

Uncovering RSE and Exposing Harms

Sexual Expression: A relationships and sex education (RSE) resource for people with learning difficulties and disabilities

Website: <https://www.brook.org.uk/resources/>

This can only be downloaded by entering name and e-mail.

Aims: “Brook provides free resources which can be used to supplement relationship and sex education (RSE) lessons.”¹

Age/Audience: under 16s with **SEND (special educational needs and disability)**. Included as part of Brook’s free RSE supplementary resources.²

Production: Brook (charity).

Year of Publication: Undated. It anticipates the 2020 RSE Regulations (though not their postponement).

Main concerns & highlights:

Sexual Expression and Consent

The sexually permissive and explicit nature of the messages contained within this Brook resource are in stark conflict with the Department for Education’s Statutory Guidance on RSE, as it relates to children with special educational needs and disabilities (SEND).³ The DfE states that schools should “be aware that some [SEND] pupils are more vulnerable to exploitation”. Schools are also reminded:

“As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.”⁴

The content of *Sexual Expression* is neither age-appropriate nor developmentally appropriate, while the law and its proper application to the teaching context of RSE fails to be applied.

For all RSE teaching (secondary schools), the DfE also states: “Effective RSE does not encourage early sexual experimentation.”⁵ In its open encouragement of practising various sexual behaviours, combined with a positive promotion of pornography consumption, Brook shows a shocking and blatant disregard for the protection of vulnerable children.

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- **Sex should be pleasurable:** “To make young people aware that all types of sex should be pleasurable (enjoyable) for everyone involved.”⁶

This section is also about consent but the age-inappropriate blanket message that “all types of sex should be pleasurable” is easily capable of ambiguity and confusion. This is all the more so, given that the target audience is children with SEND, and so there will inevitably be vulnerabilities and limits to cognitive function and emotional maturity. The boundary lines inherent in these permissive messages are fuzzy.

Children are treated legally as not being able to consent to sex. Adults with SEND, in certain cases, are unable to consent and so expecting children with SEND to navigate this field is not just wrong but unworkable. The permissive messages on offer to these children, opens the door to later potential sexual abuse, because the ordinary boundaries of consent that adults eventually learn about will not be similarly understood and applied.

- **There are many sexual orientations and gender identities:** “When discussing relationships and sex, we are not just talking about relationships, between men and women, there are many sexual orientations and gender identities...It is important to be aware of the law and that everyone has the right to sexual expression no matter of gender or sexual orientation.”⁷ This would exclude adults being involved with under 16s (the law is mentioned).
Can children, especially those with vulnerabilities in this group, fully process the ideology of “many sexual orientations and gender identities” given their potentially diminished cognitive and emotional capacities? The answer is “no”. The idea of “many” sexual orientations and gender identities is indoctrination presented as fact.
- **While it is against the law to have sex under 16, but where ages are similar, no prosecution will be made.**⁸ The effect of this is that it gives the green light to under 16s to have sex amongst themselves and is encouraging sexual encounters; there is no mention of marriage and the bringing up of children.
- **Exploring consent:** “Roleplay could be digitally recorded and used as a prompt for discussion.” (e.g. “negotiating condom use”).⁹ “Discuss/draw/create storyboards/comic strips ways someone can show they are enjoying sex and

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ways someone isn't. e.g. verbal, non-verbal."¹⁰ All this is encouraging the breakdown of natural childhood reserve. Also, for those children who remain

virgins, this will probably cause embarrassment and possibly make them feel inadequate, as they will not be cognitively, emotionally and sexually in a state of preparedness for this sort of discussion.

- **Promotion of pleasure but no mention of marriage is unlawful:**¹¹ given the law prescribes that the teaching of sex and relationships should be in the context of marriage and the bringing of children,¹² this content is unlawful. It is all about getting pleasure. Note that same sex marriage is mentioned in this document, while opposite sex couples, and more generally, the bringing up of children, fails to be included.

Sexual Relationships

- It is not only men and women who have sex with each other. Men can have sex with men, and women can have sex with women."¹³
- A detailed description is offered about sexual intercourse.¹⁴
- Teachers are urged to open discussions topics including:
 1. Mutual masturbation
 2. Oral sex
 3. Anal or vaginal sex. Brook fails to explain the serious health risks of anal sex, including risks of STIs and anal cancer,¹⁵ and is therefore signposting children to harmful practices.
 4. Sex toys (though its mentioned that buying them for under 18s is illegal).¹⁶
- Pleasure and orgasms are described.¹⁷
- Children are warned about common physical difficulties including: "Not allowing sufficient time for foreplay".¹⁸
- **Sex need *not* be about commitment:** "A discussion with the class around the fact that sex can be part of a relationship as well as just for pleasure."¹⁹ The omission of marriage, or commitment in general, makes this a charter for

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promiscuity, and defies the spirit, if not the letter of the law.²⁰ It reveals how unfit Brook is as a provider of safe and responsible RSE.

Same sex relationships²¹

- “To encourage respect for individual choices.”
“To challenge stereotypes and prejudices.”
“To alleviate personal anxieties about sexual orientation.” In other words, always encourage people to embrace what they feel regardless of consequences on physical health. In effect, this is a shameless, brazen rejection of the possible values inherited from parents, who have sought to inculcate conservative values or a religious upbringing. See Brook’s [LGBT ABC Handout](#).
- **Same sex marriage and civil partnerships are mentioned but not marriage for opposite sex couples.**²² The mention of marriage for same-sex couples, while failing to cite opposite sex couples, shows how obsessed Brook is with ideology.

Masturbation

- **Teachings on Masturbation**²³

Details of male and female masturbation, including use of sex toys or other objects (sex toys are said to be illegal for under 18s).²⁴

Teachers are encouraged to: “Explain that it is perfectly natural and normal to masturbate.”²⁵

Masturbation is “healthy if performed correctly”. “It’s important that young people understand how to masturbate correctly in order to avoid self-injury.”

Teachers are encouraged to “Discuss mutual masturbation”²⁶

Masturbation is “healthy” and “can teach you what you enjoy sexually”²⁷

Wet Dreams

- **Wet dreams are “more apparent for people with a penis”** (all reference to gender is avoided).²⁸

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Pornography²⁹

- **Legal or illegal for under 18s?** “It is not illegal for a young person to watch pornography at this present moment (September 2019)...”. The law relating to this is somewhat confused. It does say: showing porn to under 18 is illegal, even if the person showing it is also under 18; illegal for under 18s to buy porn; illegal for there to be an explicit image or video of under 18s. But there is no legal restriction on children accessing such materials.
- **Pornography can be “positive”:** “Some people may access pornography out of curiosity or to explore fantasy. It can be a good opportunity to explore sexual matters for yourself, without a partner and can be positive, pleasurable and useful for many people.”³⁰ One item listed in the teaching unit, treats porn as a mix of good and bad: “The positives and negatives of using pornography for individuals”.³¹ Sending a message to children that porn can be positive has the following serious implications:
 1. Women are demeaned and exploited in pornography. It is irrelevant that “professional” porn involves consenting people. Viewers are encouraged to see women as no more than sensuous objects whose only life purpose is to serve male sexual gratification. It is naïve to think porn is not capable of generating harmful attitudes in boys towards girls. Porn also includes trafficked persons, and it is impossible to know when the people are being held against their will for the purposes of recorded material. Porn should never be endorsed, even in part.
 2. Men are also demeaned. It portrays them as being ‘adequate’, if and when they can have sex regularly with certain types of women.
 3. In both cases of male and female, viewers can acquire unhealthy perceptions of what a “decent” body is, rendering them more likely to feel insecurities about their own bodies.
 4. In both cases of male and female, viewers acquire ideas about experimenting with sexual practices. These may be physically or

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medically risky. It is no secret that one partner may feel pressured into performing acts that the other person prefers to avoid.

- **Pornography can create confusion:** “Pornography can, however, create some confusion and misinterpretation, and many people can end up using the things they have seen in porn as a framework for how they should have sex.”³² The fact that it is said that porn “can, however, create some confusion” implies there’s some porn that doesn’t create confusion. In any event, the implicit message here is that some porn *is* capable of being positive. Children with SEND (and all other children) should not be burdened with adult expectations to distinguish good from bad porn. It is unreasonable and wrong to expect a child to make this judgment call.
- **Using porn as source of RSE is a problem if it isn’t “inclusive”, among other reasons.** Porn isn’t “inclusive” enough (i.e. including bodies that non-slim, non-white, disabled, “all” genders and sexual orientations etc). Therefore: “The risk of this is that the viewer does not feel represented.”³³ The clear message is that a “positive” message of “inclusiveness” should be communicated through porn, and that for the porn industry to grow in credibility, it needs to be more “inclusive”. Never mind that it objectifies and exploits women, instils in males a belief in sexual entitlement, while promoting promiscuity, sexual violence and a host of sexual perversions! Then there’s the damaging consequences in the form of STIs, abortions, unwanted pregnancies, family breakdown and loneliness!

For Brook to be concerned with inclusiveness in porn, while being silent on the harms, shows how dangerously obsessed they are with their ideology, and how unfit they are as a trusted RSE provider.

- **Warning against assault and abuse being normalised** because of what has been seen in porn.³⁴ As noted above, children (with or without SEND) should not be burdened with adult expectations to distinguish good from bad porn. It is unreasonable and wrong to expect a child to make judgment calls about what might be assault and abuse.

In “professional” porn, will depictions of assault and abuse be treated as “okay” by children, because the women are paid? Regardless of whether the

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women are paid, do acted depictions of assault and abuse suddenly get converted into “okay” material? Brook is silent on this question.

- **Children have a right to access porn:** “Education in this area must acknowledge that people with learning disabilities have the same rights as any other person to access pornography. However, it is also important to help students to recognise that some pornography gives a distorted view of sexuality and young people deserve relationships and sex education which includes a discussion around porn.”³⁵ Again, Brook is conveying dangerous messages.

Porn is spoken of in the negative when there is a) lack of consent and b) lack of visible contraception. These are problems that need to be debunked in the field of sex and relationships because children are learning the wrong assumptions. The obvious omission here is there being no mention of sexual exploitation and objectification of women in porn.

- Suggested teaching conversation points include: “what are the potential positives and what are the risks [of porn]?”³⁶
- As part of an evaluation, teachers can ask children: “Are young people aware of the positives and negatives of watching pornography?”³⁷ In its defence, Brook can point out that children are being asked to consider the negatives, not just the positives. This might as well be like teaching children how to play with fire, while not getting burnt. As noted above, children should not be burdened with adult expectations to make these distinctions. It is unreasonable and wrong to expect a child to make such judgment calls, all the more so, when the children have SEND.
- **Indirect encouragement to children to masturbate & watch porn:** “Are young people aware of a private space they can go to watch pornography and/or masturbate?” It is said that masturbation shouldn’t be done publicly, but here, Brook goes further with a validating message, giving the green light to masturbatory activity with porn.

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- **Professional vs Amateur porn:** In a suggested conversation to be had with students, a distinction is presented between “professional” or profit-based porn, and, amateur porn.

In the former type of porn, there is a sanitised and seriously misleading image given. Brook states that porn actors and the films they make are overseen by laws and regulations (they must be over 18, have regular STI checks, be consenting and the scenes must be legal).³⁸ What is left out is the question of

how a child, and one with SEND, is meant to know all the scenarios of what counts, for example, as illegal porn in England (e.g. depictions of rape, violence). If porn is “entertainment” in the eyes of the child which they have a “right to access”, they may believe what they see isn’t ‘rape’, so must be okay. In any event, these sorts of legal questions are beyond the knowledge and judgement of a child, with or without SEND.

In the latter type of porn, amateur or non-professional porn “may show more diversity or more realistic sex but the viewer may not know whether the actors are over 18 and consenting etc.” Brook appears to be more concerned with “diversity” and “inclusiveness”³⁹ than the exploitation and objectification of women.

- **The section on porn includes some caveats & cautions:**
 1. “Do young people understand the difference between sex in porn and sex in real life?”⁴⁰
 2. “Do young people know who they can talk to if they see any pornography that makes them uncomfortable and confused?”⁴¹

These caveats are of little value, given the permissive messages within this document.

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Signposting

In a “Signposting” section,⁴² children are referred to Mencap, NSPCC, Samaritans, Stonewall, and, other online resources produced by Brook (for sex/relationships).

Marketing letter to parents⁴³

A draft Letter that can be used to parents or carers is provided by Brook, including the words:

“The education is based on national guidance...” Then eight lesson titles are listed, reflecting the units of this resource. Yet, mention of marriage and the bringing up of children is excluded, even though the law requires that RSE be taught within this context.⁴⁴ So, the emphasis on pleasure, consent, types of sexual practices and the “right to access” porn, the idea of “positive” porn, hugely exceeds the remit of the statutory guidance. Parents are also being misled into believing their child is receiving an education that reflects the legal requirements.

Types of Sex

- **Explicit Sexual Illustrations⁴⁵** showing:

Vaginal sex, oral sex, anal sex with a woman or man, use of sex toys and lesbian sex.



[Click here to view document \(see pages 44-51\).](#)

Brook explains: “To aid understanding you could use these images of people in different relationships.”⁴⁶

As stated above, there are serious health risks from practising anal sex. Brook boasts of its expertise in sexual health,⁴⁷ yet the scientific facts from some of the highest authorities are clear that anal sex is a medically risky activity.⁴⁸ Public health messages directed at children already include the dangers of obesity, smoking and drugs. Promoting anal sex to children should, in line with all other medically harmful practices, be treated as a safeguarding issue with public health implications.

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Activity: Types of sex

- 1) **Talk about gay sex:** “Ask participants what they understand about sex, and how they would define it. You can ask additional questions like ‘how would you explain it to younger people?’

If a young person says sex happens between a man and woman, it is an opportunity to ask about two men, two women, or other genders.”⁴⁹
Children are being introduced to a plethora of sexual choices without consideration of the consequences.

- 2) **Pansexuality** is included in the list of sexual orientations, alongside heterosexual, LGBT and asexual.⁵⁰ Pansexuality refers to or is “characterized by sexual or romantic attraction that is not limited to people of a particular gender identity or sexual orientation.”⁵¹

How does pansexuality place RSE in the teaching context of marriage as the law requires (or ‘stable relationships’ more generally) and the bringing up of children?⁵²

- 3) **You choose to be male or female:** Teachers introduce the idea: “you may feel female and have a penis, you may feel male and have a vulva, or may feel like a mix of the two.”⁵³ This is spoken of in the context of distinguishing between sex (“decided at birth”) and gender (“how a person feels and thinks about themselves, and the way they dress, speak or move.”)

See [Transgenderism and Government Guidance](#), p. 12.

- 4) “Gender is who you are, sexual orientation is who you like/love.”⁵⁴

If, for example, a boy strongly likes his friend, who is also a boy, will he, with his learning disabilities, be able to distinguish his liking of his same sex friend, and that of “being gay”? It certainly has the capacity to confuse some children about the difference.

- 5) **Unwanted sex:** Amid this charter of promiscuous sex, caveats are included: rape and sexual assault are mentioned as negatives.⁵⁵

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- 6) **Matching up ‘types of sex cards’ with definitions:** Activities for children include matching up colour images with the correct definition for: lesbians having sex, anal sex (“putting a penis or sex toy into the anus”), oral sex, vaginal sex (“putting a penis or sex toy into the vagina”), sex toys, mutual masturbation, genital to genital contact and masturbation.⁵⁶
- 7) **Children urged to use sex toys:** Children are told: “Sex toys are objects made for sexual pleasure. You can use them on yourself or with a partner.”⁵⁷ Sex toys are illegal for under 18s so why is their use being plainly encouraged?

Following all these points, there’s a reminder that for those choosing to do these things, they need to think about the risks of unplanned pregnancies and STIs.

- 8) **“Discussion Points”** include, amongst other things:

“How can a person know when they are ready to have sex?”

“What is good sex?”⁵⁸

- 9) **Everyone has right to sexual pleasure, so don’t judge**⁵⁹

As part of a list of points, described as “Key messages for professionals”, it is said: “Sex means different things to different people. As long as it is legal and consensual, we should not judge.”

“Everyone has the right to enjoy sexual pleasure on their own or with other people.”

This statement, like so many others in this document, contradicts and plainly undermines the letter and spirit of the Statutory Guidance on RSE published by the Department for Education: “Effective RSE does not encourage early sexual experimentation.”⁶⁰

- 10) **Any type of sex is okay**

“It is okay to enjoy any type of sex as long as you and the person you are having sex with both agree and are both enjoying what is happening.”

This is under a heading, “Key messages for young people”⁶¹

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If “any type of sex” is okay as long as it is consenting, this is apparently recognising sadomasochism as acceptable for children, among other categories of sexual practice. If consent for any specific act, and it being legal, is all that are needed, will those engaging in it be aware of the physical harms involved? Children, with or without SEND, are below the legal age of consent, They lack the emotional and intellectual maturity, enabling them to exercise these kinds of judgments.

Transgenderism and Government Guidance

- The DfE has issued important Guidance⁶² (as of September 2020) on the implementation of the new RSE curriculum. On gender identity, the government fears that children may too quickly be labelled as transgender. The Guidance states:

“We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.”

- These comments give voice to the common-sense perspective of most people: namely, that girls who are, for example, ‘tomboys’, are not to be automatically treated as transgender; likewise, boys who may act effeminately, should not be thought of as boys in the ‘wrong body’.
- By telling children that “you may feel female and have a penis, you may feel male and have a vulva, or may feel like a mix of the two”, Brook is sowing seeds of confusion, and feeding children with SEND, harmful ideas.
- The Guidance highlights the importance of ‘evidence’ in the teaching of RSE, but is silent on what this means in practice in relation to transgenderism: “Resources used in teaching about this topic must always be age-appropriate and evidence based.” The government also stresses that RSE and Health education must be “balanced”.

Voice for Justice UK understands that if children are to be fully informed of the facts and evidence about transgenderism, then accurate and honest information about

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known and unknown health risks, including the harmful side-effects of gender transitioning treatments, must be provided. Schools or the external agencies they use in the delivery of RSE, failing to provide this essential information, while promoting transgenderism more generally, would not be presenting this topic in a 'balanced' and evidence-based way, as stipulated by the Guidance.

Scientific evidence shows that the rational part of a teenager's brain is not fully developed until the age of at least 25,⁶³ if not later.⁶⁴ Therefore, big decisions, whose consequences are lifelong, irreversible and with potential medical harms and risks, should not be expected of teenagers, especially those with SEND. Children typically experience a variety of vulnerabilities, as they develop their personalities and aptitudes, while discovering themselves and finding their place in the world.

VfJUK considers that introducing the possibility of "changing" gender or sex to young teenage children with SEND, whose brain is at its halfway point of development, is potentially exploitation. The different levels of cognition and overall maturation in children with SEND renders these messages all the more damaging. Impressionability, combined with general uncertainty about identity, may be present to varying degrees, in the normal course of childhood development.

Once a child is affirmed as the "opposite" gender or sex this can reinforce the belief that one is in the 'wrong body'. If this belief persists into early, gender reassignment surgery is legally permitted from 18. It is known that irreversible medical interventions can produce lasting regret. Children under 18 should be protected from potentially damaging choices.

We believe that having recourse to the advice and position statements from the NHS and Royal College of General Practitioners should be used by schools, as part of the basis of "evidence", as expected by the Guidance. [For this information and more, read VfJUK's Briefing: "Changing Gender" – Exposing Medical Harms and Risks: What do the authorities say?](#)

Schools breaching the Guidance in teaching factual, balanced and age-appropriate information about gender, and its implications for health, place children in their care at risk of harm. This raises safeguarding issues.

Voice for Justice UK believes that for the Government's Guidance to have any meaningful effect, a system of independent oversight is required, free from

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ideologically biased groups like Brook. The role of Ofsted, as HM Schools Inspectorate, with a record of pushing radical gender ideology via its school inspections, renders it of dubious value.

The Guidance goes on to warn schools about working with external agencies producing material that “suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity”. ***VfJUK understands that this Guidance should be read in the context of concerns about the irreversibility of gender transitioning, raised by Liz Truss, Minister for Women and Equalities.***

Giving evidence to the Women and Equalities Select Committee,⁶⁵ Ms Truss said she wanted to “protect” under 18s from making “irreversible decisions”. While expressing confidence in adults having the “freedom” to lead lives of their own, she issued a warning to the Committee: “But I think it’s very important that while people are still developing their decision-making capabilities that we protect them from making those irreversible decisions.”

In line with already established law, schools must be politically impartial, and the Guidance issues a reminder:

“It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with your school’s legal duties regarding political impartiality.”

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References

1 See this statement at the head of the page: <https://www.brook.org.uk/resources/> (Accessed 21 September 2020).

2 Ibid.

³ *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leaderships teams, teachers*, Department for Education, 2019.

⁴ Ibid., p. 15.

⁵ p. 25.

⁶ p. 11.

⁷ p. 11.

⁸ p. 12.

⁹ p. 13.

¹⁰ p. 13.

¹¹ See section 8, 80A, 2, a (i), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. It states: pupils are to learn about “the nature of marriage and civil partnership and their importance for family life and the bringing up of children”.

¹² Ibid.

¹³ p. 16.

¹⁴ p. 16.

¹⁵ According to the US Centres for Disease Control and Prevention (CDC), anal sex “carries the highest risk of transmitting HIV if either partner is HIV-positive.” For male and female risks of contracting HIV: “The vast majority of men who get HIV get it through anal sex. However, anal sex is also one of the ways women can get HIV.” The receptive partner in anal sex is at the most risk of HIV: “Receptive anal sex is much riskier for getting HIV. The bottom partner is 13 times more likely to get infected than the top...Using condoms or medicines to protect against transmission can decrease this risk.” Apart from HIV, “a person can get other sexually transmitted diseases (STDs) like chlamydia and gonorrhoea from anal sex without condoms. Even if a condom is used, some STDs can still be transmitted through skin-to-skin contact (like syphilis or herpes). One can also get hepatitis A, B, and C; parasites like *Giardia* and intestinal amoebas; and bacteria like *Shigella*, *Salmonella*, *Campylobacter*, and *E. coli* from anal sex without a condom because they’re transmitted through feces.” <https://www.cdc.gov/hiv/risk/analsex.html> (Accessed 21 September 2020). According to the American Cancer Society, “Receptive anal sex also increases the risk of anal cancer in both men and women. Because of this, men who have sex with men have a high risk of this cancer.” <https://www.cancer.org/cancer/anal-cancer/causes-risks-prevention/risk-factors.html> (Accessed 21 September 2020). The NHS advises that “Penetrative anal sex has a higher risk of spreading STIs than many other types of sexual activity.” It explains: “This is because the lining of the anus is thin and can be easily damaged, which makes it more vulnerable to infection.” The STIs listed by the NHS that can be passed on through anal sex are: chlamydia, genital herpes, genital warts, gonorrhoea, hepatitis B, HIV and syphilis. <https://www.nhs.uk/common-health-questions/sexual-health/does-anal-sex-have-any-health-risks/> (Accessed 21 September 2020)

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The NHS further states that: “Some infections caused by bacteria or viruses can be passed on through oral-anal sex, such as hepatitis or E. coli.” It is explained that: “It’s also possible to pass on an STI by inserting a finger into someone’s anus.” <https://www.nhs.uk/common-health-questions/sexual-health/does-anal-sex-have-any-health-risks/> (Accessed 21 September 2020)

16 p. 16.

17 p. 17.

18 p. 18.

19 p. 19.

20 See section 8, 80A, 2, a (i), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

21 p. 21.

22 p. 22. Note that pupils are to learn not only about same sex marriage but marriage more generally, which in the main, includes opposite sex couple. The Regulations stipulate teaching on “the nature of marriage and civil partnership and their importance for family life and the bringing up of children”, section 8, 80A, 2, a (i), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

23 pp. 25-29.

²⁴ p. 25.

²⁵ p. 26.

²⁶ p. 27.

²⁷ p. 29.

²⁸ p. 30.

²⁹ p. 33.

³⁰ Ibid.

³¹ p. 34

³² p. 33.

³³ Ibid.

³⁴ p. 33.

³⁵ p. 34.

³⁶ p. 35.

³⁷ p. 36

³⁸ p. 35.

³⁹ p. 33

⁴⁰ p. 36.

⁴¹ p. 36.

⁴² p. 39

⁴³ p. 40.

⁴⁴ See section 8, 80A, 2, a (i), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

⁴⁵ pp. 44-51.

⁴⁶ p. 42

⁴⁷ Brook presents itself as providing “sexual health and wellbeing experts” (see strapline at head of homepage: <https://www.brook.org.uk/>). Of its services, Brook proudly speaks of its “high quality,

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holistic sexual health and wellbeing services that meet the evolving needs of young people under 25.” (Accessed 21 September 2020).

⁴⁸ See endnote 12.

⁴⁹ p. 42.

⁵⁰ p. 42.

⁵¹ Definition according to the Merriam Webster dictionary: <https://www.merriam-webster.com/dictionary/pansexual> (Accessed 21 September 2020).

⁵² See section 8, 80A, 2, a (i), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

⁵³ Ibid.

⁵⁴ See section 8, 80A, 2, a (i), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

⁵⁵ p. 42.

⁵⁶ Ibid.

⁵⁷ p. 43.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, para. 70.

⁶¹ Ibid.

⁶² *Guidance: Plan your relationships, sex and health curriculum: Information to help school leaders plan, develop and implement the new statutory curriculum*, Department for Education, 24 September 2020.

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#dealing-with-sensitive-issues>

⁶³ *Understanding the Teen Brain*, University of Rochester Medical Center, Health Encyclopedia: <https://www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=1&ContentID=3051> (Accessed 12 October 2020).

⁶⁴ *Brain continues to develop into late 20s*: <https://ct.counseling.org/2011/09/brain-continues-to-develop-into-late-20s/> (Accessed 12 October 2020).

⁶⁵ <https://www.gov.uk/government/speeches/minister-for-women-and-equalities-liz-truss-sets-out-priorities-to-women-and-equalities-select-committee> (Date of committee hearing: 22 April 2020).