

Include your name and address

Include the full name and address of the secretary ( usually school principal) to the chair

Date

Dear (include name of Secretary)

As a concerned parent, I am writing to you in your capacity of Secretary to the Board of Governors asking for this letter to given to the Chair of the Board of Governors so that the full Board will know what I see are the real problems with the curriculum additions and to insist they fully engage with me on what they are going to do to keep my child safe.

I am deeply troubled the proposed introduction into the curriculum of additional topics (C). R.S.E. curriculum at key stages 3 and 4.

My concern relates to and centres upon my certainty that the compulsory additions will not only provide the opportunity but are being used as a trojan horse to teach the pleasures of sexuality and sexual rights for children and that it is necessary to question their biological sex.

As a board, your duty is the promotion of morals and the preparation of my child for the responsibilities of adulthood as they align with the ethos and values espoused by your school. I fail to see how they could ever extend to the promotion of or preparation for the 'enjoyment of sexual rights' for my child or questioning his/ her biological sex.

You only have to look at the documents the Secretary of State relies upon which states; 'CSE promotes the right to choose **when** and with whom a person **will have** any form of intimate or **sexual relationship**'; (page 18. 2nd column 3rd paragraph)<sup>1</sup> and 'Able to develop life **skills...skills can help children** and young people **form** respectful and healthy **relationships with** family members, peers, friends and **romantic or sexual partners.**' (Page 17).<sup>2</sup> It is as clear as day that this is what they mean because the NIHRC report, cited by Department of education, accepts the interchange in the terms R.S.E with C.S.E. at page 6 point 1.4.1.

The recommendation being imposed uses the same language '**sexual** and reproductive health and **rights**' and at pt 43 of the same report it says, 'young people in Northern Ireland were denied the education necessary to **enjoy** their **sexual** and reproductive health and **rights.**'<sup>3</sup> If you only take a cursory read of the definition of sexuality from W.H.O. that is ubiquitous all across this curriculum you get a sense of what the agenda really is.

You can't deny reality that there is credible and reliable anecdotal evidence that within this topic the learning materials are without any shadow of a doubt, sexually explicit, graphic and extols the gratification of specific and visually depicted sexual acts through either a series of either closed and open-ended questions, discussions, and communications.

Surely, that right only begins at 16 which is key stage 5. Why would my child be taught the notion that he/she has the right to have sex before they actually legally have that right and that also includes all the other proposed components of sexuality. We don't allow children to drive a car or

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<sup>1</sup> UNESCO report Comprehensive. Reproductive. Sexuality Education, International technical guidance on sexuality education. An evidence-informed approach Revised edition. UNESCO 2018.

<sup>2</sup> Ibid at 1

<sup>3</sup> CEDAW Report 2018. Point 86d

drink alcohol, either, before that right in law exits, so why are we allowing such a notion to develop and take hold in schools with our children?

Then there is the topic of gender ideology which is seemingly being favoured instead of traditionally taught physical biology. As such, this is a contentious area which does not appear to be supported within the past three censuses, as those who identify as a gender other than that which biology determines, male and female, are a very small percentage of people.

Surely that would lead anyone, it does me, to reasonably question why it is being enforced upon young impressionable children as a matter of fact, based upon and leading to a complete change in language and a volte-face of biological facts.

Whilst it is important and appropriate for children to be exposed to adult themes as they mature within the secure environment of a school it remains entirely inappropriate to indoctrinate children from the singular viewpoint of an ideology that goes against theirs and the schools protected beliefs, ethos and characteristics, which the NIHRC confirmed referring the second sentence of Article 2 of Protocol 1 (see page 26 at 2.5.13).

It seems to me that in all of this is what is being lost is that it is vital to teach children to be able to 'recognise, assess and manage risk in a range of real-life contexts' (key stage 4 part 6).

I think the Board would be hard pushed not agree with me that this means children should receive information on the risks of, not only, sexual exploitation and sexual abuse,( as stipulated by the Lanzarote Convention in 2018) but also on issues such as abstinence, lawful age of consent, contrary views to abortion, potential criminal risks to early engagement in sexual activity, sexual grooming and sexual communication with a child, biological sex and identity ? Currently, the opposite appears to be the case and that is a matter that should be of the utmost concern to the board in deciding how to deal with these issues.

I think it is therefore incumbent on the Board to inform me of what steps they intend to take when considering how they intend to deal with these issues within the context of respecting my wish, as a parent, on the curriculum. Clearly the Board must provide an adequate and sufficient platform for the airing of those concerns without the threat of being labelled in any negative manner nor seen as a threat.

Whilst consultations and informed circulars, letters are helpful, in this current scenario, I don't see how it could be argued that this would either be sufficient or adequate and meet the requirements imposed on the school. I think this is all the more relevant because they strike at the very heart of your current policies, e.g., e-safety, ICT Acceptable Use and Digital Media Policy, Pastoral Care Policy, Positive Behaviour Policy, Safeguarding and Child Care Policy, which undoubtedly need updating and amending in order to deal with the myriad of risks emanating from these new curriculum additions. I think this would ensure that the Board can garner parental support for not simply acquiescing to Departmental directions, that the Board are not legally required to follow, but can exercise their discretion to make their own decisions on the curriculum (see NIHRC page 41 at 3.3.5).

My last issue of concern is that the school is unwittingly exposing itself to risks relating to potential harms that might arise in the context of sexual communication, of the nature outlined.

Introducing a child to concepts and information that straddles and potentially engages aspects of criminal law, (e.g., **Sexual Offences (NI) order 2008**) under certain situations creates a risk that those conditions, especially if unknown to the school, can inadvertently exist or at the very least alleged to have occurred.

It is within that context that the direct dissemination by a teacher to a child, videos or other forms of 3rd party IT communications or personal questions relating to enjoying pleasurable sex acts, presenting a child with a singular ideology in terms of their gender or pictures that depict performance of sexual acts, amongst the many other verbal and non-verbal communications may create a scenario leading to an allegation of the victimisation of a child.

However, I think the reality is that the proposed parental exemptions along with the exceptions or defences to any complaint (**S.77. S.O.(NI) 2008**) should provide sufficient assuredness against anything like this happening. Nevertheless, I believe that it would be better not to find ourselves in any situation where we have to rely upon an exception or a defence, which makes it all the more important to really understand the real implications of these additions.

It is very unfortunate that the timing and expeditious nature of the imposition of this curriculum has not provided myself any realistic opportunity to engage with the school to ascertain whether the full implementation and associated teaching materials of C.R.S.E is not only warranted but is within the best interests of my child.

I anticipate I will not be your only engagement with concerned parents and due to the brevity of this topic I posit that it would be reasonable and necessary to organise an event with both staff and parents to fully explore the theory, practice, curriculum, and materials that apparently are already deliverable for this curriculum.

To conclude, I do not give [school name] the right to teach my child any 'sexual rights or gender ideology' curriculum for which I require confirmation of.

For the Board to fully comply with its duty in respecting my wish as a parent on the curriculum I request the following;

- copy of your RSE policy AND the details of what is to be taught in accordance with the agreed policy.
- The minutes of the Board of governors meeting at which the policy was sanctioned.
- Details of when the Board intends to consult with parents as is required.

Given the serious, concerning and time critical nature of the issues I have identified, I expect a full and detailed response from the Board that addresses my areas of concern to be included in the information requested above .

I welcome hearing from you and the Board in due course that this letter has been put before and considered by the Board of Governors and thereafter what actions the Board is planning.

Yours Faithfully,

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