Treating Children as Children: A Safeguarding Approach to Trans-Identifying Children and Adolescents in Jersey Schools

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About the Author:

Stephanie Davies-Arai is the founder and director of Transgender Trend, the leading UK organisation calling for evidence-based healthcare for gender dysphoric children and young people as well as fact-based teaching in schools.

She was shortlisted for the John Maddox Prize 2018 for the schools guide supporting gender diverse and trans-identified students in schools. She is a communication skills expert, teacher trainer, parent coach, and author of *Communicating with Kids*.

Stephanie was an intervener in the High Court in support of Keira Bell and Mrs A, who brought a landmark case against the Tavistock Gender Identity Development Service in a claim that under-18s are not old enough to consent to treatment with puberty blockers and cross-sex hormones.

Stephanie was awarded the British Empire Medal as founder of Transgender Trend for services to children in the Queen's Jubilee Birthday Honours list.

Stephanie visited Jersey in March 2025 at the request of Women's Rights Network Jersey. She conducted several meetings with the public as well as government about safeguarding concerns around Jersey's schools guidance. She has reviewed the new schools guidance, published in March 2025, and because of significant concerns with its approach, she has developed her own guidance for Jersey schools which treats children as children and ensures all children are placed within a safeguarding framework at school.

Stephanie outside St Brelade Parish Hall with Women's Rights Network Jersey coordinators Janice Moore and Wendy Durell (March 2025)

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1. Principles and Approach

1.1 Guiding Principles

Follow a safeguarding approach that treats children as children

The issue of trans-identifying children in schools should be viewed through a safeguarding lens rather than a social justice, diversity or human rights framework that does not distinguish between adults and children. All children should be treated as children first to ensure that they are kept safe from harm.

Children should never be expected to be involved in decision-making about their own safeguarding. It is the adults' job to set safeguarding policy. In the context of safeguarding, "the voice of the child needing to be central"[1] is not appropriate. Safeguarding decisions must prioritise the child's safety and well-being. This may sometimes require overriding a child's expressed wishes if those wishes conflict with objective assessments of risk, harm, or legal requirements.

Children are not adults: we should not confuse children's rights with adult rights, for example adult rights to agency, autonomy, and decision-making. Assuming these rights for children takes away age-appropriate protections.

Rights are gained as the child reaches adulthood. Schools must consider risks and long-term consequences for the child of any approach that may jeopardise the child's rights to an open future and access to full adult rights.

Treat trans-identifying children within this safeguarding framework

A child who self-identifies as 'transgender' has the same rights as every other child to be safeguarded. Trans-identified children must not be placed outside normal safeguarding frameworks. These children have the same susceptibility to outside influence, grooming or bullying as any other child, and possibly more so given the high rate of adverse factors and vulnerabilities typical of this cohort. Teachers must not dismiss potential safeguarding concerns just because a child identifies as 'transgender.'

[1] Trans Inclusion Guidance (Non-statutory guidance for CYPES including schools and educational settings in Jersey) (March 2025)

Schools have a responsibility for the wellbeing, safety, and rights of all children in the school community. An adolescent who discloses they are gay has no impact on the rights and safety of other children. A child who discloses a "trans" identity, however, may lead to school policies that are not compatible with the school's duty to protect the rights and safety of all children. Safeguarding policies that ensure the protection of all children in the school must not be compromised or discarded for the misguided assumption of benefit to one group of children.

Treating children as children is consistent with Jersey laws and policies

This approach is entirely consistent with the relevant Jersey laws and priorities with regard to children. The **Keeping Children Safe in Education (KCSIE)** (Jersey, 2025) statutory guidance emphasises the critical role of parents in safeguarding gender-questioning children, requiring schools to involve parents when addressing gender distress unless there is a clear risk to the child, ensuring parents are central to decision-making[2]. This approach aligns with the Cass Review's evidence-based recommendation to prioritise exploring underlying issues over immediate identity affirmation without parental input[3].

The United Nations Convention on the Rights of the Child (UNCRC) similarly prioritises child protection over adult-like autonomy, aligning with the treaty's core principles. **Article 3** mandates that adults make decisions in the 'best interests of the child,' ensuring that schools protect all children through a safeguarding lens. **Article 5** actively entrusts parents with the right and duty to guide their children, directing adults to set safeguarding policies in line with children's 'evolving capacities' and rejecting child-led decision-making to maintain age-appropriate protections. **Article 19** demands equal protection from all forms of harm, while **Article 36** safeguards against ideological exploitation, supporting holistic, evidence-based approaches.

Involving parents should be the default position

Parents of gender-questioning children should be informed as they have primary responsibility and concern for their child. Informing parents must always be the default position unless there are already safeguarding concerns regarding the family, in which case the school has a duty to inform the relevant authorities. Refusing to agree to their child's transition does not constitute a safeguarding risk: it is likely to reflect a legitimate parental concern for their child's well-being.

The KCSIE statutory guidance underscores the critical role of parents in safeguarding gender-questioning children, requiring schools to involve parents when

[2] Keeping Children Safe in Education (KCSIE) (Jersey, 2025), Annex B: "schools must involve parents 'unless there is a clear risk to the child' when addressing gender distress."
[3] KCSIE (Jersey, 2025), Annex B, referencing the Cass Review's emphasis on exploring underlying issues through evidence-based approaches.

addressing gender distress unless there is a clear risk to the child, thereby ensuring parents are central to decision-making[4]. Article 10 of the Children and Young People (Jersey) Law 2022 mandates engaging parents in early help assessments to address complex needs holistically, ensuring safeguarding decisions are adult-led and prioritise the child's well-being[5].

Learning and policies must be factual and evidence-based

All teaching should be fact-based to ensure educational standards and outcomes, and any approach towards children should be developmentally informed and evidence-based. This is an important factor in keeping children safe.

1.2 Comparing Approaches

Watchful waiting

Historically, **watchful waiting** was the clinically-established approach towards children who expressed a cross-sex identity. This was a developmentally-informed approach which recognised that the vast majority of these children would naturally become reconciled with their birth sex by the end of adolescence.

The approach was tailored to individual needs and could include family therapy if there were concerns about the cause of the child's identification.

It was recognised that the reasons for a cross-sex identity in a child could range from a normal phase of childhood development to previous sexual abuse or trauma.

The results of twelve studies of persistence and desistance in children show that around 85% desist. The most likely outcome is for these children to become gay, lesbian or bisexual in adulthood.[6] The least likely outcome is for the child to become transsexual as an adult.

Gender affirmation

The **gender affirmative** approach is a new, activist-led model which affirms the child's cross-sex identity as reality without any question.

The first step in gender affirmation is **social transition**, where a boy is affirmed as a girl/a girl is affirmed as a boy. This may involve a full social role change, including

[4] Keeping Children Safe in Education (KCSIE) (Jersey, 2025), Annex B: "schools must involve parents 'unless there is a clear risk to the child' when addressing gender distress."
[5] Children and Young People (Jersey) Law 2022, Article 10: "engaging parents in early help assessments to address complex needs holistically."
[6] http://www.sexologytoday.org/2016/01/do-trans-kids-stay-trans-when-they-grow_99.html

name/pronoun, clothes, haircut, change of legal documents.

The first large (ongoing) study from the US of children who have been affirmed and socially transitioned since early childhood shows, by contrast, that only around 3% desist in their cross-sex identity, and an increased likelihood of progression to medical intervention.[7]

Adults at school are not trained clinicians and therefore should not be intervening or directing children down any pathway. Where children need support, they should be referred to their clinician.

However, a clinician's responsibility is only to the child who is his/her patient. A school has a responsibility towards every child in the school.

Clinicians do not have the authority to prescribe the behaviour and words of children who are not their patients. Therefore, schools should not operate a 'case by case' approach by socially-transitioning some children on the advice of a clinician. This approach would impact on the rights and safety of all children in the school.

The Evidence

The Cass Review

The Cass Review is the most detailed and comprehensive review of childhood gender services and approach to treatment of children who experience gender-related distress or confusion. Published in April 2024, it was the result of four years' research commissioned by NHS England[8].

The Review is internationally recognised, and its findings have informed global policies in paediatric gender care, despite efforts by activists to discredit it.

The Cass Review found that the gender affirmative approach for treatment of children with gender dysphoria, including both medical and social transition, was based on poor quality evidence. The Review recommended a more cautious approach to childhood 'transition.'

The Cass Review defined social transition as "*an active intervention"* that *"may have significant effects on the child or young person in terms of their psychological functioning and longer-term outcomes."* The Cass Review found that "full social transition is the strongest predictor of persistence of cross-sex identity."[9]

[7] https://jamanetwork.com/journals/jamapediatrics/fullarticle/2825195
[8] Cass, H. (2024). Independent Review of Gender Identity Services for Children and Young People. https://cass.independent-review.uk/publications/final-report/
[9] Cass, Hilary, Independent Review of Gender Identity Services for Children and Young People: Final Report (2024), p. 171, https://cass.independent-review.uk/publications/final-report/.

Although there is inadequate evidence of the benefits of social transition, the Cass Review found that children who were 'affirmed' and socially transitioned were more likely to progress to a medical pathway.

Why watchful waiting is the appropriate approach

Schools should note that 'watchful waiting' and 'gender affirmation' are both clinical approaches. Teachers are not medically-trained and cannot be expected to follow clinical guidelines.

However, the principles behind the watchful waiting approach are the most appropriate to use in schools as they are developmentally-informed, allow children to grow up, and do not conflict with other children's rights or the safeguarding of all children.

It is important to note that there is no evidence to suggest that the watchful waiting approach caused harm or carried risks for children. Conversely, the gender affirmative approach risks cementing a child's identity which may otherwise have naturally changed, leading to increased likelihood of irreversible outcomes the child may regret as they grow up.

Watchful waiting allows for exploration, identity development and change, treats children as children, involves parents, and aligns with Jersey's laws and policies on safeguarding children. This adult-led approach ensures age-appropriate protections and safeguarding of all children in school.

2. Trans-Identification at School: Best practice

Principles and rationale

- Children should be left to explore identity without being either shamed or "affirmed" by adults in the school.
- A disclosure of "trans identity" by a child or adolescent may be an indication of a safeguarding concern, unlike "coming out" as gay, lesbian or bisexual.

2.1 Young children

Young children are still learning to distinguish between reality and fantasy. Before the age of around seven children do not yet understand that sex is a stable characteristic which remains the same even when appearance changes (for example if a boy wears a dress). Nor have they reached the developmental stage to understand sex constancy: i.e. that sex cannot be changed (if you are a girl you will grow up to be a woman, not a man).

Children with learning difficulties or neurodevelopmental conditions such as autism/ADHD will be later in reaching these developmental milestones.

A young child therefore cannot be considered "trans" as they lack an understanding of the reality of biological sex. Treating a child as the opposite sex is likely to cement the child's belief, particularly when it is affirmed by adults in a position of authority who the child trusts.

A developmentally-informed way of treating such a child would be to recognise the child's limits in understanding and provide a neutral environment where the child is neither shamed not celebrated for their beliefs. An approach of support and understanding while not denying reality keeps a child's options open as they grow and change.

A basis of reality is crucial to support children's emotional and psychological development, including for children who express a cross-sex identity. Mind-body connection and an acceptance of reality is the basis for good mental health.

Schools can support such a child by flexibility in allowing the child's free expression, in the toys they play with, and in the interests, activities and friends they choose. These things should not be dependent on the child being treated as belonging to the opposite-sex category.

The school needs to be aware that in the case of pre-pubertal children there may be underlying reasons why the child has adopted a cross-sex identity. It may be a normal, passing phase of childhood (one that is especially correlated with boys who end up being gay as adults) or it may be indication of influence by adults (including parents and family members). In some cases, it may be a sign of previous trauma or sexual abuse.

The school has a duty to consider whether there may be a safeguarding concern in individual cases and not make a one-size-fits all assumption about any child.

This neutral approach benefits the child who is free to develop while feeling accepted for their personality.

2.2 Adolescents

At the stage of adolescence, a child will be exploring and beginning to discover their sexual orientation. Adolescence is also a critical developmental stage of identity exploration which is fluid and changing and may not become stable until their mid-twenties or beyond.

Treating a child in adolescence as if their identity is fixed and helping to cement it through "social transition", when otherwise it may naturally have changed as the child matures, will be harmful if it leads the child to medical changes to their body which cannot be reversed if their feelings change in the future.

Adolescents today pick up information online which may be misleading or false. Adolescents are not yet equipped to fully differentiate between personal beliefs and facts and evidence, especially when lobbyists and activists present their ideas as fact. Adolescents are also susceptible to taking on 'social justice' issues and are vulnerable to adult exploitation due to their idealism, naivety, and lack of experience in life.

Social contagion is a recognised risk in peer groups and through immersion in online social media platforms which are all promoting one idea. Schools must not be environments where social contagion is encouraged through reinforcing ideas children may have picked up on TikTok.

Teenagers benefit from clear rules and expectations of behaviour and are old enough to recognise the need for clear sex-based policies in school, which can be explained to them if necessary. Teens may 'affirm' their friends if they choose, but should not be compelled to do so, and as with any other teen identity, teachers should not join in and follow the 'rules' of any one teenage group. This includes, for consistency and safeguarding purposes, maintaining the pupil's given name in the school's official register, and not changing it to the pupil's currently preferred name.

3. Whole School Approach to Safeguarding

3.1 Scientific and evidence-based teaching

Education for children must be grounded in science and facts. This includes regarding biological sex. The concept of 'gender identity' is not based on facts or evidence and should not be taught as fact in schools. All approaches to children must be evidence-based.

Teaching gender identity as fact risks misleading children about observable biology, potentially causing confusion about their own bodies and boundaries, especially for vulnerable groups such as those with autism or trauma, who require careful, evidence-based support. Instead, schools should adopt approaches that prioritise factual understanding of sex differences, fostering body acceptance and resilience without promoting unverified beliefs about identity. This ensures all children are supported holistically, prioritising safeguarding of the mental and physical wellbeing of all children.

3.2 Language and compelled speech

Children should not be compelled to use wrong-sex pronouns for either their fellow pupils or adults, or language which is not based in evidence or reality. Expecting children to use wrong-sex pronouns in schools undermines safeguarding by eroding children's trust in their teachers. Compelling children to use different pronouns compels the expression of belief in the contested idea of gender identity and undermines children's perception of reality.

Using wrong-sex pronouns and language in schools makes it harder to recognise and maintain the clear, sex-based distinctions necessary for single-sex spaces such as toilets or changing rooms. This is likely to undermine girls' confidence in setting personal boundaries or defending their right to privacy from the opposite sex in intimate situations.

3.3 Terminology

Teachers should not use the term 'transgender' to refer to children. Referring to a child as a 'trans child' or 'transgender' pre-supposes the outcome of the child's belief or identity, which is likely to change as the child develops and matures in their understanding. The term 'transgender' is associated with the belief in an immutable 'gender identity,' a concept which has no basis in science.

Schools should not use the acronym LGBT which confuses two very different issues. Sexual orientation is an objective fact whereas 'transgender' is an identity with no basis in material reality and no objective meaning.

The term 'coming out' is established in the case of an adolescent who is revealing their emerging sexual orientation. It is not appropriate to use this term about a child who expresses a cross-sex identity. For safeguarding purposes, it is more appropriate to say that a child is 'disclosing' information about themselves, which may be a potential safeguarding concern.

3.4 Single-sex facilities

The UK Supreme Court ruling (16 April 2025) ruled that the protected characteristic Sex in the UK Equality Act (2010) refers to biological sex, meaning that facilities designed for women and girls exclude all males. The Jersey and Guernsey Law Review (June 2025)[10] determined that this ruling should also apply to Jersey's Discrimination Law (2013), thereby confirming that Jersey also must be ensuring that women and girls have single-sex facilities, including in schools.

[10] Jersey and Guernsey Law Review, Miscellany – "Who is a Woman?" (June 2025).

Children have a right to single-sex facilities; this is vital for their safety, privacy, and dignity. Toilets, changing rooms and residential accommodation must all be single-sex. Where a gender-questioning child feels uncomfortable, provisions such as a third space can be made available, but a child must not be accommodated in opposite-sex facilities as this presents a safeguarding risk and denies all children the right to privacy from the opposite sex.

3.5 Physical education and sport

Girls have the same rights as boys to fair and safe sport. Pupils with male advantage should not be allowed to compete in the female category of sport. Allowing mixed-sex competitive sport disproportionately disadvantages girls and advantages boys. A school that allows boys to compete in the female category may be liable to legal challenge for indirect discrimination against girls.

Appendix: Resources

1. Resources for School Leaders and Teachers

Bayswater Support Group: https://www.bayswatersupport.org.uk/resources/
Bayswater Support Group, a UK-based charity founded in 2019, provides confidential, non-affirmative support for parents and families of gender-questioning children and young people, emphasising evidence-based, holistic approaches over gender ideology. The Bayswater Support Group provides schools and teachers with free, evidence-based resources, including the Safeguarding and Gender Distress Workshop, School Policy Toolkit, Bayswater Briefing newsletters, and Parent-Educator Collaboration Guide, all accessible via their website.

MindEd Hub: https://www.minded.org.uk
MindEd Hub is the free, accessible "Tips and Resources" portal of the broader MindEd programme, launched in 2013 as a collaborative NHS England, Department of Health and Social Care (DHSC), and Department for Education (DfE) initiative to address gaps in mental health training for non-specialists. MindEd Hub excels by offering neutral, evidence-led tools that frame gender-related issues through a safeguarding and mental health lens, emphasising holistic exploration over affirmation.

Safe Schools Alliance UK: https://safeschoolsallianceuk.net/resources-2/
Safe Schools Alliance UK (SSA UK) is a volunteer-led advocacy group founded in 2019. SSA UK offers free, downloadable resources and toolkits to empower schools, teachers, school leaders, and governors in protecting children from gender identity ideology while ensuring compliance with safeguarding laws. Key offerings include Factsheets and Letter Templates; RSE/PSHE Toolkits (guidance for creating balanced curricula); School Policy Checklists; and Campaign Resources. They also host webinars and virtual meetings for educators on safeguarding gender-distressed pupils without affirmation. All are freely accessible via their website.

Sex Matters: https://sex-matters.org/posts/category/publications/for-parents-and-teachers/
Sex Matters, a UK-based advocacy organisation founded in 2018, offers free downloadable resources and guidance specifically tailored for schools, teachers, school leaders, and governors to promote a sex-realist approach that upholds biological sex as the basis for rights and safeguarding, rejecting gender identity ideology as a basis for policy. Key resources include the Advice for Parents, Teachers, Headteachers and Other Education Professionals (a comprehensive guide on navigating gender issues in schools, including safeguarding gender-distressed pupils without affirmation); Sex and Gender in Schools: What Parents Can Do (a PDF toolkit with actionable steps for parents and educators to challenge ideological materials, ensure sex-based protections, and comply with KCSIE).

Transgender Trend: https://www.transgendertrend.com/schools-resources/ Transgender Trend offers a range of free downloadable PDF resources (with optional printed copies available for purchase) specifically designed for schools. These include comprehensive guides like the Schools Guide, which equips educators with factual tools for handling gender-related issues in line with the Cass Review; Inclusive Relationships and Sex Education in Schools (RSE), and Safeguarding Booklet, among others. These resources are uniformly useful for schools by promoting a safeguarding-first, evidence-led approach to gender issues, enabling teachers, leaders, and governors to create inclusive environments without endorsing gender identity ideology. Developed with input from safeguarding experts, lawyers, and educators.

2. Resources for Parents

In addition to the above resources, there is a growing body of resources focussed on the specific needs of parents of gender-questioning which align with a "watchful waiting" approach and offer information, support, and advice. The following can be shared with parents by schools.

Therapeutic support:

Beyond Trans (https://beyondtrans.org/support-for-parents/**)** : Beyond Trans is a support group run by Genspect, an international organisation advocating evidence-based, non-affirmative approaches to gender dysphoria. Beyond Trans is a support group offering free, peer-led online meetings for parents navigating their child's gender dysphoria.

Just Therapy (http://just-therapy.org): Offering non-affirmative, exploratory therapy for gender-questioning youth, focusing on underlying issues without endorsing transitions.

Thoughtful Therapists (https://www.thoughtfultherapists.org/**)**: Directory of exploratory therapists rejecting affirmation.

Therapy First (https://www.therapyfirst.org/**)**: A network of mental health professionals who practice ethical and developmentally appropriate therapy with clients who are experiencing distress regarding gender or biological sex.

Support groups, networks, and resources:

Bayswater Support Group https://www.bayswatersupport.org.uk/
UK-based parent coaching and non-affirmative guidance for gender-distressed youth.

Genspect: https://genspect.org/
Genspect is an international network for non-affirmative family support and therapy resources.

Parents with Inconvenient Truths about Trans (PITT): pitt.substack.com
Parent testimonies, support network, and Substack community.

Safe Schools Alliance UK: https://safeschoolsallianceuk.net/ Safe Schools Alliance UK (SSA UK) is a volunteer-led advocacy group offering free resources and toolkits to empower schools, teachers, school leaders, and governors in protecting children from gender identity ideology.

Sex Matters: https: https://sex-matters.org/resources/
Provides parents with free, evidence-based guides and toolkits to challenge gender ideology in schools and support gender-questioning children non-affirmatively, emphasising parental authority and safeguarding.

Society for Evidence-Based Gender Medicine (SEGM) https://segm.org/
A nonprofit advocating evidence-based, ethical care for gender-dysphoric youth, supporting psychotherapy over medical interventions.

Transgender Trend: https://www.transgendertrend.com/resources-for-parents/
Offers parents free, evidence-based resources, including guides, templates, and books to navigate gender dysphoria with a non-affirmative, safeguarding-focused approach, promoting watchful waiting and parental involvement (

Women's Rights Network Jersey https://www.facebook.com/WRNJersey
A grassroots volunteer group of women in Jersey who share a common concern for protecting women's rights and safeguarding children against the harms of gender identity ideology. WRN Jersey undertakes campaigns around the schools and other government guidance, advocates with politicians, holds public events with renowned speakers with a goal of promoting change.

3. Books

Books for adults and adolescents:

The Gender Framework: A Comprehensive, Evidence-Based Guide for Professionals and Families (2025)
Edited by Stella O'Malley (Genspect)
A practical handbook launched at Genspect's Bigger Picture Conference in Albuquerque (September 2025), providing professionals and parents with clear, non-affirmative strategies for supporting gender-distressed youth, emphasising exploratory therapy, co-morbidity assessments and policy tools to counter affirmation while aligning with ethical, evidence-led care.

When Kids Say They're Trans: A Guide for Parents (2023) by Sasha Ayad, Lisa Marchiano and Stella O'Malley
A compassionate guide for parents facing a child's gender questioning, advocating non-affirmative, exploratory therapy to address underlying issues like mental health or social pressures, empowering families to trust instincts over hasty transitions.

Parents with Inconvenient Truths about Trans: Tales from the Home Front in the Fight to Save Our Kids (2023) edited by Josie A., Dina S., and Florence M.
A collection of over 160 parent essays on the emotional toll of gender ideology, highlighting desistance stories, social contagion, and the need for parental advocacy against medicalisation, with practical advice for navigating schools and clinics.

Irreversible Damage: The Transgender Craze Seducing Our Daughters (2020) by Abigail Shrier
Examines the rapid rise of transgender identification among teen girls as social contagion, critiquing affirmation's risks and urging parents to explore root causes like anxiety or peer influence before irreversible steps.

Gender Dysphoria: Psychoanalytic Theory and Clinical Practice (2018) by Susan Evans and Marcus Evans
A psychoanalytic exploration of gender dysphoria in youth, advocating therapy to uncover underlying psychological factors like trauma or family dynamics rather than affirming transitions, with case studies for clinicians and parents.

Time to Think: The Inside Story of the Collapse of the Tavistock's Gender Service for Children (2023) by Hannah Barnes
An investigative account of the UK's Tavistock clinic's failures in treating gender-distressed youth, revealing rushed affirmations, weak evidence, and whistleblower concerns, essential for understanding systemic risks to children.

Trans: When Ideology Meets Reality (2021) by Helen Joyce
A rigorous analysis of gender ideology's societal impacts, including on youth,

arguing for sex-based rights and caution in children's care, with data on desistance and critiques of affirmation's philosophical flaws.

Transgender Children and Young People: Born in Your Own Body (2017) by Heather Brunskell-Evans and Michele Moore
Critiques the medicalisation of gender-nonconforming children, advocating recognition of innate bodies and exploration of social/psychological causes over transition, with interviews highlighting parental and child perspectives.

Detrans: When Transition is Not the Solution (2023) by Dr. Az Hakeem
Draws on clinical experience to explore detransition stories, emphasising psychotherapy over affirmation for gender distress, and giving voice to those regretting transitions while addressing co-morbidities like autism.

Books for tweens/teens:

Sex and Gender: An Introductory Guide (2021) by Phoebe Rose
This engaging book will help young people explore questions about sex, gender, sexual orientation, and gender stereotypes in an age-appropriate way. This wonderful guide provides a vital opportunity for young people to have positive, healthy discussions that promote true body positivity and embrace diversity.

Books for young children:

My Body Is Me! (2019) by Rachel Rooney
An upbeat rhyming picture book celebrating the human body's capabilities and differences, countering "born in the wrong body" narratives by promoting innate body acceptance and challenging sex stereotypes, especially for neurodiverse children.

I Am Still a Girl! Whimsical Poetry About Serious Girlology (2025) by Alice Engel
Whimsical poems affirming that biological girls remain girls regardless of interests, hairstyles, or clothes, using facts like chromosomes to celebrate diversity within girlhood without gender fluidity, building self-esteem against ideological pressures.

Granny's Flag (2025) by Rachel Rooney
This rhyming picture book introduces young readers to the historic purple, white, and green flag symbolising women's suffrage and the fight for equality for women and girls. Through the story of a grandmother sharing the flag's significance and uses with her granddaughter during a visit, the book celebrates brave women's activism while inspiring the next generation to envision a better world.

For more information, please contact:

Transgender Trend:

Website: www.transgendertrend.com
Email: info@transgendertrend.com
Follow on X (Twitter): @Transgendertrd

Women's Rights Network Jersey:

Email: wrnjersey@womensrights.network
Follow on Facebook: ww.facebook.com/WRNJersey
Follow on X (Twitter): @WRNJersey

Transgender
TREND
No child is born in the wrong body

WOMEN'S
RIGHTS
NETWORK
JERSEY