

## 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 *WHO Regional Office for Europe and BZgA Standards for Sexuality Education in Europe* Based on 15 Harmful Elements Commonly Included in CSE Materials

#### CSE HARMFUL ELEMENTS SCORE = 15 OUT OF 15

*WHO Standards for Sexuality Education in Europe* contains 15 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:** The *Standards for Sexuality Education in Europe* were published in 2010 by the World Health Organization (WHO) and the Federal Centre for Health Education (BZgA) in collaboration with International Planned Parenthood Federation (IPPF) and others. These standards are based on the premise that children are sexual from birth; therefore, sexuality education needs to begin very young, before the age of 4. By starting at this young age, this program seeks to normalize the topic of sexuality and convince children that sex is enjoyable and pleasurable and that their sexual potential should be explored. The standards cover the following themes: the human body and human development; fertility and reproduction; sexuality; emotions; relationships and lifestyles; sexuality, health and well-being; sexuality and rights; and social and cultural determinants of sexuality.

These standards promote early childhood masturbation (starting with children ages 0 to 4 years old), the exploration of a child's gender identity, the understanding of sexual rights, and same-sex relationships. At six years old these standards begin teaching about contraception, sex in the media, and what constitutes "acceptable sex." At age nine, students begin learning about the risks of unsafe sex and how to use condoms and contraceptives effectively. Children nine year old also learn how to make a conscious decision as to whether they want to have sexual experiences or not. These standards sanction the teaching of sexual rights and pleasure over sexual health.

**Target Age Group:** These standards target all ages of childhood and adolescence. Children are divided into age groups with the youngest being 0-4 years old and the oldest being 15+ years old.

**Planned Parenthood Connections:** It should come as no surprise that International Planned Parenthood Federation (IPPF) contributed to the creation of these standards, since Planned Parenthood is one of the largest providers of comprehensive sexuality education worldwide. IPPF makes huge profits from both creating and disseminating CSE programs worldwide, programs intended to sexualize children so they will be more likely to patronize one of IPPF's 65,000 service points in 170 countries that sell condoms, contraceptives, STI testing and treatments, abortions and more. IPPF resources are also

<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 tool, such materials should be categorized as CSE and should be removed from use in schools.

recommended materials for those utilizing these standards. These standards also refer children to International Planned Parenthood Federation to learn about their alleged “sexual rights.”

For the complete text of *WHO Standards for Sexuality Education in Europe* see

[http://familywatch.org/fwi/documents/WHO\\_BZgA\\_Standards\\_english.pdf](http://familywatch.org/fwi/documents/WHO_BZgA_Standards_english.pdf)

HARMFUL CSE ELEMENTS	QUOTES AND MATERIAL FROM CSE CURRICULA
<p><b>1. SEXUALIZES CHILDREN</b></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><b>“Sexuality</b> is a central aspect of being human <b>throughout life</b> and <b>encompasses</b> sex, gender identities and roles, <b>sexual orientation, eroticism, pleasure, intimacy and reproduction.</b> <b>Sexuality</b> is experienced and <b>expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.</b>” (p. 17)</p> <p>“The definition indirectly indicates that <b>sexuality education</b> should also be interpreted as covering a <b>much wider</b> and <b>much more diverse</b> area than <b>'education on sexual behaviour,'</b> for which it is unfortunately sometimes mistaken.” (p. 17)</p> <p><b>“Sexual health requires</b> a positive and respectful approach to sexuality and sexual relationships, as well as <b>the possibility of having pleasurable</b> and safe <b>sexual experiences,</b> free of coercion, discrimination and violence.” (p. 18)</p> <p><b>“...the sexual rights of all persons</b> must be <b>respected, protected and fulfilled.</b>” (p. 18)</p> <p><b>“All people are born as sexual beings,</b> and have to develop their sexual potential in one way or another.” (p. 20)</p> <p><b>“... the primary focus is on sexuality as a positive human potential and a source of satisfaction and pleasure.</b>” (p. 20)</p> <p><b>“As a result of the wider diversity of opinions on sexuality,</b> there is a greater tendency to exercise <b>individual choices and decisions.</b>” (p. 23)</p> <p><b>“Extensive observational research has identified common sexual behaviour in children, ensuring that this kind of behaviour is regarded as normal.</b>” (p. 23)</p> <p><b>“From about the age of 10, children become more interested in adult sexuality.</b> They <b>fantasize more about sexuality</b> and hear and see all sorts of things in books, on TV and on the internet, which arouses their curiosity.” (p. 26)</p> <p><b>“Sexuality education seeks the following outcomes:</b></p> <ol style="list-style-type: none"><li>1. To contribute to a social climate that is <b>tolerant, open and respectful towards sexuality, various lifestyles, attitudes and values.</b> (p. 27)</li><li>5. To be able to <b>develop as a sexual being,</b> meaning to learn to express feelings and needs, to <b>experience sexuality in a pleasurable manner</b> and to <b>develop one’s own gender roles and sexual identity.</b> (p. 27)</li><li>7. To have the necessary life <b>skills to deal with all aspects of sexuality</b> and relationships. (p. 27)</li><li>9. To <b>reflect on sexuality and diverse norms and values</b> with regard to human rights in order to develop one’s own critical attitudes.” (p. 27)</li></ol> <p><b>“The benefit of this approach is the normalization of the topic of sexuality.</b> The child’s questions are answered in an age-appropriate way and he/she is <b>shown that issues related to sexuality are positive and enjoyable.</b>” (p. 35)</p> <p><b>“Give information about the meaning and expression of sexuality</b> (for example,</p>

	<p>expressing feelings of love).” (For ages 4-6, Matrix, p. 40)</p> <p>“Give information about appropriate <b>sexual language</b>.” (For ages 4-6 and 6-9, Matrix, pp. 40, 42)</p> <p>“Give information about <b>sexual intercourse</b>.” (For ages 6-9, Matrix, p. 42)</p> <p>“Give information about <b>the positive influence of sexuality on health and well-being</b>.” (For ages 6-9 and 9-12, Matrix, p. 43)</p> <p>“Help children to develop <b>acceptance of different expressions of sexuality (kissing, touching, caressing, etc)</b>.” (For ages 9-12, Matrix, p. 44)</p> <p>“Help children to <b>develop the understanding of sexuality</b> as a learning process.” (For ages 9-12, Matrix, p. 44)</p> <p>“Give information about <b>sexual behaviour of young people</b> (variability of sexual behaviour).” (p. 44)</p> <p>“Give information about <b>first sexual experience</b>.” (For ages 9-12, Matrix, p. 44)</p> <p>“Give information about menstrual cycle; <b>secondary sexual body characteristics, their function in men and women and accompanying feelings</b>.” (For ages 12-15, Matrix, p. 46)</p> <p>“Give information about <b>meaning of sex at different ages, gender differences</b>.” (For ages 15+, Matrix, p. 49)</p> <p>“Give information about <b>sexuality and disability</b>, influence of illness on sexuality (diabetes, cancer, etc).” (For ages 15+, Matrix, p. 49)</p> <p>“Give information about <b>pleasure, masturbation, orgasm</b>” (For ages 9-12, Matrix, p. 44)</p>
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></p> <p><i>May teach children how to <b>negotiate</b> 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>“Researchers in social science and sexual studies are currently calling for the <b>establishment of moral negotiation as a valid sexual morality</b> for today. The essence of this morality is that <b>issues should be negotiated in a spirit of mutual consent</b> .... One important precondition for this is that the <b>participants should develop a common understanding of the concept of ‘consent.’</b>” (p. 19)</p> <p>“This will <b>enable children and young people</b> – the adults of tomorrow – to meet the challenges of <b>autonomy and consent in negotiations with partners</b>.” (p. 19)</p> <p>“The development of <b>effective interaction skills is central to a person’s sexual life</b> and is largely influenced by his/her personal history. Family background, interaction with peers, sexuality education, <b>autoeroticism and first sexual experiences all determine sexual perception and feelings, motivations, attitudes and ability to interact</b>.” (p. 23)</p> <p>“In <b>sexuality education</b>, this includes <b>very different skills</b>, such as how to communicate, <b>how to negotiate</b>, how to express one’s feelings, how to handle unwanted situations.” (p. 34)</p> <p>“Enable children to <b>express own needs, wishes and boundaries, for example in the context of ‘playing doctor.’</b>” (For ages 0-4, Matrix, p. 38)</p> <p>“<b>Help children to develop an understanding of ‘acceptable sex’ (mutually consensual, voluntary, equal, age-appropriate, context appropriate and self-respecting)</b>.” (For ages 6-9, Matrix, p. 42)</p> <p>“Enable teenagers to develop skills in <b>intimate communication and negotiation</b>.” (For</p>

	<p>ages 12-15, Matrix, p. 46)</p> <p>“Enable teenagers to <b>communicate with their partner on equal terms</b>; discuss difficult topics with respect for different opinions.” (For ages 15+, Matrix, p. 48)</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 transmission rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>“The <b>sexual career</b> of young people usually proceeds as follows: kissing, touching and caressing with clothes on, naked petting, sexual intercourse (heterosexuals) and, finally, <b>oral sex and sometimes anal sex.</b>” (For ages 16-18, p. 26)</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>“Children fantasize a lot, using what they see around them (family, school, TV, etc). Their <b>fantasies</b> may be about love; for instance, sometimes also about <b>being in love with someone of the same sex.</b>” (For ages 7-9, p. 25)</p> <p>“Social and cultural determinants of sexuality (values/norms): respect for <b>different norms regarding sexuality.</b>” (For ages 4-6, Matrix, p. 41)</p> <p>“Social and cultural determinants of sexuality (values/norms): respect for <b>different lifestyles, values and norms.</b>” (For ages 4-6, Matrix, p. 43)</p> <p>“Help children to <b>develop acceptance, respect and understanding of diversity in sexuality and sexual orientation</b> (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting).” (For ages 6-12, Matrix, p. 44)</p> <p>“Help teenagers to <b>develop a change from possible negative feelings, disgust and hatred towards homosexuality to acceptance and celebration of sexual differences.</b>” (For ages 15+, Matrix, p. 49)</p> <p>“Give information about gender-identity and <b>sexual orientation</b>, including coming out/<b>homosexuality.</b>” (For ages 12-15, Matrix, p. 46)</p> <p>“Enable teenagers to “come out” to others (<b>admit to homosexual or bisexual feelings.</b>)” (For ages 12-15, Matrix, p. 49)</p> <p>“Give information about family structure and changes, forced marriage; <b>homosexuality/ bisexuality/asexuality</b>, single parenthood.” (For ages 15+, Matrix, p. 49)</p> <p>“Help teenagers to <b>develop acceptance of different sexual orientations</b> and identities.” (For ages 15+, Matrix, p. 49)</p>
<p><b>5. PROMOTES SEXUAL PLEASURE</b></p> <p><i>Teaches children they are entitled to or have a “right” to sexual pleasure or encourages</i></p>	<p>“Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, <b>eroticism, pleasure</b>, intimacy and reproduction.” (p. 17)</p> <p>“<b>Give information about pleasure, masturbation, orgasm</b>” (For ages 9-12, Matrix, p. 44)</p>

<p><i>children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>“Sexual behaviour among children and young people usually occurs on an individual level or between peers, <b>in the context of play or teasing</b>, as a way for them to explore themselves and others. This is how children and young people find out their <b>likes and dislikes</b>, how they learn to deal with intimacy and how they learn rules about how to behave in sexual situations. Their norms and values regarding sexuality are formed in the same way.” (p. 23)</p> <p>“In this definition, the primary focus is on sexuality as a positive human potential and a <b>source of satisfaction and pleasure.</b>” (p. 20)</p> <p>“Give information about <b>enjoyment and pleasure when touching one’s own body</b>; early childhood <b>masturbation, discovery of one’s own body and genitals.</b>” (For ages 4-6, Matrix, p. 40)</p> <p>“Give information about sexual feelings (<b>closeness, enjoyment, excitement</b>) as a part of all human feelings (these should be <b>positive feelings</b>; they should not include coercion or harm).” (For ages 4-6, Matrix, p. 40)</p> <p>“Give information about <b>enjoyment and pleasure</b> when touching one’s own body (masturbation/self-stimulation).” (For ages 6-9, Matrix, p. 42)</p> <p>“Give information about <b>pleasure, masturbation, orgasm.</b>” (For ages 9-12, Matrix, p. 44)</p> <p>“Help children to develop an understanding of emotions and values (e.g. <b>not feeling ashamed or guilty about sexual feelings or desires</b>).” (For ages 9-12, Matrix, p. 44)</p> <p>“Give information about role expectations and role behaviour in relation to <b>sexual arousal</b> and gender differences.” (For ages 12-15, Matrix, p. 46)</p> <p>“Help teenagers to develop a <b>positive attitude towards sexuality and pleasure.</b>” (For ages 15+, Matrix, p. 49)</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>“Give information about <b>enjoyment and pleasure</b> when touching one’s own body; <b>early childhood masturbation.</b>” (For ages 0-4, Matrix, p. 38)</p> <p>“Give information about enjoyment and pleasure when touching one’s own body; <b>early childhood masturbation.</b>” (For ages 4-6, Matrix, p. 40)</p> <p>“Give information about enjoyment and pleasure when touching one’s own body (<b>masturbation/self-stimulation</b>).” (For ages 6-9, Matrix, p. 42)</p> <p>“Give information about pleasure, <b>masturbation, orgasm</b>” (For ages 12-15, Matrix, p. 46)</p>
<p><b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b></p> <p><i>May encourage the use of</i></p>	<p>“<b>Enable children to use condoms</b> and contraceptives <b>effectively in the future.</b>” (For ages 9-12, Matrix, p. 44)</p> <p>“Enable teenagers to <b>obtain and use condoms</b> and contraceptives <b>effectively.</b>” (For ages 12-15, Matrix, p. 47)</p>

<p><i>condoms by calling them “safe” and even “fun” or pleasurable. May 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>“Enable teenagers to <b>obtain and use condoms effectively.</b>” (For ages 15+, Matrix, p. 50)</p> <p><b>Note:</b> <i>In most CSE programs, learning how to use condoms involves detailed information about the process of sexual intercourse and the steps to using a condom on an erect penis. Teachers may demonstrate and students often practice using condoms on an erect penis model. Students may also be given troubleshooting tips on how to overcome barriers to condom use, such as letting their partner know that they can help them regain an erection if it is lost while putting on the condom.</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>“A holistic approach based on an understanding of sexuality as an area of human potential <b>helps children and young people to develop essential skills</b> to enable them to <b>self-determine their sexuality</b> and their relationships at the various developmental stages. It supports them in <b>becoming more empowered in order to live out their sexuality and their partnerships in a fulfilling and responsible manner.</b>” (p. 5)</p> <p>“Enable <b>teenagers to make free and responsible choices</b> after evaluating the consequences, advantages and disadvantages of <b>each possible choice (partners, sexual behaviour).</b>” (For ages 9-12, Matrix, p. 46)</p> <p>“Enable teenagers to <b>make a conscious decision to have sexual experiences</b> or not.” (For ages 9-12, Matrix, p. 46)</p> <p>“Enable teenagers to <b>make responsible decisions and well-informed choices</b> (relating to sexual behaviour).” (For ages 9-12, Matrix, p. 47)</p> <p>“Enable teenagers to <b>develop skills in intimate communication</b> and negotiation.” (For ages 9-12, Matrix, p. 49)</p> <p>“Enable teenagers to be able to <b>express respectfully one’s own wishes</b> and boundaries and take into account those of others.” (For ages 9-12, Matrix, p. 49)</p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE GOAL</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</i></p>	<p>“Help children to develop a positive attitude to gender equality in relationships and <b>free choice of partner.</b>” (For ages 9-12, Matrix, p. 45)</p> <p>“Give information about <b>how to enjoy sexuality</b> in an appropriate way (<b>taking your time</b>).” (For ages 12-15, Matrix, p. 46)</p> <p>“Give information about <b>first sexual experience</b>” (For ages 12-15, Matrix, p. 46)</p> <p>“Give information about <b>pleasure, masturbation, orgasm</b>” (For ages 12-15, Matrix, p. 46)</p> <p>“Give information about <b>sex as more than merely coitus</b>” (For ages 15+, Matrix, p. 49)</p> <p>“Give information about <b>transactional sex</b> (prostitution, but also sex in return for small gifts, meals/nights out, small amounts of money), <b>pornography, sexual dependency</b>” (For ages 15+, Matrix, p. 49)</p> <p>“Give information about sexual behavioural variations; <b>differences in the cycle of arousal</b>”</p>

<p><i>sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.</i></p>	<p>(For ages 15+, Matrix, p. 49)</p> <p>“Enable teenagers to discuss the forms relationships take and the <b>reasons to have sex</b>, or not to” (For ages 15+, Matrix, p. 49)</p>
<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></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 health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>“Give information about <b>gender-identity</b> and sexual orientation, including coming out/homosexuality.” (For ages 12-15, Matrix, p. 46)</p> <p>“Help teenagers to develop acceptance of <b>different</b> sexual orientations and <b>identities.</b>” (For ages 15+, Matrix, p. 49)</p> <p>“Give information about <b>gender orientation.</b>” (For ages 9-12, Matrix, p. 44)</p> <p>“Help teenagers to develop acceptance, respect and understanding of <b>diversity in sexuality</b> and sexual orientation.” (For ages 9-12, Matrix, p. 44)</p> <p>“Help teenagers to develop <b>acceptance</b> that people feel differently (<b>because of their gender</b>, culture, religion, etc. <b>and their interpretation of these</b>).” (For ages 12-15, Matrix, p. 46)</p> <p>“Help teenagers to develop acceptance that <b>sexuality in different forms</b> is present in all age groups.” (For ages 15+, Matrix, p. 49)</p>
<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>“The introduction of sexuality education in schools in Western Europe largely coincided with, the <b>development and wide availability of modern, reliable methods of contraception</b>, particularly ‘the pill,’ and the <b>legalization of abortion</b> in most countries during the 1970s and 1980s. <b>These innovations opened up completely new opportunities for separating sexuality from reproduction.</b>” (p. 11)</p> <p>“Also it is important to <b>have the skills required to use contraception and prevention against STI in an effective way</b> and to ask for help in case of problems.” (p. 34)</p> <p>“Help teenagers to <b>develop personal attitudes (norms and values)</b> about (young) motherhood and fatherhood, <b>contraception, abortion</b> and adoption.” (Age 12-15, Matrix, p. 46)</p> <p>“Enable teenagers to <b>make a conscious choice of contraceptive and use chosen contraceptive effectively.</b>” (For ages 12-15+, Matrix, p. 46, 48)</p> <p>“Help teenagers to <b>develop a positive attitude towards</b> taking mutual responsibility for <b>contraception.</b>” (For ages 12-15, Matrix, p. 46)</p> <p>“Enable teenagers to <b>obtain contraception from an appropriate place</b>, e.g. by visiting a health professional.” (For ages 12-15, Matrix, p. 46)</p> <p>“<b>Give information about right to abortion.</b>” (Age 12-15, Matrix, p. 50)</p> <p>“Help teenagers to develop willingness to take gender differences into account regarding</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>fertility, reproduction and abortion.”</b> (For ages 15+, Matrix, p. 48)</p> <p><b>Note:</b> <i>The following list of alleged sexual rights for “all persons” may be appropriate for adults but many are not appropriate for children. Children do not have a right to sex or to all sexual information and should not be pursuing a sexual life whether pleasurable or not.</i></p> <p><b>“Sexual rights embrace</b> human rights that are already recognized in national laws, international human rights documents and other consensus statements. They include <b>the right of all persons</b>, free of coercion, discrimination and violence, to:</p> <ul style="list-style-type: none"> <li>• the highest attainable standard of sexual health, including access to sexual and reproductive health care services;</li> <li>• seek, receive and impart information related to sexuality;</li> <li>• sexuality education;</li> <li>• respect for bodily integrity;</li> <li>• choose their partner;</li> <li>• decide to be sexually active or not;</li> <li>• consensual sexual relations;</li> <li>• consensual marriage;</li> <li>• decide whether or not, and when, to have children; and</li> <li>• pursue a satisfying, safe and pleasurable sexual life.” (p. 18)</li> </ul> <p><b>“Furthermore, sexuality education should be based on internationally accepted human rights, in particular the right to know, which precedes prevention of ill health.”</b> (p. 20)</p> <p><b>“Sexuality education should be delivered in an interactive way.</b> The interactive exchange between teachers/trainers and programme designers on the one hand and students on the other takes place on several levels and starts with the insight that <b>students should be respected as partners in sexuality education.”</b> (p. 29)</p> <p><b>“Sexuality and rights:</b> Help children to develop <b>awareness of rights and choices.”</b> (For ages 6-9, Matrix, p. 43)</p> <p><b>“Sexual rights of children:</b> information, sexuality education, bodily integrity.” (For ages 9-12, Matrix, p. 43)</p> <p><b>“Give information about sexual rights,</b> as defined by International Planned Parenthood Federation (IPPF) and by World Association for Sexual Health (WAS).” (For ages 9-12, Matrix, p. 45)</p> <p><b>“Help children to develop an acceptance of sexual rights for oneself and others.”</b> (For ages 9-12, Matrix, p. 45)</p> <p><b>“Enable teenagers to acknowledge sexual rights</b> for oneself and others.” (For ages 12-15, Matrix, p. 47)</p> <p><b>“Enable teenagers to recognize violations of rights and speak out against</b> discrimination and gender based violence.” (For ages 15+, Matrix, p. 50)</p>
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<p><b>13. UNDERMINES FAMILY VALUES AND RELIGIOUS 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>"Sexuality education provides opportunities to <b>explore one's own values and attitudes</b> and to build decision-making, communication and <b>risk-reduction skills about many aspects of sexuality.</b>" (p. 20)</p> <p>"Holistic sexuality education should be based on the following principles. To reflect on sexuality and <b>diverse norms and values</b> with regard to human rights in order to <b>develop one's own critical attitudes.</b>" (p. 27)</p> <p>"Help teenagers to <b>develop personal attitudes</b> (norms and values) <b>about</b> (young) motherhood and fatherhood, contraception, abortion and adoption." (p. 46)</p> <p>"Help teenagers to <b>develop acceptance</b> that people feel differently (because of their gender, culture, religion, etc. and their interpretation of these)." (For ages 12-15, Matrix, p. 46)</p> <p>"Social and cultural determinants of sexuality (values/norms): Enable teenagers to deal with <b>conflicting (inter)personal norms and values in the family and society.</b>" (For ages 12-15, Matrix, p. 47)</p> <p>"Help teenagers to <b>develop an openness to different relationships and lifestyles;</b> understand the social and historic determinants of relationships." (For ages 15+, Matrix, p. 49)</p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May <u>instruct children they have rights to confidentiality and privacy from their parents.</u> May <u>teach children about accessing sexual commodities or services, including abortion, without parental consent.</u> May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>"Health and counseling services should be provided that are responsive to the needs of adolescents and are <b>easily accessible and confidential.</b> Young people need to know about these services and develop a relationship of mutual respect and trust with the staff, so that they feel able to <b>access such services when needed.</b>" (p. 30)</p> <p>"Social and cultural determinants of sexuality (values/norms): Enable teenagers to <b>deal with conflicting (inter)personal norms and values in the family and society.</b>" (For ages 12-15, Matrix, p. 47)</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</i></p>	<p>Recommended Curricula and Education Books include resources from International Planned Parenthood Federation (IPPF); Population Council; Sexuality Information and Education Council of the United States (SIECUS); World Population Foundation (WPF); Advocates for Youth; and the Federal Centre for Health Education (BZgA).</p> <p>References used in the creation of the standards include material from World Health Organization (WHO); United Nations Educational, Scientific and Cultural Organization (UNESCO); United Nations Convention on the Rights of the Child; World Association for Sexual Health (WAS); International Planned Parenthood Federation (IPPF); and Population Council.</p> <p>Controversial Planned Parenthood Resources recommended in the standards (p. 58): IPPF (2006). Framework for Comprehensive Sexuality Education. London (updated version 2010: <a href="http://www.ippf.org/NR/rdonlyres/CE7711F7-C0F0-4AF5-A2D5-">http:// www.ippf.org/NR/rdonlyres/CE7711F7-C0F0-4AF5-A2D5-</a></p>

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](http://www.WaronChildren.org) and [www.InvestigateIPPF.org](http://www.InvestigateIPPF.org))*

[1E1876C249280/Sexuality.pdf](http://www.ippf.org/NR/rdonlyres/1E1876C249280/Sexuality.pdf)).

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IPPF (2009). From evidence to action. Advocating for comprehensive sexuality education. London ([www.ippf.org/en/Resources/Guides-toolkits/From+evidence+to+action+advocating+for+comprehensive+sexuality+education.htm](http://www.ippf.org/en/Resources/Guides-toolkits/From+evidence+to+action+advocating+for+comprehensive+sexuality+education.htm)).

IPPF (2010). Voices of hope: guide to inspire dialogues on religion, faith, sexuality and young people. London (<http://www.ippf.org/en/Resources/Guides-toolkits/Voices+of+hope.htm>).

IPPF (in press). EXCLAIM! IPPF's guide to young people's sexual rights. London ([www.ippf.org](http://www.ippf.org)). IPPF (1996). Charter on Sexual and Reproductive Rights. London (<http://www.ippf.org/NR/rdonlyres/6C9013D5-5AD7-442A-A435-4C219E689F070/charter.pdf>).

References used in these standards (pp. 51-52):

IPPF (2006a). Sexuality education in Europe. A reference guide to policies and practices. The Safe project. Brussels, IPPF European Network ([http://www.ySAFE.net/SAFE/documents/Design\\_sex%20ed%20guide%20final%20final\\_30nov2006.pdf](http://www.ySAFE.net/SAFE/documents/Design_sex%20ed%20guide%20final%20final_30nov2006.pdf)).

IPPF (2007). A guide for developing policies on the sexual and reproductive health and rights of young people in Europe. The Safe Project. Brussels ([http://www.ySAFE.net/SAFE/documents/Design\\_ippf-policy%20guide%20final\\_Sep07.pdf](http://www.ySAFE.net/SAFE/documents/Design_ippf-policy%20guide%20final_Sep07.pdf))

UNESCO (2009b). International technical guidance on sexuality education. Vol. II – Topics and learning objectives. Paris ([http://data.unaids.org/pub/ExternalDocument/2009/20091210\\_international\\_guidance\\_sexuality\\_education\\_vol\\_2\\_en.pdf](http://data.unaids.org/pub/ExternalDocument/2009/20091210_international_guidance_sexuality_education_vol_2_en.pdf)).