

AGM and Conference: FET's work needed more than ever before

On Saturday 21 May the Family Education Trust held its AGM and Annual Conference in our usual venue of the Royal Air Force Club in Piccadilly. Well over 100 people were in attendance, many of them new to FET's work. Many others tuned in to watch the talks via the livestream on FET's YouTube channel.

Opening the conference, FET's chairman Arthur Cornell reminded supporters of the issues that had brought the Trust into existence, how these are still live issues and therefore FET's evidence-based approach is needed more than ever.

Highlighting first the issue of family breakdown, Mr Cornell illustrated how this had led to the most horrific abuse of children, remembering how in 1973 seven-year-old Maria Colwell, was beaten to death by her stepfather on an estate in Brighton. This had led to a public inquiry. Family breakdown is continuing to cause such tragic cases such as when just this last winter a boy aged six and a sixteen-month-old girl were killed by the female partners of their biological parents. Yet many social workers continue to ignore the role that family breakdown plays in causing such tragedies. Further, Mr Cornell stated:

Brokenness can be costly to families but it is also costly to the taxpayer and the nation. In 2018 it cost the Treasury £51 billion.

Mr Cornell quoted a senior police officer who stated recently that one of the biggest drivers of violent crime is the lack of a father figure at home. *While it is easy to blame drugs or social media, it would seem to be a lack of fathers at home, or positive male role models in the community that have the biggest responsibility... Without parents and role models, violence*

becomes normalised, he said.

Citing research that found that 70% of young offenders come from broken families, Mr Cornell lamented that cultural bodies fail to support wholesome family life. Instead such bodies, like the Institute of Contemporary Arts obtain a £2.7 million grant for an exhibition and elect to concentrate on art works which feature and highlight sex, nudity and violence.



Arthur Cornell

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AGM and Conference

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Mr Cornell went on to highlight how the issue of Relationships and Sex Education was becoming ever more complicated due to increased transgender input. Self-definition of gender was being pushed even to those in primary school. The transgender lobby was increasingly punishing those who exercise their free speech to express biological reality. Professor Kathleen Stock had been harassed out of Sussex University for saying that ‘a woman is an adult human female’. Mr Cornell asked:

Was her statement untrue or simply unpopular? Is there a truth here that needs to be recognised? Is there not something odd when we are told that if a man wishes to claim to be a woman, he does not need surgery or hormones, a legal sex change or a medical diagnosis of a health condition? He does not need to dress like a woman but simply say he is now a woman. Is that being real about life? Are we who we are, or who we feel we are, or would like to be?

The existence of these issues illustrates the need for FET’s continued role in the public debate bringing its evidence-based approach to bear on the issues. FET is committed to responding to these needs and others like them at every cultural level.

A productive year of engagement on the issues

**Piers Shepherd,
Senior Researcher**



Family Education Trust’s engagement in the public debate on the major issues affecting the family has increased over the last year. We have carried out research for Baroness Nicholson of Winterbourne on the promotion of gender ideology in schools. The fruits of this research has also led to the production of our new booklet *Gender Ideology and Our Children*.

One of the most notable events of the last year was when we were asked by the Scottish Parliament’s Equalities, Human Rights and Civil Justice committee to give evidence to that committee on issues surrounding a ban on so-called ‘conversion therapy’.

At FET our greatest concern has been the effect that such a ban would have on families and children. It was from this perspective that I argued while sitting before the committee in Edinburgh. I argued that the law needs to protect the right of

parents to raise their children according to their moral and religious beliefs, that children and young people often have questions around their sexuality and identity and need to be free to discuss this with their parents without the law being involved. Parents need freedom to sensitively discuss these issues with their children. While we acknowledged that coercive and abusive practices are clearly wrong, a conversion therapy ban threatens to criminalise anything other than immediate acceptance, encouragement and celebration of a child’s sexual or gender identity, regardless of their age.

Relationships and Sex Education continues to be one of our principal areas of research. One way that we have combatted abuses in this area in the last year has been through writing letters to ministers, chairs of school governors and others who have influence in this area.

We have written to the Secretary of State for Education and Minister for School Standards providing them with abundant evidence of the age of consent being undermined in RSE classes and called on the Department to urgently investigate the role played by external organisations in RSE and to ensure that groups that undermine the age of consent and promote age-inappropriate materials and activities are no longer invited into schools. We have been involved

in successful campaigns against *The Family Sex Show* and against events promoting the LGBT agenda at Portsmouth Grammar School.



FET was active in opposing *The Family Sex Show*

We have spoken out in the media against guidance from the Scottish government that undermined the age of consent and I was asked to write an opinion piece for the *Scottish Mail on Sunday* on this issue.

With the coming into force of the Divorce, Dissolution and Separation Act in April we posted on our website a thorough evidence-based refutation of the idea that this legislation will help make the divorce process easier for families and children.

FET continues to respond to consultations on all relevant family issues and to actively help parents on issues relating to RSE or home education.

It has been a very productive year and in spite of the challenges we continue facing we are encouraged to continue producing informative evidence-based material and being a support to parents, teachers and others in helping create a better society for our families, children and young people. Thank you very much for your support for our work.

FET making great advances in press and social media

Lucy Marsh,

Communications and Public Relations Officer



For the past year I have been focussing on establishing the voice of FET on social media to increase our followers and engagement. This has been very successful, as we now have more than 1,500 Twitter followers and 484 followers on Facebook. The aim is for 500 Facebook followers and 2,000 Twitter followers by the end of 2022.

Through gaining new followers on social media, we have made new relationships with others campaigning against gender ideology and inappropriate RSE in schools, as well as those campaigning to protect single sex spaces and the rights of women and girls. A large proportion of attendees at our conference came for the first time this year, meaning that our reach has increased. We are also gaining new sign-ups for the FET newsletter every month, with nearly

3,000 on our mailing list.

I've conducted several interviews over the past year, with particularly successful ones being those with the speakers from this year's conference. The videos are on our YouTube channel, where we have also been gaining more engagement.

I have been working with others to prevent the sexualisation of children, getting involved with others to work together. One example was the campaign against *The Family Sex Show*, where we helped Caroline Farrow of Citizen Go gain the information needed to set up the petition against this show. This received nearly 40,000 signatures and resulted in the national tour of the show being cancelled.

We also worked with other groups to raise awareness of Portsmouth Grammar School hosting the LGBTQ+ activist Peter Tatchell and trans rights activist Juno Dawson and inviting all local school children to attend. Our campaign garnered a lot of interest and resulted in the school cancelling the event.

We are currently working on trying to stop the national Drag Queen Story Hour tour of libraries and literary festivals throughout the UK, working

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Advances in press and social media

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with other groups and journalists from the national press.

FET has been featured in the *Telegraph*, the *Express* and the *Daily Mail* about these campaigns against the sexualisation of children, and we are regularly asked to comment on news stories by journalists.



Louise Perry

I have reviewed several books including *The Case Against the Sexual Revolution: A New Guide to Sex in the 21st Century* by Louise Perry and also interviewed Louise for our YouTube Channel. We are considering her as a speaker for our 2023 conference. Louise is a feminist author and her book outlines the benefits of marriage for both women and men. My review of the book appears later in this bulletin.

Conference workshops are a great success



Sex education workshop

This year for the first time FET hosted a series of workshops on major issues. Following the talks by our guest speakers, attendees were able to take part in one of three breakout sessions on the topics of influencing schools on sex education, defending free speech and gender issues. The workshops on sex education and free speech were led by David Paton and Calvin Robinson, respectively.



Free speech workshop

The gender issues workshop was led by FET trustee Dr Julie

Maxwell as well as psychotherapist Stella O'Malley and James Esses of Thoughtful Therapists.



Stella O'Malley, Dr Julie Maxwell and James Esses

The workshops helped to facilitate further discussion on important issues and were greatly appreciated by attendees.



Gender issues workshop



The main conference talks by David Paton and Calvin Robinson can be watched on FET's YouTube Channel:

<https://www.youtube.com/user/familyeducationtrust>

Does mandatory sex education reduce teenage pregnancy?

David Paton



It's a privilege to be here talking to you at what I think is a critical time for people involved in the work of the family and children's safeguarding. It's a critical time but I think it can also be somewhat overwhelming. We've heard about some of the things that have been going on. We have parents in Wales desperately tearing their hair out about some of the sex education content being provided to their children or being proposed by the Welsh Government. We've got the same in Scotland. We've heard about *The Family Sex Show* aimed at five-year olds. Every day there's something new.

But we are told what are you worrying about? This is just about providing information to children. It's age-appropriate and backed by evidence and if you don't take this approach your children will be at risk. It's hard when you're faced with those sorts of attitudes. And if you object to their approach you are called a bigot. If you don't like the idea of five year olds, being presented with information about sex by men or women who are naked, you are called a bigot.

So we have to take a step back and think how best do we tackle

these issues? And how best do we present ourselves and present a rational, sensible and logical alternative view?

We need to realise that debates over sex education are not just about providing essential information. They are about what content is covered and at what age? What materials & language are used? And what services will children be directed to? The general approach of official sex education programmes is that children should be referred to 'confidential' sexual health services. This often means access to abortion and contraception, sometimes in school, including for under 16s and without parental knowledge or consent.

But is this approach effective? We need to step back and look at the evidence. What does the data say? What are the consequences?

Is school-based RSE effective?

There are thousands of studies on this both good and bad. The place I like to start is the Cochrane Systematic Reviews. These are considered the gold standard summary of evidence. They look at randomised controlled trials across a whole range of medical and social areas. The most recent were in 2016 and came to the following conclusions:

"Educational interventions were unlikely to significantly delay the initiation of sexual intercourse among adolescents compared to controls."

"it is not clear if the educational interventions had any effect on unintended pregnancy."

"educational programmes evaluated had no demonstrable effect on the prevalence of HIV ... or other STIs."

"There was also no apparent effect on the number of young

women who were pregnant."

The Cochrane Reviews look at programmes across the world but a 2011 study that specifically looked at school-based sex education programmes in the UK found that:

"the programmes had minimal effect on reported behaviour".

The studies looking at pregnancy rates found *"no impact on conceptions or terminations by age 20"*.

A big decline in teenage pregnancy has taken place since the 1990s. This began just before the introduction of the Teenage Pregnancy Strategy which saw a huge amount of resources going into sex education and sexual health services for young people. A study by Andrew Baxter published in the journal *Social Science and Medicine* examined the effectiveness of the Teenage Pregnancy Strategy and found:

"Although teenage pregnancies and births in England fell following implementation of the Teenage Pregnancy Strategy, comparisons with other countries suggest the strategy had little if any effect on pregnancy rates."

What is the evidence for RSE mandates?

What happens when the state attempts to mandate what is taught in sex education?

A study that I published recently with Stephen Bullivant from St. Mary's University and Spanish academic Juan Soto looked at the impact of sex education mandates on teenage pregnancy across the world. This was published in the journal *Health Economics*. The context is the fairly big drop in teenage pregnancy rates across many countries in the developed world since the

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Mandatory sex education

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late 1990s. There has been lots of discussion as to the cause of this. But this period has seen lots of changes in laws such as introduction of mandatory RSE, mandatory RSE in primary school, parental opt outs. Some countries have got rid of mandatory sex education. We examined pregnancy, birth and abortion rates before and after the law change relative to other countries that had not changed the law, controlling for other factors such as unemployment and divorce and controlling for pre-existing trends. We concluded:

“We find some evidence that laws mandating sex education in schools are associated with higher rates of teenage fertility. Parental opt out laws may minimise adverse effects ... changes in national laws relating to sexual health are unable to explain the declines in teenage pregnancy rates observed in many developed countries.”

There is no consistent evidence that either school-based RSE or mandatory RSE has any beneficial impact on sexual health outcomes. There is evidence that some aspects of RSE cause harm. For example, access to the morning after pill is associated with increases in STIs. Evidence shows that involving parents is beneficial.

This doesn't mean that there should be no RSE in schools but there is no convincing case for a 'one size fits all' approach involving mandatory early RSE. I think that we need to be focusing on what information do we want to present to children, in what format and at what age. Schools need to discuss this with parents. We must not be afraid

of transparency and involving parents at every stage. To schools I would say don't be afraid to do less rather than more and later rather than earlier.

Five things to watch out for in RSE schemes

1. Assumption of Gillick competence for under-16s.
2. Normalisation of underage sexual activity.
3. Focus on consent as a sufficient condition, even for under-16s.
4. Message that it is okay to be sexually active “when you are ready” and “only you can decide”.
5. Mixing up being “non-judgemental” and “welcoming environment” with affirming choices/behaviour.

What is the evidence regarding safeguarding?

I want to say a little bit about the evidence regarding safeguarding because I think it's connected with sex education evidence. Many of you here know well about the book *Unprotected* by the late great Norman Wells. I was really honoured to write the foreword for this book because I think it is a really important piece of work. I think it's scandalously unrecognised. I think it's scandalous that no mainstream journalist has taken the issues raised by Norman in this book and investigated them because it's ripe for a serious investigation. And I just want to highlight some of those issues.

Unprotected surveyed evidence from many Serious Case Reviews and found where things had gone wrong in relation to safeguarding. The case reviews found that fundamental flaws in professional attitudes towards underage sexual activity directly contributed to exploitation and

abuse as well as a tendency to dismiss parental concerns and to regard parents as part of the problem. They also found that the message that children must be left free to decide for themselves when they are ready to embark on a sexual relationship is exposing them to the risk of sexual exploitation.



Let's look at a few cases from the book:

“Julia” was abused over a number of years from the age of 12. She was assessed by her school nurse as being ‘Gillick competent’ and given contraception advice. When Julia’s mother disclosed that that she had been raped, her GP prescribed contraception (2014 Thurrock SCR).

“Child F” was a vulnerable 15-year old with special needs who was being sexually abused at school. Because, the school judged her to be engaging in “consensual” sexual activity, her parents were not informed and, as a result, “Child F” continued to suffer abuse for years (2015 Hampshire SCR).

Since the publication of *Unprotected* there have been a number of other serious case reviews. The Newcastle Serious Case Review of 2018 was particularly revealing because approximately 85% of victims of sexual exploitation had received sexual health

services. The Newcastle review recommended:

The Government should urgently arrange for the principles applied to confidentiality and safeguarding in sexual health settings to be reviewed having regard to the body of knowledge about sexual exploitation.

Several of the serious case studies have asked the government to look urgently at laws that say you can't have sex until 16 but you can give children under 16 contraception without their parents consent. Safeguarding professionals have explicitly stated that this is a contributing factor to sexual abuse. So where is the action from the government on this? Where is the journalistic reporting? Where are the MPs lobbying the government to do something about this? This is still going on and it is endemic.

Here's a quote from the Scottish RSHP scheme 3rd & 4th level aimed at 11-15 year olds. This is in a section called 'Human sexuality: Sexuality and the idea of sexual rights'. It states:

Right to personal autonomy. *Young people have the right to decide on matters about their sexuality. They are free to explore their sexuality in safe and pleasurable ways, as long as they do not interfere with someone else's rights.*

This is from a slide designed to be shown in the classroom for 11 to 15 year olds. So if you're looking at this as an 11 to 15 year old, what message do you take away? There is no mention of age here. The message given is that it is purely down to consent and age is irrelevant. We see this messaging in schemes across Britain and the world. Its become the standard approach.

You may be aware of the Brook Traffic Light Guide. Brook is one of the primary organisations

who provide contraception to people under the age of 16. They work in schools and in community areas. They've developed a Traffic Light Guide to safeguarding and this looks at appropriate behaviours for children at different ages.

This guide mentions green, amber and red behaviour. It got a lot of criticism and Brook now say they have changed it but they have hidden it behind a paywall so we don't know how they have changed it. The fact that it is hidden might give you pause for thought. However, the original guide is still available and is used by many local authorities around the country as a sort of go-to guide. Let me read you an extract. This is green behaviour approved for 13 to 17 year olds. Brook calls this '*safe and healthy sexual development*':

..consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

This is for 13-17 year olds. Brook calls it '*safe and healthy behaviour*' and '*worthy of positive feedback*'. This was once recommended by government.

So let's be under no illusions about the sorts of things we're up

against. This is real. And this comes from a 'recommended', 'mainstream' organisation.

What can we do?

So what can we do when we're faced with this? Well, I don't think we can rely on the government to get involved. What we need is you. The government aren't going to respond unless they see the pressure from parents, social workers, teachers, head teachers, governors, grandparents, uncles, aunts and indeed from children themselves. These are the people who have the best interests of children at heart.

One of the most important things I pick up from this is the need for transparency because time and time again we are seeing schools and groups like Brook not wanting to be honest about what is shown. As soon as that happens, a red light should go up. If you're a headteacher and you're really worried about parents seeing what you're going to show to their children, maybe you should be thinking, is this the really right thing to do?

I want to finish by saying two things. First, don't be afraid of the evidence. We need to be frank and honest about the evidence whether it's in our favour or not. But of course, what really matters is right and wrong. The evidence doesn't tell you what you should do. It helps to inform the context of what you should be doing and from there you need to go back to your own values and ethics and rights and that's the most important thing.

My second message is that I want to say to everybody who's working in this field and sometimes getting a hard time, thank you so much for everything you do, whether it's as a parent, grandparent, teacher, social worker, whatever area you're in: thank you very much.

Indoctrination due to group-think in education?



Calvin Robinson

Thank you for inviting me to talk to you today. Some of you may know me from the media work that I do on talk radio, GB News and elsewhere. But I'd like to start off by talking about why I do what I do because it addresses the issue at hand. Before I got into the media, I was in industry. I worked in mobile app development and website design and it was quite a good job. I enjoyed it, made a lot of money and had a lot of fun, but it wasn't fulfilling and it wasn't very wholesome or rewarding.

So I started looking for something more vocational and I realised that I could put my programming skills to use in education because one of the problems we had in industry is that all the people coming to us that called themselves computer programmers had great CVs and great qualifications, but absolutely no knowledge or skills. So we ended up outsourcing to Europe and East Asia because

that's where the talent is. So I thought I could change things by teaching computer science in schools.

Education's Liberal Echo Chamber

Working in industry I had been sitting next to people who were Liberal Democrats, Labour supporters and Conservatives and we'd all go out for a drink on a Friday after work. I thought that was normal. Then I entered the world of education which is not normal. I was taken by surprise at the group think and the echo chamber that teachers exist in. Don't get me wrong, teachers are the hardest working people I've ever met in my life. They really do care about what they do. Teaching is a vocation. But many teachers exist in a bubble. A lot of them have been to school, university and then gone straight back into school and not spent any time in the real world. Therefore they are not familiar with real problems and don't know what their kids are going through. And that creates a clear divide about how they address the issues at hand.

I started to blog about what I was seeing. I wrote a small piece for Conservatives for Liberty about what I saw to be left-wing indoctrination in schools. I thought this was an issue because we're seeing a massive shift in perspectives in this country. It used to be that parents were the ones responsible for their children. Parents

passed on values and knowledge. Schools helped supplement what you learned from home. But there's been a flip and we now expect the state to take care of our children. Many parents don't seem to want to be or don't seem to know that they need to be involved. We often hear questions like 'How are kids getting through school and ending up not being able to read or write?' Don't put the blame on schools. Look closer to home. Parents should be reading to their children. Parents should be getting their children to read to them.

Our society is in a mess because the state has radically different values to the rest of the country. I think most people in this country are small-c conservative in values. They believe the family is important, that there are two genders, that marriage is between a man and a woman and that it is a sacrament. I think most people in this country still are nominally Christian. But what we see in the mainstream media and in the government is very different. They push a heavily liberal progressive viewpoint. They will tell four-year-olds that they can decide what gender they are. They will say 'It doesn't matter what you were assigned at birth' as if people are assigned their sex. They push the idea that black people are oppressed and white people are oppressors. They promote critical race theory, gender theory, queer theory. All these

theories are pushed by well-meaning but misguided individuals and they have replaced the parent.

After I started blogging about this, a local newspaper asked me if I still believed kids are being indoctrinated in schools. I said yes, absolutely, I see it every day. During the Brexit referendum, I was called in by the head and deputy head of the school where I was teaching. They said they knew I was a supporter of Brexit. I was told I must say nothing on the subject. I responded that in teaching computer science I wasn't sure how Brexit would come up. However, it turned out that I was the only teacher in the school who had been told to keep silent. Many other teachers, all of whom supported the Remain side, openly talked about the referendum with their pupils.

The school offered counselling to anyone 'hurt' by the referendum result. In the school chapel, the crucifix was removed from the altar and replaced with an EU flag. I found this bizarre but I don't think the school thought they were doing anything wrong. Within the group-think mentality of education they thought they were right and morally superior and that everyone around them thought like them.

So a local newspaper took up my views about indoctrination

in schools and from there it was taken up by major newspapers like the *Times* and *Telegraph*. But I'm not a journalist. I'm not here to report the news but to give my opinion. I am trying to give a perspective that I think a lot of people in this country share but which isn't always reported in the mainstream media. Of course, I get called a lot of names. But what gives me faith is that for every nasty troll who calls me a bigot, there are tons of people who will say 'Thank you for saying this' and how they cannot say it because they will get sacked. We need to get to a stage where more of us can stand up and express our beliefs without fear of persecution.

I wanted to find out what is going on in our education system and do we have a chance to change it. I looked into what research was out there. The Adam Smith Institute found that individuals with liberal and left-leaning views are greatly overrepresented in academia. While around 50% of the public support conservative and right-wing parties, this is true of less than 12% of academics.

Among school teachers around 70% vote for left-leaning parties, according to the *Times Educational Supplement*. So there's a clear group-think mentality that we can evidence. We can show these people that they are all thinking alike and we then must show why this is not a

good thing. But those who think differently get cancelled. Initially, 'cancel culture' was applied to those on the fringes but today even secretaries of state get cancelled by the world's top universities. Universities are places where you're supposed to be challenging thoughts and ideas, where you are supposed to have open debate.

Suppression of Ideas and Culture

It's getting dangerous to dissent now. Why? Because of these constant campaigns. Calls to replace Rudyard Kipling with Maya Angelou and Mozart with Stormzy. In education we are supposed to teach the best that there has been in order to shape our children into the best people, make them good citizens and good contributors to our society. But we've forgotten this and it all comes from these so-called 'decolonization' campaigns.

These are based on the idea of removing dead white men because of course anyone that's white, male and old is old fashioned and wrong and must be cancelled and replaced by someone that is black and preferably female, or maybe trans. But this is meaningless. These are immutable characteristics. We shouldn't be defining knowledge based on these characteristics.

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Group-think in Education

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I looked into where the ‘No Platform’ policy came from and found that it came from the National Union of Students, the very people who are supposed to be protesting and championing their ideals and campaigning against other ideals and debating. We don't know how to disagree well anymore because our younger people aren't doing it or we're not modelling it. We have headteachers getting very political, campaigning on behalf of left-wing parties in front of the children or taking their school children on demonstrations with them.

The reason I raise this is because people in this room are the ones that can change this. And parents are the ones that can change this. If we can stop handing our kids over to school and start interacting and engaging with the school, find out what's being taught, whose teaching it and how. We have a right to know what's going on in the classroom. We should know what's going on in the classroom. It's a responsibility more people need to take on board.

And why is it so important? Let me tell you about a particularly egregious example of bias. A teaching resource from TES, the most popular teaching resource website, features a school exercise where students are asked to ‘investigate the different political parties available in Britain.’ Under the question ‘what is left-

wing and right-wing?’ there are placed two pictures illustrating these persuasions. The left is represented by the NHS constitution bearing the moniker ‘the NHS belongs to us all’, the connotation being that people on the left are deeply caring. The right is represented by a picture of Adolf Hitler.



What can we do?

What can we do to combat bias in education? We need to acknowledge that we all have biases but be fair and balanced in our messaging. The key to tackling the problem is for parents to take action. Parents have the law on their side. The Education Act 1996 forbids political indoctrination in the classroom. Guidance from the Department for Education states that teachers ‘should not use school resources for party political purposes’. This means they can't teach things like gender theory, queer theory and critical race theory as fact. They can address them and say why they are being discussed in the media but they cannot teach them as fact.

We can tie all this in with RSE. They say they want to be more inclusive and more welcoming

of different types of families, so they push these things as normative. That is political, it's an ideology and it's not appropriate. Moving sex education from secondary school down into primary school is entirely inappropriate.

The idea that children can choose their gender: lobby groups are going into schools and saying to children that you might not want to discuss this with your parents because they might not have the same approach, in effect saying that parents are bigoted. I think that is child abuse.

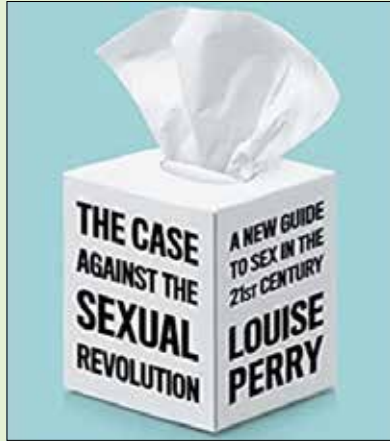
A child cannot choose their gender and if a child has gender dysmorphia that's a mental illness. We treat mental illnesses with therapy, with prayer, perhaps with pharmaceuticals, we don't treat them with surgery. More parents need to be looking into what's being said in school, whose going into school. Is Stonewall going into your school? It's still happening even though the government has, at last, advised against it.

So it comes down to what we really want education to be? I'd love to get to a stage where we can say that schools and parents are working together. In all my time working in education one of my biggest observations has been that the major difference between the children who do well and those who don't is the engagement level of their parents. We need to remind parents that it is their job, not that of the state, to teach, educate and bring up their children.

The Case Against The Sexual Revolution: A New Guide to Sex in the 21st Century

Louise Perry, Polity Books, 200pp, £14.99, ISBN 978-1509549993

Reviewed by Lucy Marsh



In a society where one of the most watched TV programmes is *Love Island*, the ultimate homage to casual sex and hook-up culture, it's refreshing to read a book by a female author in her 30s promoting abstinence and marriage as being beneficial for women.

The sexual revolution has been a disaster for women – that is the provocative case set out by feminist author Louise Perry in her new book *The Case Against the Sexual Revolution*.

Perry used to work in a rape crisis centre, and it's from this starting point that she sets out clear arguments that young women have been coned into thinking that it's desirable to have sex with anyone at any point, so long as all parties have "given consent". She argues that this puts women in a position where they feel obliged to have casual sex with no thought of marriage.

She takes on feminists who deride marriage. Yes, it's hard work, she says, and most don't live up to a romantic ideal, but monogamous marriage still offers the best protection possible for a woman and her children.

The book is a very accessible read, with the evidence clearly set out to show how the sexual revolution has not been as liberating for women as society would have us believe. Instead, it has led to the breakdown of families and a huge rise in

divorce, abortions and mental health crises among children and young people:

'For younger women in particular, today's sexual culture is destructive, divorcing love and commitment from sex and favouring one-night stands, casual 'hook-ups' and 'friends with benefits' arrangements'.

Worse still, it pressures them into promiscuity, bombards them with violent pornography and tells them to enjoy being humiliated and assaulted in bed.

Feminist analysis of marriage sees it as a method used by men to control female sexuality, with the Pill being seen as a miracle drug that enabled women to have sex like men with no consequences. Perry explains that there is also a protective function to marriage, but it makes sense only when understood in relation to children:

"In the era before contraception, a prohibition on sex before marriage served female – not male – interests, because it protected the people who bear (literally) the consequences of an extramarital pregnancy."

The stigma around single motherhood caused a great deal of misery for its many victims, but it also existed for a reason: to deter women from making an irreparable mistake for the sake of a worthless man, a cad who would desert them after casual sex rather than take on the commitment of being a dad."

This book is being seen as a provocative read, but no-one could argue with the evidence that everyone benefits from the promotion of marriage – it's better for men, women, children – and society in general.

You can view our interview with Louise Perry on our YouTube channel:

<https://youtu.be/H42aNCX5o3c>

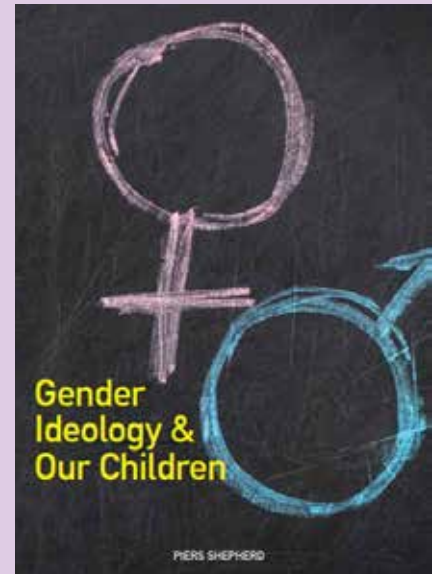
FET's new booklet on gender ideology

Gender Ideology and Our Children

This new booklet will help alert parents, teachers and others to the promotion of the transgender agenda in schools.

Covered within the pages of this short but incisive booklet are the following topics:

- The nature of gender ideology
- The dramatic rise in transgender identification among young people
- Shocking testimonies of parents, teachers and school governors about the promotion of gender ideology in schools
- The London primary school where all Year 6 pupils are required to 'understand the difference between being transgender and transvestite'
- How local authorities have encouraged schools to deceive parents about their child's gender identification
- What parents and teachers can do to oppose gender ideology in schools
- Why the law and the evidence are on the side of those who oppose gender ideology
- A list of organizations you can contact for help in opposing gender ideology



All this and much more is included in this concise booklet. Less than 20 pages with eight photographs and illustrations, the booklet also contains 'Key Point' boxes to highlight some of the most important points.

***Gender Ideology and Our Children* can be downloaded for free from the FET website at the following link:**

<https://familyeducationtrust.org.uk/product/gender-ideology-and-our-children/>

Hard copies can be purchased for just £1 per copy. Why not order multiple copies and help communicate its truth to others.

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Family Education Trust

The Atrium
31 Church Road
Ashford
Middlesex TW15 2UD
Tel no: 01784 242340
info@familyeducationtrust.org.uk
www.familyeducationtrust.org.uk

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