



12th June, 2020

The Rt. Hon Gavin Williamson CBE MP,
Secretary of State
20 Great Smith Street,
London
SW1P 3BT

(sent via e-mail: sec-of-state-diary.ps@education.gov.uk)

My dear Gavin,

I write with additional information which I see as strengthening the already sound base for delay and reconsideration of the Stonewall RSE material designed for primary and secondary schools for the coming academic year. I have been contacted by a number of concerned parents, teachers and by students themselves on the design, content and usage of the materials, which I incorporate into this letter.

In my letter of 2nd June (copy attached) I commented on the delivery of the new RSE 'Tool kits' by County Councils and Education Authorities.

As of course you know, the Allsorts Trans Toolkit is additionally being promoted to schools via the government funded and endorsed Rainbow Flag Award. The Rainbow Flag Award is itself part of the government's scheme to address homophobic, transphobic and bi-phobic bullying in schools. Since my previous letter I have examined your department's anti-bullying scheme in more detail. As teachers have informed me this scheme is not just promoting the Trans Toolkit, but it is also promoting a much wider trans ideology to schools and presenting this ideology as "Fact." The background is as follows.

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There is a section on the PSHE Association (Personal, Social, Health and Economic) website which outlines the "Government's Equalities Office Anti-Homophobic, Bi-phobic and Transphobic Bullying Project" and the PSHE's involvement in this project. The following is an extract from the website:

"The PSHE Association is delighted to be working with the Government Equalities Office (GEO) on its anti-homophobic, bi-phobic and transphobic (HTB) bullying project. The project aims to reduce the incidence of HTB bullying in primary and secondary schools in England by transforming the culture of how schools prevent and respond to HTB bullying. The six organisations and consortia below have been funded to carry out this work and we were delighted to be contracted by the GEO to assess everything they produced through the project funding against a "shared standards framework.""

The nature of this "shared standards framework" is not explained.

The six organisations involved in the anti-bullying project include Stonewall, the Rainbow Flag Award (the subject of my earlier letter), and the LGBT Consortium. The project outputs produced by the participating organisations can be found on the PSHE website.

The remainder of my letter is concerned with the LGBT Consortium's contribution to the GEO's anti-bullying project.

The LGBT Consortium is an umbrella organisation for LGBT groups etc in the UK and has over 350 members. It established an "Alliance" of 12 members to deliver the LGBT's Consortium's contribution to the GEO's anti-bullying project. The work of "The Alliance" was also funded by the GEO.

As well as training for schools the "Alliance" has also produced "Factsheets and resource around policies and procedures for schools." There are twenty of these "Factsheets" that can be downloaded directly from the PSHE website (see link below).

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These "Factsheets" are aimed at teachers. A perusal of their contents reveals that none of them are specifically concerned with bullying; the vast majority have no relevance to bullying; and the relevance to bullying in the remainder is partial or tenuous at best.

I have only examined a sample of these "Factsheets", but this limited consideration has raised a number of significant concerns. Here are a few examples:

Factsheet: FAQs

This promotes the use of mixed sex toilets contrary to the regulations which require single sex toilets for children over the age of eight (in England). It ignores the impact of mixed sex toilets on other children, in particular girls. It encourages a pupil to share secrets with an individual teacher (for example that the child is trans) contrary to established safeguarding advice.

Factsheet: Mericorn -terminology

This "Factsheet" has been produced by Mermaids. It states that puberty blockers are a "fully reversible medication which puts a pause on puberty." This needs to be compared with the latest statement concerning puberty blockers on the NHS website: "Little is known about the long-term side effects of hormone or puberty blockers in children with gender dysphoria." "It is not known whether hormone blockers affect the development of the teenage brain or children's bones. Side effects may also include hot flushes, fatigue and mood alterations."

Factsheet: Parents of LGBT+ Children

This "Factsheet" contains advice on how the school should interact with parents of LGBT children. In the case of trans children it is based on affirmation-only and ignores the option of watchful waiting and how a school could contribute to that (also see "Transition of Pupil" below).

Factsheet: Trans Terminology for Schools

The definitions in this "Factsheet" presents trans ideology as fact. This is indoctrination, not education. There are a number of statements such as "sex is assigned at birth" which is untrue. It compels speech such as the use of pronouns "they", "zie", "fey" and "per" on pain of accusations of misgendering.

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Factsheet: Transition of Pupil

This "Factsheet" contains advice on how a school should react when a pupil declares themselves to be trans. It is based on affirmation-only, irrespective of the child's age. It totally ignores the option of watchful waiting. This advice is not consistent with the position of the Gender Identity Development Service (GIDS). In an interview with the Telegraph on 17 July 2019 (see link below) experts from GIDS are quoted as saying:

"We have never recommended complete social transitioning, but it has become a really popular thing and many advocacy groups really promote it."

"...we think it is setting up problems for later."

"The experts said various advocacy groups encourage parents to opt for total transition. A spokesman for the Tavistock and Portman NHS Foundation Trust said "For some young people social transition can be very helpful. However, it is important to keep things open.""

As well as being inconsistent with GIDS, the affirmation-only approach promoted by this "Factsheet" is also inconsistent with the "Position Statement on supporting transgender and gender-diverse people" issued by the Royal College of Psychiatrists in March 2018. This supports a watch and wait policy, keeping options open, when young people first present.

The affirmation-only approach and secrecy that this "Factsheet" promotes, allows a child to socially transition at school without the involvement, or even knowledge, of the parents. There are already high number of examples of this happening in UK schools.

This "Factsheet" also contains a number of incorrect statements about the "requirements" of legislation. For example, it states "legislation requires" that resources such as information from Mermaids, GILES and Allsorts should be made available in schools. This is untrue. When considered collectively, the statements about the supposed "requirements" of legislation could easily be interpreted as meaning that there is a legal duty for schools to adopt an affirmation-only policy. This is also untrue.

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Factsheet: Terminology

In this "Factsheet" the trans lobby is redefining long established definitions of gay, lesbian and heterosexual to mean attraction according to gender, as opposed to attraction according to biological sex. This is imposing an ideology. (NB: In the case of the word heterosexual the "clue" to the meaning is in the word itself: hetero=other (from Greek), sex=biological sex).

As shown by the above examples, which are based on a quick sample, these so-called "Factsheets:" misrepresent the law in several important respects; ignore the uncertainty about the effect of puberty blockers; ignore the rights of parents; promote affirmation-only contrary to expert, authoritative medical advice; ignore the rights of other children (in particular girls); and redefine words contrary to normal English usage and the Equality Act.

This is all done under the auspices of a government funded and approved anti-bullying scheme and is apparently consistent with a "shared standards framework."

I hope that you will find the material of value and that you will incorporate it into your review of the proposed schools' material.

Yours ever,



Baroness Nicholson of Winterbourne

<https://www.psha-association.org.uk/lgbt-consortium>

<https://www.telegraph.co.uk/news/2019/07/17/encouraging-children-socially-transition-gender-risks-long-term/>