[Insert Name]

[Insert Address]

[Insert Address]

[Insert Address]

[Insert date]

[Insert Teacher/Principal’s name]

[Insert School Name if appropriate]

A recent campaign by The Countess advocacy group has alerted me to the potential harm of teaching Gender Identity Theory/Transgender Ideology to my son/daughter [Insert name], as part of the Relationships and Sexuality Education (RSE) programme and/or Social Personal and Health Education (SPHE) programmes – – specifically, information published in the 2020 edition of the *Busy Bodies* booklet (pgs. 41 & 42), the 2020 edition of *Making the ‘Big Talk’ many small talks* booklet (pgs. 42 to 44 inclusive) and information pertaining to gender identity published in *You’ve Got This* (Educate.ie 2023), *Wellbeing for SPHE* (Folens 2023) and *Health and Wellbeing 1* (Edco 2023) and any resource produced independently by teachers or others using the *SPHE Toolkit* on the NCCA website.

I hereby notify you that I do not consent to the teaching of Gender Identity Theory/Transgender Ideology to my son/daughter [Insert name] as part of any curriculum subject or informal activity. Gender Identity Theory/Transgender Ideology promotes homophobia, sexist stereotyping, and contradicts the science curriculum. It also ignores the experiences of [desisters and detransitioners](https://genspect.org/glossary/). Advocacy groups pushing Gender Identity Theory/Transgender Ideology under the guise of “inclusion” frequently abandon the basic tenets of child safeguarding and consent principles.

The teaching of Gender Identity Theory/Transgender Ideology to children, as fact, when "there is a lack of agreement, and in many instances a lack of open discussion, about the extent to which gender incongruence in childhood and adolescence can be an inherent and immutable phenomenon" (Cass, 2022), runs contrary to my conscience, as it should the conscience of education professionals who respect evidence-based policies. Schools have an obligation under Department of Education Circular 2018/43 to ‘protect students in their care at all times from any potentially harmful, inappropriate, or misguided resources, interventions or programmes’. Teaching Gender Identity Theory/Transgender Ideology as fact does not meet this standard of care.

Teaching this factually incorrect ideology will sow the seeds of confusion among more children. Teenage girls are particularly susceptible to the well-established phenomenon of “social contagion”. The growing prevalence of [Rapid Onset Gender Dysphoria](https://thecountess.ie/empowering-parents/) (ROGD) with an increase of over 5200% in the past twenty years will only be exacerbated if this ideology is legitimized by those entrusted with their education.

Furthermore, schools must comply with Section 30-2(e) of the Education Act 1998, which protects a student's right not to attend instruction that goes against the parents' conscience. This is in accordance with Article 42.1 of the Irish Constitution, which guarantees the rights of parents as the primary educator. The Department of Education and Skills cannot override these constitutional rights.

While I understand that you may have acted under the understanding that you were following government guidelines, teaching children to uncritically accept this system of beliefs as fact, in this manner, amounts to indoctrination. I would draw your attention to the fact that following these guidelines contrary to the conscience of parents would be unlawful for the reasons set out above.

I/we look forward to receiving confirmation that our instruction will be respected.

Yours Sincerely,

[Insert Name]

[Insert Name]

[Insert Address]

[Insert Address]

[Insert Address]

[Insert date]

[Insert Teacher/Principal’s name]

[Insert School Name if appropriate]

A recent campaign by The Countess advocacy group has alerted me to the potential harm of teaching Gender Identity Theory/Transgender Ideology to my son/daughter [Insert name], as part of the Relationships and Sexuality Education (RSE) programme and/or Social Personal and Health Education (SPHE) programmes – specifically, information published in the 2020 edition of the Busy Bodies booklet  (pgs. 41 & 42), the 2020 edition of Making the ‘Big Talk’ many small talks booklet (pgs. 42 to 44 inclusive) and any information similar to that seen in the  “Facilitating a social transition” video produced by the INTO.

I hereby notify you that I do not consent to the teaching of Gender Identity Theory/Transgender Ideology to my son/daughter [Insert name] as part of any curriculum subject or informal activity. Gender Identity Theory/Transgender Ideology promotes homophobia, sexist stereotyping, and contradicts the science curriculum. It also ignores the experiences of [desisters and detransitioners](https://genspect.org/glossary/). Advocacy groups promoting Gender Identity Theory/Transgender Ideology under the guise of “inclusion” frequently abandon the basic tenets of child safeguarding and consent principles.

The teaching of Gender Identity Theory/Transgender Ideology to children, as fact, when “there is a lack of agreement, and in many instances a lack of open discussion, about the extent to which gender incongruence in childhood and adolescence can be an inherent and immutable phenomenon” ([Cass, 2022](https://cass.independent-review.uk/publications/interim-report/)), runs contrary to my conscience, as it should the conscience of education professionals who respect evidence-based policies. Schools have an obligation under Department of Education Circular 2018/43 to ‘protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes’. Teaching Gender Identity Theory/Transgender Ideology as fact does not meet this standard of care.

The work of developmental psychologist [Laurence Kohlberg](https://www.sciencedirect.com/topics/psychology/gender-stability) is widely accepted as demonstrating that children do not understand that their sex is constant across situations and time until they are about age 6 or 7.  To interrupt that process of development with the idea that ‘boys can be girls and girls can be boys’ can cause profound confusion and distress.  This precise statement appears in a 2019 video produced by the [INTO](https://thecountess.ie/wp-content/uploads/2023/08/INTO-video.mp4) (Irish National Teacher’s Organisation) to support teachers socially transition primary school pupils.

While I understand that you may have acted under the understanding that you were following government guidelines, teaching children to uncritically accept this system of beliefs as fact, in this manner, amounts to indoctrination. I would draw your attention to the fact that following these guidelines contrary to the conscience of parents would be unlawful for the reasons set out above.

I/we look forward to receiving confirmation that our instruction will be respected.

Yours sincerely,

[Insert Name]