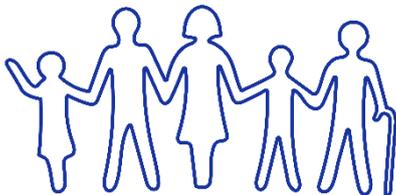


Corrupting Young Minds

**Sex, Sexuality and Gender
Education in Scotland**

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Introduction

The Scottish Government's education policy is driven by LGBT activists and other sexual radicals. Their policies and resources reflect a value system diametrically opposed to the teachings of major religions and the values of many parents. This paper is intended to alert parents and others to what is being presented in schools so that they can seek to protect their own children from corruption and, perhaps more importantly, to seek change at the political level that will bring positive values to the heart of the education system.

There are four main areas of concern:

- 1) The endorsement of sexual promiscuity and pre-marital sex
- 2) The positive portrayal of changing gender
- 3) The moral endorsement of homosexual relationships
- 4) The normalisation of dangerous and immoral sexual activities and practices

As well as being harmful and confusing for children, this educational approach is placing many teachers in a difficult position as they experience conscientious objections to delivering such material, fearing to express their reservations in a context so hostile to traditional moral values.

To illustrate this concern, I can recount my experience as a registered teacher in Scotland. In my capacity as Leader of The Scottish Family Party, in April 2018 I expressed the view that children should be brought up by their mother and father, ideally. The General Teaching Council of Scotland was concerned by this and has been pursuing a case against me since then, deciding what action to take against me. The threat of professional action deters many teachers from raising concerns and expressing alternative views.

There are two aspects of the curriculum that I will address. The first is the Scottish Government's new Relationship, Sexual Health and Parenthood teaching resources, and the second is the policy of "LGBT Inclusive Education."

RSHP.scot: The Scottish Government's new Relationship, Sexual Health and Parenthood teaching resource

To quote the government's own website:

Online teaching resource launched.

A new teaching website that strengthens the quality, consistency and relevance of education on relationships, sexual health and parenthood has been launched.

The Relationships, Sexual Health and Parenthood (RHSP) site - <https://rshp.scot/> - contains over 100 lesson plans for use in all education settings.

Deputy First Minister John Swinney said:

"The new RSHP resource gives teachers the most up-to-date, authoritative material, from emotional well-being to sexual health to parenthood. This will allow them to choose the most relevant and engaging content for their pupils at their stage of development."¹

Schools do not have to use these resources, but the Scottish Government and Education Scotland hope that they will. Many Education Authorities have already committed to using them. Schools opting not to use them will need to produce resources similar in nature in order to fulfil the government's intentions in this area. Schools choosing to develop other resources may be concerned that they might be deemed inadequate in some way, so using the official RSHP.scot material will be seen as the safe as well as the easy option.

In the past there was copious anecdotal evidence of inappropriate sex education, but it was difficult to pin down exactly what was happening and to get an overview of the national situation. The publication of the RSHP.scot resources has enabled us to see exactly the style of sex education being promoted by the government and to mount a campaign against it.

The resources are categorised by age. The themes introduced in one section continue in subsequent ones, but I will only highlight them where they appear for the first time. We shall look at the levels in turn, starting in the nursery.

There is also a section for pupils with special needs. This is so graphic that the public cannot access it and we are yet to see it.

¹ <https://news.gov.scot/news/new-relationships-sexual-health-and-parenthood-website>

Early Level (Ages 3-5)

The recommended book list² includes “Mommy, Mama and Me” and “King and King” – books promoting same sex parenting and homosexual relationships.

The following book seeks to normalise and legitimise any and every family form:

What makes a baby? Cory Silverberg ISBN 1609804856

A book for every kind of family and every kind of kid. A children's picture book about conception, gestation and birth, inclusive of all kinds of kids, adults, and families - regardless of how many people were involved, their orientation, gender and other identity, or family composition. The story does not gender people or body parts, so people can apply their own family experience to the text.

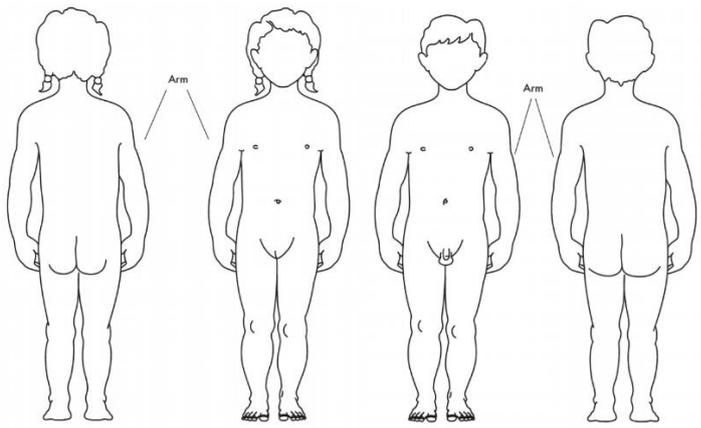
This book endorses cross-dressing:

I'm a Girl! Yasmeen Ismail ISBN 1408857006

The girl in this book likes to win, she likes to be spontaneous, fast and strong, and because she also likes to dress in t-shirt and shorts, she is forever getting mistaken for a boy. And when she meets a boy who likes wearing princess dresses.....

Moving to the lesson plans themselves, anatomical terms for genitalia are taught. Children aged 3 to 5 identify these parts on the diagrams below.

1. Arm
2. Bottom
3. Ears
4. Eyes
5. Hand
6. Head
7. Knees
8. Leg
9. Mouth
10. Nose
11. Nipples
12. **Penis**
13. **Scrotum and Testicles**
14. Toes
15. **Vulva**³



² <https://rshp.scot/wp-content/uploads/2019/07/Recommended-books-Early-Level.pdf>

³ <https://rshp.scot/wp-content/uploads/2019/07/My-Body-Prop.pdf>

This is wholly unnecessary at this age and contributes towards sexualisation and the taking away of innocence.

The lessons undermine the concept of natural family life as an ideal, instead presenting any and every family form as equally valid. The message is that any combination of any number of men and women can have kids and be a family, and that this diversity is to be celebrated.⁴

<p>Some families have 2 mums.</p>			<p>Some families have a dad and a mum</p>
<p>Some families have 2 dads.</p>			<p>Some families have two mums and two dads.</p>
<p>In this class, all our families are different, unique and special.</p>  <p><small>rshp.scot</small></p>			

⁴ Our Families (slides) link from <https://rshp.scot/early-level/>

First level (ages 5-9)

LGB messaging becomes far more explicit now. Children are shown a video of two boys falling in love – see image below.



The accompanying teachers' notes advise:

There *may* be children who will comment negatively about the character, they may say something along the lines of '*a boy can't fancy another boy*'. Deal with this sensitively, no need to engage in correcting the child, explain that in this story that is what happened. Explain that it's up to us all about how we feel and who we like or have crushes on.

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The message is that homosexual relationships are morally acceptable.

⁵ https://rshp.scot/wp-content/uploads/2019/08/Part-5.-Heterosexual_LGB-Activity-plan.pdf

⁶ Ibid.

The images below from lesson presentations show clearly that this is not just about teaching that LGB people exist (as is sometimes claimed) but is about promoting a definite agenda. The image of family forms shows a family with two mums and two dads. Note that the two mums and two dads seem to form two couples. This appears to be an endorsement of a co-parenting arrangement where, for example, a man in a gay relationship has a child with a woman in a lesbian relationship and they bring up the child shared between the two homes.

We say a person is **bisexual** when they feel they can be in love with a person who is the same sex as them, or someone of a different sex.

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⁷ Homosexual/LGB (slides) link from <https://rshp.scot/first-level/>

Furthering the theme of relativizing the natural family, artificial reproductive methods are accorded equal prominence with natural sexual reproduction in this lesson plan:

One way is that the woman and man love each other and they have sex, this is a special thing that grownups can do.

When they have sex the man's penis goes inside the woman's vagina and sperm comes out and goes to meet the egg inside the woman's body.



Some parents need help to start the pregnancy. Some babies start when the egg and sperm come together in a laboratory. The doctor then puts the fertilised egg back into the woman's womb. This is called IVF.



Other babies are created when a man gives his sperm to the woman. She puts the sperm inside her vagina. If the sperm meet her egg, she can become pregnant.



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The endorsement of transgenderism and cross-dressing continues with recommended books such as “Are you a boy or are you a girl?” and “Jacob’s New Dress.”⁹

⁸ **How human life begins, pregnancy and birth (Slides) link from** <https://rshp.scot/first-level/>

⁹ <https://rshp.scot/wp-content/uploads/2019/08/Part-3.-Boys-and-Girls-Activity-plan.pdf>



A mum can find out what sex her baby is before it is born, or find out at the birth when the midwife will say the baby is a girl or a boy.

This slide sows the idea that assigning sex is some sort of arbitrary process, in accord with the broader philosophy of gender fluidity.¹⁰

Second Level (ages 9-12)

The **genitals** are the private parts of our bodies. For the boy the penis and scrotum and for a girl the vulva.

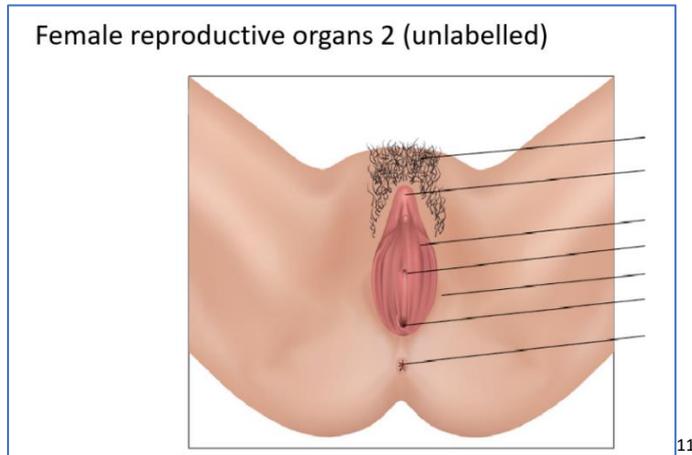
Connected to our genitals, inside our body, are parts of our body called **reproductive organs** because they are used to make a baby.



Inappropriately graphic images are used to teach about parts of the body again.

¹⁰ **Boys and Girls (Slides)** link from <https://rshp.scot/first-level/>

The use of this picture of female genitalia particularly disturbing. Imagine classes of primary school children (including boys) being confronted with that projected on the screen at the front of the class while it is labelled in detail.



Changing gender is again presented as a valid and natural option. This leads children to question their own gender and can result in children deciding to explore different gender identities for themselves. This is harmful in the longer term but there is no attempt to present any of the negative outcomes related to transgenderism.

1. Remind the children that the class/group is learning about being a girl and boy and about being fair to everyone, and that they can be any kind of girl or boy they want to be. Explain then that there are some people who grow up feeling that the sex they were born just doesn't fit how they feel. Ask if the children have heard the word *transgender* and introduce the term/definition on the slides, and talk through to ensure understanding. (NOTE The images are of adults who identify as transgender. The symbol shown represents the transgender community, you might share this and the symbols for male and female too by way of explanation?)

If a person describes themselves as **transgender** (sometimes people just say **trans**) they feel that the sex they were born doesn't match how they feel inside.

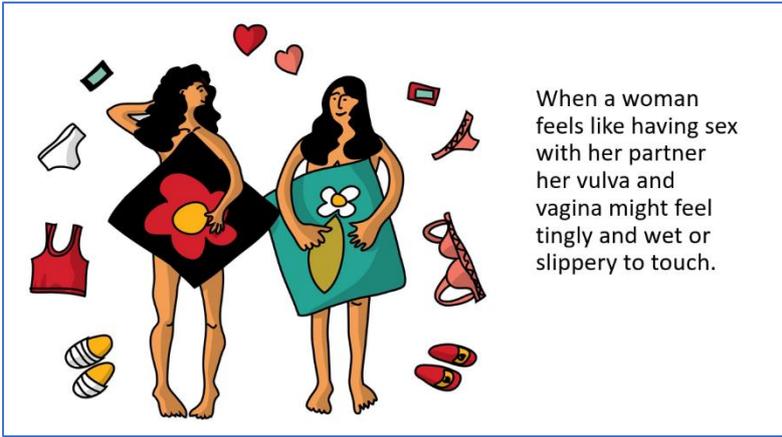
So, a **transgender woman** lives as a woman today, but was born a boy. A **transgender man** lives as a man today, but was born a girl.

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¹¹ **Names of parts of my body (Slides)** link from <https://rshp.scot/second-level/>

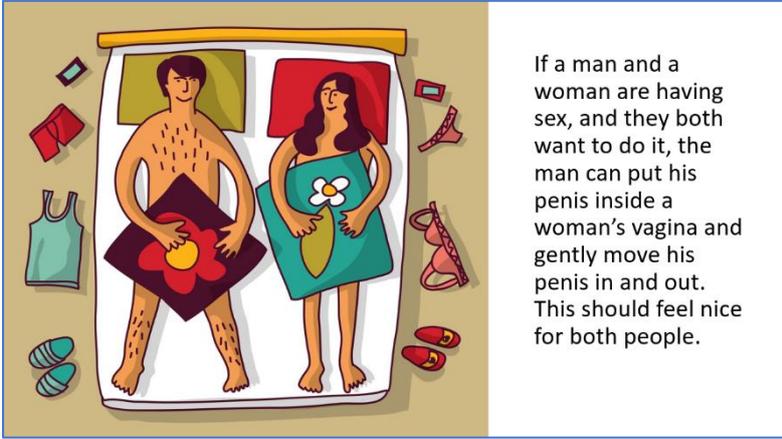
¹² **Being transgender (Slides)** link from <https://rshp.scot/second-level/>

¹³ <https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Activity-plan.pdf>



When a woman feels like having sex with her partner her vulva and vagina might feel tingly and wet or slippery to touch.

These descriptions of sex are too explicit for primary school kids. Showing homosexual couples is also not age-appropriate. Children will inevitably be left wondering how homosexual couples have sex.



If a man and a woman are having sex, and they both want to do it, the man can put his penis inside a woman's vagina and gently move his penis in and out. This should feel nice for both people.

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When people have sex, they might have an orgasm.

For a woman an orgasm is a pleasurable feeling in her body.

For a man, if he has an orgasm (called ejaculation) a white liquid called semen will come out of his hard penis. He will enjoy this feeling.

¹⁴ **How do people have sex? (Slides)** link from <https://rshp.scot/second-level/>

Even in primary school, masturbation is presented. The only guidance given is that it should be done in private, implying that that it is unobjectionable in this context.

Masturbation

Sometimes a boy's penis or a girl's clitoris gets hard and feels tingly.

A boy might want to touch or rub his penis because it feels good.

A girl might want to touch her clitoris because it feels good.

This is called masturbation. This is something someone does in private, for example in their own bedroom.



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Third/Fourth Level (12-15 years old)

A video from a lesson plan states that “Having sex or not having sex does not make a person a good or a bad person.”¹⁶ This attacks the very concept of sexual morality, asserting that sexual choices have no moral significance. Lessons communicate the message that sex can take any form that “you decide,” and that various sexual practices are equally valid and acceptable.



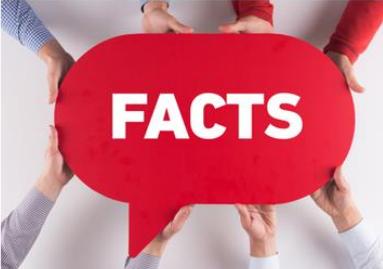
Real sex is when a boy/man puts his penis in the girl/woman’s vagina. Nothing else is real sex.

FALSE: Sex is whatever you want it to be, you decide what you like and don’t like. The law says that sex includes masturbating together, touching each other sexually, vaginal sex (putting fingers or penis in the vagina), oral sex and anal sex (putting fingers or penis in the anus/bottom).

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Oral sex is when a man or a woman kisses or licks the private parts of the other person’s body such as their penis or vagina.



Anal sex is when a man puts his penis in to a man or a woman’s anus (bottom).

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¹⁶ **How people have sex/Having sex for the first time (Slides)** link from <https://rshp.scot/third-fourth-level/>

¹⁷ Ibid.

¹⁸ Ibid.

Advice about deciding when to have sex entirely omits the idea of marriage as the appropriate context for sex. It also omits to mention the negative consequences associated with early and promiscuous sex. Overall, the more sexual partners a person has, the less likely they are to form a stable relationship later in life. This vital fact is excluded from the content taught. Below is a class activity embodying bad advice about deciding when to have sex:

Having sex for the first time – what would matter most to me? In pairs/small groups, prioritise the cards below.

We trust each other

We respect each other

We feel happy with each other

We have a laugh

We have talked about being safe (condoms and/or contraception)

We have strong feelings for each other

We talk about things

We like each other for who we are

We both know what we want¹⁹

5.

The right to personal autonomy. Young people have the right to decide on matters about their sexuality. They are free to explore their sexuality in safe and pleasurable ways, as long as they do not interfere with someone else's rights.

²⁰

The message here is that that 12-15 year olds have the right to have illegal underage sex, and that no-one, including parents, has the authority to demand otherwise!



¹⁹ <https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-choices-about-sex-Prop-2.pdf>

²⁰ **Sexuality and the idea of Sexual Rights (Slides)** link from <https://rshp.scot/third-fourth-level/>

This video shows two teenagers discussing sexual activity, with a view to helping them to communicate effectively about what they want or don't want. There is no moral dimension, of course.

Here young people are reassured that consensual underage sex will most likely not be prosecuted.

8. It is very unusual for young people (age 13, 14 or 15) to be prosecuted if both young people are happy and one person is not forcing the other to have sex.

Masturbation is explicitly endorsed. Moral reservations are summarily rejected.

It's completely normal for anyone of any age or gender to masturbate. Masturbation can be a normal part of a healthy sex life, even before someone becomes sexually active. There's no need to feel any guilt or shame. You should feel free to do it as much, or as little, as you feel like.



This video shows a boy masturbating and teaches that frequent masturbation is fine.

²¹ <https://www.truetube.co.uk/film/screwball> from <https://rshp.scot/wp-content/uploads/2019/08/Consent-and-the-Law-Activity-plan.pdf>

²² <https://rshp.scot/wp-content/uploads/2019/08/Part-2.-Age-of-Consent-Information-Prop-2.pdf>

²³ <https://rshp.scot/wp-content/uploads/2019/07/Part-4.-Masturbation-Prop-1.pdf>

²⁴ **Masturbation (Slides)** link from <https://rshp.scot/third-fourth-level/>

Here, pornography is endorsed. Moral questions are swept aside and children are taught that porn use is OK, as though this was some sort of well-established fact!

Top 10 things to remember about pornography

1. It is ok to have sexual feelings and to enjoy your body when you masturbate.

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A video warns that pornography is not realistic, but uses trivialising and distasteful imagery:



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When condoms are used correctly they can stop a person passing on or catching a sexually transmitted infection (STI). Using a condom during sex is the only way to protect you from STI's.



Condoms are presented as protection from pregnancy risk and sexually transmitted diseases, but their limited effectiveness in these regards is underemphasised.

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²⁵ <https://rshp.scot/wp-content/uploads/2019/07/Pornography-Prop-1.pdf>

²⁶ **Pornography (Slides)** link from <https://rshp.scot/third-fourth-level/>

²⁷ **Contraception (Slides)** link from <https://rshp.scot/third-fourth-level/>

Again, gender fluidity and transgenderism are presented uncritically:

Gender is a different thing.

We could say that gender is a mix of our biological sex, how we feel about our identity and how we choose to express ourselves.

Gender is also about how we experience life. For example, if someone thinks we are a woman they might treat us one way, if they think we are a man they might treat us a different way



A person might describe themselves as **gender non-conforming** if they do not identify as trans or gender non-binary / gender fluid and they also do not identify with gender expectations associated with their sex.

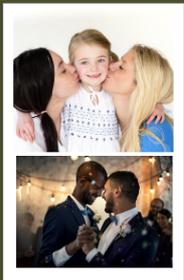


For some people their gender is not fixed, they don't want to be defined by being either a man or a woman.

They might choose a different way to describe their gender, this might or might not match their sex, they might use the term **gender fluid** or **gender non-binary**.



LGBT activist campaigning messages, slogans and symbols feature prominently:



Lots of positive changes have happened to help make the lives of LGBT people fair and equal. Things like:

- Equal Marriage, so that LGBT couples can get married.
- LGBT people can become parents and carers by adopting or fostering children.
- LGBT people can do any job.

What do you think has brought about some of the positive changes that have helped make things more equal for LGBT people?

"Being part of the LGBT community has meant so much to me in the past few years. Through events like Pride, LGBT youth groups and workshops I have met wonderful people who all celebrate and accept each other".

Ella, age 17



The **Rainbow Flag** has become the symbol of **Pride**. Rainbow flags have been used by many cultures and struggles. For the Pride flag, each colour represents something:






LOVE is LOVE
Let's Celebrate!

• "But love makes everyone feel good, so you should share your love with anyone and everyone you want to. Nobody should make you feel bad for that." Miles, age 5

Lessons on sexual intercourse include prurient trivia like this:



Male vs Female Orgasms - Which Is Better?

²⁹ **LGB Equality (Slides)** link from <https://rshp.scot/third-fourth-level/>

³⁰ **Sexual Intercourse (Slides)** link to <https://rshp.scot/third-fourth-level/>

Abortion is presented as a perfectly valid option:

When a woman becomes pregnant she has 3 options:

1. Continue the pregnancy and become a parent.
2. Continue the pregnancy and arrange for adoption or fostering.
3. End the pregnancy with an abortion.



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Senior Level (age 15+)



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Masturbation is now explicitly recommended and its alleged benefits elucidated. The images above are from a video that ends by urging young people to “put on some music, light those candles, and have yourself a good night” masturbating – you can see the tissues ready in the picture.

³¹ **Abortion (Slides)** from <https://rshp.scot/third-fourth-level/>

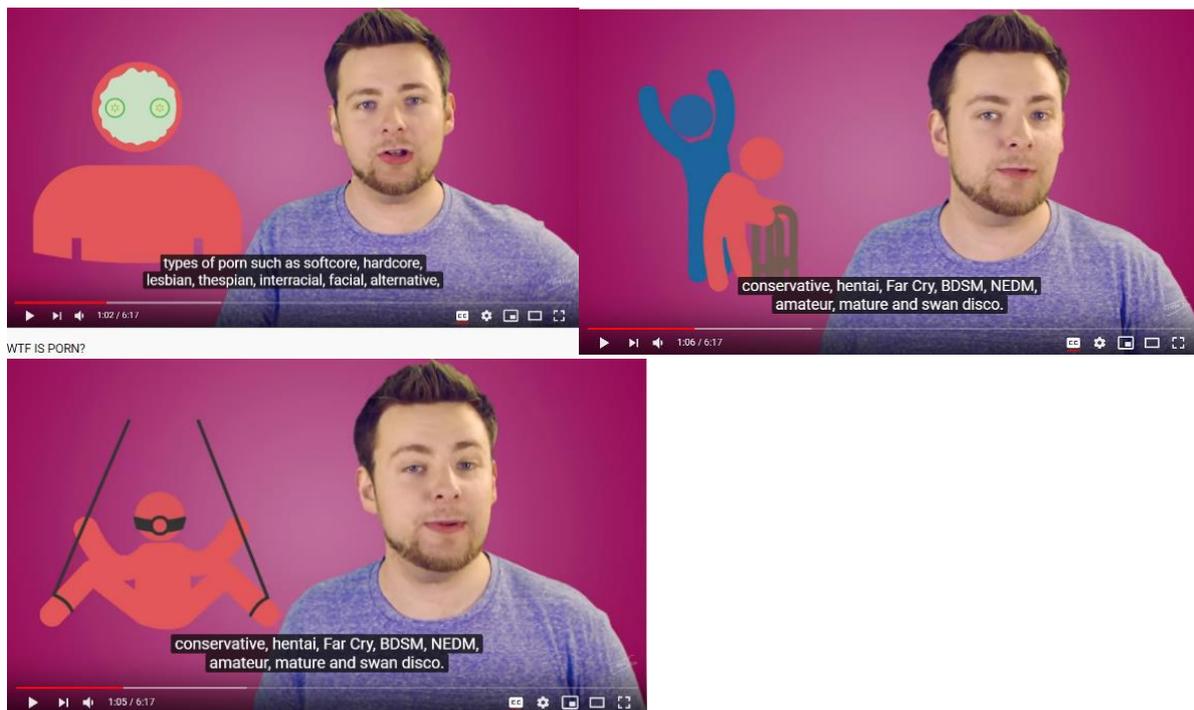
³² **Masturbation, Oral and Anal sex (Slides)** link from <https://rshp.scot/senior-phase/>

Pornography is also now promoted to young people as a positive thing. A video³³, vulgarly titled “WTF is Porn” (short for What the F*** is Porn) explicitly commends porn as “great” and urges young people to “have fun” with it. Some (but not all) of the dangers of pornography are presented, but the message is still to go ahead and use it.

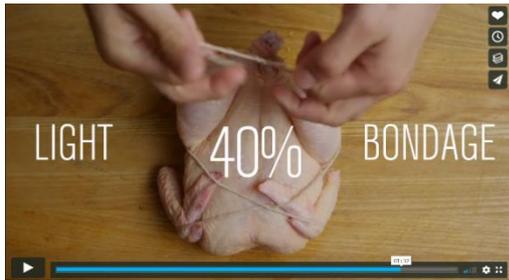


³³ **What is pornography and what is it doing to us? (Slides)** link from <https://rshp.scot/senior-phase/>

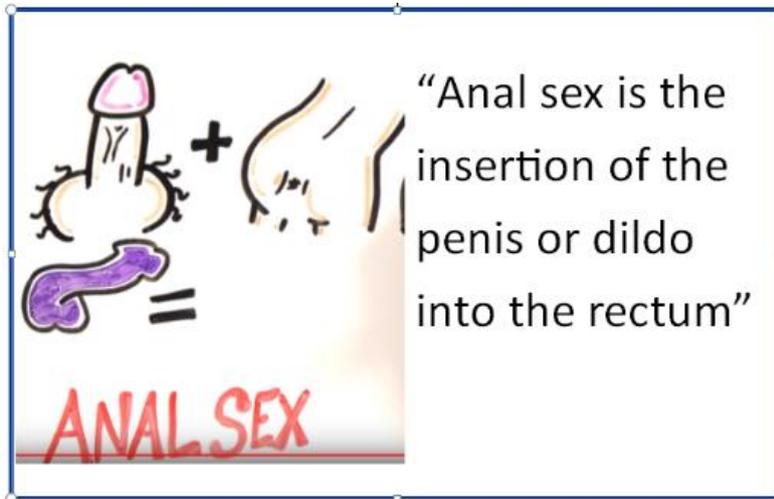
This same video goes on to commend exploration of different genres of pornography including “facial” (ejaculation onto the face), BDSM (Bondage, Domination and Sadomasochism) and “mature” (pornography featuring older people) that is illustrated with an image of a person having anal sex with a person with a zimmer frame. The Scottish Government regards such filth as worthy of its endorsement and believes that young people benefit from such “education.”



Another video³⁴ to be shown in class illustrates sexual practices using foodstuffs.



The two sausages being pushed into a roll illustrates a “threesome”, the banana being dipped into Nutella depicts anal sex, and the tied-up chicken illustrates bondage. The narration indicates a positive attitude to bondage, reporting that quite a lot of people have tried it. This video is vulgar and trivialising while tacitly endorsing unhealthy and degrading sexual practices.



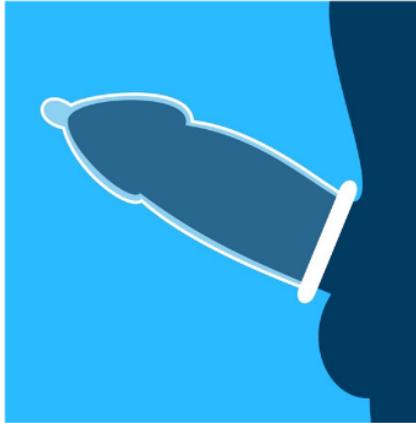
Anal and oral sex are presented as perfectly valid options, including licking the anus as a sexual activity³⁵.

³⁴ **Pornography: what’s the problem? (Activity plan)** link from <https://rshp.scot/senior-phase/>

³⁵ **Masturbation, Oral and Anal sex (Slides)** link from <https://rshp.scot/senior-phase/>

Condoms and lube

- Any penetrative sex carries risks – of pregnancy or STIs.
- Condoms protect from both.
- Use condoms and lube for anal sex, it is safer and more pleasurable.



Anal sex: Who is doing it?

- In a national study more than 10% of adults said they had had anal intercourse in the past year.
- A 2017 survey by a condom company of over 3,000 sexually active young adults shows that 35% of women and 15% of men are engaging in anal sex "at least some of the time."
- While people think that anal sex is most common activity for gay men in fact many don't, or it depends on the person and the relationship.



Oral sex: Who's doing it? What do they think about it?

There are different types of oral sex, involving using your mouth and tongue to stimulate:

- A woman's vagina, vulva and clitoris – known as cunnilingus, going down, giving head.
- A man's penis – known as fellatio, blow job, going down, giving head.
- A person's anus – known as anilingus, rimming.

In a study, over three-quarters of both men and women had experienced oral sex in the year of the survey.



8. Where do we do it? How do we set the atmosphere?

If it's your first time you want it to be somewhere where you can take your time, have privacy, not be interrupted. So, it needs a bit of planning. Don't do it outside, in the cold, or when there are others hanging about. Don't do it at a party.

Other sections are clearly intended to help young people to have sex for the first time, like this³⁶.

³⁶ <https://rshp.scot/wp-content/uploads/2019/07/Part-3.-How-do-you-know-you-are-ready-for-sex-Prop-1-1.pdf>

LGBT Inclusive Education

The Scottish Government, entirely unopposed by other parties, has implemented “LGBT Inclusive Education.” This was in response to the demands of the TIE Campaign (Time for Inclusive Education). This entails the inclusion of LGBT content in every school subject, and from nursery onwards, as is clear from these passages:

*15. In recognising the centrality of national qualifications in shaping educational discourse, that SQA and Education Scotland work with the Implementation Group to ensure appropriate inclusion of LGBTI matters in the development of new or adapted course specifications, and relevant guidance, **across the curriculum.***

*24. That the Scottish Government fund and work with relevant partners to review existing and support development of new teaching resources for LGBTI inclusive education **in all Scottish public schools.***

*b. These new learning resources should focus on LGBTI curricular inclusion and should include materials for all levels of the curriculum **from early years to senior phase;**³⁷*

Government documents state further³⁸:

“Headteachers and senior school staff demonstrate strong leadership in promoting LGBTI awareness and inclusion in schools to deliver long term societal change”

So, promoting a positive attitude to LGBT relationships and identities is regarded as part of the job of senior staff. This could exclude many teachers from taking up such a role because of their personal beliefs.

“Whole school community establishes positive and inclusive culture by embracing LGBTI identities”

Note the “embracing” term. This is not about tackling bullying or such like – it is about enforcing a positive view of “LGBTI identities.”

“Parents and wider communities appreciate the value of LGBTI inclusive education”

Here the intention is not to listen to parents but to “educate” them.

³⁷ <https://www.gov.scot/publications/lgbti-inclusive-education-working-group-report/pages/3/>

³⁸ <https://www.gov.scot/publications/lgbti-inclusive-education-working-group-report/pages/4/>

“A school resource produced to help schools develop and run pupil-led LGBTI groups and committees to support and improve school awareness”

This sounds self-contradictory. These groups are driven by staff, with the pupils being used to promote the agenda of adults. We question the wisdom of LGBT groups in schools. They could become a forum to connect, for example, gay boys across the age range of the school.

“promote a culture that embraces diversity”



LGBTYOUTHSCOTLAND
Children at [Downfield Primary School](#) hold up coloured card to make a 400-person rainbow flag.

Again, not tolerates but “embraces” diversity. This implies a demand that all pupils and staff approve of LGBT relationships and identities.

Already many schools are using older pupils to preach an LGBT message to younger pupils and overt promotion of LGBT activism and campaigning is common in many schools. The image here is from a Dundee Primary School.

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Withdrawal of children

Parents of children under 12 can withdraw them from sex education, but from age 12 upwards young people can overrule their parents and attend the classes anyway:

58. In secondary education, young people will often be capable of deciding themselves, with support where necessary from parents, carers and teachers, to participate in sexual health education programmes. The capacity of a particular young person to take decisions of this nature will depend on their maturity, understanding and experience. In all cases, schools must respect the decision of that young person.⁴⁰

Also, the LGBT Inclusive Education policy means that LGBT content intrudes into every subject area, making it impossible for parents to withdraw their children from it. This seems to be the intention:

59. Aspects of RSHP education may be discussed in many areas of the curriculum and it would not be possible for a child or young person to be

³⁹ https://www.huffingtonpost.co.uk/entry/primary-school-lgbt-inclusion-award_uk_5b2c9df3e4b00295f15b0c17?guccounter=1

⁴⁰ <https://www.gov.scot/publications/conduct-relationships-sexual-health-parenthood-education-schools/>

withdrawn from lessons across the curriculum as this would prevent the child or young person from receiving an adequate and holistic education.⁴¹

Conclusion

It is clear that the Scottish Government is implementing a programme of sex, sexuality and gender education that is at odds with the values of many parents and is harmful to children and young people. The problems with the government's approach are as follows:

- 1) Alternative family forms, including any combination of males and females, are promoted as equally valid, thus undermining the ideal of natural family life. Artificial reproductive methods are given equal prominence with natural sexual reproduction, communicating the message that anyone can have a child, regardless of the nature of any relationship or indeed whether they are in a relationship.
- 2) Teaching about genital anatomy and terminology is far too detailed and is taught far too young. It takes away a child's proper sense of innocence and embarrassment, and seems geared towards enabling children to discuss sexual consent.
- 3) Descriptions of sexual activities are much too explicit at the primary school stage, and will have the result of teaching the children how to have sex.
- 4) The emotional, relational and physical dangers of early and promiscuous sex are not made clear. The impression given is that sex is a recreational activity that can be engaged in whenever all parties consent. The moral dimension is not merely absent, but the idea that having sex can be immoral (for example when not married) is explicitly repudiated.
- 5) The overt promotion of masturbation and pornography contradicts the values of many parents. Urging young people to ignore feelings of guilt sets a dangerous precedent. While some of the harms caused by pornography are included, the full range of dangers is not. The commendation of particularly perverted genres of pornography leads us to question the values and motives of those producing these materials.
- 6) Dangerous sexual practices that many regard as degrading and immoral are presented without adverse comment as valid options.
- 7) LGB identities and relationships are presented as positive and morally acceptable. There is no inclusion of alternative viewpoints. In fact, the implication is that other views are prejudiced and dangerous. This drives a wedge between children and parents in many cases. The mental and physical health and relationship problems associated with homosexual relationships are ignored.
- 8) Transgenderism/gender fluidity is presented as a normal, natural and healthy option. Other philosophical perspectives are excluded. The negative outcomes associated with gender change are not even mentioned. This is highly irresponsible, sacrificing the wellbeing of young people on the altar of radical trans activism.

⁴¹ Ibid.

- 9) The traditional understanding of marriage as the context for sexual relationships is entirely absent. There is no attempt to introduce young people to the social institution that has effectively structured sexual relationships and family life throughout human history. One suspects that those who have created these resources don't even understand the philosophy and rationale of marriage themselves.

Knowing that these policies are controversial, the strategy of the government is to diffuse dissent by urging concerned parents to speak to their children's school. By this tactic, they hope to avoid any concerted opposition and to keep the matter out of public debate. As the Scottish Family Party, our aim is to protect all children in Scotland from the corrupting influence of the state, and this can only be achieved through political influence.

In the Scottish Parliament, no party or MSP has spoken out against the LGBT Inclusive Education policy, and no one has criticised the RSHP resources in a systematic, sustained or thorough manner. On the single occasion that I have heard an MSP question the resources, the message was very much "some parents might not like this", rather than any critique on behalf from themselves or their party. By just citing parental concerns, they avoid any criticism of themselves.

LGBT activists hold the reins, and no Holyrood party or MSP is willing to challenge them.

So, what is to be done? As the Scottish Family Party, we aim to:

- 1) **Raise awareness.** We have been effective in doing this so far, but many potential supporters are still unaware of the issue. Many are very concerned once the nature of the materials is presented to them.
- 2) **Campaign.** Bring the issue to public and media attention through demonstrations and other action.
- 3) **Bring the issue into the political arena** by giving people the opportunity to vote for a party that opposes the corruption and indoctrination of children.
- 4) **Have MSPs elected to the Scottish Parliament** to take the fight to the government at the highest level.

We seek to work with any individuals and groups wanting to make a positive difference in this area. We recently heard a very measured and compelling talk from Amir Ahmed, leader of the protests against LGBT indoctrination in Birmingham primary schools, at our annual conference in Edinburgh.

So, I hope that you are inspired to fight for decency and family values in Scotland! Together, we can expose this corruption and help set the nation's children on the road to happy family life instead.

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