

The Report of the Independent Inquiry into Child Sexual Abuse considered in light of Unprotected

In 2017 the Family Education Trust published its landmark report *Unprotected: How the normalisation of underage sex is exposing children and young people to the risk of sexual exploitation*. Drawing on a number of serious case reviews and the Independent Inquiry into Child Sexual Exploitation in Rotherham, *Unprotected* revealed fundamental flaws in professional attitudes towards children and young people and towards underage sexual activity.

The evidence revealed that:

-Many professionals had a complacent attitude towards underage sexual activity, as long as there was no great age disparity, this was often seen as a normal part of growing up

-A professional readiness to routinely provide contraception to young people under the legal age of consent in confidence, without considering the possibility that they may be suffering abuse;

-A tendency to dismiss the concerns of parents;

-An inclination to treat children under the age of 16 as adults with the competence to make their own decisions with regard to sexual activity.

In October 2022 the Independent Inquiry into Child Sexual Abuse published its final report, *The Report of the Independent Inquiry into Child Sexual Abuse*.

At 438 pages the report draws on 'the Inquiry's 15 investigations and 19 related investigation reports, the Interim Report of the Independent Inquiry into Child Sexual Abuse and 41 other Inquiry reports and publications.' It reveals that an estimated 3.1 million adults in England and

Wales have experienced sexual abuse before the age of 16 and that one in six girls and one in 20 boys experience such abuse while still under 16. The report makes 20 recommendations some of which we will discuss below.

Unprotected issued 13 recommendations which revolved around the following central themes: recovering the age of consent, reconsidering the confidential provision of contraceptive advice and treatment to under-16s, restoring respect for parents in sex and relationships education, abolishing the notion of 'rights' in relation to the sexual activity of children and young people and discouraging the use of resources that undermine the age of consent such as the Brook Traffic Light Tool.

Below we shall comment on how well the inquiry report has encompassed these recommendations, if at all.



Inquiry Report versus *Unprotected*

1. Age of Consent

Unprotected called for Crown Prosecution Service (CPS) guidance relating to the law on the age of consent to be revised. It stated:

Revised guidance should ensure that consensual sex between children and young people under the age of 16 is not condoned and that appropriate action is taken to ensure that those who engage in underage sex are left in no doubt that they have committed a criminal offence and cautioned accordingly.

Sadly, the inquiry report, while stating that sexual activity under 13 must always be reported, does not see sexual activity between those aged 13-16 as a major problem. Paragraph 99 of the report states:

The Inquiry...recommends that where the sexual activity relates to a child...between 13 and under 16 years old, a mandated person should not be required to make a report when he or she knows or reasonably believes all of the

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Independent Inquiry and Unprotected

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following to be true:

- *the relationship between the parties is consensual and not intimidatory, exploitative or coercive; and*
- *the child has not been harmed and is not at risk of being harmed; and*
- *there is no material difference in capacity or maturity between the parties engaged in the sexual activity concerned, and there is a difference in age of no more than three years.*

This effectively makes it possible for professionals to continue taking a complacent attitude to underage sex and regarding it as a normal part of growing up.

2. Confidential provision of contraceptive advice to under-16s

Unprotected called for the Department of Health to:

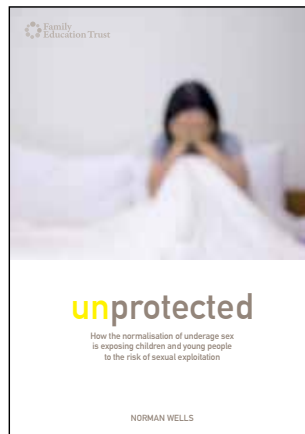
...review its guidance on the provision of advice and treatment to young people under 16 on contraception, sexual and reproductive health. There should be no further provision of contraceptive advice to young people under the age of 16. Where sexually active young people under the age of consent are seeking advice in relation to sexually transmitted infections or abortion, there should be a requirement that their parent or legal guardian is notified.

Our report further advocated that the General Medical Council, Public Health England and government departments should amend guidance that allows provision of contraception to under-16s.

While the inquiry report does state that a child seeking contraceptive advice may be an indicator of child sexual abuse it goes on to state that this is effectively not something to worry about. Having called for mandatory reporting of ‘indicators of

sexual abuse’, the report then goes on to make an exception:

An exception to the mandatory reporting regime is therefore essential. Without it, for example, a teenager (in a relationship with someone close in age) who seeks advice on contraception or sexual health may worry that a formal report will be made to the police or social services and that there may be an investigation into the circumstances of their relationship. This is likely to deter young people in non-abusive relationships from seeking advice.



3. Relationships and Sex Education

Unprotected made a number of recommendations regarding Relationships and Sex Education (RSE). Sadly, legislation passed in the last few years is the polar opposite of what we recommended. RSE has been made mandatory and the parental right of withdrawal has been compromised.

Therefore, the recommendation that has perhaps the most immediate relevance to the current report is the following:

The Department for Education should write to all schools, stressing the need to consult parents about their sex and relationships education provision, in line with current departmental guidance. Schools should be advised that they must uphold and teach the law on the age of consent and that they must not in any way condone sex under the age of 16.

The inquiry report makes very little reference to RSE however, except to say that the inquiry heard ‘relationships and sex education in schools is not reflective of the challenges that children face’.

Thus, a great opportunity to highlight the mixed messages and inappropriate material frequently used in RSE has been wasted.

4. Sex and children’s ‘rights’

Unprotected called for government departments to review all guidance ‘to ensure that it does not contain any suggestion that children and young people have a ‘right’ to sexual activity or to services designed to support sexual relationships under the age of 16.’

The inquiry report does not explicitly state any ‘right’ to sexual activity but as we have shown above it is apparently fine with under-16s seeking contraceptive advice and indeed engaging in sexual relationships as long as these are consensual and with people of similar age.

5. Safeguarding tools that condone underage sex

Unprotected’s final recommendation was that:

All government departments should ensure that any safeguarding tool, and any advice or guidance that they provide or signpost, places a strong emphasis on the age of consent and in no way communicates the message that sexual activity under the age of 16 is a legitimate choice worthy of positive feedback.

This was primarily a reference to the Brook Traffic Light Tool which gave a green light to sex for those as young as 13 and declared such activity worthy of ‘positive feedback’. *Unprotected* also criticised guidance from the Sex Education Forum and PSHE Association.

Thankfully, none of these organisations are mentioned in the inquiry report. And there is no mention of Stonewall either. Nonetheless, the

role that these organisations have played in sexualising children and encouraging the complacent attitudes towards teenage sex that allowed serious abuse to go unnoticed needs to be acknowledged. But perhaps that is expecting too much from a government-funded inquiry.

The Inquiry Report's Recommendations

The Inquiry Report has 20 recommendations covering a wide variety of areas. These include improvements in data collection, the establishment of child protection authorities for England and Wales, compulsory registration of staff in children's homes and young offender institutions and strengthening the Disclosure and Barring Service.

Perhaps the most positive recommendations are those calling for greater age verification for online services and social media platforms and for providers of search services to pre-screen for sexual images of children. The recommendation for mandatory reporting has received much news coverage but as we have described above under -age sex between 13–16-year-olds that is seen to be consensual and the seeking of contraceptive information by those of this age is exempted.

Another recommendation is for the creation of a cabinet-level Minister for Children. This may sound like a nice idea on the surface but it is likely to add an extra layer of bureaucracy to government and would almost certainly end up being hijacked by children's rights radicals, the LGBT lobby and supporters of the most permissive sex education programmes.

Given the inquiry report's failure to properly address issues around RSE and the undermining of the age of consent, *Unprotected* and its recommendations are more relevant than ever. Why not take this opportunity to order some copies and send to your MP, councillors, local children's safeguarding officers, school teachers, police or other relevant groups or individuals.

Copies of *Unprotected* can be ordered at the following link for £9.00 per copy (including P & P)

<https://familyeducationtrust.org.uk/product/unprotected/>

Freedom of Information requests reveal extent of trans indoctrination in schools

By An Oxfordshire concerned mother

During the 2021 lockdown my 12-year-old son received an RSE lesson on gender identity. I didn't personally observe the lesson (though it was delivered online and I was at home), but afterwards my son told me 'Well ... it wasn't what you say.'

Gender is a highly-sensitive topic in our family, as one of my teenage children is gender-questioning, and has several non-binary and trans friends. For the past few years, I have been trying to understand how and why gender ideologies have become so deeply embedded in my children's worldviews. So I was curious to see the lesson my son had received.

On request, I was initially welcomed to the school. The presentation that I viewed there took my breath away with its audacity and ideological bias. Stereotypes were central to the lesson, which included a visual gender spectrum with pink and blue extremes and diagrams of stereotyped toys and activities. Pupils who might feel they did not conform to stereotypes of their biological sex were invited to try out new names and experiment with different pronouns, to see how it made them feel.

I knew of the Department for Education guidance that schools should '*not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear*', so I objected immediately on that basis. I was angry, and wondered whether my gender-questioning autistic child had received this same lesson a few years earlier, precipitating an identity crisis. The teacher seemed somewhat embarrassed – he agreed that it was poor and needed to be revised.

I asked to see the lesson again when revisions were complete. There was now some resistance. After months of emailing and receiving excuses, and when I knew that the lesson was due to be presented to Year 8 pupils, a Freedom of Information (FOI) request was necessary. Concurrently I sent FOI requests to nine other government schools in my Oxfordshire district. I asked to see lesson plans and teaching materials referencing 'gender transition, transgender issues, non-binary, sex-as-a-spectrum, gender stereotypes, sexual identities, and detransitioners.' Eight schools complied, sending powerpoints, videos, lesson plans and curriculum summaries.

Looking at the many gender lessons as a whole - 353 pages when collated together - I would argue that mass indoctrination is taking place. That should concern all of us. And I gather from other parents and safeguarding associations that these Oxfordshire schools are likely typical of the UK as a whole.

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Trans Indoctrination in Schools

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I include just a few samples below:

Gender Identity

Cheney School, Oxford

We all have a gender identity.

Sometimes our gender identity matches our assigned gender (the gender we were told we were when we were born), and sometimes it doesn't.

When our gender identity does NOT match our assigned gender, this is called Transgender or Trans.

There are many different gender identities. Some of these include:

- Trans
- Cisgender
- Non-binary

You should never feel pressured to label your gender identity.

Misusing pronouns

We use people's pronouns and names frequently and in regular, every day communication, both verbally and in writing. We do it almost without thinking. Because names and pronouns are the two ways people call and refer to others, they are personal and important. They are also key facets of our identity. Therefore, calling someone by the wrong name or "misgendering" them by using incorrect pronouns or names can feel disrespectful, harmful and even unsafe.

From an early age, many were taught that pronouns should follow specific rules along the gender binary: "she, her and hers" for girls and women and "he, him and his" for boys and men. However, as our society has progressed in understanding gender identity, our language must also be updated. It should be accurate and convey understanding and respect for all people, especially for those who are transgender, gender non-conforming and non-binary.

Gosford Hill School, Kidlington

Is gender the same for everyone?

Remember; your sex is labelled at birth and even though gender is much more complex, sex is used to guide the gender label we are given (male or female).

For lots of people, these two labels match up. They may identify themselves as: **Cisgender** - A person whose gender identity and biological sex assigned at birth align (e.g., man and assigned male at birth).

But for others, they do not feel that the label they have been given correctly describes them. In this case they may identify themselves as:

Transgender - A person who lives or want to live as a member of a gender other than the label they have been assigned at birth based on biological sex

Gender non-binary/non-conforming/queer - A person feels that the labels of either male or female do not describe who they are. They may feel as though they are neither truly male or female, they may feel like they can be both at once, either one or the other on different days, or just a mix of the two

Cherwell School, Oxford

Two of the ten schools I contacted also used the gender-bread person (Cheney School and Marlborough School, Woodstock).

None of the teaching materials I have seen frame gender ideology as one belief-system among others. Gender ideology is being taught as the only correct modern way to see things. Language and terminology is exactly as specified by pro-trans lobby groups such as Stonewall, Gendered Intelligence and Mermaids. No school mentioned detransitioners, or debates around same-sex spaces, or any alternative views.

While schools in the UK are prohibited from promoting

partisan political views: 'schools should ensure that these are presented with the appropriate context, which supports a balanced presentation of opposing views,' this government guidance seems to be ignored on gender issues. Perhaps schools are very slow to realize the political implications of gender ideology?

Most parents do not object to children learning factual information about gender ideology or about transgender people. They support the aim to eliminate bullying and promote a more accepting society. But children need to learn in an age-appropriate and balanced way and be encouraged to develop critical thinking skills.

As gender ideology is a language-based belief-system, and because many of the ideology's preferred phrases tend to obscure material facts, unquestioning use of trans language presents a safeguarding risk to young people. Many children, especially SEND pupils, will not readily connect that sex is not in fact 'assigned at birth.' Pupils will hear about 'top surgeries' and 'gender-affirming treatments' without knowing what that means in reality. Pronouns were heavily emphasised in all the lessons: 'our pronouns are based on our gender identity', 'our pronouns are individual to us', and 'be mindful that the pronouns 'he' and 'she' come with a set of expectations and gender norms'. And it is extremely confusing for all of us if being gay is 'attraction to the same gender' and gender is 'a set of expectations from society, about behaviours, characteristics and thoughts'. Many of the concepts in these lessons are philosophically and linguistically complex, and I would argue, inappropriate for most 12-year-olds.

Lesson plans included Youtube videos containing positive representations of young people who had undergone irreversible surgeries, and videos with total misinformation, such as: 'Several studies have shown that transgender brains are both structurally and functionally more similar to their experienced gender identity than their biological sex ... suicide risks seem to decrease after gender transitioning.'

At my son's school, I shared a copy of the newly-revised gender lesson (which was not significantly improved) among parents of Year 8; some parents wrote to the school and some met with the head of curriculum. I also sent a serious safeguarding concern to the safeguarding lead about how the gender lesson would risk the wellbeing of neuro-diverse pupils, pupils experiencing anxiety and depression, same-sex attracted pupils, and those who have experienced traumas or sexual harassment. This has resulted in a temporary pause in delivery of the gender lessons, which will again be revised this academic year.

The Department of Education is expected to issue urgently-needed new guidance for the teaching of RSE during 2023. In the meantime, parents need to engage with their schools, or consider withdrawing children from gender identity lessons. There are now a growing number of resources and organisations to help parents, some of which are listed below.

Researching this material has helped me to understand how my autistic child was drawn to question their gender. Alongside the influence of the internet, schools play a huge role in disseminating controversial beliefs around gender in this current younger generation. This indoctrination must stop.

A theatrical resource for RSE and PSHE

Ian Court is the Founder and Artistic Director of Pintsize Theatre, an initiative which he describes in this article. This may be particularly useful for FET supporters who are teachers, social workers or work in child safeguarding

Pintsize Theatre Ltd (Reg Charity No: 1142448) began its life in 1998 as a Nottingham City and Nottinghamshire theatre in education company. It was founded on the belief that well researched, interactive drama can provide an opportunity for children and teenagers, to weigh up evidence and make wise and well-informed decisions. We encourage our target audiences to mentally rehearse (in a safe fictional context) coping and avoidance strategies, in relation to commonly encountered health and safety risks and challenges.

We provide these resources to support PSHE and RSE in schools, with particular focus on sex and relationships, crime, anti-social behaviour and substance misuse. We are not just a creator of fictional drama but also a child safeguarding charity.

Story telling of this kind about risk, if done well, can prompt children and teenagers to disclose otherwise hidden concerns and harms in their real lives, to their parents, carers and teachers.

As the Artistic Director of Pintsize Theatre, I believe that well-constructed, interactive drama, delivered responsibly in an age-appropriate manner, can prepare children and teenagers to be resilient and resourceful when countering, coping with and avoiding risks as they grow into young adulthood.

It can also make them receptive to the simple truth, that the first step in sorting any problem out - is talking about it, with a trusted adult, particularly a parent, carer or teacher.

In a pre-scientific era story telling was, after all, our only way to process risk and to communicate how best it might be avoided. It still, despite the accuracy and effectiveness of the modern scientific risk assessment method, performs the same role today.

Humans (particularly children) love telling, sharing and listening to stories about danger and risk.

Complex, nuanced, responsible storytelling, however, always recognises that feelings alone, should not become a substitute for the objective appraisal of reality; we conflate subjective feelings with objective reality, at considerable risk to our own health and safety (and that of others).



Teenagers in particular, need to know, especially in RSE, that we cannot make good decisions, if we are only led by our feelings and not by objectively appraised evidence.

Pintsize Theatre is now entirely online, in a largely podcast format, which makes it accessible to all English-speaking schools in the U.K. and indeed, worldwide.

Now in a largely podcast format, we still create stories which allow our child and teenage audiences to formulate cost benefit analysis around beliefs, actions and interactions, based on objective, empirical evidence.

Teenagers in particular, need to know that if we untether ourselves from objective reality and only perceive the world through the lens of our fluctuating emotions, we cannot accurately appraise risk. That is an important message to communicate in PSHE and especially RSE; all children and teenagers deserve competent safeguarding, at all times.

Unsubstantiated ideology which cannot be supported with empirical

evidence should not be presented to children, as fact. The 2010 Equality Act, of course, offers protection to those who hold, for example, religious beliefs - these beliefs can be, of course, of considerable value in life, particularly when promoting compassion or empathy - but the Equality Act also protects those who do not 'believe' in what cannot be empirically proven.

Beliefs are one thing, facts are another.

Pintsize Theatre in its podcast format, therefore encourages fact based, critical thinking, healthy scepticism and clear differentiation between 'hypothesis', 'theory' and fact.

Critical thinking is, after all, the basis of all well founded, risk appraisal - and we want all children and teenagers, in an age-appropriate way, to have their own sound, risk appraisal techniques, based on evidence.

With this in mind, the path of Pintsize Theatre, is very clear - to follow the existing DfE guidelines on RSE and PSHE, at all times because they are clear, reasonable and fact based.

Please do have a listen to this 7-minute sample of 'Abigail's Story' on the Podcasts Page of our website (it is about the dangers of online grooming). I believe this excerpt accurately illustrates our ethos and approach.

<https://www.pintsizetheatre.co.uk/wp-content/uploads/promo/Abigails-Story-sample.wav>

All of our highly acclaimed resources are offered on a free 7-day trial to schools and parent/carers, on request. Contact:

ian@pintsizetheatre.co.uk if you wish to take up this offer.

Ian Court is Founder and Artistic Director of Pintsize Theatre
www.pintsizetheatre.co.uk

RSE and ‘Personal Development’: My battle with my children’s secondary school

By A concerned mother from Cambridgeshire

When attending my first FET conference back in May, I had not imagined the challenges that lay ahead of me in regards to my children’s secondary Relationship and Sex Education. I am thankful for the information I learned about RSE that day, as it helped prepare me for the uphill battle I would face over the RSE curriculum.

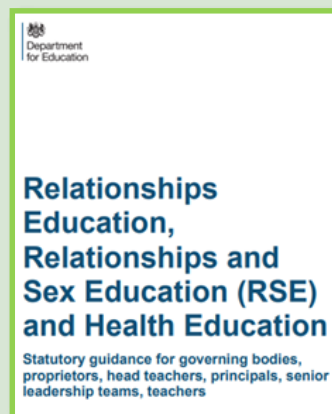
In the summer term I enquired about a Personal Development (PD) lesson for my 13-year-old. The lesson plan was sent by email, and I was able to view the presentation in full. I was taken aback by its overtly sexual content as it included the following questions for year 9 students to consider:

What about talking about your sex life with other people?
Is this an open relationship?
Do you want to experiment sexually?
Would you have sex with more than one person?

I made contact with the PD team to address the normalisation of underage sexual activity. After a productive phone conversation I hoped the lesson would be revised. Upon learning the lesson was unchanged, I grew more concerned about the entirety of the curriculum. Subsequently, I requested all lesson plans for Year 7-13. The team assured me that my concerns and feedback would be addressed within the upcoming RSE review; my request for the lesson plans was simply ignored.

After another request to see full lesson plans, the Assistant Principal for PD suggested a meeting, and my appeal for materials was again completely ignored. I was eventually informed that “individual session resources” are not shared with parents, and we could discuss any questions in person. However, how could I constructively discuss my concerns if the materials in question were withheld from me?

Surprisingly, a couple of days later I was emailed two PD presentations promised in my initial communications. The inconsistency highlighted the lack of protocol for process and transparency in sharing materials with parents. I saw that BISH, which is highly sexual in its content and promotes identity politics, was signposted to my teenager. I made it clear to the school that this website contributes to the sexualisation of children and poses a clear safeguarding risk. Interestingly, titles from BISH articles included in my email response triggered the school server to reject my email for inappropriate content.



Cordial in their communication, the Assistant Principal and Headteacher continually ignored all issues I brought forward. There was only an assurance from them both that the school would arrange a meeting to discuss concerns in September.

The National PD Lead for the school trust made contact and wanted to meet for resolution. During which, I would be provided with only samples of RSE lessons. Although I appreciated the communication, the email did not provide any real substance to any of my specific requests and concerns.

I discussed the situation with a barrister and was informed that the failure to provide the materials would in fact breach the school’s legal duties of consultation. I learned that

my parental rights are protected under the common law and have always included sex and religious matters. It covers the scheduling and content of the PD curriculum, and these parental rights would extend to viewing all lesson plans. I learned that the prohibitions on political indoctrination remain in the Education Act 1996. This requires an equal balance to all aspects of relationships and lifestyle with equal prominence given to the traditional view of marriage and sexual ethics. I informed the school I’d sought legal advice, hoping it would bring transparency, but instead the school cited third-party content and therefore could not email resources. I was welcomed into the school to view sample lessons for my teenager (now Year 10). There was also an offer for my Year 13 teen to view sample lessons with the Head of Year (but not the parent). The school stated it would be unproductive to view materials from last year or from other year groups.

Eventually, I had an open exchange during a friendly in-person meeting. Disagreements remained, but as a parent I stood firm in my position. The school was unforthcoming in written communication, but in person they were more approachable. I assumed they may be hesitant to have a paper trail and be held to account. We agreed we would continue the conversation, and I formally withdrew my son from sex education.

I concluded I could not trust the school nor the Department for Education Guidance. I had a few positive takeaways from the meeting and the school has agreed to show me lesson plans for Year 7-13 from last year. The Trust Lead will review the use of BISH, and the RSE Policy will hopefully be amended to include teaching on abstinence. I’ll see what materialises at my next meeting with the school. The battle continues!

Strange New World: How Thinkers and Activists Redefined Identity and Sparked the Sexual Revolution

Carl R. Trueman, Crossway,
192pp, £15.63, ISBN 978-



The sexual revolution, which has been engulfing the western world for at least six decades, has now reached a very advanced stage. Many wonder how we got to the point where men marry men, women marry women and both men and women abruptly claim to be the opposite sex from which they were born and demand that everyone to accept their new found identity. Carl Trueman's *Strange New World* helps explain this phenomenon in a short, easy to read history of the philosophy and thought that brought us to our current predicament.

Trueman proposes that at the core of the modern mind is the idea of 'expressive individualism'. This proposes that the authentic individual is one who gives outward expression to all his inner feelings. To live in this way is considered to be the way that human beings become 'authentic'. Trueman states:

...the modern self is one where authenticity is achieved by acting outwardly in accordance with one's inward feelings...The modern self assumes the authority of inner feelings and sees authenticity as defined by the ability to give social expression to the same.

As applied to sex and sexuality, this means that modern man must give expression to all his sexual feelings and impulses. This inevitably leads to extreme sensitivity about criticism of particular sexual lifestyles which are seen as attacking 'who I am'.

Philosophical roots

Trueman digs deep into the philosophical history of the modern age. The philosophy of Rene Descartes (1596-1650) formulated notions of mind and body that potentially set the two in opposition, though this was not his intention. More importantly, Jean-Jacques Rousseau (1712-1778) formulated ideas about the authentic self in which society prevents us being who we really are. Society is to be blamed for the bad actions of individuals. Individual responsibility is thrown out of the window. Man is most free when he acts according to the inner voice of nature.

In the 19th century thinkers like Marx and Nietzsche rejected the idea of the human as having a moral structure and portrayed moral codes as inherently oppressive. For Marx, morality was simply a tool of capitalism aimed at keeping down the masses. For Nietzsche it was just a matter of personal taste. In the 20th century this new philosophy of morals was brought decisively into the sexual realm by Sigmund Freud and Wilhelm Reich. According to Freud, sexual desire is central to human identity and exists from infancy. Therefore, our identities as human beings are fundamentally defined by our sexual desires.

The psychoanalyst Wilhelm Reich took things much further. Human nature, he declared, is a historical construct. Reich believed that sexual morality has as its purpose to enforce the authority and structure of the traditional family. The family is an 'authoritarian state in miniature'. Reich said that the purpose of the family is to raise children who are instinctively obedient to a strong authoritarian father. In the political realm this translates to Nazism.

Reich advocated a revolution to bring about the dismantling of sexual codes. Sex must become a pressing political issue and even children must be sexually liberated. Education must be used to bring out the child's authentic sexual identity. The following passage from Reich's 1936 book *The Sexual Revolution* eerily anticipates the philosophy of groups like Brook, Stonewall and Mermaids:

The free society will provide ample room and security for the gratification of natural needs. Thus, it will not only

not prohibit a love relationship between two adolescents of the opposite sex but will give it all manner of social support. Such a society will not only not prohibit the child's masturbation but, on the contrary will probably conclude that any adult who hinders the development of the child's sexuality should be severely dealt with.

The Sexual Revolution in power

Having established the philosophical origins of the sexual revolution, Trueman goes on to catalogue its development: the Kinsey reports on sexual behaviour, the rise of pornography starting with Hugh Hefner's *Playboy* magazine and perhaps most significantly the development of the Pill, which allowed people to engage in recreational sex without commitment or any fear of pregnancy. Trueman places a particular emphasis on the development of LGBT ideology.

The revolution has captured every organ of society and in recent years has increasingly been pushed by large corporations. These corporations have even used their power to curtail the freedoms of those who object to the sexual revolution. Trueman describes their response to an attempt to protect the freedom of conscience of religious believers reluctant to advance the LGBT agenda:

When in 2015 the Indiana state legislature attempted to pass a Religious Freedom Restoration Act to protect the religious consciences of business owners in light of the emerging push for LGBTQ+ rights, the backlash from big corporations was so swift, widespread and effective that the final bill signed into law was considerably weaker in its stipulations than the original.

The sexual revolutionaries no longer demand freedom for various sexual lifestyles but rather demand that criticism of such lifestyles be suppressed. Increasingly religious freedom and freedom of speech are under threat.

Trueman sees this as a logical consequence of the radical modern focus on the self. He states:

In the world of psychologized selfhood, society's modern politically-favoured identities see any challenge to them-

continued overleaf....

Strange New World Review *Continued from previous page*

fact, any failure to affirm them fully and wholeheartedly- as assaults on their legitimacy.

The revolutionaries regard free speech and religious freedom as licenses for oppression and believe that true freedom comes from suppressing these in favour of 'victim-centred authoritarianism'.

What can we do?

Trueman ends his book with a call for people to rediscover the idea of the world having a moral structure. He calls for a return to natural law and the proper understanding of the body:

Without wishing to be too explicit, male and female bodies are made to fit together sexually in certain ways and not in others. Men's bodies are simply not made to fit sexually with other men's bodies. Almost everyone is born with a body that types them at birth as male or female, and for good reason: those bodies have different capacities and perform different functions. In each case, we can say that nature- or the natural law-points to the boundaries of what is and is not behavior that will lead to human beings flourishing.

This book provides an excellent summary of the philosophical background to our own time and how we got to where we are now. Each chapter ends with a series of 'study questions' which make the book ideal for study and debate among older students or for discussion within book clubs, church groups etc. The book also contains a very useful glossary of key terms, individuals and phenomena.



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Donations can be made via our website at

<https://familyeducationtrust.org.uk/>

Alternately cheques should be made payable to 'Family Education Trust' and posted

to:

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31 Church Road

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Your support is much appreciated!

SAVE THE DATE! AGM & CONFERENCE 2023

The 2023 Annual General Meeting and conference of the Family Education Trust will take place at the Royal Air Force Club in central London on Saturday 24 June 2023. We look forward to hearing addresses from former police officer and free speech activist, **Harry Miller** and journalist and author **Louise Perry**. Please note the date in your diary and plan to join us if you are able. Further details will be provided in future issues of the bulletin.

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