

Consultation on Guidance on the Teaching of Relationships Sexual Health and Parenting

SAMPLE ANSWERS FOR QUESTIONS 1 & 6

<https://consult.gov.scot/learning-directorate/teaching-guidance-for-relationships-sexual-health/>

Question 1: Introduction

Is the draft introduction clear on the status and application of the guidance? Are there further additions required?
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NO.

The introduction offers an overview of some of the developments in education since 2014 with the suggestion that these are the reasons why the 2014 iteration of guidance requires to be refreshed. However, there is no explanation or justification for why the 2023 version should have departed so far from the previous version, why sections should be deleted and why disproportionate emphasis should be given to certain aspects. The 2014 guidance could have been adapted and enhanced to include necessary developments while maintaining the previous content and ensuring that it remained high level guidance.

Question 6: Faith, belief and RSHP education
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Is the guidance sufficiently clear in ensuring faith and belief is accurately captured in RSHP education?

NO.

As a member of the Catholic Education Community, I have grave concerns that the paragraphs dedicated to Denominational Education (paragraphs 38 – 41) in the 2014 iteration of guidance have been deleted. I ask that these be fully reinstated.

In addition, I request that Scottish Government reiterates their support for Denominational Education and that the Religious Authorities with a role in denominational education, in our context the Bishops' Conference of Scotland, continue to have the right to provide guidance on RSHP for their schools and that Scottish Government Guidance is complementary to that of the Religious Authority – not as 4.11 states that the guidance from religious authorities is 'additional and complementary'.

A separate section should be included within the main text of the document to reflect the place of denominational schools within the state system – as per the RSHP conduct paper of 2014. The current draft does not fully explain the legal protection and right of denominational schools, nor does it fully express the role of the denominational body in whose interest the school is managed.

It is recognised that schools with a religious character have a distinctive approach across the **whole** school and in all areas of the curriculum, and this should be reflected in this guidance paper.