

Ministry of Education
PO Box 1666
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Minister of Health
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Wellington

By email and by registered post

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Dear Ministers

OPEN LETTER AND OFFICIAL INFORMATION ACT 1982 REQUEST RE THE RELATIONSHIPS AND SEXUALITY EDUCATION AND MEDICAL OUTCOMES

1. We are writing to you in our capacity as concerned citizens and as political candidates for DemocracyNZ (www.democracynz.org).
2. Recently, Family First New Zealand ("**Family First**"), Ian Wishart ("**Wishart**") from Investigate Magazine and the Platform have raised serious concerns about the transgender agenda being pushed in our state schools. The primary purpose of our schools should be to teach our children to read, write, maths and other life skills etc.
3. As you should be aware, research suggests that most human brains take approximately 25 years to develop, though these rates can vary between men and women, and among individuals. The development of the human brain is the reason we have age limits for smoking, drinking alcohol, driving a vehicle, voting, entering a night club, entering a strip club, having consensual sex, getting married, entering into a contract etc.
4. If a male adult wishes to identify as a female, or vice versa, that is their business. However, these adult decisions should not be pushed in our state schools funded by taxpayer money when:
 - (a) puberty blockers can cause irreversible harm and induce early osteoporosis and heart disease;
 - (b) doctors are raising issues with individuals being misdiagnosed with illness due to a biological male being tested under the threshold for a biological female and vice versa. A normal range for a biological male may be higher than that of a biological female due to the chemical make-up of the two sexes.

5. We are concerned that the World Health Organisation (“WHO”) has recently issued the *Standards for Sexuality Education in Europe*¹ which states that young children, from birth to 4 years old, should be given sex education to “gain awareness of gender identity” and “enjoyment and pleasure when touching one’s own body, early childhood masturbation”. The information to be given to 4- to 6-year-olds includes “enjoyment and pleasure when touching one’s own body; early childhood masturbation”. These topics are described as the “minimal standards that need to be covered by sexuality education”.

6. The United Nations Educational, Scientific and Cultural Organization’s *International Technical Guidance on Sexuality Education*² states that the learning objectives for **5- to 8-year-olds** should include the following ‘key ideas’ amongst others:
 - (i) It is important to understand the difference between biological sex and gender Human rights and sexuality;
 - (ii) It is natural for humans to enjoy their bodies and being close to others throughout their lives;
 - (iii) People can show love for other people through touching and intimacy;
 - (iv) It is important to know what Gender Based Violence is and where to go for help;
 - (v) Families, individuals, peers and communities are sources of information about sex
 - (vi) and gender;
 - (vii) There are many sources of information that help us learn about ourselves, our feelings and our bodies;
 - (viii) Families can promote gender equality; Relationships involve different kinds of love (e.g., love between friends, love between parents, love between romantic partners) and love can be expressed in many different ways; and
 - (ix) living with HIV have equal rights and live productive lives.

7. It is clear that this agenda is being incorporated into state funded school in New Zealand. The Ministry of Education (“MOE”) *Relationships and Sexuality Education. A Guide for Teachers, Leaders, and Boards of Trustees for Years 1 to 8*³ that:

“For Schools need to ensure that ākongā can access toilets and changing rooms that align with their gender identification. This supports their sense of identity and wellbeing. Many ākongā, including trans, non-binary, or intersex students, may feel vulnerable having to change clothes in front of others. It is important to gain student feedback about facilities and their uses. Toilets and changing rooms can be unsafe environments for many ākongā, especially those who don’t identify as male or female. Disabled ākongā may also be gender or sexually diverse. Toilets and changing rooms should be safe and accessible for all ākongā. For example, some schools have individual unisex toilets.”

¹ https://www.bzga-whocc.de/fileadmin/user_upload/BZgA_Standards_English.pdf

² <https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf>

³ <https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE+Guide+y1-8.pdf>

“all school forms allow for genders in addition to male or female (eg, gender diverse, nonbinary, takatāpui)”

“School uniform policies are reviewed so that all the school’s uniforms are inclusive and don’t reinforce outdated, Eurocentric, and exclusionary notions of gender”

“School uniforms often reinforce gender norms and binaries, so schools should offer gender neutral clothing choices when reviewing school uniforms. All ākonga should be able to wear any of the uniform items available. Labelling uniform items by gender is an exclusionary practice.”

“Procedures for sports are inclusive so that all ākonga can take part, whatever their sexual or gender identities.”

8. As you are aware, the Education Act 1989 (“**EA**”) requires children between the ages of 6 and 16 years to be enrolled at a registered school in New Zealand unless an exemption has been granted. Accordingly, schools play a powerful role in our children’s development and ideologies. Why are parents not being consulted in regard to the transgender agenda?

OFFICIAL INFORMATION ACT REQUEST

9. We make an official information request under the Official Information Act 1982 (“**OIA**”) for the following information:
- (a) All information between WHO and the MOE and/or the Ministry of Health (“**MOH**”) in regard to any guidelines, standards, frameworks and the like about sex education, gender identity and masturbation in our state funded schools;
 - (b) Information given to students and teachers about the risk of puberty blockers and in particular the risks associated with puberty blockers;
 - (c) Information given to students and teachers about how it is important to disclose biological gender prior to having certain medical test due to there being different thresholds between male and females.
 - (d) We understand from the Briefing Note: Rainbow Work Programme Updated to Jan Tinetti, Chris Hipkins, Kelvin Davies and Aupito William Sio dated 22 December 2022⁴ (“**2022 Briefing**”) that:

InsideOUT is our key Rainbow community stakeholder. They do a wide range of work in the education sector for Rainbow young people, including providing support and advice to schools, ākonga and their whānau on Rainbow issues. InsideOUT have coordinators in every region, providing education programmes to schools and community organisations, developing resources to support the sector, administering a schools network to connect staff and students involved in Rainbow groups across the country, and running Pride events.

⁴ <https://assets.education.govt.nz/public/Documents/our-work/information-releases/Advice-Seen-by-our-Ministers/December-2022/10.-1297814-Rainbow-work-programme- Redacted.pdf>

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Please provide us with the following:

- (i) How much funding has InsideOUT has received from the Government in the last 5 years?
 - (ii) A copy all correspondence between the Government and InsideOUT concerning the brief from the Government to InsideOUT concerning the education programmes;
 - (iii) A copy of the contract between the Ministry of Education, or other Government entity, and InsideOUT;
- (e) We further understand from the 2022 Briefing that:

We have recently brokered discussions between InsideOUT and the Association of Proprietors of Integrated Schools (APIS) about supporting learner wellbeing in integrated schools. Both InsideOUT and APIS have indicated an interest in continuing these discussions and investigating further opportunities for collaboration.

Please provide us with the following:

- (i) How much funding has APIS received from the Government in the last 5 years?
 - (ii) A copy all correspondence (including meeting minutes) between the Government, InsideOUT and APIS concerning the mentioned discussions;
 - (iii) All correspondence between the Ministry of Health, or other Government entity, InsideOUT and AOUS concerning the noted discussions.
- (f) The 2022 Briefing states that:

The Ministry is committed to achieving compliance with the mandated Statistics New Zealand gender standard of male, female, 'another gender' and 'not stated'. When the standard was first released, we advised Ministers that the required changes to data systems could be staged and mainly delivered through system upgrades over time from within baselines [METIS 1260807 refers], however, we have found this is no longer the case.

Please provide us with the following:

- (i) With what precautions the MOH is taking for when emergency medical care is required for a child and there are different test thresholds for females and males.

(g) The 2022 Briefing states that:

Funding for gender-neutral toilets has been requested by students and other concerned members of the public. A petition with 13,000 signatures has recently been presented to Parliament requesting funding for all schools to provide gender neutral bathrooms. There is also another petition relating to funding gender neutral bathrooms that was presented to Parliament on 30 June 2022.

The Ministry provides schools with specific guidance on bathroom design. The *Reference designs: Toilets* is guidance designed to enhance inclusivity and student safety, comfort, and privacy, among other features. Bathrooms that are consistent with this guidance are suitable to be designated as gender neutral. All new builds and redevelopments managed by the Ministry are built to these designs. Schools are also strongly recommended to adhere to Ministry reference guides for all new school buildings, or significant redevelopments of existing buildings.

Please provide us with the following:

- (i) The guidance on bathroom design referred to above;
- (ii) How much funding has the Government provided to school to retrofit bathrooms;
- (iii) What precautions are being taken to ensure the safety of biological females from biological males using the bathrooms.

(h) The 2022 Briefing states that:

Funding has been provided through the Pacific Education Innovation Fund to an organisation called Village Collective, specifically their Rainbow Fale. This resourcing was provided for them to deliver PLD programmes to schools in South Auckland working with MVPFAFF+ and Pacific Rainbow ākonga, to enable teachers and staff to properly meet the needs of these ākonga.

(i) Please provide us with how much Ministry of Education or other Government Funding each of these other “key stakeholders in the Rainbow community” have received in the last five years:

- (i) Rainbow Youth;
- (ii) Intersex Trust Aotearoa New Zealand;
- (iii) Gender Minorities Aotearoa;
- (iv) Te Ngakau Kahukura;
- (v) Village Collective;
- (vi) The Manalagi Project;
- (vii) F'INE Pasikia Aotearoa Trust;
- (viii) QTOPIA;
- (ix) Rainbow Hub Waikato;
- (x) Tiwhanawhana Trust;
- (xi) Te Whariki Takapou;
- (xii) Kahukura Pounamu;
- (xiii) Ahakoa Te Aha;
- (xiv) Counting Oversleaves;

(xv) Identify.

- (j) We note that Education Outdoors New Zealand (“**EONZ**”) promotes “Menstruation and Rainbow Inclusive Practices” on a prominent part of their website.

Please provide us with the following:

- (i) How much funding has EONZ received from the Government in the last 5 years? A copy all correspondence between the Government and the above organisation concerning the briefs for the education programmes;
- (ii) A copy of the contract between the Ministry of Education, or other Government entity, and EONZ.

10. We look forward to your speedy response.

Kirsten Murfitt

DemocracyNZ Candidate
for Tauranga

Dr. Matt Shelton

DemocracyNZ Candidate
for Ōhāriu

Lee Smith

DemocracyNZ Candidate
for Taranaki-King Country