

This PDF is information taken from the <https://www.leaveourkidzalone.org/> site.

The resources and links section. It is a tool for you as a concerned parent/adult to be able to print out and have handy when having conversations and raising awareness.

It is a brief overview and it is a great starting point to prompt people to look at the information on this handout and do some more researching and information gathering from the site. As well as you offering validation.

Also to provide the context and the lengths and planning of the attack on our children we have to look at where the content they are being taught in the school system originates from and who is the driver.

**Gary Dowsett :**

Co Founder of ARSHS, ( Australian Research Centre for Sex Health and Society )

- Created safe Schools Coalition, peer reviewed 95% ( much of Dowsett's own content itself ), the content for Safe Schools which was rebranded and now is called Respectful Relationships
- Dowsett's background and fact he is a pedophiles advocate was exposed in 2016/7. George Christensen MP and NSW Senator Williams both spoke about this in their respective Parliaments. Education departments denied Dowsett's involvement in Safe Schools however in an admission of guilt changed the name to Respectful Relationships with same content. With a few omissions from the original roll out.

<https://www.leaveourkidzalone.org/resources/safe-schools-war>

Dowsett wrote a journal in the 80s for a Gay Magazine ( the link to this is included in the link above ) . Here are a couple of snippets from that journal.



**'First, we have three legal/social questions to win: custody rights for gay men and lesbians; the legal right of paedophiles and their young loves; and finally, the sexual rights of children as a whole.'**

**Many mothers and some fathers will agree that children are sexual and generate sexual responses in their parents. Cuddling, breast feeding, bathing together, playing, kissing and fondling kids are immensely pleasurable activities for them and for us. And it is not uncommon to feel sexually aroused by that closeness, that touch and that love. How different then is that gentle, tentative sexuality between parent and child from the love of a paedophile and his/her lover? From all their accounts and from many academic studies (some worse than others), that kind of love, warmth, support and nurture is an important part of the paedophilic relationship.**

Below are references to Dowsett in Parliament :

Screenshot of Hansard notes from Parliament :

**Senator WILLIAMS** (New South Wales—Nationals Whip in the Senate) (15:41): At the request of Senator O'Sullivan, I move:

That the Senate:

(a) acknowledges that Professor Gary Dowsett is:

- (i) currently employed as Deputy Director at the Australian Research Centre in Sex, Health and Society at La Trobe University, and
- (ii) is the author of an article entitled, 'Boiled Lollies and Band-aids: Gay men and Kids', in *Gay Information Quarterly Journal* (Spring 1982) in which he stated the following:

'And a new political position is needed for there are significant political struggles at stake. **First we have three legal/social questions to win:** custody rights for gay men and lesbians; **the legal right of paedophiles and their young lovers;** and **finally the sexual rights of children as a whole...**'

'How different then is that gentle, tentative sexuality between parent and child from the love of a paedophile and his/her lover? From all their accounts and from many academic studies (some worse than others) that kind of love, warmth, support and nurture is an important part of the paedophilic relationship. I am not saying that mothering/fathering is paedophilic; but I am saying they are not mutually exclusive...'

'...The current paedophilia debate is then crucial to the political processes of the gay movement: paedophiles need our support, and we need to construct the child/adult sex issue on our terms.'

'We need to protect the youthful partners in paedophilia against the legal and social management systems which treats them as delinquents...';

(b) condemns:

- (i) any statement that supports any form of legal rights or political freedoms for paedophiles, and
- (ii) as 'vulgar and reprehensible' Professor Dowsett's past statements regarding advocacy for paedophilia and any connection between parenting and sexual/paedophilic 'pleasures';

Link to article re Christensen in Parliament on Dowsett :

<https://www.abc.net.au/news/2016-03-16/george-christensen-links-safe-schools-program-to-paedophilia/7252476>

The Safe Schools program was taken out of State Schools in NSW after Williams spoke out and other influential factors one being parent pushback. Unfortunately the

Education Department in NSW have used other means to get that is the same as Safe Schools into the school curriculums.

## WORLD HEALTH ORGANISATION ENDORSING TEACHING CHILDHOOD MASTURBATION

The WHO has some highly disturbing content they claim are Standards for Sexuality Education in Europe. You may say this is only in Europe however you can be assured the school often quote that this content is a directive from the WHO. The same is taught here.

This is page 38 of the document 0-4 year olds, refer to Sexuality section.

Link to full document :

<https://www.icmec.org/wp-content/uploads/2016/06/WHOStandards-for-Sexuality-Education-in-Europe.pdf>

Malcolm Roberts raised this in Parliament in 2023.

<https://www.leaveourkidzalone.org/resources/who-standard>

| 0-4                                  | Information<br>Give information about                                                                                                                                                                                                                                                                                                                                    | Skills<br>Enable children to                                                                                                                                                                                                                                  | Attitudes<br>Help children to develop                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The human body and human development | <ul style="list-style-type: none"> <li>■ all body parts and their functions</li> <li>■ different bodies and different sexes</li> <li>■ body hygiene</li> </ul> <ul style="list-style-type: none"> <li>• <i>the difference between oneself and others</i></li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>■ name the body parts</li> <li>■ practise hygiene (wash every part of the body)</li> <li>■ recognize body differences</li> <li>■ express needs and wishes</li> </ul>                                                   | <ul style="list-style-type: none"> <li>■ a positive body-image and self-image: self-esteem</li> <li>■ respect for differences</li> <li>■ an appreciation of their own body</li> </ul> <ul style="list-style-type: none"> <li>• <i>an appreciation for the sense of well-being, closeness and trust created by body experience and experience of bonding</i></li> <li>• <i>respect for gender equality</i></li> </ul> |
| Fertility and reproduction           | <ul style="list-style-type: none"> <li>■ pregnancy, birth and babies</li> <li>■ basics of human reproduction (where babies come from)</li> </ul> <ul style="list-style-type: none"> <li>• <i>different ways to become part of a family (e.g. adoption)</i></li> <li>• <i>the fact that some people have babies and some do not</i></li> </ul>                            | <ul style="list-style-type: none"> <li>■ talk about these issues by providing them with the correct vocabulary</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>• <i>acceptance of different ways of becoming a child of a family</i></li> </ul>                                                                                                                                                                                                                                                                                              |
| Sexuality                            | <ul style="list-style-type: none"> <li>■ enjoyment and pleasure when touching one's own body, early childhood masturbation</li> <li>■ discovery of own body and own genitals</li> <li>■ the fact that enjoyment of physical closeness is a normal part of everyone's life</li> <li>■ tenderness and physical closeness as an expression of love and affection</li> </ul> | <ul style="list-style-type: none"> <li>■ gain an awareness of gender identity</li> <li>■ talk about (un)pleasurable feelings in one's own body</li> <li>■ express own needs, wishes and boundaries, for example in the context of "playing doctor"</li> </ul> | <ul style="list-style-type: none"> <li>■ a positive attitude towards one's body with all its functions = positive body-image</li> <li>■ respect for others</li> </ul> <ul style="list-style-type: none"> <li>• <i>curiosity regarding own and others' bodies</i></li> </ul>                                                                                                                                          |

## SEXUAL BEHAVIOUR EDUCATION FOR 0 – 3 YEAR OLDS.

A number of Day Care Centres in Victoria sent an email home to parents to inform them that content from this site, would be taught in the centres.

Link to site :

<https://raisingchildren.net.au/toddlers/development/sexual-development/childhood-sexual-behaviour-0-3-years>

This site is sponsored by the Department of Social Services.

One disturbing point is stating

- Looking at and touching the genitals of familiar children or adults in a curious way in the bath or shower.

For 0 -3 year olds ? This statement alone opens up horrendous possibilities for abuse of children, also could be considered grooming.



Search the site

pregnancy newborns babies toddlers preschoolers school age pre-teens teens grown-up

↓ [More information for parents about sexual development](#)

### Typical sexual behaviour in early childhood: 0-3 years

Sexual development **starts at birth**. It includes physical changes like puberty, the attitudes and beliefs children develop about sex and sexuality, and their sexual behaviour.

Sexual behaviour varies depending on children's development, social relationships, cultural background, and personal and family experiences. But it's common for children to enjoy being naked and to be curious about their own and other people's bodies.

#### 0-3 years: touch, play and talk

- Touching, holding, pulling and poking their own genitals
- Looking at or touching the genitals of familiar children or adults in a curious way in the bath or toilet
- Showing an interest in body parts and how they work
- Playing made-up games that involve taking off their clothes or being naked
- Repeating words, expressions and slang for toileting, bodily functions or body parts

## SEXUAL DEVELOPMENT FOR 4 -6 YEAR OLDS

Once again this point is repeated :

- Looking at and touching the genitals of familiar children or adults in a curious way in the bath or shower.

- ↓ [What to do about harmful behaviour: advice for parents](#)
- ↓ [Where to get help for harmful behaviour in children 4-6 years](#)
- ↓ [More information for parents about sexual development](#)

### Typical sexual behaviour in childhood: 4-6 years

Sexual development **starts at birth**. It includes physical changes like puberty, the attitudes and beliefs children develop about sex and sexuality, and their sexual behaviour.

Sexual behaviour varies depending on children's development, social relationships, cultural background, and personal and family experiences. But it's common for children to be curious about bodies, gender roles and sexual concepts as they develop.

#### 4-6 years: questions, jokes and play

- Exploring their own bodies, which might include masturbating
- Asking questions about gender, sexuality, babies and where they come from, and other sexual concepts
- Playing games that involve being naked or using gender-based roles, like doctors and nurses
- Looking at or touching the genitals of familiar children or adults in a curious way in the bath or toilet
- Talking and making jokes about toileting, body functions and body parts

The previously mentioned examples clearly show we have a problem in the school and pre school system with highly inappropriate sexual content being taught all under the smokescreen and poor excuse of teaching children to be comfortable with their sexuality and what is acceptable sexual behaviour. Not acceptable in any morally obliged society for such content to be taught and spoken with to children this age.

It hyper sexualises children and provokes thoughts at that age they should not be having.

The sexual attack on your children is only one part of the equation. The other being radical gender theory littered throughout the curriculum. Teaching radical gender theory is harmful to children of this age.

As many top child psychologists from around the country have stated teaching radical gender theory to young children is harmful.

- Andrew Amos prominent psychiatrist James Cook University.
- Philip Morris senior psychiatrist.
- Jillian Spencer child and adolescent psychologist.

Link to article and references ;

<https://www.leaveourkidzalone.org/resources/child-pronouns>

Link to forum :

<https://amps.redunion.com.au/protecting-children-in-gender-medicine>

## VICTORIAN EDUCATION DEPARTMENT LIES

VIC.GOV.AU

### Myths and facts

#### **Myth: Respectful Relationships teaches radical gender theory**

**Fact:** Respectful Relationships does not teach radical gender theory. It is a primary prevention initiative to reduce family violence.

Respectful Relationships promotes respect and gender equality and helps students learn how to build healthy relationships. It prepares students to face challenges by developing problem-solving skills and building resilience and confidence.

Schools involved in the Respectful Relationships initiative are building a culture of respect and gender equality, by looking at their practices and policies to drive meaningful change.

The Victorian Royal Commission into Family Violence recommended Respectful Relationships be introduced to all government schools (Recommendation 189). Evidence presented to the commission showed that family violence is the most pervasive form of violence perpetrated against women in Victoria.

From the Victorian Government website on Respectful Relationships. Below is a page from Respectful Relationships levels 5-6 which clearly shows gender theory being taught.

<https://www.leaveourkidzalone.org/resources/education-dept-lie>

Graphic on the next page is just one of the countless examples of Radical Gender Theory taught as part of Respectful Relationships.

When the Education Department are prepared to blatantly lie on their own website, how easily do you think they will lie and deceive you the parent. Schools and School principals are given direction from the Education Department to enforce the teachings of Radical Gender Theory at all costs, sending messages down the line for Principals and teachers to claim it is “Mandatory and Compulsory” for it to be taught.

The Education Department can make these claims as much as they wish, they may claim it is compulsory for them to teach HOWEVER it is not compulsory for your child to learn such material.

You the parent determine the content your child is taught and you and Federal legislation and International Guidelines to support you ( reference further in this PDF )

...of management research shows that negative impacts on health, wellbeing and academic outcomes.<sup>24-26</sup> Approaches to addressing gender-based violence should therefore address the needs of these groups, as well as focusing on prevention of violence against women and girls.

#### COACHING POINT

Some of the language and concepts in this activity may be new to students if they have not already received the sex education components of the curriculum. However, many students will also have heard this language used in popular media, without necessarily understanding the terms.

#### Learning intention

- Students understand the difference between the terms sex and gender
- Students understand the difference between the terms same-sex attracted, heterosexual and transgender
- Students identify actions that children and adults can take to contribute to a respectful, friendly and inclusive school

#### Equipment

- A3 paper and pens for brainstorm task

**Sex:** the difference in biological characteristics of males and females, determined by a person's genes.

**Gender:** describes the characteristics of girls and boys, women and men that are shaped by our culture, traditions and history, and the way that societies organise what boys and girls, men and women are expected to do. This includes things like the way people are expected to dress and behave. Gender roles and expectations are learned, can change over time, and can vary from culture to culture.

**Gender identity:** the gender that a person feels that they are. This might fit with what most people in society expect or it might go against them. For example, a person who is born with male physical characteristics might feel like they are a man, or they might feel like they are a woman.

**Transgender:** the word we use to describe people who don't feel like they fit in the body they were born with and believe they really are a member of the opposite sex. They believe they are born into the wrong body. This may be someone born with female body parts, who feels like they are a boy or man, sometimes called a transman; or someone born with male body parts, who feels like they are a girl or woman, sometimes called a transwoman.

**Sexual orientation:** the words heterosexual (opposite-sex attracted) and homosexual (same-sex attracted) are words used to describe something different from gender. They refer to sexual orientation or who people are attracted to. The word heterosexual refers to people that are sexually attracted to persons of the opposite sex.

The word **homosexual** refers to people who are sexually attracted to persons of the same sex. Some people prefer to call themselves gay, lesbian or queer, rather than same-sex attracted or homosexual. Sometimes these words are also used as 'put down' (or insulting) terms. They should not be used this way.

## RENMARK HIGH SCHOOL :

### Bestiality references allegedly made during presentation at Renmark High School

ABC Riverland / By Amelia Walters

Posted Thu 4 Apr 2024 at 4:07pm, updated Thu 4 Apr 2024 at 6:50pm



- Fourteen-year-old Emelia Wundenberg said the presenter was graphic when referencing their own sexual preferences and spoke in sexually explicit terms about growing up and being confused about whether they idolised people of the same gender or wanted to be intimate with them.
- Students say they were then given an explanation of the initialism LGBTQIA+, with each word and its meaning displayed on the screen.
- "There was a slide for what the 'plus' means, and they just started randomly saying words that no-one knew, like bestiality," Emelia said.
- "It was on the board when they were showing what the 'plus' meant."
- The students said bestiality was then explained in detail and the presenter seemed to imply it was something practised by people who identified as LGBTQIA+.

Third party facilitator Headspace, delivered this program to a group of 14 year old girls with no teacher supervision. What was not reported was the term incest was used and described as well.

<https://www.leaveourkidzalone.org/resources/renmark-high>

Recently the mother has filed a civil law suit against the SA Government. Link to Sky News Report

<https://www.youtube.com/watch?v=0faoUq19sc8>

Some of the Third party facilitators to be wary of that schools engage to facilitate programs within schools. If you receive information from your child's school informing you that any one of the below mentioned providers will be running a program for your children under " Diversity and Inclusion " opt your child out to take no part.

- Headspace
- Elephant Ed
- Minus 18
- Talk the talk sex ed

Are just some of the facilitators, our suggestion is upon receiving information from the school if the name of the 3<sup>rd</sup> party isn't provided, clarify this with the school ask for the name of the 3<sup>rd</sup> party facilitator and research them online yourself.

## HUNTER VALLEY GRAMMAR

The information below is from a Health workbook, note that one third of Health Studies relates to “ Sexual Health “ a bit of overkill and heavy emphasis one would think. The workbook is 195 pages

Nutrition and Activity making up 30 pages.

Diversity and Sexual Health 128 making up pages.

Something is incredibly out of balance and disproportionate especially “ Diversity “ having zero to nil to do with Health.

# Hunter Valley Grammar School

## Year 10 PDHPE Workbook

## Contents

|                        |     |
|------------------------|-----|
| Nutrition and Activity | 1   |
| Respecting Diversity   | 31  |
| Talking Sexual Health  | 95  |
| My Health              | 159 |

## Transphobia

'Transphobia' is a fear or hatred of transgender people, or individuals perceived to be transgender. Transphobic attitudes often result in hostile behaviours and even violence. In 2020, the Australian Research Centre in Sex, Health & Society (ARCSHS) found that 45 per cent of transmen, 52 per cent of transwomen and 49 per cent of non-binary people had experienced some form of verbal abuse. Transgender and non-binary people also experienced high levels of social exclusion.

Transphobic behaviours affect people in a variety of settings. Though the majority report experiencing bullying behaviours in high school, transphobia also affects employment opportunities, as well as access to housing,



Note the organisation referenced for data is ARCSHS, the organisation Gary Dowsett is Co Founder of.

# Sexual consent

Sexual activity includes intimate activities with someone else's body like kissing, sexual touching (including groping, digital penetration, caressing) and intercourse (including oral sex, anal sex, penile–vaginal sex). It includes intimate activities with your own body, either alone or in someone else's presence (e.g. masturbation and mutual masturbation), and includes sharing sexual images and materials with another person (e.g. sexting, sending nude images, cybersex, etc).

Just like anything, you must obtain consent for any sexual act (even kissing, touching someone's body, or sending a nude image of yourself).

Sex is an activity that requires those participating to put themselves in a vulnerable position. You're often naked, physically close to someone, sharing intimate details about yourself, exposing sensitive and private body parts to someone else and literally putting your body in someone else's hands (or mouth or genitals). It can be intimidating for sure!

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## Consenting to sex acts

As much as we need to learn how to ask for and obtain meaningful consent before we can have sex, we also need to learn how to give, refuse or withdraw consent.

Giving consent means accepting the proposal the DEVICES way: definitely, enthusiastically, voluntarily and with all the information needed to make a reasonable decision. Everyone must consent to every act and their consent must be ongoing. Sexual consent must also be **specific**. Sex isn't just intercourse from a penis into a vagina. Imagine that penile–vaginal intercourse is just one bit of the whole meal on your sex plate. There's also oral sex, mutual masturbation, anal sex, deep kissing, hand jobs, penetrating with fingers and so many more things. There's sending nude photos and explicit messages. There are different settings you can have sex in, different toys and tools you can use, and all these elements must be considered when consenting to sex. If you consent to one thing, but then your partner tries something else without asking, that's out of consent.

You are entirely within your rights to refuse consent at any time, for any reason (including no reason at all). You are not obliged to explain your reasons to your partner, even if they ask. You can refuse sex altogether, or you can consent to some acts but not others. Your partner must respect your decision, or they will be acting outside of consent.

PAGE 134

## Age of consent

The age of consent refers to the age at which someone can consent to sexual activity. In **most** situations you cannot legally consent to sex unless you have reached this age, even if you meet DEVICES and you believe you are fully aware of what you're consenting to. Sex is a bit of a big deal! It can really change the way you think and feel, and it's generally accepted that before a certain age, you might not be ready for it. In particular, you might not be ready for sexual encounters with much older people who have more power and experience and can abuse that power.

ISBN 978 0 6550 4237 2 ©FLEXIBOOKS

PAGE 140

## **ACTIVITY** *Brainstorm!*

- 1 Name as many sex acts as you can think of. You might have heard about them in movies, on social media, from friends or older siblings, or you might just be able to imagine things people could do together in a sexual setting.

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**HINT!** If you're struggling to think, use this checklist. It can also help you assess your readiness for sex. [<mea.digital/FB\\_SC1>](#)

- 2 **Think:** Under the green light, write down a list of sex acts you're excited to try and/or know you're happy to do (this includes kissing, massage, touching). Under the amber light write some acts you're not sure about. Under the red light, write some you definitely don't want to do.

**So, Green = yes, Amber = maybe, Red = no way**

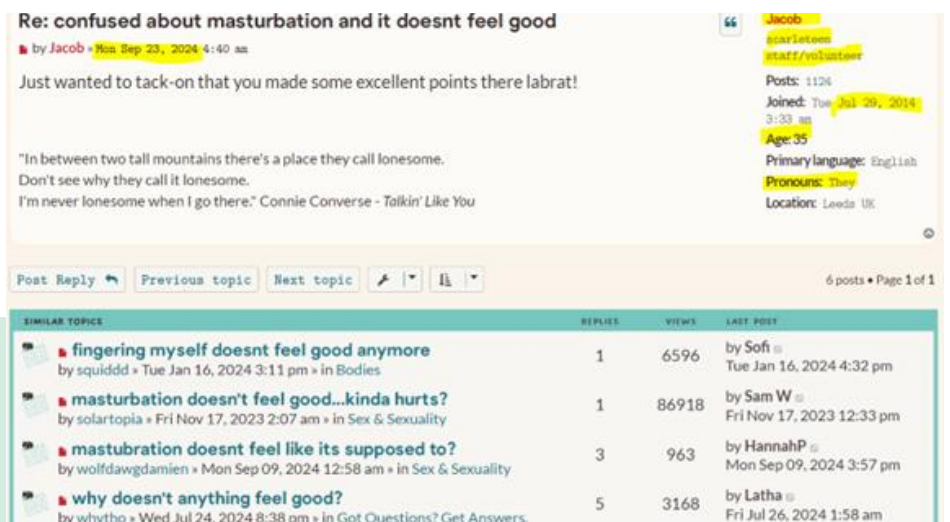
Link to the site above is the highlighted section in bottom left of the Brainstorm activity from page 140.

Highlighted section above is a link from the workbook that directs students to a site below "Scarleteen" This site teenagers are groomed by volunteers who are from other countries who are speaking to children about masturbation.

Strangers from overseas sitting behind a computer screen speaking to teenage children about masturbation and other sexual matters. Live chat rooms are available as well.

<https://www.scarleteen.com/ask>

**SCARLETEEN ;**




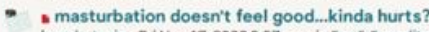
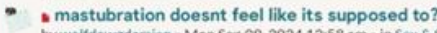
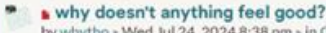
**Re: confused about masturbation and it doesnt feel good** 66

by **Jacob** • **Mon Sep 23, 2024 4:40 am**

Just wanted to tack-on that you made some excellent points there labrat!

"In between two tall mountains there's a place they call lonesome.  
Don't see why they call it lonesome.  
I'm never lonesome when I go there." Connie Converse - Talkin' Like You

6 posts • Page 1 of 1

| SIMILAR TOPICS                                                                                                                                               | REPLIES | VIEWS | LAST POST                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|---------------------------------------|
| <br>by squiddd • Tue Jan 16, 2024 3:11 pm • in Bodies                     | 1       | 6596  | by Sofi • Tue Jan 16, 2024 4:32 pm    |
| <br>by solartopia • Fri Nov 17, 2023 2:07 am • in Sex & Sexuality         | 1       | 86918 | by Sam W • Fri Nov 17, 2023 12:33 pm  |
| <br>by wolfdawgdamien • Mon Sep 09, 2024 12:58 am • in Sex & Sexuality   | 3       | 963   | by HannahP • Mon Sep 09, 2024 3:57 pm |
| <br>by whytho • Wed Jul 24, 2024 8:38 pm • in Got Questions? Get Answers. | 5       | 3168  | by Latha • Fri Jul 26, 2024 1:58 am   |

  
QUEER SEX ED FOR ALL SINCE 1998

## HOMEWORK SHEET FOR 10 YEAR OLDS ;

**Puberty Change**

- Homework to do with your adults at home
- See how much they know©
- Ask them what part of puberty they found the easiest or the hardest?

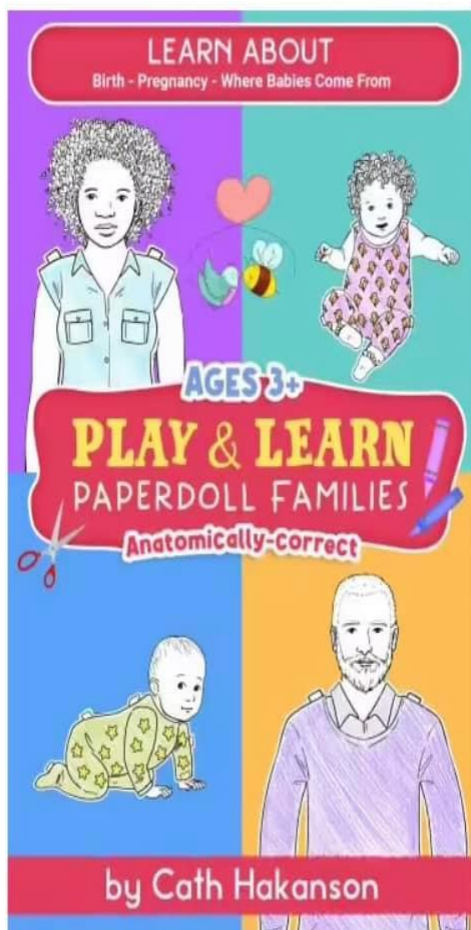
**Place a tick in the column for each puberty change**

|                                                                     | Physical Girls | ALL BODIES | Physical Boys |
|---------------------------------------------------------------------|----------------|------------|---------------|
| Feel hungrier                                                       |                |            |               |
| Arms and legs get longer making you sometimes appear clumsier       |                |            |               |
| Penis grows bigger                                                  |                |            |               |
| Need more sleep                                                     |                |            |               |
| Ovulation - eggs start to leave the ovaries                         |                |            |               |
| Ejaculation - semen released from penis                             |                |            |               |
| Body starts making new hormones                                     |                |            |               |
| Start making sperm                                                  |                |            |               |
| Sweat more, smell stronger                                          |                |            |               |
| Bigger muscle mass                                                  |                |            |               |
| Hips widen                                                          |                |            |               |
| Breasts change (which starts as tiny swellings beneath the nipples) |                |            |               |
| Start making a vaginal discharge                                    |                |            |               |
| Internal body organs grow larger                                    |                |            |               |
| The vagina, uterus, and ovaries get bigger                          |                |            |               |
| Clitoris hardens and becomes more sensitive                         |                |            |               |
| Vaginal wetness                                                     |                |            |               |
| Wet dreams                                                          |                |            |               |
| Can become interested in having a boyfriend or girlfriend           |                |            |               |
| Breasts and nipples grow larger, and they become more sensitive     |                |            |               |
| Periods start                                                       |                |            |               |
| Grow underarm hair                                                  |                |            |               |
| More erections (penis gets hard)                                    |                |            |               |
| Shoulders get wider                                                 |                |            |               |

Above a homework sheet spoken about in 2022 in Victorian Parliament, raised by Bernie Finn. 10 year olds asked to go home and ask their fathers about their erections and ejaculations.

Delivered by a third party operator “ Talk the Talk sex ed “ , below is an example of suggested reading material for 3 year olds.

<https://www.leaveourkidzalone.org/resources/10-yr-children>

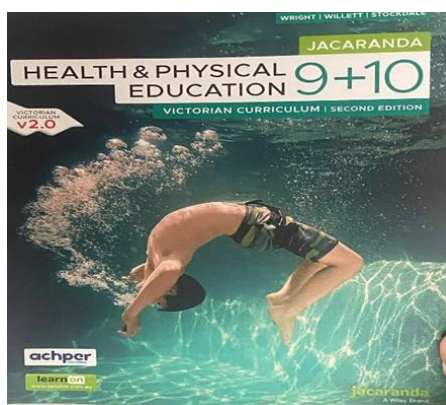


## Play & Learn Paperdoll Families (Anatomically-correct)

By Cath Hakanson

- Ages: 3+ years old
- Interactive and activity based - paper dolls
- Inclusive of disability, roles of parents, feeding, gender, family structures, different ways babies are made
- Tips on how to have the conversation, how to navigate these discussions, and what topics to discuss
- Gentle yet comprehensive and inclusive introduction to how babies are made, born and fed
- Introduces about trans, non binary intersex into child's vocabulary
- Covers trans man & non binary pregnancy
- Examples of age-appropriate language and vocabulary to model with kids
- Gives pictures and explanations to accompany paper dolls

**RADICAL GENDER THEORY TAUGHT UNDER PHYSICAL EDUCATION :**



unhealthy behaviours that are sometimes associated with a sense of strength or toughness. These gender norms can have a serious impact on men's health and wellbeing, especially since seeking help is seen as a sign of weakness. This makes men less likely to seek professional help or talk about their problems with friends or family.

## 2.2.6 Gender identity

### Gender diversity

Gender isn't about someone's anatomy; it is about who they know themselves to be. The genders that are most recognised globally are male and female, based on the anatomy, physiology, hormones and genetics individuals were born with. However there are in fact more than two genders. Gender identities can include male, female, transgender, gender-neutral, non-binary, agender (not having a gender), pangender (all genders), genderqueer, two-spirit, third gender (often called transgender) and all, none or a combination of these.

Being respectful and inclusive of all genders means understanding and using the appropriate terminology (language) associated with lesbian, gay, bisexual, transgender, intersex, queer, asexual and other sexually or gender-diverse people. Using gender-inclusive language is a simple way of affirming someone's identity and showing them respect. It is also a way of reducing the prejudice and discrimination that LGBTIQ+ people face.

**FIGURE 2.8** Gender-neutral signs are being used as a way of being inclusive and respectful of diversity.

The above pictures are from a year 10 workbook on Health and Physical Education.

**VICTORIAN EDUCATION DEPARTMENT SITE :**

### Parental consent

There may be circumstances in which students wish or need to undertake gender transition without the consent of their parent/s (or carer/s), and/or without consulting medical practitioners.

If no agreement can be reached between the student and the parent/s regarding the student's gender identity, or if the parent/s will not consent to the contents of a student support plan, it will be necessary for the school to consider whether the student is a mature minor.

If a student is considered a mature minor they can make decisions for themselves without parental consent and should be affirmed in their gender identity at school without a family representative/carers participating in formulating the school management plan.

Department policy addresses situations in which students, though under the age of 18 years, may be sufficiently mature to make their own decisions, (refer to [Mature Minors and Decision Making](#)).

This snapshot is taken from the Victorian Education Department website, for all to view.

<https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy>

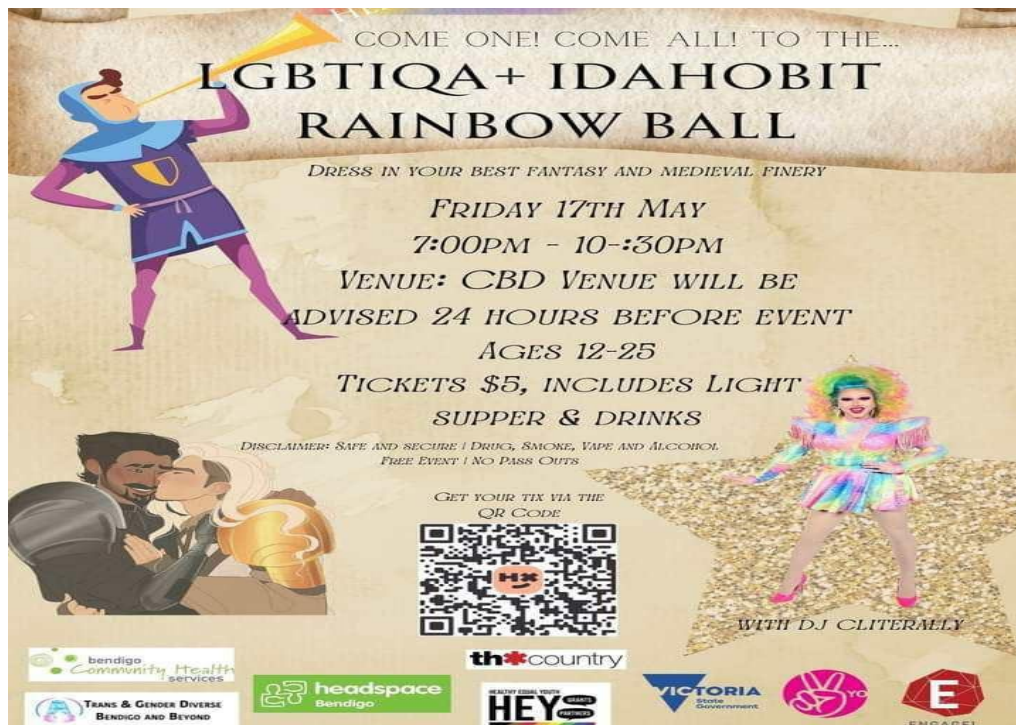
Ask yourself, is any of this acceptable on any level?

<https://www.leaveourkidzalone.org/resources/gender-transition>

## RAINBOW STORY TIME



The image contains a poster for a 'Rainbow Story Time' event and four photographs of the entertainer, Frock Hudson. The poster is for Daylesford Library on Saturday 9th March from 10.30am to 11.30am. It describes the event as fun and fabulous, suitable for all ages, with a guarantee of glitter. Logos for Hepburn Libraries and Chillout Festival are present. The photos show Frock Hudson in various drag outfits: one with a large rainbow bow, one in a black leather outfit with a blue wig, one reading to a group of children, and one in a floral dress with a purple wig.



The poster is for the 'LGBTIQA+ IDAHOBIT RAINBOW BALL' on Friday 17th May from 7:00pm to 10:30pm at the CBD Venue. It is a free event for ages 12-25, including light supper and drinks. A disclaimer states it is safe and secure, with no drugs, smoke, vape, or alcohol. A QR code is provided for ticket purchase. The event features DJ Cliterally. Logos for Bendigo Community Health Services, Headspace Bendigo, th\*country, HEYS, Victoria Government, and Engage! are at the bottom.

The pictures above are of a Drag Queen entertainer who reads stories to children, the pics were taken from his Instagram page. The increase of

LGBTIQA plus Rainbow Balls are increasing at an alarming rate where 12 year olds are mixing with 25 year olds at events that focus on sexuality.

<https://www.leaveourkidzalone.org/resources/queer-prom>

## PORNOGRAPHIC MATERIAL IN LIBRARIES



### **IMPORTANT INTERVIEW - SAVE OUR CHILDREN - MAKE A STAND!**

Please take the time to watch the interview with Bernard Gaynor ex Australian military and family man of 9 children. Bernard has been campaigning heavily to have books in libraries containing pornographic illustrations and wording available for children to read, removed from library shelves. With some success he has had books removed from numerous libraries.

This is a must watch for all parents and concerned adults. Not only are our children being subjected to highly inappropriate sexualised content in the school system, it is clearly evident our children are under attack from our libraries as well.

Libraries are encouraged by the Australian Library Association to block or filter incoming complaints from concerned members of the community. This information plus more disturbing revelations can be viewed in the interview.


Link to Interview:

<https://rumble.com/v5fzla5-important-interview-save-our-children-make-a-stand.html>

More data on Bernard Gaynor and his campaign :

<https://www.leaveourkidzalone.org/resources/bernard-gaynor-libraries>

## STUDIES ON GENDER REMORSE



The screenshot shows the PubMed interface. At the top, it says "National Library of Medicine National Center for Biotechnology Information". Below that is the PubMed logo and a search bar. The search results show a link to a study: "Cureus. 2024 Apr 2;16(4):e57472. doi: 10.7759/cureus.57472. eCollection 2024 Apr." The title of the study is "Risk of Suicide and Self-Harm Following Gender-Affirmation Surgery". The authors listed are John J Straub<sup>1</sup>, Krishna K Paul<sup>1</sup>, Lauren G Bothwell<sup>1</sup>, Sterling J Deshazo<sup>1</sup>, Georgiy Golovko<sup>2</sup>, Michael S Miller<sup>3</sup>, and Dietrich V Jehle<sup>1</sup>. There are buttons for "Save", "Email", and "Send". At the bottom, there are identifiers: "Affiliations + expand", "PMID: 38699117", "PMCID: PMC11063965", and "DOI: 10.7759/cureus.57472".

control group of adults with emergency visits but no gender-affirming surgery (N = 15,608,363); and cohort C, control group of adults with emergency visits, tubal ligation or vasectomy, but no gender-affirming surgery (N = 142,093). Propensity matching was applied to cohorts A and C. Data from February 4, 2003, to February 4, 2023, were analyzed to examine suicide attempts, death, self-harm, and post-traumatic stress disorder (PTSD) within five years of the index event. A secondary analysis involving a control group with pharyngitis, referred to as cohort D, was conducted to validate the results from cohort C. Results Individuals who underwent gender-affirming surgery had a 12.12-fold higher suicide attempt risk than those who did not (3.47% vs. 0.29%, RR 95% CI 9.20-15.96,  $p < 0.0001$ ). Compared to the tubal ligation/vasectomy controls, the risk was 5.03-fold higher before propensity matching and remained significant at 4.71-fold after matching (3.50% vs. 0.74%, RR 95% CI 2.46-9.024,  $p < 0.0001$ ) for the gender affirmation patients with similar results with the pharyngitis controls. Conclusion Gender-affirming surgery is significantly associated with elevated suicide attempt risks, underlining the necessity for comprehensive post-procedure psychiatric support.

The results of a detailed study found there is a 12x greater chance of people committing suicide after receiving gender affirming care.

The study, supported with money from the National Institutes of Health and the University of Texas, was published in April 2024, and looked at data from over 16 million patients across the United States.

<https://www.leaveourkidzalone.org/resources/pubmed-study>

We are told a lie by Governments and Trans Activists that if children are not allowed to transition and receive gender affirming care it increases their risk of suicide .

This is an outright lie as there is no credible data to back this false claim up with. In fact the study above and other studies clearly show in fact gender affirming care and transitioning increases the suicide risk.

Refer to this link for content also :

<https://www.leaveourkidzalone.org/resources/allan-lie>

Link to Cass Review a 4 year independent review of gender identity services for children and young people, uncovered some alarming and disturbing facts around puberty blockers and gender affirming care.

<https://cass.independent-review.uk/>

## **WHAT YOU CAN DO ;**

As parents you have Federal Legislation and International Guidelines to support you.

Article 18 section 4 of the ICCPR ( International Covenant of Civil and Political Rights )

States the following “

- Article 18
- Section 4 : The states parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and **moral** education of their children in conformity with their own convictions.

The ICCPR has been scheduled into the Australian Human Rights and Commission Act 1986 which is a Federal Act. This means that any breach of the ICCPR is in breach of Federal Legislation.

<https://www.leaveourkidzalone.org/resources/parents-letter>

Notice to Principal is notice to Agent: Notice to agent is notice to principal;  
Including all successors, heirs, assigns, & financiers.

I \_\_\_\_\_ and my child \_\_\_\_\_  
Of (School) \_\_\_\_\_  
Class \_\_\_\_\_ Aged \_\_\_\_\_

**Statement and Claim of Non Consent & Notice of Liability has been served upon you:**

To the Principal,  
I make this statement as the primary educator of my child.

It is mine and my child's freewill and decision to not attend any class that makes them feel uncomfortable discussing anything to do with, gender theories and/or sex education. That includes ideas and content that do not respect their age, religion, beliefs and moral convictions, relating to such topics.

This is against mine and my child's free will and beliefs, both personal and religious, and I nor my child consent to such teachings.

It is a requirement that my child is respected as an individual with choices and boundaries, and not have personal ideologies forced upon them.

Listed below are links that help support me and my child's rights. My child will not be attending classes that make them feel uncomfortable anymore and will be leaving any conversation relating to my request.

**If you wish to discuss this matter further you are required to contact me by email.**

I draw the Principals, teaching and administration staffs' attention to:

Article 18 section 4 of the International Covenant on Civil and Political rights:

[AUSTRALIAN HUMAN RIGHTS COMMISSION ACT 1986 - SCHEDULE 2 International Covenant on Civil and Political Rights \(austlii.edu.au\)](http://austlii.edu.au)

**Principle 2 of the Declaration of the Rights of the Child:**

[AUSTRALIAN HUMAN RIGHTS COMMISSION ACT 1986 - SCHEDULE 3 Declaration of the Rights of the Child \(austlii.edu.au\)](http://austlii.edu.au)

We respectfully remind you Australia is a signatory to the ICCPR. The ICCPR is scheduled and codified into the Human Rights Commission Act 1986.

This means teachers will be in breach of Federal Legislation and subject to prosecution if they continue to teach this content against mine and my child's wishes.

Furthermore I will remind you that any child cannot be discriminated against, bullied and/or vilified, by any teaching staff, principal, administration staff or another student for exercising their lawful and basic human rights, the offending teachers and/or parties will be in breach of legislation specific to each state as well as federal legislation.

Whilst on school premises you are reminded you are responsible for each child's safety and well being which includes their state of mental health.

This is a Notice of Liability, if any harm is caused to above named student and their non consent is not adhered to, further action may be taken.

You are required to respond in acknowledgment of this letter via email within 14 days.

Signed by student \_\_\_\_\_ Date \_\_\_\_\_

**Witnessed by Parent (s) / Carer / Legal Guardian.** \_\_\_\_\_

List of actions you as a parent can take in link to site ;

<https://www.leaveourkidzalone.org/resources/check-list>

- Email your teacher your concerns, make them aware of International Guidelines. This is federal legislation therefore applies to all states.
- Opt out option.
- Attend School council meetings.
- Require Lesson Plans and content from school.
- Email VIT ( or relevant teachers authority in your state ) and Education Department.
- Email Ombudsman.
- Ask your children to bring workbooks home. Talk with your children.
- Visit local libraries.
- Voice concerns to local councils, level of propaganda.
- Website Petition and Survey.
- Watch War on Children Documentary.
- Form parents / teacher groups, speak with other parents.
- Call for immediate special meeting of the school and concerned parents.
- Watch for events, community engagement of Leave Our Kidz Alone Site.

For any clarity , guidance or to report an incident or report content your child is taught.

Email [info@leaveourkidzalone.org](mailto:info@leaveourkidzalone.org)