

## **Response to the Draft Senior Cycle Social, Personal and Health Education (SPHE) Short Course curriculum specification consultation**

2 November 2023

From: The Natural Women's Council sent via email to [SPHEdevelopments@ncca.ie](mailto:SPHEdevelopments@ncca.ie)

Dear Sirs,

We wish to thank the NCCA for the opportunity to respond to the draft specification. The Natural Women's Council is a grassroots group including parents, grandparents, therapists, health care workers, teachers, lawyers and more with over 10,000 supporters across the country. Our focus is on safeguarding children and protecting women's rights and spaces. We have committed to over 2,000 volunteer hours this year without any funding other than donations from people around the country who see the value of our work.

We are deeply concerned about the content that is proposed to be taught to minor Irish children aged 15 to 17. I urge the NCCA to discard this proposed SPHE short Course curriculum and wisely use the proposed 60 teaching hours to instead focus on core subjects such as English, maths, science, history, civics etc., all subjects that parents can universally support and agree on without need for consultation.

We ask the NCCA - where is the evidence that students, teachers and parents were demanding this to be brought in to school because of an overwhelming demand in dealing with gender confusion? The majority of parents either do not know this is being taught or do not want this to be taught. We plan to do our own independent survey and publish results to the public to clearly illustrate that this is not a parent, teacher or student driven agenda.

We understand that parents can legally opt their children out of the parts that are contrary to their moral conscience. However, why should children who have parents against an unscientific ideology and highly sexualised programme be the ones to have their children excluded? Why don't we do an "opt-in" whereby IF parents want these changes, they do after school classes? How many would opt in to this.

Furthermore, there is no risk assessment for many of the topics being proposed for the SPHE programme. Who is going to be held accountable when this goes wrong? Will the Department of Education's insurance policy cover damages incurred from future lawsuits when a risk assessment was not even completed?

We will continue to submit Freedom of Information Act (FOIA) requests and intend to communicate the responses to the wider public as we have done with our FOIA responses in relation to the lack of parental engagement on the Junior Cycle SPHE consultation.

### **Eight Objections to the proposed Senior Cycle SPHE Curriculum**

We list our main objections below, which is by no means an exhaustive list, but rather a prioritised list.

1. Lack of parental involvement in process: No parental involvement in drafting nor consultation with parents of secondary school students on the Senior Cycle SPHE curriculum.
2. UN driven "Sexuality" teaching: The course proposes to teach "sexuality" not sex education and the claim is that this is UN approved teaching, but unbeknownst to most, the teaching of "sexuality" was soundly rejected in the UN by outraged UN member countries. The radical groups within the UN then quietly withdrew the vote on sexuality education as they knew they would lose, but then went about promoting it as a UN policy regardless.
3. Forced acceptance of all sexuality of all persons: This course will force the teaching of inclusion into our classrooms of any and all sexual identify, practice and fantasy without reference to morals, safety and religious objection.

4. Obsessive focus on sex and pleasure for minor children: Extreme focus on sex and sexuality to the exclusion of love, religion, chastity and marriage. Suggesting to vulnerable and impressionable children that everyone is at it, why not you? Discussing sex and consent with children below the Irish age of consent which is 17.

5. Promotion and normalisation of transgenderism. Gender dysphoria is a medical condition which requires parents first and foremost to be involved. Schools teaching children that they can change their sex and that will solve their serious emotional issues is teaching lies and is extremely dangerous. Teachers must teach children facts, not ideology. Also the obsessive focus on gender dysphoria in our schools has seen the skyrocketing of the number of children identifying as the opposite sex and an increase in Rapid Onset Gender Dysphoria with autistic girls being the majority of those who are suffering from this condition. This is causing distress and harm to the most vulnerable children.

6. Pornography has no place in our schools. That this must be said is difficult to understand. But it must be said. Instead of teaching pornography, schools should instead report back to the adults in the government, their employer, if they are aware of harm being done to children who are accessing pornography on line. It is illegal to provide pornography to children. Teachers should use their voices and their unions to petition the Irish government to use the criminal law to pursue persons and organisations illegally exposing children to pornography. Teachers should not join the ranks of those criminals and expose children to pornography. Teachers are in a very dangerous legal position if they are required to teach a subject that is illegal for adults to show to children.

7. White Irish Male privilege doesn't exist: Privilege is privilege and there is no colour, nationality or sex attached to it! Suggesting to children that there are characteristics that they are born with that they should somehow feel ashamed of is racism and sexism, pure and simple. Wanting Irish children to feel self-loathing and instilling a sense of victimhood in non Irish children is despicable and will only lead to division and polarisation.

8. Religious ethos of schools not reflected: This Curriculum does not have regard for the religious characteristic spirit of the vast majority of Irish secondary schools.

#### **Detail of eight objections above:**

##### 1. Statutorily required Parental Consultation did not happen

The failure to engage and notify parents of radical change to the sex education of their minor children violates Section 9(d) of the Education Act 1998 which act requires a school to, "...(d) promote the moral, spiritual, social and personal development of students and provide health education for them, **in consultation with their parents**, having regard to the characteristic spirit of the school.." (Emphasis added)

Further, parents are the primary caretaker and educator of their children pursuant to the Irish Constitution. The Constitution afforded parent's these superior rights over their children because the drafters understood that it is the family, not the state, that raises strong, healthy confident and well adjusted children that can go onto contribute meaningfully to the Irish nation.

It was left to unfunded parent groups and religious groups with little to no budget to notify as many parents of this consultation as our limited funds and reach allowed. For example, the Natural Women's Council printed and posted over 250,000 information leaflets around the country and help numerous live and online events as the NCCA failed involve parents in this consultation. In contrast many radical and well funded NGOs were invited to the discussion on our children early and often in the process. It was a secret club and parents were not given the secret password.

The subject matter proposed to be discussed here is not appropriate for a school setting. Firstly, the very specific and liberal political viewpoint being pursued here would not be agreed by very many Irish parents. And further, if the NCCA intend to claim this draft consultation process is in fact the consultation with parents to satisfy the statutory requirements of Section 9(d), this is on its face not sustainable.

A roundtable discussion was organised by the NCCA in October of this year and not a single secondary school parent organisation was invited. Not a single secondary school parent organisation was engaged in the drafting of the proposed curriculum. No outreach campaign was undertaken to advise parents of the consultation process.

The consultation date was extended in October and a hasty email sent to secondary schools asking them extremely belatedly to let parents know. Does the NCCA even know if those schools complied? We can advise the NCCA that many children's secondary schools failed to pass on the late message about the consultation process and survey to me. It was too little too late to extend the date in late October and hope schools would send out the message.

This fiasco has exposed the fact that the NCCA has no connection with or relationship with parents and parent organisations, despite the fact that morally and legally, parents are the most important stakeholder in this process. But the most important stakeholder was left out in the cold and not invited into the discussion on their own children. Emails on this topic with the NCCA in October of this year reveal the abject failure of the NCCA to reach out to parents and frankly, the NCCA threw up their hands and admitted they had no such channels to parents.

Genuine outreach to parents on a massive scale would have been necessary to meet the statutory enforced consultation requirement set out above. But this did not happen.

The obvious difficulty for the NCCA in promoting this radical agenda and incorporating it into the curriculum with broad parental consent is that such broad parental consent does not exist. Which is perhaps why this critical statutory step of obtaining parent consent to these radical changes was skipped. Better to beg forgiveness than ask for consent when one knows consent will not be forthcoming appears to be the policy here. Precisely the same policy that was used for the Junior Cycle SPHE "consultation".

The lack of consultation with parents in relation to the Junior Cycle was the subject of a FOI request submitted by myself. Nine questions were asked about the level of consultation with parents. The NCCA demurred and refused to answer any question on the topic of engagement with parents on the basis that the NCCA simply hasn't the time. This matter is now before the Information Commissioner who has agreed to take the case on.

No doubt as well the plan for the senior cycle is to quickly declare victory once the consultation is closed, claim all participant bar an undisclosed number of pesky parents agreed that the curriculum is brilliant and rush the curriculum through for September 2024 before anyone knows what has happened. This is what happened for the Junior Cycle.

A shocking video has circulated in the last few years of a Scottish teacher advising a group of Irish teachers at an INTO meeting to not to tell parents that they are teaching the children about these sexual topics, because teachers don't want 30 parents complaining to them!! Which accurately, if shockingly, reflects the difficulty of obtaining agreement and consent from all parents for their individual child to be taught transgenderism as fact and not ideology and to teach sexuality over sex.

## 2. UN driven "sexuality" education snuck in and erased sensible biological sex education

The vast majority of parents would and do agree to age appropriate biological and fact based sex education in our schools. Most parents believe that this is still what is taught and would be shocked to learn that fact based sex education has been replaced without their consent or knowledge by "sexuality education" which is driven by a desire to teach children at an increasingly younger and younger age about sex, masturbation, sexual pleasure, consent, sexual fantasy, gender identities, contraceptives, etc. Largely driven by the UN, an organisation that no Irish person voted for. (Refer to the WHO Standards of Sexuality document for further details and the matrix for topics to be taught by age group)

The good news is that other countries are standing up and pushing back against this criminal sexualisation of our children. In 2021 the World Health Assembly (part of the UN) attempted to

pass a resolution to call for "sexuality education". Happily, this resolution was strenuously objected to by many countries. The resolution was then hastily withdrawn. Because of this resounding rejection of "sexuality education" this push by the UN to promote this radical content should have ended there. But the UN and its organisations continue to push for their radical "comprehensive sexuality education" (CSE) despite its own inability to be pass a resolution for such education and despite no Irish parents providing a mandate to the UN to force this sexualising content on our children .

This is classic scope creep and it needs to stop. Schools and teachers have no mandate to teach sexuality education. Parents do not agree to the sexualisation of their children and the UN has no mandate from its member states and no authority in Ireland to insist that their policies be adhered to.

### 3. Forced Inclusivity – of all Sexualities which by definition includes ALL sexual expression, ALL sexual fantasies, ALL attitudes and All values related to sex.

The NCCA Information Note on the SC SPHE states the following about inclusivity ;

Inclusivity: The draft Senior Cycle SPHE Curriculum is designed to support high quality teaching and learning in order to meet the needs of all young people. Building on the updated Junior Cycle SPHE Curriculum, the draft Senior Cycle SPHE Curriculum supports teachers in adopting an approach that is inclusive in accordance with principles of equality, human rights and responsibilities: one that is inclusive of all genders, sexualities, ethnicities, religious beliefs, social classes and abilities/disabilities (Rationale - page 7). (emphasis added)

The definition set out in the Draft Senior Cycle Social, Personal and Health Education (SPHE) Specification defines sexuality as “ the components of a person that include their biological sex, sexual orientation, gender identity, sexual expression, sexual fantasies, attitudes and values related to sex. Aspects of sexuality can change as we go through different ages and relationships.’ (emphasis added).

So based upon the clear wording of the Information Note and the draft definition, my children will be taught that they must be inclusive of any and all sexual expression, sexual fantasy, attitude or value of any person. So if a person is an adult who fantasises about children, our children will be taught that they must be “inclusive” of this person’s sexuality. There is no room for dissent or moral objection. All sexualities will be and must be accepted.

This forced acceptance by children of any and all forms of sexuality, encompassing all sexual expression, all sexual fantasies, all sexual attitudes and all sexual values is abhorrent. This tells children that they do not have the right to have their own opinion on matters of sex, that only the NGO/ Irish government position on sexuality is acceptable, and that position is that all sexuality is to be included in society. Children will be taught to discard their family’s religion or cultural views on sex. It’s all a go, and they must be seen to be supporting it. Otherwise they are non-inclusive bullies. How can this be considered inclusive when it is clearly narcissistic? These are not the behaviours we want to instil in our children.

Were these provisions safety checked? Who reviewed and signed off on these provisions and stated it was safe to teach the same to children? If a person had dangerous, illegal or immoral sexual expression, fantasies, attitudes or values this teaching would be helpful to their cause. But otherwise, this teaching will only cause confusion, shame and damage to children.

### 4. Obsessive focus on sex and pleasure for minor children is harmful.

It has been noted by observers that CSE programs have "an almost obsessive focus on teaching children how to obtain sexual pleasure in various ways. Yet, ironically, comprehensive sexuality education programs are anything but comprehensive as they fail to teach children about all of the emotional, psychological and physical health risks of promiscuous sexual activity. The ultimate goal of CSE is to change the sexual and gender norms of society, which is why CSE could be more accurately called "abortion, promiscuity and LGBT rights education."

The WHO Standards for Sexuality Education in Europe, pushes educators to "give information about enjoyment and pleasure when touching one's body .....masturbation, enable children to gain an awareness of gender identify and give the right to explore gender identity" to children aged 0 to 4. Age 4-6, they are to be given information on same sex relationships; 6 to 9 year olds

taught about contraception, aged 9 to 12 enable children to use condoms and contraceptives effectively, and give information about sexual rights and on it goes.

The CSE content is target at children at ages that they are most likely to internalise the information and is incremental, per the UNESCO International Technical Guidance on Sexuality Education (2018) (section 2.1) This is a clear admission by the UN that they are incrementally brainwashing the kids at strategically targeted ages. This internalisation of sexualising messages will create generations of damaged children who will go onto to be damaged and dysfunctional adults.

Why are we allowing and promoting an agenda in Ireland that sexualises children? Who in Irish society would benefit from overly sexualised children?

#### 5. The promotion and normalisation of transgender ideology leaves vulnerable children with gender dysphoria without medical treatment for their medical condition Gender dysphoria and autism

We are learning more and more each day about the children who are presenting with gender dysphoria. The National Gender Service as reported by The Irish Independent newspaper on the 3rd of October 2022 reported that up to 90% of people using gender service may be autistic. And yet the Department of Education are prepared to present and teach to children that transgenderism is natural and normal when we can't explain the explosion in numbers presenting with gender dysphoria, like we have not been given any answers to explain the skyrocketing numbers of children presenting with autism?

Should we not halt this headlong rush to promote gender dysphoria as the new normal and instead insist that our government fund research into this alarming link Shouldn't we be pausing and asking what is happening to our children rather than be goaded into applauding and rushing them into irreversible medical interventions?

#### Gender dysphoria and depression

The National Gender Service agency has stated that almost half of all young adults attending gender services over the past 6 years are suffering from depression. 49.1% were depressed, 15.6 had low mood and 26.3 % suffer from anxiety. This is a total of 91% of those seeking gender services. So nearly 100% are suffering from poor mental health.

Is this a mental health crisis rather than a gender confusion issue? Are we making switching gender seem trendy and cool to impressionable young people who are depressed, low and/or anxious?

Are we adequately and compassionately treating the depression, low mood and anxiety of those young persons with talk therapy, which takes time and money, before rushing them into drugs and surgery which both have life long implications? Or are they provided with antidepressants, which are well documented to then cause sexual dysfunction, and then moving them onto gender reassignment?

#### Transition Regret

And what then when they do have the irreversible surgery? What does the NCCA propose to teach children about persons who attempt to transition to the opposite sex via surgery and chemicals, who regret the decision? Who look back and realise they were suffering from mental illness and wish that their mental illness had been treated instead of surgery and drugs for gender dysphoria?

Will the teachers of the SPHE course be required to show children the mutilated arms of girls who have tissue removed from their arms to create a penis? Will they discuss the horrifying issue that some suffer when their anal tissue is used to create sex organs and the smell of that tissue doesn't fade away leaving the person with surgically engineered sex organs that smell of faeces? Imagine if this was your child and you knew this agenda was promoted in his/her school.

Irish psychotherapist Stella O'Malley, beloved of many Irish parents for her pragmatic no nonsense yet compassionate bestselling books "Bullyproof Kids" and "Cotton Wool Kids" has

done ground breaking work on exposing the anguish of persons who have undergone transgender surgery and drugs who then regret these largely irreversible decisions and their attempts to de-transition.

Ms. O'Malley's Channel 4 documentary "Trans kids: it's time to talk" is a must watch for anyone who believes that transitioning surgery and drugs are the silver bullet for depressed and confused children. She discusses the fact that as a child, she felt like she was a boy and feels she would have sought transitioning surgery had it been available in the 80's. She then outgrew this perception and is now a wife and mother and she is grateful that such options were not available to her.

#### No respect for Diversity where diversity of belief and opinion is not tolerated and is claimed to be bullying

The view that affirmative care is the only option for children suffering from gender distress is non-diverse by its nature. It is also at odds with the view of our leading licensed and trained medical team in Ireland dealing with gender dysphoria. Donal O'Shea, an experienced, licensed and trained endocrinologist has come out strongly and publicly against the notion that affirmative care lead by unlicensed activists is the proper medical treatment that should be afforded those suffering from gender dysphoria, instead of treatment from within the licensed medical community.

Oddly, it would appear that Donal O'Shea, our leading public expert at the Gender Clinic was not invited to input into this proposed curriculum that presents the ability to change sex as a fact not an ideology. A curriculum which very much focusses on his area of expertise. Instead unlicensed non medically trained NGOs and activist groups were invited to NCCA's table to input into the draft curriculum on what is clearly a medical matter. Stella O'Malley a licensed and trained psychotherapist with decades of experience who has been very public on transgenderism since 2018 also, strangely, was not invited to the table to input.

#### Social Contagion

By constantly focussing on transgenderism in school, Ireland's rate of children with gender dysphoria has skyrocketed. We had 1% of children claiming not to identify with their birth sex in 2012 and shockingly this leapt to 6% in 2023. We all know girls are particularly susceptible to social contagion. Historically, transgenderism was largely found in males who from a very early age identified as female. Now we have girls in friend groups who never claimed to be a boy prior to secondary school suddenly claiming they are transgender. Why? And why rush to incorporate this into curriculum as normal and natural and to be affirmed when we don't know why its happening?

If children suddenly were turning purple, would we rush to affirm purpleness or would we as adults seek to investigate why this is happening? Or do we immediately tell teachers to affirm purpleness and rewrite the curriculum to affirm the colour purple and warn teachers and parents to ask no questions or risk being called a bigot? Would we allow drugs and surgery for these children to affirm the purpleness?

Transgenderism is not a sexual orientation, it is a dysphoria. We do not affirm anorexia, another form of dysphoria, we do not tell young children that suffer from anorexia that yes, indeed, you are fat, you need to eat less. We engage experienced, licensed and trained professionals to compassionately and professionally treat the child and the condition. We do not expect teachers who are not medically trained to teach and affirm anorexia. Do children suffering from gender dysphoria not deserve equal respect and care? If not, why not?

#### Precautionary Principle to protect children, principals and teachers

The precautionary principle must apply to the promotion and normalisation of transgenderism in Irish schools. We are dealing with vulnerable and impressionable children. We are setting young and depressed children on the spectrum down a road to genital mutilation and sterilization. Are we the parents really expected to be on the roadside watching this and cheering this on? Can anyone in 2023 hand on heart state this is the best way forward for these depressed children? Or will we silently go along with this extreme agenda against children, for fear of being called transphobic? A word that did not exist a very short time ago.

If a child decides in secondary school after 160 hours of SPHE in both the junior and senior cycles that they are transgender and are put on the path to surgery and drugs and becomes sterilised as a result, and the child subsequently decides that this was the wrong decision, will they have a claim against his or her school, administrators, board or teachers for teaching the SPHE classes? This is a serious issue.

## 7. Pornography

Pornography is a blight on society and as parents and educators we must protect children from pornographic content, not require children to study it. That this has to be stated seems surreal. Pornography drives sexual violence, particularly against girls.

Teaching pornography and other sexual content will not protect children from harm, common sense makes clear teaching pornography to children is in fact bringing the harm directly to the child.

There is a very real worry here that the true and unspoken intention of those pushing this agenda is to normalise exposing children to harmful ideas and material at a young and impressionable age. To sexualise them at a younger and younger age. To normalise children accessing pornography.

Why doesn't the Department of Education instead of proposing to teach pornography, use its considerable resources and power to engage in a campaign to stop children accessing pornography in the first place? To push for stricter laws to ensure under 18s cannot access this harmful adult content? Why don't teachers and principals outside the school building petition their union and the Irish government to strike at the heart of the problem, the pornographers and those facilitating access to pornography by children online? Why wait for the harm and then try to reverse the damage already done to children? The government has the ability to protect children as a first line of defense.

It simply isn't good enough to helplessly claim it is the state of play that children have access to pornography anyhow so let's bring it into school. Do we teach children in school how to shoot up illegal drugs on the basis that they will be exposed to them eventually? Of course we don't; we see illicit drugs as the evil they are and simply tell children never to take drugs. Why the different approach here?

We want our children educated on math, science, literature, language, etc. not pornography. I have never met a parent who has complained that their child is not taught enough on pornography in school, but many worry about the time focused on the basics of education.

There is an insidious push to try to distinguish "bad" porn from "ethical" porn. This comes under the shocking heading of "porn literacy". All porn is harmful, and it is of course particularly damaging to children. Do not open the door to pornography in our schools, teachers should protest against the government's stunning failure to protect Irish children from online porn by instead.

Yenor and Miller states that, "*The defense of teaching porn literacy begins with eliminating the stigma around watching porn, but ends with hopes to promote porn use and to encourage ever younger children to integrate porn into their increasingly active sex lives.*"

After reviewing Albury's article and other literature, Yenor and Miller conclude that, *This revolution will not stop at porn literacy for children. None of the several articles on porn literacy explicitly discuss childhood participation in pornography. The leap from porn literacy for children to porn involving children is not far. Nor would it be unexpected. The porn literacy movement, afoot in academia and moving toward the educational mainstream, embraces the idea of children watching many varieties of pornography. Children should watch it. Should they participate in it? That is against the law (for now), but perhaps there are additional "indirect strategies" to get around such prohibitions. Subverting these norms is part of the porn literacy game.*

*Ten years ago, no one thought young children could be legally castrated in the name of gender ideology. Is porn literacy as unthinkable as all that?*

*We are dealing with a rolling revolution—and rolling it back requires that we strike at its assumptions, not just its latest manifestations.*

<https://americanmind.org/salvo/why-cant-johnny-read-porn/>

Anyone who believes that teaching pornography to young children is in the child's best interest and is a completely safe and appropriate endeavour would benefit from reading the above American Mind article. We are sleepwalking into a nightmare with this content and people need to wake up fast.

8. White Irish Male privilege doesn't exist, privilege is not an intrinsic characteristic that we are born with.

It defies Irish lived reality to suggest that white Irish males are privileged. I would imagine many of the over 12,000 homeless Irish, including over 3,000 homeless white Irish children, do not consider themselves privileged and instead wonder why they are treated like second-class citizens and not offered homes to live in. I would imagine that the many thousands of Irish families who are struggling to put food on the table and heat their homes while paying crippling tax and watching the price of necessities inflate don't feel very privileged and they wouldn't know whether to laugh or cry at the suggestion.

The far-fetched notion of white Irish male privilege is designed to foster self-loathing in the Irish and envy and the feeling of victimhood in those that don't fall into that category. Our education system should seek to nurture feelings of self-worth, self-respect and pride in one's ethnicity and culture in all children. The fiction of white privilege denies that feeling for all children and will only set children against one another.

9. This Curriculum does not have regard for the religious characteristic spirit of the school

In 2021, 88% of schools in Ireland had Catholic patrons, 5.7% were controlled by the Church of Ireland and 1% by other religious organisations, leaving just 5.4% of our schools without a religious affiliation. Can the NCCA point to the regard afforded to the 94.7% of our schools' religious ethos as required by Section 9(d)? Does teaching transgenderism, gender theory, sexuality over sex education, pornography etc give the statutorily imposed regard for those religious entities?

The vast majority of schools are Catholic in Ireland. Parents are aware of this and clearly happy to have a Catholic ethos taught to their children. The proposed SPHE short course is completely at odds with the teachings of the Catholic church, violating Section 9(d) of the Act.

Conclusion

This course would have the effect of ripping apart the fabric of Irish society. Children will be left confused, ashamed, sexualised, traumatised and possibly believing that they are in the wrong body. They will feel compelled to support any type of sexual deviance because they were taught in school that there is no wrong sexual fantasy or act. If not Irish, white or male, they will feel they are a victimised minority and if Irish white or male, they will feel ashamed for being such. The Government in Ireland is manufacturing a culture war. Hijacking our compassion, empathy and humanity. They are exploiting good nature of the Irish people and trying to do this under the guise of kindness and inclusivity. And now they are going after our children's innocence. Teaching gender identity as a fact is homophobic. There are feminine boys and masculine 'tomboy' girls who do not conform to gender stereotypes. This diversity should be respected; it does mean that they are born in the wrong body!

Parents voices were ignored on the Junior Cycle SPHE consultation. Parents will not stand for this to happen again. The entire Secondary school SPHE course must be put on hold and a full and open debate, with parents as the primary stakeholder must take place where parents are the lead on the design of the SPHE curriculum. We will enforce our Constitutional rights as the primary educator of our children and we will tell the NCCA what can and cannot be put into the curriculum. It is the parents, not the UN, not the NGOs, not the Department of Education, not the



government, who ultimately decide on the education of our children. We all seem to have forgotten that, this consultation process as well as the junior cycle consultation, was the wake up call to remind us all.

Please see the additional references below further backing up the risks associated with leading children down this irreversible path:

[1] <https://www.belongto.org/funding-governance/annual-reports/belong-to-annual-report-2022/>

[2] [https://twitter.com/gcraughwell/status/1702746240578916433?s=48&t=YCL0YmFgN0UeIYO9zaE0\\_w](https://twitter.com/gcraughwell/status/1702746240578916433?s=48&t=YCL0YmFgN0UeIYO9zaE0_w)

[3] <https://westawake.substack.com/p/a-24-year-old-woman-speaks-out-about?sd=pf>

[4] <https://gript.ie/a-state-funded-ngo-has-been-training-teachers-to-lie-to-parents-about-their-children/>

[5] <https://www.independent.ie/irish-news/leading-clinician-warns-of-hse-gender-care-dangers/a1246391788.html>

[6] <https://cass.independent-review.uk/publications/interim-report/>

[7] <https://www.transgendertrend.com/the-suicide-myth/>

[8] <https://www.transgendertrend.com/the-suicide-myth/>

[9] <https://nypost.com/2022/06/18/detransitioned-teens-explain-why-they-regret-changing-genders/>

[10] <https://genspect.org/category/detrans/>

Regards,

Natural Women's Council