

Curriculum for Wales guidance and code for Relationships and Sexuality Education (RSE)

Respondent type (please select one from the following)

Professional body/interest group

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

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	X			

Please explain your answer:

- Paragraph 3 on p7: 'to advocate for self and others', should be rephrased as 'to advocate for themselves and others.'
- Paragraph 4 on p7: 'pending the new curriculum arrangements being rolled out to their school year', is unclear and confusing. Can you give an example? Do you mean rolled out by the government, or rolled out by the school?
- Paragraph 5 on p7: 'the learner's age' should be rephrased as 'the learners' age'.
- Paragraph 5 on p8: More clarity could be given regarding the legal status of the guidance, and as to what it means to 'consider the guidance when designing the curriculum'.
- Paragraph 6 on p8: This conflicts with paragraph 7 on page 13, as 'it must not seek to indoctrinate to a particular view', and yet the highly particular view that sex itself changes over time, identified in Strand 1, conflicts with this statement and the science curriculum required to be taught in Wales, as well as the law itself. It states in Strand 1, 'learners should be supported to understand how aspects...including...sex, develop and change over time'. Sex, in all legal and scientific definitions which should be taught to children, does not develop and change over time; it is immutable. This was legally affirmed recently in the Forstater case.
https://assets.publishing.service.gov.uk/media/60c1cce1d3bf7f4bd9814e39/Maya_Forstater_v_CGD_Europe_and_others_UKEAT0105_2021.pdf
- Paragraph 2 of p9: Full stop missing after the word 'Act'.
- Paragraph 2 on p10: 'recommended' that schools have a policy, is not clear or strong enough and should be a requirement for accountability transparency to parents and inspectors, and also to hold teachers to account by the leadership team of a school.
- Bullet point 4 on p10: 'organisations supplying resources' should be mentioned, to be clear, and not just 'who is responsible for providing resources'.
- Paragraph 1 on p11: 'summarise how external agencies are involved', should include specific reference to resources, which for clarity of the code is the main way that external agencies will enhance and influence the RSE program.

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

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
X				

Please explain your answer:

- Bullet point 5 on p11: In order to be tolerant, respectful and 'inclusive', the stated purpose to help 'ensure that all learners...learn to value difference and diversity as a source of strength', appears to be enforcing a view itself that all difference must be viewed as a strength. This is surely not the intention of the code. Those with differing religious viewpoints and those with strong 'progressive' viewpoints, should not be forced to accept that the presence of a wide diversity of thought on forms of sexual relationships, is actually a strength. Learners should be taught to be tolerant and respectful should they disagree when different views across communities are, or are not, accepted by those communities, as beneficial to society. The school itself will not be teaching a particular view. The ability to have tolerant and respectful disagreement is what will 'contribute to a 'cohesive' society, not an enforcement of view, as it currently reads in this paragraph.
- Bullet point 1 on p11: This needs clarification by example. Should LGBT history be taught in History, then a religious faith perspective should also be embedded along with the LGBT element, to bring a balance of perspective in the embedding process.
- Bullet point 3 on p11: This section should state, 'religious' in the list, as 'spiritual' is not necessarily encompassing enough of religious perspectives: "RSE should be interdisciplinary in its approach to content, knowledge and understanding and in the way it is explored. RSE is a broad and complex area that includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan."
- Bullet point 1 on p12: "Provision should draw on specialist services and expertise, and engage with local communities. This should be mindful of the different perspectives and backgrounds within a local community." For clarity, the referencing in English guidance that schools should use 'extreme caution' when using external organisations, would be useful to also state here, as the intention of this embedding is to be totally clear that nothing viewed as inappropriate, by faith or other communities, will be embedded into any part of the curriculum. See <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>. In addition nothing unsafe should be presented to children, and the 'extreme' caution around external groups is required as examples of social gender transitioning of the very young (found in extreme transgender ideology), or openness and encouragement to early experimentation with harmful sexual practices has already been a part of what has been provided to schools. <https://safeschoolsallianceuk.net/resources-2/factsheets/>

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		X			

Please explain your answer:

The structure in two main parts with an 'Appendix' is effective. The guidance could be clearer at various points as referenced in the previous questions.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	X				

Please explain your answer:

Strand 1: Developing and expressing identity and forming relationships

In order for the RSE not to overemphasise elements inappropriately, no minority community should be afforded greater attention in the RSE guidance than any other. LGBTQ+ people make up 2% of the population, and should be respected. However by specifying 'including LGBTQ+ lives' at the start of Strand 1's requirements on p13, will lead to curriculum unduly biased and focussed towards teaching about this minority community over and above others. Are not the 'lives' and sexual practices of others equally worthy of respect and understanding? It is again emphasised later on p13 where, "Gradually learners should be supported to understand how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time." What is important is that all views which may change over time, are equally considered worthy of respect by all ages, including those of religious minority communities, such as Muslims, Mormons, Jews, Sikhs and Christians 'lives'.

Additionally, being taught "An understanding of how social and cultural norms shape feelings about body image, behaviour and health and strategies to counteract..." is assuming a negative about social and cultural norms, which in a Welsh context flow from a mainly Christian foundation. This clearly promotes to children that societal and cultural norms could never be positive, as they must be counteracted. Therefore the wording feels like a directing of children's learning towards being politically active against social and cultural norms, and against traditional teachings of monogamy and marriage. There are stable and social and cultural norms regarding relationships which have benefitted Wales over many years, and these should be included in the content.

Strand 2: Understanding sexual health and well-being

In strand 2, it is unbelievable that it is not deemed important to include that sexual activity before the age of 16 is illegal. At no state before 16 is this even references, so it cannot be agreed with that it contains what is important for children to know. This leaves them unprotected.

"Knowledge and understanding that there can be both intended and unintended outcomes of having sexual experiences including offline and online.", should have added to it, 'and that sexual activity for a child under the age of 16 is unlawful'. The current statements have clear assumptions that children will, and even should, be engaging in illegal behaviour without highlighting it is outside of the law. When else would this kind of teaching be acceptable with children regarding risky behaviour (eg drugs, fireworks, alcohol)?

'The accurate terminology for all body parts', for ages 3-7, begins discussion in non-private groups, with adults and peers about their private parts. This removing of barriers, far from protecting them, normalises talk about sexual parts, and curiosity about sexual parts from a very young age. Parents must remain the safest people for these kinds of discussions, not other adults welcoming them into their adult language about sexual parts, from the age of 3.

The entire RSE curriculum omits mention of human fertility and the function of fertilisation and seems biased towards so called 'reproductive health' in terms of not bearing children and direction of children towards abortion. The total absence of the term and concepts of 'fertility' must be included here as well as in Science. There is little point in 'sex education' if fertility is not mentioned as part of Strand 2.

Strand 3: - Fostering safety and respect, being valued and supported

To have, from the age of 8, a consent focussed approach advised to schools is disturbing.

P 17, "Learners will increasingly understand the concept of consent, and be confident to draw upon available support if they are concerned about their safety." Given that no reference is being made in the curriculum to the fact that sexual activity is unlawful and unwise among children, the consent focussed language, assumes a developmental ability to decide to engage in sex, from under 16s. Is there any space in the curriculum where our Welsh education system states that we don't want you to be having sex with each other below 16. This is further emphasised later on p17 with, "An understanding of the nature of consent in sexual relationships within different contexts including online", for 12-16s. If 'fostering safety' is deemed important, the essential aspect of this teaching should be to encourage

children not to give consent to unlawful sexual activity. This must be clearly taught in RSE content by teachers as part of integrating safeguarding teaching.

The intrinsic assumptions present in Strand 1 that children and young people will inevitably be involved in online sexual encounters, passively enables grooming by both adults and peers, and the silence on any negative view of such behaviours. 'Online sexual experiences' for children are unacceptable, voyeuristic, exhibitionist, illegal and result in the exploitation of children and a rape culture in schools as the recent Ofsted report has shown. The 'nature of consent', must be set fully in this context, and not treated as neutral in RSE in Wales.

On p18 it references that there should be an 'understanding of laws to protect'. This must explicitly state the law that under 16s should not be engaging in sexual activity, or school curricula will be developed ignoring this vital protective factor for our children.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	X				

Please explain your answer:

Strand 1: Developing and expressing identity and forming relationships

The strand statements are generally clear. However, there are a number of inappropriate elements. In order for the RSE not to overemphasise elements inappropriately, no minority community should be afforded greater attention in the RSE guidance than any other. By specifying 'including LGBTQ+ lives' at the start of Strand 1's requirements on p13, will lead to curriculum unduly biased and focussed towards teaching about this minority community over and above others. Are not the 'lives' of others equally worthy of respect and understanding? It is again emphasised later on p13 where, "Gradually learners should be supported to understand how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time.' What is important is that all views which may change over time, are equally considered worthy of respect by all ages, including those of religious minority communities, such as Muslims, Jews and Christians 'lives'. This is not appropriate.

Additionally, being taught "An understanding of how social and cultural norms shape feelings about body image, behaviour and health and strategies to counteract..." is assuming a negative about social and cultural norms. This clearly promotes to children that societal and cultural norms could never be positive, as they must be counteracted. Therefore, the wording feels like a directing of children's learning towards being politically active against social and cultural norms. This cannot be seen as appropriate, as is against the Welsh public duty to counteract partisan teaching in our schools.

Strand 2: Understanding sexual health and well-being

The strand statements are generally clear. However, there are a number of inappropriate elements. It is not appropriate to avoid explaining the unlawful nature of sexual activity between children. It is not appropriate to set a context where consent teaching and general explanations are given outside an understanding that sexual activity between children, or for anyone under 16, is something which the law does not allow or encourage.

In strand 2, it is unbelievable that it is not deemed important to include that sexual activity before the age of 16 is illegal. This raises significant safeguarding issues.

"Knowledge and understanding that there can be both intended and unintended outcomes of having sexual experiences including offline and online.", should have added to it, 'and that sexual activity for a child under the age of 16 is unlawful'. The current statements have clear assumptions that children will, and even should, be engaging in illegal behaviour without highlighting it is outside of the law. When else would this kind of teaching be deemed appropriate with children regarding risky behaviour (e.g. drugs, fireworks, alcohol) and normalising it?

Strand 3: - Fostering safety and respect, being valued and supported.

Again, the statements are generally clear, but are inappropriate due to tone and through what is not stated. There are significant safeguarding issues arising. It is not appropriate to remove teaching about the safety provided by the law, from what is taught to children. The code cannot be seen as appropriate in its current written form, as to be truly 'fostering safety', unlawful acts must be explained and discussed at to why they are unlawful (health, exploitation, pregnancy, power dynamics in the immature). To have, from the age of 8, a generally consent focussed approach advised to schools is disturbing.

P 17, "Learners will increasingly understand the concept of consent, and be confident to draw upon available support if they are concerned about their safety." Given that no reference is being made in the curriculum to the fact that sexual activity is unlawful and unwise among children, the consent focussed language, assumes a developmental ability to decide to engage in sex, from under 16s. Is there any space in the curriculum where our Welsh education system states that we don't want you to be having sex with each other below 16? This is further emphasised later on p17 with, "An understanding of the nature of consent in sexual relationships within different contexts including online", for 12-16s. If 'fostering safety' is deemed important, the essential aspect of this teaching should be to encourage children not to give consent to unlawful sexual activity. This must be clearly taught in RSE content by teachers for the curriculum to be deemed appropriate.

On p18 it references that there should be an 'understanding of laws to protect'. This must explicitly state the law that under 16s should not be engaging in sexual activity, or school curricula will be developed ignoring this vital protective factor for our children.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	X				

Please explain your answer:

Strand 1: Developing and expressing identity and forming relationships

It is unbelievable that the law on underage sexual activity is not a mandatory requirement in any of the strands. The forming of relationships in Strand 1, should state that sexual relationships should not be part of relationships that are formed by children.

In order for the RSE not to overemphasise sexualising elements inappropriately, no minority community should be afforded greater attention in the RSE guidance than any other. By specifying 'including LGBTQ+ lives' at the start of Strand 1's requirements on p13, will lead to curriculum unduly biased and focussed towards teaching about this minority community over and above others. This should not be mandatory and referenced in this way. Are not the 'lives' of others equally worthy of respect and understanding? It is again emphasised later on p13 where, "Gradually learners should be supported to understand how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time.' What is important is that all views which may change over time, are equally considered worthy of respect by all ages, including those of religious minority communities, such as Muslims, Jews and Christians 'lives'.

Additionally, being taught "An understanding of how social and cultural norms shape feelings about body image, behaviour and health and strategies to counteract..." is assuming a negative about social and cultural norms. This should not be mandatory. This clearly promotes to children that societal and cultural norms could never be positive, as they must be counteracted. Therefore, the wording feels like a directing of children's learning towards being politically active against social and cultural norms. This should not be part of mandatory guidance.

Strand 2: Understanding sexual health and well-being

It should not be mandatory to, as p13 specifies to 'Speak in defence of others' without also teaching them how to tactfully and respectfully speak against the views of others where their view may differ.

It should also be mandatory to teach about the negative impact of sexual activity on health. It is not appropriate to avoid explaining the unhealthy and unlawful nature of sexual activity between children. It is not appropriate to set a context where consent teaching and general explanations are given outside an understanding that sexual activity between children, or for anyone under 16, is something which the law does not allow or encourage. This should not be mandatory.

In strand 2, it is unbelievable that it is not deemed important to include that sexual activity before the age of 16 is illegal. This raises significant safeguarding issues. Several sex education resources providers and organisations, such as 'Stonewall', 'Agenda' and the 'Sex Education Forum', take this consent-teaching approach and may have unduly influenced the shaping of this code.

"Knowledge and understanding that there can be both intended and unintended outcomes of having sexual experiences including offline and online.", should have added to it, 'and that sexual activity for a child under the age of 16 is unlawful and has many negative health outcomes'. The current statements have clear assumptions that children will, and even should, be engaging in illegal behaviour without highlighting it is outside of the law. When else would this kind of teaching be deemed appropriate with children regarding risky behaviour (e.g. drugs, fireworks, alcohol) and normalising it? This should not be mandatory in its current form.

The entire RSE curriculum omits mention of human fertility and the function of fertilisation and seems biased towards so called 'reproductive health' in terms of not bearing children and direction of children towards abortion. The total absence of the term and concepts of 'fertility' must be included here as well as in Science. There is little point in 'sex education' if fertility is not mentioned as part of Strand 2, and this should be mandatory.

Strand 3: - Fostering safety and respect, being valued and supported.

There are significant safeguarding issues arising from the statements and so it should not be mandatory in its current form. It is not appropriate to remove teaching about the safety provided by the law, from what is taught to children. The code cannot be seen as appropriate in its current written form, as to be truly 'fostering safety', unlawful acts must be explained and discussed as to why they are unlawful (health, exploitation, pregnancy, power dynamics in the immature). To have, from the age of 8, a generally consent focussed approach advised to schools is disturbing. Therefore this should not be mandatory.

P 17, "Learners will increasingly understand the concept of consent, and be confident to draw upon available support if they are concerned about their safety." Given that no reference is being made in the curriculum to the fact that sexual activity is unlawful and unwise among children, the consent focussed language, assumes a developmental ability to decide to engage in sex, from under 16s. Is there any space in the curriculum where our Welsh education system states that we don't want you to be having sex with each other below 16? This is further emphasised later on p17 with, "An understanding of the nature of consent in sexual relationships within different contexts including online', for 12-16s. If 'fostering safety' is deemed important, the essential aspect of this teaching should be to encourage children not to give consent to unlawful sexual activity. This must be clearly taught in RSE content by teachers for the curriculum to be deemed appropriate, and to be mandatory.

On p18 it references that there should be an 'understanding of laws to protect'. This is not sufficient and must explicitly state the law that under 16s should not be engaging in sexual activity, or school curricula will be developed ignoring this vital protective factor for our children.

It should be mandatory to include an accurate definition of sex based on chromosomes, explaining that only biological girls and women can menstruate and that only biological boys and men can produce sperm to fully align with the science curriculum and not cause confusion.

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	X				

Please explain your answer:

Strand 1: Developing and expressing identity and forming relationships

There is much missing from the relevant information which should be provided to those designing school curriculum in Strand 1. In order for the RSE not to overemphasise elements inappropriately, no minority community should be afforded greater attention in the RSE guidance than any other. By specifying 'including LGBTQ+ lives' at the start of Strand 1's requirements on p13, will lead to curriculum unduly biased and focussed towards teaching about this minority community over and above others. Are not the 'lives' of others equally worthy of respect and understanding? It is again emphasised later on p13 where, 'Gradually learners should be supported to understand how aspects of identity and individuality, including LGBTQ+ diversity, sex, gender and sexuality, develop and change over time.' What is important is that all views which may change over time, are equally considered worthy of respect by all ages, including those of religious minority communities, such as Muslims, Jews and Christians 'lives'. There is not sufficient information provided to advise curriculum design.

Additionally, being taught "An understanding of how social and cultural norms shape feelings about body image, behaviour and health and strategies to counteract..." is assuming a negative about social and cultural norms. This clearly promotes to children that societal and cultural norms could never be positive, as they must be counteracted. Therefore, the wording feels like a directing of children's learning towards being politically active against social and cultural norms. This cannot be seen as appropriate or balanced, as is against the Welsh public duty to counteract partisan teaching in our schools. Not enough information is provided.

Strand 2: Understanding sexual health and well-being

There is much missing from the relevant information which should be provided to those designing school curriculum for Strand 2. It is not appropriate to avoid information as to the unlawful nature of sexual activity between children. It is not appropriate to set a context where consent teaching and general explanations are given outside an understanding that sexual activity between children, or for anyone under 16, is something which the law does not allow or encourage. In strand 2, it is unbelievable that it is not deemed important to include that sexual activity before the age of 16 is illegal. This raises significant safeguarding issues, and more information must be advised to be provided.

"Knowledge and understanding that there can be both intended and unintended outcomes of having sexual experiences including offline and online.", should have added to it, 'and that sexual activity for a child under the age of 16 is unlawful'. The current statements have clear assumptions that children will, and even should, be engaging in illegal behaviour without highlighting it is outside of the law. When else would this kind of teaching be deemed appropriate with children regarding risky behaviour (e.g. drugs, fireworks, alcohol), and normalising it?

The entire RSE curriculum omits mention of human fertility and the function of fertilisation and seems biased towards so called 'reproductive health' in terms of not bearing children and direction of children towards abortion. The total absence of the term and concepts of 'fertility' must be included here as well as in Science. There is little point in 'sex education' if fertility is not mentioned as part of Strand 2.

Strand 3: - Fostering safety and respect, being valued and supported.

There is much missing from the relevant information which should be provided to those designing school curriculum. There are significant safeguarding issues arising. It is not appropriate to remove teaching about the safety provided by the law, from what is taught to children. The code cannot be seen as having the required information in its current written form, as to be truly 'fostering safety', unlawful acts must be explained and discussed at to why they are unlawful (health, exploitation, pregnancy, power dynamics in the immature). To have, from the age of 8, a generally consent focussed approach advised to schools is disturbing.

P 17, "Learners will increasingly understand the concept of consent, and be confident to draw upon available support if they are concerned about their safety." Given that no reference is being made in the curriculum to the fact that sexual activity is unlawful and unwise among children, the consent focussed language, assumes a developmental ability to decide to engage in sex, from under 16s. Is there any space in the curriculum where our Welsh education system states that we don't want you to be having sex with each other below 16? This is further emphasised later on p17 with, "An understanding of the nature of consent in sexual relationships within different contexts including online', for 12-16s. If 'fostering safety' is deemed important, the essential aspect of this teaching should be to encourage children not to give consent to unlawful sexual activity. This must be clearly taught in RSE content by teachers for the curriculum to contain the relevant information.

On p18 it references that there should be an 'understanding of laws to protect'. This must explicitly state the law that under 16s should not be engaging in sexual activity, or school curricula will be developed ignoring this vital protective factor for our children.

Question 8: We would like to know your views on the effects that the RSE draft statutory guidance would have on the Welsh language, specifically on: i) opportunities for people to use Welsh ii) treating the Welsh language no less favourably than the English language. What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

There is a significant effect on confusion of the Welsh language. In the promotional videos for RSE provided by Agenda, the word 'genders' was mistranslated as 'rhywiau', which is in fact the word for 'sexes'. In these resources an adult was mimicking a child saying 'Tell me more about genders' (i.e. there are lots of genders). The WJEC GCSE Biology syllabus in Welsh uses the correct term 'rhyw' for sex rightly explaining in Welsh that sex is based on chromosomes and is immutable. Legally the word 'rhyw' is used for 'sex' in Welsh legal drafting. The Welsh word used to translate 'gender' is 'rhywedd', which was evolved from 'rhyw' for 'sex'. It is quite obvious in the development of our Welsh language that 'gender' is considered a derivative of sex and not something separate from sex. Careful attention should be paid to the language use so that teaching is not confusing Welsh children between immutable sex and rapidly changing gender identity language.

Question 9: Please also explain how you believe the proposed RSE draft statutory guidance could be formulated or changed so as to have: i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

No comment

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

On page 10 in guidance about the policy it says, 'explain how learners will be given guidance about where they can obtain confidential advice, counselling and where necessary, treatment'. Should the treatment being confidentially advised to children be puberty blockers or abortion, this would not be age appropriate in many circumstances and so the guidance should include this, and the legal requirement to inform parents where safeguarding issues may arise. There are legal limits to a child's right to privacy. <https://www.thetimes.co.uk/article/guidance-to-schools-on-transgender-acknowledgement-breaches-law-r39whlmk7>

The glossary of terms seems strongly influenced by LGBT ideology and queer theory in its definitions which are highly suspect and open to legal challenge. For example "(Rhyw) Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Some people's gender identity does not match up with the sex they were assigned at birth. Sometimes the terms 'sex' and 'gender' are used interchangeably to refer to whether someone is female, male or non-binary."

Where is this taken from? Midwives do not assign, they perceive the sex at birth, and gender identity is a politically constructed concept. The detail explained in the glossary are enforcing a particularly partisan understanding.

It is pleasing to see that the Welsh government has listened and not included aspects of teaching on masturbation for younger children.

The entire RSE curriculum omits mention of human fertility and the function of fertilisation and seems biased towards so called 'reproductive health' in terms of not bearing children and direction of children towards abortion. The total absence of the term and concepts of 'fertility' must be included here as well as in Science. There is little point in 'sex education' if fertility is not mentioned.

Submit your response

Do you live in Wales?

Yes

Do you have a business interest in Wales?

No

Please provide the first part of your home postcode, e.g. CF10

CF5

You are about to submit your response. Please ensure you are satisfied with the answers you have provided before sending.

Name Steve Beegoo and Carys Moseley

Organisation (if applicable) Christian Concern

If you want to receive a receipt of your response, please provide an email address. Email address

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