



Parents' guide to external PSHE / RSE providers

Childline / NSPCC

Childline became part of the NSPCC in 2006. We have therefore reviewed material from Childline and the NSPCC together

Top tip!

This document contains links to external sources. To open a link in a new window or tab, please right click on the link and select from the pop up window how you would like to view it.

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EXTERNAL ORGANISATIONS USED BY SCHOOLS

There are a number of organisations that offer training on Equality and Diversity, RSE or PSHE to schools. Safe Schools Alliance have serious concerns about some of the content of the lesson plans and resources offered by these organisations, where it is not evidence-based, promotes a particular ideology, or fails to safeguard children.

To look at the information that we have relating to the provider in your child's school, please click on the relevant link in the contents page.

✗ Where the material is in contravention of new DfE guidance we have indicated this with a cross ✗

▶ Where the material raises a safeguarding concern we have indicated this with a flag ▶

Some of the information here is drawn from the programmes' websites and social media; other information has been relayed to us by concerned parents.

WHAT DOES THE DfE GUIDANCE SAY?

On the 24/09/20, the DfE released new guidance for schools:

[Plan your relationships, sex and health curriculum](#), and [Teaching about relationships, sex and health](#).

This sets out that school leaders and teaching staff should:

- when teaching topics involving gender and biological sex, 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. There should be no suggestion that children might be a different gender based on their personality, interests or the clothes they prefer to wear. Resources used in teaching about this area must be evidence-based.
- NOT work with organisations who produce material which suggests that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity.
- ensure all content and resources are age-appropriate, aligned with developmental stage and takes into account the background of the pupils.
- exercise extreme caution when working with external agencies and only proceed if they have full confidence in the agency, its approach and resources.
- when using external agencies, check their materials in advance, conduct a basic online search and check external speakers' protocols for taking pictures or using personal data.
- ensure all content, resources and external agencies used are impartial and ensure balanced presentation of opposing political views: must be impartial in line with school's legal duties (including the Education Act 1996) regarding political impartiality, take reasonable steps to offer a balanced presentation of opposing political views and forbid the promotion of partisan political views.

WHAT DOES THE DfE GUIDANCE SAY? *(continued)*

- NOT under any circumstances work with external agencies that take or promote extreme positions or use materials produced by such agencies. Examples of extreme positions include, but are not limited to:
 - teaching that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise
 - engaging in or encouraging active or persistent harassment or intimidation of individuals in support of their cause
 - promoting divisive or victim narratives that are harmful to British society
- ensure that all resources and content are evidence-based and contain robust facts and statistics and are from a credible source.
- ensure resources are sensitive to the needs and experiences of all pupils and do not provoke distress.
- 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](#).
- comply with the Equality Act and Public Sector Equality Duty but remember that the curriculum is exempt. Schools are not required to equally weight all of the protected characteristics within the curriculum.
- create a safe environment for pupils to discuss RSE topics and should consider setting ground rules to discourage children from sharing personal information. As always, staff must not promise confidentiality if a pupil confides something concerning. Staff must ALWAYS follow the school's safeguarding policy regarding safeguarding disclosures or concerns.

Being transgender

The [Childline advice page for children on Gender Identity](#) defines being transgender as “people who feel that the sex they were assigned at birth doesn’t match how they feel inside.” It goes on to further confuse gender and sex by saying that babies are given a gender at birth, and that “this is usually based on seeing whether we have male or female sex organs”.

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources. Babies are not assigned a gender at birth. Sex is determined at fertilisation and can be observed during pre-natal scans. At birth, a baby’s biological sex is observed, based on their genitals. There are very rare instances of inaccurate recordings for those children who are later found to have Differences of Sexual Development (DSDs).

GENDER IDENTITY

Transgender describes people who feel that the sex they were assigned at birth doesn’t match how they feel inside. For example, someone who was born as a girl but has always felt like a boy. We’re here to give you help and support if you need it.

FEELING CONFUSED ABOUT YOUR GENDER

When we’re born people have to record whether we’re a boy or a girl. This is usually based on seeing whether we have male or female sex organs.

Being transgender or trans is when someone feels that their gender identity is different from the gender they were given at birth. Trans people might:

Things to remember about gender identity:

- Your gender identity isn’t always the same as the gender you were given at birth
- You have the right not to be discriminated against for being transgender
- There are ways to cope if you’re struggling with your gender identity
- There are lots of ways to transition if you want to
- Childline is here to support you if you’re struggling with your feelings.

It suggests that “trans people might want to change their clothes to better match the gender they identify with” and “might want to change things about themselves such as how they look or parts of their body. It’s important to do what’s right for you”.

Being transgender or trans is when someone feels that their gender identity is different from the gender they were given at birth. Trans people might:

- feel like they’re in the ‘wrong body’ and that their genitals don’t match how they feel
- want to change their clothes to better match the gender they identify with
- be scared about telling people about how they feel.

Not everyone who’s trans wants to go from living as a boy to a girl (or the other way around). But some trans people might want to change things about themselves, such as how they look or parts of their body. It’s important to do what feels right for you.

✗ This breaches the DfE guidance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.

Non-binary

“Non-binary” is described as someone who doesn’t identify as either male or female. The resource says “Being non-binary means that you don’t identify as either male or female. Sometimes people might feel both male and female, or they might feel like they’re neither.”

Being non-binary means that you don’t identify as either male or female. Sometimes people might feel both male and female, or they might feel like they’re neither.

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources. It promotes gender ideology as fact; gender ideology is a belief that many people disagree with. There are two sexes – female and male – and whether someone is male or female is a biological fact, not a choice or a feeling. It is not explained how someone can feel male or female, or both or neither, without recourse to gender stereotypes.

Video – What Does It Mean To Be Transgender?

The page includes a video [What Does It Mean To Be Transgender?](#) A woman who identifies as non-binary says “I never use the term female to male, because for me that implies that I was female, and I think a lot of people find that problematic”. Another women who identifies as a man says she uses the term FTM but, “a lot of people say to me, so you used to be a woman, and I’m like, no, you know, I’ve always been a guy but just my body didn’t match up to that”. The presenter then says: “When using this language, in these communities, it’s all about being considerate of what other people feel.”

This uses the gender ideology that claims women who identify as men were never really female in the first place, and vice versa. This is a confusing and misleading statement to make to children as it is impossible to change sex.

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources.



Gender identity

Gender identity is described as: “Your body, for example you might have male or female sex organs; Your gender identity, how you feel about your gender; Your gender expression, how you show your gender, like how you dress, walk or act.” This confuses three separate issues: biological sex; the idea of gender identity, which is not explained beyond the circular “how you feel about your gender”; and people’s clothes and behaviour.

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources, and breaches DfE guidance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.

WHAT GENDER IDENTITY MEANS

Lots of things make up your gender:

- Your body, for example you might have male or female sex organs.
- Your gender identity, how you feel about your gender.
- Your gender expression, how you show your gender, like how you dress, walk or act.

For many young people, feeling unsure about gender for a while is part of growing up. But for trans or non-binary people, the feelings continue.

Transitioning

Transitioning is described as “the journey a trans person takes from presenting themselves as the gender they were brought up as, to presenting themselves as their true gender”. Using the term “true gender” romanticises an unscientific and harmful concept. There is again emphasis on changing clothes and make-up.

EXPRESSING YOUR GENDER IDENTITY & TRANSITIONING

‘Transitioning’ is the journey a trans person takes from presenting themselves as the gender they were brought up as, to presenting themselves as their true gender. Transitioning is different for everyone and it’s important to focus on what you feel comfortable with.

Some young people will present themselves as their true gender in private at first, before doing anything publicly.

Changing how you look or dress

Some trans people decide to change their appearance to look like the gender they feel inside. This could start with a change in how you dress and whether you wear make-up.

Breast binders

It goes on to say “Some young people want to use binders, gaffs or packers to hide feminine or masculine parts of themselves.”

A binder is a piece of material used by girls/women to flatten breasts by constriction, which can cause breathing difficulties and damage to breast tissue. A gaff is compression underwear used by boys/men to hide their penis. A packer is shaped fabric or a prosthetic used by girls/women to give the appearance of having a penis.

You might want to change your hair or remove facial hair. Some young people want to use binders, gaffs or packers to hide feminine or masculine parts of themselves. It’s important to remember that these can sometimes be uncomfortable or dangerous, and that you should speak to a doctor before using them.

You might want to change how you look at home first. Or with people you trust. If you want to change your school uniform or change how you look at school, it’s important to speak to a teacher you trust for support.

Research into the practice of [breast binding among women and girls](#) found that over 97% of the 1800 people surveyed reported at least one of 28 negative outcomes, including back, chest, shoulder, breast and abdominal pain; overheating; shortness of breath; muscle wasting; dizziness; swelling; skin infections; scarring; spine changes; and rib fractures.

The use of gaffs can also be harmful and should not be normalised by schools. Gaffs are used to keep the male genitalia in place when ‘tucking’, which involves pushing the testes back up into the inguinal canals and then pulling back the penis and scrotum and holding them in place with the gaff. The function of the scrotum is to keep the testicles away from the body so that sperm is kept cool; this practice could affect the fertility of males who do it often. Other risks are not yet well understood as little research has been done in this area.

Breast binders (Continued)

In addition, breast binders and gaffs are not licensed medical devices supplied and monitored by doctors. They are commercial products available for purchase online and some are also donated by LGBT organisations. This resource is therefore giving a false sense of reassurance by implying that if a young person speaks to their doctor there will be some medical oversight.

▶ This section implies that schools should affirm the self-harming practice of breast binding. There are well evidenced health implications relating to this. This advice risks schools breaching basic safeguarding rules as well as discriminating against girls on the grounds of sex.

▶ This section normalises the practice of 'tucking' in males, which may affect their fertility or have other health implications.

✗ Any guide which suggests to a child that they may address a feeling of discomfort with their body by trying to change the way their body looks goes against the DfE's guidance '[Plan your relationships, Sex and Health Curriculum](#)' which says that "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".

Bullying

The section about bullying includes "refusing to call you by your new name or use your pronouns". Bullying is never acceptable. However, there are legitimate reasons why someone might not call someone by their new name or use their pronouns. No-one has the right to control other people's speech, nor to insist that others adhere to gender ideology.

Get support with bullying

No one has the right to bully you, abuse you, put you down or discriminate against you. Lots of transgender young people experience this. It's known as transphobia and is never your fault.

Transphobic bullying can include:

- Calling you names or hurting you
- Refusing to call you by your new name or use your pronouns
- Leaving you out of things
- Asking you lots of personal or sexual questions
- Making jokes about you

Bullying is never okay, if it's happening to you [we've got advice to help](#).

▶ Being able to name reality is an important part of safeguarding. Making children feel unsure about whether they are allowed to recognise and describe someone as male or female may make them doubt themselves and their judgements relating to personal safety and security. It could also lead to children feeling unable to react to or report situations that make them feel uncomfortable. It is essential to protect children that they are not encouraged or coerced to describe males as female. Children should also know that they have the legal right to single sex spaces in certain circumstances, regardless of how people may identify.

▶ Compelling children to use opposite-sex pronouns may breach their [right to freedom of expression under Article 13 and 14 of the United Nations Convention on the Rights of the Child](#).

Puberty blockers

The NSPCC (the parent body of Childline) released a [joint statement](#) about the legal case to stop children being given puberty blockers and cross-sex hormones.

“On matters of health treatment all children have the right to be listened to independently and have their wishes taken seriously – this includes children and young people who identify as trans and who may be undergoing hormone treatment therapy.

“Many trans children and young people feel lonely and isolated due to a lack of support, understanding, and acceptance. Denying them agency has the potential to compound this and can put them at high risk of mental illness and emotional distress, potentially affecting their long-term future.

Their statement frames the High Court ruling as “denying children agency” and putting them at risk of harm. Framing it as ‘denying children agency’ is an abdication of the responsibility that all adults have to safeguard children. There are some things that children do not have the capacity to consent to, for their own protection. [The High Court ruling that children should not be given puberty blockers](#) protects children from being prescribed experimental medication that has no evidence of improving mental health and that has serious, long-term side effects.

For more information about the NSPCC and ChildLine, see:

✦ [Queering the NSPCC? Part 7: Trans](#)

✦ [Queering the NSPCC? Part 8: Sexual Identity and Gender Identity](#)

Teaching resources

The [NSPCC Teaching Resource and lesson plans](#) were developed in partnership with the [PSHE association](#) and have the [PSHE Association Quality Mark](#).



The Teaching Resource Guidance includes Stonewall and Gendered Intelligence as websites offering further guidance to teachers. Neither of these organisations are suitable to produce resources for children or guidance for teachers.

▶ [Stonewalls' resources contravene basic safeguarding guidelines, and any school that uses Stonewall is in breach of the latest Department for Education guidelines on using external agencies.](#)

▶ [Gendered Intelligence were responsible for a teacher training session at an art exhibition called Kiss My Genders that focused on sex, particularly BDSM](#), with the suggestion that it would be suitable for children of any age to attend.

Teaching resource guidance

The Teaching Resource Guidance tells teachers to avoid assumptions, “don’t assume everyone is or will be heterosexual, cisgender (someone whose gender identity corresponds to the sex they were assigned at birth) or sexual (some people are asexual)” and to “use language that acknowledges that there are more than two genders – refer to people of ‘all genders’ or talk in a ‘non-binary’ way rather than just ‘men and women’ and to ‘the adults at home’ or ‘carers’ rather than ‘mum and dad’.”

Key messages – gender stereotyping and gender diversity (KS3)

Good practice in teaching about gender identity and inclusion suggests that schools should follow basic principles such as: avoiding assumptions – for example, don’t assume everyone is or will be heterosexual, cisgender (someone whose gender identity corresponds to the sex they were assigned at birth) or sexual (some people are asexual) and to use language that acknowledges that there are more than two genders – refer to people of ‘all genders’ or talk in a “non-binary” way rather than just ‘men and women’ and to ‘the adults at home’ or ‘carers’ rather than ‘mum and dad’. It is also useful to avoid grouping or seating plans according to binary representations of gender (i.e. tables of ‘all boy’ or ‘all girls’), particularly in these lessons.

✗ The term “cisgender” is linked to a political position and a belief in gender ideology whereby people are split into those that are felt to adhere fully to gender stereotypes and are thus “cisgender” and those that do not adhere fully to gender stereotypes and are thus “transgender”. The term “cisgender” is felt to be offensive by many people who do not believe in gender ideology. This breaches the DfE guidance that schools should “ensure all content, resources and external agencies used are impartial and ensure balanced presentation of opposing political views: must be impartial in line with school’s legal duties (including the Education Act 1996) regarding political impartiality, take reasonable steps to offer a balanced presentation of opposing political views and forbid the promotion of partisan political views.”

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources. Babies are not assigned a sex at birth. Sex is determined at fertilisation and can be observed during pre-natal scans. At birth, a baby’s biological sex is observed, based on their genitals. There are very rare instances of inaccurate recordings for those children who are later found to have Disorders of Sexual Development (DSDs). There is no scientific evidence that everyone has a gender identity – this is a belief in gender ideology that many people disagree with. There are two sexes – female and male – and whether someone is male or female is a biological fact, not a choice or a feeling.

It is useful that teachers approach these lessons with clarity about language and the terms by which people may identify themselves. The continuum of ‘assigned sex’ from male to female includes those who are intersex, where their assigned sex is not always clear at birth due to external genitals, reproductive organs, or chromosome make-up that don’t fit the typical definitions of male and female. Whereas, gender identity refers to how a person feels inside in regards to whether they are male, female, neither or both. Gender expression refers to how a person recognises their own gender and chooses to express it.

It goes on to say, “It is useful that teachers approach these lessons with clarity about language and the terms by which people may identify themselves. The continuum of ‘assigned sex’ from male to female includes those who are intersex, where their assigned sex is not always clear at birth due to external genitals, reproductive organs, or chromosome make-up that don’t fit the

typical definitions of male and female. Whereas, gender identity refers to how a person feels inside in regards to whether they are male, female, neither or both. Gender expression refers to how a person recognises their own gender and chooses to express it.”

The resource tells teachers to have clarity about language, and then uses circular reasoning to explain what is meant by ‘gender identity’. This is confusing for children – how can someone have an internal sense of their own gender without recourse to stereotypes about how boys and girls should feel, look or behave? The option of “neither” or “both” is also confusing – there is no explanation as to how someone feeling that they are neither male or female, or are both, could be meaningful. If the meanings of words are not associated with material reality or definable in relation to something real then it is difficult to understand what they are doing in an educational resource.

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources.

Lesson plans

One of the “learning opportunities” linked to the PSHE Association programme of study is “to recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices of actions of the group) and to develop strategies for managing it”.

It is interesting that ‘group think’ is identified as something that can be harmful. The NSPCC lesson plans promote a belief in gender ideology that seems to rely on group think and an unwillingness to speak out against harms caused to children.

R30: To recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices of actions of the group) and to develop strategies for managing it

The Year 6 lesson on Online Safety gives the ‘safe’ example of a 12-year-old joining an online forum and messaging strangers with the knowledge of her parents.

Version 1

Jaz is 12 years old and has just started secondary school. Jaz feels a bit lonely.

Jaz finds a website with lots of friendly people on it. Jaz sets up an account with the name Jaz2006.

Jaz meets someone online called JustMe and they chat about lots of different things. Jaz tells JustMe about being lonely at school and JustMe gives Jaz lots of helpful advice and support.

Jaz starts to ignore texts and messages from old friends. Jaz spends more and more time online chatting to JustMe. Sometimes Jaz stays up very late to chat and feels tired and grumpy the next day.

JustMe sends Jaz a message asking to meet. When Jaz says ‘I will just tell my mum’ JustMe tells Jaz not to because JustMe wants it to be their special secret. Jaz feels worried.

Version 2

Jaz is 12 years old and has just started secondary school. Jaz feels a bit lonely.

Jaz finds a website with lots of friendly people on it. Jaz sets up an account with the name LittleFish.

Jaz meets someone online called JustMe and they chat about lots of different things. Jaz tells JustMe about being lonely at school and JustMe tells Jaz about what has helped them settle into secondary school.

Jaz likes chatting to JustMe but doesn’t forget to text and call old friends from primary school. Jaz’s friends and family know all about the online friendship with JustMe. Jaz tells JustMe that they can’t chat after 9pm as Jaz has to be in bed by then on school nights. Jaz’s phone is left downstairs so that it’s not tempting to use it.

JustMe sends Jaz a message asking if they could meet face-to-face. Jaz suggests that they bring their mums with them to the meeting, and JustMe says ‘Good idea. I agree.’

▶ Even with parental agreement and ground rules, it is unwise and potentially dangerous for 12-year-olds to communicate with strangers online.

Lesson plans (Continued)

In the KS3 (11-13 years) lesson on Gender Stereotypes, the first activity says that “many professionals have argued that sex and gender are spectrums”. While it may be true that some professionals have argued that sex is a spectrum, very few of these are medical professionals. There is insufficient evidence to support the theory that sex is a spectrum and not a binary. It is also deeply offensive to many people from the DSD community who object to being othered as a ‘third sex’. People who have DSDs are either male or female and their medical conditions are sex specific.

Defying the stereotype...? 10 min

Explain to the class that scientific and social understanding about gender has developed over the last couple of decades and that many professionals have argued that sex and gender are spectrums. This means that people don't neatly fit into the stereotypes of what it means to be male or female or masculine or feminine.

To help aid this discussion, teachers should display the genderbread person on the board and discuss the differences between **gender identity** (*how a person thinks about their own gender*), **gender expression** (*how a person displays their gender identity publicly*), **biological sex** (*sex assigned at birth*) and **sexual orientation** (*who we are attracted to*):

genderbread.org

✗ This resource does not meet the DfE's criteria for evidenced-based resources that contain robust facts and are from credible resources. It is a simple biological fact that there are only two sexes: female and male. Some people have Differences of Sexual Development but they are still either male or female although they have an unusual pattern of chromosomes and sex characteristics. This is unrelated to gender ideology, although DSDs are often used in an attempt to confuse the issue.

It is true that people don't neatly fit into stereotypes of what it means to be masculine and feminine. The NSPCC resource uses the belief of gender ideology to explain this, and should be clear that this is a belief not a fact. Feminism explains gender as being a set of stereotypes that change over time and culture.

✗ This resource does not meet the DfE's criteria for evidenced-based resources that contain robust facts and are from credible resources. There is no scientific evidence that everyone has a gender identity – this is a belief in gender ideology that many people disagree with. The Genderbread person is at odds with scientific fact, presenting biological sex as a spectrum, and asserting that people with Differences of Sexual Development are neither male nor female but a combination of the two.

It goes on to ask pupils to place a range of “gendered and stereotyped terms” along the “gender identity and gender expression spectrums to demonstrate where they think these terms might fit: tomboy, girly-girl, genderqueer, ladylike, sissy, macho, pansy, butch, camp, metrosexual, princess, non-binary”. It is unclear what the educational value is of placing a series of sexist and homophobic terms on a spectrum; it seems likely this will encourage bullying and abuse instead of reducing it.

Present pupils with a list of gendered and stereotyped terms and ask them to place them along the gender identity and gender expression spectrums to demonstrate where they think these terms might fit:

Tomboy, girly-girl, genderqueer, ladylike, sissy, macho, pansy, butch, camp, metrosexual, princess, non-binary.

NB: See the teacher guidance notes for more advice on discussing gender identity and on defining these terms. To avoid introducing pupils to unfamiliar gendered terms, and to decide which ones to use, it may be valuable to meet with pastoral staff.

Lesson plans (Continued)

Teachers are directed to ask the children how we can “stop thinking about people and gender in these terms.” This is ironic considering the focus of the rest of the lesson is on defining people’s identities in relation to gender stereotypes.

Encourage pupils to feedback their assessment of these terms and extend through questioning:

- Why are stereotypes very likely to be inaccurate?
- Why might people find some of these terms offensive or hurtful?
- How can we stop thinking about people and gender in these terms?
- How might someone feel if they didn’t fit into expected stereotypes?

Term	Definition
<i>Tomboy</i>	An energetic female whose interests, often in sports e.g. football, clothes, look, activities (e.g. climbing trees), are considered more typical of boys
<i>Girly girl</i>	A female who dresses and behaves in a traditionally ‘female’ way
<i>Genderqueer</i>	Someone who considers themselves to be neither male nor female, but sees themselves as somewhere on a spectrum between male and female, often feeling that their gender identity is flexible
<i>Ladylike</i>	A female who is considered to follow traditional feminine stereotypes, often very polite, elegant and graceful
<i>Sissy</i>	A slang term used to describe a male who demonstrates female characteristics
<i>Macho</i>	A male who is considered to be strong, sometimes aggressive and traditionally in a powerful role
<i>Pansy</i>	An insult used towards gay men, to suggest they are weak, cowardly or feminine
<i>Butch</i>	An insult used towards gay women, to suggest they display male characteristics
<i>Camp</i>	An insult used towards gay men, to suggest they display female characteristics
<i>Metrosexual</i>	A word used to describe a heterosexual (straight) man who pays attention to his appearance, often dressing well or choosing to wear make up
<i>Princess</i>	A demanding woman who displays female characteristics
<i>Non-binary</i>	A person who does not believe there are only two genders (male and female) or sexualities (straight and gay) and identifies as neither male nor female

Assessment of learning

The assessment of learning requires pupils to complete sentences including “Assigned sex means...” .

The purported aims of the lesson, to learn about gender stereotypes, have been completely subverted as the lesson serves only to reinforce a gender ideology that suggests children need to find where on the ‘spectrum’ they sit according to how they think, look or behave.

Assessment of and for learning 5 min

Teachers should use the responses to questions throughout the lesson to gauge pupils’ progress and inform future planning and teaching. As a summary of pupils’ understanding of this topic, display sentence starters on the board (or print as a handout if required) and ask pupils to complete the following sentences:

Assigned sex means...

Gender means...

Gender stereotyping is...

Gender stereotyping happens when...

The effects of gender stereotyping can be...

To combat gender stereotyping, we should...?

✗ This does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources. Babies are not assigned a sex at birth. Sex is determined at fertilisation and can be observed during pre-natal scans. At birth, a baby’s biological sex is observed, based on their genitals. There is no scientific evidence that everyone has a gender identity – this is a belief in gender ideology that many people disagree with.

Signposting

The organisations suggested to signpost children to are Young Stonewall, Gendered Intelligence, Childline, and Mermaids. None of these organisations are suitable for signposting children to.

Signposting support

Inform pupils that there are a huge number of support organisations for people who identify as LGBT or who are questioning their sexual orientation or gender identity. Start by identifying members of staff in school where pupils could find further support, and also identify the following websites or organisations:

youngstonewall.org.uk

genderedintelligence.co.uk

childline.org.uk

mermaidsuk.org.uk

- ▶ [Stonewalls’ resources contravene basic safeguarding guidelines, and any school that uses Stonewall is in breach of the latest Department for Education guidelines on using external agencies.](#)
- ▶ [Gendered Intelligence were responsible for a teacher training session at an art exhibition called Kiss My Genders that focused on sex, particularly BDSM, with the suggestion that it would be suitable for children of any age to attend.](#)
- ▶ [Mermaids resources contravene basic safeguarding guidelines, and any school that uses Mermaids is in breach of the latest Department for Education guidelines on using external agencies.](#)
- ▶ Childline is part of the NSPCC; the Childline advice on sexuality and gender is discussed at the start of this Parents’ Guide.

Extension activity videos

The extension activity involves watching one of three videos.

Extension Activity 1:

This extension activity is intended for use with a whole class if time allows during the lesson. Since the materials for the activity need you to lead the discussion, it is not so easy for pupils to complete at home.

Childline has a range of videos that tackle issues about gender stereotypes. As well as considering the effects of these stereotypes on society as a whole, the videos look to individuals who do not fit within traditional gender stereotypes.

You should select the video they feel is most appropriate to the pupils in their class based on the discussions raised within the lesson.

Trans puberty myths: [youtube.com/watch?v=bEDSjd6G4Ao](https://www.youtube.com/watch?v=bEDSjd6G4Ao)

Gender diversity: [youtube.com/watch?v=plQv1YMfJN8](https://www.youtube.com/watch?v=plQv1YMfJN8)

Heteronormativity: [youtube.com/watch?v=Vm00krRsOml](https://www.youtube.com/watch?v=Vm00krRsOml)

Ask pupils to identify:

- What concerns have the speakers identified in their discussion?
- What solutions do they suggest?
- What can society do to support individuals who do not fit the stereotype?

Video: [Trans puberty myths](#)

This video features a trans-identified young woman who says that “Puberty is when I kind of saw like a fork in the road: guys going one way, girls going another. I didn’t really feel like I conformed to either at the time”. This implies that children who don’t conform to sex stereotypes may have a different gender identity to their biological sex, and may need to change something about themselves.

The video says that hormone blockers can be used to stop the onset of puberty and to “give a bit more control over that period in your life,” and that if someone stops taking them “changes will continue to happen.” The video does not explain that puberty blockers and cross-sex hormones can have serious side-effects or that some changes caused by taking puberty blockers followed by cross-sex hormones may be irreversible.

▶ This contradicts the recent [High Court ruling that puberty blockers are experimental treatment, not a pause button](#), with serious long-term side effects and no evidence of improvement in mental health outcomes.

Transitioning is described as being “for the rest of your life” and children are advised to seek support from YouTube and online communities and forums. Children are told “Don’t give up, do your research and prove them wrong,” and to “Stick to your guns and be true to yourself.”

This romanticises the disputed idea that people have an internal gender identity that they should follow in order to ‘be true to themselves’, and encourages children to spend time online seeking out ‘support’ for these ideas.

▶ Advising children to seek help and support from unregulated sources on the internet is a serious breach of safeguarding. Many online communities and forums take an ‘affirmative’ approach, encouraging transition and advising children on how to keep their activities secret from parents; many actively encourage the separation of children from their parents by telling children that parents who do not wholeheartedly support transition are harmful. Many do not have safeguarding restrictions to prevent predatory adults from grooming children.

Extension activity videos *(Continued)*

Video: [Heteronormativity](#)

The video about heteronormativity contains many factual inaccuracies and confusing language. “Heteronormativity” is defined as “the belief that being straight is the only ‘normal’ sexuality and that people are only one of two genders.”

Heteronormativity is the belief that being straight is the only 'normal' sexuality and that people are only one of two genders.

This conflates sexuality (who people are attracted to) with belief in gender ideology. It used ‘cisgender’ as a factual term, defining it as “people who, for the most part, identify as the gender they were assigned at birth.”

Cisgender is a term used to describe people who, for the most part, identify as the gender they were assigned at birth.

✗ This resource does not meet the DfE’s criteria for evidenced-based resources that contain robust facts and are from credible resources. There is no scientific evidence that everyone has a gender identity – this is a belief in gender ideology that many people disagree with. Babies are not assigned a gender at birth. Sex is determined at fertilisation and can be observed during pre-natal scans. At birth, a baby’s biological sex is observed, based on their genitals. There are very rare instances of inaccurate recordings for those children who are later found to have Disorders of Sexual Development (DSDs).

✗ The term “cisgender” is linked to a political position and a belief in gender ideology whereby people are split into those that are felt to adhere fully to gender stereotypes and are therefore “cisgender” and those that do not adhere fully to gender stereotypes and are therefore “transgender”. The term “cisgender” is felt to be offensive by many people who do not believe in gender ideology and who think that gender is a set of stereotypes. This breaches the DfE guidance that schools should “ensure all content, resources and external agencies used are impartial and ensure balanced presentation of opposing political views: must be impartial in line with school’s legal duties (including the Education Act 1996) regarding political impartiality, take reasonable steps to offer a balanced presentation of opposing political views and forbid the promotion of partisan political views.”

A definition of ‘queer baiting’ is also given as part of a discussion around representation in the media: “when homoerotic tension is suggested in the media to attract a LGBTQ+ audience. It is then either denied or played off as a joke.” It is unclear what the educational value of this is for the intended 11 to 13-year-old audience.

Queer baiting is when homoerotic tension is suggested in the media to attract a LGBTQ+ audience. It is then either denied or played off as a joke.

Inappropriate sexualised behaviour

The KS3 (11-13 years) lesson on Inappropriate Sexualised Behaviour gives this definition of sexual bullying: "Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by any gender towards another person." This is a very confused and confusing definition.

▶ It is extremely concerning that 'sex' is not even mentioned in the definition given that girls, because of their sex, are the victims of the majority of sexual bullying. The second sentence, "It is when sexuality or gender is used as a weapon by any gender towards another person," does nothing to clarify matters.

The NSPCC defines sexual bullying as:

"Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by any gender towards another person"

Emphasise to pupils that sexual bullying can happen to people of any gender, but that it is more commonly directed towards girls and women. As with other forms of bullying, sexual bullying may be carried out face-to-face, behind a person's back or through the use of technology.

The Problem Page main activity has four scenarios; two featuring harassment of a girl by a boy, and two featuring harassment of a boy/man by a girl/woman. This 50/50 split gives a false impression that women commit sexual crimes at the same rate as men.

While women do sometimes commit sexual crimes, and boys need to know that it is not acceptable for girls/women to harass or assault them, the likelihood of this occurring is significantly lower.

Minimising the fact that [men commit 98% of sexual crime](#) means that issues around male violence are unlikely to be addressed.

✗ [DfE Teacher Training guidance](#) says that schools should "contextualise the harm and abuse that is discussed. Explain that rape, sexual harassment, FGM and honour-based violence are all issues that disproportionately affect women and girls.

Please help!

So, recently something weird has been happening to me at school. There's this girl who every time she sees me in the corridor tries to pinch or slap my bum. She's a really popular girl and whenever she does it my mates cheer and laugh. Most of them think she's doing it because she fancies me. But we never speak and the rest of the time she doesn't even seem to notice I exist. It makes me feel really uncomfortable and self-conscious. And I hate that everyone else just thinks it's funny. I tried to tell one of my friends it creeped me out but he just told me to man up and said I should enjoy it. Am I over-reacting? What should I do?

Thanks,

Noah

Who do I believe?

There's this boy in my class I really like and we've been flirting for a while now. He tells me all the time that he thinks I'm fit and in the lunch hall he wants me to sit on his lap. We make out sometimes but we're not officially boyfriend and girlfriend yet. He hangs out with quite a big group and all the girls he's friends with have started saying I am easy and that he's only interested in me because everyone knows I'm a slag. I feel like they're always giving me nasty looks and giggling behind my back. When I tried to talk to him about it, he laughed it off and said they were jealous. I really like him but I don't know who to believe?

In need of advice,

Vestina

Should I be offended?

The boys at my school are always making comments about my breasts. I was one of the first to hit puberty and my boobs are already way bigger than anyone else's. When I walk around in school I feel like the boys are literally staring at my chest and often wolf whistle when I go past. My name is Kitty and sometimes I'm sure they are deliberately saying Titty instead. I've always liked my body and sometimes it feels great to be noticed, but other days I wish people would just leave me alone. My friend was shocked when she heard what they were saying and told me I should be really offended. I'm not sure how I feel about it now – are they bullying me or just paying me a compliment?

Unsure and confused,

Kitty

Extension Scenario: Should I quit?

I recently got a job in a local shop. The interview was a bit weird because I thought the woman who interviewed me was flirting, but I was really pleased I got the job so I decided to just ignore it. She's now my supervisor and makes me feel really uncomfortable when we're in the shop together; she is always staring at me and she makes jokes about me being handsome. This week she said she'd made sure we were working together on all next month's shifts so we can get to know each other better, then winked at me. I'm not interested in her, particularly as she is so much older than me, but I am worried about losing my job if I don't play along?

Hoping for an out,

Aleem

Pornography

The KS4 (14-16 years) resource on Pornography has the learning objective: “We are learning about the impact of pornography on relationships”. The resource does not mention the harms caused directly to the women and girls who take part in porn. Nor does it mention that a lot of uploaded porn is recorded sexual abuse and rape. The impact on girls who know that their abuse may have been uploaded to porn sites is not discussed.

Learning objectives

- We are learning about the impact of pornography on relationships

Intended learning outcomes

- ✓ I can explain what pornography is
- ✓ I can identify ways in which pornographic material is not representative of real sex and can give misleading information about consent and gender roles in sexual relationships
- ✓ I can evaluate the possible impact of this on sexual relationships and the expectations people have of relationships
- ✓ I can describe some strategies and identify sources of support for anyone who is worried about porn

In a brief nod to the harms caused to women and girls, one learning point is: “Porn is often violent, especially towards women and often shows women enjoying this. However, they are being paid to do so and for most people, being hurt, threatened or humiliated is a really bad experience.” This treats the women in porn as less than human, immune to pain. Being hurt, threatened or humiliated is a horrific experience for the women who suffer this in porn, despite the fact that they may be paid to do so. [Porn is the exploitation of women and girls and should not be described in neutral or positive terms.](#)

- Porn is often violent, especially towards women and often shows women enjoying this. However, they are being paid to do so and for most people, being hurt, threatened or humiliated is a really bad experience.