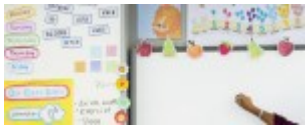
THE RISK OF LGBT-IDEOLOGY IN SCHOOL CURRICULUM



In this article, British writer Belinda Brown investigates the consequences of embedding new and radical 'lgbt'-ideology in the school curriculum. She investigates the scientific facts about same-sex attractions, and concludes that an accurately informed decision making process should be encouraged, instead of blindly promoting homosexuality as an indifferent affair. *"This is the direction in which we should be guiding our young people. But that won't happen while the LGBT lobby is in charge"*, so she argues.

The UK government funded the LGBT Lobby Stonewall to produce a programme; 'Creating an LGBT inclusive Primary Curriculum' which has been designed to erode 'heteronormative' assumptions in primary schools. The programme embeds same sex relationships throughout the curriculum, using psychological techniques such as *'usualising', 'actualising'* and desensitization to make these relationships appear normal to our youngest children.

Teachers are told to eliminate *'he'* and *'she'* from the curriculum, turning the world into a place inhabited by sexless *'theys'*. Stonewall tell us that schools will be monitored to see how successfully these ideas are adopted.

Stonewall resources are already widely used in UK schools although there are no legal requirements to teach about LGBT relationships. Nor can it be supported by the Equalities Act, which simply protects against discrimination. In fact the Department for Education could probably be legally challenged as much of the programme undermines parent's religious beliefs.

We do not allow political or religious groups such influence over the curriculum. How come a single issue group like Stonewall has such influence on the basis of their ideological belief?

Part of the reason is the assumption that *'being gay'* is, like sex or disability, an innate characteristic, and that those who are affected need our protection and support. This belief is an outcome of a long-term campaign carried out by the LGBT lobby whose aim was most clearly articulated in the radical gay-lib manual called '*The Gay Agenda'* (download *here*). It was expanded into the book *After the Ball* (1989) by the advertising specialists Kirk and Madsen:

> "*The mainstream should be told that gays are victims of fate, in the sense that most never had a choice to accept or reject their sexual preference. The message must read: 'As far as gays can tell, they were born gay, just as you were born heterosexual or white or black or bright or athletic. They never made a choice, and are not morally blameworthy… Straight viewers must be able to identify with gays as victims.*" (See here)

This assumption influences how we teach about same sex attraction (SSA) in schools today. For example, LGBT activists Barnes and Carlile instruct teachers to draw an equivalence between disability, colour and being gay: "When we study the Paralympics are we promoting disabilities?… When we study the civil rights movement are we promoting being black?" The answer is evidently, "No!"'

The result is wide acceptance of the view that some people are 'born gay,' but there is little evidence to support this.

Same-sex attracted people are not ‘born gay’

Being ‘gay’ is not genetically predetermined. This has been comprehensively confirmed. Our sexuality, or sexual expression, is not determined by biology. Many lesbians and gay men have had sex with an opposite sex partners and enjoyed it. For some, desires change over their lifetime. Others are clear that their sexuality is a product of nurture rather than nature. Some have been so convinced of this that they have successfully sought therapy to change their sexual orientation.

Who we desire is profoundly complex and shrouded in mystery. Biology is a clumsy tool for understanding the ins and outs of sex.

The importance of these less tangible factors is appreciated by gay rights advocate Peter Tatchell:

> *“Many studies suggest social factors are also important influences in the formation of sexual orientation. These include the relationship between a child and its parent, formative childhood experiences, family expectations, cultural mores and peer pressure.”*

The evidence backs him up.

Some research has identified a range of social factors which correlate with homosexual marriage including divorced parents, older mothers and absent fathers.

Another factor which emerges consistently is child abuse. For example a study found that 46% of homosexual subjects reported abuse, as opposed to 7% of heterosexuals. Another study found that 19% of lesbians had been involved in incestuous relationships while growing up.

Some psychologists have argued that SSA is linked with a weakened sense of masculinity which can have a number of causes.. Some gay men have argued that their relationship with their father has been key. (see here and here)

For others it is simply a choice.

All this suggests that ‘born that way’ this isn’t actually true. Rather ‘Moral values, social ideologies and cultural expectations – together with family patterns and parent-child interaction’ are some of the factors impacting on the development of our sexual identities, as Peter Tatchell has explained.

Normalisation is boosting same-sex and trans trends

However, if we accept that cultural mores, peer pressure, moral values and social ideologies all impact on the development of homosexuality and lesbianism, what are the implications for the normalisation that is going on in schools?

Is it possible that young people who might otherwise have grown up to be purely heterosexual will be tempted into gay relationships? And if so, should this be a cause of concern?

One study estimated that as many as 80 percent of male adolescents who report same-sex attractions no longer do so as adults. Had those young people lived in today’s gay affirming society it seems likely that the numbers who then moved into full homosexuality would have been higher.

We have seen how, since teaching children about transgender identity began in schools, the number of children who are now suffering from gender dysphoria has soared – by over 4400 percent. If children and young people can become confused about their sex, which is so obvious, surely confusion about sexuality could also occur?

There does appear to be evidence that homosexual orientation is slowly beginning an upward climb. Data from the Office for National Statistics shows that there is an increase in the proportion of people who identify as gay lesbian or bisexual and this increase appears to be

more concentrated in the younger age groups.

For LGBT activists the possibility that gay affirming schools will encourage homosexuality is positively welcomed: “Were future generations to grow up in a gay-positive, homo-friendly culture, it’ likely that many more people would have same-sex relationships, if not for all for their lives at least for significant periods,” says :Peter Tatchell. His hope is that “With this boom in queer sex, the social basis of homophobia would be radically undermined”.

However, Tatchell and others are not supported by the evidence. The evidence seems to suggest that the massive push to affirm LGBT people in schools and society may be reducing tolerance and pushing the numbers of hate crimes up. (US evidence and UK Evidence)

There are other reasons why encouraging homosexuality to ‘become commonplace’ among our younger generation may not be a good idea.

Young people should be told the health implications

For the facts are that although promiscuity has declined enormously since the early days of AIDS, gay men do, on average, tend to have higher levels of promiscuity. As parents, this is something we would be keen for our children to avoid. It also appears that in the process of achieving intimacy some gay men and women engage in risky and dangerous practices which most of us would be desperate to protect future generations from.

There is evidence that gay people are more likely to show multiple indicators of mental disorder, including higher rates of depression, anxiety, suicidal thinking and attempts, substance abuse, eating disorders and, at least for lesbians, intimate partner violence. And this not necessarily because of discrimination as is commonly assumed.

What perhaps is most alarming are the increased risks of sexually transmitted and other diseases, overall poor health and shortened lifespans due to HIV. (see here, here and here)

If ‘eliminating homophobia’ depends on sacrificing the health, happiness and the future well-being of our children, I, for one, am not prepared to pay the price. Children need to understand that when it comes to lifestyles, different choices have costs and benefits attached. For example, being gay can leave a person more vulnerable to relationship instability, mental health problems, dangerous sexual practices and exposure to disease. This does not mean that we should teach all young people that it will make no difference to their long-term health, happiness and life plans whether they settle for being straight or decide to explore the possibilities of being lesbian or gay.

We should encourage an accurately informed decision making process which takes into consideration the costs and benefits of different types of relationship for those young people who do feel they have a choice.

This is the direction in which we should be guiding our young people. But that won’t happen while the LGBT lobby is in charge.

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Belinda Brown *is author of* The Private Revolution: Women in the Polish Underground Movement *and a number of well-cited academic papers. British, she also writes for The Daily Mail and The Conservative Woman. She has a particular interest in men’s issues and the damage caused by feminism. This article was previously posted on Mercatornet.*