

## 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

### ***Becoming You – Exploring Sexuality and Disability for Pre-Teens*** Based on 15 Harmful Elements Commonly Included in CSE Materials

#### CSE HARMFUL ELEMENTS SCORE = 8 OUT OF 15

***Becoming You – Exploring Sexuality and Disability for Pre-Teens*** contains 8 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:** “Our team combined the most recent and available information and their own expertise to create a fun and informative book for young people with disabilities. This book explains what sexuality is and how it can affect what you think about yourself and other people.” (p. 3)

**Target Age Group:** Pre-teens

**International Connections:** Child-Bright Network, Holland Bloorview Kids Rehabilitation Hospital

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 active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i>	<p>“Talking about sex can feel hard or funny sometimes, but <b>it doesn’t have to be</b>. As you grow up, you might have some questions about who you are and how you feel about yourself and other people. Sometimes, having a disability makes <b>figuring out sexuality</b> feel a bit more complicated and it can be hard to find information that takes your disability into account.” (p. 3)</p> <p>“<b>Learning about sexuality is an important part of growing up</b>. The word ‘sexuality’ may or may not be new to you. It’s a word with a lot of meanings, and people use it in different ways.” (p. 5)</p> <p>“In this book you will learn about how <b>sexuality is part of who you are</b> and the world you live in. Some of us are interested in learning more about sexuality, some of us aren’t. That can change over time. But at some point, most of us have questions.” (p. 6)</p>

<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.

	<p><b>“Sexual attraction describes a feeling, like a want or a desire,</b> to be close or connected with another person. We can feel sexual attraction for people we’ve just met or for friends we’ve known for a long time. We can also feel sexual attraction for people we’ve never met, like a celebrity, or for people who don’t even exist, like a character in a book or show.” (p. 20)</p> <p>“We can explore sexual feelings by paying attention to the kinds of <b>sexual thoughts, daydreams, or fantasies</b> we have. We can notice what it feels like in our bodies when we are thinking about sexual things. We can <b>explore our sexuality by doing things that make us feel sexy</b>. The way we dress, the music we listen to, the TV and movies we watch, the books we read, all of these are ways to experience sexual feelings and thoughts.” (p. 25)</p> <p><b>“Sexuality is a part of who we are.</b> We don’t all get to explore and express our sexuality the way we want all the time, but we can all find ways to show and express parts of who we are.” (p. 26)</p>
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></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><b>No evidence found.</b></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>No evidence found.</b></p>
<p><b>4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR</b></p>	<p>“Some people are <b>attracted to people of the same AND different genders</b> than themselves. These people may call themselves <b>bisexual</b>. Other people use the term <b>pansexual</b> to identify that they are attracted to people of any and all</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>genders.” (p. 22)</p> <p>“<b>Sexual orientation (gay, lesbian, straight, asexual, and more)</b> is a way of describing sexual attraction based on the gender identity of who we are attracted to. But our sexual attraction may not be focused on gender identity. We may be attracted to people who share other identities we have. We may be attracted to people with very different identities from us.” (p. 23)</p> <p>“<b>2SLGBTQIA+</b>: These letters stand for, Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and the ‘+’ is for more. These are all different words that people use to describe themselves, their bodies, and their relationships.” (p. 31)</p> <p>“<b>Bisexual</b>: Being attracted to people the same gender as yourself and other genders.” (p. 32)</p> <p><b>Note:</b> <i>This is an inaccurate definition of the term “bisexual.” Bisexual is being attracted to two genders; this definition implies you can be attracted to three or more genders which is termed “pansexual.”</i></p> <p>“<b>Gay</b>: Being attracted to someone of the same gender as you. When it is a girl/woman who is attracted to another girl/woman they may also use the term lesbian.” (p. 32)</p> <p>“<b>Homosexual</b>: Being attracted to someone of the same gender (although, some people find the word homosexual offensive or hurtful). Also called gay or lesbian.” (p. 32)</p> <p>“<b>Queer</b>: Queer used to be an insult, a word used to hurt others who were considered different or odd. Some people still use this word as an insult today. But more people have started using the word queer with pride, to say that they are different, and that different is good. Queer might mean you are attracted to, and open to relationships with people of all genders and orientations. Using the word queer may also be a way of telling others that the gender and relationship rules and expectations of the world don’t work for you.” (p. 34)</p> <p>“<b>Sexual orientation</b>: How people describe who they are sexually attracted to, and who they want to have relationships with. Many sexual orientation labels are based on gender (like straight, gay, lesbian) and others are not (like asexual, pansexual, queer).” (p. 34)</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</i></p>	<p><b>No evidence found.</b></p>

<p><i>on the multiple negative potential outcomes for sexually active children.</i></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>“When it comes to sexual touch, most people explore their own body first, before having sex with someone else. When we <b>touch ourselves to feel good</b> and learn about our sexual feelings, <b>it’s called masturbation.</b>” (p. 25)</p> <p>“We all need help with parts of sexual expression... Some of us need someone else to position our bodies in ways so that we can <b>explore our own body.</b>” (p. 26)</p> <p>“<b>Masturbation:</b> A sexual activity we do with ourselves. It includes touching our genitals and other parts of our body that feel good to touch. It is different from other kinds of sexual activity because it is only for us and about what we want, and it is a private activity.” (p. 33)</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 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>No evidence found.</b></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>“You have a <b>right to information about sexuality</b> and disability that reflects your life and experiences. This can help you <b>make your own choices</b> about your body and your life. We all deserve to have people we can trust in our lives and who can help us learn more about our sexuality.” (p. 6)</p> <p>“Adults can be uncomfortable <b>when young people start exploring and showing their sexuality</b>. They may not know how to talk about it, and they may want to protect young people from something they worry could be risky or dangerous. You have the right to information about your body and sexuality <b>so that you can make your own decisions</b>.” (p. 28)</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>“There isn’t one way to feel sexual attraction. <b>Some people have the feeling and then want to act on the feeling by doing sexual things</b>. Some people like the feeling of sexual attraction but don’t want to act on it. Some people don’t feel sexual attraction at all. They may still want to have close friends and other relationships, but the sexual part isn’t interesting to them.” (p. 20)</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</i></p>	<p>“<b>Sex assigned at birth</b>: When a baby is born, a doctor assigns the baby a sex based on the baby’s genitalia. Genitalia can include body parts like the vulva, clitoris, penis, and scrotum. If a doctor sees a penis, they call the baby male. If a doctor sees a vulva, they call the baby female. What they call us is our sex assignment at birth.” (p. 13)</p> <p>“<b>Gender</b> is a word that <b>describes many things</b>, including:</p> <ul style="list-style-type: none"> <li>• how we feel on the inside</li> <li>• who we know ourselves to be</li> <li>• how we show ourselves to the world on the outside, like how we dress, what we do with our hair</li> <li>• the things we choose to do and who we do them with” (p. 14)</li> </ul> <p>“In the same way that bodies <b>don’t fit into one of two categories</b>, our genders don’t either. Some people identify as girls, some as boys. <b>Some people are non-</b></p>

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

**binary**, which is a way of saying that the boy/girl options don't fit for them. **Some people are transgender**, which is a way of saying that what they were called when they were born doesn't fit, and they fit into a different identity. Gender is **different from sex assignment at birth**, because it is something that comes from inside us, not something another person has decided for us." (p. 14)

"**Gender identity** is a term that is used to describe how we feel on the inside and who we know ourselves to be. **Boy, girl, trans, non-binary, queer** are all examples of gender identities. Some of us have a gender identity and some of us are still finding the right words to describe how we feel. And how we feel can change!" (p. 15)

"**Gender expression** is a term for all the different ways we show our gender to others. Gender expression includes things like the clothes and colours we wear, what we do with our hair, our body language, the words we use to describe ourselves, and more. Some of us also express our gender through connecting to our culture, so gender expression may look different from one person to another." (p. 15)



(p. 15)

"You can **choose and change how you want to show your gender to the world**. Gender expression can change over time, not just when you're young, but as you move through adulthood. There is no right or wrong way to express our gender, as long as we get to make our own choices. You may feel like a girl or a boy. You may feel like both or neither. That is OK. Some people may not agree with this, but that doesn't mean they are right." (p. 16)

"**Pronouns** are words we use instead of saying a person or a thing's name. Here are some sentences with examples of pronouns underlined:

- **He/Him** – Arjun loves to play video games. He plays them every chance he gets.
- **She/Her** – Farah signed up to volunteer at the animal shelter. She especially loves the cats.
- **They/Them** – Skylar is planning to hang out with friends after school. They are looking forward to it." (p. 17)

"**Pronouns** we use a lot are:

- She/her for someone whose gender identity is girl or woman

	<ul style="list-style-type: none"> <li>• He/him for someone whose gender identity is boy or man</li> <li>• They/them for people who may <b>identify as non-binary</b>" (p. 18)</li> </ul> <p>"If you don't know what a person's gender identity is, you can <b>ask them what pronouns they use</b>. Changing pronouns is one way people show or express their gender. You may have always been called he/him, but you may feel like she/her or they/them are the pronouns that feel best for you. If you have pronouns that you want people to use for you, you can tell them." (p. 18)</p> <p>"We can all support each other by <b>using the pronouns and names that people ask us to use</b> for them. This is one way of showing respect for who people are." (p. 18)</p> <p><b>"Gender:</b> How people think and feel about themselves and what they call themselves in relation to masculine, feminine, in between, and beyond. Gender can include how you feel on the inside, how you show your gender on the outside, the things you do, and the people you want to be in relationships with." (p. 32)</p> <p><b>"Gender expression:</b> The different ways we show our gender to others, such as the clothes and colours we wear and the words we use to describe ourselves. Gender expression may look different from one person to another." (p. 32)</p> <p><b>"Gender identity:</b> Describes our gender inside and out. Gender identities include boy/man, girl/woman, transgender, queer, and more. Gender identities can change over time." (p. 32)</p> <p><b>"Non-binary:</b> A gender identity that describes not feeling like the binary choices of boy/man or girl/woman fit for you." (p. 33)</p> <p><b>"Transgender:</b> A gender identity that people use when their sex assigned at birth doesn't feel like it fits their gender identity. Someone may have been assigned female and called a girl, but they know they are a boy. Someone may have been called a boy, but feel like they are a girl. Some people use transgender when they feel in between or both." (p. 34)</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</i></p>	<p><b>No evidence found.</b></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><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>"The way we think about sex has a lot to do with the information we get growing up and with how the people who raise us and take care of us think about sex. <b>The way we think about sex is also influenced by ableism</b> in the world, that tells us which bodies are considered beautiful and sexy and which bodies are not. If you are interested in exploring sexual thoughts, feelings, and being sexual with someone, you might want something different from what your family and community want for you. You might be interested in <b>dating people of the same and different genders than you</b>. Or you may not be interested in dating or relationships at all." (p. 27)</p>
<p><b>14. UNDERMINES PARENTS OR 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>"People in our lives, including <b>our families may make assumptions about who we will or will not be attracted to</b>, and who we should or should not be attracted to, based on our identities." (p. 24)</p> <p>"There are people who deserve your trust and can help you think through your questions and feelings. <b>Find a friend who you can talk to who will keep your feelings and ideas to themselves</b> (if you want it to be kept private for now). You can also talk to an adult who you can trust who may know a little more about these things, or may be willing to work with you to find answers you need. Ask them for help to get more information – maybe it's online or visiting a health clinic." (p. 30)</p>
<p><b>15. REFERS CHILDREN TO</b></p>	



**HARMFUL RESOURCES**

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

**No evidence found.**

For the complete text of *Becoming You – Exploring Sexuality and Disability for Pre-Teens* see: [https://drive.google.com/file/d/1qQhPvy212o-MztCkmo0Jlmhl0ZlPrPUX/view?usp=drive\\_link](https://drive.google.com/file/d/1qQhPvy212o-MztCkmo0Jlmhl0ZlPrPUX/view?usp=drive_link)