

**Human Dimension Implementation Meeting  
21 September to 2 October 2015  
Warsaw**

**Working Session 14: Tolerance and non-discrimination II, including: Combating racism, xenophobia and discrimination, also focusing on intolerance and discrimination against Christians and members of other religions; Combating anti-Semitism; Combating intolerance and discrimination against Muslims, 30. Sept. 2015 10 a.m.- 1 p.m.**

**GENDER IDEOLOGISTS AND ACTIVISTS OF GENDER AND  
SEXUAL MINORITIES (GSM) THREATEN FUNDAMENTAL  
RIGHTS IN EUROPEAN COUNTRIES**

**STATEMENT OF THE REGISTERED ASSOCIATION „WUESTENSTROM“  
to the OSCE/ODIHR and Participating States, Human Dimension Implementation  
Meeting, Warsaw 2015**

Mr. Moderator, Ladies and Gentlemen,

my name is Stefan Schmidt, I am the spokesman and a counselor of the Christian counseling organization wuestenstrom in Germany. We focus on the issues of gender identity, sexuality and sex education.

Did you know, that 7 from 10 persons, who thought at the age of 17 that they were homosexuals, say that they are heterosexual at the age of 22?

Can you imagine how damaging it could be for a boy or a girl then, to be taught in school that a sexual orientation is inborn and unchangeable and to be encouraged to have an early Coming Out?

Also, can you imagine how sex education can harm the development of boys and girls when it is not age-appropriate?

Acknowledged psychologists, psychiatrists and sexual scientists are describing, what a good sex education needs. For example:

- Sex education should be appropriate for the young person's age, maturity and the personal stage of development. Hence, sex education should be geared to each young person's individual developmental and psychological stage. Perimeters of this stage should not be crossed.
- The young person comes to understand that sexuality underlies particular psychological motivations, depending on the specific phase in life, and that these motivations change in the course of life.
- Sex education discusses the biological and cultural relationship between man and woman and imparts an encouraging image of each sex. Fatherhood and motherhood are introduced as equally meaningful and responsible tasks. The core family (father, mother, child/ren) is seen as the general rule, since this generally corresponds to the young people's background and also to their aspirations and desires.
- In a manner appropriate to their age, sex education introduces various sexual orientations in the context of their real distribution in the population.
- Good sex education works in a holistic manner. Beyond the topics of the physical and psychological changes that occur, it also addresses the following themes: emotions, the role of the reasoning faculties, the meaning of decisions, the formation of friendships and the influence of the socio-cultural environment. Of key importance is the fostering of the ability to take responsibility for oneself and others.
- Natural feelings of shame should be respected and considered during the choice of educational contents and materials. Sex education is not the place for the theme of sexual experimentation.

These principles are based on reliable scientific knowledge and studies.

With worries now we recognized the acceptance of the Rodrigues Report by the European Parliament on September 9th. It is a further step of Gender-ideologists and activists of Gender and Sexual Minorities (GSM) to impose the education of Gender Ideology in education programs in European countries.

In Germany for example we have a controversial institute for sex education (ISP) that dictates the standards of sex education in German speaking countries, working together with governmental institutions (BzgA).

The agenda of their representatives is what we find in the so called emancipatory sex education of Helmut Kentler and in the education in sexual diversity.

They see sexuality and especially childrens' sexuality as something that has to be relieved from social and religious regulations. They very much concentrate on sexual lust. With that parents and educationists are just assistants of childrens curiosity who are not allowed to set boundaries. This kind of sex education is blurring the difference between the sexual connotated behavior of a child and adult sexuality.

This ideologic view on sexuality offers no clear definition of the psycho-sexual development of children or of childrens sexual behaviour. They are not interested in all the findings of developmental psychology or trauma psychology and even not in biology but focus on

nonscientific Gender Studies. With that their representatives promote diversity in sexual behavior and partnership models.

And now we see, that this view on sexuality, which is not only nonscientific and ideologic, but confusing and dangerous for the safe and healthy development of young people, is accepted in more and more schools in European countries.

With that we see, that fundamental rights are threatened:

the freedom of sexual self-determination of young people

the right of the parents to educate their children

the freedom of belief of parents and children especially from Christian and Muslim background

the freedom of profession of teachers to educate children according to their own knowledge and faith

### **Recommendations to OSCE/ODIHR and Participating States:**

- Please do not support programs of sex education that are inappropriate for the young person's age.
- Please prevent children and youths from being harmed in the development of their personalities by nonscientific and ideologic agenda concerning sexuality.
- Please prevent children from being early sexualised by controversial sex educators.
- Please do not promote programs that threaten the fundamental rights of parents to educate their children and that do not respect the culture or the religion of parents and their children.

Thank you very much for your attention.

Stefan Schmidt

Speaker, wuestenstrom e.V.