

Children and Social Work Act 2017

Homosexual Activism and Gender Bending at School

In September 2019 we are about to reach a significant milestone in the onward march of Cultural Marxism when the Children and Social Work Act, already passed by Parliament, reaches the end of its public consultation phase and becomes implemented in schools. LGBT activists are known to be involved in the process and it needs to be balanced by people with more traditional views. The Act is worded in such a way that parents are likely to become less involved in decisions about the social and cultural values that are taught to their children. It will apply to all schools in England including independent schools and academies.

Current Law: Education Act 1996

The current law on sex education, political education and various other issues is given in the Education Act 1996, Part 5, Chapter 4 under the heading: *“Miscellaneous and supplementary provisions”*. It specifies that sex education should include the nature of marriage and its importance for family life and the bringing up of children, and it should be taught with regard to the age and the religious and cultural background of the children.

It also requires that political issues are given a balanced treatment, and political indoctrination is prohibited.

It defines the parental right of withdrawal from sex education as follows:

405. If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.

This means parents can withdraw pupils from sex education lessons which are part of Sex and Relationships Education (SRE), but not when it is taught as a science subject within the National Curriculum.

But all this is going to change, depending on the implementation of new powers that have been given to the Secretary of State for Education.

New Law: Children and Social Work Act 2017

This Act, which received Royal Assent on 27 April 2017, gives sweeping new powers to the Secretary of State to make regulations about the teaching of sex and relationships.

Chapter 4, Section 34 (originally introduced as New Clause 5 and then New Clause 15) has the following sub-sections:

- (1) The Secretary of State must by regulations make provision requiring—*
 - (a) relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;*
 - (b) relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.*

- (2) *The regulations must include provision—*
- (a) *requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education and to review the guidance from time to time;*
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- (d) *about the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.*
- (3) *The regulations must provide that guidance given by virtue of subsection (2)(a) is to be given with a view to ensuring that when relationships education or relationships and sex education is given—*
- (a) *the pupils learn about—*
- (i) *safety in forming and maintaining relationships,*
- (ii) *the characteristics of healthy relationships, and*
- (iii) *how relationships may affect physical and mental health and well-being, and*
- (b) *the education is appropriate having regard to the age and the religious background of the pupils.*
- (6) *The regulations may amend any provision (including provision conferring powers) that is made by or under—*
- ...
- (b) *Chapter 4 of Part 5 of the Education Act 1996;*

From this new legislation we should observe the following points:

- Sub-section (1) specifies relationships and sex education to be taught in secondary schools, but only relationships education in primary schools.
- Sub-section (2)(a) enables the Secretary of State to give guidance to schools with a minimum of formalities.
- Sub-section (2)(d) does not include the word “parent”. There is no provision for parents to withdraw their children from any of these lessons. It’s all decided, presumably, by the children and their teachers.
- Sub-section (3)(a) is likely to continue the existing practice of teaching young children about intimate sexual body parts, to enable them to correctly report an incident of sexual abuse. It also encourages them to avoid online sexting and pornography, although it’s difficult to imagine how this can be taught in class without exposing them to the things they are supposed to avoid.
- Sub-section (3)(b) says that education should have regard to the age and the religious background of the pupils, but without a parental right of withdrawal it’s unlikely that this will be effective.
- Sub-section (6)(b) effectively abolishes the existing law about sex education, including the parental right of withdrawal.

Chapter 4 continues with Section 35 which enables the Secretary of State to make regulations about the provision of Personal, Social, Health and Economic Education (PSHE) which is already taught in schools. This will provide continuity in the event that components of this subject go beyond the requirements of Section 34.

Relationships Education

We are already familiar with SRE, but the new version is the other way round, Relationships and Sex Education (RSE). That's because relationships come first, and in primary schools it's reduced to Relationships Education (RE) which doesn't include sex (not officially anyway), so that even if there was a right of withdrawal from sex education, it would not apply to RE.

Sex education might still be taught in primary schools, as it is now, but it will not be part of RE.

So what exactly is RE? Basically it's whatever the Secretary of State decides, but it's likely to be a continuation of something that's already here as a consequence of equality legislation.

The **Equality Act 2010** defines the following:

4 *The protected characteristics*

The following characteristics are protected characteristics—

- age;*
- disability;*
- gender reassignment;*
- marriage and civil partnership;*
- pregnancy and maternity;*
- race;*
- religion or belief;*
- sex;*
- sexual orientation.*

These have entered the education system through the **Education (Independent School Standards) Regulations 2014**

PART 2

Spiritual, moral, social and cultural development of pupils

5. *The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—*
- (a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;*
 - (b) ensures that principles are actively promoted which—*
 - ...
 - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;*

This has motivated LGBT activists within the education system, including Ofsted inspectors, to promote the protected characteristics that they are interested in, namely sexual orientation and gender reassignment, and some schools that were otherwise doing well have failed their Ofsted inspections because the children were deemed to be not sufficiently educated in these issues.

Justine Greening, the current Secretary of State for Education, is a lesbian in a same-sex relationship. Angela Rayner, the Shadow Secretary of State for Education (Labour), during a Commons debate on New Clause 15 on 7 March 2017, called on the Government to commit to ensuring that the new statutory guidance is inclusive of LGBT issues, and for Stonewall to be consulted. There can be no doubt that homosexual activists will be involved in the implementation of RE and RSE.

Question: When is sex education not sex education?

Answer: When it's sexual orientation education

RE is not supposed to include sex education. It won't say anything about normal reproductive sex. It will start in primary school at age 4, there will be an emphasis on equality and diversity, and children will learn to be gay before they know how to be straight.

They will also learn that gender is not binary, there are no more boys and girls. They can be any gender they like, and they can be different genders on different days of the week. If they really want to look like their chosen gender, they can be filled with drugs including puberty-blocking hormones, an activity that is nothing short of child abuse.

Fighting Back

People will fight back against the indoctrination of their children by the State, some from a religious motivation and others from natural humanitarian concerns as they see the harm that is being done to their children.

The religious argument has strong legal support because it's also a protected characteristic under the Equality Act 2010. God created us male and female, marriage is between a man and a woman, and homosexual behaviour is sin. Like it or loathe it, these are the beliefs of most of the major religions of the world and must be respected.

Regarding the safeguarding issues, there are limitations about how much of this can be taught to young children at school. Parents need to be actively involved because they know best what is appropriate for their children, they spend more time with them than anybody else, and are in the best position to intervene and prevent inappropriate behaviour. Schools should pro-actively communicate with parents, in case they need advice about how to protect their children from online sexting and pornography.

There could be much more positive ways of teaching Relationships Education, for example encouraging the social values of loyalty, integrity and honesty, and when they are old enough for Relationships and Sex Education, it should include chastity and fidelity and all the things that contribute to stable marriage and family life.

For young children, Relationships Education should not be confined to the classroom. It needs to include things that the children find normal and natural, such as playing with their friends and having fun with swings, slides and sandcastles (which used to be a major component of the first year of school).

The most powerful thing we can do is engage in democracy. The Children and Social Work Act puts a lot of power into the hands of the Secretary of State for Education and marginalises parents. Therefore it's important to have someone in this role who believes in traditional family values.

But for the time being we have to influence the people who are in charge. The public consultation on the Children and Social Work Act begins in the Autumn of 2017. You can make a difference during the two year period up to the implementation in September 2019. If you want to get involved please send an email to:

mike@support4thefamily.org

Support 4 the Family is an independent voluntary organisation of UKIP members campaigning for traditional family values. If you would like to get involved, see our website: support4thefamily.org