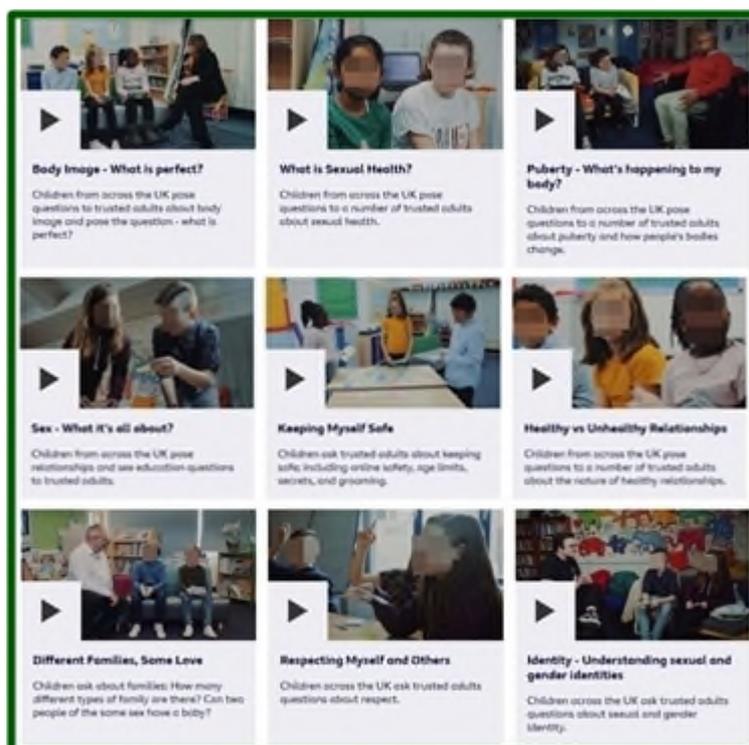


# The New Sex Education Videos from the BBC are Harmful to Children and Families

by Jeremy James



## The Great Observers

British novelists have been among some of the most acute observers of human nature. The whole of English life in the 19<sup>th</sup> century, in all its aspects, has been masterfully captured by such great writers as Charles Dickens, Anthony Trollope, and Thomas Hardy, among others. They explored the complex tapestry of social experience and bound it into convincing narratives which offered the reader a remarkably realistic portrait of life at that time. One cannot read them and feel that any significant aspect of daily experience was neglected or that anything of moment escaped their pellucid eye. They offer, therefore, a reliable chronicle of English social life in the 19<sup>th</sup> century, with the exception only of elements too sordid to record.

## What did the great observers fail to see?

In light of all this we must ask why these gifted observers of human nature invariably referred to only two genders, male and female? What deficiency did they all share which blinded them to the multiplicity of genders which the mavens of today claim are ubiquitous? It seems unthinkable that these giants of literature should have missed something so obvious. Did they not realize that all of the characters whose lives they described with such meticulous accuracy failed in every instance to choose their own gender? For some reason, in defiance of every known law of probability and every ripple in the great statistical edifice we call chance, every boy turned out to be a boy and every girl turned out to be a girl.



**Charles Dickens**



**Thomas Hardy**



**Anthony Trollope**

Even the great intellectuals and historians of the 19<sup>th</sup> century, it would seem, were blighted by the same defect. Were Carlyle, Macaulay, Mill and the rest afflicted with some form of cognitive deficiency? How else can we explain it? Surely they would have chosen their own gender, so the phenomenon must have been familiar to them.

In his futile search for evidence to support his theory of evolution, Darwin failed to see that gender fluidity was pervasive across society. Otherwise he would have offered it as compelling proof that something that seems to be biologically determined can evolve rapidly in a single lifetime.

If these great minds were unable to detect the presence of gender fluidity, then surely the esteemed masters of human sexuality, Freud, Jung, Adler and the rest, would have discerned the operation of such a fundamental mechanism in human psychology. But they didn't.

Indeed, until the beginning of the 21<sup>st</sup> century, there has **never** been any serious suggestion by any reputable authority anywhere that there are more than two genders. Or that gender is fluid. Or that gender is a matter of choice. Or that biology should not determine the gender recorded at birth. NONE of these bizarre notions were ever seriously entertained by any rational person before the year 2000.

Think about it.

## **Gender fluidity is an outrageous lie**

So what's going on? The answer is simple. Gender fluidity is a lie, an outrageous assault on the natural order established by God. It is a Marxist invention, a nasty attack on the family, marriage, parenthood, and the innocence and security of our children.

If this attack succeeds, it will wreak havoc across western society. Boys and girls in Europe and America will grow up in a state of gender confusion. They will not be certain that their gender is fixed biologically and will be conditioned to live with the possibility that it could change at some later date. This would make marriage, as we know it, virtually impossible. One's partner (spouse of the opposite sex) could change gender at some point and destabilize the marriage. Children would never know for sure where they stood in relation to their parents, whether or not they had a father and mother or merely two adults in a parenting role with no fixed gender.

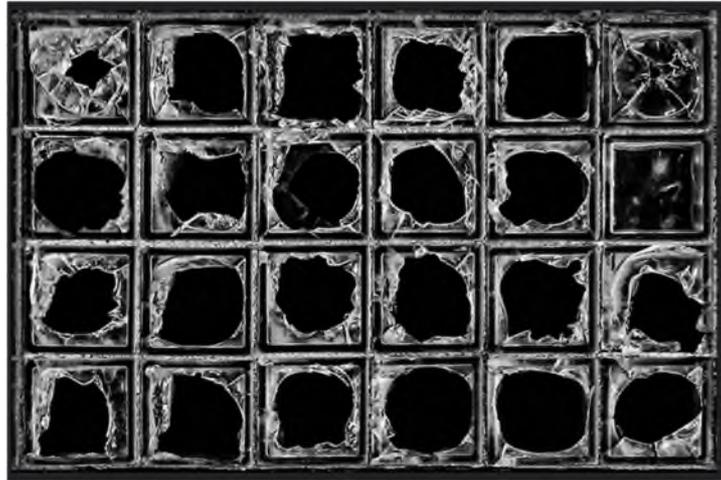
These endless problems are in addition to the problems that will arise from confusion about one's sexual orientation. Even when a person who knows he is male, and accepts that he was male from birth – biologically male – he may still have a conflicted approach to romantic relationships. Is he a male attracted to females, believing that the females to whom he is attracted are biologically and permanently female, or is he a male attracted to persons who simply identify as female? If the latter, then he could be a male attracted to another male who identifies as female. Or he could be a male attracted to other males.

This is an example of the confusion, and associated emotional distress, that will result from the widespread acceptance of gender 'fluidity'.



The entire foundation on which people relate to one another in a romantic way will be completely overturned. One's own gender, and even one's sexual orientation, will be fundamentally insecure, and permanently so, if we have been taught to think in such terms. In addition, the gender and sexual orientation of everyone we meet – in any context – will be equally uncertain and fluid.

For example, we need to establish the gender of another person if we are to deal with them successfully in many social situations, not just romantic ones. This will create so many problems for society that more and more people will drift towards androgyny or a 'gender neutral' state, denying their sexuality entirely and thus avoiding as far as possible the confusion and pain that come with having (or 'choosing') a gender.



**Silence - Marxists at work.**

The Marxists, being Luciferians at heart, will be well satisfied with this outcome. Families and marriages will gradually cease to exist. Children will be 'generated' in a procedure that has no connection with normal sexual behavior. The children produced in that way will not identify biologically with any adult, nor will any adult identify biologically with them (other than through a genetic register). The individual will come to see the state, in its overarching authority, as a quasi parent.

Just as a duckling can imprint on a sheepdog and follow her around as though she was his mother, the individual will imprint on the council of 'wise men' who govern the state and will gladly do whatever he is told 'for the greater good'. If this seems like science fiction, it is because the genre we call science fiction addresses various aspects of Satan's plan for mankind. It also conditions the masses to believe it will all come to pass eventually.

### **The BBC sex education videos**

The BBC is promoting gender fluidity and transgenderism – more science fiction – in its new set of 9 short videos on sex education, aimed at children in the age bracket 9-12.

It is difficult to say why a television broadcaster should have any role in the sex education of children. We can only surmise that the Elite want to indoctrinate the young generation as quickly and as thoroughly as possible, and television is the ideal way to do this. Since the BBC was set up by the Luciferian cult that controls Britain, it was the obvious choice:

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[Below] Helios Column at the BBC headquarters in Shepherds Bush (before the HQ was moved to a different location). The photo beneath it shows Helios in detail.

Helios is just another name for the sun god, Apollo, or the Light Giver of Freemasonry. To all practitioners of the occult Helios, the sun god, is Lucifer in one of his many guises.

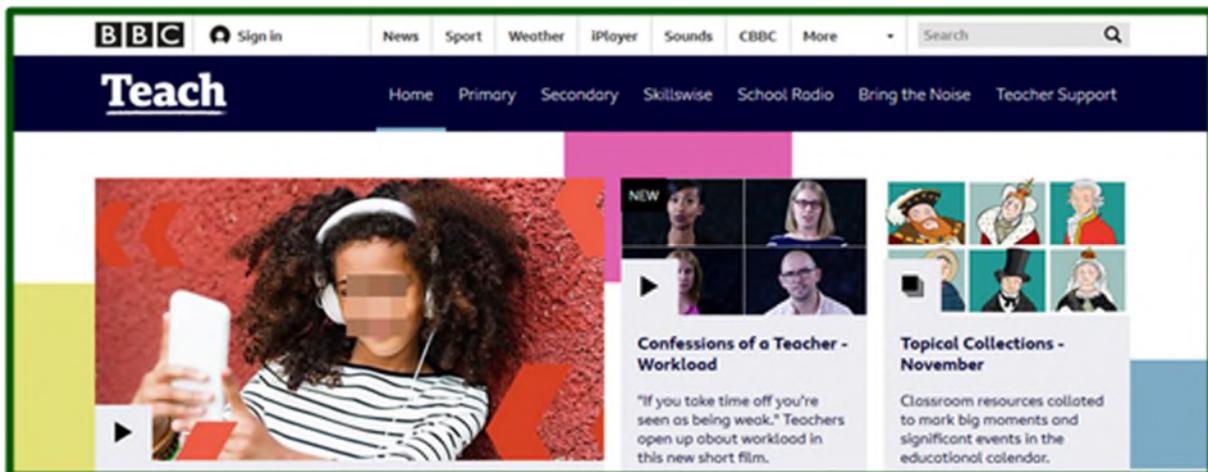


## The BBC Sex Education Videos

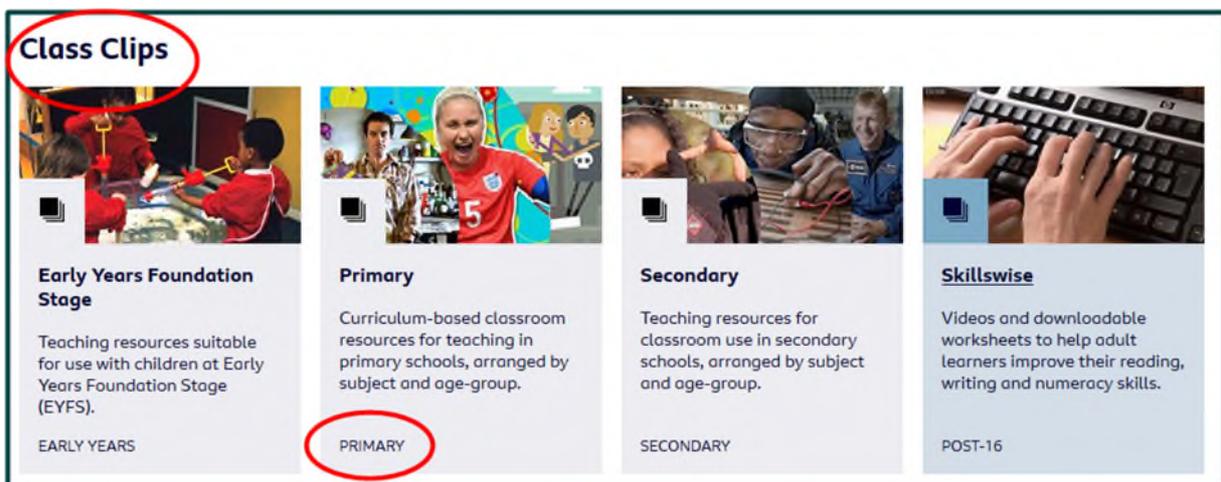
The link for the page containing the videos is:

<https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-the-big-talk/zn8f7nb>

One would normally navigate to this material via the segment of the website devoted to children's education, under the heading 'Teach':



As you scroll down the page, you will find a series of modules, including the following ('Class Clips') with videotaped material:



If you click on the 'Primary' section, you arrive at a page headed 'Primary Teaching Resources' where you are presented with a further range of modular options, including the following:



PSHE means ‘Personal, Social and Health Education’.

If you click on the righthand option (PSHE 7-11), you are taken to a page with the heading ‘**KS2 PSHE and Social Studies**’. This too offers a range of modules, including the following:

**The Big Talk**

In this series of short films children aged 9-12 write down anonymous questions around relationships and sex and get answers from trusted adults.

If you click on this it will bring you into **RSE KS2: The Big Talk**. This section gives a link to each of the 9 short videos, which seemingly are in no particular order (they are not numbered):

# RSE KS2: The Big Talk

BBC Teach > Primary Resources > KS2 PSHE

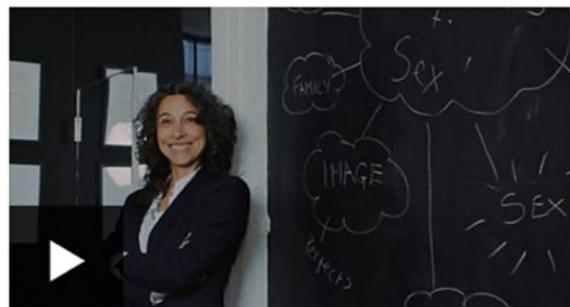
Children from across the UK pose anonymous questions provided by their peers around relationship and sex education to a number of trusted adults.

These short films were created in consultation with a PSHE education expert and are designed for teachers for use with children aged 9-12.

Topics covered include:

- Body image
- Puberty
- Respect
- Sexual health
- Online safety
- Healthy relationships
- Understanding gender identities

Due to the sensitive nature of the subject matter, we strongly advise teacher viewing before watching with your pupils.



PSHE specialist Kate Daniels offers advice on how to use these short films in the classroom.



## Body Image - What is perfect?

Children from across the UK pose questions to trusted adults about body image and pose the question - what is perfect?



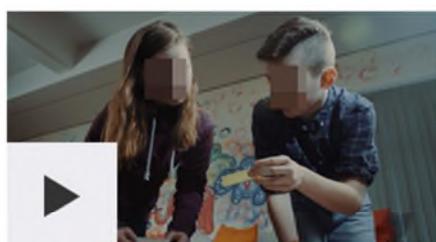
## What is Sexual Health?

Children from across the UK pose questions to a number of trusted adults about sexual health.



## Puberty - What's happening to my body?

Children from across the UK pose questions to a number of trusted adults about puberty and how people's bodies change.



## Sex - What it's all about?

Children from across the UK pose relationships and sex education questions to trusted adults.



## Keeping Myself Safe

Children ask trusted adults about keeping safe; including online safety, age limits, secrets, and grooming.



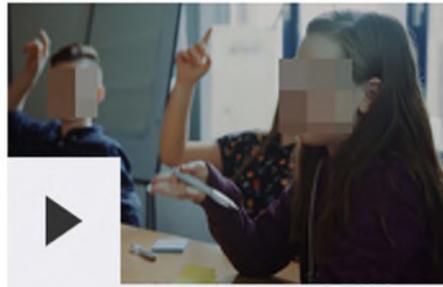
## Healthy vs Unhealthy Relationships

Children from across the UK pose questions to a number of trusted adults about the nature of healthy relationships.



### **Different Families, Same Love**

Children ask about families: How many different types of family are there? Can two people of the same sex have a baby?



### **Respecting Myself and Others**

Children across the UK ask trusted adults questions about respect.



### **Identity - Understanding sexual and gender identities**

Children across the UK ask trusted adults questions about sexual and gender identity.

The videos are not intended to be viewed by children aged 9-12 except under the supervision of a teacher. The teacher is expected to have seen the video in advance and to have studied the guidance note that accompanies each video. (**Appendix A** contains the teacher guidance note for the video on ‘Body Image.’)

## **Some general comments about the 9 videos**

Before we examine a few of the videos in greater detail, we would like to comment on the set as a whole. One is struck by the off-hand and unprofessional way they are made and presented. We are asked to believe that the children composed all of the questions themselves, without any prompting from adults. This seems very unlikely, but as a technical device it allows the makers to push the illusion that questions of this nature spring spontaneously from the minds of little children. However, we know this is far from the truth. For example, how many 9-year olds ask the following questions: What is a wet dream? If you get your period in school, who do you go to? What is an orgasm? Can two people of the same sex have a baby? What’s the difference between sex and gender? What are the different gender identities? When do people feel like they want to change gender? Why are there so many letters in LGBTQ?

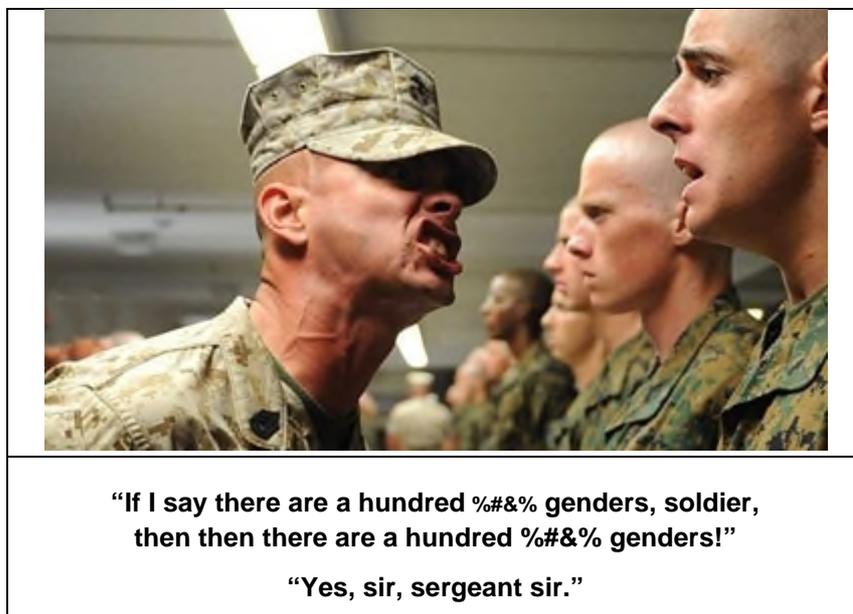
There is nothing in any of the videos to show that the adult replying to the question has anything more than a superficial knowledge of the children present in the room. He or she has no idea what prompted the question, what the child’s existing level of understanding is, how much sex-related information his or her mind already contains, or whether the child is asking the question because of certain emotional problems he or she may be having. In some instances the adult gives a reply which would only make sense to someone who already knew the answer, such as another adult, but certainly not a child of 9.

We are also expected to believe that the same answer was suitable for every child present, as well as every child who will later view the video! It is striking that none of the children in any of the videos are allowed to ask any follow-up questions. Once the oracle has spoken the child is expected to believe whatever they are told. After asking a highly sensitive question, they are then required to sit like automatons while the all-knowing adult tells it like it is.

The artificiality of this format is very off-putting. It is also very disingenuous since it reduces the emotional complexities of sexuality to something that may be addressed through a trite recitation of facts (or, as is frequently the case in these videos, pseudo-facts). So much of what is said by the adults in their replies is glib, facile, misleading and biased that we must ask whether any serious thought was given to the real needs of children at that age? We must also ask why the proven approach of previous generations was thrown overboard in favor of a mishmash of amoral, godless, and frequently ridiculous ‘opinions’ addressed to children whom the adults barely knew?

### **BBC/Marxist Bullies**

As we shall see in a moment, we are not dealing with education at all, but with old-fashioned indoctrination – Marxist-humanist indoctrination, laden throughout with the assumption that man alone decides what is true and valid with regard to human sexuality. What mankind did in the past is considered irrelevant. Anything these bullies dislike is simply dismissed as a ‘social construct’.



One is struck also by the absence of any videos dealing with ‘Marriage’, or ‘Fidelity’, or ‘Parenting’, or ‘The Family’. These vital topics are not even addressed in passing. In true Marxist style, marriage and the family are pushed aside as though they were incidental outcomes (or ‘social constructs’).

As a set, the videos might be said to have one unifying theme: How to achieve rewarding, disease-free, sterile copulation with a special friend. How long the special friend remains special is not important. If the ‘relationship’ peters out, don’t worry. If you are kind and never judge anyone, you will have lots of friends and lots of opportunities to indulge in exciting, disease-free, sterile copulation.

There are no boundaries in these videos, other than the three golden rules of teenage sexuality: (a) never get pregnant; (b) never get an STI; and (c) and never NEVER judge anyone. If you follow these three simple rules you can look forward to really EXCITING sexual adventures in your teenage years, and beyond. Perhaps not all children watching these videos will come away with this message, but most of them will.

### **The cynical elimination of parents**

There is another insidious assumption running through the videos, an assumption which reveals just how radical and divisive this program of ‘instruction’ really is. This is the tacit belief that parents have nothing important to add to what these all-knowing adults are saying. At no point is a child told to discuss a question with their parents, to solicit their parents’ opinion, or to seek approval from their parents before discussing this topic with another adult.

Watching the videos, many parents will be enraged by this deliberate and systematic violation of their authority. It is almost pornographic to see little children being taken aside, as it were, by a ‘trusted’ adult and being given sensitive information which only a parent should impart.

Perhaps the parents of the children who featured in the video each signed a consent form which enabled the BBC to conduct this contrived and misleading exercise, but we, the viewers, are not told this. It is also troubling to think that any parent would allow their child to feature in a video of this kind, asking questions of another adult which very obviously fall entirely within the domain of the parent, and then agreeing to have the video posted online for all the world to see.

 <p><b>Sex - What it's all about?</b></p> <p>Children from across the UK pose relationships and sex education questions to trusted adults.</p>	 <p><b>Different Families, Same Love</b></p> <p>Children ask about families: How many different types of family are there? Can two people of the same sex have a baby?</p>	 <p><b>Identity - Understanding sexual and gender identities</b></p> <p>Children across the UK ask trusted adults questions about sexual and gender identity.</p>
<p><b>Sex - What's it all about?</b></p>	<p><b>Different Families, Same Love</b></p>	<p><b>Understanding sexual and gender identities</b></p>

## **A close look at 3 videos**

We don't have time to review each of the 9 videos in detail, but there are 3 [as per previous graphic] which definitely require careful examination.

### **VIDEO: Sex – What's It All About?**

A child asks: "What does sex mean?"

A woman replies: "...it's about having the opportunity to explore your body with another person. So, for example, that could be man and wife and having the opportunity for penetration, so inserting the penis inside the vagina...That could equally be for a same-sex couple who are able to have sex. It might be in a different way, but they're exploring each other's bodies as part of that."

Please bear in mind, when you evaluate this reply, that it is intended to be suitable for boys and girls aged 9. Bear in mind also that any child, including younger children, can view this video on the Internet without any adult supervision or guidance. Furthermore, since the videos are not designed to be viewed in sequence, a child might chance upon this 'information' at the very start of the 'program.'

The reply is inappropriate in so many ways, so perversely out of touch, both with the nature of human sexuality and with the needs of a young child, that it reads almost like a parody, a sickening litany of what one must absolutely not say to a child in this situation. What parent would give a reply like this? What mother would have so little regard for the emotional welfare of her son or daughter that she would use the language and imagery of a brothel madam, as this woman does?



**"...and thou hadst a whore's forehead,  
thou refusedst to be ashamed."**

**- Jeremiah 3:3**

The reply refers – without any preparation whatever – to vaginal intercourse between a husband and wife. The child now knows that his mother and father have for some time been engaging in this secretive act, an act which to him or her is very difficult to comprehend, both emotionally and in terms of its physical mechanics. The reply also speaks of homosexuals who do something very similar, but “in a different way”. In short the child is also being asked to visualize two men sodomizing one another or indulging in oral sex, and to accept this as normal behavior.

For a Marxist or a Luciferian, both of whom despise Christianity and the natural order established by God, this is probably a very satisfactory way to ‘explain’ sex to a child. But for a normal person, whether Christian or not, her reply reduces the beauty and special character of a sexual relationship to a vulgar, sensual spectacle no different from a dalliance between copulating cats.

### **The “feel good” mentality**

Another woman in this video states, “The bottom line is, that people have sex because it feels good.” Any boy who enters his teenage years with this “bottom line” in mind will have no incentive to curb his sexual appetite. It amounts, in effect, to an invitation to “feel good” – a desirable human condition – by engaging in sex. It also poses a challenge to the imagination of a child – how will he know it feels good until he tries it?



Later in the video an adult takes this attitude to extremes. She proceeds to answer a question which we are meant to believe was put to her by one of the children but which no child asks on camera: “What is an orgasm?”

The idea that a 9-year old child would know enough to ask this question, not to speak of understanding the answer, is typical of the way these videos have been contrived to fit the Marxist agenda. The children have obviously been coached to ask questions that are far beyond their years, questions which the makers of these videos would like to pretend are common among school-children. The degree of manipulation implied by this is very disturbing.

## Orgasms and nine-year old children

In answer to this question one adult says: “For a male, when he orgasms, what happens is he will ejaculate sperm out of his penis.”

Pause for a moment. Do the Masonic grandees at the BBC seriously expect the average British parent to regard this as suitable material for a 9-year old child? In what sense does this pornographic reply explain anything to a child? How is it even appropriate? For disturbed teenagers who like to spend their time watching porn on their smart phones, this crude reply might have some meaning, but how – by any stretch of the imagination – can it be deemed suitable for someone who has not even reached puberty?

The vulgar, in-your-face replies by these adults would seem designed to reduce sex to a mere rite of passage, a mechanical event without any moral dimension or any enduring implications for our emotional and psychological well-being. This degrading attitude is certain to produce another wave of adolescent boys across the UK who regularly watch porn on their smart phones and fantasize about ‘doing it’ with young girls.

In reply to the same question about orgasms, a woman stated: “...they [women] tend to get very wet inside.”

It is preposterous to expect a child of 9 to understand what this means. What is more, it is so dangerously inappropriate that it borders on abuse. It says a lot about the real agenda at the BBC that something of this nature should be made available to young children across the UK.

The subliminal message in this lascivious remark is very clear: If, at age 9, you can talk with an adult about the vaginal condition of women during sex, then it must be perfectly okay to watch them performing in a porn video when you are a few years older.



**Sex education graphic in a book aimed at children in the UK aged 5-7**

## ***‘You have to be very careful’***

In the same video, a child asks: “How do some teenage girls get babies so early?”

Here is how the woman replied: “Teenage girls can usually get pregnant at any time when they start menstruating, when you start to have your periods. So if you don’t protect yourself and use condoms or something, some form of protection, then you can have a baby...You have to be very careful.”

Again we need to remind ourselves that this answer is meant to be appropriate for a child of 9. What does someone at that age know about menstruation and periods? Equally, you may ask, what does a child of 9 know about contraception? This reply would only make sense to someone who already knew what these things were.

There is a presumption here that if you are old enough to ask the question, then you are old enough to already possess certain sex-related concepts. But this is ridiculous. A child of nine can plainly see that a teenage girl is pregnant and could be expected to ask why she is having a baby at such a young age. The biology of conception and menstruation, etc would need to be explained – which until recently was a subject addressed only at second level.

So, what is going on? What is the real agenda behind the BBC videos and their crass, inappropriate portrayal of human sexuality?

The answer may be found in the next two videos on our list: ***‘Different Families, Same Love’*** and ***‘Identity – Understanding sexual and gender identities.’***

 <p><b>Different Families, Same Love</b></p> <p>Children ask about families: How many different types of family are there? Can two people of the same sex have a baby?</p>	 <p><b>Identity - Understanding sexual and gender identities</b></p> <p>Children across the UK ask trusted adults questions about sexual and gender identity.</p>
<b>Different Families, Same Love</b>	<b>Understanding sexual and gender identities</b>

**“Thus saith the LORD, Stand ye in the ways, and see, and ask for the old paths, where is the good way, and walk therein, and ye shall find rest for your souls. But they said, We will not walk therein.”**

**- Jeremiah 6:16**

## **VIDEO: Different Families, Same Love**

A child asks: “Can two people of the same sex have a baby?”

A woman replies: “Two people of the same sex can have a baby. They might go to the adoption agency or they might go and foster a baby or there are other different ways that they might decide to go down that route of having a baby.”

Another woman replies (to a different group): “Two women that are in a gay relationship or two men that are in a gay relationship equally have such a lot to offer and would really like to have the opportunity to have a child.”

The question put by the child seems rather contrived. Everyone knows that two people of the same sex **can't** have a baby. But the question is interpreted in a way that invites the viewer to forget this. The verb ‘have’ in the child’s question is cunningly reinterpreted in the reply. Instead of meaning “give birth to a baby”, the word is turned instead into a simple possessive. The child’s question is thereby twisted to mean: “Can two people of the same sex acquire a baby?”

Through this deceitful device the adults are able to play games with the laws of procreation. It is perfectly natural for a husband and wife, if their lovemaking does not produce a baby, to adopt a child whose birth mother seeks this option. Of course, this ancient practice is not explained in the video since it would reveal that at no time in history have homosexuals been able to ‘marry’ or adopt a child. This radical option only became available in the past two decades when the Marxist-humanist corruption of human sexuality began to take effect.

We now move on to a video which, even if it were viewed last in the sequence, would make absolutely no sense to a child – or to anyone else for that matter. It manages to trump in several ways the insanity that went before it.



**Two homosexual men sign adoption papers.**

## **VIDEO: Identity – Understanding Sexual and Gender Identities**

A child asks: “What’s the difference between sex and gender?”

A man replies: “Gender to me would be who you maybe are inside, but the sex of your body would be whether you were a man or a woman, a boy or a girl, whenever you were born.”

Where is the scientific evidence to support this reply? Where is the vast quantity of objective data to back it up? Where is the literature from earlier centuries, including the literature of ancient Greece and Rome, to support the view that gender is “who you are inside” and sex pertains exclusively to the structure of our genitals at birth?

Where? It doesn’t exist. Given that this man was supposed to be instructing a child in accordance with objective knowledge, and not his personal opinion (“gender to me would be...”), we must seriously ask whether he is abusing his position as a teacher by giving this reply. Teachers in the UK who promote this perverse notion are leaving themselves open to litigation. So too will teachers in Ireland if the government introduces their proposed “objective sex education” program.



To the same question a woman replied: “Sometimes your feelings can be the same as the body parts that you have, and sometimes they can be different.”

This too is highly misleading since it fails to distinguish between a temporary state of sexual confusion and one’s innate long-term attraction to the opposite sex. It also does something exceedingly devious when it identifies sex with “body parts” and pretends that one’s true sexuality is shaped by processes that do not necessarily involve our biology. Of course this is nonsense, but it is central to the Marxist doctrine that man is completely free to decide his own destiny and in doing so to jettison, disregard or ‘transcend’ his biology.

Every cell in the body of a boy is male, having an XY sex chromosome, and every cell in the body of a girl is female, having an XX sex chromosome. The boy is not a boy simply because he has certain “body parts” but because he is male throughout every cell in his body. By the same token, a girl is female throughout every cell in her body. Her reproductive organs are the evidence, not the cause, of this.

We cannot change our gender any more than we can change our brain.



### ***‘Gender identities’***

We then move on to yet another question which we are seriously expected to believe is commonly asked by most 9-year olds:

A child asks: “What are the different gender identities?”

A woman replies: “That’s a really, really exciting question to ask.”

Another woman replies (to a different group): “D’you know, there are so many gender identities. So we know we’ve got male and female, but there are over a hundred, if not more, gender identities. We know that some people may feel like they’re two different genders, so people might think they’re bi-gender. But some people might call themselves ‘gender queer.’ It’s like “I don’t really want to be anything in particular. I’m just going to be me.”

It is doubtful whether more than a handful of adults in the 12<sup>th</sup> century, or the 16<sup>th</sup> or the 19<sup>th</sup>, ever asked this question! If they did, we are confident that they all came to the same conclusion, namely, that there are only two natural genders, male and female, and that such anomalies as arise are due to (a) psychological disturbances, (b) criminal tendencies, or (c) a biological disorder.

Where did this woman obtain scientific proof that there are “over a hundred” gender identities? Even in vaudeville, where nonsensical sketches would often include cross-dressing, there were only two genders (The same tradition lives on today in pantomimes). Apparently, over the past twenty years or so, the cross-dressers have each been assigned their own gender. What is more, they have stepped off the stage and are walking among us.

How else are we to explain this woman’s absurd reply?

Well, as we all know, there is another explanation. There are only two natural genders, male and female, while all the rest, the “hundred or more”, are shameless inventions concocted by the anarchists who control world Marxism.

Leading members of the psychiatric profession are working alongside this subversive cabal, just as they did in Stalin’s time, to stamp with the stigma of insanity anyone who dares to question the authority of the state. The emerging Marxist super-state, which is extending its tentacles through the UN and other international organizations, has recently decreed that gender is “fluid”. Anyone who denies this must either be insane or guilty of an offense.

There is a world of difference between empirical science and imperial science. One seeks and respects the truth, while the other twists and distorts whatever it pleases in order to humiliate and crush the opposition. The Ruling Elite are using this ridiculous pseudo-science, the grotesque fantasy known as *gender fluidity*, to attack Christianity and silence anyone who dares to defend it.



**The UN logo.**

**The laurels symbolize the planned worldwide Marxist imperium.**

## ***Transgender question***

A child asks: “What do you think *transgender* means?”

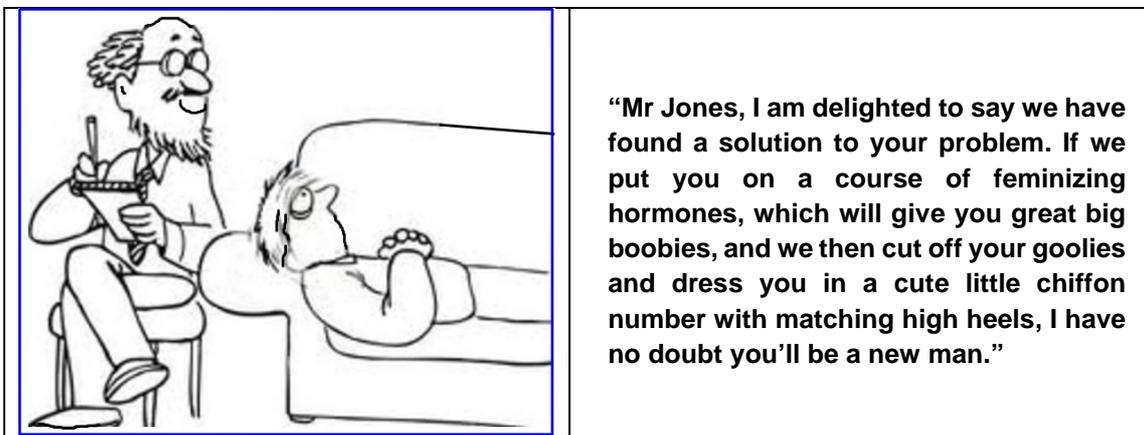
A ‘transgender’ person replies: “The definition of ‘transgender’ is somebody who doesn’t identify with the gender they were assigned with at birth.”

Gender is not “assigned” at birth. We are either male or female from the time of conception. The medical staff do not ‘decide’ the sex of the baby but merely record the fact in a register.

Any person who believes he or she is ‘transgender’ would likely give this or a similar reply. But this answer is, from a scientific viewpoint, seriously deficient and, from the viewpoint of a child, utterly misleading.

In reality, a ‘transgender’ person is someone who has difficulty accepting that he is a natural male, to the point where he believes that, by pretending to be ‘female’, he will feel better about himself. (Where the transgender person is a natural female, the situation is reversed.) In former times a person who suffered from this kind of disorder would generally have sought relief through cross-dressing and/or effeminate/homosexual behavior. Today, the Marxist schemers are using the psychiatric profession to exploit these unfortunate people for their own purpose. Victims are being tricked into taking hormones and having their genitals disfigured or cut off. Women with the problem are even encouraged to have their breasts removed.

The psychiatric profession tries to justify this senseless mutilation by claiming that gender should be more broadly defined and that the words ‘male’ and ‘female’ are interchangeable under certain circumstances. Thus, after a course of feminizing hormones, a natural man can be surgically castrated and thereafter categorized as a female.



### **Celtic insanity**

The Irish have taken this lunacy to extremes by removing any requirement to take hormones or undergo surgery. It is only necessary for a man to write to the appropriate state agency and register the ‘fact’ that he (a) now identifies as a woman and (b) has always been female, even from the time of his birth [See **Appendix B**]. He must thereafter be treated in law as though he was a woman. How this applies retrospectively is unclear, even to the treacherous politicians who dreamt up this garbage and imposed it by stealth and deception on the Irish people. [We will return to the Irish situation below.]

If there is a profession on earth that has sold its soul to the Devil, it must surely be the psychiatric profession. Despite having pledged to do no harm, its members have conspired together to sabotage the natural order and replace many accepted indicators of health and normality with aberrant political counterfeits. They began by calling a normal person a ‘heterosexual’, thereby making room for other kinds of normality. Then the mental disorder known as homosexuality – along with its many perversions – was elevated to the level of normality. A few decades later gender dysphoria, which was recognized as a troubling clinical condition, was deemed fully treatable by the simple expedient of ‘changing’ one’s sex.

The next great betrayal will likely see pedophiles being reclassified as ‘minor attracted persons’ (and thus deserving of our sympathy) and euthanasia described as a positive, life-affirming medical modality.



### **‘Changing’ gender**

At a later stage on the video a child asks a question that any child of nine might ask, and which possibly every rational person could answer, except of course the opinionated, unscientific ‘experts’ at the BBC:

A child asks: “When do people feel like they want to change gender?”

A woman replies: “As far as I know, it’s different for different people. Some people are born and feel that they are the wrong gender. They might be born as a boy and feel like they’re a girl, or as a girl and feel they’re a boy.”

This is the famous paranormal canard – born in the wrong body. It is straight from the Gnostic textbook, where the soul incarnates from one body to another over many lifetimes but sometimes ends up in the “wrong” body at birth. When this happens the soul is confused and longs to be reassigned to a body of the opposite gender. So boys are now being taught to believe that if they “feel” female inside – whatever that means! – then they must *really* be female!

It is grossly irresponsible to plant this false idea in the mind of a child. Since it came from a “trusted adult”, it is bound to have an effect. A perfectly well-adjusted boy of nine could start to wonder whether the emotional challenges in his life, especially those of a romantic nature, are a sign that he is really a girl in a boy’s body. If other misguided adults were to validate this strange notion, then the boy might begin to fantasize about the alternate life he should be enjoying. Before long he is asking for hormones to delay the onset of puberty and even watching videos online which record the steps that other, equally confused, youngsters are taking to “change” their gender.

We already know the great suffering that many girls endure when they try to achieve an idealized body image – courtesy of the cruel propaganda created by the fashion industry. How much more harm will be inflicted on them by the insane notion that they might actually be in the “wrong” body and have the “wrong” gender?



**Left: Walt Heyer**  
Walt underwent gender reassignment surgery when he was a young man and became “Laura Jensen.” He came to regret his decision and many years later underwent similar surgery to change back. Many have done just as Walt did, but you are not likely to find their story in the tightly controlled mainstream media. He frankly describes ‘transgenderism’ as a mental disorder and is adamant that it can only be treated by psychotherapy. Hormones and surgery, he says, only do further damage.

## **The suppression of normality**

A man who is attracted to women is neither “straight” nor “heterosexual”, but normal. A man who was registered as a boy at birth and who lives as a man is not “cisgender” but simply a man. These weasel words – *straight*, *heterosexual* and *cisgender* – were devised by intellectual anarchists in academia, aided by unaccountable nabobs in the psychiatric profession, to hide the fact that all such men are NORMAL.

What is most striking about these strange videos is their perverse determination to deny normality, or even to acknowledge that it ever existed in society. Instead little children are being gulled into believing that the only normality is “being yourself” and never judging anyone else.

In place of normality the vulnerable viewers of these videos are being taught to “celebrate diversity.” Diversity is the new normality. We must celebrate our differences and NEVER judge anyone. This, seemingly, is the only moral law in the unstable world of pretend sexuality promoted by the BBC and their Marxist overlords.

### **“Boys can do whatever they want!”**

It is hardly surprising then that the core discussion about transgenderism in this video is controlled by a ‘transgender’. Here is how she replied through her male persona to the question put by a child: “When do people feel like they want to change gender?”:

“So for me personally, when I was growing up, I’m a transgender man, so when I was born I realized I had female genitalia so I must be female. But I always felt really uncomfortable. Like, I always felt...that I was being the wrong person. I told people it wasn’t necessarily because I wanted to be transgender, but because I wanted to be happy. And to be happy I had to be true about who I was and let other people in on this so that they could see who I was, but also to use different names. Using he/him pronounced instead of she/her. Nobody really treats you differently, but I feel like, I feel like all the pieces in my life fit now. Everything makes sense a bit better.”

We must consider her reply, not simply as a statement of personal experience, which it clearly is, but critically as a philosophy which the children watching the video are expected to learn and accept.



Documentary about ‘transgender regret’ on YouTube.

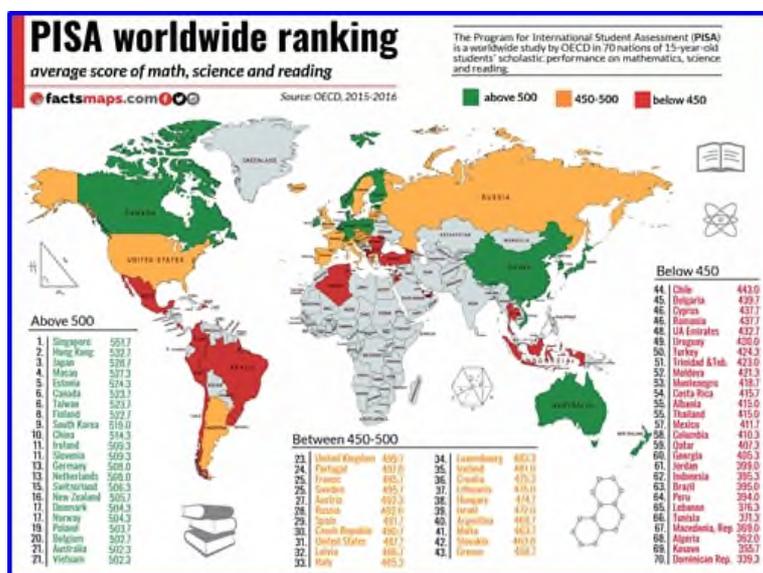
The ground for her reply was laid in the video, [Body Image – What Is Perfect?](#) Any child who watched that video before this one would have come across an astonishing remark by the same ‘transgender’ person. When she was asked “What is meant by a body image?”, she replied:

“Growing up as a woman, I really liked to do make-up, and when I came out as a trans-man, I was really worried that I wouldn’t be able to wear make-up anymore because that’s not something that boys do. And then I realized, no, boys can do whatever they want.”

Ah, that's the key: "Boys can do whatever they want." This is the pivot on which the videos turn. All is revealed. This is how one spins the wheel of sex roulette. Boys can do whatever they want.

If they want to wear make-up, fine. If they want to wear girl's clothes, fine. If they want to have sex with other boys, fine. If they want to sodomize, or be sodomized by, another boy, or even a man, fine. If they want to delay the onset of puberty, fine. If they want to watch pornography, fine. If they want to have their genitals cut off, take female hormones, and behave like a girl, fine. After all, boys can do whatever they want.

Girls viewing these videos are expected to absorb the same message: Girls can do whatever they want, too, because boys are really girls, and girls are really boys. That's what gender fluidity is all about.



## OECD Report 2019

A recent international report shows where all of this is leading.

The OECD has a program for international student assessment (PISA) which tests 15-year olds in academic ability and their attitudes on a range of issues. It is well respected and its trends are closely watched by national educational bodies in the 70+ countries participating in the programme. One of the categories covered is life satisfaction. The latest PISA report reveals that British 15-year-olds ranked 69th out of 72 countries in the world for life satisfaction, with boys in particular being the least satisfied with their lives. Incredibly they ranked second last under the heading "my life has a clear meaning or purpose." In fact the UK was the only country in Europe where more than half of its children reported that they regularly felt sad. In addition, more than one in four British pupils said they were bullied "at least a few times a month", which is higher than the OECD average.

This is a deeply disturbing development. It shows what happens to a country when it collapses into atheistic humanism and allows its children to be indoctrinated with a perverted understanding of human sexuality. The bullying trend is also significant since bullying can escalate very easily into sexual intimidation and abuse.

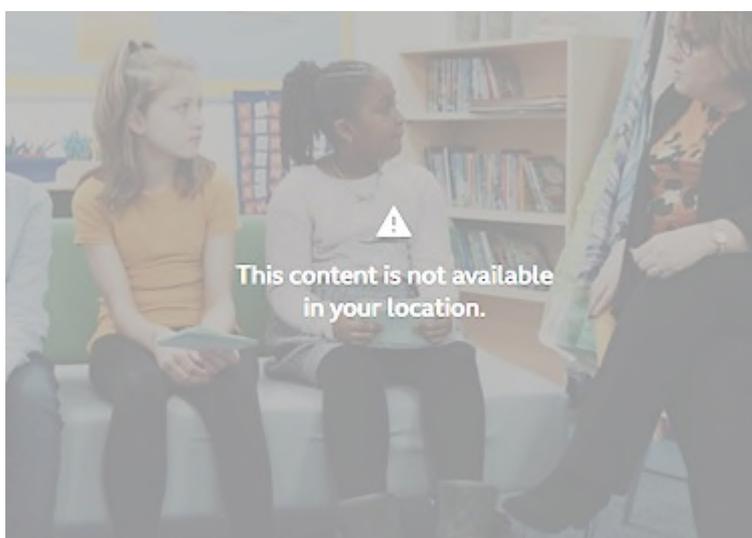
## **CONCLUSION**

We could say a great deal more about the contents of these videos, but we have given more than enough information to show what they are teaching. Readers may get a more rounded picture by viewing them for themselves – which we would recommend. Be warned, they are cool, relaxed, laid back, and friendly. There is nothing in any of them to alert the viewer that he is about to enter a strange world, a world where Biblical values and common sense have been obliterated, where the facts of science are completely ignored, and where the vast archive of human experience, as recorded in historical documents and works of literature, is spurned as irrelevant.

Instead we are left watching little children being fed material which, if it enters their vulnerable minds and takes hold, will cause them real difficulties in later life. For some, it will trigger serious emotional and developmental problems in their teenage years and create immense heartache for their families.

## **Censorship and political deception in Ireland**

Readers in Ireland may have difficulty gaining access to the videos. They will likely receive a message saying the video is not available in their location. There is an obvious reason for this. The Irish government is currently trying to deceive the public in relation to sex education, just as it did in 2015 when it brought in the Gender Recognition Act “under the radar” [see below]. It would be most unfortunate if Irish parents were to access the BBC videos and see what the future holds for them and their children. So the BBC conveniently prevents residents in the Republic of Ireland from seeing the videos. [Irish readers with a VPN facility should be able to get around this.]



## The Luciferian angle

The videos are so degrading that we really need to ask whether any of the people involved in this entire saga were raised in generational Luciferian families. Over the past century or more, Luciferians and Satanists in the UK have been steadily creeping into positions of influence in the public sector. In addition to providing them with a cloak of respectability and ample opportunity to deflect attention from their wicked activities, which can include the rape and torture of children, it enables those who hold high office to conspire and destroy what is left of Christian culture and traditional Biblical values in the UK. A sex education program of the kind we are describing would suit their purpose perfectly.



Boris Johnson, then Lord Mayor of London, presiding over the official unveiling of the Gate of Baal in Trafalgar Square in London on 19<sup>th</sup> April 2016. The date itself, 19<sup>th</sup> April, is of special significance in Baal worship. The 'gate' is a 15ft scale replica in marble of the portal or sacred entrance to the great Temple of Baal in Palmyra. Baal is the most frequently used name for Satan in the Bible.

## **Teenage promiscuity and child rape by minors**

Teenage promiscuity will be commonplace in a country that teaches this garbage. State-run schools will become a breeding ground for sexual confusion and experimentation, the grooming and sexual exploitation of teenage girls, and the abuse and rape of children by other children.



## **The UK's legion of pedophiles will rejoice**

The pedophiles have won the lottery. The slow task of grooming a child victim, both male and female, will be made far easier. They will now have much more material to work with, as well as a victim who has been conditioned by the state to be significantly more receptive to sexual cues. The more responsive a child is emotionally, the easier it will be to control him. They will even have a rich supply of sexually-charged terms to hook the child with, terms which the victim has already been trained to regard as normal. Even a child who knows he is being groomed may fail to recognize how powerless he is until the trap snaps shut.

## **Gender confusion is already far advanced**

The harmful sexualization of British youth is already far advanced. A recent study by YouGov revealed that 16 percent [1 in 6] of British youth aged 18-24 describe themselves as bisexual. This compares with just 2 percent [1 in 50] in 2015. In just four years a phenomenon which was relatively rare 50 years ago is now endemic within British society and growing rapidly.

More and more men are having sex with men, and more and more women are having sex with women. These are not one-off encounters which can be dismissed later as an adventure or an experiment, but a powerful manifestation of sexual confusion. If a man at age 25 has not yet developed a clear sexual identity, he may never do so. Many will fail to find a suitable marriage partner or attain the level of emotional maturity needed to sustain a marriage. Such 'men' are still little boys inside, unable to distinguish clearly between fantasy and reality.

Many of them will be exploited by older men, drawn into relationships which are designed simply to ensure that they continue to be sexually available. Bisexual women, will have the additional anxiety of knowing that the longer they stay in their confused state, the less likely they are to have a family.

### **Who benefits from all this?**

Who benefits from all this? The answer ought to be obvious but, given the collapse of rational thought that we are witnessing in society today, only a small percentage of the population will see what's happening. The ultra-rich Elite who control the world's banking system are building what they call their 'new world order' and to do this they must undermine the existing order and the social fabric which binds society together – specifically the fabric of Western society. Gender confusion is being used as a weapon in this terrible war, a war that is largely invisible to the general public but which is turning the young men of Britain into feminized, porn-addicted pansies.

It would appear that a large proportion of middle-aged men in the UK are already heavily feminized. Real men would never allow their children to be brainwashed and abused in this way. Real men would never allow the Luciferian bullies at the BBC to poison the minds of their sons and daughters with degrading material and set them on a path which will lead many to promiscuity, gender confusion, depression, homosexuality, self-harm, and addiction to pornography, not to mention the many additional ills that come with the so-called 'gay' lifestyle.

### **The organized assault on traditional morality**

If you still doubt the existence of an organized assault on traditional moral values, just look at the Gender Recognition Act which was passed by the Irish parliament in 2015. This insane piece of Marxist villainy – which involved the co-operation of all the main political parties in Ireland (Fianna Fáil, Fine Gael, Labour, Sinn Fein) – was cunningly carried through using the divisive Marriage Referendum as a smokescreen.

A recent international report, commissioned by an organization promoting the LGBTQI agenda in Europe, actually had the audacity to boast that this vile tactic was used deliberately to smuggle onto the statute books a set of legislative reforms which, had the Irish public been apprised of their implications, would have met with strong opposition.



It is called ***Only Adults? Good Practices in Legal Gender Recognition for Youth***, a report on the current state of laws and NGO advocacy in eight countries in Europe, with a focus on the rights of young people. It was published in November 2019 and prepared by Dentons, an international law firm, on behalf of the IGLYO. The International Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) Youth & Student Organisation (IGLYO), describes itself as “a network of 96 national and local lesbian, gay, bisexual, transgender, queer and intersex youth and student organisations across the Council of Europe region.”

We present some extracts from the report which reveal how deceitfully this entire gender revolution is being orchestrated and how vile and corrupt the Irish system of government has become:

#### **7. Tie your campaign to more popular reform**

In Ireland, Denmark and Norway, changes to the law on legal gender recognition were put through at the same time as other more popular reforms such as marriage equality legislation. This provided a veil of protection, particularly in Ireland, where marriage equality was strongly supported, but gender identity remained a more difficult issue to win public support for. [p.20]

Note the expression, “veil of protection”, a euphemism for deception and subterfuge. The report makes it quite plain that the people of Ireland were deliberately deceived by the government in 2015. Further extracts, which we will examine below, show that the media was also complicit in this deception. The crypto-Marxist dailies, such *The Irish Times* and *The Irish Independent*, were working hand-in-glove with the politicians to ensure the public was kept in the dark.

#### **8. Avoid excessive press coverage and exposure**

Another technique which has been used to great effect is the limitation of press coverage and exposure... Against this background, many believe that public campaigning has been detrimental to progress, as much of the general public is not well informed about trans issues, and therefore misinterpretation can arise. In Ireland, activists have directly lobbied individual politicians and tried to keep press coverage to a minimum in order to avoid this issue. [p.20]

Here we are told that activists approached individual politicians and asked them to remain silent. These, presumably, were Dáil members whose commitment to the program of gender perversion had not yet been secured. The activists also approached the crypto-Marxists in *The Irish Times* and *The Irish Independent* to make sure nothing embarrassing was leaked to the public. After all, unknown to the editors, they might have had one or two journalists in their ranks who still had a shred of integrity.

### **11. Be wary of compromise**

A final lesson from the campaigns we studied, is that activists should be wary of compromise; compromise can be a double-edged sword. For example, in Ireland, compromise on legal gender recognition for young trans persons was critical to getting the legislation passed, but it might take years to revise the legislation to render it more favourable to trans youth. [p.21]

The technique in question is not compromise as such, which the text might seem to imply, but the use of exorbitant demands to extract concessions in the form of a “compromise.” For example, the radicals know that they would get nowhere if they demanded that the age of consent be lowered to 13 years. However, they might demand that it be lowered to age 12, knowing that the opposition might foolishly settle for age 13 as a “compromise.” (This is not really an issue in Ireland since the country has no parliamentary opposition. Whichever ‘government’ is in power rules unopposed until the next cohort of crypto-Marxists take office and do exactly the same. Besides, all ballot boxes in Ireland are taken into custody by the Gardai after the polls close and are only returned when the count begins the next day. Corruption is endemic among the Irish police force, so it is doubtful whether the country has had a free and fair election for decades.)

The most important lesson from the Irish experience is arguably that trans advocates can possibly be much more strategic by trying to pass legislation “under the radar” by latching trans rights legislation onto more popular legal reforms (e.g. marriage equality), rather taking more combative, public facing, approaches. Another lesson is that compromise is a double-edged sword. Compromise on legal gender recognition for young trans persons was critical to getting the legislation passed in Ireland, but it might take years to revise the legislation to render it more favourable to trans youth. [p.55]

In place of the euphemism, “veil of protection,” the authors of the report are now brazen enough to use the expression “under the radar” – a well-known way of denoting a deceptive manoeuvre.

By “latching” what they want onto a reform that the public is less likely to oppose, the radicals are able to smuggle through various elements of their legislative agenda without attracting too much attention. Incredibly, the report is openly advocating a way to circumvent the democratic process. In doing so the authors applaud the cunning of the Irish government and encourage the political leaders of other European countries to follow their example. Senior Irish politicians – masters of skulduggery – must feel honored to have their duplicity commended in this fashion.

Many activists in good practice countries still believe that there is more to be done, and there are many countries such as Ireland, where change is hopefully forthcoming. Despite the rise in right-wing groups, and the increase in hate crime towards trans people in the UK, overall the general trend that has emerged from this research is one of changing attitudes and increased awareness of trans rights. [p.64]

This paragraph glues the term “right-wing” – a derogatory epithet – onto anyone who dares to oppose their subversive agenda. In the same breath the authors connect the “rise” of such groups with “the increase in hate crime” towards people suffering from gender dysphoria. This is the universal Marxist response, pouring scorn on anyone who stands in their way and demeaning their good name. It is a measure of how twisted and nasty these people are in reality – behind their mask of faux civility – that decent, law-abiding people who express a traditional point of view are guilty of a “hate crime” while the real hate-mongers hold high office and pass corrupt laws.

## **Day of Reckoning**

The LORD has fixed a day of reckoning for these people. Jesus has confirmed that, when that day comes, those who mourn at the sight of this wickedness will be comforted, and those who hunger and thirst after righteousness will be filled. The following verses pertain to Nineveh, which was utterly destroyed in 612 BC, but they apply equally to Babylon in the End Time:

**“God is jealous, and the LORD revengeth; the LORD revengeth, and is furious; the LORD will take vengeance on his adversaries, and he reserveth wrath for his enemies.**

**The LORD is slow to anger, and great in power, and will not at all acquit the wicked...**

**Who can stand before his indignation? and who can abide in the fierceness of his anger? his fury is poured out like fire, and the rocks are thrown down by him.**

**The LORD is good, a stronghold in the day of trouble; and he knoweth them that trust in him.**

**But with an overrunning flood he will make an utter end of the place thereof, and darkness shall pursue his enemies.**

**What do ye imagine against the LORD? he will make an utter end: affliction shall not rise up the second time...they shall be devoured as stubble fully dry.”**

**- Nahum 1:2-10**

When asked about the meaning of the acronym LGBTQI, an adult in one of the videos replied: “The Q has two [meanings]. One is Queer and the other is Questioning.” And indeed that is the case. The whole purpose of this ghastly agenda is to turn our children and our grandchildren into queers who question everything.

Are Christians in the UK and Ireland going to continue stand back while these sociopaths carry out their plan?

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**Jeremy James**  
**Ireland**  
**December 14, 2019**

**- SPECIAL REQUEST -**

Regular readers are encouraged to download the papers on this website for safekeeping and future reference. They may not always be available. We are rapidly moving into an era where material of this kind may be obtained only via email. Readers who wish to be included on a future mailing list are welcome to contact me at [jeremypauljames@gmail.com](mailto:jeremypauljames@gmail.com). A name is not required, just an email address.

For further information visit [www.zephaniah.eu](http://www.zephaniah.eu)

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## APPENDIX A

### **Text which teachers are expected to read and consider before talking children through the video dealing with 'Body Image.'**

Each of the other 8 videos is accompanied by a similar guidance note for teachers.



**TEXT starts here:**

#### **Children from across the UK pose questions to trusted adults about body image and the nature of 'perfect'.**

In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust.

Questions covered are:

- What is meant by a body image?
- Why do people feel like they have to wear makeup?
- Do some people want to get plastic surgery to have body parts bigger or smaller?
- Is anyone perfect?

The adult's answers are not scripted or prepared – the video features authentic, unrehearsed responses to a variety of questions.

The issues raised are real life concerns from children aged 9-12 which were generated through RSE workshops facilitated by professional workshop facilitators.

The content acts as stimulus material for teachers to prompt discussions around related topics.

It shows how to deal with sensitive subjects in an age-appropriate, open and honest way.

The peer-based learning approach encourages students to think for themselves and to pose questions using their own language.

The video encourages children to find answers to actual questions and to gain a balanced view of these important issues.

This short film has been made in consultation with PSHE subject experts and teachers.

**Due to the sensitive nature of the subject matter, we strongly advise teacher viewing before watching with your pupils.**

### ***Teacher Notes***

#### ***Before watching the film***

*This short film is produced with 9-12 year olds in mind, however always make yourself familiar with the content and consider carefully whether it will be appropriate and of use for your specific cohort.*

*Remember to check through the current statutory guidance from your government.*

*This will give you a good overarching view of the content you need to be covering in your sessions.*

*Check your school policies to make sure you follow school guidelines and talk to a member of the SLT if in doubt about anything.*

*Check to see if any of your class have any child protection issues or are vulnerable children.*

*Also consider thoroughly any SEN (Special Educational Needs) and whether this short film is the best resource to use with every child in your class.*

*Once you are confident it is the right resource for your pupils, watch it through alone and consider how it would work best for you all.*

*Watch the teacher support film with PSHE Specialist, Kate Daniels, for further support and tips for using these resources.*

*Finally, consider carrying out an initial assessment in order to pitch your lessons correctly.*

*This is highly recommended as it will give you a clear snapshot of your pupils' understanding and, by assessing at the end of the lesson/lessons, you will also get a clear picture of the impact of your lesson/lessons and good insight into what pupils have learnt and what areas they will need more support with.*

#### ***Using the film***

*This can be used as a starter, a focus in the main part of your lesson or in the plenary – think about what works for you and each specific cohort.*

*However you decide to use this short film, always set up a working agreement with the class at the beginning of the lesson to create a list of ground rules so everyone feels safe and able to talk and join in discussions without being judged. Remember to include a reminder to talk to a trusted adult if anything in the film makes your pupils feel worried or uncomfortable.*

*As the film is all about discussion and talking it lends itself well to supporting quality discussion in and with your class.*

*Discussion ideas:*

- *The title of the film – ‘What is perfect?’*
- *The questions from the film – What is meant by a body image? Why do people feel like they have to wear makeup? Do some people want to get plastic surgery to have body parts bigger or smaller? Is anyone perfect?*
- *Definitions and ideas about what image is.*
- *Definitions and ideas about what body image is.*
- *Questions generated directly (possibly anonymously as in these films) during the lesson, from your pupils.*

*Whatever you choose, encourage lots of open discussion – paired, group and/or as whole class – write any ideas up on a flip chart or smart board so you can use or refer back to these in this or any other lesson.*

*Activity ideas:*

- *Art – Exhibition celebrating the beauty of diversity in all its forms (could be focused on body image).*
- *Projects – How bodies are designed so incredibly for certain environments and lifestyles (humans and/or animals).*
- *Descriptive writing – Exploring the idea of perfection.*
- *Music – Exploring the concept of ‘perfect imperfectness’ through sound.*

*Whatever you choose, always allow enough time to clarify any misunderstanding, answer any questions that have been unanswered, and give pupils time for quiet reflection at the end.*

*Always check in with the group before they leave and remind them of their working agreement.*

*Consolidate the importance (and value) of talking to someone they trust if anything they have seen or discussed has made them feel uncomfortable. Include signposting – both in school and outside on where they can get further support or information (e.g. ChildLine).*

### **Following on**

*Assessment – Complete an assessment to see what your pupils have learnt and what their gaps are.*

*Feed this into your planning for future lessons.*

*There are eight other films in this series which focus on different RSE topics.*

*You could continue to use these across a few lessons/weeks, if timetabling allows, addressing each film topic.*

### **Curriculum Notes**

*These short films were created in consultation with a PSHE education expert and are designed for teachers for use with children aged 9-12. Teachers can use them to complement:*

- *The upper KS2 RSE National Curriculum teaching requirement in England.*
- *The Curriculum for Excellence in Scotland; specifically relationships, sexual health and parenthood education in school Level 2.*
- *The Council for the Curriculum, Examinations and Assessments in Northern Ireland.*
- *Relationships and Sexuality Education (RSE) and the KS2 Welsh Curriculum.*

**Section of IGLYO Report summarizing  
the legal position in Ireland**

(pps.54-56)

**IRELAND**

In Ireland, the campaign for changes to the laws around legal gender recognition came at a time of great social and political change for the country.

**Background**

By way of background to the legislation, the Transgender Equality Network Ireland (TENI) got together a group of allies and lobbied the Irish Government for changes to allow legal gender recognition. The Irish Government then set up an advisory committee working on gender recognition and between 2010 and 2011 published an initial report. There were no trans people in that group and it followed the UK model so there was a lot of criticism about the recommendations for their lack of innovation.

As a result, TENI gave a voice to trans advocates in Ireland so that the public and the government were educated as to more progressive and appropriate alternatives. They did this by sharing personal stories, advocating why legal gender recognition was important to the community, using real life stories of trans people and asking them to talk to politicians to build up support. A few different ministers (such as Joan Burton, Labour Party Minister for Social Protection) really pushed for more progressive reform and the Labour Party championed this agenda before other parties did.

A new draft bill was published in late 2014 and was debated in early 2015. It would have been ready to go by Autumn 2015 but Ireland did not have marriage equality yet, so those seeking to legally change their gender who were married would need to divorce their partner and opt for a civil partnership. As a result, the progress of the legislation was paused to allow for marriage equality legislation to be passed. The law was passed in the summer of 2015.

## **Minors**

The law has been very successful and hundreds of people have gone through the process, with only a couple of revocations. One concerning factor is that less than 12 persons under 18 years of age have gone through the process. Those aged between 16 and 18 can apply to court if they have the consent of both of their parents and certificates from 2 medical consultants. This is very difficult, as there are only around four doctors in Ireland qualified to make the kind of assessment necessary (paediatric endocrinologists), and the legal process is time-consuming and expensive. Originally, the report prepared by the advisory committee on gender recognition had put forward recommendations that minors should be able to access legal gender recognition in a similar way to adults, however this was politically unpopular, with many opposing the idea. It was decided that in order to get the bill passed, the age of access would be 16, with additional measures in place for those between 16 and 18, and that this could be revisited in two years' time.

## **Media/Public Sentiment**

The legislation went under the radar in Ireland because marriage equality was gaining the most focus. In a way, this was helpful according to the activists, because it meant that they were able to focus on persuading politicians that the change was necessary.

This is a common technique that we have seen in many of the successful campaigns, and it was very effective in Ireland. Activists prepared materials such as videos with case studies and targeted politicians to raise awareness of the seriousness of the issues. To do this, they looked at human rights principles, examples of other countries such as Malta and Iceland, and had trans people tell their personal stories in order to put a human face on the issues.

## **Reflections**

The most important lesson from the Irish experience is arguably that trans advocates can possibly be much more strategic by trying to pass legislation “under the radar” by latching trans rights legislation onto more popular legal reforms (e.g. marriage equality), rather taking more combative, public facing, approaches. Another lesson is that compromise is a double-edged sword. Compromise on legal gender recognition for young trans persons was critical to getting the legislation passed in Ireland, but it might take years to revise the legislation to render it more favourable to trans youth.

However, there may yet be a positive outcome for trans youth in Ireland. Once the 2015 Act was passed, it was agreed that there would be a review of the legislation two years later. This review was conducted by a panel of officials, activists and experts. Submissions and consultations contributed to a report which was published at the end of May 2018. Legislation is hoped to be drafted soon. The report proposed ten key recommendations:

- A system of gender recognition should be introduced for children of any age, subject to the following key principles:
  - Parental consent required (with an appropriate legal process to address cases where there is not consent from both parents or it is not possible or safe to obtain);
  - Process would be administrative;
  - Straightforward revocation process; and
  - Third party support for the child and family involved.
- Legal gender recognition should be made available to people who are non-binary.
  - As part of cross Government departmental review of proposed legislative amendments an impact assessment may be considered.
  - In the immediate term, Government Departments and other public bodies should take any positive steps they can take to improve the position of people who are non-binary.
- All measures taken to improve access to gender recognition, both with regard to age and gender identity (either binary or non-binary), should also provide access for intersex individuals.
- That the Department of Employment Affairs and Social Protection, with the General Register Office, should introduce a numbering system which looks identical to that used for birth certificates where the information is taken from the birth registers.
- A legal change of name should be possible as part of the gender recognition process. At the moment this must be done by Deed poll (i.e. a legal document obtained from the courts that proves a change of name). through the courts and it is publicly available information, which goes against the protection of trans individual's privacy.
- That arrangements should be put in place to allow Irish citizens born in Northern Ireland and living outside the State, to apply for a gender recognition certificate.
  - The issue of revised birth certificates should be raised at official level with UK authorities.
- Government departments and agencies should examine ways of streamlining application processes; improving interconnection between Departments; and reducing costs for replacement of official documents such as birth certificates and passports.

- Each relevant Department/Government body should examine how administrative processes, once a Gender Recognition Certificate is obtained, can be streamlined while maintaining a person's privacy.
- A review of the Act and any impact assessment in relation to the introduction of legislation to provide legal gender recognition for non-binary people should be completed within five years of commencement of the provisions of any enacted amending legislation arising from this review. That review would cover any new provisions contained in any amending legislation.
- The Department of Employment Affairs and Social Protection should publish an easy to read booklet setting out the steps involved in obtaining a Gender Recognition Certificate and an entry in the register of gender recognition. This should also include advice regarding next steps to be taken, listing other Government departments and State bodies that may need to be contacted to update personal records.
  - The group also recommends that a booklet be prepared for Government Departments, other State bodies, and private sector organisations, setting out how the Act applies to them.

It remains to be seen whether all of these recommendations will be implemented, however it is encouraging that the 2015 Act is not being seen as a victory, but as a starting point to build on.