

PARENT GUIDE

THE BATTLE FOR YOUR CHILD'S INNOCENCE



How to protect your
children from the state's
radical sexuality and gender
ideologies in schools.

PARENTS, HERE'S THE PROBLEM...

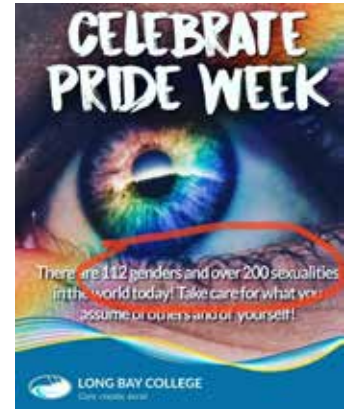
The Government declared at the beginning of 2022 that they were launching a new offensive to push radical gender theory and sexual ideology at your children.¹ When you see the full programme, you won't be too comfortable with it. **Some of this material sexualises children, destroying their childhood innocence.**

The *Relationships and Sexuality Education Guidelines*² (or RSE for short) were first released by the Ministry of Education in September 2020³, but there is a new effort by the Ministry of Education and activists to fully embed the programme in all schools, and in many subjects.

Despite being well-intentioned (with an aim to create more inclusive school environments and reduce bullying), these proposals are for the most part ideological. While the content is portrayed as scientific, much of it has no basis in science or biology as you would understand it.

Read our analysis of the new curriculum here: **SexualityEducation.nz**⁴ and our Fact Sheet here: **SexEducation.nz**⁵.

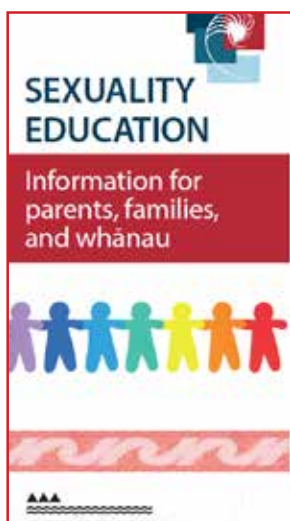
Radical gender theory and sexuality is being indoctrinated into children as young as five.



This should be concerning to all parents and caregivers. **Primary-age students are being targeted with the confusing and dangerous message that changing sex is as easy as changing clothes, and girls are discovering that biological boys may have free access to their changing rooms.**

The curriculum also states that **parents may be kept in the dark when their child has decided to identify as transgender during the school day.**

The Education Review Office (ERO) *Information For Whanau*⁶ pushes this radical agenda with the claim that there is a *"growing understanding of different gender identities and sexual orientations"* (our emphasis added) and that as early as Year 4, a child's sexuality education should cover *"social messages about relationships, gender and sexuality"* and *"access to health care"*. Remember, Year 4 is eight- to nine-year-olds.



Interestingly, the Ministry of Education's latest information for parents on its website,⁷ and the accompanying pamphlet,⁸ conveniently leaves out any mention of *"gender and sexuality"* as being part of the Year 4 syllabus. Instead, it states that sexual/gender content will not be introduced *until* secondary school.⁹ This is clearly misleading.

As we know, **radical gender theory seeks to eliminate the words 'man', 'woman'**¹⁰, **'mum' and 'dad'**¹¹, and **redefine words such as 'woman'**.¹²

Schools facing this trend need to hear from the real stakeholders – parents.

Its proponents want to replace parents with the indoctrination of a state-backed sexual ideology. **Children are not 'pansexual', 'genderqueer', or 'two-spirit'** – and schools shouldn't be pushing sexual identities onto young people. **Nor should schools be implying support for puberty blockers, double-mastectomies, and irreversible medical experiments on children.**

WHAT DO PARENTS THINK?

What do parents think about these new developments in sexuality education? You may not be surprised to see that your concerns are shared by many others. Recent nationwide surveys have found that opposition to this extreme curriculum and associated 'gender identity' policies far outweigh any support.

In a nationwide poll released in June 2022, respondents were asked: *"Do you believe that primary-age children should be taught that they can choose their 'gender' and that it can be changed through hormone treatment and surgery if they want it to be?"* More than two in three people (69%) opposed this type of teaching and a further 16% were unsure. Only 15% said yes.

69% *oppose the gender ideology curriculum.*
15% supported.

The respondents were then asked: *"The Ministry of Education tells teachers that schools do not have to disclose to parents that their child is identifying as transgender in class and using a different name and preferred pronouns. Would you support a law requiring schools to notify parents if their child is identifying as transgender in class?"* A majority (55%) supported a parental notification-type law, with only 29% opposed. A further 16% were unsure or refused to say.¹³

55% *say parents should be notified of gender identity issues.*
29% opposed.

A poll at the beginning of 2021 found that 52% thought sex education should be 'opt in' (a parent has to opt in for their child to receive the content) and 36% thought it should be opt out (compulsory unless a parent opts out in writing).

52% *think sex education should be 'opt in'.*
36% say 'opt out'.

In the same polling, nearly two out of three (61%) thought boys who 'identify' as girls should not be allowed automatic access to girls' toilets and changing rooms. Only 22% of respondents agreed with this policy. 58% of respondents thought boys who 'identify' as girls should not be allowed automatic access to girls' sports teams, while 26% thought they should.¹⁴

! Schools are not legally compelled to give transgender-identified students access to shared toilets, showers and changing rooms that do not match their biological sex. What schools are required to do is care for transgender-identified students in a reasonable manner.

In a 2016 poll, four out of five parents said they were confident of their ability to teach their own children about sex and sexuality issues; two thirds believed that parents should be dictating any school-based teaching, not the Government or groups such as Family Planning and Rainbow Youth.¹⁵

Though the number of students who identify as transgender are few, schools are receiving a strong message on multiple fronts that they must adopt 'gender-inclusion' policies which replace all references to biological sex with the subjective concept of fluid 'gender identity'. **Once adopted, these policies mandate that schools treat boys who feel they are girls as if they really are girls, and vice versa, even if this means violating privacy, abandoning fair play in sports, or disregarding basic safety precautions.**

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58% *think boys who 'identify' as girls should not be allowed automatic access to girls' sports teams. 26% think they should.*

In reality, **affirming these ideas in policy only encourages impressionable children to**

unnecessarily question whether they are boys or girls. This is harmful to children, who trust the adults in their lives to teach them the truth about the world around them.

To be clear: **students who want to identify as transgender deserve the same educational opportunities and resources as their peers, and should be treated with respect and compassion.**

A compassionate response, however, should not mean institutionalising harmful policies in schools. **Schools have a responsibility to teach children the truth about who they are as boys and girls, to reference scientific evidence when making claims about biology, and to consider the serious implications of codifying radical theories in practice and policy.**

It's time that the Ministry of Education and the Ministry of Health placed priority on scientific evidence and sound medical practice, rather than bowing to special-interest groups pushing a radical agenda.

Medical professionals and groups around the world – including the Royal Australian and New Zealand College of Psychiatrists (RANZCP)¹⁶ – **are sounding growing concerns** around the use of puberty blockers and cross-sex hormones to treat young people with gender dysphoria. Low certainty of benefits, along with significant potential for medical harm, are cited as reasons for concern.^{17 18 19 20 21 22 23 24}

Medical professionals around the world are sounding growing concerns.

A more compassionate and honest approach would be for schools to welcome every child by making room for a greater diversity of personalities, without negating the importance of biological sex. This approach would also respect the rights, roles and responsibilities of the parents and wider whānau.

PARENTS ARE THE PRIMARY EDUCATORS OF THEIR CHILDREN

Though they may choose to entrust their child to a school, parents are ultimately responsible for overseeing their child's education. Schools best serve students when they inform, involve, and respect parents. Parents who **proactively** and **positively** engage with school staff are best positioned to influence decision-makers.

THE RIGHTS OF PARENTS/CAREGIVERS

OVERVIEW

- Parents have the right to request and view teaching material related to a school's sexuality education programme in order to determine the extent of their child's participation.
- Parents also have the right to see general class material which may be taught to their child/ren, and to have their child/ren opt-out of tuition in a particular class or subject because of sincerely held religious or cultural views – unless the student disagrees with his or her parents.
- If a child is released from a particular class, parents have the right to make reasonable arrangements with the school for alternative instruction / supervision. A school cannot impose a penalty on a student who has opted out.
- If the school has an assembly, classroom lesson, or reading which parents may object to, parents should not be afraid to take their child out of the class or assembly. Parents should inform other parents of these upcoming lessons.

- We believe parents should be notified if a student of the opposite sex will be competing on a team with their child. When teen girls and boys play on teams together or against each other, the risk of physical injury increases. When mixed-sex teams travel and make use of accommodation, students will need to be granted single-sex rooming options. Changing room and toilet facilities should be made available for any team members who are uncomfortable using those areas with members of their own sex. Parents should actively seek out the policies of the school in these areas.

See **Appendix 1** for our Sample Opt-Out Form Letter and Notification Request you can use at your school.

GUIDELINES FROM THE MINISTRY OF EDUCATION

The most recent guidelines^{25 26} from the Ministry of Education state (*our emphasis added*):

The right to withdraw

Health education is the only part of the school's curriculum for which the law specifically requires the board of trustees to consult with the school's community. Section 91 of the Education and Training Act 2020 requires the board to consult with the school community at least once every two years on how the school will implement the health education component of the curriculum. The board is required to adopt a statement on the delivery of the health curriculum following this consultation.

Decisions on contraceptive education should be considered during the consultation process. The 1990 repeal of section 3 of the Contraception, Sterilisation and Abortion Act 1977 removed any legal impediment to young people of any age having access to contraceptive use or to the supply of contraceptive devices. Ākonga can, however, be withdrawn from contraceptive education (under section 51 of the Education and Training Act 2020)...

The Board of trustees

The board has to do the following...

- Adopt a method of consultation that it considers will:
 - * inform the school community about the content of health education
 - * find out the wishes of the school community in terms of how health education should be implemented, given the views, beliefs, and customs of the members of that community
 - * determine, in broad terms, the health education needs of the ākonga at the school.

The principal

... ensures that any student whose parent has applied in writing to have their child excused from tuition in any particular element of RSE is excluded from the relevant tuition and is supervised during the period of that tuition...

Effective consultation

The Education and Training Act 2020 allows the board of trustees to adopt any method of consultation that it considers will best achieve the purposes outlined in Section 91 of the Act. Effective consultation about the health curriculum:

- involves providing a draft statement so that those being consulted know what is being proposed
- must provide a reasonable period of time for people to respond
- requires that the process is seen to be undertaken in good faith, with a genuine willingness to take account of feedback received
- does not necessarily involve negotiation
- does not require that there be agreement
- requires more than just a notification of what is to happen.

Relationships and Sexuality Education - A Guide for Teachers, Leaders and Boards of Trustees – Years 1-8; Years 9-13 (Ministry of Education)

THE RIGHTS OF YOUR CHILDREN

- **Schools should have regard for a student's right to privacy**, as set out in domestic and international law. Students should have the choice to protect their modesty and control who sees them undressing in the changing rooms.
- **Students have a right to free speech.** When a school requires a student to refer to a classmate using a pronoun that doesn't match the classmate's biological sex, the school is requiring the student to make a substantive statement about the nature of sex and gender identity that the student may find objectionable. It is important to note that a school could rightly discipline a student for making obscene or intimidatory statements to another student, but it should also be argued that a school should not reasonably be able to limit a student's right to express, in a peaceful manner, their opinions about the ongoing primacy of biological sex. The Government should not force individuals to convey messages that they deem objectionable or punish them for refusing to do so.

THE RELEVANT LAW FOR PARENTS TO QUOTE

The rights of parents, and the requirement for schools to consult with parents, are spelt out in the recent **Education and Training Act 2020**, previously the Education Act 1989²⁷ (*our emphasis added*):

50 Release from tuition on religious or cultural grounds²⁸

- (1) *This section applies to students enrolled at a State school that is not a State integrated school.*
- (2) *A student over the age of 16 years, or a parent of a student under the age of 16 years, may ask the principal to release the student from tuition in a particular class or subject.*
- (3) *A request under subsection (2) must be made in writing and at least 24 hours before the start of the tuition.*
- (4) *The principal may not release the student unless satisfied that—*
 - (a) the parent or student has asked **because of sincerely held religious or cultural views**; and*
 - (b) the student is to be adequately supervised (whether within or outside the school) during the period of release from tuition.*
- (5) *On receiving a request from a parent under subsection (2), **the principal must, before agreeing to release the student, take all reasonable steps to find out the student's views on the matter.***
- (6) *Subject to subsection (4), the principal must release the student from the tuition and (if the student is to be supervised outside the school) let the student leave the school during the tuition unless satisfied that it is inappropriate to do so, having regard to—*
 - (a) the student's age, maturity, and ability to formulate and express views; and*
 - (b) any views the student has expressed.*
- (7) *Nothing in this section limits or affects section 59.*

51 Release from tuition for specified parts of health curriculum²⁹

- (1) *A parent of a student enrolled at a State school may ask the principal in writing to ensure that the student is released from tuition in specified parts of the health curriculum related to sexuality education.*

- (2) On receiving a request under subsection (1), the principal must ensure that—
 - (a) the student is released from the relevant tuition; and
 - (b) the student is supervised during the period of release from that tuition.
- (3) Subsection (1) does not require a principal to ensure that a student who is to be excluded from tuition in specified parts of the health curriculum related to sexuality education is excluded at any other time while a teacher deals with a question raised by another student that relates to the specified part of the curriculum.

91 Board of State school must consult about delivery of health curriculum³⁰

- (1) The board of a State school must, **at least once every 2 years**, after consulting the school community, adopt a statement on the delivery of the health curriculum.
- (2) The purpose of the consultation is to—
 - (a) inform the school community about the content of the health curriculum; and
 - (b) **ascertain the wishes of the school community regarding the way in which the health curriculum should be implemented given the views, beliefs, and customs of the members of that community;** and
 - (c) determine, in broad terms, the health education needs of the students at the school.
- (3) The board may adopt any method of consultation that it thinks fit to best achieve the purpose, but it may not adopt a statement on the delivery of the health curriculum until it has—
 - (a) prepared the statement in draft; and
 - (b) given members of the school community an adequate opportunity to comment on the draft statement; and
 - (c) considered any comments received.
- (4) In this section,—

school community means,—

 - (a) for a State integrated school, the parents of students enrolled at the school, and the school's proprietors;
 - (b) for any other State school, the parents of students enrolled at the school;
 - (c) in every case, any other person who the board considers is part of the school community for the purpose of this section

statement on the delivery of the health curriculum means a written statement of how the school intends to implement the health education components of the relevant national curriculum statements.

103 Students at State schools must receive guidance and counselling and their parents must be told about certain things³¹

The principal of a State school must take all reasonable steps to ensure that—

- (a) students get good guidance and counselling; and
- (b) students in year 7 and above are provided with appropriate career education and guidance that is designed to prepare them to join the workforce or undertake further education or training when they leave school; and
- (c) a parent of the student is told of matters that, in the principal's opinion,—
 - (i) are preventing or slowing the student's progress through the school; or
 - (ii) are harming the student's relationships with teachers or other students.

WHAT BOARDS OF TRUSTEES ARE BEING TOLD

In our view, the most recent guidelines for primary schools from the Education Review Office (ERO)³² are concerning. They include some of the following excerpts (*our emphasis added*). Remember, this is for *primary school* children:

Sexuality education is much more than learning about ‘the birds and the bees’

...The Society is changing, so schools need to adapt to address the new challenges young people are facing. These can include things like the importance of social media and the growing understanding that there are different sexualities and sexual orientations...

Board requirements

... effectively address incidents or complaints of sexual harassment or bullying, including homophobic and transphobic harassment

Questions for the board

... are we appropriately supporting our sex-, gender- and sexuality-diverse students, and how do we know?

What good practice looks like

...They support sexuality diversity for both students and staff, for example by adopting a gender-neutral uniform or dress code, or by providing access to gender-neutral bathrooms.

Support for all students

Most schools will have some students who are sex-, gender- or sexuality-diverse, or unsure of their gender or sexuality – even in Years 1-8. These students are at greater risk of depression, self-harm and suicide. It is important boards recognise this and look for ways to support these students.

ERO's evaluations show most boards have good child protection policies for reporting on bullying or harassment. However, they do not all have policies that promote inclusion for diverse students, and support for sex-, gender-, and sexuality-diverse students is often implicit and reactive rather than explicit and proactive.

Excerpts from: **Sexuality Education In Primary Schools – INFORMATION FOR BOARDS OF TRUSTEES** (Education Review Office)

Note how the guidelines start off by rightly demanding support for all students who may be bullied or harassed, but then warn schools that they'll be specifically looking for policies which explicitly focus on sexuality and gender identity. **And we repeat – this is in primary schools!** (There are also similar guidelines for secondary schools.)³³

YOUR ACTION POINTS AS A PARENT/CAREGIVER

MEET WITH KEY SCHOOL STAFF

Request meetings with your principal, senior teachers, head of the health department, board of trustees members, and your child's teachers to learn more about what is going on in the classrooms. See **Appendix 2** for a list of questions you may want to ask. It's important that they hear your genuine concerns expressed in a respectful way.

MAKE TIME TO ATTEND SCHOOL BOARD OF TRUSTEES MEETINGS

Board of trustees meetings are where you can learn more about the plans your board members have for the school, how each member votes, and what issues are a priority. Your presence at these meetings demonstrates to the school board and the community that you care about the school. Invite a few friends to attend with you and consider hosting a debriefing session afterwards where you can socialise and strategise.

Remember, the school board works for you and for your children. Hold them accountable in board elections by voting for members who support the privacy and dignity of all students. The best results come about when schools and parents work together to develop solutions which best meet their particular school's needs.

Can I attend board meetings?

A school board meeting follows the same rules as other local authorities, such as council meetings, and is 'open to the public'. In practice, this means that board meetings and agendas must be 'publicly notified'.

Anyone can:

- attend to observe the public part of a board meeting
- ask for permission to speak. This is best done in advance by contacting the presiding member (also known as the 'Chair')

However, a board meeting is not a public meeting. This means that members of the public don't have automatic speaking rights. So the board can decide ('resolve') to exclude members of the public, for instance, to protect a person's privacy. This is sometimes called 'going into committee'. In that case, members of the public are asked to leave this part of the meeting.

Can I ask for the board's strategic plan and board minutes?

Anyone can ask to see (and in some cases request copies of) most of a school board's documents and records. They include minutes from the public part of the meeting and the board's strategic plan. This contains the board's vision, directions, targets, achievement goals and policies.

Anyone can also request to see (or request copies of) the board's 'public excluded minutes'. The board follows the rules in the Official Information Act 1982 for this type of information request and can decide to hold back certain information. They must give the requester a reason for this. (An example would be to protect a person's privacy).

Information for Parents - New Zealand School Trustees Association (NZSTA) website³⁴

RELIGIOUS STATE-INTEGRATED SCHOOLS

Despite some negative media coverage recently,^{40 41 42} state-integrated schools exist to provide education within the framework of a particular or general religious or philosophical belief, and associated with observances or traditions relating to that belief.⁴³ The proprietor of a state-integrated school has the responsibility to supervise the maintenance and preservation of the education with a special character provided by the school.⁴⁴

The Ministry of Education states on their website:

"State-integrated schools teach the New Zealand Curriculum, but keep their own special character (usually a philosophical or religious belief) as part of their school programme."⁴⁵ (our emphasis added)



And:

"State-integrated schools are schools with a special character. They are funded by the government and teach the national curriculum. They'll have their own sets of aims and objectives to reflect their own particular values and are set within a specific philosophy or religion."⁴⁶

The Ministry of Education also states that they cannot require a "state-integrated school to enrol a student **unless the person's parents agree with and accept the special character of the school.**"⁴⁷

In Schedule 6 of the Education and Training Act 2020⁴⁸ (which specifically deals with state-integrated schools), it says:

26 Preference of enrolment

The children of parents who have a particular or general philosophical or religious connection with a State integrated school must be preferred to other children for enrolment at the school.

28 Instruction of students

(1) Each State integrated school must instruct its students in accordance with the curricula and syllabuses prescribed under this Act or any regulations made under this Act.

(2) However, the general school programme must reflect the education with a special character provided by the State integrated school, and religious and other examples may be used to reinforce teaching throughout the school day.

In other words, religious state-integrated schools which have religious instruction as part of their special character also have a legal responsibility to ensure that religious instruction, in keeping with their special character, continues to form part of the school programme of education.

Clause 47 of Schedule 6 of the Act also provides that the integration agreement for a state-integrated school may designate some positions (including the role of principal and some or all of the teaching positions) as positions in respect of which willingness and ability to take part in religious instruction appropriate to that school are conditions of appointment.⁴⁹ For those positions, it is permissible to discriminate on the basis of religious belief.

SUPPORT THE SPECIAL CHARACTER OF YOUR SCHOOL

Speak well of the school in your local community and in any communications you may have with your local politicians and media.

Echo the intention of the law (as summarised on the previous page). Special character schools are *expected* to integrate the Christian worldview through everything the school does, and the staff it hires. That's the reason you most likely enrolled your children at the school. That's your expectation of the school.

The nature of Christian schools means that something better will hopefully be happening (positive culture and peer influence, perhaps smaller class sizes and less bullying, evidence of the special character). Give testimony to that.

EXAMPLES OF CONCERNS RAISED BY PARENTS

“My son (10 years) and his whole class were recently given an unconsented sexuality talk by their teacher. They were talked to about LGBT etc, about nonbinary, lesbian, gay, trans sexual, bisexual and intersex. They were given a worksheet and had to match the word to the meaning.

When we made an official complaint, the Principal apologised for not gaining consent but said the information was age-appropriate and came from the Ministry of Education. She said the teacher apparently didn't know she needed consent, which I find hard to believe in this day and age.

The teacher also asked the students the question “What would you do if you woke up one morning and you were a different gender?” My husband and I were disgusted and withdrew our son from the classes. The principal said the teacher now knows she needs consent and it won't happen again. We did receive an apology from the teacher as well.

Parent of a 10-year-old

We currently have three children at a rural primary school in the South Island and have been very concerned regarding where our school would go with gender education.

Recently, the school community has been asked for their input, so we sent an email outlining why we are opposed to the new guidelines. It appears the majority that replied were of the same opinion, and we are thrilled that the school has stated they will not be following the ministry's guidance on gender ideology (including the suggested resources, e.g., books like “I am Jazz” etc).

Any questions students ask relating to intercourse or gender fluidity etc will be referred back to parents or emailed to parents on the day that question was asked – to enable parents to be prepared with an answer at home.

We were amazed and grateful the school will take this stance! I hope this is an encouragement that schools CAN take a stance that is FOR our kids. Of course, we will continue to monitor how this actually plays out – but for now we are so thankful.

South Island parent

“ I wrote to you a couple of weeks ago regarding the fact that the School PTA at my daughter's school was featuring a drag queen at one of their fundraisers. Despite our objections, the event went ahead after promoting the event through the children. I thought that was pretty bad...but last week, my daughter came home and told me, unfortunately with too great a degree of detail, that she had seen a book that explained how babies were made.

The following morning, she showed me the book, and I was shocked to see the sexually explicit pornographic material that this book contains (see attached images). My daughter is 9 years old, and children as young as 5 may have seen this book! I have gone through the proper channels, again, to voice my objections and ask for a full investigation as well as notification of parents that their children might have been exposed to this material.

WARNING – OFFENSIVE MATERIAL (pages from *How Do You Make A Baby* by Anna Fiske)



Long story short, the school has basically blown me off and stated that the book "is a school teaching and learning resource." I thought exposing children to pornography was illegal in New Zealand, but I guess if a school does it, then it's okay. The book is 'How Do You Make A Baby' by Anna Fiske.

I have made a complaint with the School Board and met with the presiding member, but unfortunately the Board has come back stating the Principal 'supports and promotes the principles of the NZ Curriculum as is expected in her role'. ”

Parent of 9-year-old girl

“ We contacted both our primary and intermediate schools in our town. The primary principal said he didn't even know about the new Relationships and Sexuality Education curriculum – it must be in his to do list somewhere, been too busy managing Covid. So that's good – it's not even a priority to read let alone implement LOL. Overall, both schools said they would consult with the community with regards to any new content being taught in classes, and prior warning would be given to opt out of any puberty talks. Hopefully it's a minority of schools that are taking it to this extreme! ”

Concerned parent

“ A few months ago, my girl (12) told us that she is Trans. We had no idea what it was all about as she had always been very girly, loved to dance and never told us anything about wanting to become a boy. She never wanted to join any activities of her two older brothers.

We took her to a psychologist who, after a one-on-one appointment with her, told us (in front of her) that she was born in the wrong body! He said she'd always been a boy, and was a boy from that moment on! He suggested starting with puberty blockers immediately, adding that all are reversible. Back then, I had no knowledge of this subject and what "Blockers" meant. After a lot of reading, I started to understand the full picture and the dangers of this.

I think that she has many different issues and difficulties at school, OCD, body image and social anxiety. She now identifies as a boy and wants us to address her as such, but all she does is like a typical girl. She loves to buy lots of clothes (including skirts!) and making bracelets, but still sees herself as a boy.

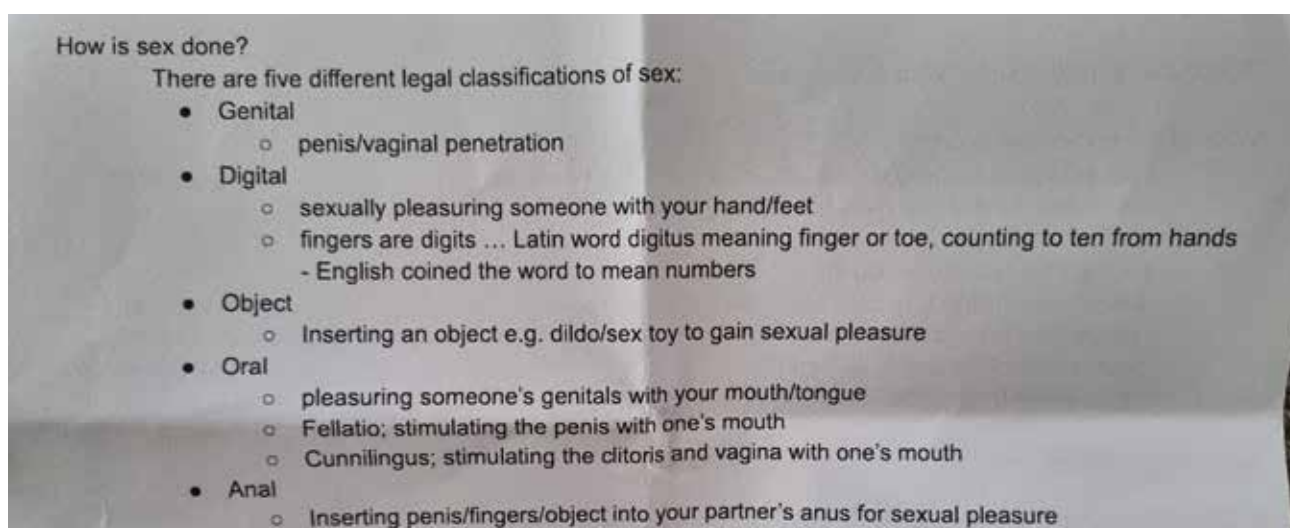
Obviously, she is very confused now about who she is. The problem is, I don't know who I can trust, as it seems that many professionals now believe in gender ideology. ”

Parent of a 12-year-old

MEDIA REPORT – NZ HERALD, SEPT 2022⁵⁰

Twenty-two parents have laid a joint formal complaint with [REDACTED] School about a handout given to pupils aged 11 to 13 that detailed five different legal classifications of sex – genital, digital, object, oral, and anal.

WARNING – OFFENSIVE MATERIAL



The two-page document also included details about different sexual acts, such as using hands and feet to "sexually pleasure someone", and sex toys. Some parents felt the handout had even gone so far as to break the law by intentionally exposing a person under the age of 16 to indecent material.

New information revealed the document had been viewed by the school's head of department for health and a second health teacher before being distributed. One mother previously spoken to by [the local newspaper] said the damage was irreversible.

The teacher had recently completed a Family Planning course on teaching sexuality which had encouraged teachers to be open when answering student questions, however explicit. The teacher, he said, believed she was acting in accordance with the advice given on the course by creating the handout - which was not provided by Family Planning.

One mother, who is part of the joint complaint, wants the question box stopped altogether. While her 12-year-old daughter was out of class when the handout was provided, she had still being impacted by what her classmates had experienced.

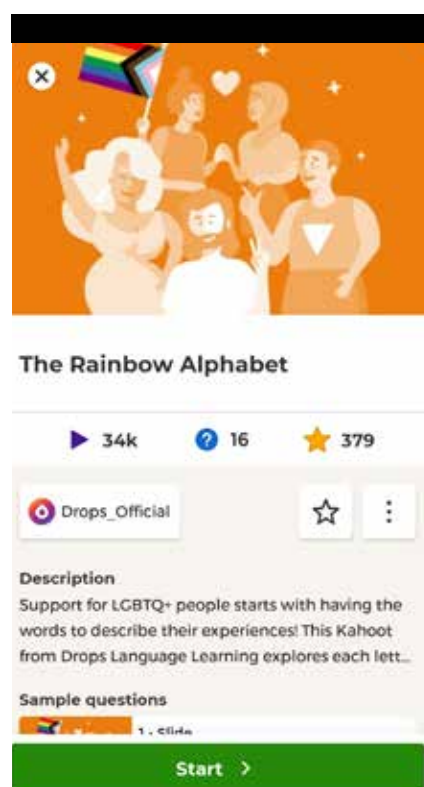
"My daughter has completely shut down around it all. That says a lot as she is usually quite open," she said. It was a concerning outcome, as the mother now had no way of knowing what was being talked about in class. "She has made it very clear she doesn't want to be in the class anymore," she said of her daughter. The mother told [the local newspaper] parents had taken their complaint to the school's Board of Trustees over the weekend. (Our emphasis added)

WATCH the testimony of the mother <https://www.youtube.com/watch?v=2zleCnsYm6U&t=2s>

EVEN IN MATHS CLASSES!

“ This is a game being taught in our son's class. He's 12 years old. It was run by a teacher during a maths lesson and, no, we were not informed. Here are the screenshots of the game they were told to play. ”

Parent



OTHER SCHOOL RESOURCES/EVENTS TO BE AWARE OF

1. PINK SHIRT DAY

Many parents are not aware that, while well-intentioned, this event is being used by activists to politicise the sexualisation of school children under the guise of bullying programmes, rather than deal appropriately with the school bullying issue. Pink Shirt Days are predominantly about promoting an LGBT-narrative. You just have to read the Kaiako/Teacher Toolkit⁵¹ to see evidence of that.

The event is not inclusive, it is exclusive. It primarily focuses on a very small group of students. Schools should definitely consider hosting anti-bullying events, but all forms of bullying should be the focus.

READ MORE ON THIS ISSUE: Go to [Familyfirst.nz](https://familyfirst.nz) and search "Pink Shirt"

2. "MENTAL HEALTH" EDUCATION

*Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing*⁵² is a resource released in 2018 which is supposed to teach "children and young people about mental health, wellbeing, resilience, and interpersonal skills."

Once again, it is a document loaded with radical gender theory and sexuality ideology, including statements such as "While many people assume that gender is fixed or stable, it is actually a social construct" and "Gender refers to the gender that someone identifies with, while sex usually refers to the sex someone is assigned at birth. It can be helpful to think of it as: sex is between your legs and gender is in your heartbeat."

READ MORE ON THIS ISSUE: Go to [Familyfirst.nz](https://familyfirst.nz) and search "Mental Health"

3. OUTDOOR EDUCATION

A new curriculum by Education Outdoors New Zealand labelled "Going with the flow"⁵³ is a gender fluidity indoctrination course for young boys and girls, smuggled in under the worthy goal of teaching young girls how to navigate their menstruation cycle in the outdoors. Right from the outset, the underlying agenda is clear:

Menstruation is not just for girls and women.

*In this resource, we use the phrase 'people who menstruate'. While many people who menstruate identify as a girl, woman or female, not everyone does. Some people who menstruate are trans men, non-binary or intersex. We also use non-gendered terms throughout the resource, such as folk or people.*⁵⁴

In a game of 'true or false', one statement is

| Only women get periods [FALSE – anyone with a uterus and ovaries can get a period].⁵⁵

Another important part of this curriculum is that it gives instruction for schools on how to organise sleeping arrangements such as dorms and tents on school camping trips.



Creating Rainbow Inclusive Schools



"If participants are separated based on gender, the transgender/intersex student should be able to choose to share a room/tent with people who match their gender identity. Make sure they are paired with a friend or person they feel comfortable with... The school and/or outdoor organisation has an obligation to maintain the student's privacy and cannot disclose their transgender/intersex status to other students or parents or require them to disclose it if the student has not already done so."⁵⁶ (Our emphasis added)

Check what your outdoor education provider is using as their curriculum. Check your local school as to which groups they're using and whether they're using this material.

READ MORE ON THIS ISSUE: Go to [Familyfirst.nz](https://familyfirst.nz) and search "Outdoor Education"

4. CRITICAL RACE THEORY

While this Parent Guide focuses on the concerns around the radical gender theory and sexual ideology, there are also concerns about critical race theory being taught in schools.⁵⁷

Despite widespread acceptance of bi-culturalism and the increasing use of Te Reo Māori, terms like 'systemic racism', 'white guilt' and 'white privilege' are being enthusiastically embraced by schools, organisations, and governments. An example of this language can be found in the Ministry of Education's Te Hurihanganui policy, which was created to "Address racism and inequity... throughout the education system".⁵⁸ The Teaching Council of NZ, responsible for setting and maintaining professional standards for all teachers in New Zealand, has released its "Unteach Racism" resource to "Identify, confront and dismantle bias and prejudice so teaching is free from racism".⁵⁹ Critical race theory is implicit in all of this material.

It's wrong to teach children to be defined by their race rather than as individuals, as though they are only the colour of their skin and that's all they will ever be.⁶⁰ This is confusing to children and creates resentment, tribalism and division in schools. Fighting racism with racism is a double standard.

READ MORE ON THIS ISSUE: Go to CriticalTheory.nz⁶¹

FAMILY FIRST **CRITICAL THEORY** FACT SHEET

What Is Critical Theory? Once You See it, You'll See it Everywhere.
Written for Family First by Rodney Lake from @rodneylake

THE GROUND IS SHIFTING.
ARE YOU READY?

While the cultural heat rises around us, we sit like a frog in the pot not noticing the rising temperature. Despite an ever deepening appreciation for social justice we see racial, ethnic, class and gender divisions growing larger. Despite widespread acceptance of the bi-cultural beauty of Aotearoa, New Zealand, and the increasing use of Te Reo Māori, racial hostility and tribalism continue to increase. Terms like "systemic racism", "white guilt" and "white privilege" are being enthusiastically embraced by schools, organisations, and governments – yet do we even understand what they mean?

KNOWN BY MANY NAMES
Like a mist constantly changing, it goes by many names including:

- **Critical Theory or Critical Race Theory (CRT):** CRT is a sub-set of Critical Theory focused on race.
- **Anti-Racism:** The term used to avoid using Critical Race Theory.
- **Identity Politics:** An older term used outside of academic circles.
- **Cultural Marxism, Neo-Marxism and Intersectionality:** The more formal academic terms you may hear from time to time.

These may sound daunting and complex, but don't be intimidated. The ideas behind these terms are actually quite simple and can be recognised easily, once you know what to look for. We will use the term **Critical Theory** in this Fact Sheet since this has become the most commonly used term.

WHAT'S 'CRITICAL' ABOUT THIS THEORY?

The term **Critical Theory** refers to a way of seeing and thinking about the world around us in a "critical" way, that is to look critically for ways in which people are being unfairly oppressed. It wants to deconstruct all traditional systems, structures and institutions, particularly when they are being used to impose social, political or economic power by one group over another.

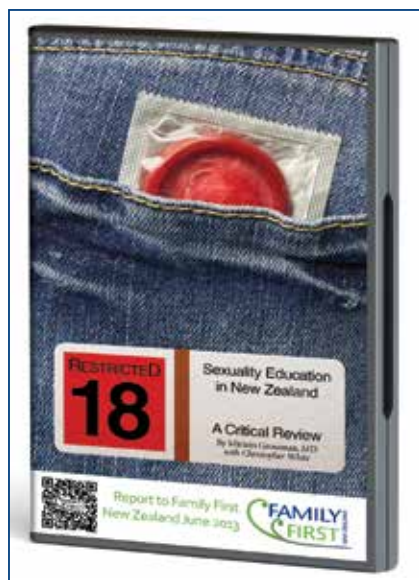
"We are going through a great crowd derangement. In public and private, both online and off, people are behaving in ways that are increasingly irrational, frenzied, heard-like and simply unpleasant. The daily news cycle is filled with the consequences. Yet while we see the symptoms everywhere, we do not see the causes."
Douglas Murray, *The Madness of Crowds*

There is a cause, and it's a radical and dangerous new way of thinking about human identity and value, and how it presumably plays out with power, privilege, oppression and justice.

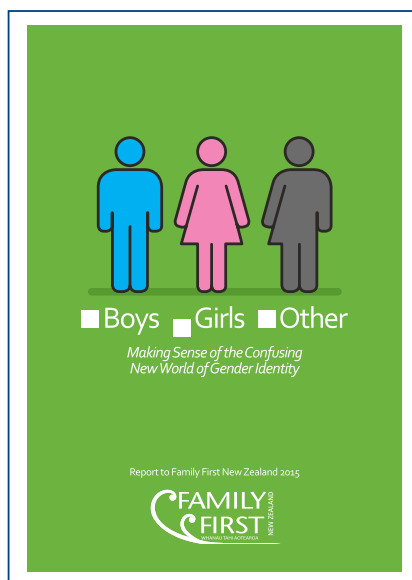
CriticalTheory.nz **FAMILY FIRST**

ADDITIONAL READING

Family First has released a number of research reports on the issue of radical gender theory and sexual ideology being targeted at our young people. These go into far more depth than we had room for in this Parent Guide. The research reports are available for free, and can be downloaded at familyfirst.org.nz/research⁶²



Sex Education: 2013



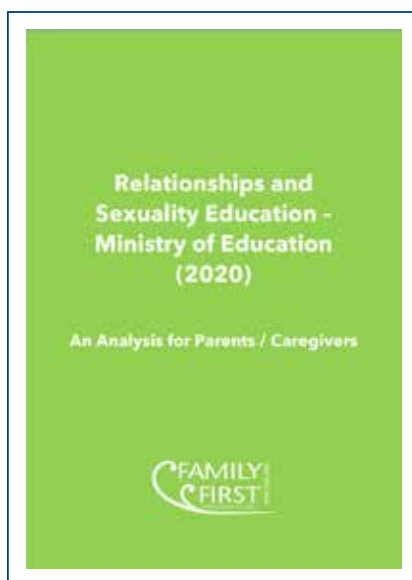
Gender Identity: 2015



Children Transitioning: 2018



Parent Guide – Gender: 2019



Sexuality Education: 2021

APPENDIX 1

Sample Opt-Out Form Letter And Notification Request

Dear,

This letter is to request that, pursuant to s51 of the Education and Training Act 2020, could you please ensure that our children, _____ and _____, are released from any tuition, lessons, assemblies, or any other presentations during the school day that include information on topics such as sex education, sexual orientation, gender identity, transgender identification, or any other subject matter related to diversity and sexuality.

Specifically, my child will not be attending _____ (Enter information here about any specific book, lesson, assembly, group (e.g. Family Planning, RainbowYouth) or other programme that your child is not permitted to participate in).

Before any family life issue (including, but not limited to, sex education, sexual orientation, gender identity, transgender identification, or any other subject matter related to diversity and sexuality) is presented to my child, please notify me so that I may ascertain whether I will exercise my right to opt my child out of those specific lessons due to our sincerely held religious or cultural views (s50 Education and Training Act 2020).

This Act specifically states that our children shall not be penalised academically or otherwise for their failure to participate in curricula they have opted out of.

Thank you,

APPENDIX 2

Questions To Ask Of School Leaders

A sample list of questions to use when you communicate with your school principal / teachers / board of trustees about the policies at your child's school.

1. Can I review the current sexuality education curricula materials?
2. Does our school bring in any outside organisations to lead student presentations on relationships and sexuality education? Who are they? Can we see their teaching materials?
3. Does our school allow students to use toilets, changing rooms, and overnight accommodations based on 'gender identity'? Does the school use camp facilities or outdoor education organisations that adopt these policies of 'gender identity'?
4. Will parents be informed if these facilities become available on a mixed-sex basis?
5. Does our school allow students to play in sports teams based on their "gender identity"?
6. Will parents be notified if their own child wants to identify as something other than his or her biological sex during the school day?
7. Will parents be notified if their own child requests to be addressed by 'preferred pronouns' different to his or her biological sex?
8. Will students who don't comply with pronoun preferences be disciplined? If so, how? Are staff compelled by policy to comply with student requests for preferred pronouns?
9. Will the school celebrate Pink Shirt Day? If so, how will it be celebrated?
10. Does the school use the *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing* resource?
11. What outside organisations are contracted by the school to provide outdoor education?

Remember that if the school refuses to respond to these questions directly, you can request the information under the Official Information Act. (See page 10)

However, **any initial refusal by the school to respond to these valid concerns indicates that your concerns may be justified.**

ENDNOTES

- 1 <https://www.facebook.com/EducationGovtNZ/posts/350731200427885>
- 2 <https://hpe.tki.org.nz/guidelines-and-policies/relationships-and-sexuality-education/>
- 3 <https://www.education.govt.nz/news/refreshed-resource-relationships-and-sexuality-education-released/>
- 4 <https://familyfirst.org.nz/wp-content/uploads/2021/01/ANALYSIS-Relationship-Sexuality-Education-Guidelines-2021.pdf>
- 5 <http://familyfirst.org.nz/wp-content/uploads/2022/08/Sexuality-Gender.pdf>
- 6 <https://ero.govt.nz/sites/default/files/media-documents/2021-05/ERO-18262-Sexuality-Education-brochure-Primary-whanau-v2.pdf>
- 7 <https://parents.education.govt.nz/primary-school/learning-at-school/sexuality-education/>
- 8 <https://parents.education.govt.nz/assets/Parents/Documents/Primary-school/Sexuality-Parent-Guide.PDF>
- 9 <https://ero.govt.nz/sites/default/files/media-documents/2021-05/ERO-18262-Sexuality-Education-brochure-Secondary-whanau-v2.pdf>
- 10 <https://www.spectator.co.uk/article/the-word-woman-is-being-erased-from-public-life/>
- 11 <https://www.dailymail.co.uk/news/article-11330055/Parents-slam-plan-ban-words-mother-father-workplaces-bid-inclusive.html>
- 12 <https://nypost.com/2022/12/13/cambridge-dictionary-changes-definition-of-man-and-woman/>
- 13 <http://familyfirst.org.nz/wp-content/uploads/2022/06/School-Gender-Poll.pdf>
- 14 <https://www.familyfirst.org.nz/wp-content/uploads/2021/01/Gender-Sex-Education.pdf>
- 15 <https://familyfirst.org.nz/wp-content/uploads/2017/01/Sex-Education-Results-2016.pdf>
- 16 <https://www.ranzcp.org/2022/08/01/treatment-for-trans-children-should-be-reviewed/>
- 17 <https://freetolive.nz/2022/08/01/treatment-for-trans-children-should-be-reviewed/>
- 18 <https://www.spectator.co.uk/article/the-nhs-has-quietly-changed-its-trans-guidance-to-reflect-reality/>
- 19 <https://www.theaustralian.com.au/nation/swedish-clinic-moves-first-to-halt-trans-drugs-for-children/news-story/e5c0f675c789bbabe-6fe9599688238c3>
- 20 <https://publications.aap.org/aapnews/news/20636/Risk-of-pseudotumor-cerebri-added-to-labeling-for-autologincheck=redirected>
- 21 https://www.telegraph.co.uk/news/2022/07/28/tavistock-transgender-clinic-shut-nhs-review-finds-not-safe/?WT.mc_id=e_DM14043&WT.tsrc=email&etype=Edi_FPM_New&utm_source=email&utm_medium=Edi_FPM_New20220728&utm_campaign=DM14043
- 22 <https://www.newsroom.co.nz/ideasroom/gender-questioning-kids-being-let-down>
- 23 <https://www.facebook.com/nzlistener/photos/a.3762798697086370/5722721761094044/?type=3>
- 24 https://segm.org/draft_SOC8_lacks_methodological_rigor
- 25 <https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE+Guide+y1-8.pdf>
- 26 <https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE+Guide+y9-13.pdf>
- 27 <https://www.legislation.govt.nz/act/public/2020/0038/latest/whole.html#LMS177678>
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- 31 https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS171477.html?search=sw_096be8ed81c7e72c_103_25_se&p=1&sr=1
- 32 <https://ero.govt.nz/sites/default/files/media-documents/2021-05/ERO-18262-Sexuality-Education-brochure-Primary-BOT-v2.pdf>
- 33 <https://ero.govt.nz/sites/default/files/media-documents/2021-05/ERO-18262-Sexuality-Education-brochure-Secondary-BOT-v3.pdf>
- 34 <https://parents.education.govt.nz/assets/Parents/Documents/Primary-school/Sexuality-Parent-Guide.PDF>
- 35 <https://www.education.govt.nz/our-work/information-releases/making-an-official-information-request/#sh-OFFICIAL%20INFORMATION%20ACT>
- 36 <http://familyfirst.org.nz/wp-content/uploads/2022/08/Sexuality-Gender.pdf>
- 37 <http://familyfirst.org.nz/wp-content/uploads/2022/08/Pleasure-Project-FACT-SHEET.pdf>
- 38 <https://familyfirst.org.nz/wp-content/uploads/2021/06/Gender-Dysphoria-Fact-Sheet.pdf>
- 39 <https://familyfirst.org.nz/fact-sheets/>
- 40 <https://www.nzherald.co.nz/bay-of-plenty-times/news/taurangas-bethlehem-college-criticised-for-discriminatory-marriage-belief/ACKCSXMNTDQG5CRCLF7AMTWZXY/>
- 41 <https://www.stuff.co.nz/bay-of-plenty/300637677/bethlehem-college-students-to-be-interviewed-in-discrimination-inquiry>
- 42 <https://www.stuff.co.nz/national/education/129102047/institutional-homophobia-more-statefunded-christian-schools-with-antiqueer-policies-identified>
- 43 Education and Training Act 2020, section 10 (definition of education with a special character).
- 44 Education and Training Act 2020, Schedule 1, cl 1.
- 45 <https://parents.education.govt.nz/primary-school/schooling-in-nz/different-types-of-primary-and-intermediate-schools/>
- 46 <https://www.education.govt.nz/our-work/our-role-and-our-people/education-in-nz/>
- 47 <https://assets.education.govt.nz/public/Enrolment/Secretarys-Guidelines-Integrated-enrolment-schemes-Dec-2020.pdf>
- 48 <https://legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>
- 49 Education and Training Act 2020, Schedule 6, cl 47.
- 50 <https://www.nzherald.co.nz/northern-advocate/news/tauraroa-area-school-teacher-keeps-job-after-controversial-sex-ed-hand-out/3YRTKERTZDI7DLFJWBL4MKTQGI/>
- 51 <https://www.pinkshirtday.org.nz/assets/PSD-2021/PSD-Teacher-Toolkit/PSD-2021-Teacher-Toolkit.pdf>
- 52 <https://www.nzcer.org.nz/nzcerpress/mental-health-education>
- 53 <https://eonz.org.nz/menstruation-and-rainbow-inclusive-practices/>
- 54 https://eonz.org.nz/assets/Go-with-the-flow-PART_A-v2.pdf
- 55 https://eonz.org.nz/assets/Go-with-the-flow-PART_B.pdf
- 56 https://eonz.org.nz/assets/Go-with-the-flow-PART_A-v2.pdf
- 57 <http://familyfirst.org.nz/wp-content/uploads/2021/07/Education-Poll-Results-July-2021.pdf>
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- 59 <https://www.unteachracism.nz/faq.html>
- 60 <http://familyfirst.org.nz/wp-content/uploads/2021/07/Critical-Theory-1.pdf>
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