

Relationships Education: Information for Parents

This leaflet has been produced to inform parents about the way in which relationships education is changing in Scottish schools. Some parents may not be aware of the full extent of what is currently being delivered and what is planned for the future. The intention is that parents will be informed and alerted to take proactive steps to prevent their children from being exposed to corrupting immoral and unbiblical values.

Moral Obligations

It is important that parents are well informed about the current and proposed delivery of relationships education in Scottish schools. Sadly, and solemnly, this involves being aware of plans for the promotion of immoral and abominable content to children in schools. Scripture reminds us in relation to the immorality of the ungodly that "it is a shame even to speak of those things which are done of them in secret". Yet at the same time it calls us to "have no fellowship with the unfruitful works of darkness, but rather reprove them". The same passage also says that "all things that are reprov'd are made manifest by the light: for whatsoever doth make manifest is light". The calling to "walk as children of light" requires great wisdom and circumspection but it does not require wilful ignorance (Ephesians 5:8, 11-13).

We ought to be as innocent as children in matters of malice and evil, yet not "children in understanding" rather, "in understanding be men" (1 Corinthians 14:20). We are required to be as wise as serpents but as harmless as doves. It will not, however, either fulfil our moral obligations or even help our children if we screen ourselves from such immoral materials and yet allow them to be exposed to it. The seventh commandment requires us not only to preserve chastity in ourselves but also in others (as the Larger Catechism reminds us).

Parental Obligations

The Larger Catechism Q130 in speaking of the sins of parents against their children in relation to the fifth commandment identifies the sin of "careless exposing, or leaving them to wrong, temptation, and danger". Only when we have dealt faithfully in relation to baptismal vows in protecting our children from such permissive and warped values will we, as parents, be able to say in sincerity: "Cease, my son, to hear the instruction that causeth to err from the words of knowledge". (Prov 19:27).

Sometimes there is a conspiracy of silence in relation to this area, especially with older children in secondary schools. Teachers have no desire to tell parents what is being delivered. Children are too embarrassed or fearful to speak about it to their parents. Parents are too embarrassed sometimes to enquire or naively think that it is just the same as it was

when they were at school. Perhaps they think that if they hear nothing, then everything is fine. But to be blissfully ignorant in this area exposes children to some of the worst messages that they could experience. They will see things that they cannot unsee and hear things they cannot unhear. To say the least, this is an unacceptable situation.

Statutory Obligations

Currently parents have the right to withdraw their children from the delivery of Relationship, Sexual Health and Parenthood (RSHP) education. This is the 'Conduct of RSHP' Statutory Guidance (2014), accessible from <https://www.gov.scot/publications/conduct-relationships-sexual-health-parenthood-education-schools/>. This requires schools to make parents aware that their children are to receive RSHP lessons. It also gives parents a legal right to preview RSHP materials (para 55).

Parents should be under no illusion about the objectionable nature of the materials for older children especially. Most mainland secondary schools appear to be using explicit or pro-LGBT materials in order to meet the expectations of authorities and inspectors.

Parents also have a right to withdraw their children from such classes in primary and should be able to challenge any refusal in relation to secondary (paras 56-57).

While there is scope at present for withdrawing children from RSHP in primary school there is resistance to this in secondary. It is claimed that children have a right to be educated in relation to their "sexual rights" once they reach teenage years and implicitly children are set in direct opposition to their parents. This goes along with the legislation that allows girls as young as 13 to get the morning after pill from their school nurse. Their parents do not have a right to find out. Sexual health confidential consultations are also offered in secondary schools to those who are 13+.

Sometimes in secondary it can be less complicated if parents are able to say that the child does not wish to have the lessons because they are contrary to their beliefs (para 58).

Parents should be aware that they cannot guarantee that their children will not be exposed to such teaching even if withdrawn. The statutory guidance makes allowance for this situation. It could be that even if the right to withdraw remains unaffected that this provision will be used in order to circumvent the effectiveness of withdrawal.

"Aspects of RSHP education may be discussed in many areas of the curriculum and it would not be possible for a child or young person to be withdrawn from lessons across the curriculum as this would prevent the child or young person from receiving an adequate and holistic education" (para 59).

While the statutory guidance is helpful for parents it is due to be reviewed. As part of the Government plans to roll out a curriculum that promotes LGBT in every subject the 'Conduct of RSHP' Statutory Guidance (2014) is to be revised. It will require outcomes that will cover various themes relating to LGBT equality and inclusion and concepts of respect, privacy and

consent.

The draft guidance is expected to be launched for consultation, but the timescales are unknown at present. It is important that all parents respond to it.

Government Resources

A new government approved resource provides a full curriculum for RSHP covering the ages 3-18. It can be viewed at www.rshp.scot and has been developed by a partnership of local authorities and health boards, with advice from Education Scotland and the Scottish Government. John Swinney the government minister formerly leading this has said: "The new RSHP resource gives teachers the most up-to-date, authoritative material, from emotional well-being to sexual health to parenthood. This will allow them to choose the most relevant and engaging content for their pupils at their stage of development."

An overall summary would be that the resource is amoral, graphic and at best confusing and inappropriate at each age and stage. It teaches a self-centred philosophy and promotes homosexuality, transgender and sexual activity of every kind. It generally trivialises this sensitive area.

Many education authorities have committed to using this resource. It is not mandatory to use the resource, but many teachers will find it difficult to source or develop their own. It may of course be adapted but the inspection regime will expect compliance with the LGBT themes and outcomes (see above) that are expected in the statutory guidance. Those who choose to develop their own content or select from other sources can expect the materials to be well scrutinised for compliance.

Age 3-5 (Early Level) <https://rshp.scot/early-level/>

- **Homosexual Parents Promoted.** The slides teach "different kinds" of families very graphically in showing photos of families with two mums or two dads. There are also slides of families with two mums and two dads which is not explained - is this polyamory? Books are promoted about having same-sex parents. A family with one mum and one dad is not introduced first of all but all kinds of "families" are treated as equally valid. Even books with innocent sounding titles like "What makes a baby?" by Cory Silverberg promote any and every kind of family.
- **Graphic.** It emphasises private body parts and the importance of giving them the correct technical names, going into unnecessary detail at this age and stage. It only leads to the sexualisation of children and the removal of their innocence.
- **Parents Undermined, Self-Centred Individualism Promoted.** Children are taught that they are "the boss of their own body" and no one can tell them what to do with it. This undermines the role of parents.
- **Cross-dressing promoted.** Recommended books such as "I'm a Girl!" by Yasmeen Ismail promote cross-dressing.

Age 5-8 (First Level) <https://rshp.scot/first-level/>

- **Homosexuality Promoted.** A unit is introduced called Heterosexual/LGB. It starts off by explaining homosexual first rather than heterosexual. A cartoon video is shown of a young boy falling in love with another young boy to whom he is physically attracted. In the lesson plan teachers are coached how to help children who respond to it negatively at first to come to accept it. It promotes the idea that it is “all love”: lesbian, gay or bisexual. Rainbow propaganda is everywhere.
- **Homosexual Parents Promoted.** A Stonewall video is shown of children explaining that they have gay parents. Again, the slides teach different kinds of families very graphically showing photos of families with two mums or two dads. As with early level, there are also slides of families with two mums and two dads which is not explained - is this polyamory? Books are promoted about having same-sex parents. One mum and one dad are not put first, but all kinds of “families” are treated as equally valid.
- **Transgender confusion.** Considerable confusion is introduced about gender under the influence of transgender ideas. Books are recommended such as Jacob’s New Dress and the Boy in the Pink Dress.
- **Feminism.** Gender stereotypes about boys and girls e.g., toys and clothes are ruthlessly squashed in a way that promotes gender confusion.
- **Graphic.** It emphasises private body parts and the importance of giving them the correct technical names even more strongly than at early level. At this level labelling drawings of boys and girls in terms of private body parts is introduced. This is entirely inappropriate for this stage.
- **Parents Undermined.** Children have to identify 5 adults they can go to with a question or a worry - it implies that professionals etc are on the same level as parents.

Age 8-11 (Second Level) <https://rshp.scot/second-level/>

- **Homosexuality Promoted.** Detail about sexual activity explains about homosexuals, it shows drawings of two men in a bed and two women in a bed.
- **Transgenderism Promoted.** A unit is introduced called “Being transgender”. The whole issue of transgender is taught with some throwaway phrases such as “Explain then that there are some people who grow up feeling that the sex they were born just doesn’t fit how they feel”. How does a child who thinks in terms of feeling happy or sad grasp what it means not to feel the same as your body? These relate to the effects of major surgery and lifelong medication etc. It makes a suggestion to children that these things can be decided on a whim.
- **Graphic.** For example, it is not necessary to go into such detail on body parts nor to use photographs (Names of Parts of My Body - Slides. The photos are unnecessarily repeated in the slides on How human life begins - pregnancy and birth). Some of the drawings of female genitalia are totally degrading to the girls in the class when viewed with the boys sitting alongside (Names of Parts of My Body - Slides and Prop 3). It is not necessary to go into detail about sexual activity at this age and stage (Sex: How people have sex / What do they do?). The level of sexual content both explicitly portrayed and described seems inconsistent with the idea presented in the

resource that one aspect of sexual abuse is “when someone shows you sexual pictures” (Sexual Abuse - Slides). The whole area of sexuality is not something relevant to primary school children. It is as though there is no concept of the need to preserve innocence. It is immoral to encourage them to be curious about things that are harmful for them.

- **Immoral Amoral.** It is amoral in that there is no explicit moral framework presented. It appears to promote a certain lifestyle in which sex is treated as casual and recreational and not special. It is just mentioned in a casual way in the same way as if they might just decide to cuddle. There is no mention of the importance of a context of stable relationships, let alone marriage. It is presented with a crude factual approach. There is no acknowledgement that many people regard sex as something to be treated as precious and sacred and therefore carefully guarded within the confines of marriage. There is mention of love but that is not defined and generally seems to equate to physical attraction in the resource. There is no caution or warning given about any negative personal consequences of serial and multiple partners.

All that seems to matter is whether there is consent. And consent is dealt with in a trivial and illogical way in the resource e.g., offering cups of tea (Consent - Activity Plan). But consent alone is a very subjective principle to make the sole constraint on sex. This is especially so when it is sometimes defined and measured by the degree of enthusiasm, clarity and affirmation. Consent is not even taught in a moral context of respect but rather in terms of individual autonomy. This is actually self-defeating. If it is all just about what “I want” then where is the restraint in relation to violating the consent of others? Why should anyone care about others? There is no foundation laid for addressing some of the fundamental problems of human relationships. The whole concept of consent is not age and stage appropriate. This is partly acknowledged in the video resource Consent for kids.

Moral behaviours such as telling the truth are introduced in the lessons on friendship but even then, they are described as mere “skills” required to “manage changing relationships” rather than things that are right and good in themselves (What is a friend - Activity Plan). Indeed, the only ethical language in the whole resource is in relation to whether certain things are “fair” and just e.g., that certain toys are presented as more for boys or girls (Being Fair). This section is just blatant indoctrination designed to channel pupils to “the only right answer” about such things. It reduces complex social debates to simplistic soundbites and amounts to social propaganda without conveying a deeper understanding of the issues.

- **Fertilisation/Pregnancy Confusion.** “How adults plan and prevent a pregnancy” is actually all about preventing pregnancy rather than planning it (How adults plan and prevent a pregnancy: contraception and condoms - Slides). There is a throwaway remark “If this is something that the adults want, then that’s great” but nothing else of this is explored. It has an overwhelmingly negative emphasis and the reasons for preventing pregnancy are not explained (it is simply a question put to the children) and it is not placed within any framework of understanding (How adults plan and prevent a pregnancy: contraception and condoms - Activity Plan). This proves that it is not age appropriate. The way that fertilisation is covered—as though any of the various options can be selected depending on preference—is very demeaning to the painful and stressful nature of the IVF process let alone the ethical considerations

involved. It is also unnecessary to introduce sperm donation and indeed the slides are misleading making it seem as though private insemination is the only method (How human life begins - pregnancy and birth Slides). This of course leans to the way in which homosexual parents obtain children.

- **Self-centred Philosophy.** There is an emphasis on self-love to the extent of narcissism. “Above everything else, genuinely love yourself first. Self-love is powerful and it’s the best love that you will ever have” (Love and Relationships: What is love?). The same slides quote some narcissistic babble from Ariana Grande. “Be happy with being you. Love your flaws. Own your quirks. And know that you are just as perfect as anyone else, exactly as you are”. It makes no room for moral failures or the need to improve. The Resource also emphasises difference to the exclusion of any mention of common identity and values (Understanding Human Sexuality). It also promotes the idea that sexuality is one of the most important things that defines our identity—this is an unhealthy and distorted understanding. Love is generally emphasised as merely physical attraction (Love and Relationships | Part 2: Being attracted to someone, In a Heartbeat film). It is strange that trust is asserted in relation to friendship but is scarcely mentioned in relation to love. In addition, by defining sexuality in the framework of individualism it implies that any kind of sexual expression is equal and valid and that there are no moral limits.
- **Incoherent Idea of Sexuality Promoted.** It seeks to explain sexuality by adapting the sexuality flower developed by Jo Adams and Carol Painter (Understanding human sexuality). Again, it leaves moral issues out of the definition of sexuality. It is particularly incoherent and misconceived in its treatment of spirituality “Spirituality is about love and respect for all living things, it is how you connect with nature”. This is all the more problematic due to the fact Religious and Moral Education is given very little space in the overall teaching programme in the school by comparison. The original flower model of sexual health as developed by Adams and Painter is deeply flawed by being politicised and presenting monogamy and non-monogamy as equal options.
- **Undermines Family Relationships.** In the “My 5 trusted individuals” section pupils must choose 5 people “they can go to if they have a worry” but they are only allowed to choose one that is “at home”. Why is this? Why do they have to choose between their parents? Why make the “trusted individuals” completely weighted towards those outside the home?

The “Being a parent/carer” section also undermines family relationships. It requires children to critique their parents and then to write a letter to them to lecture them as to children’s rights (What does a parent/carer need to know and do?). This actually goes flatly against the UN Convention on The Rights of the Child (UNCRC) “that the education of the child shall be directed to the development of respect for the child’s parents, his or her own cultural identity, language and values” (Article 29 (1)(b)). The section “Consent | My body is mine” especially in the “Consent for kids” video sends out the message explicitly that no-one can tell you what to do with your body. This undermines the role of parents. Can they really not tell them to take a shower or brush their teeth if the kids don’t want to?

Learners with Additional Support Needs <https://rshp.scot/learners-with-additional-support-needs-asn/>

Rather than lesson plans there are various recommended resources which promote immoral and inappropriate themes to children with a learning disability or autism. Many of them are image-based due to the nature of the difficulties of communication with this group of students. This has the effect of sexualising them. The recommended images are so explicit, indeed, that they are not even made publicly available on the website. Parents will need to find out what their school is proposing to use in terms of resources. They will no doubt be concerned if their children have communication difficulties as it will be difficult to find out what they have been taught.

Age 12-15 (Third + Fourth Level) <https://rshp.scot/third-fourth-level/>

- **Pornography is Promoted.** Pornography is promoted as perfectly normal and endorsed unequivocally together with autoeroticism.
- **Illegal underage sexual activity is promoted.** Many different types of sexual activity are explained in detail. Sometimes it includes the qualification that this is what adults do but it mostly promotes the expectation that children will not wait. Having sex for the first time is discussed. Various cautions are introduced but they relate to practical aspects, “if you feel ready” and subjective vague concerns they do not relate to marriage, parenthood and the consequences of illegal underage sexual activity.
- **Immoral Amorality.** The only moral principle presented is that you cannot judge other people’s actions but respect them. There is a cartoon video using a lesbian couple that promotes the idea that this is not a moral area. “Having sex or not having sex doesn’t make you a good or bad person”. The video says some want to wait until they find someone, they love but equally someone don’t. Others want to wait until they are older, until they start high school. Some people don’t have sex because their religion prohibits it, it does not explain why and so is just presented in a crass way.
- **“Sexual Rights” Promoted.** The International Planned Parenthood Foundation Federation (the major abortion provider internationally) are quoted in relation to the promotion of sexual rights of young people to explore what they want. Sexual activity and preference are said to be a human right, including illegal underage sex. “They have the right to express their sexuality without fear, shame or guilt”.
- **Abortion Promoted.** Abortion is promoted in the video resource as the very first thing you do when you find out you are pregnant. “It’s your body and your choice”. “You don’t need your parents or anyone else’s approval”. The baby is described as “the pregnancy” - and the reality of what happens is presented in a very vague way. Other options are mentioned but the emphasis is on abortion. There is no moral framework whatsoever.
- **Marriage Undermined.** Marriage is mentioned - but in the context of: “Discuss: Marriage is an old-fashioned idea most people will just live together”. They are introduced to the idea that some people believe sex is only for a committed relationship, perhaps marriage. They have to discuss whether they agree or disagree without having any of the reasons why people think this should be the case presented to them.
- **Parents Undermined.** A video resource says you can speak to people if you are confused, “this might even be your parent” as though it is a last resort.

- Feminism is also aggressively promoted together with LGBT which is given considerable promotion.

Age 16-18 (Senior Phase) <https://rshp.scot/senior-phase/>

- **Sexual Activity Promoted.** Sexual activity is always assumed. A joke is presented on one resource that the worst sexually transmitted disease is a baby. In “How to stay safe on a night out” the main thing is to carry a condom. If you are drunk you may lack the ability to give consent. It does not caution about getting drunk. The PrEP drug relating to HIV prevention for homosexuals is promoted.
- **Immoral Amoral.** On a similar video all kinds of sexuality and gender preferences are said to be fine “no matter what any book, bigot or bully might tell you” - explicitly attacking biblical principles. The only issue of concern is whether there is consent.
- **Pornography Promoted.** All kinds of legal pornography and sexual activity are promoted and explained, no matter how perverse and filthy. Morality, health risks and other consequences are not discussed.
- The whole area is trivialised and made sordid.

LGBT Curriculum

The Scottish Government is implementing “LGBT Inclusive Education.” It entails the inclusion of LGBT content in every school subject, and from nursery upwards. The intention is to celebrate LGBT in a wholesale systematic implementation in all areas of the education system. Qualifications and course specifications, teacher training and professional learning, leadership and parental involvement are all areas to be “transformed”. School inspectors to use LGBT prompt questions during standard school inspections. Recommendations are now expected to be delivered in due course, but the timescales are not known at present.

Yet already resources for LGBT education are being made available to schools recommending ways of delivering the curriculum to achieve their goals. The inclusion of LGBT content in every subject is not statutory or mandatory. Teachers, headteachers and other professional educational practitioners must decide about the implementation of it. It is hard to see how any headteacher can avoid it, however, given that school inspections will involve a key focus on it. Indeed, government documents state their expectation that, “Headteachers and senior school staff demonstrate strong leadership in promoting LGBTI awareness and inclusion in schools to deliver long term societal change”.

Parents will not have a right to withdraw their children from this as it is throughout the curriculum and not just in RSHP.

What Parents Must Do

Pray. Prayer ought to be our first resort. Prayer for our children and their protection. While prayer is not a substitute for action or an excuse for inaction, it is essential in seeking the blessing of the Most High on the action we do take.

Teach their Children. Our children need to have the right biblical principles of marriage and families, male and female positively and frequently set before them. They need to

understand that this is God's will and purpose and not our own preferences. It is helpful if they can see why this is for our good as well as God's glory. At the stage appropriate parents will find it necessary to warn their children carefully and graciously against immoral lifestyles and so-called family types. Parents know when their own children can deal with this. Yet the prevalence of these things at a younger age means that parents cannot always select the time they would prefer. It is better that clear teaching comes from parents first rather than warped thinking from elsewhere.

Contact their school. Parents need to know when the school plan to deliver RSHP as well as what they will be using in terms of resources. In the overwhelming majority of schools, the danger is not simply the potential introduction of the rshp.scot resource. The existing materials and resources in most secondary schools already promote the same messages. If the rshp.scot resource is being used objections can be made based on the above issues identified. Although it is approved by government it is not mandatory and schools may need to be reminded of this. Parents can easily always say that they do not feel the resources are appropriate to the age and stage of their children.

Withdraw from any dangerous RSHP. Parents will need to carefully assess the materials and the dangers of any content being presented. It is not necessarily all or nothing participation, there may be specific lessons or groups of lessons.

Raise awareness. Those with an agenda to promote these materials rely on ignorance in many parents about how truly shocking much of it is. Most parents would object to some of the worst aspects of it.

Write to politicians. Consider writing to local councillors or your MSP about the content being proposed and presented. Many are unaware of how bad the materials are and have not reviewed them.