

# DEC 2022



## PARENTS' RSE NOVEMBER CONFERENCE REPORT



**PARENTS UNITED**

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## PARENTS UNITED INTRODUCTION

Parents United are a Muslim parent action group connecting parents of all faiths and backgrounds in Redbridge.

The group was formed in **2020** by parents, for parents in response to concerns within RSE in schools. Back then, there was a lack of information and communication from schools and a lack of involvement of parents. We formed to give a voice to parents and safeguard children within the RSE syllabus chosen by each school, by making sure the syllabus was **age-appropriate, faith-sensitive and culturally appropriate (as required by the guidance)**. We have grown as the only parent group in Redbridge with close to 400 members from 42 primary and secondary schools.

## CONFERENCE INTRODUCTION

Parents United held its **first face-to-face event** in Redbridge on the 5th of November 2022 at Al-Huda Welfare Foundation.

The event was open to parents in and outside of Redbridge. We had over 100 parents registered for the event on Eventbrite, more than the capacity of the venue. 100% of the attendees were Muslim. The key facts from the conference are found in [Appendix 1]. Speakers from a variety of relevant backgrounds were invited [Appendix 2].

## Why did the community feel the need to hold this event?

We received many complaints from Muslim parents of schools ignoring faith-sensitivity whilst teaching topics under RSE and in some cases, who taught it beyond the RSE requirements. LGBT relationships were emphasised with no regard for the age or faith background of the child. Safeguarding concerns surrounding inappropriate sex-education lessons, with graphic and provocative content as well as view points that ignore biological sex were also reported as mentioned on page 6 of the report.

At a time when parents were questioning the judgement of the council and the schools to decide age-appropriateness of RSE content, the council brought the **dildo monkey** to children's reading time in its libraries. We held a rally at the time in **peaceful** protest. Parents did not receive the closure they needed to put this incident at rest. They were not provided with the outcome of the investigation and so, on behalf of our members and concerned parents, Parents United sent a letter [Appendix 3] on 23rd September '22. We were not satisfied with the council's delayed response dated 24th November '22 [Appendix 4], and we will be sharing the response with our members.

In July 2021, around the same time, a **petition** was started by a worried Redbridge parent, concerned about the inadequate RSE consultations in Redbridge [Appendix 5]. This shows that our concerns today, are **not** newly founded. 1,330 concerned residents and parents signed the petition in 2021 on change.org. It is relevant to this report, because what is evident, is that after more than a year, Redbridge parents are still experiencing many of the issues they highlighted back then, showing a worrying **lack of progress in parent-school relationships**. It is worrying that the demands from that petition have not been met today, due to schools breaching the laws in order to go over and beyond what is required to teach.

Since that summer of consultations, there have been many incidents reported. Some incidents were reported to us directly by the parents, others from parents who knew the affected parent [on page 6].

# CONFERENCE OBJECTIVES

## Why does it matter to the council and schools?

The council conducted RSE consultations on behalf of schools in 2021. Despite many complaints from parents who wanted their schools to consult them meaningfully, the council took up valuable time and conducted inadequate consultations. This led to the syllabus being released to schools in the last month of term, which led to **rushed** and inadequate consultations from schools.

### This meant parents:

- did not have time to view the material
- were muted and moderated in their school's cluster meetings, run by the Council
- saw limited number of resources
- were not aware of RSE due to language barriers

### Schools did not:

- make sufficient effort to convey the message to parents
- provide adequate time to properly consult
- educate them about how RSE changes affect them
- help parents with language barriers

**Had** the council instructed the schools to conduct the consultations **meaningfully** in a **timely** manner, with **proper** sharing of resources and with the **proper involvement** of parents, parents would **not** be shocked and angered. The shocked reaction of parents, when materials and lesson contents reached them through their upset and traumatised children, demonstrates that inadequate discussions had taken place during consultations.

### The objectives of the event were:

- to provide a **safe** space for parents to discuss their issues
- to **enable** and **empower** parents to engage with schools that
  - **ignore** the requirement of faith sensitivity
  - go beyond the agreed RSE syllabus.
  - delivered material and lessons that were **different** to what was shown and promised in their consultations.
- to know how to defend other **protected characteristics** such as **faith** within RSE
- to know how to effectively communicate with and educate their school in their rights as parents
- to know how to keep children safe in school in light of cases where children who expressed their faith perspectives on LGBT relationships, were reported to **Prevent**.

The event was well received. Parents left feeling **empowered** and the biggest takeaways from the day are included in [Appendix 6]. The post-event feedback and testimonials are included in [Appendix 7].

# REPORTED INCIDENTS

following a complaint by their father/uncle, 2 cousins were taken aside and told how their father/uncle held very strict and traditional views and asked cousins to comment

a Muslim LGBT activist picked as a female role model on International Women's Day

child reprimanded and punished for expressing views on 2 biological sexes

from all the minority ethnic backgrounds present in Redbridge, parents reported only Muslim LGBT personalities were disproportionately presented to children as LGBT role models

parents who complained of disregard for faith when overpromoting LGBT, told they can remove their child from school if they were not happy with how the school was run, without being directed to the school's complaints procedure first

11 yr- old upset & traumatised by exposure to sexual intercourse & arousal taught in science & PSHE. Mum says, content & manner taught was not age-appropriate & was sexualising child. Parent decided to remove child from school because mum lost 'trust in the judgement of the teachers'

children in assembly encouraged to explore and use different pronouns during school time

parents of children who did not join an LGBT after-school club called and questioned why

# REPORTED INCIDENTS

We are investigating the above incidents and others that have been reported to us by parents and taking action. For the time being, we are not sharing the school names nor our sources.

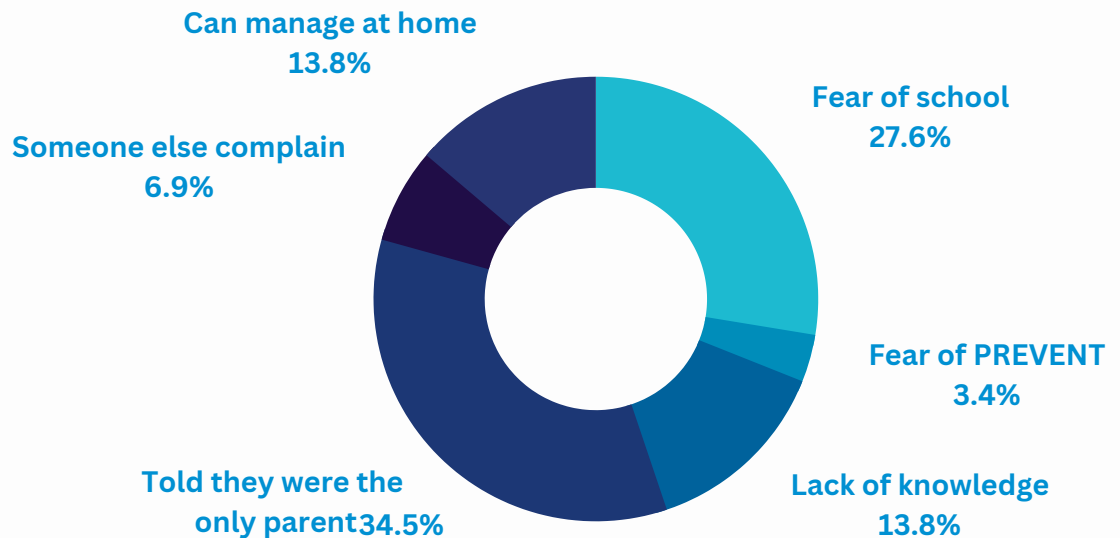
We can inform you that all the incidents mentioned, occurred in **Redbridge**.

Our legal team will be investigating some of the more egregious ones and advising the parents involved accordingly.

## ONLINE POLL

Parents were asked in a poll prior to the event about their biggest barriers when it came to raising concerns with schools. We asked:

# WHAT IS THE BIGGEST BARRIER TO PARENTS COMPLAINING ABOUT THE INAPPROPRIATE RSE AND LGBT LESSONS IN PRIMARY AND SECONDARY SCHOOL RSE LESSONS?



- Convinced by schools they are the only one who raised the issue - 34.5%
- Fear of repercussion from school - 27.6%
- Lack of understanding of law around faith & other protected characteristics - 13.8%
- Feel they can deal with this at home entirely by talking to their child - 13.8%
- Hoping someone else is doing all the complaining so they don't have to - 6.9%
- Fear of being reported to Prevent - 3.4%
- Feel that the Madrassa/Masjid will be able to balance out the issues - None

**Note-** This poll was conducted on a Facebook group of approx. 4000 members of the Redbridge Muslim community. We do not claim this to be representative of the entire Muslim community, but certainly this should be **indicative** of their apprehensions and **why** you may have not received many complaints.

The two leading reasons why parents did not complain were, **fear** of schools and fear of being the **only ones**.

**It is important to realise that the absence of complaints does not indicate satisfaction** -- rather, parents often feel intimidated or exposed when they raise these issues.



# KEY CONCERNS FROM PARENTS

01

## **REQUESTS FOR INFORMATION AND COMPLAINTS IGNORED BY SCHOOLS**

Parents reported at conference that requests for information or complaints about lack of equality for families of faith, were not being taken seriously by schools nor followed guidelines.

02

## **FAITH SENSITIVITIES IGNORED**

Parents reported that across the board, schools were ignoring faith sensitivities enshrined in the Equalities Act 2010 and RSE legislation when teaching RSE and other subjects.

03

## **SCHOOLS ISOLATING PARENTS**

Parents reported at conference that they were being told, almost scripted, by schools that they were the only ones complaining, but discovering afterwards, that there were more parents like them.

04

## **INEQUALITY AND INTOLERANCE IN SCHOOLS**

Too many parents experienced first-hand inequality when it came to tolerance towards Islamic beliefs regarding certain RSE topics and LGBT.

05

## **DISREGARD FOR CHILDREN'S MENTAL HEALTH**

Silencing children, shutting down different views, and compelled speech has left children in Redbridge feeling isolated and distressed. Their confidence is damaged and parents are left to pick up the pieces.

# Parents want

to feel that their children are safe from harassment and victimisation for their religious views

# Parents value

equality for all, in the true sense of the word, with no partisanship

# Parents demand

transparency in communication & sharing of resources

# Parents expect

schools & the Council to honour them as the primary educators and respect their faith in education as enshrined in the law

**Parents call** for presentation and teaching of LGBT content to include precise and scientific definitions and encourage children to debate a range of issues without presenting one view as correct to allow room for critical thought

## DEMANDS

In order to achieve the above, we demand from the Council & schools (including school management & school governors) the following:

### Schools should:

- Launch **fresh consultations** with the involvement of the community on RSE policies, in order to be compliant with the RSE regulations.
  - All resources should be shown and agreed upon by the parents before introduction to classrooms.
- International human rights law acknowledges parents as having the **primary** say over how their child is educated, within their religious/moral values, and schools should **treat them as such**.
- Provide **transparency** about when/how RSE is taught and relative weighting of attention to LGBT and **other** protected characteristics
- LGBT content should **only** be introduced in a way that **respects** and acknowledges the religious and cultural background of children. Content should be **balanced, impartial, and non-political**.
  - Content should encourage children to **debate** a range of controversial issues without presenting one view as correct, the presentations on LGBT present controversial claims about the nature of gender and sexuality as facts and implies any disagreement or voicing faith perspectives is **equivalent** to prejudice and discrimination.
- If a child brings in a magazine with the same explicit and sexualised content taught in school, it will be flagged as a safeguarding risk and investigated for grooming. Why is the same content allowed in the classroom? Schools must investigate internal resources/materials for safeguarding and for grooming as they rightly do with outside materials.
- **Address** concerns raised by parents about **age-inappropriate** RSE in schools and safeguarding implications.

### To the council:

- We want the council to work **with** us, other **parents and schools** to ensure the above requests are met.
- There should be a **consultation** of the views of parents about inappropriate materials.
- The Council should launch a review of materials allowed in schools under safeguarding and grooming concerns. The example in Appendix 8 shows the lax way Redbridge schools are using explicit material. These were taught in a year 8 class at one school (was withdrawn after parents complained) and recently resurfaced in a year 10 class at another. This shows why schools alone cannot be trusted to judge age-appropriateness of content and material as it was parents again, who monitored and raised this concern.

## FOI REQUESTS

We hereby notify that we are submitting FOI requests as follows to facilitate discussion.

The FOI requests to the council on page 13, will be sent through the council's official FOI portal. They come as a direct response to the issues our members have approached us about in the last year, since schools and the council concluded their RSE consultations.

The FOI requests on page 14 will be submitted to all schools in Redbridge.

# REQUESTS UNDER THE FREEDOM OF INFORMATION ACT FOR THE COUNCIL

01

## **SINGLE-SEX SCHOOLS**

- a. What rules are in place for admission into single-sex schools in Redbridge, where a pupil is identifying as a gender that does not fit the school's admission criteria?
- b. What advice do you give to single-sex schools where an existing pupil identifies as other than their biological sex?

02

## **GUIDANCE ON GENDER DYSPHORIA**

- a. What advice do you provide to schools in relation to the use of pronouns by children?
- b. What guidance is given to schools in relation to children experiencing gender dysphoria?
- c. How and when are parents informed if a child 'socially transitions' or desires to transition to a different gender identity in school?
- d. Does any of this guidance require children to use certain pronouns that may not reflect their faith commitments?

03

## **REDBRIDGE LGBTQ ROLES**

- a. What is Faheem Khan's role and when was he employed for this role?
- b. How many schools does he engage with and what direct engagement/contact does he have with children?
- c. What is the objective of the "Future Leaders Programme"?
- d. How much funding do projects/departments that support LGBT initiatives receive? Please provide breakdown by department/initiative?
- f. Who else is employed by the Council and/or schools in positions to support LGBT initiatives whether through paid or voluntary work?

04

## **EXTERNAL RESOURCES**

Which external organisations/speakers do you/have you taken guidance from and/or consulted when advising schools and drafting guidance regarding gender and LGBTQ?

05

## **EQUAL OPPORTUNITY**

- a. How many initiatives/ events have you organised or requested of your partners such as Vision to increase tolerance and awareness of LGBTQ in the past 5 years? Please provide annual breakdown.
- b. How many initiatives/ events have you organised or requested of your partners such as Vision to increase tolerance and awareness of Islamophobia in the past 5 years? Please provide annual breakdown.

06

## **REFERRALS**

- a. How many children in Redbridge schools have been referred to GPs or gender identity clinics like Tavistock, in the last 5 years, by yearly breakdown?
- b. How many of those have begun medical and physical transitioning?

# REQUESTS UNDER THE FREEDOM OF INFORMATION ACT FOR SCHOOLS

01

## MAKE UP OF YOUR SCHOOL

- a. How many/what proportion of children in your school identify as part of the LGBT community? Breakdown by school year please.
- b. How many /what proportion of children in your school identify as Muslim? Other faiths? Breakdown by school year please.

02

In the last 5 years:

- a. How many children in your school self-identify opposite to their biological sex, ie socially transition, by yearly and year group breakdown?
- b. How many have taken active steps to physically transition, by yearly and year group breakdown?

03

## COMMUNICATION

What steps do you take and when do you inform the children's primary caregivers when a child expresses a wish to use a different pronoun or want to change their biological sex?

04

## RESOURCES

What LGBT guidance from external agencies do you use to teach children? Can you share all relevant documentation?

05

## EXTRA CURRICULAR ACTIVITIES

- a. What clubs or other initiatives are provided for supporting and celebrating children who identify with the LGBT community?
- b. What clubs/other initiatives are provided for supporting and celebrating children of faith? Please share any resources used for these initiatives?

06

## COMMUNICATION

How many/what communications have you provided to parents to inform them ahead of faith-sensitive lessons, events, clubs to meet RSE/PSHE faith-accommodating requirements?

07

## SEX EDUCATION & LGBT RELATIONSHIPS ED

Please share all subjects where sexually-related topics and LGBT contents are taught or discussed eg. in science, history, PSHE

# LEGAL BASIS FOR OUR CONCERNS

Highlighting LGBT issues to the exclusion of issues facing other protected communities is contrary to the **Public Sector Equality Duty** to promote good relations between all protected characteristics, which is laid down by the **Equality Act (2010)** [Appendix 9].

Currently schools are clearly failing to uphold the Public Sector Equality Duty towards those who hold religious views by handling RSE in a way that causes division between protected characteristics. Harassment and victimisation of those children who do not share the view, that same-sex relationships should be celebrated and who refuse to join LGBT clubs, are a testament to this.

A Redbridge school justified the disproportionate number of LGBT initiatives in school by claiming high levels of LGBT bullying incidents. However, when a parent requested statistics for the percentage of children who identify as LGBT who required this many initiatives, the school refused to provide this information. This shows how some schools are not taking accountability for their claims and their lack of transparency.

Parents have reported that children are too **afraid** to voice their views. When they do, they are silenced and victimised for not agreeing that same-sex relationships should be celebrated. This does not reflect the right of parents to educate their children in line with their religious and philosophical convictions as upheld in Article 2, Protocol 1 of the European Convention on Human Rights [Appendix 10]. Parents are the primary educators, as stated by the Secretary of State [Appendix 10]. This should include both in moral and religious values. This silencing of children has led to stress and **mental health** concerns in some cases, inhibiting the 'the right of the child to freedom of thought, conscience and religion' **UNICEF** [Appendix 11].

Parents have reported **safeguarding concerns** with sexually explicit science lessons. Equality of opportunity does not exist if parents feel that they have to look for alternative education options and if parents remove the child from school.

**WE BELIEVE THE TERM 'CELEBRATE' IS FAST BECOMING A POLITICAL WORD WHICH IMPLIES PUSHING OR ADVANCING A CERTAIN IDEA. THE EQUALITY ACT 2010 REQUIRES THE FOSTERING OF GOOD RELATIONS BETWEEN PEOPLE OF DIFFERENT CHARACTERISTICS, AND THE NEED OF SCHOOLS TO ELIMINATE DISCRIMINATION; BUT IT DOES NOT REQUIRE THE 'CELEBRATION' OF ANOTHER PERSON'S CHARACTERISTICS.**

# CONCLUSION

The demands mentioned on pages 10 & 11 need little evidence to support their legitimacy because they are **fundamental rights** that all parents are entitled to. Nevertheless, the report has endeavoured to provide further, unarguable proof of how parents in Redbridge have been let down and not been given these rights.

Continuing to inadequately address parents' concerns about the protection of these rights will lead to deterioration in community relationships and seems to contradict the moral and legal principles schools and the Council are supposed to **uphold**.

If parents are not given these rights and are left no choice but to pull their children out of school in order to secure these rights, their children are being **denied** equal opportunity and access to education.

## To reiterate,

- We believe schools should **respect** the diversity of opinions on sexuality and relationships among the families in our community. This includes opinions grounded in **faith** and the opinions of those who do **not** ascribe to an organised faith, who are equally appalled by the sexualised content in schools.
- The teaching of these sensitive topics should not present any view of personal morality as correct. As of yet, all evidence we have seen, suggests a **one-sided narrative** is being promoted in schools, and requests for clarification have **not** been adequately responded to.
- While schools have a statutory duty to promote diversity and good relationships between communities, this can only be achieved by encouraging **genuine** diversity of perspectives rather than **imposing** one.
- We argue, it is **disrespectful** and **unhelpful** to tell or to imply to children that the religious values they learn at home are bigoted or 'phobic' simply for having different views on relationships to those of others in our society. Tolerance and respect should be **reciprocated** and **applied** to beliefs as well as to identities and behaviours.
- Schools' views are often put first regardless of a child's faith background. Whereas, religious views have become second place or are **relegated** to the last position. Schools have not allowed religion to be at the forefront for a child who **is religious**. We do **not expect** the schools to put religious views at the forefront, but they **should** allow a child who is religious **to do so**.
- We also believe that schools are presently teaching about LGBT relationships **disproportionately** and **far in excess** of teaching about **other** communities with protected characteristics, and taught in a way that does not leave any room for **healthy debate** nor **critical thinking**.
- Therefore, we call for a **review** of how and where in the curriculum each protected characteristic is discussed for **full transparency**.

The Council failed to acknowledge parents' concerns during consultations. This led to the situation we are in today.

If we feel the Council is not acknowledging our concerns again, we may have no choice but to take other forms of action including demonstrations and/or recourse to the Ombudsman or to the law.



# CONFERENCE KEY FACTS

**SCHOOLS ARE TEACHING WHAT IS NOT AGREED ON THE CONSULTED RSE SYLLABUS**

**PARENTS FEELING IGNORED WHEN COMPLAINING ABOUT HOW RSE TOPICS & LGBT ARE TAUGHT**

**HELD SATURDAY 5TH NOVEMBER 2022 IN AL-HUDA WELFARE FOUNDATION, CHADWELL HEALTH, REDBRIDGE**

**100+ MUSLIM PARENTS FROM REDBRIDGE REGISTERED**

**ON THE DAY, PARENTS SHOWN THE PROCESS FOR COMPLAINING AND ESCALATING COMPLAINTS EFFECTIVELY INTERNALLY & EXTERNALLY**

**TOPICS CENTRED AROUND LEGAL RIGHTS IN RSE & LGBT, PREVENT & RSE, INTERFAITH ALLIANCES, AND POSITIVE & PROACTIVE PARENTING IN TODAY'S SOCIETY**

**VISIBLE LACK OF TOLERANCE TO ALTERNATIVE VIEWS ON LGBT, LACK OF RESPECT AND SUPPORT IN RSE TOPICS SENSITIVE TO MUSLIM CHILDREN IN SCHOOLS**

**FOOD FROM EVENT DONATED TO LOCAL FOOD BANK**



**Jacob Williams**  
**WRITER**



**Yusuf Patel**  
**SRE ISLAMIC**



**Ryan Cristopher**  
**ADF INTERNATIONAL**



**Dr Layla Aitlhadj**  
**PREVENT WATCH**

# MONKEY MAN INCIDENT



**PARENTS UNITED**  
[admin@parentsunited.org.uk](mailto:admin@parentsunited.org.uk)

22/09/2022

## Follow-up demand on sexually inappropriate Monkeyman incident during children's reading time in Redbridge libraries and town Centre

Dear Council Leader, Jas Athwal,

Parents United, the largest organisation representing parents in Redbridge now has several hundred members across 43 schools in Redbridge. We are holding our annual conference this autumn term and we have been requested by our members to provide an update on the actions taken by you following the disgusting incident that was put on by Redbridge Council jointly with Vision last year.



Vision, which has a number of Redbridge Councillors sitting on its board of trustees, authorised the group that carried out inappropriate and disgusting acts in front of members of the public and more worryingly it was not only performed in front of young children in several of our libraries but was aimed at children as young as 4 and 5. We, as parents, cannot ignore that the library's very first response was not an apology but, 'if you've got it, flaunt it,' on social media earlier that day.

The incident received global media attention. Redbridge, under your leadership, was seen as the Council that failed to safeguard its children and residents. At the time, you and many other Redbridge politicians shared their outrage but we ask what action was taken since then, to prevent a repeat of such filth in our libraries, schools or streets.

As Leader of the Council and now, Labour MP Candidate for Ilford South, you issued a statement in 2021 stating that you had '*launched a full and thorough investigation into how these performances were hired.*' Yet, one year on since the incident, you are yet to issue an update to all parents on this 'investigation.' According to the article published on Guardian Series dated 27/09/2021, you contacted the police following the incident to ask whether an offence had occurred but you failed to confirm the advice received from the police.

Our members require an update on the progress or the outcome of the investigation, if any. We will require the following information so that we can provide our members with an update:

- A copy of the full independent report of the investigation that was carried out
- A copy of the internal report that was carried out
- The outcome of the council's police referral
- All documents that show the process that should be followed in approving such an event
- A breakdown confirming all steps were followed and who approved at each stage
- A full breakdown of which individuals in Vision and in Redbridge libraries were suspended, investigated and actions taken and what the outcomes were.
- A full breakdown of what changes have been made to prevent the repeat of such an incident again in any Redbridge services and especially schools and libraries
- A full breakdown of what organisations were consulted since this incident
- A full breakdown of all external partners the Council, Education Department or Vision uses.

As it has been over a year since the incident, we are sure that this information will be easily available to you, as protecting children and residents in Redbridge should be a high priority for you as leader. Please can you provide this information within the next ten working days.

We look forward to presenting your update to our members at the Parent's United Conference.

Thank you

**Parents United**

CC: Parent's United Members



## FOI response

A copy of the full independent report of the investigation that was carried out A copy of the full report has not been provided, following the application of the following exemptions:

Section 36(2)(b), disclosure would or would be likely to “inhibit” the provision of

advice

or the exchange of views

Section 38, information is exempt if its disclosure would or would be likely to “endanger” the physical or mental health or safety of any individual

Section 43(2), Information is exempt information if its disclosure under this Act would or would be likely to prejudice the commercial interests of any person (including the public authority holding it).

Further, the original report was classified as ‘Exempt’ - LBR considered the report from the perspective of Legal Professional Privilege, that protects all communications between a professional legal adviser and his or her clients from being disclosed without the permission of the client(s). The purpose behind this legal principle is to protect an individual's ability to access the justice system by encouraging complete disclosure to legal advisers without the fear that any disclosure of those communications may prejudice the client in the future.

A copy of the internal report that was carried out

Please see relevant extracts from the internal report:

Whilst the Metropolitan Police and LADO both concluded that no further action is required, it is clear that the events of the 10 July 2021 were wholly inappropriate and unacceptable. Vision has accepted full responsibility and liability for the events of the 10 July 2021.

Vision outlined a series of measures which it considered were necessary to ensure that there can be no repeat of this experience.

The outcome of the council's police referral

The Metropolitan Police concluded that the events did not reach the threshold required for further action.

All documents that show the process that should be followed in approving such an event

The Council do not hold any documents as sought relating to events run and managed by Vision Redbridge Culture and Leisure.

A breakdown confirming all steps were followed and who approved at each stage

The Council does not approve the details regarding events organised by Vision Redbridge Culture and Leisure.

A full breakdown of which individuals in Vision and in Redbridge libraries were suspended, investigated and actions taken and what the outcomes were

This is confidential and personal information held by Vision Redbridge Culture and Leisure who are in independent organisation from the Council.

A full breakdown of what changes have been made to prevent the repeat of such an incident again in any Redbridge services and especially schools and libraries

The following recommendations/learning points were identified and have been implemented by Vision:

Event Commissioning – Specific strategy/guidance introduced to govern the approach to event commissioning in future which will require explicit sign off by the respective member of Vision’s Senior Management Team. This will consider the appropriateness of content in a range of settings and for a range of audiences;

Safeguarding – Update of existing policies and refresher training across Vision staff to include reporting and whistle blowing where there are concerns; and

Social Media and Comms Training – Vision have restricted the use of social media until all staff have been through the existing training programme which will be expedited.

A full breakdown of what organisations were consulted since this incident

Vision Redbridge Culture and Leisure, Metropolitan Police. Mandinga Arts (via the Local Authority Designated Officer for Safeguarding).

A full breakdown of all external partners the Council, Education Department or Vision uses

In relation to this matter the external partners are as listed above (question 8) .

**PETITION  
LAUNCHED BY A  
REDBRIDGE PARENT IN  
JULY '21 AFTER A  
SWATHE OF  
UNSUCCESSFUL RSE  
CONSULTATIONS  
ACROSS THE BOROUGH**

**1,330**

**CONCERNED  
RESIDENTS  
& PARENTS SIGNED  
THE PETITION ON  
CHANGE.ORG**

RSHE consultations in Redbridge have been anything but smooth sailing for us parents in especially challenging times. For the most part consultations began late, were halted, delayed and with poor sharing with resources and inadequate care of planning were shown to parents. Add your signature if our concerns and frustrations resonate with you and your experience at your school.

**We** parents, guardians, carers and families in Redbridge want to protest in the clearest, loudest and UNITED voice. **We** protest the dictatorial manner by which the Redbridge council has been presenting and forcing its own ideas and values upon our children. **We** protest against the schools in Redbridge who have listened to the council and continue to look to them for their guidance rather than consulting directly with their parents who are more knowledgeable on the needs of their own children and are right under their noses. **We** protest and vehemently reject resources recommended by the council that have risen in recent years by political lobbying that make a mockery of the whole sum and nurturing learning our children need and deserve. **We** protest against our parental rights being brushed aside as primary carers. **We** protest the despicable treatment some of us have had to endure and the terrible labels attached to our good names because we dare to disagree with the councils proposed syllabus and recommended resources. **We** protest intolerance in this day and age in this democratic country. **We** protest as our rights as parents are being eroded and our religious beliefs and concerns are being ignored by Redbridge council and the schools within the borough.

**We** demand that our rights as parents, as law abiding citizens, as Redbridge residents, as human beings that schools across Redbridge implement a meaningful and reasonable consultation process that incorporates concerns from us as parents. Parents raising concerns must not be passed onto the council as this does not comply to the correct statutory consultation process. **We** will NOT give up where our children are concerned. **We** will not shirk away from our responsibilities and we will **NEVER** give up until we are heard and acknowledged.

**Redbridge parents demand that:**

- Council and schools scrap all controversial resources including but not exclusive to Jigsaw, Christopher winter project, Stonewall, just like us, Twinkle and the PSHE Association.
- To hold off all implementation until parents have been consulted meaningfully.
- Schools stand up against external pressure from Redbridge council and listen to their parents by consulting properly. it is not acceptable to have 1 hour consultations with feedback forms with only being given a brief look at resources.
- The parents must be consulted within individual year groups with other parents so that they can hear all the concerns being raised . Consultations should not be treated as individual exercise and vice versa.
- Parents must be consulted on the syllabus and resources of all year groups.
- The revised syllabus **MUST** reflect the general feel of each schools community, taking into considerations the background, faith and values of each student.

**THIS PETITION ABOVE HAS BEEN INCLUDED IN  
THIS REPORT BECAUSE WHAT IS EVIDENT, IS  
THAT AFTER MORE THAN 2 YEARS, REDBRIDGE  
PARENTS ARE STILL EXPERIENCING MANY OF  
THE ISSUES THEY HIGHLIGHTED BACK THEN,  
SHOWING A WORRYING LACK OF PROGRESS IN  
PARENT-SCHOOL RELATIONSHIPS**



# Working **together**

as a community to safeguard our children is key, because ultimately, we all have the children's best interests at heart

# **take back control**

of our children's education, be the primary educators we are, by educating ourselves on their parental rights and know what is being taught in schools & Islamic RSE.

the right to voice concerns and **complain** is deeply rooted in British culture and should definitely be exercised

Muslims are disproportionately discriminated against in **Prevent** referrals.  
Be aware! Educate children! Seek help sooner rather than later!

The biggest take backs from the evening were: empowering parents to know their rights, and educating them to correctly express and demand them.

# PARENT TESTIMONIALS

## ON THE SPEAKERS...

The attendees most liked:

- 'The variety of the panel'
- 'Speakers' knowledge about their subjects'
- 'Very interesting, focused, without any deviation. Speakers were excellent.'

## ON THE EVENT...

The attendees most liked :

- 'All of it.'
- All aspects were beneficial, really grateful you had a range of aspects on this topic.'
- 'Everything , keep it up!'
- 'Well organised, topics covered were well prepared.'
- Positive, empowering, loved the practical things we can do to support our children.'

**OF ALL THE FEEDBACK; BOTH WRITTEN AND VERBAL, THE MOST COMPLIMENTARY HAS BEEN, THAT THE EVENT AND OUR WORK HAS BEEN POSITIVE, EMPOWERING AND HELPFUL. THIS HAS BEEN OUR BIGGEST OBJECTIVE AND OUR RAISON D'ETRE.**

# CLASSWORK EXAMPLES

## How do people in same-sex relationships have sex?

There are stereotypical ideas about the ways in which same-sex couples have sex. For example, many people associate anal sex with gay men. This is not always the case - some heterosexual and lesbian couples enjoy anal sex too, and anal sex does not always feature in the sex lives of some gay male couples. Some people think that gay men like to have lots of sex with lots of different people, sometimes with more than one person at a time (these are called threesomes or orgies, depending on how many people are involved). Again, this is only true of some gay men. It is also true of some heterosexual people and some lesbians.

There are lots of different ways for people to have sex. People in same-sex relationships have as many options as people in opposite-sex relationships! There is no one way to have sex. The most important thing is that the two people give their consent to have sex with each other and that they are happy to do what the other person wants to do.

## Do same-sex couples have to use protection when having sex?

Same-sex couples need to take their sexual health very seriously. Even though there is no risk of pregnancy, same-sex couples still risk catching STIs (Sexually Transmitted Infections), which can be very harmful and even fatal. Diseases which can be transmitted sexually include Hepatitis, Syphilis and HIV. In order to prevent sexually transmitted illness, condoms need to be used on sex toys and when having anal sex. Sex toys should also be cleaned regularly. Dental dams, which are thin sheets of rubbery material, are recommended for people who put their mouth in contact with their partner's anus or vagina.





## Same Sex Relationships

The term 'same sex relationship' is usually used to refer to a romantic relationship between two people of the same sex.

### Are all people in same-sex relationships gay?

Many people in same-sex relationships identify as gay or lesbian; however, not all people in same-sex relationships identify as gay or lesbian. For example, many people in same-sex relationships are bisexual, and some people in same-sex relationships may identify themselves in a different way, for example pansexual, asexual, or undefined. Some transgender people may not want to use the term 'same-sex relationship' as there can sometimes be a difference between a person's biological sex and their gender identity.

### Are same-sex relationships a new thing?

Same-sex relationships have been around for a very long time. Some historical figures who have been in same-sex relationships include Julius Caesar, Leonardo Da Vinci, and King Edward II, among many more. Same-sex relationships were common in Ancient Greece and Ancient Japan.

### Can people in same-sex relationships get married?

Same-sex marriage, often referred to as 'gay marriage', is legal in the UK, USA, Canada, Argentina, Australia, Belgium, Brazil, Colombia, Denmark, Finland, France, Germany, Iceland, Ireland, Luxembourg, Malta, Mexico, the Netherlands, Norway, Portugal, South Africa, Spain, Sweden, and Uruguay, with more countries beginning to recognise same-sex relationships legally, such as Taiwan, Austria, Israel and Armenia. However, many countries do not currently recognise same-sex marriage, and in some countries, same-sex relationships are often kept secret because of the penalties for gay sex, which can be several years in prison or even death, depending on the laws of the country.

It is legal for same-sex couples to adopt children in 26 countries. Studies have shown that children who have two parents of the same sex do not develop any differently to children whose parents are of different sexes. However, same-sex couples still face some discrimination.



Your friend Tamsin has sent you a message on Snapchat :



Hiya,

Sorry I've not been in touch for a while.

I feel a bit shy talking about this in person, but the reason I didn't answer the truth or dare questions at Amy's house was because I didn't want everyone else there to know - I'm pretty sure I'm a lesbian.

I know you've done about LGBTQAI matters in your PSHE lessons and you know more about this than me. I worry about my future. I don't know any lesbians - I don't have a clue what being in a same sex relationship is like. I don't even know how gay people do sexual stuff - or if I'll ever be able to have children if I'm gay. I'm so confused.

Your messages always cheer me up.



Your mate,

Tamsin x

# EQUALITIES ACT 2010

The Equality Act 2010 makes it unlawful to discriminate against someone because of religion or belief, or because of a lack a religion or belief.

The Act applies to all aspects of employment, the provision of goods, services and **education**, the use or the disposal of premises, the exercise of public functions, and the treatment by an association of its members and guests.

It explains the different kinds of unlawful discrimination, such as direct discrimination, indirect discrimination, harassment and victimisation.

Public authorities are required in carrying out their duties to have due regard to the need to achieve the objectives set out under 149 of the Equality Act 2010:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

# FOREWORD OF SECRETARY OF STATE

UPDATED 13.09.21

## EUROPEAN CONVENTION ON HUMAN RIGHTS

"The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities."

Article 2, Protocol 1: Right to Education states:

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions"

United Nations Universal Declaration of Human Rights  
Article 26.3 “Parents have a prior right to choose the kind of education that shall be given to their children”

Article 14 1. States Parties shall respect the right of the child to freedom of thought, conscience and religion. 2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

Article 18.1 States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

Article 29.1 States Parties agree that the education of the child shall be directed to:

- (a) The development of the child’s personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;



## THANK YOU FOR TAKING THE TIME TO READ THIS REPORT WITH CARE

This report was compiled because parents have come to us for help because their schools and the council have failed to provide that help or at times, even acknowledge their grievances. We have always been led by the parents and we remain committed to serving the parents who come to us for help. We will be listening to them carefully and working closely alongside them, and with schools to affect positive and lasting change in Redbridge.

We would also like to thank our members, parents and families for their continued support, without which, none of our achievements would have been possible.

We value and appreciate the work the Council and the schools do for and with our community, and we acknowledge the efforts that some schools have already made to address our concerns.

We hope that you are able to support us and work with us for the good of our Borough and especially our children. Thank you for reading this report.

## CONTACT



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