

## CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool<sup>1</sup> was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)<sup>2</sup> curricula and materials. For more information, visit [www.stopcse.org](http://www.stopcse.org).

### Analysis of **HealthSmart – Third Edition Middle School Abstinence** Based on 15 Harmful Elements Commonly Included in CSE Materials

**CSE HARMFUL ELEMENTS SCORE = [6 OUT OF 15]**

*HealthSmart, 3<sup>rd</sup> Edition* contains [6 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:** *HealthSmart, 3<sup>rd</sup> Edition* has a significant emphasis on gender identity in both the abstinence and CSE editions, using terms such as “person with a penis” and “person with a vagina” instead of “boy” and “girl.” This middle school abstinence program does set abstinence as the expected standard, but it also includes sexual discussions, role plays of sexual pressure scenarios, and graphic discussions of reproductive organs involved in sexual pleasure.

*HealthSmart* boasts of being aligned with the National Sexuality Education Standards and the Health Education Curriculum Analysis Tool, as well as various individual state standards, which means it could be a popular selection for schools.

**Target Age Group:** 12-14 years old

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<b>1. SEXUALIZES CHILDREN</b> <i>Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually</i>	“Sexuality is more than a physical aspect of ‘having sex.’ It includes the <b>choices people make about sexual activity, how they identify their gender</b> , their feelings of attraction toward others, how they take care of their bodies, and how well they listen and communicate about sexual activity.” (MS Abstinence, Lesson 4, Slide Notes, p. 2)  “If available, <b>use a 3-dimensional model of the reproductive system (internal and external)</b> to provide a visual example as students complete the A Body with

<sup>1</sup> 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](http://www.stopcse.org) for a blank template or to see analyses of various CSE materials.

<sup>2</sup> 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.

active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.

a Vagina activity sheet.” (MS Abstinence, Lesson 5, p. 3)

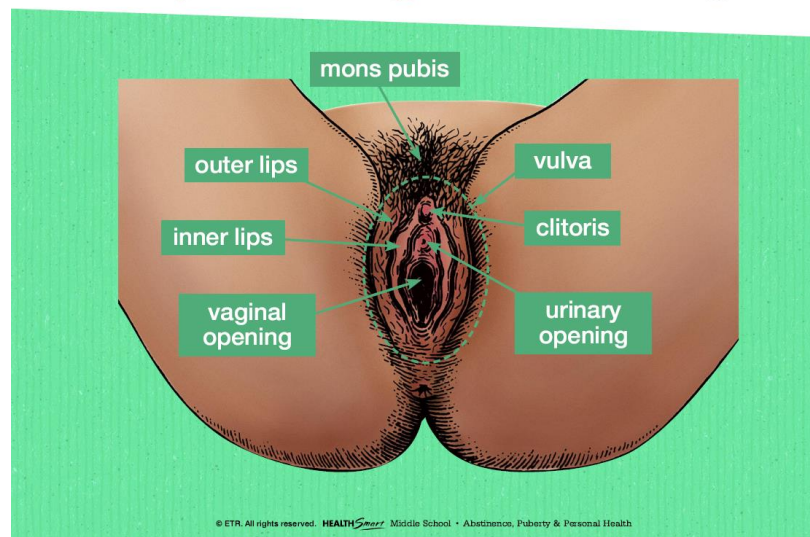
“**Body with a Vagina** Matching Activity:

- Outer lips (outer labia) – Outer folds of skin that surround and protect external reproductive organs.
- Inner lips (inner labia) – inner folds of skin that cover and protect the vaginal and urinary openings.
- **Clitoris – A highly sensitive organ that provides sexual pleasure.**
- Urinary opening – The opening through which urines lives the body.
- Vagina – The tunnel that provides a way for menstrual fluid to leave the body, and through which a baby is born.
- Cervix – Narrow end of the uterus that opens into the vagina.
- Uterus – Pear-shaped organ in which a fertilized egg grows and develops into a baby.
- Fallopian tubes – Tubes through which an egg travels on its way to the uterus and where the eggs can be fertilized by sperm.
- Ovaries – Organs that produce hormones and contain eggs.
- Vulva – The external reproductive organs – the outer labia, inner labia, tips of the clitoris, urinary opening and vaginal opening.
- Mons pubis – The area where fat under the skin covers the pubic bone.” (MS Abstinence, Lesson 5, Master 5A)

“‘Sex and sexuality are the same thing.’ **Do you agree with this statement?** Why or why not?” (MS Abstinence, Slide Notes, p. 1)

“What are 2 things the vagina does? Provides a way for menstrual fluid to leave the body; **Can receive a penis during vaginal intercourse**; Allows a baby to pass through during childbirth.” (MS Abstinence, Lesson 5, Teacher Key, p. 2)

### **A Body with a Vagina** External Organs



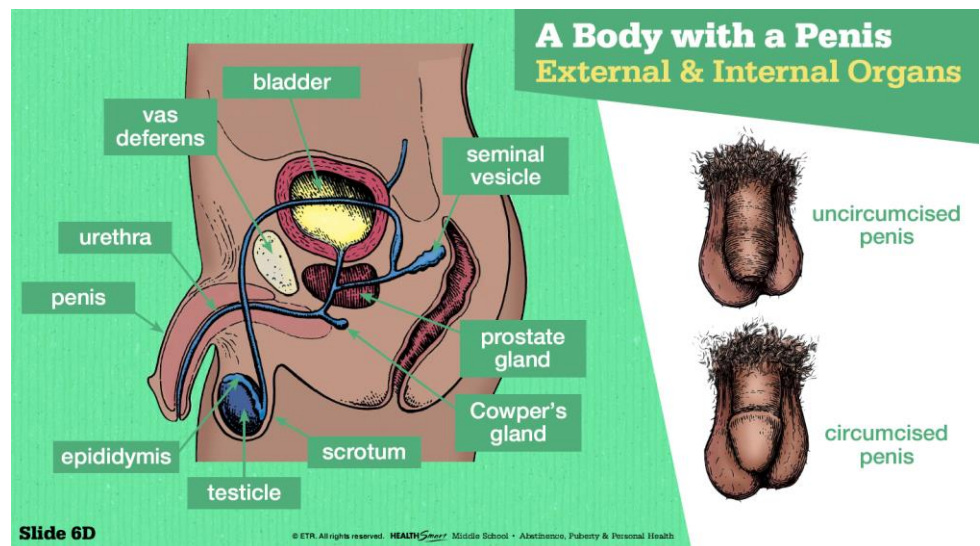
(MS Abstinence, Lesson 5, Slide 5D)

**“Body with a Penis Matching Activity:**

- Penis – Made up of spongy tissue that **becomes erect when the person is sexually excited.**
- Testicles – Where testosterone and sperm are made.
- Scrotum – Holds the testicles and keeps them at the right temperature.
- Epididymis – Tightly coiled tube where sperm mature.
- Urethra – Tube that carries urine and semen out of the body.
- Vas deferens – Tube that holds mature sperm until they leave the body.
- Seminal vesicles – Makes fluid that give sperm energy and helps them move.
- Prostate gland – Makes fluid that mixes with the sperm to produce semen.
- Cowper’s glands – Make fluid that cleans the urethra before sperm passes through it.” (MS Abstinence, Lesson 6, Master 6A-B)

“If available, **use a 3-dimensional model of the reproductive system** to provide a visual example as students complete the A Body with a Penis activity sheet.” (MS Abstinence, Lesson 6, p. 3)

“The penis is made up of spongy tissue. Most of the time it is soft and limp. But when the person **becomes sexually excited**, the tissue of the penis fills with blood and it becomes larger and firm. **This is called an erection.** It happens before sexual intercourse, or when the person has sexual feelings or thoughts. It can also happen during sleep.” (MS Abstinence, Lesson 6, p. 5)



(MS Abstinence, Lesson 6, Slide 6D)

**“Make time to talk privately with students who appear reluctant or inhibited about discussing sexuality and personal health issues** with peers in class or with an adult family member. Keep in mind that some students may have family rules

that prohibit or limit discussing of these issues.” (MS Abstinence, Lesson 7, p. 3)

**Note:** *It is inappropriate for a teacher to be taking a minor aside to talk about sexuality issues in private.*

“Today we’re going to be talking about ways to **take care of your sexual health**. Sexual health includes the choices you make about sex and how you take care of your body.” (MS Abstinence, Lesson 9, p. 4)

“Distribute an ‘Is It Ok?’ survey to each student. Allow time for students to complete the activity sheet. Tell students not to put their names on the sheet... Show the students the Appropriate – OK and Inappropriate – Not OK signs on opposite sides of the room. Explain that when you read each behavior, they should move to the side of the sign that represents the view expressed on the survey they have...

What about **kissing in the school hallway**? What does the survey you have say?...

**Watching a TV show or a movie together that has sexual scenes?**...

What about **sending a sexy picture or sexual text message**?...

Allow time for the students to move to the signs. If there are differences of opinion, call on a few students from each side to explain why they think someone might feel this way...

What about **touching each other in a sexual way**? ... And, finally, what about **having sex**? What does the survey you have say?” (MS Abstinence, Lesson 10, pp. 6-9)

“‘Is It OK?’ Read each item. Circle the ‘A’ if the behavior is an appropriate way to express affection toward someone you feel attracted to. Circle the ‘I’ if it is inappropriate. **Be prepared to defend your answers.**

- Asking someone to a dance at the school dance (A) (I)
- Holding hands in the school hallway (A) (I)
- Kissing in the school hallway (A) (I)
- Watching TV shows or movies together **that have sexual scenes** (A) (I)
- Sending an affectionate text message (A) (I)
- **Sending a sexy picture or sexual text message** (A) (I)
- Putting your arm around someone (A) (I)
- Putting your arm around someone who doesn’t want you to (A) (I)
- Introducing someone to your family (A) (I)
- Being alone with each other (A) (I)
- **Touching each other in a sexual way** (A) (I)
- Having sex” (MS Abstinence, Lesson 10, Master 10A)

“Now you’re going to work in groups to **think of pressure lines** people might use to push someone’s limits or try to **get someone to have sex with them**. You’ll try to think of as many different pressure lines someone might use as you can.” (MS

Abstinence, Lesson 14, p. 5)

“The person in the inside circle will **say one of the pressure lines** from the group chart paper lists. The person in the outside circle will use one of the responses to say NO and resist the pressure... Then you will switch roles.” (MS Abstinence, Lesson 14, p. 9)

**Note:** *Although this activity has students saying no to sexual activity, it still involves students pressuring each other with sexual advances.*

“With **ejaculation during vaginal intercourse**, semen leaves the penis, and the sperm travel up the vagina, through the uterus and into the fallopian tubes.” (MS Abstinence, Unit Assessment 1, Master UA1B)

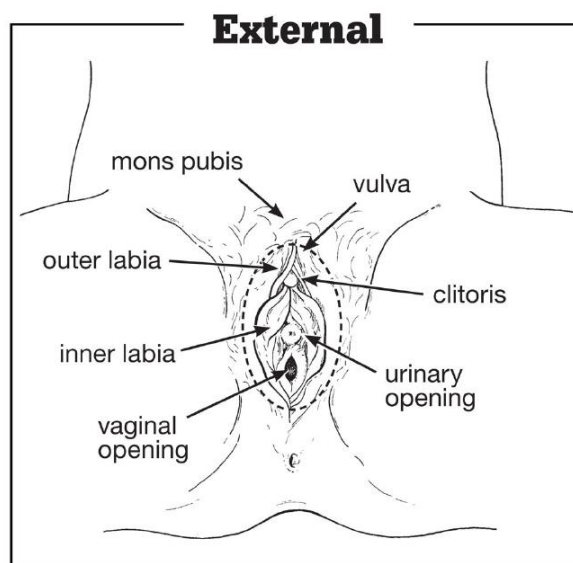
“Journal entry: Write how you would **define the word sexuality.**” (MS Abstinence, Student Workbook, p. 16)

“Journal entry: ‘**Sex and sexuality are the same thing.**’ Do you agree with this statement? Why or why not?” (MS Abstinence, Student Workbook, p. 18)

“**Clitoris:** An organ full of nerve endings that becomes firmer and swollen when a person is sexually excited.” (MS Abstinence, Student Workbook, p. 19)

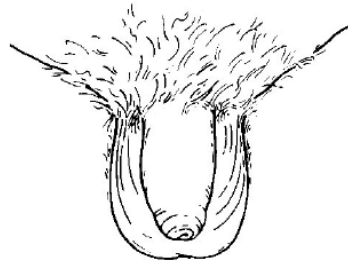
“What is the name of the sensitive organ **that provides sexual pleasure?**” (MS Abstinence, Student Workbook, p. 20)

“**Penis:** An organ made up of spongy tissue that fills with blood and becomes erect when a **person becomes sexually excited.**” (MS Abstinence, Student Workbook, p. 22)



(MS Abstinence, Student Workbook, p. 19)

uncircumcised penis



circumcised penis



(MS Abstinence, Student Workbook, p. 22)

“What is the name of the organ that **fills with blood and becomes erect** during sex?” (MS Abstinence, Student Workbook, p. 23)

“**Clitoris** – A highly sensitive genital organ; the tip of the clitoris can be found at the top of the vulva above the vaginal 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. 1)

“**Erection** – When the penis become [sic] larger and firm during sexual arousal.” (Health Terms Glossary, p. 2)

“**Sexuality** – All the aspects of human behavior having to do with sex and gender. Includes sexual function and behavior, but also includes choices around sexual activity, gender identity, sexual orientation, and communication about sexual activity.” (Health Terms Glossary, p. 6)

**2. TEACHES CHILDREN TO CONSENT TO SEX**

*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.*

*Note: “Consent” is often taught under the banner of sexual*

**No evidence found.**

<p><i>abuse prevention.</i></p>	
<p><b>3. PROMOTES ANAL AND ORAL SEX</b></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><b>“Sexual intercourse</b> – A type of contact involving: (1) insertion of a penis into a vagina (vaginal sex); (2) using the mouth to touch the genitals of another person (<b>oral sex</b>); (3) insertion of a penis into the anus of another person (<b>anal sex</b>).” (Health Terms Glossary, p. 6)</p>
<p><b>4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR</b></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>“People can have different types of sexual attractions, or sexual orientations. They may be heterosexual or straight, <b>gay or lesbian, bisexual or pansexual</b>. Not being sexually attracted to anybody is also normal and OK. One term for this is <b>asexual</b>.” (MS Abstinence, Lesson 4, p. 6)</p> <p>“Note: Be sure discussions of romantic feelings allow for <b>different types of relationships and sexual orientations</b>.” (MS Abstinence, Lesson 10, p. 4)</p> <p>“Health terms: accurate, <b>asexual, bisexual</b>, cisgender, <b>gay</b>, gender identity, gender role, <b>heterosexual, homosexual</b>, identity, <b>lesbian, pansexual</b>, reliable, respect, sexual abstinence, sexual activity, <b>sexual orientation</b>, sexuality, sexually active, <b>straight</b>, transgender.” (MS Abstinence, Student Workbook, p. 16)</p> <p>“<b>Asexual</b> – A term used to describe people who do not experience sexual attraction to others, or only experience it in a very limited way.” (Health Terms Glossary, p. 1)</p> <p>“<b>Bisexual</b> – A term used to describe people who are sexually attracted to more than one gender.” (Health Terms Glossary, p. 1)</p> <p>“<b>Gay</b> – 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 men.” (Health Terms Glossary, p. 3)</p> <p>“<b>Heterosexual</b> – A term that describes people who are sexually attracted to people of a different gender.” (Health Terms Glossary, p. 3)</p> <p>“<b>Homosexual</b> – A term that describes people who are sexually attracted to people of the same gender.” (Health Terms Glossary, p. 3)</p> <p>“<b>Lesbian</b> – A term that refers to women who are sexually attracted to other women.” (Health Terms Glossary, p. 4)</p>

	<p><b>“Pansexual</b> – A term used to describe people whose sexual attraction is not limited to a particular gender.” (Health Terms Glossary, p. 4)</p> <p><b>“Sexual orientation</b> – A person’s feelings of sexual attraction toward others.” (Health Terms Glossary, p. 6)</p> <p><b>“Straight</b> – A term used to describe people who identity as having a different-gender sexual orientation; heterosexual.” (Health Terms Glossary, p. 7)</p>
<p><b>5. PROMOTES SEXUAL PLEASURE</b></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><b>No evidence found.</b></p>
<p><b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b></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><b>No evidence found.</b></p>
<p><b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b></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</i></p>	<p><b>No evidence found.</b></p>



<p><i>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><b>8. PROMOTES PREMATURE SEXUAL AUTONOMY</b></p> <p><i>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.</i></p>	<p>“Sexual abstinence, or not participating in sexual activity at this time in their lives, is the safest choice for teens. People <b>who do choose to be sexually active</b> need to be mature enough to accept the responsibilities and avoid the risks that come with sexual activity.” (MS Abstinence, Lesson 4, p. 6)</p> <p>“Sexual health includes the <b>choices you make about sex</b> and how you take care of your body.” (MS Abstinence, Lesson 9, Slide Notes, p. 8)</p> <p>“What are some <b>personal limits around expressing attraction and affection</b> you are going to set for yourself to help you stay safe and healthy?” (MS Abstinence, Lesson 10, p. 11)</p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</b></p> <p><i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.</i></p> <p><i>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.</i></p>	<p><b>No evidence found.</b></p>
<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></p> <p><i>Promotes affirmation of and/or</i></p>	<p>“The <b>sex a person is assigned at birth</b> – male or female- doesn’t always correspond with the person’s internal sense of gender, or their <b>gender identity.</b>” (MS Abstinence, Lesson 5, p. 4)</p>

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

“In these lessons, I’m going to be talking about bodies in a way that might seem different at first. Today we’re going to talk about the reproductive organs of a **body with a vagina and related parts.**” (MS Abstinence, Lesson 5, p. 4)

“Distribute the ‘**A Body with a Penis** Matching Activity’ cards, one to each student. Each card has either the name of a reproductive organ or its definition/function.” (MS Abstinence, Lesson 6, p. 6)

“We’ve already talked about different aspects of sexuality, including how **people are usually assigned a sex at birth.** This is usually based on the person’s external reproductive organs or parts. The **sex a person is assigned at birth** – male or female – **doesn’t always correspond with the person’s internal sense of gender,** or their gender identity. (MS Abstinence, Lesson 5, p. 4)

“How does a **person become pregnant?**” (MS Abstinence, Lesson 8, Slide Notes, p. 8)

**Note:** *This suggests that any gender can become pregnant when only biological females can become pregnant.*

“Health terms: accurate, asexual, bisexual, **cisgender,** gay, **gender identity,** gender role, heterosexual, homosexual, identity, lesbian, pansexual, reliable, respect, sexual abstinence, sexual activity, sexual orientation, sexuality, sexually active, straight, **transgender.**” (MS Abstinence, Student Workbook, p. 16)

“What are the most important things a **person with a vagina** should know about taking care of their sexual health?” (MS Abstinence, Student Workbook, p. 36)

“What are the most important things a **person with a penis** should know about taking care of their sexual health?” (MS Abstinence, Student Workbook, p. 37)

“**Cisgender** – A term used to describe people whose gender identity is the same as the sex a health care provider assigned them at birth.” (Health Terms Glossary, p. 1)

“**Gender identity** – How people see themselves in relation to being a man/boy, a woman/girl, a blend of both or neither.” (Health Terms Glossary, p. 3)

“**Non-binary** – A term used by people who don’t define their gender as either man or woman.” (Health Terms Glossary, p. 4)

“**Sex assigned at birth** – The designation of being male or female made by a health care provider based on a baby’s external reproductive anatomy.” (Health Terms Glossary, p. 6)

“**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. 7)
<p><b>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</b></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><b>No evidence found.</b></p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</b></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 abortion.</i></p>	<p><b>No evidence found.</b></p>
<p><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></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>“How people see themselves in relation to being a man/boy, a woman/girl, a blend of both or neither is called gender identity. People are usually <b>assigned a sex – male or female – at birth by a health care provider</b>. Many people who are assigned male identify as a boy or man, and many people who are assigned female identify as a girl or woman. People who <b>identify as non-binary</b> don’t define their gender as either man or woman. People who are transgender have gender identities that are different than the sex they were assigned at birth by a health care provider. They may identify as a boy/man, girl/woman, or <b>have their own unique term for their gender.</b>” (MS Abstinence, Lesson 4, p. 6)</p>
<p><b>14. UNDERMINES PARENTS OR</b></p>	

<p><b>PARENTAL RIGHTS</b></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><b>No evidence found.</b></p>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES</b></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, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)</i></p> <p><i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</i></p> <p><i>(For more information on how Planned Parenthood sexualizes children for profit see <a href="http://www.WaronChildren.org">www.WaronChildren.org</a> and <a href="http://www.InvestigatePPF.org">www.InvestigatePPF.org</a>)</i></p>	<p><b>No evidence found.</b></p>