

Schools Advice for Parents

On this page <https://www.transgendertrend.com/schools-resources/> you will find all our schools resources, including our guides, a general template letter to the Head teacher of your child's school, and a useful response to a Mermaids school training session from an experienced teacher. There is also a simple downloadable guide to Equality law which answers the most common questions from parents, from singlesex facilities to transitioning a child behind the parents' backs. This gives you the relevant sections from the Equality Act 2010 and DfE statutory schools guidance to support your arguments:

<https://www.transgendertrend.com/product/equality-law-and-statutory-schools-guidance/>

We would suggest that you communicate to the Head by email and also contact the governing body with your concerns. This is so that if you need to raise a complaint in future, you have a record of communication with the school. If you have a meeting with the Head, ask that minutes be taken and sent to you. This shows them you are serious. Be polite and write down a few simple facts and the main points you want to make so that you can refer to them in the meeting. If you still feel your questions haven't been answered after you leave the meeting, you can then email your notes to the Head and ask for clarification.

Stonewall, Mermaids, Gendered Intelligence etc training my school:

The latest Department for Education (DfE) Relationships and Sex Education guidance is very clear on the issue of external providers. Although the new DfE guidance is specific to the RSE curriculum, it is clear that the same principles must be extended throughout the curriculum as a whole. Transgender/LGBT organisations typically train and provide resources for schools under an 'anti bullying' or 'diversity and inclusion' umbrella and it is important that the same diligence and care is taken in this area as anywhere else in the school curriculum.

The full section of the guidance can be viewed at this link: <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#using-external-agencies>

Below we have highlighted the points we think are the most relevant. This is the key passage from the new DfE guidance:

"We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. You 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. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

You should work together with parents on any decisions regarding your school's treatment of their child, in line with the school's safeguarding policy and the statutory guidance on [working together to safeguard children](#)."

All transgender and LGBT organisations promote the idea that some children are 'born in the wrong body', an idea based only on sex stereotypes. This idea should not be introduced into schools and all organisations that promote it should not be providing training for schools.

The guidance emphasises that a school must work together with parents on "any decisions regarding your school's treatment of their child". Simply, a school cannot 'socially transition' a child behind the parents' backs, for example by calling a girl 'he' and treating her as if she was a boy.

"Using external agencies

[External agencies](#) can provide speakers, tools and resources to enhance and supplement the curriculum.

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with your school's legal duties regarding political impartiality. Your local authority, governing body and headteacher must:

- forbid the pursuit of partisan political activities by junior pupils
- forbid the promotion of partisan political views in the teaching of any subject in the school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views"

Transgender and LGBT organisations such as Stonewall take an extreme and highly controversial political position on the issue of sex and gender. Underpinning their lobbying is the idea that men and women are defined by 'gender identity', not biological sex. This is a belief, not a fact. The idea that human beings have an innate and immutable sense of being a man or a woman is not supported by any scientific evidence. Politically, these organisations campaign for the abolishment of the single-sex exemptions in the Equality Act 2010 and the replacement of the word 'sex' with 'gender' in legislation and public policy.

'Sex' is a protected characteristic in the Equality Act 2010 ('gender' and 'gender identity' are not protected characteristics). Therefore this lobbying affects other people's rights and protections, particularly those of women and girls.

As all these organisations promote an extreme one-sided political view, their training must be assessed and, if used, balanced with resources/training from groups with the opposite and more moderate views.

“Schools are responsible for ensuring that speakers, tools and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

When deciding on the external agencies and resources to use, you should make appropriate checks to ensure that the agencies’ approach to teaching relationships education, relationships and sex education and health education and the resources that they plan to use comply with:

- your school’s policy
- the Teaching Standards
- the Equality Act 2010
- the Human Rights Act 1998
- the Education Act 1996”

Training and resources from transgender and LGBT groups must be assessed for accuracy and compliance with the Equality Act 2010. The idea that children must use the facilities that ‘match their gender identity’ for example, is false. Single sex facilities are lawful through the Equality Act single-sex exemptions.

The Education Act 1996 is the Act that protects children from political indoctrination. Children must be given a balanced view of political issues.

The Human Rights Act 1998 protects people’s freedoms of belief and speech. Children cannot be compelled to believe and say that a boy is a girl. Compelled speech such as using grammatically incorrect pronouns should not be imposed on children.

“Schools should exercise their judgement reasonably, in line with their legal responsibilities, in the selection of providers and resources to be used. You should exercise extreme caution when working with external agencies and proceed only if you have full confidence in the agency, its approach and the resources it uses.

Schools should not under any circumstances work with external agencies that take or promote extreme positions or use materials produced by such agencies.

In cases where an agency endorses extreme positions as well as moderate positions or positive goals, teachers should carefully explain the distinction between the two and, where appropriate, point out other agencies which are working towards the same goals but which have not adopted extreme political stances.”

The idea that society should be ordered according to people’s subjective feelings, rather than the objective reality of being either male or female, is an extreme political position. The government has already decided against a system of ‘sex self-ID’ so this view is also incompatible with current government legislation.

“Many organisations actively promote external resources to schools. You should assess all resources carefully to ensure they are age appropriate, meet the outcome of the relevant part of the curriculum, and are in line with your school’s legal duties in relation to impartiality.

Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation. Examples of extreme political stances include, but are not limited to:

- opposition to the right of freedom of speech, freedom of association, freedom of assembly or freedom of religion and conscience”

“When deciding if a resource is suitable, you should consider if it:

- is age-appropriate - think about the age, developmental stage and background of your pupils
- is evidence-based and contains robust facts and statistics”

Transgender and LGBT organisations undermine freedoms of speech and belief by compelling others to adopt their beliefs and language through their schools guidance. Their material is not age-appropriate and does not take into account the developmental stages of a child, particularly in the primary years when a child has not yet learned to distinguish between fact and fantasy. Telling a child that a male classmate is really a girl can only confuse young children about sex and undermine normal developmental progress. Evidence from these organisations (such as the Stonewall School Report 2017) is methodologically flawed research. Their claims are not based on any robust clinical research studies on children with gender dysphoria. The recent Keira Bell court judgment reveals that robust evidence is lacking in this area. There is no basis of evidence to support the transition of children in schools.

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#using-external-agencies>

Although the new DfE guidance is very clear, the statutory RSE guidance includes a link to Stonewall as a resource. As Stonewall’s material is incompatible with the new guidance, this sends a mixed message to schools. The DfE claims to offer a range of organisations as examples, but does not assess their materials. They stress that it is the school’s responsibility to do this. Even if a school is a Stonewall Champion school and has been using Stonewall’s advice and resources for a long time, the new DfE directive is very clear that they still have the responsibility to assess all resources in line with the new guidance.

Stonewall’s guidance is in breach of the new guidance in several ways, for example:

- Gender stereotypical clothes and hairstyles are used as evidence that a child may have been ‘born in the wrong body’.
- Lessons on gender stereotyping are used to introduce the topic of gender identity.
- Schools are encouraged to transition a child without informing parents.
- Advice on toilets, changing-rooms and residential accommodation misrepresents the Equality Act.
- Stonewall promotes an extreme and controversial political view.

For an analysis of all Stonewall schools guides you can download our report here:

<https://www.transgendertrend.com/product/stonewall-schools-guidance-a-critical-review/>

For more information on the issue of childhood transition you may find these links helpful.

Young children's understanding about who is a girl and who is a boy:

<https://www.transgendertrend.com/young-children/>

Do children change their minds about who they are?

<https://www.transgendertrend.com/children-change-minds/>

Is a child likely to grow up to be gay, lesbian or transgender?

<https://www.transgendertrend.com/child-transgender-gay-neither/>

Are children more likely to take their own lives if their parents don't agree they are 'trans'?

<https://www.transgendertrend.com/the-suicide-myth/> A look

at the current evidence on childhood gender dysphoria:

<https://www.transgendertrend.com/current-evidence/>

The effects of 'social transition' and 'chest binding':

<https://www.transgendertrend.com/social-transition-and-chest-binding/>

A look at the evidence for puberty blockers in the High Court judgment:

<https://www.transgendertrend.com/puberty-blockers/>

A report on the trans YouTube celebrities followed by teenage girls:

<https://www.transgendertrend.com/product/the-transmission-of-transition-2/>

Transgender Trend <https://www.transgendertrend.com/>