

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 ***Title IX Essential Lessons Pack*** Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 4* OUT OF 15

Title IX Essential Lessons Pack contains 4* 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: *This is a unique program; therefore, the relatively low harmful elements score may be misleading. Eleven elements on this analysis tool are not applicable to this program.

The Title IX Essential Lessons Pack is not a CSE curriculum. Instead, it aims to “educate students in a developmentally appropriate manner on the fundamental concepts associated with sexual and gender-based harassment” (Inside Cover). There is a set of lessons for high school, middle school, and elementary school. They begin by defining gender and sexual orientation and teaching students that “gender” includes gender identity and gender expression. The next lesson in each pack gives examples of sexual and gender-based harassment, including examples of people who identify as transgender or nonbinary being “misgendered” or having someone refuse to use new names and pronouns. The third lesson teaches students how to file a formal Title IX complaint so that schools are required by law to take action against the harasser.

It’s important to note that Title IX was amended in 2024 to expand the definition of sex discrimination to include discrimination based on sexual orientation, gender identity, sex stereotypes and sex characteristics. In other words, students are taught that anything less than full support of their gender identity, gender expression, or sexual orientation constitutes harassment and qualifies for a Title IX complaint and possible subsequent disciplinary action. This instruction has widespread potential consequences. Any student or adult at school who opposes bathrooms open to any gender, student lodging based on gender identity and not biological sex on overnight activities, or even using inaccurate pronouns may now be subject to a federal Title IX investigation.

This program is aligned with the National Sex Education Standards.

Target Age Group: Separate lessons for high school, middle school, and elementary school

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.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p>1. SEXUALIZES CHILDREN</p> <p><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 active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i></p>	<p>Note: <i>In the following sexual harassment scenarios, students hold up colored signs that say “yes,” “no,” or “not sure,” indicating whether the scenario does or does not represent sexual harassment. Later in the class, students write scripts on how they would handle each situation (see High School Manual, p. 29).</i></p> <p>Sexual Harassment Scenario: “Tanya didn't want to send nude pictures to Damon, but he kept asking her and she worried he wouldn't like her anymore if she didn't go along with it. Six weeks later, he stopped talking to her anyway, and now it seems like the whole school has seen the topless pic she sent him. She meant the pic for Damon's eyes only and she trusted him. Now people laugh at her every time she walks into class.” (High School Manual, p. 17)</p> <p>Sexual Harassment Scenario: “Sasha felt so lucky when Jose asked her to go [sic] the school dance. She had had a crush on him all year. But on the dance floor, he kept grinding against her and grabbing her butt, which felt too aggressive to her on their first date. She pushed him away and tried to create space between them, but he didn't stop. The next thing she knew, he had pulled her behind the auditorium, pushed her down to her knees, and forced her to perform oral sex on him.” (High School Manual, p. 17; Middle School Manual, p. 16)</p> <p>Sexual Harassment Scenario: “Madison had a growth spurt over the summer and, suddenly, she has the biggest breasts in school. She loved her ‘new’ body until school started, and it seemed like everyone was always staring at her chest. A group of guys has started grabbing at their own chests and walking around with their chests puffed out every time she comes in the classroom. The other students laugh, and Madison just wants to crawl under a desk and disappear. She has started wearing baggy clothes to try to cover up her breasts, but that doesn't stop the guys.” (High School Manual, p. 18; Middle School Manual, p. 14)</p> <p>Sexual Harassment Scenario: “Shayna couldn't believe it when Derek broke up with her a week after they had sex for the first time at his house. She thought he loved her. He told his friends all the details, and they posted about it on social media. Now she overhears people whispering about her in the halls, calling her a slut, and her friends won't sit with her at lunch because they're worried it will affect their reputations, too. Derek is the only person she's had sex with, but she knows he's been with other girls. She thinks it's so unfair that she's the one being called a slut.” (High School Manual, p. 19)</p> <p>Sexual Harassment Scenario: “Jessica passed out at prom last weekend and woke up naked in a bathroom stall. She was really freaked out, put on her clothes and ran home crying. The next week at school, her best friend told her that a guy from her English class had been feeling up her shirt and skirt at the prom. She doesn't remember any of it and decides to skip English for the rest of the week.” (High School Manual, p. 19)</p> <p>Sexual Harassment Scenario: “Tamara and Kelly rarely get to be alone together.</p>

	<p>They both share bedrooms with their siblings, so they don't have a private place to go when they want to have sex. They thought they found a safe spot at school where they could sneak away at lunch, but the assistant principal caught them last week after another student saw them and reported it." (High School Manual, p. 19)</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>Not applicable to this program</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>Not applicable to this program</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>Lesson 1 Learning Objectives: "By the end of this lesson, students will be able to...</p> <ul style="list-style-type: none"> • Define sex, gender identity, gender expression, and sexual orientation • Describe the negative effects of stereotypes related to sex, gender identity, gender expression, and sexual orientation • Identify sex and gender-based stereotypes that they or their peers may espouse and refrain from expressing or acting on such stereotypes • Describe and uphold a classroom environment characterized by mutual respect for all students" (High School Manual, p. 5; Middle School Manual, p. 5; Elementary School Manual, p. 5) <p>"Sex and Gender: Key Terms and Definitions</p> <ul style="list-style-type: none"> • Homophobia: Prejudice against people who are or who are perceived to be gay, lesbian, bisexual, pansexual, or queer.

	<ul style="list-style-type: none"> • Sexual Orientation: A person’s romantic, emotional and/or sexual attraction to other people. Sexual orientations include, but are not limited to: ‘asexual,’ ‘bisexual,’ ‘gay,’ ‘heterosexual,’ ‘lesbian,’ ‘pansexual,’ and ‘queer.’” (High School Manual, p. 9) <p>“Sex and Gender: What Does It All Mean? Instructions: Read the definitions. In each box, write in the term from the list that best matches the definition.</p> <ul style="list-style-type: none"> • A person’s romantic, emotional and/or sexual attraction to other people. Some kinds of attraction include, but are not limited to: ‘asexual,’ ‘bisexual,’ ‘gay,’ ‘heterosexual,’ ‘lesbian,’ ‘pansexual,’ and ‘queer.’ [Answer: Sexual orientation] • Prejudice against people who are or are perceived to be gay, lesbian, bisexual, pansexual, or queer. [Answer: Homophobia]” (Middle School Manual, p. 9)
<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>Not applicable to this program</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>Not applicable to this program</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</i></p>	<p>Not applicable to this program</p>

<p><i>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>8. PROMOTES PREMATURE SEXUAL AUTONOMY</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>Not applicable to this program</p>
<p>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</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>Not applicable to this program</p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</p> <p><i>Promotes affirmation of and/or</i></p>	<p>“Ask students: What comes to mind when you think of gender? Facilitate a group brainstorm and note student responses on a whiteboard or on poster paper. The list should not be exhaustive... Possible responses include:</p> <ul style="list-style-type: none"> • Male/Female

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.

- **Transgender/Cisgender/Nonbinary**
- Signifiers of gender expression like clothing, colors (pink/blue), makeup, hairstyles, etc.
- Examples of gender role stereotypes like personality traits (e.g., men are aggressive, women are submissive) or jobs (e.g., men are police or firefighters, women are nurses or homemakers)” (High School Manual, p. 8)

“**Gender identity and sexual orientation are different and completely separate concepts.** Knowing whether someone is cisgender, transgender, or nonbinary does not tell us anything about which gender or genders they are attracted to.” (High School Manual, p. 8; Middle School Manual, p. 10)

“A person’s gender expression **will not always match our expectations based on their gender identity**... This is because many of our assumptions about gender are based on stereotypes which are often untrue.” (High School Manual, p. 8; Middle School Manual, p. 10)

“We should **never assume someone’s gender identity** or sexual orientation based on their physical appearance or mannerisms.” (High School Manual, p. 8; Middle School Manual, p. 10)

“Sex and Gender: Key Terms and Definitions

- **Cisgender:** A person whose gender identity is aligned with their sex assigned at birth.
- **Feminine:** A form of gender expression traditionally associated with women, especially delicacy and prettiness.
- **Gender:** A set of cultural identities, expressions and roles – typically attached to a person’s sex assigned at birth – that are assigned to people based upon their sexual and reproductive anatomy. Gender is influenced by society and culture, and it is, therefore, possible for someone to reject or modify the gender they were assigned at birth and develop a gender identity that aligns better with their internal understanding of their gender. Examples of gender include but are not limited to: male, female, transgender woman, transgender man, gender, gender expansive, genderqueer and nonbinary.
- **Gender Expression:** The way people outwardly express their gender through, for example, clothing, appearance, or mannerisms.
- **Gender Identity:** How an individual identifies based on their internal understanding of their gender. Gender identities may include male, female, agender, androgynous, genderqueer, nonbinary, transgender, and many others, or a combination of these.
- **Gender Non-Conforming:** A person whose gender identity and/or gender expression does not conform to the gender they were assigned at birth or by society. People who identify as ‘gender nonconforming’ may or may not also identify as ‘transgender.’
- **Masculine:** A form of gender expression traditionally associated with men, especially strength and aggressiveness.

- **Nonbinary:** A person who embraces a gender identity along a continuum or spectrum of gender identities and expressions, which is not strictly male or female and/or not based on sex assigned at birth.
- **Sex Assigned at Birth:** The sex that the medical community labels a person when they are born, which is typically based on their external genitalia.
- Sexism: A system of oppression that benefits male-identified people at the expense of female-identified people.
- **Transgender:** A person whose gender identity and/or expression is not aligned with the sex they were assigned at birth. Transgender is often used as an umbrella term encompassing many gender identities.
- **Transphobia:** Prejudice against people who are or who are perceived to be transgender.” (High School Manual, p. 9)

Sexual Harassment Scenario: “Skylar came out as nonbinary last year, and all their friends have been supportive. But their history teacher **refuses to use their correct pronouns**. At first, Ms. Butler pretended like she forgot every time Skylar corrected her, but recently she started shaking her head and making comments about Skylar being ‘confused’ without making any effort to **stop misgendering them**.” (High School Manual, p. 19)

“Emphasize: Skylar’s teacher appears to be **harassing them on the basis of gender by dismissing and verbally ridiculing their gender**. This likely affects Skylar’s ability to participate in history class and possibly other school activities, as well.” (High School Manual, p. 19)

“Travis came out as transgender last year, and all his friends have been supportive. But his history teacher **refuses to call him by his new name or to use his correct pronouns**. At first, Ms. Butler pretended like she forgot every time Travis corrected her, but recently she started shaking her head and making comments about Travis being ‘confused’ without making any effort to stop misgendering him.

- How do you think Travis feels in this situation? Possible answer: Travis may feel hurt, ignored, disrespected, embarrassed, or angry.
- How do you think it **affects his participation at school**? Possible answer: He may not want to participate in history class, or he may even decide to skip school. He may be scared to tell other teachers, school staff, or classmates about his gender identity.
- **What makes this story sexual and/or gender-based harassment?** Possible answer: Travis is being singled out because of his gender, and the behavior continued even after he asked his teacher to stop.” (Middle School Manual, p. 15)

“Sex and Gender: What Does It All Mean? Instructions: Read the definitions. In each box, write in the term from the list that best matches the definition.

- The **sex that doctors label a person when they are born**, usually based on their external genitals. [Answer: Sex assigned at birth]
- A set of roles and characteristics that are expected of people **based on**

	<p>their sex assigned at birth. Gender is influenced by society and culture. Examples of gender include but are not limited to: male, female, transgender woman, transgender man, gender expansive, genderqueer and nonbinary. [Answer: Gender]</p> <ul style="list-style-type: none"> • The way people show their gender through, for example, clothing, appearance, or how they talk and act. [Answer: Gender expression] • How a person identifies based on how they feel inside about their gender. This may include male, female, genderqueer, nonbinary, transgender, and many others, or a combination of these. [Answer: Gender identity] • A person whose gender identity and/or gender expression does not match the sex they were assigned at birth. [Answer: Transgender] • A person whose gender identity matches the sex they were assigned at birth. [Answer: Cisgender] • A person whose gender identity is not strictly male or female and/or not based on sex assigned at birth. [Answer: Nonbinary] • A person whose gender identity and/or gender expression does not match the sex they were assigned at birth or doesn't match what society expects of them. Gender non-conforming people may or may not also identify as transgender. [Answer: Gender non-conforming] • Prejudice against people who are or are perceived to be transgender. [Answer: Transphobia]" (Middle School Manual, p. 9) <p>“What is Gender?</p> <ul style="list-style-type: none"> • Gender Identity: This is how people feel inside about their gender. This may or may not match the way other people see them. Some examples of gender identity are male, female, some combination of both, or neither male nor female. • Gender Roles: Ideas about how a person should act based on their gender. These can come from a person's family, culture, friends, or society. • Gender Expression: How people show their gender to the outside world through how they dress or the things they like to do. Again, this may or may not match how others think they should be or act.” (Elementary School Manual, p. 8)
<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</i></p>	<p>Not applicable to this program</p>

<p><i>abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></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 abortion.</i></p>	<p>Not applicable to this program</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>Not applicable to this program</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>Not applicable to this program</p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES</p>	<p>Note: <i>Certainly, very real instances of sexual harassment occur in schools, and children should learn about what is and is not appropriate for their own safety. What is objectionable here is teaching students to file formal federal complaints</i></p>

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.)

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)

against anyone who does not fully support their gender identity or sexual orientation. These complaints can have life-altering consequences for the accused simply because they do not believe in radical gender ideology.

“Learning Objectives – By the end of this lesson, students will be able to...

- Describe the procedures and protections for **reporting and/or filing a formal complaint related to sexual and/or gender-based harassment** at school.
- Demonstrate the confidence to intervene to protect themselves or a peer from sexual and/or gender-based harassment.
- Demonstrate the **confidence to report and formally complain** in instances of sexual and/or gender-based harassment at school.
- Articulate the beliefs that sexual and/or **gender-based harassment** is wrong and that reporting harassment is the right thing to do.” (High School Manual, p. 22; similar though not verbatim learning objectives in Middle School Manual, p. 19 and Elementary School Manual, p. 18)

“Explain that there’s a specific category for harassment that is based on someone’s gender and/or that involves touching or interacting with someone in a sexual way. That is called sexual and/or gender-based harassment. There is a **law that protects students from sexual and/or gender-based harassment** when it happens at school or if it happens outside of school but affects someone’s ability to participate in school programs or activities. **This law is called Title IX** (‘Title 9’), and it applies to all schools that accept federal funding.” (Middle School Manual, p. 14)

“Remind students that in the previous class, you mentioned a law called Title IX that protects students from sexual and/or gender-based harassment. Explain that Title IX is a federal (national) law that all public schools (and private schools that accept federal funding) must follow. Ask students: **If you were being harassed based on your sex, your sexual orientation, your gender identity, or your gender expression, is there an adult at school you could talk to about it? Why or why not?**” (High School Manual, p. 25; Middle School Manual, p. 21)

“Emphasize the importance of telling someone – whichever adult they trust most and feel most comfortable with. That person should be able to **help them ‘make a report’ or ‘file a formal complaint’** and get the harassment to stop. Explain that students can also make a complaint directly to their state’s department of education and/or **to the federal Office for Civil Rights.**” (High School Manual, p. 25; Middle School Manual, p. 21)

“Explain to your students that **filing a ‘formal complaint’ is the only way** to make sure the district/school is legally required to take these specific actions under the Title IX law.” (High School Manual, p. 27; Middle School Manual, p. 23)

“Explain that every school district has a Title IX Coordinator, a person who **handles all complaints of sexual and/or gender-based harassment.** Using your browser and projector, show students where to find information on your school

or district's website, including:

- Name and contact information for our school district's Title IX Coordinator
- A copy of the district's Title IX policy or Sexual and/or Gender-Based Harassment Policy
- The complaint or grievance procedure
- The Complaint Form, which can be called a 'grievance form' or a 'Uniform Complaint Form.'

Ask students to **copy the name and contact information for the Title IX Coordinator in a notebook or save it in their phones**, if they have them." (High School Manual, p. 27; Middle School Manual, p. 23)

"How to File a Formal Complaint

- Once you find the complaint form, be sure to fill it out as completely and accurately as possible. Always tell the truth about what happened.
- Be sure to write down what happened, when it happened, where it happened, and who was involved, including any witnesses.
- It's best to get support from a trusted adult at home, at school, or in your community to help you fill out the formal complaint form.
- Make sure you sign the form. Only a signed form is considered complete under Title IX.
- When you are done filling out the complaint form, make sure that it gets sent to the Title IX Coordinator in your district. You can email it, put it in the mail, or drop it off at their office.
- Some districts have online forms – make sure you follow all the directions." (High School Manual, p. 27; Middle School Manual, p. 23)

"Remind students that making a report or filing a formal complaint is the best and safest way to get the behavior to stop. **Even though this can lead to serious consequences for the harasser, it is the right thing to do** because reporting will protect them and other students from future harassment." (High School Manual, p. 29; Middle School Manual, p. 25)