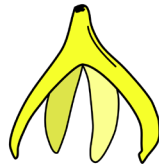


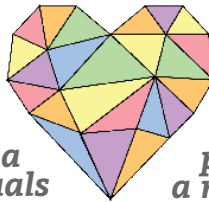
# OUR RESPONSE

Why an LGBTQIA+ inclusive sex and relationships education for all should not be up for debate.



School of  
Sexuality  
Education

*We would like to express solidarity with the LGBT+ community, allies and the primary schools, who have faced harassment led by a small group of individuals*

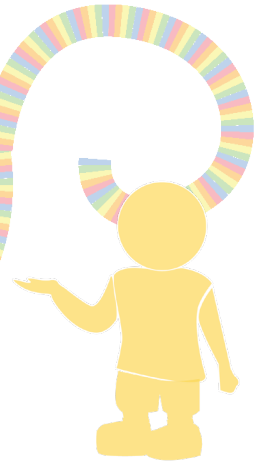


*for using the rights-based No Outsiders programme in their school. We also urge the media to stop presenting human rights as a matter up for debate.*

## What is the No Outsiders programme?

The No Outsiders programme was designed in 2014 by experienced teacher, Andrew Moffat. It aims to teach primary school children about equality and diversity, promoting equal rights regardless of race, religion, gender or sexual orientation. The programme is centred around 35 children's storybooks, including:

- \* Elmer by David McKee
- \* Dogs Don't Do Ballet by Anna Kemp
- \* Everybody's welcome by Patricia Hegarty.



## What does Ofsted say?

That the No Outsiders programme is "about making sure they [children] know just enough to know that some people prefer not to get married to somebody of the opposite sex and that sometimes there are families that have two mummies or two daddies"; and "it's about making sure that children who do happen to realise that they themselves may not fit a conventional pattern know that they're not bad or ill."

*"These campaigns, organised by a small group of individuals, have spread misinformation in an attempt to build opposition to LGBT-inclusive teaching. Their calls echo the damaging rhetoric that surrounded the introduction of Section 28, a piece of legislation that banned the so-called 'promotion' of homosexuality in our schools. Even though Section 28 was repealed in 2003, it scarred a generation of LGBT+ people, and continues to cast a long shadow today. Many teachers are still unsure of whether they can teach pupils that LGBT+ people exist."*

*An open letter published by LGBT consortium on Fri 22 March 2019, signed by more than 30 leading LGBT+ organisations, including Stonewall, The BAME LGBT Charity and Terrence Higgins Trust.*



## The impact of the rhetoric promoted and validated by Section 28:

*“The UN Committee on the Rights of the Child has expressed concern about the negative impact which legislation adopted on account of protecting children from information about homosexuality has on LGBTI persons including children and children in LGBTI families. The Committee has pointed out that such restrictions actually encourage the stigmatization of and discrimination against LGBTI persons, including children, and children from LGBTI families.”*

*Council of Europe, Sexual Orientation and Gender Identity: Questions and answers, 2014.*

### Why we still need to fight for LGBT

Stonewall’s School Report (2017) found that:

- Nearly one in ten trans pupils (nine per cent) are subjected to death threats at school;
- Two in five LGBT pupils (40 per cent) are never taught anything about LGBT issues at school;
- Seven in ten LGBT pupils (68 per cent) report that teachers or school staff only ‘sometimes’ or ‘never’ challenge homophobic, biphobic and transphobic language when they hear it.



### UNESCO’s International technical guidance on sexuality education (2018) highlights that:

“A significant body of evidence shows that CSE [Comprehensive Sexuality Education] enables children and young people to develop: accurate and age appropriate knowledge, attitudes and skills; positive values, including respect for human rights, gender equality and diversity, and, attitudes and skills that contribute to safe, healthy, positive relationships.”



“Research from around the world clearly indicates that sexuality education rarely, if ever, leads to early sexual initiation. Research has shown that CSE has either no direct impact on the age of sexual initiation, or that it actually leads to later and more responsible sexual behaviour.”

“[F]or lesbian, gay, bisexual, transgender, and intersex (LGBTI) young people who lack adequate support systems, the feeling of being different and not fitting in, combined with exposure to higher rates of violence, bullying and harassment, can lead to mental health problems including anger, depression, sadness, stress or worry.”



## The importance of visible role models

“Openly LGBT role models and allies at home, at school, in the local community or in the public eye play a crucial role in supporting many LGBT young people to be themselves.” Stonewall School Report, 2017

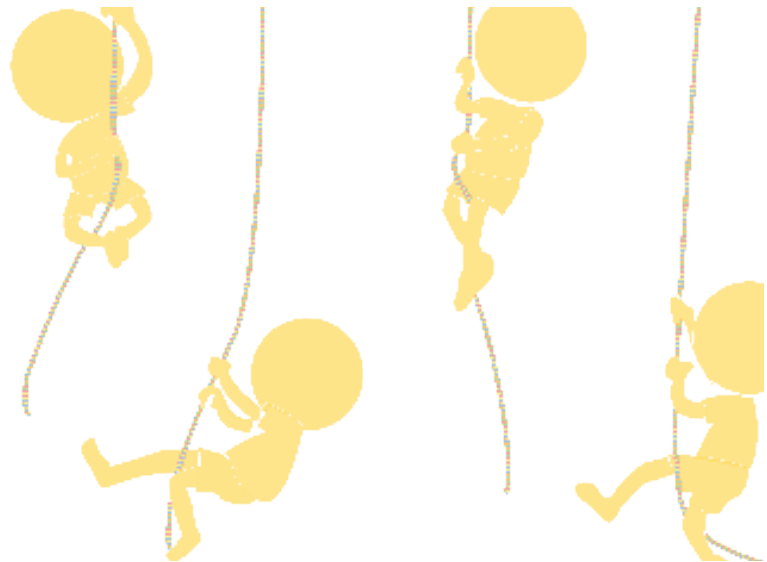
## Inclusivity is part of the UN’s Sustainable Development Goals

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

## Teaching about diverse families and compliance with the Equality Act 2010 is explicitly stated in the draft statutory Relationships, Sex and Health Education guidance (Feb 2019):

“Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.”

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.”



Our work in schools have identified a gap in knowledge concerning gender and sexuality, that young people are keen to fill. Young people have been eager to use this information to explore their own identity and to act as allies for their peers.

Jessi Borg, 18- “I believe that it is very important to teach young people about LGBTQ+ and gender because it helps normalizing same-sex parent families as well identifying as queer or/and trans. It helps against sexuality and gender dysphoria which can cause mental health issues like depression, and it stops children relying on the internet for information as they will have it in schools which is safer. Not only does it help LGBTQ+ young people and families, but it also raises awareness and creates a generation where anyone can help a member of the LGBTQ+ community because they have that knowledge where some might not.”

**What do young people want?**

School of Sexuality Education workshops celebrate difference. We provide a safe space for young people to enhance their understanding of gender and sexuality by exploring the nuances in identity.

