

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 *Relationships, Sex & Other Stuff* (Western Australia)

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 13 OUT OF 15

Relationships, Sex & Other Stuff contains 13 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 booklet was written to help teens navigate the changes of adolescence, including relationships, sexting, pornography, sexuality, sexual orientation, gender identity, sexual intercourse, consent, and contraception.

Target Age Group: Teens

For the complete text of *Relationships, Sex & Other Stuff* see:

https://drive.google.com/file/d/1iaWjuRU9lKYWCUM558jKoPoZgzc0nDYP/view?usp=drive_link

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>“You will encounter many different situations and new ideas: there are new kinds of relationships, love and sex.” (p. 3)</p> <p>“This booklet mainly focuses on romantic and sexual relationships.” (p. 6)</p> <p>“What is sexting? Sexting is when someone uses the internet or a mobile phone to create, share, send or post sexual photos, messages or videos. Sexting may also be referred to as ‘nudes’ or ‘selfies’, so a sext might consist of a photo or video of someone who is nude, semi-nude, or in a sexual pose. People within a trusting relationship sometimes send sexts as an expression of their feelings and desires but there are still associated risks.” (p. 10)</p> <p>“Becoming older brings increased awareness of sexuality and being interested in</p>

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.

knowing what sex actually looks like. **Out of curiosity some young people might go looking for sexual images or videos online**, or they may happen across these by accident. Some types of sexual images and videos found online are extremely explicit and of a pornographic nature (or 'porn')." (p. 12)

"It not unusual to be curious about porn and to watch it; however, it's not a reliable or trustworthy source of information on which to base views and choices about sex." (p. 12)

"Sexuality refers to the sexual feelings and attractions we have towards others and the way these are expressed. There are differences in sexualities, and these are normal and form part of the broad range of human relationships and experiences. **A person's sexuality is a central part of who they are** and a major influence on an individual's thoughts, feelings and actions." (p. 13)



2. TEACHES CHILDREN TO CONSENT TO SEX

May teach children how to negotiate sexual encounters or how to ask for or get "consent" from other children to engage in sexual acts with them.

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.

"Consent: When a person is involved in any sexual activity, **everyone needs to provide consent**. Giving consent means that they are clearly and freely agreeing to the sexual activities that are happening or are likely to happen. Consent cannot be given if someone is drunk, under the influence of drugs or asleep." (p. 22)

"People have the right to change their mind about sex even during the act and to choose not to continue even though they agreed at the start. **Consent is paramount.**" (p. 22)

3. PROMOTES ANAL AND ORAL SEX

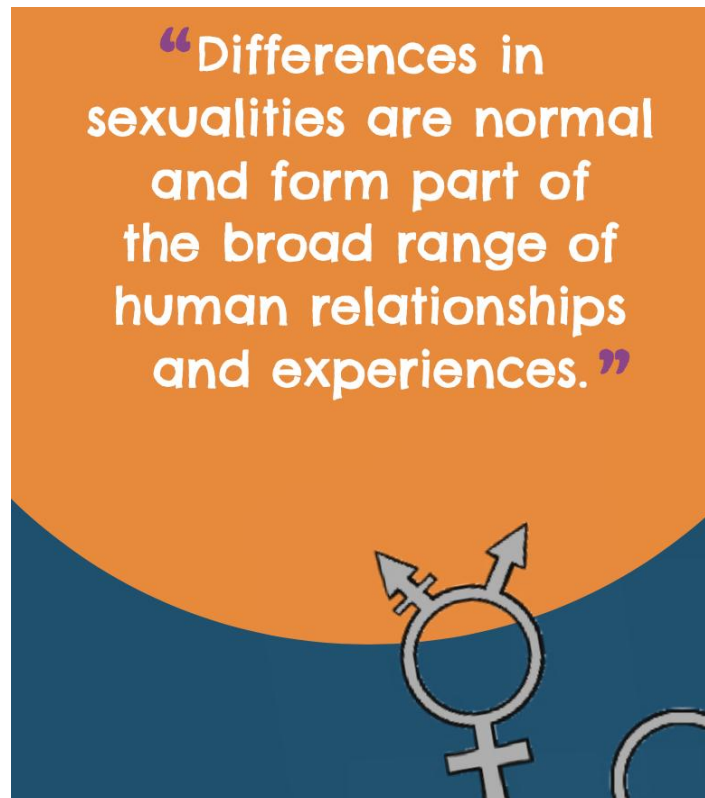
Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.

“Sexual intercourse is the act of having penetrative sex and involves an erect penis entering a woman’s vagina (in the case of male-to-female intercourse) or **entering a man’s anus (in the case of male-to-male intercourse)**. Such close and intimate physical contact is sometimes described as ‘making love’. (p. 20)

4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR

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.

“There is **diversity in sexuality** and for some it can take a while to understand their sexual identity. Our sexual orientation indicates to whom we are sexually attracted. **Sexual orientation can change over time** for some. The diversity of sexual orientation is quite normal. If you feel confused or worried about your sexuality or sexual orientation, it’s important to speak about it with someone you trust. There are also agencies that can be contacted to talk things through.” (p. 13)

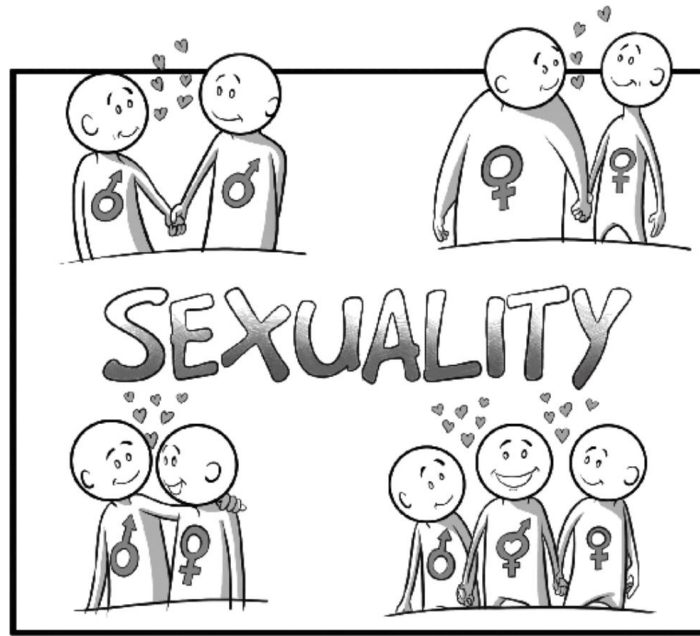


(p. 14)

“**Homosexuality** is the sexual and romantic attraction to people of the same sex. This is the case when women are attracted to women, and men are attracted to men. People who feel this way often identify as **being gay, or lesbian** for same-sex attracted women.” (p. 14)

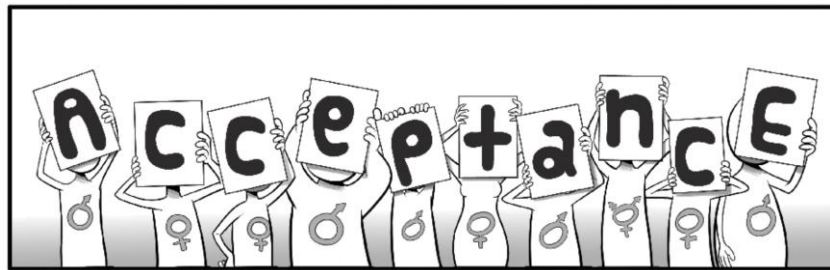
“**Bisexuality**: People who have sexual and romantic feelings for men and women may identify as being bisexual. Sometimes a person may engage in bisexual

behaviours but doesn't identify as bisexual." (p. 14)



Relationships, sex & other stuff

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(p. 17)

5. PROMOTES SEXUAL PLEASURE

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.

"In real life, having **sex with another person should be pleasurable** and respectful for both people with an ease of communication about safe sex." (p. 12)

"As you develop sexual feelings, you may also **feel ready to express your affection and love** through a sexual relationship." (p. 13)

6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION

While masturbation can be part of normal child development,

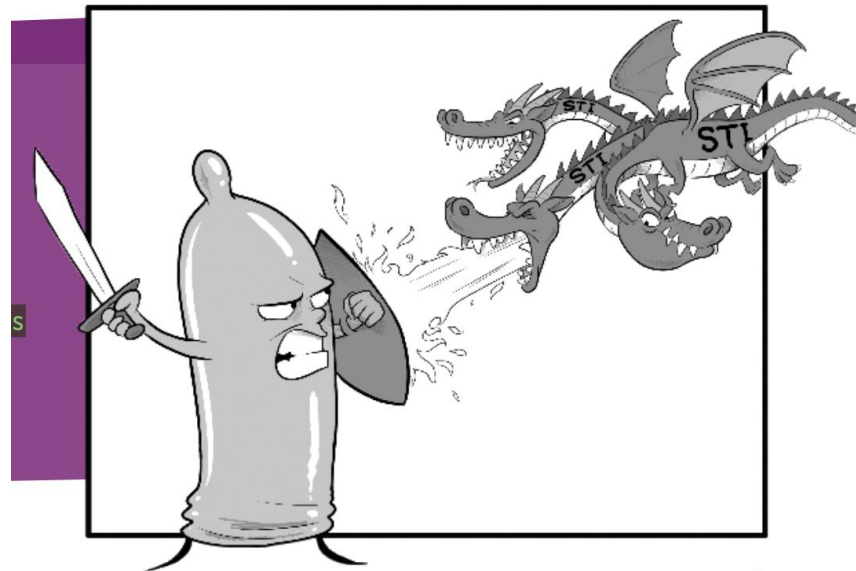
"**Masturbation**: One way people express and explore sexual feelings is through masturbation. Some people don't masturbate at all, or not often; others more frequently. Masturbation involves **touching, stroking or rubbing one's own genitals**. Sexual pleasure is different for everyone and so is masturbation. When someone masturbates, they become sexually excited and usually reach a peak of sexual excitement **called an orgasm, or 'coming'**. At that moment, all the built-

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.

up tension and excitement is released. When a boy orgasms he ejaculates, then the penis gradually goes limp. Masturbation may be someone's first sexual experience. It is a matter of personal choice and so long **as no one is hurt and it is done in private, masturbation is a normal and healthy practice.**" (p. 18)

7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS

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.



(p. 20)

"Safe sex means having sexual contact in ways that reduce the chances of becoming pregnant or contracting a sexually transmitted infection (STI). For example, not having sexual intercourse and only kissing, cuddling, massaging and rubbing each other's bodies is completely safe. **Safer sex means protecting the health of both you and your partner** by using a condom during intercourse. Using a condom during sex is called having '**protected sex**'. A condom is a tube of very thin rubber that covers the penis and is effective if used correctly. They can break, so it's recommended to use a water-based lubricant to help ensure it stays intact during sex. Condoms and lubricant are **readily available** at supermarkets and chemists, and some sexual health clinics provide condoms for free." (p. 21)

<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>“When you are sexually attracted to someone and they are attracted to you, you may reach a point when you want to express this physically.” (p. 19)</p> <p>“You may also like holding hands and cuddling, feeling the closeness of each other’s bodies, or touching each other’s genitals. Physical attraction may lead to decisions about having sex (intercourse). The best sex usually takes place within a well-developed, trusting relationship when both people are sure and ready.” (p. 19)</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>“People can be sexually involved out of curiosity, or because they think it will make them feel good, or they think it will bring them closer.” (p. 19)</p> <p>“Safer sex really starts right at the beginning – with talking to your partner and being sure that you both are ready and want to have sex.” (p. 21)</p> <p>“Sex: In relationships, sex means different things to different people. When most talk about ‘having sex’ they are usually referring to sexual intercourse (or penetrative sex). As you become more sexually aware, it is natural that you will be curious about sex. You might learn about it by exploring your own body, then learn more within a relationship. As you experience and learn more, you will find what you are comfortable with, what you like, what feels right and, importantly, what feels safe. Keep in mind that it’s possible to be sexual without having intercourse. Things like kissing, touching, rubbing and stroking are all things that feel good too. Knowing about all of these options can help you make informed choices that are best for you.” (p. 18)</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</i></p>	<p>“The term gender describes a range of characteristics relating to being male and female and is socially formed. Gender is also about how a person feels. Do they feel like a male or a female? Are they treated like a male or female by their family or community?” (p. 16)</p> <p>“Understanding gender involves knowing that the term biological sex usually refers to the sex of a person and the biological and anatomical differences between males and females. A person’s biological sex is typically defined and assigned at their birth based on the external appearance of their genitals. Our biological sex incorporates the nature of our internal sex organs (reproductive system), external sex organs (genitals), genes (traits and characteristics inherited from our parents), and hormones.” (p. 16)</p> <p>“A person’s gender describes how they act, or are expected to act, as a male or a female. However, there are some people who may not think of themselves as entirely male or entirely female. These people are often called transgender or</p>

<p><i>health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>gender diverse. If a person is transgender it means that they feel as though their gender on the inside is different to how they appear. So a person may look like a boy, for example, but inside they feel like they should be a girl. It is important to understand that not everyone is the same and to recognise and accept other people’s differences.” (p. 16)</p> <p>“Where there is confusion, help is available. For some young people it can be lonely and confusing getting to know their sexuality and gender identity, or to have sexual feelings which seem to differ from most around them. This confusion may be particularly hard to deal with while you’re still working out who you are, and at a time when the opinions of others count for so much.” (p. 17)</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>“The risk of an STI and unplanned pregnancy. Is sex going to be safe? Have you got condoms? Do you have other forms of contraception?” (p. 20)</p> <p>“Obviously, the most effective means of preventing an unplanned pregnancy is to abstain from sexual intercourse. However, for those who choose otherwise the safest and surest way is to use contraception. Some forms of contraception such as condoms also protect against STIs. Planning to become sexually active is a major decision that should be discussed with parents or another trusted adult before having sex. If two people decide to have sex, it is important for both partners to talk about contraception options and to consistently use contraception whenever having sex. The responsibility for contraception should be shared equally.” (p. 23)</p> <p>“There are many different types of contraception and it can be confusing deciding which method is right. No contraceptive method can be 100% guaranteed so it is important to be informed about the range of contraception available and to weigh up the risks and benefits of each. School nurses and doctors can provide information about these issues and options. The most common contraceptive option for boys and men are condoms, which help prevent both unplanned pregnancy and STIs.” (p. 23)</p> <p>“Common contraceptive options for girls and women also include condoms and:</p> <ul style="list-style-type: none"> • Contraceptive pill, which must be taken at the same time every day. • Implanon, a small plastic rod implanted under the skin of the arm that slowly releases hormones. <p>The human body is sophisticated, and geared towards reproduction, so contraception must be used as advised in order to be effective.” (p. 23)</p>



(p. 23)

12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY

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.

No evidence found.

13. UNDERMINES TRADITIONAL VALUES AND BELIEFS

May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.

No evidence found.

14. UNDERMINES PARENTS OR PARENTAL RIGHTS

May instruct children they have rights to confidentiality and privacy from their parents. May teach children about accessing

“Try talking to someone who cares about you and who can support you to help you become the person you want to be. This might be a **trusted and respected adult or friend, or your doctor, or a school counsellor**. You can always call the **Kids Helpline on 1800 55 1800**, especially if you are having problems talking to your family.” (p. 7)

“If you are uncomfortable about any of these issues, speak to a trusted adult or

<p><i>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>call the Kids Helpline for a free and confidential chat on 1800 55 1800.” (p. 11)</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 Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)</i></p> <p><i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</i></p> <p><i>(For more information on how Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigateIPPF.org)</i></p>	<p>“Support and further information:</p> <ul style="list-style-type: none"> ● Freedom Centre (08) 9228 0354 www.freedom.org.au ● Kids Helpline 1800 55 1800” (p. 17) <p>“If you want to speak with someone privately you can call the Kids Helpline: 1800 55 1800.” (p. 21)</p> <p>“Further information and help:</p> <ul style="list-style-type: none"> ● Get the Facts (WA Health youth website providing information on STIs, BBVs and relationships) www.getthefacts.health.wa.gov.au ● Freedom Centre (help with uncertainty about sexuality) Ph: (08) 9228 0354 www.freedom.org.au ● Headspace (help with mental health concerns) www.headspace.org.au ● Kids Helpline (online information, WebChat, email, and 24 hour telephone support for all concerns) Ph: 1800 55 1800 www.kidshelpline.com.au ● Sexual Assault Resource Centre (information and help in the case of sexual assault) Ph: (08) 9340 1828 ● Youth Beyond Blue (mental health support and information) www.youthbeyondblue.com” (p. 27)