

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

Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 15 OUT OF 15

Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool 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: *Inside & Out* is a sexuality education assessment tool developed by International Planned Parenthood Federation (IPPF) in partnership with UNESCO with the following elements:

- Establishes the principles contained in the controversial [It's All One Curriculum](#) as the gold standard by which all sexuality education programs must be measured.
- Provides a checklist that includes many harmful elements that, according to IPPF and UNESCO, every sexuality education must have to be effective.
- Uses the standards set forth in IPPF's *Framework for Comprehensive Sexuality Education* to "assess the quality and comprehensiveness" of programs, and to "guide the development, improvement or reform of sexuality education programmes."
- Recommends that children study IPPF's highly controversial "Declaration on Sexual Rights."
- Promotes controversial "rights-based CSE" that encompasses "sexual rights" with an emphasis on pleasure seeking and abortion.

Because IPPF and UNESCO, in creating the Inside & Outside tool, are purporting to set the worldwide standards for sexuality education everywhere, this allows them to promote only the programs that they claim satisfy their invented qualifications, particularly those developed by IPPF as the largest provider of CSE.

While the developers claim that this tool provides a way to "assess the relevance of sexuality education

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.

programmes in relation to national health, demographic and other social criteria,” a close look at its elements shows there is little regard for the cultural values of countries, and, instead, the ultimate goal is to sexualize children, asserting children have a right “to freely express freely express and explore one’s sexuality in a safe, healthy and pleasurable way.”

Target Age Group: According to IPPF’s *Framework for Comprehensive Sexuality Education*, which serves as the basis for *Inside & Out*, “Information should be accessible to children and young people of all ages in accordance with their evolving capacities.” **Note:** *So, who decides what children’s evolving capacity is? This is a dangerous statement, especially since IPPF believes children are sexual from birth.*

Planned Parenthood Connections: *Inside & Out* was developed by Planned Parenthood International (IPPF) and UNESCO.

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>The following excerpted quotes from the <i>Inside & Out CSE Assessment Tool</i> show what topics and learning objectives the developers (IPPF and UNESCO) of the tool expect to be included in CSE materials and curricula:</p> <p>“All young people have sexual rights, whether or not they are sexually active.” (Sexuality section)</p> <p>Note: <i>What are sexual rights? Do they encompass a right to have sex? Do children have a “right” to have sex? In most places it is illegal for children of minor age to have sex and, yet, this assessment tool suggests that children not only have a right to sex, but that there are many children who exercise that right and are sexually active.</i></p> <p>“Sexuality is an integral part of being human for all people throughout their lives” (Sexuality section)</p> <p>Note: <i>How is “sexuality” to be defined? Thy World Health Organization defines sexuality as including sexual orientation, gender identity, eroticism, fantasies, and desires and so does IPPF, the developer of Inside & Outside.</i></p> <p>“Sexual rights apply to young people” (Sexual Rights are Human Rights section)</p> <p>“Sexual rights are human rights that relate to people’s sexuality” (Sexual Rights are Human Rights section)</p> <p>“Understanding the 10 rights in IPPF’s sexual rights declaration (right to equality, right to participation, right to life and to be free from harm, right to privacy, right to personal autonomy and to be recognized as an individual before the law, right to think and express oneself freely, right to health, right to know and learn, right to choose whether or not marry or have children, right to have your rights upheld)” (Sexual Rights are Human Rights section)</p> <p>Note: <i>How does this apply to children, do they have a right to sexual autonomy?</i></p> <p>“Reflect on ways to promote and protect positive approaches [to] sexuality” (Sexuality section)</p> <p>“Different types of relationships (e.g., family, friends, sexual, romantic, etc.) (Interpersonal Relationships section)</p>

	<p>“Female and male reproductive systems and how human reproduction takes place; diversity in sexual organs” (Body, Puberty, & Reproduction section)</p> <p>Note: Many CSE programs have an obsessive focus on graphic depictions of sexual organs in various stages of development and ask children to identify differences in such things as breast shapes or penis sizes.</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.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p>	<p>“... right to participation, ... right to think and express oneself freely...” (Sexual Rights are Human Rights section)</p> <p>Note: Do children have a right to express themselves sexually?</p> <p>“Understanding consent and abuse in terms of sexual activity” (Sexuality section)</p> <p>“Explore the concepts of respect, mutuality, and enjoyment as they apply to sexual relationships; true sexual pleasure is mutual” (Sexuality section)</p> <p>“All forms of non-consensual sexuality activity are forms of violence” (Sexuality section)</p> <p>“Effective communication skills to discuss sex and sexual health with partners” (Interpersonal Relationships section)</p> <p>“Reasons why it is important to develop effective communication skills to discuss sexuality, rights, relationships” (Communication & Decision-Making section)</p> <p>“Communication skills to speak openly about sexuality and pleasure” (Sexuality)</p> <p>“Skills to confidently communicate one’s desires and limits in relationships, including about sexual activity” (Communication & Decision-Making section)</p> <p>Note: Why would anyone want to teach a child of minor age how to consent to sex and to communicate their sexual desires to their partner?</p> <p>“Examples of challenges that young people may face in intimate relationships and how to address them ...” (Interpersonal Relationships section)</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>Note: Rather than referring specifically to anal and oral sex, this tool uses the broader references to HIV, sexual orientation, as well as personal sexual autonomy and choice, to normalize and encourage teaching of penetrative vaginal, oral and anal sex.</p> <p>“Reflections on personal attitudes and beliefs about sexual orientation”</p> <p>“Sexually transmitted infections: different types, transmission (including mother-to-child), symptoms, protection, treatment” (SRH Including HIV section)</p> <p>“How condoms offer dual protection against pregnancy and HIV and AIDS” (SRH Including HIV section)</p> <p>Note: This gives the impression that “protected” penetrative sex (i.e., vaginal or anal sex with a condom) will eliminate most of the risks. However, condoms have never been approved as an effective form of protection for anal sex, and studies show that condom use among children is rarely effective or consistent.</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>“Examples of national laws and local policies that affect young people’s sexual and reproductive life: abortion, HIV transmission, age of consent, age of marriage, sexual orientation, etc.” (Sexual Rights are Human Rights section)</p> <p>“Recognizing the range of diversity in our lives (e.g., faith, culture, ethnicity, socio-economic status, ability/disability, HIV status and sexual orientation)” (Sexual Rights are Human Rights section)</p> <p>“Reflection on what it means to respect the rights of other people whose lives and lifestyles may be different to one’s own” (Sexual Rights are Human Rights section)</p> <p>“Young people living with HIV can live fulfilling, happy and healthy lives” (Sexuality section)</p> <p>“Discrimination is any unjust or unequal treatment based on a person’s ethnicity, appearance, behaviour, gender or sexual identity or other personal characteristics, including HIV status” (Sexual Rights are Human Rights section)</p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>Teaches 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>“Sexual pleasure is experienced differently for different people and encompasses more than physical stimulation or orgasm” (Sexuality section)</p> <p>“Body parts and physiological processes that play a role in sexual pleasure” (Sexuality section)</p> <p>“... speak openly about sexuality and pleasure” (Sexuality section)</p> <p>“Explore the concepts of respect, mutuality, and enjoyment as they apply to sexual relationships; true sexual pleasure is mutual” (Sexuality section)</p> <p>Note: <i>Why are children expected to talk openly about sexual feelings and pleasure and to explore concepts of sexual enjoyment, when research shows that promiscuous children experience more negative short-term outcomes and long-term detrimental effects as well?</i></p> <p>“Reflections on one’s own understanding of pleasure in broad terms” (Sexuality section)</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>“Masturbation is acknowledged as a safe, enjoyable, and widely practiced way to experience sexuality for young men and women” (Sexuality section)</p> <p>Note: <i>The Inside & Out Assessment Tool. recommends that CSE programs teach masturbation as “widely practiced” and “enjoyable” while omitting information regarding the possibility of developing a “compulsive masturbation” condition. For some susceptible children, when masturbation is used as a coping mechanism to escape stress or problems, this can lead to an addictive cycle (often paired with pornography reviewing) or the development of paraphilias that may require professional treatment. (See https://www.psychologytoday.com/us/blog/sex-life-the-american-male/201403/unacknowledged-harm-masturbation)</i></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.</i></p> <p><i>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>“Safer sex can increase pleasure because there is less anxiety about unintended pregnancy, STIs and HIV transmission” (Sexuality section)</p> <p>Note: <i>Often, condom use is promoted, and even eroticized or made to look fun or safe, without ensuring that the information provided is medically accurate. For example, the HPV virus and other STIs are spread by skin-to-skin contact, so sex is not safe—risk is not eliminated by condoms. Also, some risk of infection is always present whenever sexual bodily fluids are exchanged.</i></p> <p>“Reflections on feelings about contraceptive and condom use, including how it can affect sexual relationships (negatively and positively)” (SRH Including HIV section)</p> <p>“How to use condoms (male and female)” (SRH Including HIV section)</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>“Reflection on personal feelings, motivations and experiences about sexual decision-making” (Sexuality section)</p> <p>Note: <i>Instead of discouraging children from having sex, Inside & Outside recommends children reflect on such decisions giving the message that it is ok to decide to have sex if one has reflected enough about the decision.</i></p> <p>“Reflections about your own and others’ level of maturity and comfort in communicating with a partner about intimate experiences” (Communication & Decision-Making section)</p> <p>“How to speak and communicate effectively about your ideas related to equality, discrimination and other aspects about human rights” (Sexual Rights are Human Rights section)</p> <p>“Understanding the 10 rights in IPPF’s sexual rights declaration ... right to personal autonomy and to be recognized as an individual before the law, right to think and express oneself freely, ... right to choose whether or not marry or have children, right to have your rights upheld)” (Sexual Rights are Human Rights section)</p> <p>“Examples of challenges that young people may face in intimate relationships and how to address them, including violence and how to end a relationship” (Interpersonal Relationships section)</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>“Sexuality is an integral part of being human for all people throughout their lives” (Sexuality section)</p> <p>“Examples of challenges that young people may face in intimate relationships and how to address them, including violence and how to end a relationship” (Interpersonal Relationships)</p> <p>Note: <i>Rather than promoting abstinence to children, this tool focuses primarily on sexual rights, even for young children, and includes a great deal of information about sexual pleasure and about choosing for themselves when and with whom to have sexual relations, tacitly condoning and even encouraging children to engage in sex as a right.</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>In the section about monitoring and evaluation, the Inside & Out tool lists the following among the outcomes that should be measured as “part of monitoring and evaluating the sexuality education programme”:</p> <ul style="list-style-type: none"> Attitudes about sexuality and sexual rights Safer sex behaviour (ex: regular use of contraceptives and condoms, decreased sexual partners, etc.) Number of young people engaged as activists or advocates for SRHR Number of young people who access SRH services Incidence of adolescent pregnancy Incidence of HIV and STIs <p>Social acceptance about young people’s sexuality and sexual rights (Monitoring and Evaluation section)</p> <p>Note: There is no suggestion that abstinence or delay of sexual debut be measured as a beneficial and expected outcome of CSE programs.</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 health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>“Definitions of sexual diversity, sexual orientation (GLBTQ), and gender identity. An explanation that gender identity is distinct from sexual orientation” (Gender section)</p> <p>“The difference between sex and gender, including exploration of different expressions of masculinity and femininity” (Gender section)</p> <p>“How gender norms can negatively affect the sexual and reproductive health of both men and women” (Gender section)</p> <p>“Understanding gender-based violence as any form of violence against women, girls or individuals who do not conform to dominant gender norms” (Gender section)</p> <p>Note: While gender equality between men and women is an important goal, Inside & Outside promotes controversial gender ideology that condones children identifying as the opposite gender or as transgender.</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>“Options if confronted with an unintended pregnancy, including different types of safe abortions” (SRH Including HIV section)</p> <p>“Skills to communicate condom use and contraceptive use” (Communication & Decision-Making section)</p> <p>“Understanding national laws that regulate access to abortion” (SRH Including HIV section)</p> <p>“Reflections on feelings, values and attitudes about abortion” (SRH Including HIV section)</p> <p>“Different contraceptive methods (including barrier, hormonal, behavior-based, permanent, emergency contraception, and condoms)” (SRH Including HIV section)</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>“How youth participation can improve policies and programmes related to youth sexual and reproductive health and rights” (Advocacy for SRH section)</p> <p>“Different strategies to challenge discrimination or injustice in your individual life, communities, national or global level” (Advocacy for SRH section)</p> <p>“How young men can play an important role in supporting women’s sexual and reproductive health and rights” (Gender section)</p> <p>The Inside & Out tool asks “Does the NGO’s sexuality education programme include the following types of interventions? Peer Educator Training: Initial training or ongoing supportive training to young people as peer educators or as youth health promoters who facilitate sexuality education sessions” (Intervention Types section)</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>“Examples of national laws and local policies that affect young people’s sexual and reproductive life: abortion, HIV transmission, age of consent, age of marriage, sexual orientation, etc.” (Sexual Rights are Human Rights section)</p> <p>“How to recognize cultural and religious beliefs that support sexual rights and those that violate sexual rights” (Sexual Rights are Human Rights section)</p> <p>“How gender norms are learned and based on contextual, societal, cultural and political factors and can change over time” (Gender section)</p> <p>“How societal or cultural factors support or violate the right of every young person to be in relationships” (Interpersonal Relationships section)</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>“Examples of different types of family relations and structures” (Interpersonal Relationships section)</p> <p>“Exploration of personal feelings, attitudes and perspectives about violations of sexual rights and their consequences” (Sexual Rights are Human Rights section)</p> <p>“Reflections on personal attitudes and beliefs about sexual orientation” (Gender section)</p> <p>Note: <i>In several of the learning objectives and suggested topics, children are encouraged to consider and to question their family values, to reflect on different ideas, and to explore new perspectives and ways of doing things.</i></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</i></p>	<p>“Reflections on how to overcome barriers to access condoms or sexual and reproductive health services” (Communication & Decision-Making section)</p> <p>“Examples of people or institutions to go to or call if someone’s sexual rights are violated (Sexual Rights are Human Rights section)</p> <p>“Young people have the right to access services and education that are tailored to their</p>

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)

diverse realities” (SRH Including HIV section)

“How to research a concern about sexual health, human rights or gender equality”
(Advocacy for SRH section)

For the complete text of *Inside and Out: Comprehensive Sexuality Education (CSE) Assessment Tool* see:
<https://www.ippf.org/resource/inside-and-out-comprehensive-sexuality-education-cse-assessment-tool>