

Impact of Teaching Gender Identity to Children

If 'gender identity' is enshrined in law, it would become much more difficult to challenge the teaching of it in schools. Transgender organisations such as Gendered Intelligence, GIRES, Mermaids and Allsorts Youth Project currently teach 'innate gender' theories backed by no credible science to children of all ages.

- Changing gender is presented as synonymous with changing sex.
- The definition of "girl" is "young female" and a boy is a "young male" so to be "a girl in a boy's body" makes no sense and renders the words "boy" and "girl" meaningless and indefinable.
- If changing from boy to girl can be achieved by changing social markers of gender (eg clothes/hairstyle) the meanings of the words "boy" and "girl" change from factual biological sex categories to subjective gender types (ie stereotypes).

Impact on children's learning and health:

- Belief that being a boy or a girl is a personal choice based on feelings and not a material reality.
- Belief that the definition of a boy or a girl is someone with a particular set of interests/toy choices/clothes (ie a gender stereotype) and not biological sex. Eg. 16 year-old transitioning girl on BBC R4 'Beyond Binary': "I was very tomboyish when I was younger, I wore boys' clothes, I rejected pink and Barbies and all of those things".
- Childish beliefs, eg. "You're wearing a hair slide, that means you're a girl," "you can't do ballet, you're a boy," "girls don't play football" are reinforced.
- Bullying a child for being different eg accusing a boy of "acting like a girl" is reinforced. Eg. testimony of a 9 year-old child on BBC Radio 4 Today programme: "They made fun of me so I changed to a girl and they like me more now" - ie. the bullies' message was correct and is reinforced; the bullies are further encouraged to believe that a boy who chooses supposedly "girl" interests is really a girl.
- Belief that being a boy or being a girl is determined by your feelings, something in your head, rather than a reality, encourages a narcissistic omnipotence, giving children a power they don't really have: "If I think I'm a girl, I really am a girl".

- The belief that your real sex is opposite to your body's sex encourages a disembodied sense of self and a mind-body disconnect which is a precursor to mental ill-health. Mind-body integration is understood as a marker for mental health, this theory teaches children the opposite: "My body is not me".
- Gender dysphoria is a recognised medical condition of disconnect between mind and body but children are led to believe that this is a normal condition rather than a disorder. Children are encouraged towards a state of gender dysphoria as a positive thing. This idea would be reinforced if the Government validates 'gender identity' as unrelated to gender dysphoria.
- Children learn that biological sex is at best an irrelevance in determining whether they are boys or girls and at worst there is no such thing as male or female biology ("girls can have penises, boys can have vaginas") Eg. 16 year-old transitioning girl on BBC R4 Today programme: "Gender is what's between your ears not what's between your legs. I feel like it's something that's really innate within you, your gender...it has no correlation to your body...like when I get periods it's just something that happens to my body and it's not like this is a woman thing, it's just a thing".
- Early childhood and adolescence are times when children police gender roles and expression in themselves and in other children. It can be hard to be different, to feel that you don't fit in with your same-sex peers. All non-conforming children and adolescents are now included under the "trans umbrella" as "gender questioning" "gender non-conforming" or "gender variant" so all are encouraged to believe they may be transgender. This gives vulnerable children and adolescents a sense of belonging in a group which accepts them as they are, as long as they identify as 'trans'.
- Non-conformity itself is pathologised and labelled, at the same time as "transgender" is depathologised and normalised.
- Girls in particular suffer if the distinction between boys and girls becomes "gender" rather than "sex" because gender positions girls as inferior to boys.
- Transgender ideology reinforces the gender stereotypes we try to challenge in schools in order to help all children realise their potential and particularly for girls to have confidence in their ability in STEM subjects.