention content in the curriculum provided in the 'Suicide Prevention' section shortly). Do you agree with this age limit? We suggest you answer 'yes'.

44. If you would like to offer any comments about these age restrictions, please do so here. It would be helpful if you could share your own views on appropriate age limits for these topics, for example if you think they are too low or too high. [250 word limit]

When suicide is addressed by schools, you may want to include the following points below. Children must be reminded:

- That their lives are valuable, regardless of what they are experiencing;
- That having negative thoughts about oneself is 'normal' and part of growing up;
- That support is always available and they should be encouraged to either speak to their parents or the school councillor.

Health and Wellbeing

We have renamed Physical Health and Mental Wellbeing in the guidance, which now appears as Health and Wellbeing. We have also renamed the primary Mental Wellbeing topic, which now appears as General Wellbeing. We have also added a learning outcome in the primary General Wellbeing topic and the secondary Mental Wellbeing topic, that pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition.

45. Do you agree with changes to the Health and Wellbeing section of the guidance? We suggest you answer 'yes'.

46. If you would like to offer any comments to explain your answer, please do so here. [250 word limit]

We do not have any comments. You may add your own responses here.

Suicide prevention

47. You are being asked if you agree with the proposals on suicide prevention as set out by this question? We suggest you answer 'yes'.

48. If you would like to offer any comments to explain your answer, please do so here. [250 word limit]

We suggest that you ensure your voice is heard and that you signal your support for the items below that feature in the new draft guidance. Answers that form a pattern among respondents are usually published as summaries, so we encourage you to register your concerns, which includes showing your approval of what the DfE says on sensitive topics.

- Schools must in no circumstances show videos or images of suicide or discuss suicide instructions or methods;
- The focus must always be on prevention;
- Children must be given a range of support options, not only the school nurse;
- Other support options include a school chaplain or for Christian children, the family church.

Additional topics

There are a number of additional areas that we propose adding to the statutory guidance following submissions from other government departments, stakeholders and experts. These include: Loneliness • New content on gambling • Prevalence of 'deepfakes' • Antimicrobial resistance • Healthy behaviours during pregnancy • Illegal online behaviours including drug and knife supply •

Personal safety, including road, railway and water safety • Vaping, • Menstrual and gynaecological health including endometriosis, polycystic ovary syndrome (PCOS), heavy menstrual bleeding • Parenting and early years brain development • Virginity testing and hymenoplasty Bereavement

49. Do you agree with this additional content? We suggest you answer ‘yes’.

50. If you have any comments to explain your answer, please do so here. [250 word limit]

We don’t have any suggested responses but you may have some points to include.

General comments

51. Is there anything else in the draft statutory guidance that you would like to comment on? [250 word limit]

Children should be taught about the importance of marriage and family life and the bringing up of children, all of which is a legal obligation.

The guidance rightly states: “Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.”¹³ It also says that children are meant to be taught “why marriage is an important relationship choice for many couples” but no guidance is given as to why this is so. You may want to stress that children should be told that according to multiple studies, marriage is the best and safest place in which to bring up children, and that children in married homes (as opposed to cohabiting ones) are happier, have better mental health, perform better academically, are more likely to have a stable marriage themselves, are less likely to do crime and abuse drugs/alcohol. Studies also show that married couples are happier with better mental health.

It is insufficient to merely state that marriage is a choice for “many couples”. Children should be told why this choice is hugely beneficial over mere cohabitation.

If there are other points you wish to bring up that weren’t prompted by the survey questions, this is your opportunity to mention them. You may also wish to highlight any of the points from the survey that you feel strongly about. Although this question is not asking for material that is already referenced above, a brief summary of any final concerns may be useful.

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¹ Para. 23.

² Page 2.

³ Para. 22.

⁴ Para. 41.

⁵ See the foreword and para. 22.

⁶ Para, 62.

⁷ Para. 29.

⁸ Para, 40.

⁹ Page 21, no. 9.

¹⁰ Paras 35 & 36.

¹¹ Page 26, no. 6.

¹² Para. 59.

¹³ Page 19.