



Public Child Protection
Wales



Education- Our say, our way!

[Contact Us](#)

Our Investigation into RSE

Public Child Protection Wales is leading the fight to remove RSE (Relationship and Sex Education) from the mandatory element of the Curriculum Bill 2020. We are not fighting to remove sexual safeguarding or biology; we are simply fighting to remove RSE from the mandatory element, mandatory means no parental opt out, this Bill mandates RSE from age three.

Educators across the country are excited for the new Curriculum set to be in place by September 2022, but all is not as it seems. The original RSE Draft February_(2019) gave a hint of no parental opt out; Welsh Government carried out two online polls about this opt out, the Welsh people in overwhelming numbers rejected the idea of no parental opt out, January 2020 Welsh Government announced no parental opt out via mainstream media.

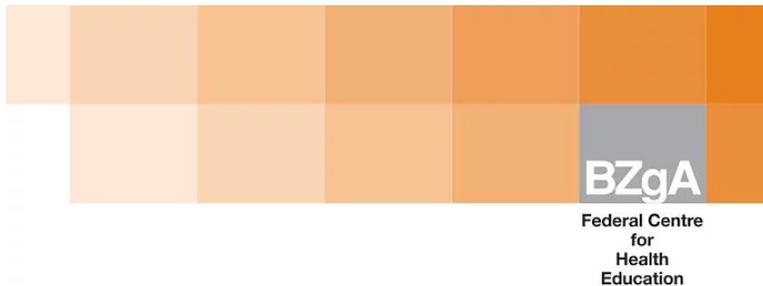
Members of PCP Wales have studied the global rollout of controversial Sex Education since 2013, they have observed the horrors from afar, so on hearing the news of the no opt out investigations were underway. Page 4 of the RSE Draft (2019) refers to UNESCO, which is the global roll out, The Comprehensive Sexuality Education (CSE) agenda 2030. Before you get carried away with the rights-based approach of UNESCO look at the investigation.

The history of this sex education goes back decades but we will focus on 2010 onwards, the reason for this is because our Government documentation; "The Future of Sex and Relationships Education Curriculum in Wales (2017)" and the "Drafts Relationships and Sexuality Education (RSE) Guidance (2019)" makes reference to what we will refer to as the "Godfather" of the UK's new sex education programme, it was the document which sealed the deal therefore, its only right you get to see what it is our Government support. Denial of support for, or knowledge of this education means one of two things; complicit or negligent, we struggle to see any other explanation, either way it is a step too far.

Here we have the WHO (World Health Organisation) Standards for Sexuality Education in Europe: A framework for policy makers, educational and health authority specialists (2010), or as we call it "The Godfather" of our sex education. This document claims to provide:

"A holistic approach based on an understanding of sexuality as an area of human potential helps children and young people to develop essential skills to enable them to self-determine their sexuality and their relationships at the various developmental stages" (pg 5).

The document goes on to contradict this by believing sex education should "begin at birth" (pg 27). What is more disturbing is the Matrix from page 38, please read this slowly; pay close attention to the titles and subtitles, information fed into a child, skills the child will acquire & attitude the child will develop from that information & skills.



WHO Regional Office for Europe and BZgA

Standards for Sexuality Education in Europe

*A framework
for policy makers,
educational and health authorities
and specialists*

Age 0-4 "enjoyment and pleasure when touching one's own body, early childhood masturbation", Childhood masturbation does exist but these families need support, children do not need encouragement nor should this be normalise, it is sometimes a sign of abuse. As part of safeguarding a child is expected to "differentiate between "good" and "bad" secrets"; firstly, a child cannot differentiate between a good or bad secret, they simply know what adults tell them, never should you ever ask a child to keep a secret. (pg 38-39)



One of the attitudes 0-4-year olds will have is “the feeling that they can make their own decisions” (pgs. 38-39) children under four years of age?

It gets worse the older they get, age 6-9 “sexual intercourse” (pg 42).

0-4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> different kinds of relationship different family relationships 	<ul style="list-style-type: none"> talk about own relationships and family 	<ul style="list-style-type: none"> a feeling of closeness and trust based on the experience of bonding a positive attitude towards different lifestyles the awareness that relationships are diverse
Sexuality, health and well-being	<ul style="list-style-type: none"> good and bad experiences of your body/what feels good? (listen to your body) if the experience/feeling is not good, you do not always have to comply 	<ul style="list-style-type: none"> trust their instincts apply the three-step model (say no, go away, talk to somebody you trust) achieve feelings of well-being 	<ul style="list-style-type: none"> an appreciation of their body the awareness that it is ok to ask for help
Sexuality and rights	<ul style="list-style-type: none"> the right to be safe and protected the responsibility of adults for the safety of children the right to ask questions about sexuality the right to explore gender identities the right to explore nakedness and the body, to be curious 	<ul style="list-style-type: none"> say “yes” and “no” develop communication skills express needs and wishes differentiate between “good” and “bad” secrets 	<ul style="list-style-type: none"> an awareness of their rights which leads to self-confidence the attitude “My body belongs to me” the feeling that they can make their own decisions
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> social rules and cultural norms/values gender roles social distance to be maintained with various people the influence of age on sexuality and age-appropriate behaviour norms about nakedness 	<ul style="list-style-type: none"> differentiate between private and public behaviour respect social rules and cultural norms behave appropriately according to context know where you can touch 	<ul style="list-style-type: none"> respect for their own and others’ bodies acceptance of social rules about privacy and intimacy respect for “no” or “yes” from others

■ main topic (new)
 ■ main topic (consolidation)
 • additional topic (new)
 • additional topic (consolidation)

The human body and human development	<ul style="list-style-type: none"> body changes, menstruation, ejaculation, individual variation in development over time (biological) differences between men and women (internal and external) body hygiene 	<ul style="list-style-type: none"> know and to be able to use the correct words for body parts and their functions appraise body changes examine their body and take care of it 	<ul style="list-style-type: none"> an acceptance of insecurities arising from their body awareness a positive body-image and self-image: self-esteem a positive gender identity
Fertility and reproduction	<ul style="list-style-type: none"> choices about parenthood and pregnancy, infertility, adoption the basic idea of contraception (it is possible to plan and decide about your family) different methods of conception basic idea of fertility cycle 	<ul style="list-style-type: none"> develop communication skills gain an understanding that people can influence their own fertility 	<ul style="list-style-type: none"> an acceptance of diversity – some people choose to have children, others choose not to

	main topic (new)	main topic (consolidation)	additional topic (new)	additional topic (consolidation)
Sexuality	<ul style="list-style-type: none"> love, being in love tenderness sex in the media (including the Internet) enjoyment and pleasure when touching one's own body (masturbation/self-stimulation) appropriate sexual language sexual intercourse 	<ul style="list-style-type: none"> accept own and others' need for privacy deal with sex in the media use sexual language in a nonoffensive way 	<ul style="list-style-type: none"> an understanding of "acceptable sex" (mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting) an awareness that sex is depicted in the media in different ways 	<ul style="list-style-type: none"> myths about reproduction
Emotions	<ul style="list-style-type: none"> the difference between friendship, love and lust jealousy, anger, aggression, disappointment friendship and love towards people of the same sex secret loves, first love (infatuations and "crushes", unrequited love) 	<ul style="list-style-type: none"> express and communicate emotions, own wishes and needs manage disappointments name own feelings adequately manage their own and others' need for privacy 	<ul style="list-style-type: none"> the acceptance that feelings of love (as a part of all emotions) are natural the attitude that their own experience and expression of emotions is right and important (valuing their own feelings) 	

We are told it is evidence based but much of it reference back to themselves and some not English, making it difficult for the average educator to question or trace back (that is if they question at all. Something we have discovered along this journey is most educators fail to question). Living under a devolved Government who is supposed to act in the best interest of Wales, one struggles to see how any global policy could be applicable.

6-9	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> different relationships in relation to love, friendship, etc. different family relationships marriage, divorce; living together 	<ul style="list-style-type: none"> express oneself within relationships be able to negotiate compromises, show tolerance and empathy make social contacts and make friends 	<ul style="list-style-type: none"> acceptance of commitment, responsibility and honesty as a basis for relationships respect for others acceptance of diversity

This document is [the Sexuality Education in Europe and Central Asia \(2017\)](#). From page 174 is the study carried out in England, it states it applies to the whole of the UK and refers to the UK agreeing after much pressure from lobbyist groups. This document alone tells you what teachers think about teaching sex education before they have been introduced to what is about to come. The WHO Standards for Sexuality Education in Europe (2010) was the framework in play at the time this research and talks took place.

Sexuality Education

Revised edition

International technical guidance on sexuality education

An evidence-informed approach

Moving forward to 2018 we have the revised version, UNESCO (2018) (please see statement 1.3 in this document, it explains it is a revised version). This document also tells you it is part of the 2030 global agenda. appropriate. Biology and Safeguarding can be generalised, but sex cannot.

5, / **the Guidance?**

The first version of the Guidance was published by UNESCO in 2009, in partnership with the Joint United Nations Programme on HIV and AIDS (UNAIDS), the United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF) and

Fund (UNFPA), United Nations Children's Fund (UNICEF) and the World Health Organization (WHO). Since its publication, the Guidance has served as an evidence-informed educational resource that is globally applicable, easily adaptable to local contexts. It has also been used as a tool to advocate for CSE for all children, adolescents and youth – as an essential component of quality education – in line with their

Here we have a rights-based approach starting from age 5 instead of birth, it sounds lovely but pleasure, consent, bodily rights & sexual rights for a child is a huge no from us. Sexual rights? from birth? you heard such nonsense? Now might be a good time to check out your child's sexual rights. It speaks a lot of age appropriate and developmental sex education; this is an echo of the WHO (2010). According to mencap.org (2018), 4.6% of children in mainstream schools in Wales have Special Educational Needs (SEN), less than 10% attend special schools, with many more waiting diagnoses, some often go without diagnosis. This dissolves the argument for age appropriate. Biology and Safeguarding can be generalised, but sex cannot.

4.2 Consent, Privacy and Bodily Integrity

Learning objectives (5-8 years)

Key idea: Everyone has the right to decide who can touch their body, where, and in what way

Learners will be able to:

- ▶ describe the meaning of 'body rights' (knowledge);
- ▶ identify which parts of the body are private (knowledge);
- ▶ recognize that everyone has 'body rights' (attitudinal);
- ▶ demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill);
- ▶ identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).

Learning objectives (9-12 years)

Key idea: It is important to understand what unwanted sexual attention is and the need for privacy when growing up

Learners will be able to:

- ▶ explain that, during puberty, privacy about one's body and private space become more important for both boys and girls, particularly access to toilets and water for girls (knowledge);
- ▶ define unwanted sexual attention (knowledge);
- ▶ recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one's own body (attitudinal);
- ▶ communicate assertively to maintain privacy and counter unwanted sexual attention (skill).

Consent from age 5?

This document tells you it is evidence based. It is based on 87 studies with a third of those from third world countries, over 40 studies were carried out in the states, and a wealth of it is drawn from aids and HIV research. We live in a devolved country where we have policies based on our needs. The importance of tailoring our children's services is a grounding principle of our youth justice system. The Criminal Justice System is governed by the Westminster Government yet the services which are the functions of the system are devolved, we recognise the need for local solutions to local problems there but all that work seems to dissolve when put next to the idea of a global sex education system whereby the research is wholly irrelevant. That expels the claim of

“evidence based”. It is evidenced for those people, but it is not evidenced for us in Wales.

JUST REMEMBER THE IDIOLOGY BEHIND THIS EDUCATION, THEY BELIEVE IT SHOULD BEGIN FROM BIRTH. ITS MANDATED AGAINST PARENTS WISHES FROM AGE THREE!!!



For your information should you need it to remind children of the rules about self-stimulation.

There are also rules about touching yourself too.

Now lots of people like to tickle or stroke themselves as it might feel nice. They might play with their hair, stroke their skin or they may even touch their private parts. This is really very normal. However, some people may get cross or say that it is dirty, especially when you touch your own privates.

This is strange as it is really very normal, however, it is not polite to do it when other people are about. It is something we should only do when we are alone, perhaps in the bath or shower or in bed, a bit like picking your nose, it is certainly not polite to do in class when everyone is watching.

What's been going on around the UK?

A year later we discover 242 schools in England had began to pilot a scheme which included self-stimulation for children as young as four. On further investigation we found it was part of the “All About Me” package from the United Nations (UN). There are many articles online, from Surrey to Warwickshire, there was uproar from the parents and that piece was removed overnight. This is a clear demonstration of how these resources and policies can switch, change, or take a long time to fight. While we waste time on current contents, they are passing legislation to mandate from age three. Do you trust these policies and resources will remain appropriate the entire time that legislation is in force? The last time education act was changed was 20 years ago. We were operating under the WHO (2010) framework just two years ago, the same document the UK Government signed us up to after much pressure from lobbyist groups. In short, do NOT TRUST A POLICY CHANGE, we must fight the legislation which mandates this over parental rights, preventing the parent carer from acting in the child’s best interest and be the judge as to what is age appropriate. It is time the adults shouldered the responsibility of sex education in the form of appropriate safeguarding.

Scotland

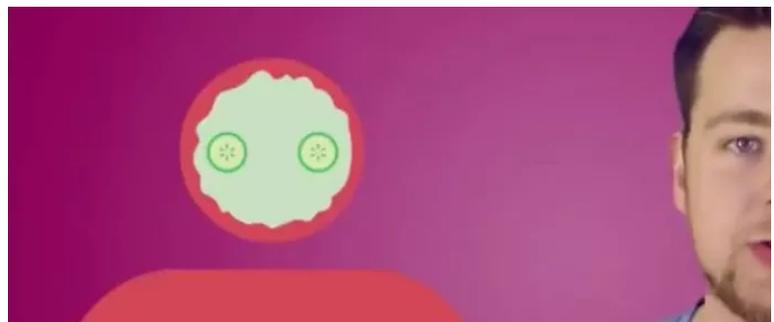
Scotland seems to be well underway with its sex education, they are not afraid to hide it either, published online for all to see. It is supposed to be healthy but John Swinney; dept first Minister and Cabinet Secretary for Education has no problem with advertising threesomes for girls, facial ejaculation, bondage, porn and prostitution. The images used had to be pixelated for the evening news, but it is fine for the classroom.

The only person seemingly vocal on this issue is Richard Lucas, leader of the Scottish family party. Richard has challenged them over and over, but they refuse to back down, there was an incident where they forbid him to speak about its contents in a room full of adults but again its deemed appropriate for children.



Anal Sex

Facial Ejaculation





Bondage

Welsh Government

Before a campaign could begin we needed to be sure Welsh Government Ministers knew what we were getting involved with, the first step was to contact the Education Minister and ask what her skills and qualifications are and if she has properly scrutinised what is being proposed (the global adoption of sex education UNESCO).

Dear [redacted]

I am writing on behalf of a group of concerned parents, we are wondering if you'd be able to provide us with the following information regarding yourself:

- qualifications, skills & experience in education, child sex abuse & sexual exploitation.

- any employment history within these fields.

- anything else that you think would bring us comfort in knowing you're in charge of such important decisions & adjustments.

I hope you understand why this information is important. Legislation being passed on complex issues need substantial skills & knowledge behind them. I am myself qualified to tackle these issues, other parents aren't, therefore I feel its my duty to ensure there is a professional & wholesome approach to these issues. I wouldn't want anyone less educated than myself making decisions which could have a long term detrimental impact on child development & inhibit opportunities to spot abuse.

Thank you for taking the time to read my mail, I look forward to hearing your response

What Do They Have to Say?

Government Correspondence

Education Minister Reassurance

July 21, 2020



o

Education Minister
Committee Response

Public Child
Protection Wales,
Petition Committee
Response

Education Minister
Responds 5/3/21

PCP Wales response
to Education Minister.



[Read More](#)

[Read More](#)

[Read More](#)

[Read More](#)

Government
Correspondence: Age
appropriate?



[Read More](#)

It is not over until we say it is over!

SIGN THIS PETITION TODAY

PETITION



Public Child Protection
Wales

Subscribe Form

Submit

admin@publicchildprotectionwales.org

0790408428

6



©2020 by Public Child Protection Wales. Proudly created with Wix.com