

CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool¹ was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)² curricula and materials. For more information, visit www.stopcse.org.

Analysis of

HealthSmart – High School Abstinence, Personal & Sexual Health, 3rd Edition

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [10 OUT OF 15]

HealthSmart – High School Abstinence, 3rd Edition contains [10 out of 15] of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

Program Description: Though less explicit than the HealthSmart CSE curriculum for high school, this program still contains concerning elements. It begins by studying infectious and chronic disease and how to stay healthy, then moves to lessons on sexuality. Students are taught about a range of sexual orientations and gender identities. They discuss the function of sexual organs in a mixed gender classroom, including those involved in sexual pleasure. Students also create their own definition of what abstinence means and which behaviors are okay to participate in.

HealthSmart addresses the core SEL competencies outlined by the Collaborative for Academic, Social and Emotional Learning (CASEL). It also aligns with the National Health Education Standards and the CDC’s Health Education Curriculum Analysis Tool (HECAT), making it a likely choice for those selecting a curriculum.

Target Age Group: Ages 14-18

HARMFUL CSE ELEMENTS

EXCERPTED QUOTES FROM CSE MATERIAL

1. SEXUALIZES CHILDREN

Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually active. May glamorize sex, use

“Refer students to the Health Term Glossary in the Student Workbook for definitions. Example: gender roles, **sexual activity, sexual health, sexting, and sexually active.**” (Lesson 7, pp. 2-3)

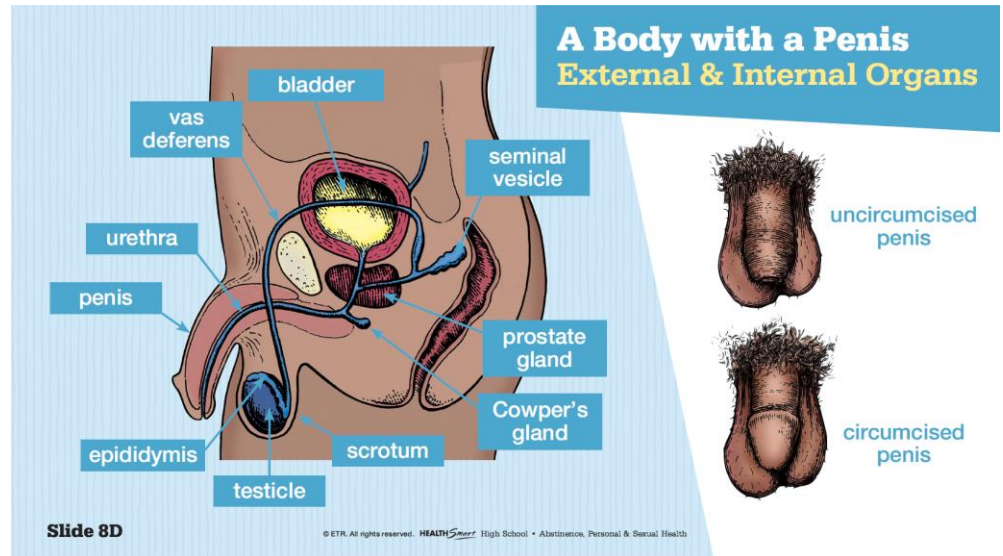
“It’s **important to talk about sexuality and sexual health so that you have accurate information** to help you make healthy choices... where you can find out what you need to know to stay healthy and get your questions answered.” (Lesson 7, p. 6)

¹ The CSE Harmful Elements Analysis Tool was created by Family Watch International. Family Watch is not responsible for the way in which the tool is used by individuals who do independent analyses of CSE materials. Visit www.stopcse.org for a blank template or to see analyses of various CSE materials.

² CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of the label, if program materials contain one or more of the 15 harmful elements identified in this analysis tools, such materials should be categorized as CSE and should be removed from use in schools.

graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.

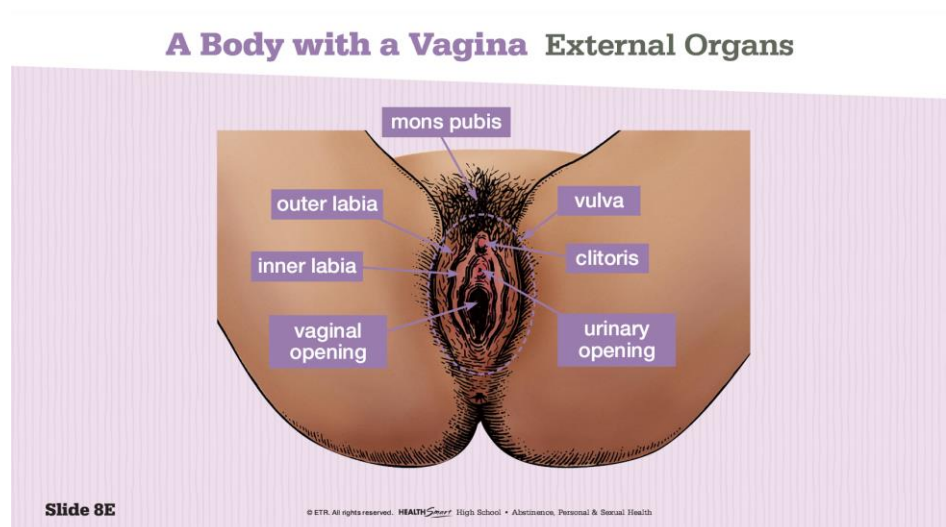
“The penis is made up of spongy tissue. Most of the time it’s soft and limp. But when a **person becomes sexually excited**, the tissue of the penis fills with blood, and **it becomes larger and firmer. This is called an erection.** It happens before sexual intercourse. It can happen when the person has **feelings of sexual attraction or thoughts about sex**, feels excited or nervous, or for no reason at all.” (Lesson 8, p. 6)



(Lesson 8, Slide 8D)

“The vagina is a muscular tunnel about 4 inches long that goes from the vaginal opening to the opening of the uterus. It provides a way for menstrual fluid to leave the body and **can receive a penis during vaginal intercourse.**” (Lesson 8, p. 8)

“Ask student volunteers to explain how pregnancy occurs... When **ejaculation happens during vaginal intercourse**, semen containing millions of sperm leaves the penis in spurts.” (Lesson 8, Slide Notes, p. 10)



(Lesson 8, Slide 8E)

“The choices people make about sexual activity are one aspect of sexuality.

Another aspect is the sexual attractions they feel toward others... **How would a person know they were** romantically or **sexually attracted to someone?**" (Lesson 10, p. 4)

"How do you feel when you are attracted to someone? ... Examples might include feeling happy, nervous, **excited**, curious, **turned on** or romantic, worried the person won't like you back." (Lesson 10, p. 5)

"Feelings of attraction can be very strong, particularly if **you have sexual feelings toward the person to whom you're attracted**. Sexual feelings include a physical attraction toward the person. They can include **wanting to touch, kiss, hug and possibly engage in other sexual behaviors** with the person to whom you're attracted. Sexual feelings can start early and arise throughout a person's lifetime. Having sexual feelings is a normal part of human sexuality. But people make choices about how they'll act on those feelings." (Lesson 10, p. 5)

"You're going to think about some activities and situations and **categorize the level of risk for each one** by putting it under one of these signs.

- **Green light** or go ahead means that an activity or situation is something someone who's sexually abstinent can participate in without any risk, or that the level of sexual pressure is very low.
- **Yellow light** or caution means that, while this activity or situation still fits within our definition of sexual abstinence, it's also something that could expose a person to greater sexual pressure or lead to other behaviors or situations that definitely pose a risk of pregnancy or an STI.
- **Red light** or danger means that this activity or situation puts a person at great risk of participation in sexual behaviors that can lead to pregnancy or an STI." (Lesson 13, pp. 5-6)

"Situation Examples: Being alone in the bedroom with someone you're attracted to, kissing, **sexting**, giving a massage to a someone you're attracted to in private, **watching a sexy movie or TV show with someone you're attracted to**, making out and **getting 'turned on'**, fantasizing about having sex with a particular person, touching on top of clothing, **touching under clothing**, meeting an online 'friend' in a private place." (Lesson 13, Master 13A)

"Describe 2 different situations that could lead to being pressured into sexual activity and **explain which on you think poses the biggest risk to you or to teens** in general and why." (Lesson 13, p. 9)

Scenario: "Partner: 'I know I said **I was OK with us not having sex, but I don't think I can wait any more. Everyone's having sex** – we're the only couple I know who hasn't done it yet. Don't you think it's time?' You: '**I know a lot of our friends have had sex, but I'm just not sure I'm ready.**' Partner: 'Let's just try it one time. If you don't like it, we don't have to do it again.' You: 'I don't know.' Partner: 'I've been really patient. **I can't believe you won't have sex with me just once.**' You: 'I think about it too sometimes...' Partner: 'The movie isn't going to make me stop wanting to have sex with you. **Why won't you show me you**

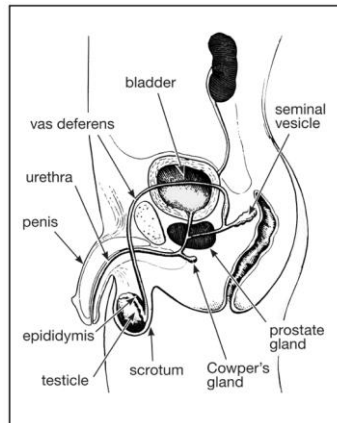
care about me. Come on.” (Lesson 16, Master 16A)

“**Sexual activity** – Any sexual behavior that can result in pregnancy or an STI.” (Health Terms Glossary, p. 8)

“**Sexual Health** – The health of reproductive or sexual parts of the body. Sexual health includes the choices a person makes about sexual activity” (Health Terms Glossary, p. 8)

“**Sexuality** – All the aspects of human behavior having to do with sex and gender. Includes sexual function and behaviors, but also includes choices around sexual activity, gender identity, sexual orientation, and communication about sexual activity” (Health Terms Glossary, p. 8)

“In your own words, **explain why sexuality is about more than having sex.**” (Student Workbook, p. 29)



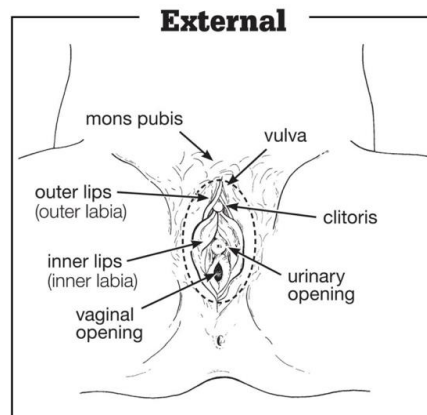
uncircumcised penis



circumcised penis



(Student Workbook, p. 31)



(Student Workbook, p. 32)

“How would a person know if they were romantically or **sexually attracted to someone?**” (Student Workbook, p. 38)

“Based on the type of media you’ve been assigned, select a specific TV show,

	<p>website, song or music video, movie or magazine to review. Be sure what you choose to watch, read or listen to is appropriate to share at school. Describe how sex and sexual activity are shown or implied in your form of media – both what is shown and not shown – and analyze what messages you think this sends to the people who view, read, or listen to this form of media...” (Student Workbook, p. 45)</p> <p>Roleplay scenario: “You and your partner have been going out for about a year. You have made a commitment to be sexually abstinent and have communicated that to your partner. Your partner has supported your decision up until now. But tonight you are alone and your partner begins to pressure you to have sex.” (Lesson 16, Master 16A and Master 16B)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i></p>	<p>“Effectively communicating sexual choices can include setting limits to protect sexual health. It’s important to express feelings of attraction to others in healthy and appropriate ways and to listen to another person’s limits and wishes. Nobody should ever be coerced or pressured into engaging in sexual behaviors.” (Lesson 7, Slide Notes, p. 21)</p> <p>“Different people may have different views on appropriate ways to express love, affection and attraction. It’s OK to have romantic feelings or be sexually attracted to someone. But it’s important to be clear about your personal limits so you can stick to your own values and choices to protect your sexual health.” (Lesson 13, Slide Notes, p. 7)</p> <p>“What are some other situations in which teens might need to make a decision related to sexual abstinence or sexual activity? ...Deciding how to express feelings of sexual attraction for someone. Deciding on personal limits around sexual behaviors. Deciding how to communicate limits when facing sexual pressure.” (Lesson 14, pp. 11-12)</p> <p>“Students learn about refusal skills that will help them stick to their personal limits and resist pressure to engage in sexual behaviors. They brainstorm pressure lines and other things someone might say or do to convince another person to have sex and think about the techniques being used. Then they learn about refusal skills, including clear NO statements, alternative actions and delay tactics. They see the refusal skills modeled by the teacher, then practice using them in pairs to resist different pressure lines. They also practice ways to show they respect another person’s refusal.” (Lesson 15, p. 1)</p> <p>“Demonstrate effective communication skills for setting sexual limits and resisting sexual pressure.” (Lesson 15, p. 4)</p> <p>“What are some examples of pressure lines someone might say to push a person’s limits or try to get them to have sex? ...If students are having trouble coming up with a pressure line, share this one with them: ‘If you loved me you would show me.’ ...There are many different ways people might pressure another person to have sex. They might use their relationship with the person they’re pressuring in some way. They might suggest that everyone has sex so</p>

	<p>it's not a big deal, or that the person who's refusing is missing out on something. They might talk about how sex will feel, suggest that there's something wrong with the person who doesn't want to have sex. There are as many different ways to pressure someone as there are different people and relationships." (Lesson 15, pp. 4-5)</p> <p>Situation: "You and your partner have been going out for about a year. You have made a commitment to be sexually abstinent and have communicated that to your partner. Your partner has supported your decision up until now. But tonight you are alone and your partner begins to pressure you to have sex." (Lesson 16, Master 16A)</p>
<p>3. PROMOTES ANAL AND ORAL SEX</p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>No evidence found.</p>
<p>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>"Feelings of Attraction Toward Others</p> <ul style="list-style-type: none"> • Many people are sexually attracted to people of different genders – boys to girls and girls to boys. The term for this type of attraction is heterosexual or straight. • Some people are sexually attracted to people of the same gender – boys to boys and girls to girls. The term for this type of attraction is gay or lesbian. • Some people are sexually attracted to more than one gender. For example, a boy may be attracted to both girls and boys, or a girl may be attracted to both boys and girls. One term for this type of attraction is bisexual." (Lesson 7, p. 2) <p>"A person's sexual orientation determines who they are sexually attracted to." (Lesson 7, Slide Notes, p. 13)</p> <p>"Some people know their sexual orientation from an early age. Others may have questions or be confused. It's not unusual for teens to be drawn to or even have a 'crush' on someone of their own gender." (Lesson 7, p. 8 and Slide Notes, p. 14)</p> <p>"Bisexual – A term used to describe people who are sexually attracted to more than one gender." (Health Terms Glossary, p. 1)</p> <p>"Gay – A term used to describe people who identify as having a same-gender sexual orientation; most often refers to men who are sexually attracted to other</p>

men.” (Health Terms Glossary, p. 4)

“**Homosexual** – A term that describes people who are sexually attracted to people of the same gender.” (Health Terms Glossary, p. 4)

“**Lesbian** – A term that refers to women who are sexually attracted to other women.” (Health Terms Glossary, p. 5)

“**Sexual orientation** – A person’s feelings of sexual attraction towards others.” (Health Terms Glossary, p. 8)

“Feelings of Attraction: Part of a person’s sexuality is their feelings of sexual attraction towards others. The term sexual orientation refers to different types of attractions. Many people are sexually attracted to people of different gender- boys to girls and girls to boys. The term for this type of attraction is heterosexual or straight. Some people are **sexually attracted to people of the same gender – boys to boys or girls to girls**. The term for this type of attraction is gay or lesbian. **Some people are attracted to more than one gender**. For example, a boy may be attracted to both girls and boys, or a girl may be attracted to both boys and girls. One term for this type of attraction is **bisexual**. Some people use the term **pansexual**, which refers to being sexually attracted to many kinds of people, no matter what their gender is. Some people don’t feel or feel very limited attraction to others. One term for this is **asexual**. This is normal and OK too.” (Student Workbook, p. 28)

“Feelings of attraction toward others:

- Some people use the term **pansexual, which refers to experiencing sexual attraction that is not limited to a particular gender**.
- Some people **don’t experience sexual attraction to others** or only experience it in a very limited way. One term for this is **asexual**. This is normal and OK.” (Lesson 7, p. 2)

“Review the teaching steps, slides and teacher’s pages and activity sheets for any terms or concepts your students may not know and be prepared to explain as needed. Refer students to the Health Term Glossary in the Student Workbook for definitions. Example: **asexual, gay, gender identity, identity, pansexual, sex assigned at birth, sexual orientation, sexuality, and transgender**.” (Lesson 7, pp. 2-3)

“People can have different types of sexual attractions or sexual orientations. They may be heterosexual or straight, **gay or lesbian, bisexual or pansexual**. Not being sexually attracted to anybody is also normal and OK. One term for this is **asexual**.” (Lesson 7, p. 9)

“**Asexual** – A term used to describe people who do not experience sexual attraction to others, or only experience it in very limited ways.” (Health Terms Glossary, p. 1)

“**Pansexual** – A term used to describe people whose sexual attraction is not

	limited to a particular gender.” (Health Terms Glossary, p. 6)
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>May teach children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>“The tip of the clitoris can be found at the top of the vulva. It is full of sensitive nerve endings. Its purpose is to provide sexual pleasure. The rest of the clitoris is inside the body... The clitoris becomes firmer and swollen when a person is sexually excited.” (Lesson 8, p. 7)</p> <p>“Clitoris: A highly sensitive genital organ; the tip of the clitoris can be found at the top of the vulva above the vagina opening, the internal part of the clitoris is made up of spongy tissue and divides into two parts that extend along both sides of the vagina; the function of the clitoris is to provide sexual pleasure.” (Health Terms Glossary, p. 2)</p>
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</p> <p><i>While masturbation can be part of normal child development, encourages masturbation at young ages, which may make children more vulnerable to pornography use, sexual addictions or sexual exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i></p>	<p>No evidence found.</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</p> <p><i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>No evidence found.</p>

8. PROMOTES PREMATURE SEXUAL AUTONOMY

Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.

“Other people **choose to be sexually active**. This means they participate in sexual behaviors with another person. **Being sexually active can be an important and healthy part of human sexuality**, but it carries certain risks and responsibilities. People need to be mature enough to accept those responsibilities and be prepared to protect themselves and their partners from unintended pregnancy and STIs before they participate in sexual activity.” (Lesson 7, p. 1)

“Today you’re going to apply the idea of **setting limits to choices around sexual behaviors**.” (Lesson 13, p. 4)

“People who do **choose to be sexually active** – or engage in sexual behaviors – need to be mature enough to accept the responsibilities and avoid the risks that come with sexual activity.” (Lesson 7, p. 9)

“Sexual activity should always **be a matter of choice**.” (Lesson 15, p. 5)

“**People who choose to have sex** need to know how to protect their bodies from sexually transmitted infections (STIs), including HIV.” (Student Workbook, p. 28)

“Think about situations you might face that could affect your choices about sexual abstinence or sexual activity, and the different **sexual limits you should set** that would support your choice.” (Lesson 14, p. 13)

9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD

Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.

May teach children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.

“Sexual Abstinence – Choosing not to do any sexual activity **that can result in pregnancy or an STI**.” (Student Workbook, p. 38)

“Sexual abstinence is choosing not to do any sexual activity **that can result in pregnancy or a sexually transmitted infection (STI)**.” (Lesson 10, p. 6)

Note: *This is an unacceptable definition of abstinence because it implies that protected sex qualifies as abstinence.*

“Good sexual health is an **important aspect of a healthy sexuality**.” (Lesson 7, p. 3)

“**People who choose to have sex need to know how to protect their bodies** from sexually transmitted infections (STIs), including HIV. They also need to know how to avoid unintended pregnancy. Sexual abstinence is the surest way for teens to avoid pregnancy and health problems caused by STIs.” (Lesson 7, p. 3)

“Staying safe from STIs is one of the reasons being sexually abstinent, or choosing to not have sex, is the safe choice for teens. It is the surest way to protect yourself. **People who are thinking about becoming sexually active** need to know what STIs are and take responsible steps to help protect themselves and their partners.” (Lesson 9, Master 9B)

“After discussing the various **choices people make about sexual activity**, they

	<p>work in pairs to brainstorm benefits of being sexually abstinent and come up with solutions for challenges to an abstinence choice. Then they consider a variety of ways teens can express feelings of sexual attraction toward others and evaluate which of these ways are safe and healthy and support the choice to be abstinent.” (Lesson 10, p. 1)</p> <p>“Many people choose not to have sex at this time in their lives. This is called sexual abstinence. Abstinence is the surest way for teens to protect their sexual health. Other people choose to be sexually active. This means they participate in sexual behaviors with another person. Having sex can be an important and healthy part of adult human sexuality, but it carries certain risks.” (Lesson 10, p. 5)</p> <p>“What are some messages the media send that might support teens in being sexually abstinent or taking care of their sexual health?” (Lesson 12, p. 6)</p> <p>“How do you think strong emotions, such as really liking someone, might affect decisions related to sexual abstinence and sexual health?” (Lesson 14, p. 12)</p> <p>“Choices About Sexual Activity: Some people choose not to participate in sexual activity at this time in their lives. This is called sexual abstinence. Some people who are abstinent decide not to do any sexual behaviors at all. Others set limits and won’t do any sexual behaviors that could put them at risk for pregnancy or sexually transmitted infections (STIs).” (Student Workbook, p. 27)</p> <p>“Other people may choose to become sexually active. This means they participate in sexual behaviors with another person. Being sexually active can be an important and healthy part of human sexuality, but it has risks and responsibilities. People who decide to become sexually active need to be mature enough to accept those responsibilities. They need to know how to protect themselves and their partners from pregnancy and STIs.” (Student Workbook, p. 27)</p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental</i></p>	<p>“You’re going to see what you know or remember about the reproductive system of a body with a penis. Work with your partner to look at the picture and read the definitions, then name as many organs as you can.” (Lesson 8, Slide Notes, p. 4)</p> <p>“You’re going to see what you know or remember about the reproductive system of a body with a vagina. Work with your partner to look at the picture and read the definitions, then name as many organs as you can.” (Lesson 8, Slide Notes, p. 6)</p> <p>“Sexuality is more than just ‘having sex.’ It includes the choices people make about sexual activity, how they identify their gender, their feelings of attraction toward others, how they take care of their bodies and how well they listen and communicate about sexual activity.” (Lesson 7, p. 1)</p> <p>“How people identify their gender:</p>

health disorder (gender dysphoria) that can be helped with mental health intervention.

- Part of a person’s sexual identity is how they identify their gender. How people see themselves in relation to being a man/boy, a women/girl, **a blend of both or neither is called gender identity.**
- People are **assigned a sex at birth** by a health care provider based on their genitals, or external reproductive anatomy. **They are usually assigned a male or female.** Sometimes their sex is not entirely male or not entirely female. The term for this is intersex.
- Many people who are assigned male identify as a boy or a man and many people who are assigned female identify as a girl or a woman. **Cisgender is the term used to describe a person whose gender identity is the same as the sex the health care provider assigned them at birth.**
- Some people have gender identities that are different than the sex the health care provider assigned them at birth. The term for this type of gender identity is transgender. **A transgender person might identify as a boy/man, girl/women, or have their own unique term for their gender.**
- Some people **identify as gender fluid.** They may feel like and choose to express themselves as different genders at different times. Or **they may prefer to express themselves as no particular gender at all and use the term agender.”** (Lesson 7, pp. 1-2)

“Review the teaching steps, slides and teacher’s pages and activity sheets for any terms or concepts your students may not know and be prepared to explain as needed. Refer students to the Health Term Glossary in the Student Workbook for definitions. Example: asexual, gay, **gender identity**, identity, pansexual, **sex assigned at birth**, sexual orientation, sexuality, and **transgender.**” (Lesson 7, pp. 2-3)

“How people see themselves in relation to being a man/boy, a women/girl, or a **blend of both or neither, is called gender identity.** People who are **transgender** have gender identities that are different than **the sex they were assigned** by a health care provider at birth.” (Lesson 7, p. 9)

“**Agender** – A term used to describe people who prefer to express themselves as no particular gender at all.” (Health Terms Glossary, p. 1)

“**Gender identity** – How people see themselves in relation to being a man/boy, a women/girl, a blend of both or neither.” (Health Terms Glossary, p. 4)

“**Transgender** – A term used to describe people whose gender identity is different than the sex a health care provider assigned them at birth.” (Health Terms Glossary, p. 9)

“Gender Identity: **How people see themselves in relation to being a man/boy, women/girl, a blend of both or neither is called gender identity.** Most people are assigned a sex at birth by a health care provider based on their genitals, or external reproductive anatomy. They are usually assigned male or female. Sometimes a person sex is not entirely male or female. The term for this is intersex.” (Student Workbook, p. 27)

	<p>“Many people who are assigned male identify as a boy or man and many people who are assigned a female identify as a girl or woman. Cisgender is the term used to describe a person whose gender identity is the same as the sex the health care provider assigned to them at birth.” (Student Workbook, p. 27)</p> <p>“Some people have gender identities that are different than the sex the health care provider assigned them at birth. The term for this type of gender identity is transgender. A transgender person might identify as a boy/man, girl/women, or have their own unique term for their gender.” (Student Workbook, p. 27)</p> <p>“Some people identify as gender fluid. They may feel like and choose to express themselves as different genders at different times. Or they may prefer to express themselves as no particular gender at all and used the term agender.” (Student Workbook, p. 27)</p>
<p>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>“For people who choose to be sexually active it includes negotiating safer sex practices and the used of latex, polyurethane or nitrile condoms to protect against unintended pregnancy and STIs.” (Lesson 7, p. 3)</p>
<p>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</p> <p><i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote</i></p>	<p>No evidence found.</p>

<p><i>abortion.</i></p>	
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</p> <p><i>May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p>“Feelings of Attraction: Part of a person’s sexuality is their feelings of sexual attraction towards others. The term sexual orientation refers to different types of attractions. Many people are sexually attracted to people of different gender- boys to girls and girls to boys. The term for this type of attraction is heterosexual or straight. Some people are sexually attracted to people of the same gender – boys to boys or girls to girls. The term for this type of attraction is gay or lesbian. Some people are attracted to more than one gender. For example, a boy may be attracted to both girls and boys, or a girl may be attracted to both boys and girls. One term for this type of attraction is bisexual. Some people use the term pansexual, which refers to being sexually attracted to many kinds of people, no matter what their gender is. Some people don’t feel or feel very limited attraction to others. One term for this is asexual. This is normal and OK too.” (Student Workbook, p. 28)</p> <p>“How people see themselves in relation to being a man/boy, a women/girl, or a blend of both or neither, is called gender identity. People who are transgender have gender identities that are different than the sex they were assigned by a health care provider at birth.” (Lesson 7, p. 9)</p>
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</p> <p><i>May instruct children they have rights to confidentiality and privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>No evidence found.</p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES</p> <p><i>Refers children to harmful websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms,</i></p>	<p>“Invite the school nurse or health care provider from a local clinic to speak to the class to discuss local resources and reinforce the importance of preventive care. Allow students to respond to the question and discuss their ideas. Be prepared with the names and locations of clinics in your area. You might what to provide a resource list for the students.” (Lesson 4, p. 8)</p> <p>“Websites used: https://www.kidshealth.org/en/teens/your-body/” (Lesson 5, Master 5C)</p> <p>Note: <i>This website has a section on sexual health that teaches in detail about STDs and birth control.</i></p>

contraceptives, gender hormones, STI testing and treatment, abortions, etc.)

Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.

(For more information on how Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigateIPPF.org)

“Provide further exploration of media – and technology – related concepts and their effects on sexual attitudes and behaviors. Make appropriate magazines available, or **have students bring in magazines or print pages from websites to provide examples of images or messages of a sexual nature.** Provide guidance as to which magazines and websites are appropriate. Have students explain what they found and check for comprehension. Students could also bring in music videos to share.” (Lesson 12, p. 2)

“What about technology? What are some ways it could promote sexual abstinence or protecting sexual health?... **Websites that provide accurate information about sexual health issues. Apps that help teens find a clinic or other reliable sexual health resources.**” (Lesson 12, p. 6)