

# Education by the party of Law and Justice

'Good School' opens in September with the new curriculum. I was waiting with interest, to hear about the subject 'Preparation for Life in the Family', particularly since the expert in the Ministry of Education in this field was dr. hab. Urszula Dudziak. Theologian and Catholic university lecturer, she is famed for expressing such challenging views as: *'whoever is not ready for parenthood, is not ready for sex life'*, *'unfaithfulness and divorces are the consequences of contraception'*, *'using condoms and coitus interruptus cause breast cancer'*, *'divorced or single persons have negative influence on pupils'*, *'sex before marriage is harmful, for instance; it causes deep remorse for the rest of one's life'*.

New curriculum is more directed to attendees of 'pre-nuptial Sunday School' rather than teenagers. Proposed considerations on the criteria of selecting a spouse or motivations for getting married are baffling and somewhat medieval. According to the authors of the programme, the pupil should learn to list and justify the norms supporting marital and familial life and be able to resist the pressure to break these norms.

Despite relatively high number of children from informal relations or re-constructed families, lessons in family life from now on should bring out particular values of marriage versus other forms of relationships, express superiority of marriage in legal, physical, psychological, social and spiritual aspects. Large parts of the curriculum are devoted to matters concerning human sexuality. The Ministry of Education formulates its own concept of 'ars amandi'. Principal function of sexuality from now on should be parenthood. The creators of the contents of the curriculum emphasize the link between

sexual activity, love and responsibility, omitting any notion on sex as a carrier of pleasure or satisfaction. Educating children on the sociological benefits of sexual activity in marriage is brought to the forefront.

Ministry of Education puts natural family planning on the opposing side to birth control, where contraception has the same meaning as abortion, pharmacological abortions or sterilisation. Sinister connotations are attached to the concept that sexual activity like any other human behaviour, requires moral responsibility. Curriculum includes talk of negative effects and prevention of early sexual initiation as well as learning of various benefits of pre-marital chastity. Ministerial specialists point out the need to equip pupils with the knowledge of biomedical, psychological, moral and social arguments for sexual initiation only in the state of marriage.

The curriculum introduces children to issues not suitable for their age, interests and first of all – needs. The example of this is pre conception care, convincing children of importance of taking folic acid and medical diagnostics before conception. Similarly unsuitable to children's age is telling them on how childbirth schools work or benefits of breastfeeding. Pupils should learn about infertility, miscarriage and foetal death or the significance of giving birth to disabled babies. In the multitude of redundant information, the curriculum seems to ignore contemporary tendencies in sociology. Instead of informing and explaining difficult issues in relationships – dependencies and co-dependencies, psychological and physical violence – the curriculum emphasises

permanence of marriage for the sake of the family. It is difficult to believe, but looking at detailed teaching material, there is not a word about 'homosexuality', or on the matters concerning problems and dilemmas of legalising same sex marriages or parenthood by LGTB couples. One can search in vain for the mention of alternative forms of family life - patchwork families, singles, single parenthood, elective childlessness or swinging. This naive distortion of reality and omission of these issues will not eliminate them from the lives and the scope of interest of our children. In the preamble to the curriculum on the Preparation to Life in the Family, we read that school in its activity, should include the wishes of parents as well as the state. What is the government's idea of the world as served to our children, we see in the abovementioned document. Apparently, education in Poland should introduce the pupil to the world of values such as co-operation, solidarity and altruism. The creators of the educational reform are persuading us that the school cares about bringing children up in the spirit of acceptance and respect for others and motivates children to work to protect the environment. Meanwhile, our children are not blind to the world, they see sinking boats with refugees and the felling spree in Białowieża Forest. I came across a fantastic mem on the internet. Two mums are sitting in the park on the bench with their children. One of the mums and her child are holding books. The other mum and her son are clutching smartphones, she asks her neighbour from the park bench; what did you do that your child wants to read?

**M.B.**