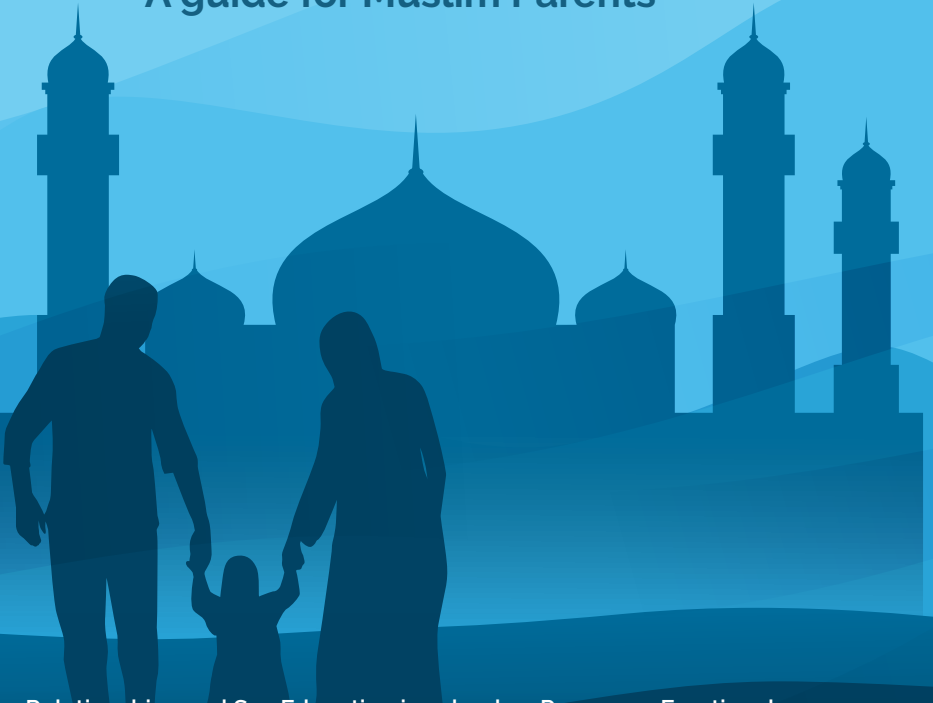




# Navigating Contemporary Parenting Challenges

A guide for Muslim Parents



Relationships and Sex Education in schools – Purpose – Emotional security – Social media – 'LGBTQ' – Child Abuse – Feminism/Red pill culture – Critical thinking skills

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



# Muslim Family Initiative

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## Vision

Building a world where Muslim families are focused on success.



## Mission

To build strong Muslim families that are equipped to meet the contemporary challenges through the provision of education, support and guidance.

Muslim Family Initiative (formerly SREIslamic) has been supporting Muslim parents navigate sex education in schools and the growing influence of a sexualised culture on our children since 2008.

One of the most frequent requests we receive is for practical support





and guidance in navigating a host of modern parenting challenges and threats to our children living by divine values. This includes everything from dealing with sex education in schools and countering liberal sexual messages, to managing issues such as pornography, social media, child abuse, 'LGBT' identity indoctrination, and prevailing ideas on the interaction between men and women—including feminism and red pill culture—all the way through to discussing sex and relationships with your children. If we do not shape our children's understanding of these matters, the dominant liberal culture will inevitably define their values and behaviour. This ultimately undermines our overall goal of supporting our children to live by divine values.

Over the next year, we will be releasing a series of toolkits accompanied by resources, online webinars, and face-to-face events, all designed to provide practical solutions to support you and your children.

To find out more about what we have achieved over the past year, our future plans and how you can support our work, please read the section at the end of this booklet.

# Responding to RSE in Schools

## 1. Withdraw

Relationships Education in primary schools and Relationships and Sex Education in secondary schools are compulsory parts of the curriculum, but as a parent, you have rights to withdraw your child from certain elements. The first step to utilising your right to withdraw and protecting your children from content you believe schools should not be teaching to your child, is to understand what you can and cannot withdraw from.

Type of School	What can you withdraw from?	What you cannot withdraw from
Primary School	Sex education classes, which are not compulsory at primary level.	<ul style="list-style-type: none"><li>• Relationship Education classes which all schools must teach.</li><li>• Science classes which teach reproduction in plants and some animals and the signs of puberty.</li></ul>
Secondary School	The sex education element of Relationships and Sex Education.	<ul style="list-style-type: none"><li>• The Relationships Education element of RSE.</li><li>• Science lessons which will cover human reproduction.</li></ul>

You can download withdrawal template letters at [Muslimfamilyinitiative.org](http://Muslimfamilyinitiative.org)

## 2. Influence small changes to RSE

Relationships Education in primary schools and Relationships and Sex Education in secondary schools are compulsory parts of the curriculum. Schools have significant flexibility around when and how they teach the statutory topics and in turn you, as a parent, can seek to convince schools to make appropriate changes.

Type of School	What you can change	What you can't change
Primary School	<ul style="list-style-type: none"> <li>• Influence whether a school decides to teach sex education lessons.</li> <li>• Influence how a school teaches Relationships Education classes, the materials they choose to use, which year groups the statutory topics are covered, whether a primary school teaches about same-sex families etc.</li> <li>• Scrutinise a school if it teaches human reproduction in science.</li> <li>• You can ensure schools do not teach issues in a way that goes beyond the factual teaching of values.</li> </ul>	<ul style="list-style-type: none"> <li>• .You cannot ask a school not to teach RSE.</li> <li>• You cannot ask a school not to teach Science lessons, which will cover human reproduction.</li> </ul>

Secondary School	<ul style="list-style-type: none"> <li>• Influence how a school teaches Relationships and Sex Education classes.</li> <li>• the materials they choose to use.</li> <li>• which year groups the statutory topics are covered.</li> <li>• how a school teaches about 'LGBTQ'.</li> </ul>	<ul style="list-style-type: none"> <li>• You cannot ask a school not to teach RSE.</li> <li>• You cannot ask a school not to teach Science lessons, which will cover human reproduction.</li> </ul>
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The best way to influence changes to RSE at your child's school is to use the RSE policy review process. The RSE policy outlines how RSE is taught in a school, and by law, all schools must have this policy available on their website and update it periodically. Some schools review the policy annually, others every two years, and some every three years. The policy sets out how often the policy is reviewed.

During the review, schools are legally required to involve parents, though many currently do not. Parents should check the review date on the RSE policy and approach the school well before this date. This allows you to ensure the school meets its obligation to include parents in the review process, and gives you the opportunity to ask questions and suggest changes to the resources used and the methods of teaching RSE.



Look out for our 'Making Changes to RSE in Schools' toolkit which contains detailed, practical guidance on influences changes to RSE at your child's school.

# Supporting Your Child

## Understand their Life's Purpose

### Introduction

In today's fast-paced, secular society, supporting your child in understanding their life's purpose is more critical than ever. Without a strong conviction in our core values, our children may gravitate towards behaviours that, although popular and attractive, can be destructive on many levels, especially to their ultimate purpose as a Muslim. It is essential for Muslim parents to instil in their children the foundational principles of Islam, ensuring that they develop a deep-rooted understanding of why they were created and what it means to live a life in worship and obedience to the Creator.



### The Challenge of Cultural Influences



Many Muslim children simply say "because my parents are Muslim," reflecting a superficial connection.



In a secular society like Britain, children see non-Muslim peers enjoying freedoms (e.g. eating, dressing, unstructured lifestyles) without the demands of prayer and moral accountability.



Without deep Islamic conviction, children risk being swayed by a culture that substitutes the worship of Allah with transient, materialistic pursuits.





## Understanding Divine Wisdom in Daily Life



Islam teaches that Allah, as the Creator, knows what is best for us.



Prohibitions (e.g. sexual relationships outside marriage, same-sex relationships) are based on divine wisdom for our physical and spiritual well-being.



Teaching children that Islam provides the answer to life's deeper questions helps them see beyond fleeting popular behaviours and nurture a morally and ethically sound lifestyle.



## Islam: The Answer to Life's Fundamental Questions



Islam defines our existence and purpose through a relationship with Allah, not through shifting societal trends.



Instilling this understanding anchors children in timeless truths.



Recognising that only Allah can determine what is good and bad helps young Muslims navigate a world often dominated by subjective moral opinions.

## Foundational Islamic Values to build Certainty and Conviction

To build a strong foundation, it is important to emphasise the following core Islamic values:

### Supporting Your Child to Understand Their Life's Purpose

1

#### Allah is the Creator of everything

- ⦿ Recognise that everything is created and sustained by Allah.
- ⦿ In a society where many are disconnected from God, this awareness instils conviction and highlights the need for a Creator.

2

#### Allah is truly worthy of our worship and obedience

- ⦿ Accept that as our Creator, Allah knows what is best and what can harm us.
- ⦿ This assurance removes doubt about why certain actions are permitted or forbidden, bringing contentment.

3

#### Man cannot define what is good and bad objectively

- ⦿ Humans tend to choose what benefits them, influenced by bias and societal views.
- ⦿ What is deemed harmful one day may be celebrated the next; only Allah's guidance can provide true moral standards.

4

#### The Messenger of Allah delivered the final divine message—the Qur'an

- ⦿ The Qur'an is divine guidance that fills us with awe through its beauty and timeless wisdom.
- ⦿ Together with the Sunnah, it offers eternal guidance for navigating life's challenges.

## 5

### Our purpose in life, as defined by Allah, is to worship and obey Him

- ④ True purpose gives clarity and direction, preventing aimlessness and distraction by transient pleasures.
- ④ Only Allah can answer the fundamental question of why we were created.

## 6

### Only Allah can define what is good and bad

- ④ Our limited human judgement is unreliable; only Allah, who sees all, can determine true morality.
- ④ This conviction should underpin our discussions on behaviour and values.

## 7

### All of our actions are known to Allah, and He will reward or punish us accordingly

- ④ Unlike worldly accountability, we are held to a higher standard, as we will one day account for every deed—big or small, public or secret.

## 8

### Allah's capacity for forgiveness is unlimited

- ④ Despite our inherent imperfections, we can rely on Allah's mercy.
- ④ The act of tawbah (repentance) is beloved in Islam as it renews our relationship with Allah.



## Conclusion

In a society that often values short-term pleasure over long-term reward, it is essential to equip our children with a deep understanding of their life's purpose through the teachings of Islam. By instilling core values that highlight Allah's sovereignty, the objective nature of moral truths, and divine guidance, we empower our children to resist destructive cultural trends and lead lives filled with purpose, integrity, and profound spiritual fulfilment.

**Allah is the Creator of all things, and He is the Maintainer of everything.** (39:62)

**"Fighting has been made obligatory upon you believers—though you dislike it. Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows what is best while you do not."** (2:216)

**"I did not create jinn and humans except to worship Me alone."** (51:56)

**"So whoever does an atom's weight of good will see it, And whoever does an atom's weight of evil will see it."** (99: 7-8)

**"If your sins were to reach to the heavens and then you repented, Allah would still accept your repentance."** (ibn Majah)

Look out for our toolkit on 'Helping Your Child Discover Their Life's Purpose', which contains detailed guidance on instilling the Islamic purpose in your child.

# 'Building Your Child's Emotional Security'

## Introduction

When children lack love, value, and encouragement, they may seek validation in harmful lifestyles, risking exposure to behaviours like sexual promiscuity and adopting 'LGBT' identities. Visible, deliberate acts of love form the foundation of strong parent-child relationships and help children make positive choices.

## Understanding the Need for Visible Love



Parents, especially fathers, might assume paying for the roof over their head, paying bills and putting food on the table equates to love. However, children need tangible expressions of love that are more direct.



When children feel secure through visible care, they are more likely to adopt positive values and less likely to be drawn to risky behaviours.



### Practical Ways to Build Emotional Security: The Three A's



#### Affection:

- Hugs, cuddles, kisses, and pats on the back communicate love and reassurance.



#### Affirmation:

- Regular words of affection, praise, and encouragement reinforce a child's self-worth.



#### Attention:

- Focused, undivided time spent with children through play and conversation strengthens emotional bonds.

## Spiritual and Social Perspectives on Nurturing Love



Islamic teachings emphasise that love and mercy are fundamental.

- ④ 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' observed, "I have ten children and I have never kissed any of them." The Messenger of Allah replied, "**Whoever does not show mercy will not be shown mercy.**" (Sahih al-Bukhari)



A hadith from Bayhaqi and at-Tabarâni states, "**Any act devoid of the remembrance of Allah is void except four: shooting, training a horse, playing with one's family and swimming.**"



These teachings stress that visible acts of love are crucial for nurturing strong, secure, and compassionate families.

## Conclusion

In a world where emotional vulnerabilities can drive children toward harmful validation, it is vital for parents—especially fathers—to build emotional security through the three A's: **affection, affirmation, and attention**. This visible expression of love, rooted in Islamic teachings, empowers children to live with security, integrity, and compassion, ensuring they remain resilient and confident in their identity.



Look out for our toolkit on 'Building Your Child's Emotional Security, which contains detailed guidance on instilling emotional security in your child .

# Empowering Your Child to Navigate Social Media

## Supporting Your Child in Navigating Social Media

Social media offers both opportunities and challenges. As Muslim parents, it is essential to understand its impact—especially how platforms exploit personal data and promote behaviours that conflict with our Islamic values. This understanding helps us guide our children to use technology responsibly and remain rooted in our divine heritage.

### Exploitation, Data Harvesting, and Addiction



Social media platforms track every like, comment, and share, building detailed profiles of our children without their informed consent.



Advertisers use this data to target users with content designed solely to capture attention and drive consumer spending.



Features like endless scrolling, constant notifications, and algorithm-driven feeds create a highly addictive digital environment, diverting time from academic, spiritual, and family activities.

### Promotion of Negative Behaviours

- The anonymity of online interactions often leads to disinhibition, resulting in harmful speech, cyberbullying, and exposure to unethical behaviour.

- Social media frequently promotes superficiality, materialism, and aggressive attitudes that conflict with the modesty and respect championed by Islam.
- The constant bombardment of curated images and messages can distort children's understanding of self-worth and genuine interpersonal relationships.

## Guidance for Parents

### Open Dialogue:

- Have honest conversations about how social media works, its profit motives, and its potential impacts on personal and spiritual development.
- Encourage children to ask questions and discuss what they see online, reinforcing that not everything presented is in line with Islamic values.

### Time Management:

- Emphasise the importance of balancing screen time with spiritually and intellectually enriching activities such as prayer, reading the Qur'an, and engaging in family time.

### Reinforcing Islamic Teachings:

- Remind children of the values of modesty, respect, and genuine human connection as taught in the Qur'an and Sunnah.
- Set clear boundaries for social media use and consider utilising parental controls to limit exposure to harmful content.
- Leading by Example:
  - Model balanced, thoughtful technology use in your own life, demonstrating how to integrate modern tools with timeless Islamic principles.



## Islamic Reminders to Inspire and Guide Online Behaviour

- ① **“Let the one who believes in Allah and the Last Day speak good or remain silent.”** (Bukhari and Muslim)
- ② **“Indeed, those who like that immorality should be spread [or publicised] among those who have believed will have a painful punishment in this world and the Hereafter. And Allah knows and you do not know.”** (Quran, 24:19)
- ③ **“Do not concern yourself with things about which you have no knowledge. Verily, your hearing, sight, and heart— all of them will be called to account.”** (Quran, 17:36)
- ④ **“Verily, you will never leave anything for the sake of Allah Almighty but that Allah will replace it with something better.”** (Musnad Ahmad)
- ⑤ **“I guarantee a house in the lowest parts of Jannah for the one who leaves off argument even when he is right, and a house in the middle part of Jannah for the one who leaves off lying even if he's just joking, and a house in the highest part of Jannah for the one with good manners.”** (Sunan Abi Dawud)

By fostering open dialogue, setting clear boundaries, and grounding our guidance in these Islamic values, we empower our children to navigate the digital world safely and responsibly. In doing so, we help ensure that their online experiences contribute positively to their overall development and strengthen their commitment to living by divine values.



Look out for our toolkit on 'helping your child navigate social media', which contains detailed guidance on helping your child avoid the pitfalls of social media.

# Educating Your Child to Respond to 'LGBT' Identities

## 'LGBTQ+' Identities in the West – A Critical Perspective

'LGBTQ+' identities in western nations have evolved from acts punishable by death, to being labelled mental disorders, and finally to identities that are celebrated – all in the space of 150 years. It is not uncommon for schools to force children to celebrate 'LGBTQ+' identities during History Month or Pride Month. While we must teach our children to treat everyone well, this should be irrespective of labels, as we treat others as human beings without recognising the labels they define themselves with.

## Two Fundamental Ideas at the Heart of the 'LGBTQ+' Narrative

### 1. “You cannot fight who you are” or “we’re born this way”

- The 'LGBTQ+' lobby claims that a person's 'sexual orientation' is set at birth and is unchangeable.
- There is no evidence of an innate factor or a 'gay gene' controlling who someone is attracted to; this idea originates from a nineteenth century concept.
- In reality, sexual attraction is a behavioural trait driven by desire.
- Islamic tradition confirms that same-sex sexual attraction originated only from the time of Lut (alaihis salaam).
- A false 'LGBTQ+' narrative invents an identity based on the belief in a fixed trait, whereas sexual attraction is ultimately a choice influenced by external factors.

## We must teach our children:

- ④ They are distinguished by living the life for which they were ultimately created.
- ④ Temporary feelings or desires should not define who they are – behaviours are choices, not fixed traits.
- ④ No sin should be viewed as a part of their identity; recognising a sin is the first step to sincere repentance (tawbah).
- ④ Same-sex sexual behaviour is not a normal manifestation of the sexual instinct; history shows that men have been attracted to women and vice versa, while same-sex desires are aberrant behaviour, often rooted in trauma, abuse, or familial disconnection.

## 2. 'Gender Identity' vs. Biological Sex

- ④ We live in a world where "black is white and white is black" – where things that are not real are accepted as reality and vice versa.
- ④ 'Gender' and biological sex illustrate this: children are now told that who someone sees themselves to be, even if it contradicts their birth sex and scientific evidence, is real.
- ④ We must teach our children that there are fundamental, clear differences between men and women, based on biological reality.

## Key points to discuss with children:

- ④ Temporary feelings at a single point in life should not lead to irreversible changes; feelings often pass.
- ④ There is no evidence that someone can be born into the wrong body; believing so is a sign of mental distress that masks deeper issues.

- ② If society accepts someone who believes they were born male but should be female (trans woman), then why should society not accept those who believe they should have been born disabled (transable), born into wrong skin colour (transracial), or even as an animal (therians)?
- ② A growing number of young people, groomed into changing their 'gender', later regret irreversible changes. De-transitioners have realised that their mental health difficulties were not resolved by surgery.

This perspective challenges the prevailing secular narratives and reinforces the timeless Islamic understanding of human nature and identity.

**"And [We had sent] Lut, when he said to his people, 'Do you commit such immorality as no one has preceded you with from among the worlds? Indeed, you approach men with desire, instead of women. Rather, you are a transgressing people.'" (7:80-81)**



Look out for our toolkit on 'helping your child respond to 'LGBTQ+' indoctrination and Trans Ideologies', which contains detailed guidance on responding to this growing challenge.

# Protecting Your Child from Child Sex Abuse



## Preventative Measures for Safeguarding



### Abuse Often Involves Familiar Faces:

- 90% of abuse cases are committed by someone the child knows, such as relatives, teachers, or caregivers.



### Risks in Digital Spaces:

- Online grooming is a growing threat. Predators may pose as peers to manipulate children into sharing personal information or meeting in person.



### Sleepovers and Social Events:

- Situations with minimal supervision, such as sleepovers, increase the risk of abuse.

## Take Action

- Close Family Members:** Be vigilant about who interacts with your child, even trusted individuals.
- Teachers and Tutors:** Prefer same-sex teachers and ensure lessons take place in open, visible spaces. Use cameras for transparency, if necessary.
- Set Boundaries for Online Safety:**
  - Monitor your child's online activity and discuss risks.
  - Teach them to avoid sharing personal details online.
  - Support them to understand unless they know someone in the real world, they cannot guarantee who they think they're speaking to is who they claim to be.

- **Adopt a Blanket Policy for Sleepovers:** Have a blanket ban on sleepovers outside the home. Recognising the dangers and allowing sleepovers is not the best decision but you must thoroughly vet the environment and supervision arrangements.

## Empowering Children Through Education

Equip your children with knowledge to safeguard themselves by discussing what is safe and unsafe touch.

The **PANTS Rule** is a practical framework for teaching children about personal safety, when integrated with Islamic values:

- **1. Privates are Private:** Protect modesty and teach that private areas are off-limits. No one should touch a child's private parts unless it's for example a doctor in the presence of one or both their parents.
- **2. Always Remember Your Body Belongs to You:** Emphasise bodily autonomy as an amanah (trust) from Allah.
- **3. No Means No:** Reinforce the right to refuse inappropriate behaviour.
- **4. Talk About Secrets That Upset You:** Encourage honesty and openness. No one should ask them to keep secrets from their parents.
- **5. Speak Up, Someone Can Help:** Highlight the importance of seeking help from trusted adults, primarily parents.

## Take Action

- **Teach and Practise Safety:** Role-play scenarios to prepare your child to assert boundaries and seek help if needed.
- **Incorporate Islamic Teachings:** Share relevant Quranic verses and ahadith to strengthen the moral foundation of these lessons.

## Conclusion

Protecting children from abuse is both a practical and Islamic responsibility. By understanding risks, fostering emotional security, teaching Islamic values, and taking preventative measures, parents can create a safe and nurturing environment. Empower your children with knowledge, confidence, and trust, ensuring their safety and guiding them to grow as strong, faithful Muslims.

**"Fear Allah and treat your children fairly."** (Sahih al-Bukhari)



Look out for our toolkit on 'Empowering Families to Safeguard Children Against Child Sexual Abuse', which contains detailed guidance on practical strategies and considerations to safeguard your child.

# Helping Your Child Navigating the 'gender ideology' extremes

## The Feminist and Red Pill Movements: A Critical Overview

The feminist and red pill movements represent two extremes in the discourse on the roles men and women play in society and relationships, emerging as reactions to perceived societal imbalances. Both focus on rights rather than responsibilities and often frame men and women as adversaries in a "battle of the sexes," rooted in White, Western, Eurocentric contexts—far removed from the balanced guidance provided by Allah subhanahu wa ta'aala.



### What Your Child Needs to Know:

#### Feminism:

- ① Viewed motherhood as a lowly aspiration, redefining women's value in economic terms.
- ② Focused on rights over responsibilities, creating a constant struggle for equality.
- ③ Facilitated the sexual revolution (1950s–1970s), promoting sexual promiscuity as liberation and benefiting men through contraception, leading to female exploitation via sexual exploitation without commitment, pornography, abortion, and 'LGBT' rights.
- ④ Pioneered by white, middle-class Western women, it sought to universalise their experience, ignoring societies that did not undergo such 'sexual liberalisation'.
- ⑤ Based on a false notion of equality (men and women are the same) rather than equity (fairness/justice), using male achievements as benchmarks for success.



### Red Pill Movement:

- Reacted to feminism but failed to contextualise issues or propose balanced solutions.
- Portrayed men and women as inherently antagonistic, focusing on men's rights without recognising their responsibilities.
- Rooted its views in sexual conquest, reducing women to objects, and promoted promiscuity over marriage and family.
- Its version of 'authentic masculinity' is subjective and lacks objective, divine guidance.

### Negative Impact on Society:

- Feminism's focus on career over family has contributed to demographic challenges, with declining birth rates and growing dissatisfaction among both men and women.
- The battle of the sexes forces individuals to pick sides, leading to discontent: many women struggle to build lasting relationships, and many men feel unfulfilled as fathers.

### Islamic Perspective:

- Re-align focus on responsibilities over rights; accountability lies in fulfilling our duties.
- Avoid engaging in the Western, Eurocentric battle of the sexes.
- Recognise that men and women are complementary, each with unique strengths and weaknesses; neither is superior.
- Islam sets primary roles: men protect and provide, while women nurture and manage the home—roles that can be flexibly expanded but remain the foundation of family life.

**“The believing men and believing women are guardians of one another. They encourage good and forbid evil, establish prayer and pay alms-tax, and obey Allah and His Messenger. It is they who will be shown Allah’s mercy. Surely Allah is Almighty, All-Wise.”**

– Surah At-Tawbah (9:71)

## **Conclusion:**

Both feminism and the red pill movement stem from perceived grievances but fail to offer balanced, long-term solutions beyond fighting for rights. In contrast, Islam provides a comprehensive framework that integrates the rights and responsibilities of both genders, fostering mutual support and respect. Returning to these principles enables Muslims to navigate societal challenges while upholding divine values.



Look out for our toolkit on 'Helping Your Child Navigating the Extremes - Feminism and Red Pill Culture', which contains detailed guidance on supporting your child with navigating the two extremes.

# Developing Your Child's Critical Thinking Skills

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Often, ideas from the dominant secular liberal worldview are presented to children as universal and the only way to understand or do things, which can cause confusion—especially when teachers, as authority figures, promote views such as “it’s okay to have a boyfriend or girlfriend,” “being gay is normal,” “a girl may conclude she is born in the wrong body,” or that “masturbation is a natural way to explore your body.” Children must learn to distinguish between universally accepted facts and opinions based on a materialistic worldview.



A fact is accepted everywhere, whether in London or Lahore.



An opinion is a view shaped by someone's worldview.



An incorrect opinion arises from a worldview other than Islam, based on weak evidence.



Think of a worldview as a pair of special glasses that shape how we see the world.



A correct opinion comes from the Islamic worldview, which teaches us that Allah created everything, knows what is best for us, and sent the Prophet Muhammad to guide us.



Life is a test, and we strive to do well so that we may enter Jannah when we meet Allah.

**Look at the statements below and place them in the appropriate categories.**

Statement	Fact	Incorrect Opinion	Correct Opinion
Everything that is created has a Creator			
Fish swim in the ocean			
Ghosts do not exist			
It's okay to be unkind to others			
Leaves fall off trees in the autumn			
All houses have a roof			
A human mouth produces a litre of saliva each day			
Sudan has more pyramids than Egypt			
Tea is the most popular drink in the world			
It's okay to have a boyfriend/girlfriend			
Tomato Ketchup was once sold as a medicine			
There are seven days in a week			
There's nothing wrong in identifying as gay.			
It is not good to disobey Allah.			

Statement	Fact	Incorrect Opinion	Correct Opinion
No one should tell you what to do			
Praying to Allah and obeying Him is normal			
Most people in the world believe in God			
Everyone will die one day			
Nine out of ten people are right handed			
It's okay for a girl to decide to be a boy			
A man can have a baby			
You should treat everyone kindly, regardless of the labels they identify with.			

**What's the difference between a fact and an opinion?**

**How do you know whether an opinion is correct or not?**



Look out for our toolkit on 'Developing Your Child's Critical Thinking Skills', which contains detailed guidance on supporting your child with being able to critically separate between facts and opinions.

# What We Have Done Over the Past Year

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## Advocacy



### Guidance Documents:

We produced two guidance documents to assist parents in responding to key government consultations on changes to RSE and the teaching of 'gender identity' in schools.



### Campaign Launch – Could Do Better:

We launched the “Could Do Better” campaign, encouraging the Muslim community to write to prospective candidates during the 2024 General Election to ensure that the issues with RSE are on their agenda.



### Post-election

We sent a physical copy of our groundbreaking research, “Could Do Better”, to all 543 MPs in England. Positive responses from MPs and the Department for Education have encouraged us to follow up once government changes to RSE are tabled.



### Response to Assisted Dying Bill:

We urged the Muslim community to oppose the assisted dying bill, which aims to legalise state-sanctioned suicide for terminally ill individuals—a measure that could pressure vulnerable people into ending their lives with state support.



**Raising Proud Muslims, Not Pride Muslims**



**RSE Champions Programme**



**Supporting Families Dealing with Same-Sex Attraction**

**Learning Pack for Pride Month:**

- ① In 2023, we introduced a unique learning pack to help parents navigate Pride Month in schools.
- ② In 2024, we updated and expanded this resource, equipping parents to challenge inappropriate teaching and to address the false premises of 'LGBTQ' ideology.

**Training and Support:**

- ① We have trained over 250 wMuslim men and women across the country, equipping them with the skills and knowledge to support parents in navigating RSE challenges in schools.
- ② Our Champions have hosted events and provided guidance to counteract the influences of a hypersexualised society where 'LGBTQ' identities are promoted to children.

**Family Support Initiatives:**

- ① Although not our original intention, the increased need for support among families dealing with a child who identifies as 'gay'/'lesbian' or, for instance, a daughter who believes she is a boy, has meant we have stepped in.
- ② The number of parents and young Muslims contacting us for support in this area has risen exponentially, requiring considerable time and resources.



# Future Plans

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## Survey on Parental Needs

We have launched a survey to determine the support that Muslim parents require to navigate these contemporary challenges. As the only organisation working directly in this area, our aim is to address the existing gaps. Consequently, our strategy for the coming year is based entirely on what parents have asked for.

## RSE Toolkits

We will be developing a series of practical toolkits covering a wide range of topics, including:

1

Challenging  
Inappropriate  
Teaching in Schools

2

Helping Your Child  
Discover Their Life's  
Purpose

3

Strengthening Your  
Child's Emotional  
Resilience

4

Empowering Your  
Child to Navigate  
Social Media

5

Proactively  
Safeguarding Your  
Child from Child Sex  
Abuse

6

Helping Your Child  
Reject Porn Culture



7

Enabling Your Child to Respond to 'LGBT' Ideology

8

Empowering Your Child to Dissect Trans Ideology

9

Shaping Your Child's Attitudes to Sexual Relationships

10

Why Fathers Matter in Raising Strong, Muslim Children

11

Helping Your Child Navigate the 'Gender' Extremes – Feminism and Red Pill Culture

12

Developing Your Child's Critical Thinking

13

Three Islamic Practices Fundamental in Nurturing Strong Muslim Children

These toolkits will be supported by social media collateral, khutbah templates, webinars, and workshops in key cities across England.



## Maktab/Madrassa Curriculum

We plan to launch our unique curriculum for madrassas/makaatibs, empowering our children and supporting community spaces in combating ideological challenges that threaten our children's adherence to divine values.

## RSE Infoline Pilot Launch

In response to parental demand for advice and guidance on inappropriate teaching and broader parenting challenges, we will pilot an RSE Infoline to meet this essential need.

## Your Support

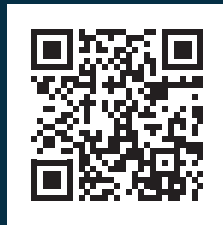
Our ambitious plans require us to expand our small team, train volunteers and madrassa/maktab teachers, and develop and design new resources. Support us by making a one-off donation or a monthly contribution from as little as £10. Most of our funding comes from concerned individuals like you, who care deeply about safeguarding our children's Islamic identity.

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