

AGM and Annual Conference Saturday 3 July 2021

Royal Air Force Club, 128 Piccadilly, London W1
10.30am to 4.30pm Admission free

Guest speakers

Dr Sharon James
How Radical Gender
Ideology Cheats our
Children



Robin Aitken
Turning the tide: How
to get a hearing from a
hostile media



Sharon James studied history at Cambridge University, has an M.Div from Toronto Baptist Seminary, and a doctorate from the University of Wales. Sharon has acted as a spokesperson for the Coalition for Marriage and currently works as Social Policy Analyst for The Christian Institute. She has travelled to many countries as a conference speaker and is the author of several books including *The Meaning of Marriage* (published by Family Education Trust) and most recently *Gender Ideology: What do Christians Need to Know?*

Robin Aitken is a former BBC reporter and journalist who spent 25 years working across all levels within the Corporation, from local radio to the Radio 4 Today programme. He is the author of *The Noble Liar: How and Why the BBC Distorts the News to Promote a Liberal Agenda*. In 2014 he was awarded the MBE for his work with the Oxford Foodbank which he co-founded in 2009. He is a regular columnist for the *Daily Telegraph*.

Two-course lunches in the RAF Club's Presidents Room are available at the subsidised cost of £31.00. To reserve a lunch, please pay via the following link <https://familyeducationtrust.org.uk/conference-2021/>

Alternately, you can send us a cheque for £31.00 made payable to 'Family Education Trust', to reach us before Friday 25 June 2021.

For further information and/or to book a place, please email Piers Shepherd at piers@familyeducation.plus.com or call the office on 01784 242340. Please let us know if you are planning to attend.

What is at stake in a 'conversion therapy' ban?

In the Queen's Speech, delivered to both Houses of Parliament on 11 May 2021, it was announced that the government would be introducing 'measures' to 'ban conversion therapy'.¹

On the same day the Government Equalities Office announced:

Legislation will be introduced, protecting people from the coercive and abhorrent practice of conversion therapy in the UK.

Many forms of the practice are already prevented under current legislation, but this new ban will ensure that it is stamped out once and for all.²

The government announcement further stated:

As soon as parliamentary time allows, and following a consultation, the ban will be introduced in parliamentary legislation. The accompanying consultation will seek further views from the public and key stakeholders to ensure that the ban can address the practice while protecting the medical profession; defending freedom of speech; and upholding religious freedom.

That the government has made a commitment to protect free speech and uphold religious freedom is welcome but whether it can be trusted is another matter.

continued overleaf....

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'Conversion Therapy' ban

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The same statement takes pride in the UK being '*an international leader on LGBT equality*' which suggests a heavy subservience to the LGBT lobby and there is no doubt that that lobby does desire to ban all attempts, however benign, to turn a person away from an LGBT lifestyle.

The very same day as the government announcement, Stonewall condemned the idea that a consultation on the issue was even necessary. Stonewall CEO Nancy Kelly stated:

*We don't need a consultation to know that all practices that seek to convert, suppress, cure or change us are dangerous, abusive and must be banned.*³

Earlier this year, during a Westminster Hall debate, proposals were put forward to comprehensively ban all forms of conversion therapy based on an earlier petition to Parliament that called for such a ban. Elliot Colburn MP, proposing the ban, stated:

*...a ban must cover both the public and the private spheres and all forms of intervention, no matter what they might be, whether that be healthcare, religious, cultural or traditional, and so on.*⁴

It is clear then that what the LGBT lobby has in mind is something far more draconian than the vague proposals contained in the government announcement.

What is at stake?

While those who advocate a ban make claims about abusive practices such as electroshock therapy and even 'corrective rape', the principal targets of a conversion therapy ban are unlikely to be those engaging in such abuse, whoever they might be, but anyone who tries to persuade a self-defined 'LGBT person' that their lifestyle might not be such a good thing.

At the core of freedom of speech, is the right to persuade others as to why their views may be wrong and

yours may be better. A conversion therapy ban will effectively make it a crime to suggest to a person who follows a homosexual, bisexual or transgender path that they are on the wrong track and that such a lifestyle may be harmful. Such a ban would massively reduce the ability of those who disagree with the goals of the LGBT movement to express their views.

Equally catastrophic would be the effect on religious freedom. Religious practices appear to be a particular target of those advocating a ban, though there is little evidence that these involve much more than prayer and sensitive counselling. Despite the government's claims of respecting religious freedom there is little doubt that such practices would come under close scrutiny if a ban was enacted.



Elliot Colburn MP

The freedom of choice of the individual would be similarly affected. A person desiring to leave an LGBT lifestyle could be effectively prevented by law from seeking counselling or other help. Thus, being LGBT would become the only way of life from which it is virtually forbidden to walk away.

Of similarly great concern is the threat to both parents and medical professionals. Since the ban on conversion therapy would cover individuals who define as 'transgender' the ability of medical professionals to help children suffering from gender identity issues could be seriously impaired. The proposed ban could have a similarly chilling effect upon parents who seek to help a gender dysphoric child.

FET has expressed our concerns about the proposed ban in a letter to Equalities minister, Kemi Badenoch, an extract of which we quote below:

...we believe that the proposed ban would deal a terrible blow to the freedom and autonomy of the individual as well as to freedom of choice, freedom of speech and freedom of religion. We do not believe that a person who may feel trapped in a particular sexual lifestyle should be forbidden by law from seeking counselling or other forms of help should they desire it. Nor should it be a crime to offer such counselling....We find it puzzling and more than a little ironic that while British law defends the right of an individual to change their sex via surgery, we are now proposing to criminalise those who would seek to change their 'sexual orientation' via sensitive counselling.

...the proposed ban may affect children and young people who are confused about their gender. Since the ban on conversion therapy would cover individuals who define as 'transgender' we fear that there could be a lack of help for vulnerable children and young people with gender identity issues and that qualified medical professionals who attempt to help these young people could be at risk of criminal sanctions. The proposed ban could have a similarly chilling effect upon parents who seek to help a gender dysphoric child.

...We would therefore urge the government in the name of freedom and of the welfare of our children and young people to oppose a ban on conversion therapy.

We have yet to receive a reply from the Minister.

Notes

1. Queen's Speech 2021.
2. Government Equalities Office, Government sets out plan to ban conversion therapy, 11 May 2021.
3. Stonewall statement on conversion therapy consultation.
4. LGBT Conversion Therapy, Westminster Hall debate, 8 March 2021.

Combatting gender ideology in schools

By a Concerned Mother

My son's school celebrates LGBT History Month. For reception year, a year group comprised of 4 and 5 year-olds, they read a book called *Introducing Teddy*. In this book, Thomas, a boy bear who wears a bowtie is sad. He says: "I need to be myself, in my heart, I've always known that I'm a girl teddy, not a boy teddy". He then changes his bowtie to a hair bow and starts using a girl name.

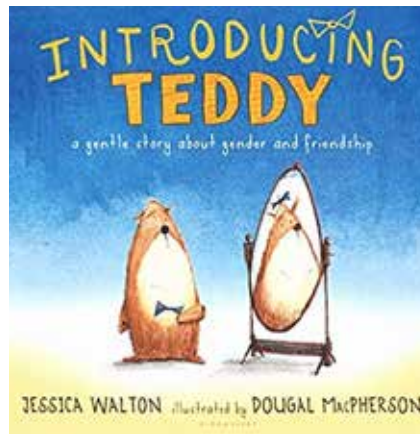
The book was written by a woman whose father became transgender as an adult. Unfortunately, many children who are put on the transgender path from a young age won't become parents, as at the end of the road they might be left with multiple health issues, including infertility and the lack of adult sexual function.

The first step in this path is "social transitioning" which involves a change of name, clothes and pronouns like in the book in question, and the "affirmation" that they indeed can become the opposite sex.

The second step is puberty blockers, sometimes prescribed from around 10 years of age. Evidence shows that puberty blockers might be more of a push than a pause as the majority of children who receive them, go on to receive cross-sex hormones (98% according to a study from the Tavistock Clinic).¹ Puberty blockers are under intense scrutiny as they have irreversible side effects and are not shown to be effective in treating gender dysphoria.

There's evidence that no intervention at all is the least harmful approach for treating gender dysphoric children. According to a 2013 study by Thomas Steensma and others it is was found that social transition was the most statistically significant factor associated with the persistence of gender dysphoria.²

The largest follow up study of gender dysphoric boys showed that 88% of them became comfortable in their own sex after puberty and 64% of them went on to become gay or bisexual men.³ It looks to me from all this evidence that books presenting the equivalent of social transitioning in very young children are not appropriate.



I tried to discuss these topics with the school. I approached the head teacher and the head of equalities and I was sure that with all the evidence, they would be surprised and appreciate the information.

But quite the opposite happened. They told me that they were an inclusive and diverse school. That they could not give me veto power over the more than 400 books that they had and that I was not to question their credentials on education.

I pushed back with the argument that this falls under sensitive topics where parents should at least be heard, and that I wasn't questioning their credentials, just trying to engage in a conversation to understand what their approach to this topic was going to be going forward. They then called me for another meeting in which they told me to consider looking for another school. They also implied that my views would mean that I would be impolite to potential transgender parents.

They just could not see that 4-year-olds and adults are two completely different concerns. Why would I be

concerned about transgender parents? I have two transgender adults amongst my acquaintances, I have respectful relationships with them, I use the pronouns that align with their name and presentation, and I've never felt compelled to out them in the birth sex that I perceive, or question them in any way.

The school leadership also told me that the book was recommended by the council where the school is located. On inspection I realised that this council also promotes a book called *I am Jazz*. In this book, Jazz, the youngest ever transgender child made famous in a reality TV show, says "I had a girl brain in a boy's body". This is not supported by science and only serves to confuse gender non-conforming children.

I have always been left-leaning and I have always been curious to understand other people's perspectives. The evidence I see around gender ideology is very disturbing, in particular when it comes to the invention of the transgender child as a civil rights imperative, rather than the psychological and medical matter that it is, and it should be treated both scientifically and ethically.

Thankfully, there is an independent review of gender identity services for children and young people coming up, lead by Dr. Hilary Cass, a retired paediatrician. Hopefully the evidence will extend to the way schools are approaching this topic.

Notes

1. Polly Carmichael et al, Short-term outcomes of pubertal suppression in a selected cohort of 12 to 15 year old young people with persistent gender dysphoria in the UK, *PLoS One*, February 2021.

2. Thomas D. Steensma et al., Factors Associated With Desistence and Persistence of Childhood Gender Dysphoria: A Quantitative Follow-Up Study, *Journal of the American Academy Of Child & Adolescent Psychiatry*, June 2013.

3. Devita Singh et al., A Follow-Up Study of Boys with Gender Identity Disorder, *Frontiers in Psychiatry*, March 2021.

Transition is not the solution: A personal testimony

By Debbie Hayton

My name is now Deborah Ashley Hayton, but that was not always the case. In 2012 I transitioned “male-to-female”. I didn’t really change sex – I know that now – but at the time I was convinced that I was some kind of woman. Otherwise, I can’t imagine that I would have gone through with it and caused so much distress to my wife and children.

I was born 44 years earlier in 1968 as David Ashley Hayton. As a boy, my interests were not atypical. I enjoyed my books – and I devoured encyclopaedias - but so did other boys. I did not struggle especially with the gender stereotypes; my problems were rooted in my sexuality. But for most of my life I had no understanding of the problem. Deeply ashamed, and unable to compare my experience with anyone else, I buried it as deep as I could.

The symptom was baffling and inexplicable: I desperately wanted to be a girl. It persisted into adulthood, and I developed coping strategies. I kept myself busy, studied hard and I did well in education and in my career. I knew I was heterosexual – I am attracted to females – but the target of my sexuality was also my own body, and that body was male.

It was an impossible problem but had it not been for the internet, I suspect that the second half of my life would have been pretty much the same as the first: a family man notable for things I had done in my career rather than things I did to my body. The crisis was precipitated by social media. When I learned that other people were transitioning – and seemingly finding peace and contentment as a result – I needed to do it too.

The compulsion became overwhelming as emotions took over my mind: envy of others and craving for myself. I was entranced by the illusion that I was some sort of woman. I transitioned to try and find my true self. But I had always

been my true self. The hormone therapy and gender surgery changed my body but it did not change me. However, I was not prepared to listen to reason. Five years later the “pink mist” began to lift and I realised that transition is at best a palliative solution to psychological distress. It can never be a resolution because we can never change sex.

Roberta Cowell – a Spitfire pilot who transitioned in the 1950s – is reported to have said that “It’s easier to change a body than a mind.” That may be true, but surely it misses the point. Instead we need to reconcile the mind with the body. That is hard, but our bodies are more than mere perambulating devices; we are our bodies as much as we are our minds.

But if that nuance was lost on me in 2012, what hope is there for children who are being bombarded with messages from the internet. In cyberspace we can be whoever we want to be, so long as others play the game. But this spills into reality, and the messages are propagated by publicly funded groups. They have captured policy making and established the concept of gender identity as an innate quality which alone determines whether we are men, women or something else. It is pervasive but it is also unprovable, unfalsifiable and impossible to define without recourse to circular reasoning - “gender identity is the gender we identify with” - and sexist stereotypes.

These messages have been taken into schools by campaigning groups including Stonewall UK, Mermaids UK and Gendered Intelligence. These same lobbyists have inspired guidance for schools that has denied children their legal right to single sex toilets and washing facilities, encouraged name changes and pronoun changes without informing unsupportive parents.

In a world where heterosexual can be seen as boring, children desire to be special. Identity becomes everything when there are “100 genders or more” to choose from, according to the BBC.

As adults cheer them on, these children are heading for medical

treatment that would change their bodies and possibly leave them infertile for life. Unlike my generation, where transsexualism still mainly comprises men who want to be women, these youngsters are mostly girls who want to be boys. They are the other sex, and their issues are different to anything I could have experienced. Indeed, while my problems were rooted in my sexuality, it seems to me that these teenage girls just don’t want to become women.

Policy may eventually be put right but it will be no consolation to children whose bodies have been changed permanently. Medical transition is a one-way ticket. The safeguarding of children from harm is at stake, and that task is the responsibility of everyone.

Debbie Hayton is a teacher, journalist and trade union officer based in the West Midlands.

But should “It Happen”?

Reflections on the delivery of the new RSE curriculum

While this piece was written in response to complaints by Christian parents it applies equally to any parents concerned about Relationships and Sex Education

“Mum they told us sex isn’t binary! That’s rubbish isn’t it!”. This was a friend’s 14-year old son’s immediate response to the RSE session that had just been delivered to him online from school, whilst he was studying at home during lockdown earlier this year. Some contact with her friends, some of whom had listened in on the session, revealed that they were also told that under-age sex would not be prosecuted because “sex between two 14 year olds in a locked room harms no-one”. They were also advised “you can masturbate basically as much as you like as long as you are in a private place and you are not disturbing normal life”. I think the (no-doubt mischievous) boy who asked the question “can you hand-cuff a girl!” might have been quite surprised by the answer given “if she wants you

But should “It Happen”?

Continued from previous page

to, yes”. In answer to a question the boys were also told that masturbating with other boys was “not weird”. A woman was referred to during the presentation as “someone with a clitoris”. I could go on...Her son was certainly “educated” that day. It left her shocked and upset.

The organisation concerned is called “It Happens”. They deliver RSE in a very large number of the independent and maintained schools up and down the UK. A quick look at their website indicates that they “like” organisations such as Stonewall and GIDS and promote the *No Outsiders* programme. They put on a very slick and emollient session for parents attended by my friend, but there was a mismatch between the approach parents were given to expect and what was actually delivered to the young people. The school had started using this provider since sex education was recently mandated by law.

After advice from the Christian Legal Centre, the parents concerned got in touch with the school to raise some points with them:

1) They had not consulted with parents about the policy for the delivery of RSE under the new law (required by The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019).

Although consultation is not defined, a letter informing you of your right to opt out and offering sight of material to be delivered on request is clearly not enough in this respect.

2) Key scientific facts had not been presented clearly. Disorders of sexual development (‘intersex’) were used to suggest that ‘sex is not binary’, undermining the biological truth that humans are sexually dimorphic. This minority view was being used in the presentation to confuse and to sow the seeds for the acceptance of the belief that sex is on a spectrum, in advance of transgender ideology.

They pointed out that the consequences of allowing such views to be promoted in school are serious safeguarding concerns because they undermine the ability to provide safe single-sex spaces.

3) The moral position of a Christian-founded school should have been embedded into RSE, or at the very least presented alongside other moral positions

4) It would have been far better if RSE had been delivered ‘in house’ by staff who know the pupils and their parents.

They were rewarded with some communication with the Head and a meeting with members of staff and some other parents. Unfortunately, this felt like a rather patronising attempt to reassure Christian parents with particular sensibilities about the overall education being delivered, and in no way addressed the serious concerns that had been raised. It will no doubt be raised again when the opportunity arises.

You may be surprised to hear that the law is actually on the side of parents here. You can use the rights given to you by the law to protect your children from indoctrination against your values in the same way that the apostle Paul appealed to his rights as a Roman citizen in Acts ch.22-25. Your right as Christian parents to have your children educated in line with your religious beliefs is enshrined in the First Protocol to Article 2 of the European Convention on Human Rights where it says that the state shall “*respect the right of parents to ensure... education and teaching in conformity with their own religious and philosophical convictions*”. As parents you are the primary educators of your children. The schools you trust to educate them do not have a mandate to indoctrinate your children into ideologies that you do not subscribe to.

If you wish to know more about your rights, please listen to this podcast by Roger Kiska of the Christian Legal Centre, who is an expert in the law on RSE and sex education:

https://www.youtube.com/watch?v=r_Tm0xFIO8s.

Please get in touch with us if you would like advice and support in engaging with your school in this area.

Rebecca Bensted

Director, Christian Legal Centre

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Baroness O’Cathain (1938-2021)

We are sorry to report the death of Baroness O’Cathain on 23 April 2021 at the age of 83.

Detta O’Cathain was an economist by training and a distinguished businesswoman who held directorships at Midland Bank, Tesco, British Airways, the Milk Marketing Board and the Barbican Centre among others. She received an OBE for her accomplishments in business and was appointed to the House of Lords in 1991.



Baroness O’Cathain

A sponsor of the Family Education Trust since 2004, the Baroness devoted a great deal of her time in the Lords speaking out on the life and family issues that we hold dear. She opposed both the Civil Partnerships Act 2004 and the Marriage (Same-Sex Couples) Act 2013 and in 2008 helped successfully secure an amendment protecting free speech when the then Labour government proposed a ‘hate speech’ law that might have criminalised criticism of homosexual lifestyles. She also fought to protect the life of the unborn child from conception and opposed the transgender lobby.

We are most grateful to Baroness O’Cathain for having the courage and strength of conviction to speak out in support of the family and send our condolences to her relatives and close friends.

Them Before Us: Why We Need a Global Children's Rights Movement

Katy Faust and Stacy Manning, Post Hill Press, 304pp, £22.00, ISBN 978-1642935967

Do not be put off by the reference to 'children's rights' in the title of this book. When many of us hear the term 'children's rights' we immediately think of aggressive activists who advocate banning smacking, mandatory registration of home-educated children and compulsory sex education from age 5. Have no fear, the authors of this well-researched, easy to read and entertainingly written book are the polar opposite of that. 'Children's rights' in this case means primarily the right of children to grow up with both a mother and father. The thesis of the book is that adults must put 'them before us', children's wellbeing must come before adult desire.

The authors argue that under the current media narrative anything an adult wants is called a 'right'. They state:

Adult feelings are front and center, whether the topic is the definition of marriage or the laws affecting adoption agencies. Adult intent justifies new laws which allow unrelated adults to be listed as parents on a child's birth certificate...the motivation is solely the feelings of the adults involved.

Children however, have a natural right to a mother and a father but public policy is shaped so as give pre-eminence to adult desires over children's rights. The authors explore four principal areas in which children's needs are subordinated in this way: divorce, same-sex parenting, donor conception and surrogacy.

Divorce

The chapter on divorce is particularly topical for us in the UK given the recent passing of legislation for no-fault divorce. The authors, writing in relation to the United States, chart the shocking rise in divorce following the passing of no-fault divorce laws from the late 1960s. Before 1969, the year that California passed the nation's first such law, the divorce rate was less than 3%. Over the next decade the divorce rate skyrocketed 250%.

Some argue that no-fault divorce protects children and reduces conflict but the authors cite solid evi-

dence to show that is far from the case. Most divorces occur among couples in low-conflict marriages and according to one study 73% of couples cited lack of commitment as their reason for divorce. Yet, a study in the *Journal of Marriage and Family* found that it is precisely the children of couples in these low-conflict marriages that experience the most stress when their parents split.

After citing numerous studies showing the devastating emotional and physical toll that divorce can have upon children, the authors appeal to couples to overcome marital difficulties for the sake of their children's well-being. Divorce, say the authors, is 'the act of swapping adults' short-term misery for their child's long-term physical and emotional health.'

Furthermore, the authors believe that no-fault divorce began the process of the redefinition of marriage:

Without the expectation of permanence in marriage, the most child-friendly institution ever known to mankind was transformed into a vehicle for adult fulfillment... Putting Them Before Us means shifting marital attitudes toward what marriage is intended to be—a serious, lifelong commitment.

Same-sex parenting

A number of studies have purported to show 'no difference' in outcomes for the children of same-sex parents. However, the authors show that these studies have employed faulty methodology with participants being aware that the purpose was to investigate same-sex parenting and responses being biased as a result, participants being recruited through advocacy organizations and the use of very small samples.

A rigorous study by sociologist Paul Sullins identified and assessed 20 randomly selected children with same-sex parents from a pool of over 12,000 participants found that children with married same-sex parents had "increased rates of depressive symptoms and of daily fearfulness and crying." Compared with children who grow up with a mother and father, children with same-sex parents



experienced emotional problems at a rate to 14.9% versus 5.5%, were diagnosed with ADHD at a rate of 15.5% versus 7.1%, and received special education and mental health services at a rate of 17.8 percent versus 10.4 percent.

The New Family Structures Study found that:

On eleven out of forty outcomes, there were statistically significant differences between children from intact biological families and those who reported having an [sic] father in a gay relationship in areas such as thoughts of suicide, STIs, being forced to have sex against their will, safety of the family of origin, depression, relationship quality, frequency of smoking, and criminal behavior.

The authors argue that these outcomes are not so much the result of same-sex couples having poor parenting skills as the fact that children need mothers and fathers:

A lesbian can be an exceptional mother; she simply cannot be a father. A gay man can be a fantastic father, but he can never be a mother. Children desire and require both. Putting Them Before Us means focusing on the importance of dual genders in parenting...Insisting that marriage and parenthood involve both a man and a woman is not anti-gay; it's pro-child.

The book also contains lengthy sections on donor conception and surrogacy and the negative outcomes for children who are conceived through these arrangements.

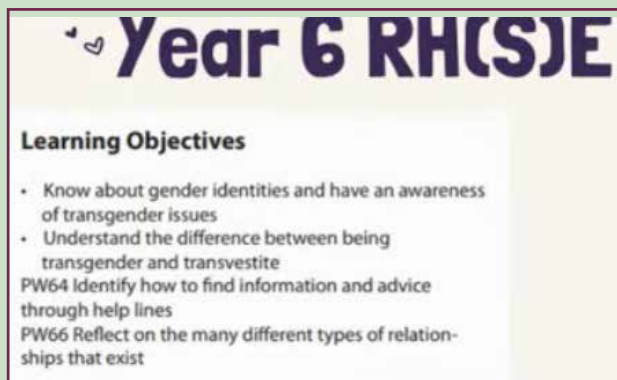
Written in a lively style with plenty of humour, this book marshals the best research evidence to illustrate why it is so important for children to have mothers and fathers and makes effective use of real-life testimonies showing the often tragic consequences for children when this arrangement is deliberately neglected.

Webinar reveals LGBT agenda for schools

By Lucy Marsh

On 26 April Piers Shepherd and I viewed a webinar hosted by the University of Bedfordshire about "Delivering LGBT themes within Relationships & Health Education (RSE) in Primary School". There were several speakers who talked about how they are trying to "break down cis and hetero normativity" in primary schools, but what concerned us most was hearing what De Bohun School in London is teaching children from Year 3.

Two class teachers from this primary school proudly displayed slides which they said were shown to children from the age of seven. Children in De Bohun are being taught the difference between a "transvestite and a transgender person" and create "mind maps" about this issue. They also encourage Year 6 pupils to come up with "questions to ask a transgender person" and then use these questions to "plan future learning for the children".



Teaching young children about many different types of sexual identities, gender identities and non-traditional families was promoted as best practice in delivering RSE from primary school onwards, including sharing books aimed at informing young children about gay and lesbian families such as *Mum, Mommy and Me*. All the teaching materials were brightly coloured with rainbows and sparkles to attract a young audience into thinking the content is fun and engaging.

Also speaking was Andrew Moffatt, author of *No Outsiders: Teaching the Equality Act in Primary Schools*, who was at the centre of a lot of controversy at an inner city school in Birmingham, where many Muslim parents objected to the promotion of homosexuality to their children.

He shared a number of picture books, including one called *My Shadow is Pink* about a boy who identifies as a girl and in the end goes to school wearing a dress and is celebrated for his new identity. He went on to say that there are many lesson plans and resources available for teachers on the No Outsiders website.

Daniel Tomlinson-Gray, co-founder and director of LGBTed, fulltime primary teacher and the writer of several books including *Big Gay Adventures in Education*, talked about the fact that "now more than ever we

need visible LGBT+ role models in our schools and open and proud LGBT+ staff voices". He complained about the Government being "out of touch" for wanting to push for rights for "straight, white people" while dismissing the rights of minorities and trans people.

He warned of teachers getting "exhausted due to the culture war" between LGBT+ people and the Government, who he said have not gone through with their promise of a more equal society. To counter this, he said it was time for LGBT+ teachers to be "more visible and give hope to our young LGBT+ community in schools". The main issue for LGBT children in schools, he said, is the lack of role models and talked about how Section 28 was "ridiculous" because it was "almost like children could be turned gay just by being exposed to people, like being persuaded to like avocado for the first time".

Tomlinson-Gray claimed that the UK curriculum is "still mostly teaching dead, straight white men" and said "you can't be who you can't see", calling for more LGBT+ teachers to be visible in schools for students to look up to. (This is a bizarre statement, because how did the first female Prime Minister come into being or the first black President be sworn into office in the US?)

He perpetuated suicide ideation by quoting the figure from Stonewall that "45% of young trans people have attempted to take their own life and half of those have succeeded". This figure is false and based on flawed methodology as shown in a thorough analysis by Transgender Trend.¹

He finished by quoting a figure (with no citations) that "6% of young people are gay, let's be the role models they need."

The session finished with Shaun Dellenty, a teacher listed as one of the "100 most influential LGBT+ people in the UK".

He insisted that children should be learning about LGBT+ identities "in every aspect of school culture" and said he works to assure parents that teaching children about different sexual and gender identities is not about promoting these lifestyles to children, despite listing books about same sex relationships that can be used in Key Stage 1.

All parents are aware that learning about different ideas from school can profoundly influence children's beliefs, so any teacher claiming otherwise is either extremely ignorant about how children learn, or purposefully misleading parents.

We would urge parents and families to communicate with schools and request to see the materials being used in RSE lessons in primary schools and to discuss your concerns with the head teacher if you are unhappy with anything being used in the classroom. If necessary, parents have the legal right to withdraw their child from RSE lessons.

Notes

1. Transgender Trend, Stonewall School Report: What Does The 45% Attempted Suicide Rate Really Mean?, 8 August 2017.

FET booklet

Marriage and Divorce in the Liberal Imagination

Family Education Trust, in cooperation with the Coalition for Marriage, has recently published a booklet based on the address given by Colin Hart at our 2019 conference but updated and expanded in light of the passing of the Divorce, Dissolution and Separation Act.

This short, easy to read booklet tells you all you need to know about the benefits of marriage and the harm done by easily available divorce.

This concise booklet serves as the ideal short guide to marriage and divorce in our time. Why not order multiple copies and help communicate its truth to others.

Copies of Marriage and Divorce in the Liberal Imagination are available from the Family Education Trust at £3 per copy. Order your copy today!

The booklet is good and its arguments are well presented

Sir Edward Leigh MP

It is fantastic!...This manual is a real help and a no holds barred discussion about one of the most important relationships people will ever enter... Read this! Make it available to school leavers! Put it in the hands of lawmakers! And let's support marriage.

Ian Paisley MP

The Family Education Trust is to be commended for its latest publication 'Marriage and Divorce in the Liberal Imagination' by Colin Hart which continues the important work of providing accurate data and thoughtful reflection on the causes and consequences of family breakdown...This booklet is especially timely following the passing into law of the recent Divorce, Dissolution and Separation Act, 2020.

Most Rev. Bernard Longley, Archbishop of Birmingham

Colin Hart here offers, in the best tradition of the Family Education Trust, not imagined 'truth' but hard evidence. He exposes the often unregarded long-term effects of the current attempts to redefine marriage and to offer ever easier divorce. The evidence is at once convincing and distressing, as demonstrating how this erodes the basic fabric of society with unknown consequences, not simply for the couples involved, but for future generations.

Bishop Timothy Dudley Smith



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