

GENDER/SEXUALITY EDUCATION FACT SHEET

YOU'RE TEACHING MY CHILDREN WHAT?

Parents – be warned. The Government declared at the beginning of 2022 that they were launching a *new offensive* to push radical sexuality and gender ideology at your children. When you see the full programme, you won't be too comfortable with it.

IN FACT, YOU MAY BE QUITE ANGRY

The curriculum has actually been around since 2020, but there is a renewed effort by the Ministry of Education and activists to fully embed the programme in all schools at all levels.



The *Relationships and Sexuality Education Guidelines* (or RSE for short) were released by the Ministry of Education in September 2020. 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, it has no basis in science.**

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.

Girls are discovering that biological boys have free access to their changing rooms and toilets.

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

HOW BAD IS IT?

In the new curriculum for primary-age children, requirements include:

- *students should be addressed by their preferred name and pronouns*
- *schools need to ensure that students can access toilets and changing rooms that align with their gender identification... trans students should not be required to use the gender-neutral toilet rather than male or female toilets of their choice*
- *teachers should challenge sex norms – for example, the assumption that sex characteristics at birth are always male or female*
- *teachers should challenge homophobia, transphobia, sexism, gender binaries... even interrogate the ongoing effects of colonisation [our emphasis added]*

They want seven- and eight-year-old children “..able to identify gender stereotypes, understand the difference between gender and sex, and know that there are diverse gender and sexual identities in society.”



They also teach that there are more than two genders, labelling the “..*assumption that there are only two genders (girl/boy or man/woman)*” as “*incorrect.*”

IT'S NOT ONLY IN 'HEALTH' CLASSES

They want this ideology – this indoctrination – in all primary-school lessons and within virtually all subjects.

In Science, your child will “*consider how biological sex has been constructed and measured over time*” and “*consider variations in puberty, including the role of hormone blockers.*”

Do you really want your primary age child being indoctrinated on how biological sex has been ‘constructed’, and the role of hormone blockers?

In Technology, your child will “*identify how gender expectations are embedded in technology, for example, in the design and style of power tools and other tools*” – yes, those annoying male and female plugs and connections – and to “*explore symbols linked to the gay and transgender rights movements.*”

In the Social Sciences, your child will be encouraged to explore the “*...development and persistence of gender stereotypes (for example, by researching the #MeToo movement).*”

In English, your child will “*...engage in dialogue and debate in the context of provocative online posts linked to relationships, gender, and sexuality.*”



Remember, this is for a primary age audience.



As you can see, the content inserted into every other subject is not relevant to their learning, verges on the ridiculous, and is a clear attempt at imposing a gender and sexuality worldview on your children.

The guidelines explicitly state that they want five- and six-year-old children to be able to,

“*[r]ecognise body parts, including genitals, can name them (in te reo Māori and in English), and understand basic concepts about reproduction.*”

While there is certainly a place for teaching about sexual reproduction toward the latter years of primary school, passing this knowledge onto 5 and 6 year old children is unnecessary.

Schools are meant to be places of education, not indoctrination and politics. Currently, education leaders appear more focused on teaching your children to become defenders of leftist radical ideology.

As a result, your children will face significant pressure to conform and adopt ‘diversity’ as the basis of their own worldview, with many likely to do so either ignorantly, buying into the tall tales they are sold, or with some accepting it reluctantly, for fear of rejection and isolation from their peers.

What is most significant is that there is no attempt to include opposing viewpoints in the curriculum.

As our report says, instead of being taught that questions and confusion around gender and puberty and growing up is normal, and that they will come to accept their biological sex as it is, your child will be socialised to believe that confusion about one’s gender is a sign that they could be stuck in the ‘wrong’ gender, ‘born in the wrong body’, and that it is part and parcel of pubertal change for them to want to change who they are in order to become the ‘right’ gender.

This is reflected in the Year 7 and 8 teaching (intermediate-school age), where the guidelines want pre-teens to,

“*[k]now about pubertal change (including hormonal changes, menstruation, body development, and the development of gender identities.*” [our emphasis added]

When it comes to gender confusion and dysphoria, if we normalise and encourage this kind of behaviour, as the Education Ministry would have us do, we should not be surprised at the harm these young people inflict upon themselves. In more severe cases, the harm will be irreversible.

GLOSSARY OF TERMS: FOR PRIMARY SCHOOLS

Here's a quick look at some of the words in the Glossary of Terms that are expected to be used in primary schools.

Asexual: A person who does not experience sexual attraction but may experience romantic attraction towards others

Bisexual: A person who is emotionally and sexually attracted to more than one gender

Cisgender (cis): A person whose gender aligns with their sex assigned at birth

Heteronormativity: The assumption that heterosexuality is the "default" or "normal" sexual orientation, rather than being just one of many possibilities

Intersex: This term covers a range of people born with physical or biological sex characteristics (such as sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns) that are more diverse than stereotypical definitions for male or female bodies.

Non-binary: An umbrella term for gender identities outside the male/female binary

Pansexual: A person who is attracted to people regardless of their gender or sexual identity

Sex assigned at birth: All babies are assigned a sex at birth, usually determined by a visual observation of external genitalia. A person's gender may or may not align with their sex assigned at birth.

Transitioning: The process a transgender person may take to live in their gender identity. It may involve social, legal, and/or medical steps.

Transsexual: This term tends to be used by older generations and is generally considered by younger people to be outdated. It may refer to a person who has changed their body to affirm their gender or is in the process of doing so.

Translation for these words into Pacific languages is provided as well (Cook Island, Tongan, Samoan). Do Pasifika families actually want this teaching?

The Ministry of Education has recommended that schools "normalise transgender identities", "consider ways to increase the use of gender-diverse language" in the classroom, and says that "using gendered language such as 'girls and boys', 'ladies and gentlemen' can be alienating for gender non-conforming and gender diverse students."

HIDING IT FROM PARENTS

Most disturbing is that teachers are encouraged by the Ministry of Education to keep a child's gender identity issues secret from his or her parents, by allowing the child to adopt a new persona whilst at school – including the use of preferred "pronouns". There is no requirement to inform the parents that there are identity issues/gender dysphoria.

They specifically advise teachers to ask young people: "Check with the student about the name and/or pronouns they want to be used in the records that parents or caregivers may see, as they might be different to the ones they use at school." [our emphasis added]

MASKED AS ANTI-BULLYING PROGRAMMES

These sexuality and gender programmes are often marketed around anti-bullying and inclusivity. However, many schools reject these programmes because they focus on a very small group of students and ignore the greater proportion of young people who are bullied for many other reasons: **body image, racial background, disabilities, and academic success or failure.**

The irony of these relationships and sexuality (gender) education programmes is that any student who doesn't buy in to the group-think on gender ideology will immediately be bullied with terms such as 'homophobic', 'transphobic', and 'bigoted.' Getting rid of all bullying is obviously not the intention of these groups.



PROGRAMMES TO BE AWARE OF

FAMILY PLANNING'S NAVIGATING THE JOURNEY

The 'journey' is saturated with gender ideology and contains material for primary-school children which should remain in the parents' domain: for parents to raise with their children when they feel the time is right.

For Years 1 and 2 (five- to six-year-olds)

Learning the English and the Māori words for genitalia.

For Years 3 and 4 (seven- to eight-year-olds)

Gender ideology is introduced as early as age seven.

Chest Poho/Uma	Breast Uma/Ū
Nipple Kōmata	Vulva Tara
Vagina Tenetene	Penis Ure
Scrotum Pūkoro raho	Testicles Raho

LEARNING SEQUENCE

Introduce the words "**sex**", "**gender**", "**stereotypes**" and "**gender roles**" to the students.

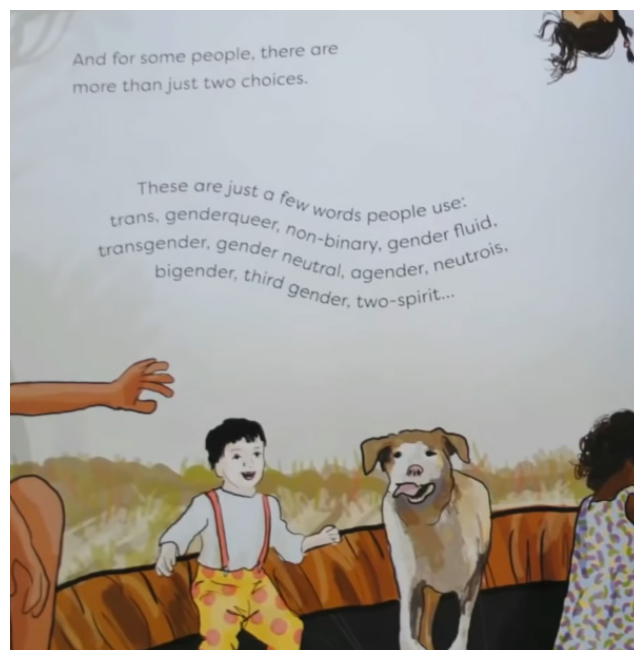
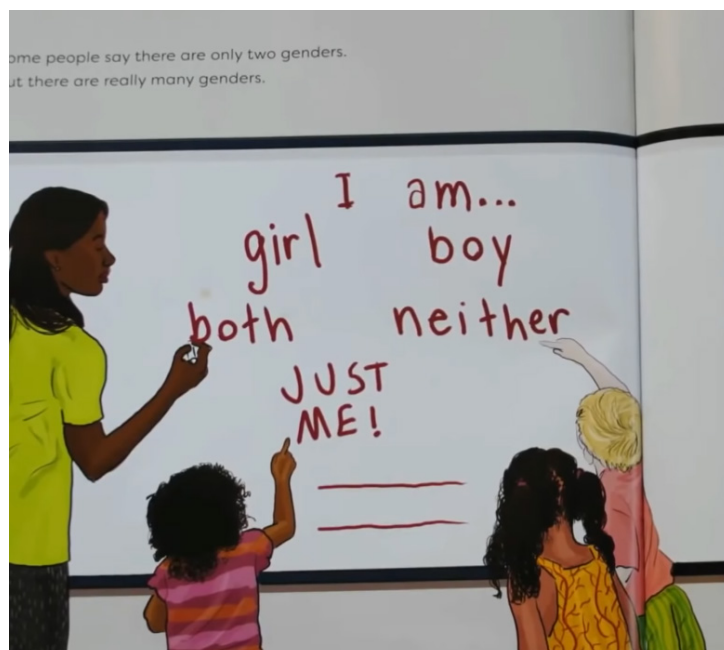
Sex: Refers to how a person's body is classified based on genitals, chromosomes, gonads etc. **Sex and gender are not the same thing, although commonly mistaken to be.**

Gender: Our sense of being a man or a woman or someone else. It may not be the same as the sex we were assigned at birth and is influenced by society and culture.

Gender role: The actions, attributes, clothes and roles traditionally associated with a particular biological sex.

Stereotypes: A stereotype is a widely accepted judgment or bias about a person or group — even though it's overly simplified and not always accurate.

And then they want your seven-year-old to read *Who are you?: The kids guide to gender identity* to "support student understandings about gender".



You'll see at this level, a continued and stronger push for gender ideology.

LEARNING SEQUENCE

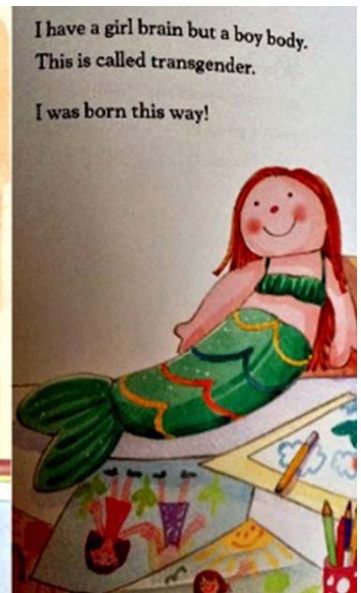
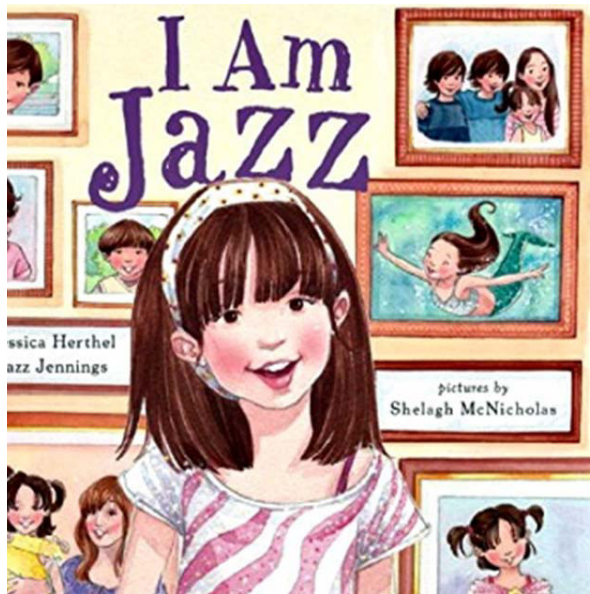
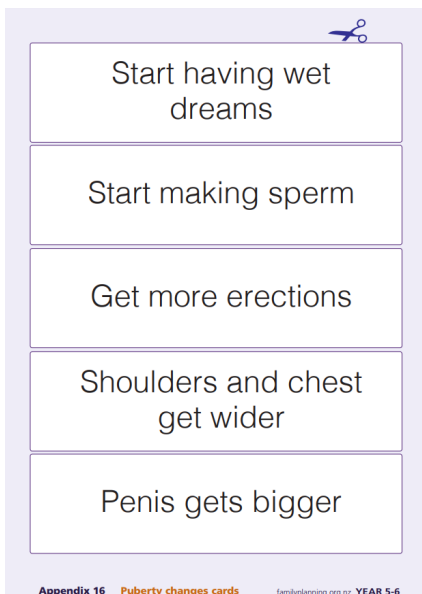
Getting started

Remind the students that "gender" refers to the gender a person identifies with. For example, girl, boy, both, woman, man, non-binary, transgender, takatāpui, or queer which may or may not match their biological sex.

We learn how we should act from people and society. Sometimes someone who looks like a boy may actually feel like a girl and vice versa. Some people don't feel they are either a boy or a girl and that's ok, too.

Show *Who are you?* by Brook Pessin-Whedbee or *I am Jazz* by Jazz Jennings

And there are puberty change cards. For example:



"I am Jazz" by Jazz Jennings

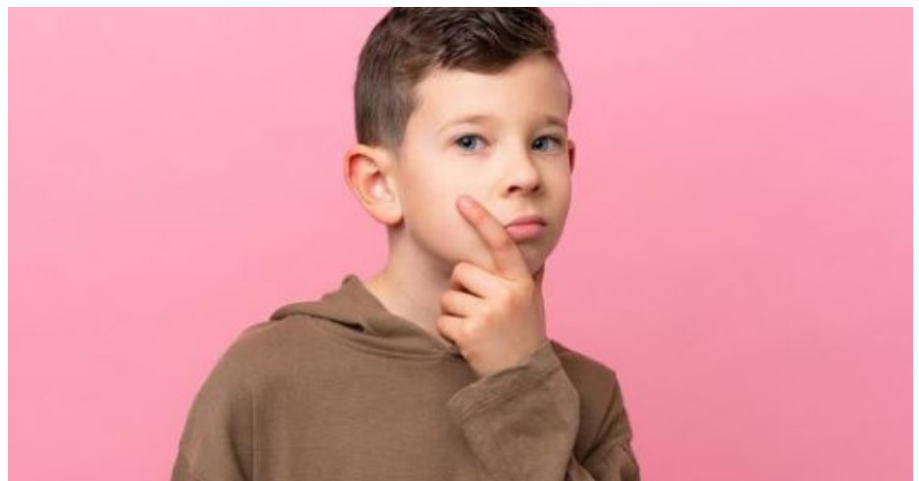


Remember – this is for nine-year-olds.

Then this fun exercise...

"Imagine waking up one morning and discovering that your gender has changed. What would that be like?"

- What could be some negatives about living with this "new" gender?
- What could be some positives?



Years 7 & 8 – intermediate age (11 to 13-year-olds)

The teacher guideline says:

LEARNING SEQUENCE

Explain that **most STIs are curable or at least can be managed**. To do this, we need to see a doctor or nurse as soon as we suspect that we may have contracted an STI. And **we need to tell our sexual partner, so they can be treated, too**.

Ask the students if they know what can be used to protect against STIs. Clarify that the safest method is not to have sexual contact. However, if someone is sexually active, condoms and oral dams provide the best protection, as they provide a barrier between the skin and bodily fluids. Have some **samples** to hand around and answer questions from the students.

Explain that when we become sexually active, we should get regular tests and checks to monitor our health, just as we go to the dentist to have our teeth checked.

- Where might someone go to have these checks?

Students need to know that doctors can provide contraceptives to young people under the age of 16, and **this service is confidential**.

Make sure the students know that one of the places they can go to is Family Planning, and that visits are free for people who are under 22 and a New Zealand resident.

Highlight the fact that **if the students are thinking about having sex**, it's important to talk to their doctor or nurse about how to keep themselves and their partner safe. It doesn't matter whether they are a same-sex or an opposite-sex couple – any couple is at risk of STIs. Identify the services in your area that can provide free support and **make them known to your students**.

Sharing your feelings

Crying in front of them

Meeting their parents

Touching or rubbing each other's private parts

Talking about having or not having sex

Saying, "I love you."

Oral sex

Having sexual intercourse

Appendix 6 Intimacy actions

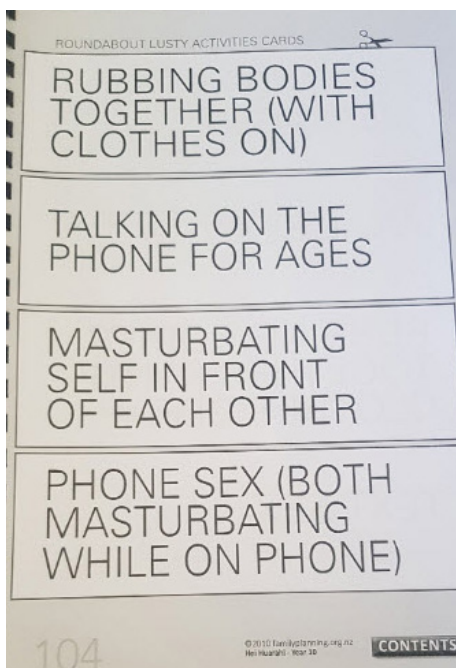
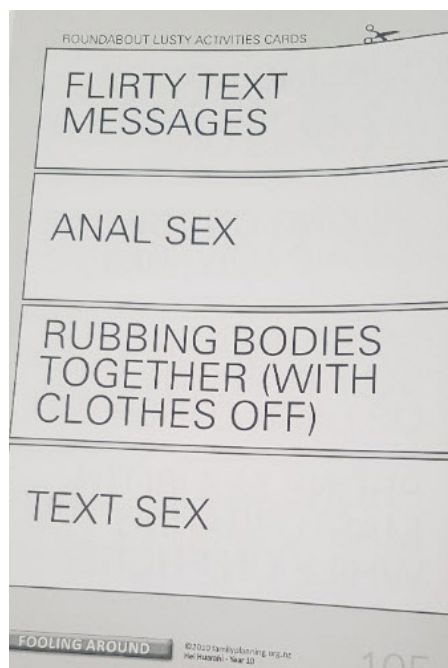
familyplanning.org.nz YEAR 7-8



Remember, this is for **11- to 13-year-olds**! Also note the **emphasis on confidentiality**, so that 'pesky' parents **don't have to be informed**!

For young teens starting secondary school...

...it's discussing these types of activity cards



Still want to go on this 'journey' with Family Planning?

FamilyFirst.org.nz/parentguide

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KEEPING OURSELVES SAFE

This programme is run under the banner of the New Zealand Police, and much of it is very good. But unfortunately, gender ideology and indoctrination are present too. Under the heading, “Gender identity”, it says, “Teachers should not make assumptions about children’s gender identity”, and:

Keeping Ourselves Safe (2021) – Junior primary

NZ Police (National Prevention Centre)

Some phrases you could use are:

- Some children have a penis, some children have a vulva/vagina – rather than boys have a penis, girls have a vulva/vagina.
- Use genitals rather than penis/vagina when the type of genital is unknown – don’t assume that a male presenting child will have a penis.
- Parents, whānau, or caregivers, rather than Mum and Dad.

...to use inclusive language, visit these areas of the Inclusive

OTHERS

Mates and Dates is linked closely to the Ministry’s Sexuality Education Curriculum, with a push on issues such as “identity, gender and sexuality”, including the use of the flawed and misleading ‘genderbread’ person. We’d also warn parents to stay well clear of **InsideOut** (which is a RainbowYouth programme), **The Real Sex Talk** (produced by Lizzie Marvally and others), and **The Pleasure Project** which we believe could appear in New Zealand anytime soon (we have a Fact Sheet dedicated to warning you about this proposed programme.) There’s also an outdoor education programme called “**Going with the flow**” that parents should be aware of (see the Family Matters episode “Outdoor Education or Outdoor Indoctrination” on our website).



IS THIS COMPULSORY FOR SCHOOLS?

We should all be alarmed at the radical gender and sexuality ideologies being taught or recommended by academic activists via the Ministry of Education, and it doesn’t look like improving any time soon. In fact, the only good thing is that it’s not compulsory – yet! The Government is reviewing that in 2024. Most schools want nothing to do with this extreme agenda. Unfortunately, some do.



HOW DO WE RESPOND?

To help parents protect their children from this indoctrination, we recently published a resource “Responding To The Transgender Issue – Parent Resource Guide”.

This Guide is designed to help parents understand the basics of the transgender trend and its consequences,

and understand the implications of transgender activism and gender-inclusion-type policies in schools. It’s not just about transgender ideology, but the whole area of sexuality and identity. It explains parental rights, and the rights of your children, and gives parents the tools to communicate with school leaders in order to create a respectful school

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Care, create, excel

environment, advocating for common-sense policies which will respect the dignity of all students. And it helps schools act with compassion toward everyone involved in the conversation.

The Guide offers a wealth of constructive ideas for parents who want to work with their schools in a respectful manner to foster a genuinely inclusive climate based on truth and compassion.

Download this Guide for free from our website:
FamilyFirst.org.nz/parentguide

HERE'S YOUR STRATEGY:

1. Contact your child's school and ask what content their classes will be covering. Be proactive
2. Closely monitor the classroom material – be aware of what your child is learning and what homework/ assignments they may be asked to complete. That was one good thing about COVID lockdowns – we got to see firsthand some of the resources that were being given to our children
3. Liaise with the School's Board of Trustees to let them know (respectfully) if and why you are concerned. Remember – they're parents also.
4. Ask your children what they are learning about gender, sex and relationships.
5. If all else fails, don't forget - you can withdraw your child from specific classes. You have that legal right.

These Government-sanctioned programmes targeted at children as young as five undermine the role and values of parents; they push a radical leftist sexuality-and-gender ideology; and the resources fail to take into account the emotional and physical development of each child and the values of each particular family.

ASK YOURSELF

- Do you know for sure what your children are being taught regarding whether they're male or female, a boy or a girl?
- Does your school allow students to use toilets, changing rooms & overnight accommodations, and play in sports teams, based on 'gender identity'?
- Does the school's current sex education curricula cover 'gender identity' or 'transgender identification' at all? Have you reviewed those materials? You may be shocked by what you find out – or what you can't get information about when you ask!

Unless you can absolutely guarantee that your school leadership is adopting a 'first do no harm' policy with

sexuality and gender, is regularly consulting with you and other parents in the school community, AND can guarantee that groups like Family Planning and Rainbow Youth aren't being allowed access to the classroom to push their propaganda, then we recommend withdrawing your child. 'Hoping for the best' may not be worth the risk.

And if – when you request information or ask for copies of the curriculum – you get mucked around, or they refuse to show you the resources, that's an immediate red flag.

The academics, Government organisations and radical groups overseeing this curriculum will hate this Fact Sheet – not because it's wrong, but because they really don't want you as a parent to be fully aware of what's happening.

Otherwise, they would have consulted with you when developing it. But they didn't, did they.

As parents or caregivers, it's our job to be the voices our children trust the most on the topic of relationships and sex. Let's be courageous and talk about sex, relationships, marriage, abstinence, respect and consent with our children.

BE THE LOUDEST VOICE FOR YOUR CHILDREN ON THIS TOPIC.

Let's not leave the door open for our children to be taught about sexuality and gender theory by the voices of people whose agendas and values don't align with ours.

It's time to push back – for the sake of our children.

