(Assume parent/guardian sending email)

Dear Head teacher of [School name],

It has been brought to my/our attention that you intend to teach dissection to enhance the topic that (Year\_/class\_) are currently learning.

I/We can appreciate that real-life experiences are an important part of school life, and really help children to make the connection between what they are learning inside the classroom, and the wider world. However, I/we am writing to ask [School name] to consider vegan-inclusive practice when delivering this topic. My/Our child, [Child’s name], is vegan. I/We value the lesson objectives within this topic and would like my/our child to be able to take part in accordance with their beliefs.

You may or may not know, veganism is a protected philosophy and way of living which seeks to exclude – as far as is possible and practicable – all forms of exploitation of, and cruelty to, animals for food, clothing or any other purpose. From our perspective, other animals used in this context are being exploited; therefore, (our/my) child (insert name) will not feel comfortable taking part in this activity. Consequently, the planned dissection is both excluding my child and extremely upsetting for (him/her/them).

So that you can understand our perspective I/we have outlined below several additional reasons why I/we wish for you to reconsider introducing dissection into the classroom.

**Inclusive**

As you will be aware, discrimination against vegans is prohibited under equality law.

To avoid discrimination, and so that the children do not miss out on their biology learning, could I/we please suggest that you explore the relevant animals [virtually](https://thesciencebank.org/pages/online-dissection-resources). There are lots of videos online or you could use a computer simulation. There are also [models](about:blank) available to explore the anatomy of different animals. The main advantage to these suggestions is that it will give the children more time to study the anatomy by being able to use them repeatedly. The other advantages are that it is cheaper for the school to supply the resources and it will save you lots of preparation time.

**Animal Rights**

Most non-human animals supplied for dissection come from breeding facilities. Those who do come from their natural environment should remain there and have every right to their freedom. Animals should be allowed to live out their natural lifespan and not have their lives ended prematurely.

**Illness**

Even though you will undoubtedly carry out a full risk assessment there is still a concern for human health regarding the spread of chemicals when using non-human animals for dissection. Animals used for dissection can be preserved in chemicals such as formaldehyde which can be fatal to humans even through short-term exposure.

If you would like any further information, [The Vegan Society](about:blank) has lots of useful resources and can support your staff in developing their vegan-inclusive practice with CPD accredited training.

A concise guide for educators on how to provide a vegan-inclusive education can be found [here](https://www.vegansociety.com/sites/default/files/uploads/downloads/TVS_Education%20Booklet_A5_DIGITAL.pdf).

I/We have not made this request lightly, as I/we know how hard you work and how far in advance you must plan your termly work and activities.

Thank you for reading this letter. I/We would be more than happy to work in partnership with you on any issues raised because of my/our request.

Yours sincerely,

[Sender name]