

**RAISING**

**PROUD MUSLIMS**

**NOT PRIDE MUSLIMS**

RESPONDING TO  
PRIDE MONTH IN SCHOOLS  
AND IN THE HOME

**A GUIDE FOR MUSLIM PARENTS**

**Second Edition**

## Introduction

**June is Pride Month in the UK. We will see a greater push of lifestyles that fundamentally oppose Islamic values. Many schools aggressively impose contested 'gender' and 'sexuality' perspectives on our children. Most do so to flex their equality and diversity credentials, not because they are invested in it.**

*"O believers! Protect yourselves and your families from a Fire whose fuel is people and stones... [Surah at-Tahreem: 6]*

The 'LGBTQ+' lobby has been so successful at presenting their struggle as that of the underdog, they have co-opted schools to fight their cause. Schools end up imposing contested values as though they are universal, rather than originating from a particular worldview.

As parents we often respond with anger and confusion. Anger at the way contested values are imposed on our children but also confusion as to how we should and can respond.

What we all know is doing nothing is not an option.

This Resource Pack is a small contribution designed to empower you as a Muslim parent and strengthen the capacity of Muslim families to focus on simple, effective actions. Actions which will help you reclaim your divine right to nurture and shape your children's attitude and behaviours.

I hope the activities will support you in the difficult and essential task of raising strong Muslim children who understand and live their primary purpose – to worship and obey Allah subhanhu wa ta'aala.

I'd like to hear your comments, queries and suggestions.

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## SCHOOL PRIDE

### Five ways to proactively respond to 'Pride Month' in Schools

#### 1. Find out what your child's school is doing for Pride month.

Your school maybe doing nothing. They may hold events. Maybe they have invited an outside speaker or an organisation to lead assembly. Maybe they have sent you a letter, maybe they haven't. The only way you will know what they have planned is if you ask! Take the first step to ask: "are you doing any activities during Pride Month?"

Just the mere act of asking this question sends an important message to schools. I care about what you teach my child.

Often asking this question by email and to the head teacher are far more effective than asking a class teacher, verbally. Your child's class teacher is not a senior decision maker at the school, To the head teacher is far more effective than. So, you need to seek an authoritative response from someone who needs to hear what parents are concerned about.

#### 2. Educate your child's school.

Schools understand the needs of 'LGBTQ+' pupils, even if there are none in the school. This is because the organisations that represent that community have invested millions into making their case. Even though most 'LGBTQ+' people don't have children. We have not been great at conveying our Islamic perspectives and so schools overlook our views when key decisions are made.

We need to tell schools:

- Muslim children are protected in law through the Equality Act 2010. There are 9 protected characteristics, which includes 'faith and belief'. Schools must avoid promoting one or two characteristics (such as 'sexual orientation' and 'gender reassignment') over another (faith and belief). Imposing a single viewpoint on sexual relationships and family structures can amount, in law, to indoctrination as well as discrimination.
- Muslims hold that sexual relationships can only legitimately occur between a man and woman within a marital contract. Although other relationships are considered societally lawful, there is a huge difference between the law and moral perspectives. School teachers should refrain

from imposing their own personal perspectives on children.

- It is unacceptable for a school to force a Muslim child to engage in mock pride marches, wave pride flags or celebrate lifestyles that go against their moral perspectives. Forcing a Muslim child to wave the pride flag would be as unacceptable as making a child from a vegan family hold a plate of Bernard Mathew's Turkey Twizzlers for a Meat week celebration.

#### 3. Challenge your child's school when they overstep the mark Sometimes schools overstep the mark.

- Your child may be punished for expressing a contrary view on same-sex relationships or 'transgenderism'.
- A school may invite a speaker who identifies as a 'gay Muslim' who spews false information about Islam's view on same-sex sexual relationships.

Whenever this happens, parents need to challenge this. The more parents push back, the more schools will think twice about such actions. It also forces schools to re-think the way they treat Muslim children. We must expect schools to meet the needs of our children.

#### 4. Educate other parents

Most parents are not like you. They are uncertain, disempowered and confused. Help other parents to wake up and take appropriate and meaningful action. Utilise your skills in the service of others and your reward will be with Allah.

#### 5. Make du'a

We live in uncertain times and it's vital we build up our spiritual stores to help us meet the challenges head on. One of the greatest acts we have at our disposal is du'a. Calling upon Allah to support you to meet these challenges and to protect your families are essential tools in your arsenal.





# FIRST THINGS FIRST

## BUILDING FIRM FOUNDATIONS

WHAT ARE THE MAIN DIFFERENCES BETWEEN WHAT WE HOLD TO BE TRUE AND WHAT MOST PEOPLE BELIEVE?

Place the statements below under the correct heading

**WHAT MUSLIMS  
HOLD TRUE**

**WHAT MOST  
PEOPLE BELIEVE**

Allah created everyone

God doesn't matter

When I die I will be rewarded by Allah

Our purpose in life is to worship and obey Allah

People should follow their desires

Allah created us for a special purpose

Allah tells us what is good and bad

When I die I will no longer exist

Life is about maximising enjoyment/pleasure

We were created through scientific processes, not by God

Every individual should decide what is good and bad for themselves

Allah knows what is best for His creation

God doesn't exist

Muslims should fight their desires

People should follow their desires

Freedom is the most important value

There is no greater act than worship and obedience to Allah





# WHO QUIZ

## CREATED YOU?

1. You wake up in an unfamiliar place in clothes you never wear. How did you get there?

- a. I was magically transported by an unknown force
- b. Someone transported me there in the night
- c. There was no cause

2. You're having dinner with your family, suddenly a rock crashes into your plate of rice. What caused the rock to end up in your dish?

- a. A gust of wind
- b. Someone with a grudge threw it
- c. Nothing caused it, it just is

3. You're watching a programme about life under the ocean. You see a beautiful fish with vivid colours and patterns and are amazed by this sight. You know that such life, beauty and magnificence must be designed. Who is the designer?

- a. Allah subhanahu wa ta'aala, al-Musawwir (the designer)
- b. There is no designer, the fish evolved over millions of years
- c. Why does there have to be a designer?

4. Allah subhanahu wa ta'aala asks: Or were they created by nothing, or were they the creators? (52:35)

- a. Were people created by nothing?
- b. Are people who are weak, born and die be creators?
- c. They were not 'created by nothing' neither 'are they the Creators'.

5. Allah subhanahu wa ta'aala declares: Most surely, in the creation of the heavens and the earth and in the alternation of night and day are signs for people of understanding (Al-Imran: 190)

- a. Do you ever wake up after the sun has risen and find it is still dark?
- b. Do you ever go to sleep after the sun has set only to find it's not getting dark?

So who created the rules which organise the appearance of day and night?





# WHY WE HAVE CERTAINTY THAT THE QUR'AN IS FROM ALLAH WHO WROTE THE QUR'AN?



WHY COULDN'T THE QURAN HAVE BEEN WRITTEN BY AN ARAB, A NON-ARAB  
OR THE PROPHET MUHAMMAD SALALLAHU ALAIHI WASALLAM?

Place the statements below under the correct heading



Allah challenged the Arabs to disprove the Qur'an by 'bringing a surah like it'. They were not able to.

If the Arabic language experts were unable to meet the challenge that means the Qur'an was not written by an Arab

All the Arabs had to do was to create a surah the same length as surah Kauthar. They could not.

If the Arabic language experts could not meet the challenge, how could a non-Arab meet the challenge.

We know very well that they say, 'It is a man who teaches him,' but the language of the person they allude to is foreign, while this revelation is in clear Arabic. [Surah an-Nahl: 103]

When the Qur'aish asked the Prophet questions about the people of the cave, the Prophet promised them answers the next day. The revelation was delayed, which the Qur'aish used as a weapon against the Prophet. This proves only Allah controlled the timing of the revelation.

There is a huge difference between the speech of the Prophet (saw) and the language of the Qur'an. How could a person keep up two types of speech for 23 years?

The Prophet (saw) could not read and write.

The Qur'aish never claimed that the Prophet (saw) wrote the Qur'an.

The Qur'an predicted the victory of the weak Byzantine Christians over the fire worshipping Persians within 9 years. That prediction came true. How could the Prophet (saw) have known unless he was given that information by Allah (swt)



## FOR ONE DAY YOU CAN SET YOUR OWN RULES

FOR ONE DAY, YOU CAN MAKE YOUR OWN RULES

Write a list of your rules.

Focus on the following areas:



The time you must go to sleep and wake up.



How long school holidays should be.



The food you must eat and should not be made to eat.



How long you can play games every day.



The times and days schools should open.

What would you choose?



How many of your choices are:

Rules that benefit you even if they are not in your best interest (bias) \_\_\_\_\_

Rules that are influenced by others (environment) \_\_\_\_\_

Why are people ill equipped to decide how they should live life?



## LOVE YOUR CHILD

Do you love your child?

That sounds like a strange question.

Of course you do.

But do your children know you love them?

That sounds like an even stranger question.

If you answered yes. What's your proof?

If your children were sitting in front of me

and I asked them the question:

"Does your father love you?"

Would they say 'yes' without hesitation?

Would they say yes immediately?

Or would they have to think about it.

Or would they scratch their heads for

some time and still be unsure

of the answer?

Love is a basic need of every child.

A child who is not sure if

they are loved

by their father (yes we're talking

about fathers, not mothers)

will be vulnerable to the

negative influences of the day.

Whether that is promiscuous relationships

or 'LGBTQ+' identities.







So how do we show love in a way our children understand love?  
That's where the five languages of love come in.  
They are visible, direct shows of love, which your children  
do not need to interpret, or second guess



When you hug, kiss or give your child a loving touch how can they interpret that touch in any way other than love?

The simple answer is, they can't.

Not only does physical touch ensure your child is emotionally strong, it is the sunnah of the Messenger of Allah.

Abu Hurayra reported that the Messenger of Allah, may Allah bless him and grant him peace, kissed Hasan ibn 'Ali while al-Aqra' ibn Habis at-Tamimi was sitting with him.

Al-Aqra was, in today's vernacular, 'a man's man'.  
As soon as al-Aqra witnessed this visible show of love he responded:

**'I have ten children and I have never kissed any of them.  
The Messenger of Allah's response was immediate  
and unequivocal.  
'Whoever does not show mercy will not be shown mercy.'  
(Sahih al-Bukhari)**

**This was a rebuke to al-Aqra'.  
If you've never kissed, hugged or lovingly touched your child,  
it's never too late.  
In actual fact, the default position towards children is mercy.  
"Whoever does not show mercy to our young ones, or  
acknowledge the rights of our elders, is not one of us."  
Source: Musnad Ahmad 7073**



The second way of showing visible love to your child, as a father, is through the words you use to convey love to your child.

When you use positive expressions such as saying, I love you, I'm proud of you, well done, thank you, jazakAllahu khairan, keep going you're doing well, you convey love in a way that your child understands.

When you use words of affirmation, you should focus on the effort and not the results. This is for two reasons.

**1. The results are from Allah.**

**2. The effort can always be improved the results cannot**

Praise also encourages behaviour change. We can often focus on the things our children don't get right.

The more we focus on their mistakes the less likely we are to encourage positive behaviour change. So, focus on praise to encourage good behaviour.

Your influence on your child is dependent upon your relationship which must be founded on love.

When it comes to your daughters. They need to hear praise from their fathers to feel emotionally secure. But because society elevates the way a woman looks over every other characteristic, you must focus on things she has achieved, character traits she has demonstrated, rather than the superficial. Although your daughter needs to hear she is beautiful, you need to focus your praise elsewhere.

Well done for the effort you put into memorising that ayah of the Qur'an.

You really helped me and your mother by looking after your brothers and sisters. Thank you.

I know you struggled to revise for your exams but you put a lot of effort into it.





We live in an age where time is more valuable than money. We are almost programmed to talk about how busy we are. So when we give someone our time, we are telling them they worthy of our valuable time.

When you give your child quality time, you are demonstrating your love.

Quality time doesn't just mean being present physically. Often people can be present physically but absent in every other way. Two people can be together in the same space but on their phones. They would be closer if they were on the opposite sides of the world but speaking on the phone.

Quality time is focussed, undivided attention. Better still one to one time with your child.

Imagine you said to your child, what would you like to do today? Just you and me. You are conveying love by giving your child your precious time.

The Messenger of Allah salallahu alaihi wasallam said:

**Any act devoid of the remembrance of Allah is void except four**

shooting      training a horse      playing with one's family      swimming

*(Bayhaqi and at-Tabarāni)*

Spending time with your family is a worthwhile investment of your time that could be an act of worship, with the correct intention.

The first three languages of love are foundational, the next two are important add-ons.



**Give gifts and you will love one another.**

*(Sahih al-Bukhari)*

Imagine you go away on a business trip and when you return you give each of your children a small gift. Your children will feel special. "My father was busy yet he took time to remember me."

And the point is not how much the gift costs, it's what it conveys in terms of love. Through the gift you are saying, 'I love you'. Of course, you need to also be saying, 'I love you', hugging them and spending quality time with them, otherwise the gift may come across as an attempt to buy their love.

The gift could cost £2 but every time your child looks at it they're reminded that you love them.



Just like 'giving gifts', acts of service is an add-on. It is an important way to show your love.

Some examples of this love language includes:

- **Fix something for them**
- **Cook their favourite meal**
- **Re-decorate their room**

As fathers, we need to use all the love languages to convey love. Each child has a primary love language and the best way to find this out is by observing how they show love to you and their mother and how they respond to different shows of love.



**WRITE DOWN 3THINGS** you will do after learning about what your child needs

1.

2.

3.



# IDENTITY LABELS

'LESBIAN'

'HETERO  
SEXUAL'

'TRANSABLE'

'AMUSEXUAL'

'TRANS MAN'

'GENDER NON-  
CONFORMING'

'GAY'

'JAM'

'BISEXUAL'

'MINOR  
ATTRACTED  
PEOPLE'

'QUEER'

'TRANS  
RACIAL'

'ASEXUAL'

'FEMME'

'TRANS  
WOMAN'

'BUTCH'

'SKYSEXUAL'

A term used by people who identify as 'LGBTQ' but reject specific labels.

An identity adopted by a person born as a man who identifies as a woman.

A woman who identifies as having a sexual attraction to someone who is tall.

An identity embracing 'masculinity' used by women who identify as attracted to women ('lesbians')

An identity adopted by a person born as a woman who identifies as a man.

An identity used to describe a person who is attracted to the opposite sex.

An identity used by a woman who is sexually attracted to another woman.

An identity embracing 'femininity' used by women who identify as attracted to women ('lesbians').

An able-bodied person who identifies as being disabled.

A man or woman who is attracted to a person who is funny

An identity used by a man who is sexually attracted to another man.

Someone whose identity is not clear but sticky, like jam

An identity used by someone who does not feel sexual attraction to others.

Someone who identifies as being from a 'race' different from their birth'

An identity used by someone who has sexual attraction for men and women.

A person who has 'gender' characteristics different from societal expectations of that 'gender'.

Someone who is attracted to minors.



## THE DIFFERENCES BETWEEN MALES AND FEMALES QUIZ

	TRUE	FALSE
1. When boys and boys are asked to draw, their pictures are very different. Boys draw pictures filled with action (people fighting, cars—crashing). Girls prefer to draw people, animals, trees with lots of detail		
2. Men have a greater sense of smell than women		
3. Girls have a better sense of hearing than boys		
4. Men have a greater sense of taste (flavours) than women		
5. Women are better able tell the difference between shades of colour		
6. Boys are greater risk takers than girls		
7. If a girl struggles with her classwork she asks for help as a last resort, whilst boys ask for help straight away		
8. Girls build close friendships on spending time together and conversation, boys bond on shared interests		
9. When girls are stressed, they prefer time alone		
10. Girls prefer eye contact, boys find it uncomfortable		
11. Male brain development is typically 4 years behind girls		
12. Girls overestimate their academic abilities, boys underestimate theirs		
13. When on the receiving end of a complaints, men prefer to offer solutions based answers. Girls tend to listen and empathise.		
14. If someone finds a single bone 500 years after a person has died, they can work out whether the bone belonged to a man or a woman.		
15. Men are better than women		
16. Women are better than men		
17. Allah subhanahu wa ta'aala created men and women and women to be different by nature		
18. Allah subhanahu wa ta'aala describes men and women as helpers, supporters, allies and friends of one another. They enjoin the good, forbid the evil, establish prayer, give zakah and obey Allah and His Messenger.		

In your opinion, what is the most surprising difference between men/women and boys/girls?

Does a difference mean a man is better than a woman or a woman is better than a man?

Is someone able to change from being a boy to a girl or a girl to a boy?

What are the positive reasons why Allah created differences between men and women? (Think about the differences between your mother and father)





## HOW TO RESPOND TO FIVE STORIES THE LGBTQ+ LOBBY PROPAGATE

### 1. There have always been 'gay' Muslims

- There have always been Muslims who commit sinful acts. Some Muslims have stolen, others have lied, there are people who drank and others who unlawfully killed. Just because a Muslim performed an action that disobeyed Allah, it doesn't make it right.
- There are stories in history of Muslim highway robbers, alcoholics, murderers but no one uses these examples as justification for sin. The act of a Muslim is not proof for righteous conduct unless it is founded on obedience and worship of Allah from the revealed guidance (the Qur'an and the Prophetic way).
- Allah and His Messenger condemned same-sex sexual relationships. It is only in the last 20 years that some people have sought to justify their desires. The prohibition of relationships outside of marriage between a man and a woman is acknowledged by Islamic scholars as a definite prohibition and a major sin.
- Throughout the ages and across all civilisations, same-sex sexual relationships have always been understood as a behaviour, which is not the norm. It is only in the modern age that this behaviour has been transformed into an identity. These identities have flags, a sub-culture, their own language and expect everyone to celebrate their identity.
- Any Muslim who recognises that their purpose in life is to prioritise the worship and obedience of Allah will fight their desires. This is no easy task, but struggling against ones desires is from the essence of Islam. The Muslim who struggles, like many do, against their same-sex desires will be rewarded. They have a place within the Muslim and should be supported to live a life as a Muslim. Even the one who struggles and falls into sin; as long as he acknowledges the sin and makes tawbah (repentance), should be helped as a struggling Muslim. The one who brazenly embraces the identity and seeks to change Islam to accommodate a clear sin, should be reminded they are challenging the sole right of Allah as our lawgiver. Unless they turn back, they will face last punishment when they meet their Lord to account for what they did.
- An additional point that is worth acknowledging is, the terms that make up 'LGBTQ+' identities are grounded in a white, Eurocentric perspective rooted in fictitious ideas of 'sexuality' and 'sexual orientation'. We often hear Muslims speaking about someone's sexuality, as though it has an objective reality. It doesn't. The terms 'sexuality' or 'sexual orientation' encompass a meaning within a person. We often people talk about 'your sexuality' or your 'sexual orientation'. This is because it is believed that everyone has a 'sexuality' or a 'sexual orientation' that is mostly unchanging. An aspect of the self which one discovers when one rejects 'heterosexuality' and adopts 'homosexuality'. Both are made up terms rooted in 19th century liberalism. The best way of understanding this idea is the recent moves to ban 'conversion therapy'. Let's ignore the fact that this term is as unclear as the term 'extremist'. The idea that someone cannot move away from a behaviour because it is considered to be an identity and an identity is as unchangeable as the presence of permanent bodily features, such as two arms or two legs. Of course this is rooted in mythology, not hard science but it's treated as it's treated as a proven fact about a human being, which is self-evident. Therefore we should not use the terminology of 'LGBTQ+' as real. We should not refer to people as 'gay' but as 'identifying as gay'.





## 2. Some animals are 'gay'

- Many schools use a picture book called, 'And Tango makes Three' as early as nursery/reception classes (ages 3-5). It is meant to be based on a true story of two male penguins at New York State Zoo. The premise of the story is, two male penguins reared in captivity (artificial surroundings) are unable to find a female mate (as that is the norm for all animals). They play with a stone, mimicking the actions of other penguins who they observe tending to their eggs. The zookeeper sees this and decides to give them a real egg to look after. When the egg hatches, Tango is born and these 'two Dads' raise this penguin.
- The story seeks to use an artificial story to propagate the idea that 'two Dads' are normal and different family types exist in nature.
- The problem with this claim is those two penguins would have mated with a female if it wasn't for the absence of female penguins. Those penguins were given an egg by the zookeeper, they didn't engage in any sexual activity. Animals mate to grow their numbers. Same-sex sexual desires amongst animals are wholly self-defeating and would herald the end of that species if it became the norm.
- If the Zoo had been in conservative Texas, rather than liberal New York, the zookeeper would have most likely acted differently. This is because people project their own perspectives on animals. In the past people have viewed playful behaviour amongst animals as 'sexual'. This is projection and not fact.
- We must reject these false notions that seek to justify aberrant behaviours by pointing to behaviours in the animal kingdom. Some animals viciously kill other animals, just for status. If you and I did that we would end up in prison.

## 3. Love is Love

- Love is not the same as lust or the same as sexual attraction. We need to reclaim love from the clutches of a sexually obsessed culture. A mother or father's love for their child, a child's love for their father is a basic, instinctive love that is a sign of the innate disposition (fitra) Allah created in human beings. The Prophet (saw) said, "If you love your brother, tell him". There's nothing sexual about that love. The love of a man for his wife or the wife for her husband is a sign from the signs of Allah. This is a love built on companionship and responsibility. The sexual relationship is an important part of that, to build closeness, attachment and to grow the numbers of this ummah. So we need to separate love from lust
- Historically the LGB sub-culture has been a hedonistic one. It was not premised on commitment and family, just on pleasure. Most importantly love/lust, even within a liberal society is based on some restrictions. Arguably society has moved towards greater 'individual freedom' but there are still rules that society and the law puts in place. It is illegal for a man to marry more than one wife (bigamy), a man cannot marry his daughter or his sister, a man cannot have a sexual relationship with a child or an animal. Every society has rules, depending upon the worldview, the lines for acceptable behaviour are drawn differently.
- So love is not love. Sixty years' ago, same-sex relationships were outlawed. At one point anyone found to identify as gay was killed by the state. Not long ago same-sex attraction was believed to be a mental disorder.
- Love is love may be a nice slogan but it is a value statement, not a statement of fact. Some may celebrate same-sex relationships, whilst we consider them to be sinful for anyone who acknowledges the existence of sin. We do not welcome these relationships as healthy for society and neither should we be forced into acceptance.





#### 4. Suppressing 'who you are' damages mental health

- LGBTQ identities are behaviours rooted in feelings. There is nothing about them that exist inside of a person. Like all behaviour and feelings, human beings have the capacity to embrace or repel their feelings. Human beings also have the ability to change their behaviour. No behaviour or feeling defines who someone is.
- Someone who believes that this life exists to explore and fulfil every pleasure will live life with few restraints. Whilst the one who considers this life a temporary abode of tests and turmoil that is a prelude to something greater, will by definition sacrifice and struggle. That is why our starting point needs to be about purpose. When society moves away from God, dissatisfaction is inevitable. A materialistic conception of life doesn't allow one to put life's difficulties and disappointments into perspective. One of our main internal conversations within the Muslim community must be to periodically re-connect our lives to our purpose. Everything else is background noise.
- 'Who you are' is complex and at the same time simple. Most people are shaped by their surroundings. Take two people in two different ages. Both may look the same but their environments shape two different people. The language they use, the clothes they wear, the food they eat, what they consider to be appropriate behaviour, manners, dress etc. From our view as Muslims, it is inevitable that there will be some differences between Muslims in different continents, different customs may exist, but there are some constants rooted in Islam. Any behaviour, practice, value, custom or measure which contradicts the revealed guidance is to be shunned.
- Suppressing desires is not suppressing 'who you are'. Suppressing desires is a foundational goal in Islam. Even within the context of modern discourse, delaying gratification still holds some level of importance. Being careful about how you utilise time, developing successful habits, living up to your potential are the mainstay of the personal development industry. They illustrate that giving in to everything you want is harmful. Although the harm is purely material because they get in the way of goals such as making your first million or building a business, they signpost us to ideas of restriction present in society unrooted from a 'spiritual purpose' for want of a better term. In a society rooted in chasing one's desires, we must remind ourselves and our children that this a primary goal of our lives.

#### 5. 'Gender' at birth should not stop someone being 'who they are'

- As previously mentioned, a man cannot change his biological sex anymore than a man can become a frog. One can identify as whatever one likes but this doesn't change a fact about one's existence. Everyone is born male or female and maleness and femaleness are facts rooted in truths. The differences between males and females are part of our innate disposition.
- The question we need to ask is, why is there such a dissatisfaction in being a girl? What is prompting young girls to take drastic measures to mutilate their own bodies? The reality is, it's mostly girls who want to be boys and not the other way round. Rather than society asking searching questions, young, impressionable girls are being affirmed and celebrated.
- We cannot take guidance on these issues from people who are frankly lost. If a society cannot define what a woman is, they forfeit their right to be relied upon as authoritative voices. We could have more respect for these voices if they were consistent in what they believed in. If they claim that you can identify as whatever you want, then they should accept people who identify as transracial or transable. Transracial people believe they should have been born into a black family when they were born into a white family or vice versa. What about people who identify as transable. They fully believe they should have been born as disabled, rather than able bodied. They actively petition for the right to remove a limb or their eyesight. Why are their identities any less real? Once you go down the road of identity, reality, as we know it, no longer exists.
- 'Gender' is a made up term to describe maleness or femaleness untethered from biological realities. Whilst those who espouse 'gender' ideology accept the existence of biological realities, they believe every individual has the right to adopt their own idea of a 'gender' they feel comfortable with. 'Gender' has no objective reality. We should not use this modern term, which is loaded with fictious meaning. We should refer to biological realities not made-up identities.





- When we acknowledge someone may have been born into the wrong body, we are saying Allah makes mistakes. It is no coincidence that the 'transgender' confusion is a modern phenomenon in an age where human beings have lost their purpose. It is trauma rooted in the baggage of modernity. And that is how we must address it. So when a young Muslim says they have discovered they are born in the wrong body we must address the underlying causes behind their cry for help. These problems are rooted in a lack of purpose, foundational weakness and emotional insecurity. That is why foundational strength, a personal relationship with Allah and loving homes are things we must get right.

What are the top 3 counter narratives in your opinion?

1.

2.

3.



## RAINBOW FLAG

In 1978 the artist, designer and drag queen, Gilbert Baker was commissioned by Harvey Milk, a politician who identified as gay to create a flag for San Francisco's annual pride parade.

The original flag had eight colours, one more colour than an actual rainbow has. The additional colour was pink. At the time they were unable to source the hot pink colour at the top, so that was removed, leaving 7 colours. Even then the rainbow colours differed from the natural rainbow we hold in awe.

The blue colour present in a real rainbow was more turquoise than blue in the revised flag.

In 1979 the flags were hung vertically off lampposts in Market Street in San Francisco, but the odd number of stripes meant that the middle stripe was obscured by the lamppost.

It was decided to cut the number of colours by one, to leave an even number of colours. Turquoise and indigo were removed. And in their place came a darker blue which is the colour still used on the flag today.

So the rainbow flag that appears at pride marches today consists of 6 colours, not 7. It is as artificial as the 'LGBTQ+' movement.



actual rainbow



LBTQ + rainbow

We often feel hesitant about our children wearing clothes or buying toys with rainbow colours. We should reclaim the rainbow (with 7 colours) as a beautiful sign from the signs of Allah.

1. How many colours does the 'Rainbow' flag have?
2. How many colours does the actual rainbow have?
3. What lessons can we draw from this artificial symbol to the 'LGBTQ+' movement?

"Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding." (Ale Imran: 190)





## HISTORY OF THE 'LGBTQ+' MOVEMENT

There were pivotal moments which transformed the way same-sex sexual relationships were perceived in society. From being an act punishable by death to an identity celebrated by society.

What are the pivotal moment which led to this transformation and what lessons can we learn about desires, behaviours and identities.

**1533: Buggery Act** (England) passed into law by Henry VIII. This transferred the regulation of sodomy from the ecclesiastical (Christian) courts to civil law. The Act defined same-sex sex as 'the detestable and abominable vice of buggery'. Those found guilty were sentenced to death. Henry VIII was seeking to limit the powers of the Catholic church. A year later Parliament passed the Act of Supremacy, severing religious ties with the Pope and Rome. He would become the head of the Church of England.

**1835:** Last two men executed for same-sex acts in the UK.

**1869:** Hungarian journalist Karl-Maria Kerteny first used the term 'homosexual'. In a private letter to Karl Heinrich Ulrichs (May 6 1868). He came up with the terms 'homosexual' and 'heterosexual', as he didn't like the term 'sodomite' to describe people like him. For the first time it was being argued:

1. Human beings are not driven solely by the desire to procreate but pleasure and sexual satisfaction.
2. 'Sexuality' was a fixed characteristic. A discrete characteristic inside every person that makes them 'homosexual' or 'heterosexual'. The claim is 'we don't choose to be this way, this is who we are'.
3. Human morality should not be restricted by the influences of the present age nor God. (Secular liberal states necessitate secular liberal behaviour).

**1889:** The next time the usage of the word 'Heterosexual' was in 1889, when Austro-German psychiatrist Richard von Krafft-Ebing included the word in Psychopathia Sexualis, a catalogue of sexual disorders. He uses the word 'heterosexuality 24 times, but is more concerned with it as a "contrary sexual instinct" ("perversions"). The dominant idea at the time rooted in biblical teaching is that the sole purpose of sexual relationships are to fulfil a human being's instinct to procreate. This is starting to change and there is a move away from sexual relationships as a tool to solely propagate the species. Ebbing introduced the idea that sexual relationships should not be understood as a mere procreation tool, but as a form of pleasure.

**1828:** The Buggery Act was repealed and replaced by the **Offences Against the Person Act 1828**. This new law covered male same-sex activity explicitly, whereas the Buggery Act had applied to men and women collectively. Sodomy between men remained punishable by death.

**1861:** The **Offences Against the Person Act 1861** revoked the death penalty for sodomy between men and replacing it with a prison term of hard labour between 10 years and life.

**1880:** Karl-Maria-Kertbeny's made-up term, 'heterosexual', used to describe what is and has always been the normative behaviour across every civilisation in every age, was published for the first time in a book by Gustav Jager (Discovery of the Soul). Kertbeny had written a chapter of that book calling for the decriminalisation of same-sex acts, but this chapter was viewed as too controversial by the publisher, so it wasn't included in the published book.

**1901:** The Dorland's Medical Dictionary defined 'heterosexuality' as an "abnormal or perverted appetite toward the opposite sex."

**1923:** Merriam Webster's dictionary similarly defined it as "morbid sexual passion for one of the opposite sex."



**1948:** Alfred Kinsey (Zoologist), whose 1948 study 'Sexual Behavior' in the Human Male sought to rate the 'sexuality' of men on a scale of zero (exclusively 'heterosexual') to six (exclusively 'homosexual'). His findings led him to conclude that a large, if not majority, "portion of the male population has at least some 'homosexual' experience between adolescence and old age". There's a 'sexual continuum'.

**0- Exclusively 'heterosexual' with no 'homosexual'**

**1- Predominantly 'heterosexual', only incidentally 'homosexual'**

**2- Predominantly 'heterosexual', but more than incidentally 'homosexual'**

**3- Equally 'heterosexual' and 'homosexual'**

**4- Predominantly 'homosexual', but more than incidentally 'heterosexual'**

**5- Predominantly 'homosexual', but incidentally 'heterosexual'**

**6- Exclusively 'homosexual'**

Kinsey claimed 37% of males had homosexual physical contact to the point of orgasm at least once.

The problem with his study is, they were not a representative sample of the US population. They were unmarried, white, sexual deviants. Many were convicted sex offenders. Kinsey biographer, Judith Reisman argues that 86% of Kinsey of Kinsey's subjects were sexual deviants. He ignored and left out results from 25% of his female interviewees, as the results did not align with his agenda.

**1934:** Merriam Webster's dictionary settled on 'heterosexuality' as a "manifestation of sexual passion for one of the opposite sex; normal sexuality."

**1952:** The American Psychiatric Association's diagnostic manual (DSM) lists 'homosexuality' as a sociopathic personality disturbance that could be treated.

**1954:** After World War II there had been a significant increase in arrests and prosecutions of men under the Criminal Law Amendment Act 1885. In particular high-profile individuals such as WWII codebreaker, Alan Turing and Lord Montagu were convicted under this Act.

**1957:** The Wolfenden Committee report recommends the decriminalisation of same-sex acts between consenting adults over 21, except in the armed forces. It stated: 'homosexual behaviour between consenting adults in private should no longer be a criminal offence.' Despite support from the Archbishop of Canterbury, the Government rejected the report. Why would the head of the Church of England support a change to the law which goes against the biblical teaching he is meant to uphold?

**1958:** The Homosexual Law Reform Society was founded to campaign for the legalisation of same-sex relationships in the UK. A letter written to The Times in 1958 by Tony Dyson, an academic, called for the Wolfenden Report's recommendations to be reconsidered. It was signed by many important figures, including writer J.B Priestly, and brought the Society members together. Its first meeting, held in central London, was attended by over 1,000 people.

**1962:** The first US state to repeal its sodomy laws was not New York or California, but Illinois.

**1965:** John Oliven, in his book, Sexual Hygiene and Pathology, used the term 'transgender' to mean a person who identifies with a 'gender' opposite to their biological sex.

**1960s:** Sexual revolution. From the US perspective historians speak of two sexual revolutions. The first, in the late 19th century/early 20th century, which created a pushback against Victorian morality. There was greater acceptance of sexual liberalism. Yet 'homosexuality' was still not accepted.

During the more famous sexual revolution in the 1960's, the birth control pill was invented, and this ushered in a new era, one in which sex was decoupled from responsibility. A sexual relationship could be entered into, without the possibility of an unwanted child. Whilst this was promoted as a great step forward for women's rights, men were by far the main beneficiaries.

This is when the 'gay rights' movement jumped on the coattails of the sexual revolution. If everyone has the individual freedom to live outside of the constraints of morality (defined by the church) and sexual relationships are decoupled from procreation, then why shouldn't people who identify as 'gay' or 'lesbian' not have the same rights to sexual freedom? This brought about a clash between liberalism and conservative (religious) values.



**1966:** Although the term 'gender' was being used before this date, the psychologist, sexologist and professor at John Hopkins University John Money (1921-2006) re-defined the term to distinguish between biological sex and 'gender' as a role. He believed someone could identify differently to their biological sex. He tried to prove that biological sex was incidental. It was an accident of birth which should not shackle someone into the fixed male and female boxes. He sought to prove that you could change someone born male into a female or vice versa without any difficulty or psychological impact.

- In 1966, eight-month-old David Reimer had a botched circumcision which left his penis severely injured.
- Money persuaded David's parents that given the situation it would be in his best interest to raise David as a girl. His parents agreed, after all what else could be done.
- At the age of 22 months, David's testicles were removed, and he was raised as a girl named Brenda.
- Money recommended hormone treatment, to which David's parents agreed but refused his suggestion for a surgical procedure to create an artificial vagina.
- Money published several papers reporting the reassignment as successful. During subsequent appointments Reimer and his twin brother Brian, were forced by Money into sexual acts. He justified these criminal acts by claiming that "childhood 'sexual rehearsal play'" was important

- Money used Reimer's case to justify sex-reassignment surgery even where there were no genital abnormalities.
- By the age of 14, David was suffering from extreme mental health problems, so his parents told him the truth. He chose to begin calling himself David, and he underwent surgical procedures to reverse the female bodily modifications.
- It subsequently came to light that contrary to Money's reports—when living as Brenda - Reimer did not identify as a girl.
- At the age of 38, Reimer took his own life, this was after his brother had already done so. Reimer's parents have stated that Money's methodology was responsible for the deaths of both of their sons.
- Money built his entire thesis of 'gender' on David's case. If biological sex was an accident of birth, then 'gender' exists and can be changed. Even though David was unaware, until he was 14 years old that he was in fact a boy, he felt uncomfortable acting like a girl. This was part of his innate disposition (fitra).
- The whole trans industry is based on the research and conclusions of John Money. Yet you will not hear the 'LGBTQ+' lobby celebrating him because they know he is problematic.

**1934:** Merriam Webster's dictionary settled on 'heterosexuality' as a "manifestation of sexual passion for one of the opposite sex; normal sexuality."

**1967:** The Sexual Offences Act decriminalised same-acts between two men, both over the age of 21, in private. The age of consent was set at 21 (compared to 16 for 'heterosexuals' and 'lesbians'). Same-sex acts taking place in the presence of more than two people however, were deemed not 'in private' to prevent premises being used for communal activities. The Act only applied to England and Wales.

**1968:** DSM-II (the American classification of mental disorders) lists 'homosexuality' as a mental disorder

The DSM-II listings were adopted by the World Health Organization and used as a standard worldwide.

**1969:** The Stonewall Riots, New York City. The Stonewall Inn was a 'gay' bar in Greenwich Village in New York City. In response to an unprovoked police raid on an early Saturday morning, over 400 people, including 'gay', 'lesbian', 'bisexual', 'transgender' and 'straight' people protested their treatment and pushed the police away from the area. Some level of rioting continued over the next six nights, which closed the Stonewall Inn. The Stonewall Riots became a pivotal, defining moment for 'gay' rights.

A 'Gay' activists campaign for the end to the classification of 'homosexuality' as a 'mental disorder' was launched.

**1969:** Gay Liberation Front (US) organisation formed in New York following the Stonewall Riots to advocate for sexual liberation for all people.

**1973:** The American Psychiatric Association, after being subjected to years of disrupting conference panels, direct action and lobbying, changed the classification of 'homosexuality' as a mental disorder. It was not until 1987 that homosexuality was completely removed from the APA list of mental disorders. The APA found that "the latest and best scientific evidence shows that 'sexual orientation' and expressions of 'gender identity' occur naturally...and that in short, there is no scientific evidence that 'sexual orientation', be it 'heterosexual', 'homosexual' or otherwise, is a freewill choice."

Although there is no scientific evidence which proves the existence of 'sexuality', let alone as an intrinsic, fixed characteristic; this victory was a pivotal change in the acceptance of 'gay' rights in the west.

**1978:** In San Francisco, the Rainbow Flag is first flown during the Gay Freedom Parade. It had eight colours and was designed by Gilbert Baker.



Hot pink	Sex
Red	Life
Orange	Healing
Yellow	Sunlight
Green	Nature
Turquoise	Magic/Art
Indigo	Serenity
Violet	Spirit

**1988:** When a copy of Jenny Lives with Eric and Martin by Susanne Bosche was found in a local authority library in 1983, it caused an outcry. The Daily Mail lambasted local councils for promoting 'homosexuality' to children at the taxpayer's expense.

The argument escalated to the highest levels of government and resulted in the now-infamous Section 28 of the Local Government Act. Expressly denying local authorities the ability to promote 'LGBTQ+'.

Section 28 remained enforceable until 2003. In 2009 British Prime Minister David Cameron issued a public apology for it.

**1994:** The Conservative Member of Parliament Edwina Currie (Salmonella) introduced an amendment to lower the age of consent for 'homosexual' acts from 21 to 16, in line with the age of consent. The vote was defeated and the 'gay' male age of consent was lowered to 18 instead. The 'lesbian' age of consent was not set.

**1970:** The Gay Liberation Front (GLF) first met at the London School of Economics on 13 October 1970. It was radical in its demands. The GLF encouraged members to 'come out', be visible and fight for social change. The numerous factions within the group however, made consensus impossible, and the collective disbanded in late 1973.


**1981:** AIDS epidemic begins. The U.S. Center for Disease Control reported the first cases of a rare lung disease, which would be named AIDS (Acquired Immune Deficiency Syndrome) the following year. There were a total of 583,298 US men women and children who would die from AIDS through 2007.

**1981:** The first UK case of AIDS was recorded when a 49-year-old man was admitted to Brompton Hospital, London suffering from Pneumocystis Carinii Pneumonia. He died 10 days later.

**1989:** In response to Section 28 legislation, actor Sir Ian McKellen (Gandalf) came out as 'gay' on BBC Radio 3 during a debate on the issues raised by section 28 of the Local Government Bill. In 1989 he co-founded Stonewall, the main 'LGBTQ+' lobby group in the UK.

**1992:** After 24 years, 'homosexuality' was removed from the World Health Organization's classification of mental disorders.





**1995:** Mermaids was formed by parents concerned about their children who believe their 'gender identity' differed from their biological sex.

**2002:** The Adoption and Children Act 2002 allowed 'gay' and 'lesbian' single people, as well as same-sex couples and unmarried couples the legal right to foster or adopt children. This change to the law forced many Catholic adoption agencies to close.

**2001:** After three defeats in the House of Lords, the Labour Government forced through legislation lowering the age of consent for 'gay' men to 16. The Scottish parliament voted to adopt this legislation north of the border.

**2004:** This Act was introduced by the Labour Government and gave same-sex couples the same rights and responsibilities as married 'heterosexual' couples in England, Scotland, Northern Ireland and Wales. It officially came into effect on 5 December 2005.

**2004:** This Act came into effect on 4 April 2005, giving 'trans' people full legal recognition in their appropriate 'gender'. It allowed 'trans' people to acquire a new birth certificate, although 'gender' options were still limited to 'male' or 'female'.

**2008:** Same-sex couples were recognised as the legal parents of children conceived through the use of donated sperm, eggs or embryos.

**2010:** The Equality Act 2010 legislates for equal treatment in access to employment as well as private and public services, regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation. It allowed religious and faith institutions in England, Scotland and Wales permission to refuse a same-sex marriage ceremony if it contravenes their beliefs.

**2013:** The Marriage (Same Sex Couples) Act 2013 gave same-sex couples the opportunity to get married just like men and women can. Same-sex couples already in a Civil Partnership could also now convert this to a marriage. It came into effect in 2014. The first same-sex marriages took place in England and Wales on 29 March 2014.

## ACTIVITY

### THE DIFFERENCES BETWEEN MALES AND FEMALES QUIZ

## RATIONALE

We are told there are no differences between men and women, man and woman are interchangeable labels based on how one feels.

We have to drive home the reality of Allah created men and women with differences, one is not better than the other, but they have different strengths, weaknesses. The quiz illustrates some of the many differences.

Use the discussion to illustrate that the battle of the sexes, a war waged between men and women in the west is not our battle and we should not throw fuel on the fire by falling behind either team.

Believing men and women are helpers and supporters of each other.

## ANSWERS

1. True
2. False. Women have more cells in the olfactory bulb: 16.2 million cells total in the average woman compared to 9.2 million total cells in the average man.
3. True
4. False. A study from Yale University in the US found that women's tongues have more taste receptors – in fact, 35% of women compared to 15% of men are "supertasters"
5. True
6. True. Boys are 9.8 times more likely than girls to die of drowning accidents than girls. Boston University psychologists found boys overestimate their own ability and underestimate risks.
7. False. Boys tend to ask for help as a last resort, girls ask for help straight away.
8. True
9. False. Girls prefer to be comforted. Boys prefer time alone.
10. True
11. True
12. False. Boys overestimate their academic abilities; girls underestimate their abilities.
13. True
14. True
15. False. Men are not better than women. This idea comes from the battle of the sexes, where men and women compete with each other.
16. False.
17. True
18. True





- a. A behaviour is controllable and changeable, an identity is fixed. The men of Lut's people were driven by a lust for other men. These were desires which drove them to actions and behaviours that no people had previously engaged in. The Prophet Lut tried to re-direct their sexual desires to women but they ignored him. This was an age before the invention of 'identities'. Identities are a modern idea about a person that is not based on reality. An identity is a fixed part of someone, a trait or a characteristic that never leaves someone. A sexual identity is a fixed attraction that someone has that can never change. This idea of a fixed identity is a modern idea that is far removed from the reality.
- b. Feelings are not permanent. They are a snapshot of how someone feels at a fixed point in their life. A child who wants to be a firefighter at 6 years old is likely to change their mind by the time they are 10. A child who loves Minecraft at 10, is likely to move on to something else by the time they're 10. Imagine if a parent made major changes every time a child expressed a feeling. Re-decorating the bedroom in fire brigade red is one thing but entertaining and facilitating the change of a girl to a boy or vice versa is the path to permanent change based on a temporary feeling.
- c. If you understand same-sex attraction as an 'identity', then it cannot change, but if you recognise it as a behaviour, like all other behaviours it can change. There is no behaviour that is fixed and cannot change. Motivation to change + action + reliance on Allah = change. Someone needs to be motivated, a cigarette smoker, for example, may be motivated by a health scare. Someone who is a late riser may be motivated by a new job to wake up earlier.
- d. A sexual identity such as 'gay' or 'lesbian' or 'bisexual' is a description for certain types of attractions. Normal attractions are all lumped together without the need for sub-labels. A white man who is attracted to black women does not have a label. That is because these identity labels have been made up. We need to distinguish between things which have a reality such as skin colour and height and things which don't, such as money (coins and banknotes) or units of time. A day is a measure of time. It consists of 24 hours and is a practice dating back to the ancient Egyptians. People accept a day as 24 hours long because we do, but there's no reason why a day shouldn't be 30 hours long. Some things are socially accepted but have not objective reality. The 'LGB' identities are made up understandings about attractions which people have accepted but they have no reality beyond the reality we attach to them.
- e. We are often told that people have decided that we should live a particular way. That when society modernises so should its values, laws and morality. But the question isn't which people, living in which age are better suited to tell us how we should live. It should be who or what is most befitting to guide us. If Allah created us, and for a purpose, and told us how to live our lives, why should we ignore that and listen to someone who was not even born more than 20, 30, 40, 50, 60 years ago and will not be alive in another 20, 30, 40 or 50 years. Someone who is prone to change fundamental principles, be influenced by the environment around them.
- f. The entire 'LGBTQ' struggle is centred in the white, western world. It is a history unique to a minority of the world's population. It is deeply connected with the rejection of God as the ultimate arbiter of morality. It is linked to a sexual revolution rooted in the United States of America. This is not the same experience as most of the world, Asia, Africa and South America. But they have universalised a small phenomenon in the west and forced the rest of the world to own it. This is nothing short of cultural colonialism.

ACTIVITY	RATIONALE	ANSWERS
<p><b>SCHOOL PRIDE</b></p>	<p>The LGBTQ+ lobby wants acceptance and celebration of LGBTQ+ identities. Schools are an important aspect of this work because re-shaping the minds of young people guarantees changing the shape of society.</p> <p>The reality is, Muslims have the most principled stand on 'LGBTQ+' identities because our stand is rooted in unchanging values grounded by divine values. It is unacceptable that schools are veering into indoctrination and are not taking the needs of our children into account. We need to push back against this and these five points provide a structure by which we respond to Pride month and 'LGBTQ+' History Month.</p>	
<p><b>BUILDING FIRM FOUNDATIONS</b></p>	<p>Our children need to connect the reasons why we do or don't do certain things to their purpose in life. If they cannot, they will be vulnerable to the values of a secular liberal society.</p> <p>This activity gets them thinking about the foundational concepts we hold true set against what most people believe.</p> <p>Print out the page and cut up the statements and place them under the two headings. Use this activity as a discussion prompt.</p>	<p><b>WHAT MUSLIMS HOLD TRUE</b></p> <p>Allah created everyone  Allah created us for a special purpose  Allah tells us what is good and bad  Our purpose in life is to worship and obey Allah  When I die I will be rewarded by Allah  Allah knows what is best for His creation  Muslims should fight their desires  There is no greater act than worship and obedience to Allah</p> <p><b>WHAT MOST PEOPLE BELIEVE</b></p> <p>God doesn't matter  We were created through scientific processes, not by God  Every individual should decide what is good and bad for themselves  Life is about maximising enjoyment/pleasure  When I die I will no longer exist  God doesn't exist  People should follow their desires  Freedom is the most important value</p>



ACTIVITY	RATIONALE	ANSWERS
<p><b>WHO CREATED YOU (QUIZ)</b></p>	<p>This simple activity connects children to foundational questions about the existence of Allah.</p>	<p><b>1. a or b</b> Whatever the cause, there is always a something or someone behind you appearing in an unfamiliar place.</p> <p><b>2. a or b</b> Someone or something caused the rock to appear in your dish</p> <p><b>3. a</b> Every design has a designer, this world also has a Designer</p> <p><b>4. c</b> Weak and needy human beings can't be created by nothing or be the creators themselves.</p> <p><b>5. The answer is 'no' to both questions.</b></p> <p>The rules that control the way night ends, days starts, the orbit of the Earth around the sun over 365 days are all evidence for the Creator.</p>
<p><b>WHY WE HAVE CERTAINTY THAT THE QUR'AN IS FROM ALLAH?</b></p>	<p>The Qur'an is guidance from Allah. Our children need to build certainty in this truth. Why should they care that Allah destroyed the people of Lut for their transgressions if they cannot accept the Qur'an has divine origins.</p> <p>This simple exercise asks children to take part in a process of elimination around who authored the Qur'an.</p> <p>There are only 4 options:</p> <p>An Arab A non-Arab Muhammad salAllahu alaihi wasallam Allah</p> <p>If we can eliminate the options we come to the only viable truth. The Qur'an is from Allah.</p> <p>Children can either cut out the headings and place the correct arguments under each one or connect the arguments to the headings by drawing lines between the two.</p>	<p><b>An Arab</b></p> <p>If the Arabic language experts were unable to meet the challenge that means the Qur'an was not written by an Arab</p> <p>All the Arabs had to do was to create a surah the same length as surah Kauthar. They could not.</p> <p>Allah challenged the Arabs to disprove the Qur'an by 'bringing a surah like it'. They were not able to.</p> <p><b>A non-Arab</b></p> <p>If the Arabic language experts could not meet the challenge, how could a non-Arab meet the challenge.</p>

ACTIVITY	RATIONALE	ANSWERS
		<p>We know very well that they say, 'It is a man who teaches him,' but the language of the person they allude to is foreign, while this revelation is in clear Arabic. [Surah an-Nahl: 103]</p> <p><b>Muhammad</b></p> <p>There is a huge difference between the speech of the Prophet (saw) and the language of the Qur'an. How could a person keep up two types of speech for 23 years?</p> <p>The Prophet (saw) could not read and write.</p> <p>The Qur'aish never claimed that the Prophet (saw) wrote the Qur'an.</p> <p><b>Allah</b></p> <p>The Qur'an predicted the victory of the weak Byzantine Christians over the fire worshipping Persians within 9 years. That prediction came true. How could the Prophet (saw) have known unless he was given that information by Allah (swt)</p> <p>When the Qur'aish asked the Prophet questions about the people of the cave, the Prophet promised them answers the next day. The revelation was delayed, which the Qur'aish used as a weapon against the Prophet. This proves only Allah controlled the timing of the revelation.</p>



ACTIVITY	RATIONALE	ANSWERS
<p><b>FOR ONE DAY YOU CAN SET YOUR OWN RULES</b></p>	<p>Only Allah subhanahu wa ta'aala, as our Creator, is equipped to know what is best for human beings. When people decide what is good and bad they will be influenced by what benefits them, whether it is good for them or not, they are also but the environment and age they are living in. Imperfect people will make imperfect decisions.</p>	<p>Allow your children to be as creative in setting their own rules.</p> <p>The more creative licence you give them, the more they will be able to understand the key idea.</p> <p>The reality is we don't know what's best for us, only Allah does.</p> <p>Human beings are biased and influenced by the time and age they are living in.</p>
<p><b>LOVE YOUR CHILD</b></p>	<p>This activity is for you as a parent.</p> <p>A child who grows up not knowing that they are loved by their father is vulnerable to LGBTQ+ identities and promiscuous relationships.</p> <p>Love has to be shown in a direct, visible way and in a way a child understands love. The Five Languages of Love are a way to ensure children feel loved</p>	<p>Read the article and write down three things you will do differently with your children.</p> <p>Maybe, as a father, you've never told your son you love him, never hugged your daughter or spent quality, one to one time with your children.</p> <p>It's never too late to start and the impact on your child and your relationship with him/her will be transformational insha Allah.</p>

ACTIVITY	RATIONALE	ANSWERS
<p><b>IDENTITY LABELS</b></p>	<p>This is a family activity, which is designed to get children thinking about LGBTQ+ identity labels in a critical way.</p> <p>First match the labels with their definitions, then answer the following questions.</p> <ol style="list-style-type: none"> <li>1. What observations do you have about the labels?</li> <li>2. Which of the identities are made up?</li> <li>3. Which are made up by Yusuf Patel?</li> <li>4. Which other ones are controversial</li> </ol>	<ol style="list-style-type: none"> <li>1. Possible answers. There are a lot of them (these are a small selection). They are identities which are founded on sexual attraction People may differ on the definitions.</li> <li>2. They're all made up. They don't have a reality separate from the categorisations of people. New ones are being added and people differ about their definitions.</li> <li>3. Amusexual, Jam, skysexual.</li> <li>4. Transable are people who identify as being disabled. Transracial are people who identify with a skin colour other than their birth skin colour. These two identities are not accepted. Minor Attracted People is a term used by some in the US who want to normalise paedophilia.</li> </ol>



ACTIVITY	RATIONALE	ANSWERS
<p><b>HOW TO RESPOND TO FIVE STORIES THE LGBTQ+ LOBBY PROPAGATE</b></p>	<p>This activity is designed to equip you as a parent with the tools to understand and respond to key stories that the 'LGBTQ+' say.</p> <p>You can use some of the short summaries in your conversations with your own children as well as ask them to read it and use it as a basis for a conversation about what we hold to be true.</p>	<p>Reflect on what you have read by writing down the top 3 counter narratives.</p>
<p><b>RAINBOW FLAG</b></p>	<p>The Rainbow/Pride flag is everywhere. There is a sense of anger and disappointment that a natural sign from the signs of Allah has been co-opted by a movement that has perverted love and aggressively forced their views on everyone else, including children in schools. They leave little space for divergent views. This short article explains some history of the flag in the backdrop of Pride Month.</p>	<ol style="list-style-type: none"> <li>1. Six</li> <li>2. Seven</li> <li>3. The movement is artificial. It does not align with the fitra of people.</li> </ol>



## Key take home messages

- When you decouple morality from God, anything is possible. This is because morality moves from an objective to a subjective foundation.
- When you build society on Liberalism, you have to guarantee individual freedom.
- When the sexual instinct is no longer about procreation but about pleasure, sexual freedom is guaranteed.
- The 'LGBTQ+' movement took advantage of the sexual revolution.
- The new social norms replaced traditional/conservative/religious norms as a result of the secularisation of society.
- Human beings began to be viewed as sexually driven within the wider theory of 'sexuality' being an innate characteristic rather than controllable behaviour.
- Lobby groups were pushing against an open door.

## Conversation Starters: Suggested Answers

We have created a list of conversation starters. These are one-line statements you can use to begin discussions about key ideas related to 'LGBTQ' with your children.

- a. The people of Lut alaihis salaam were driven by an abnormal desire, the 'LGBTQ' movement is motivated by identity. What are the differences between the two? Are people forced to respond to their desires? How should a Muslim respond to his/her desires?
- b. Should people make life changing decisions based on feelings? Are feelings permanent or temporary? If a girl feels she's a boy, is that feeling permanent? Can you think of examples of when you changed your mind? What would've happened if you changed your entire life based on that feeling?
- c. Can you think of an example of any behaviours that cannot change? Can someone who smokes 30 cigarettes a day stop smoking if they have a good enough reason to stop? What reasons would someone have to stop smoking? Can someone who is used to waking up late decide to wake up early if they had a good enough reason? What could motivate someone to wake up early?
- d. Why is there a name for a man who is attracted to another man ('gay') but not a name for a white man who is attracted to a black woman? Why do you think the various labels of the 'LGBTQ' movement were created? Why are more added every now and then? Are these labels real like skin colour or height? Or are they made up like money, race, ethnicity or units of time?
- e. Who is best placed to judge how we should live our lives? Is the creation of Allah more qualified or the Creator who created us. If you have a question related to the design of a product, would you ask a random man or woman on the street or the one who designed it?
- f. Look at the map of the world and identify the places which had a significant 'gay rights' movement. Where are these located? Do they represent a particular part of the world? Do they include the whole world?



# SUPPORT Muslim Family Initiative

Muslim Family Initiative (formerly SREIslamic) was established in 2008 to support Muslim parents to challenge inappropriate sex education in schools.

## SUPPORT US TO SUPPORT YOU THROUGH OUR TWO MAJOR PROJECTS THIS YEAR:

- Empowering Communities:  
Training and empowering 200 Muslims in every major city and town in England, Scotland and Wales to meet the contemporary challenges faced by Muslim families.
- Rolling out a holistic maktab/ madrassah programme to support Muslim children to navigate the challenges they will face.



## SUPPORT US BY DONATING £7 A MONTH DURING OUR DHULHIJJAH CAMPAIGN

THE FIRST 10 DAYS OF DHUL HIJJAH ARE  
THE MOST BLESSED DAYS OF THE YEAR.

Whilst the hujjaaj are performing tawwaaf around the ka'bah **7 times**, walking between Safa and Marwah (Sa'i) **7 times** and stoning the devils with **7 pebbles**, support our work this Dhul Hijjah by setting up a standing order for just **£7** a month.

[www.ProtectYourMuslim.Family](http://www.ProtectYourMuslim.Family)

*Ibn 'Abbas (may Allah be pleased with him) reported that the Prophet (peace and blessings of Allah be upon him) said: "There is no deed more precious in the sight of Allah, nor greater in reward, than a good deed done during the ten days of sacrifice." He was asked, "Not even jihad for the sake of Allah?" He said, "Not even jihad for the sake of Allah, except in the case of a man who went out to fight giving himself and his wealth up for the cause, and came back with nothing." (Reported by al-Darimi)*