

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

Senior Secondary Curriculum for Sierra Leone Subject Syllabus for Adolescent Health and Life Skills Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 12 OUT OF 15

***Subject Syllabus for Adolescent Health and Life Skills* contains 12 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: “Adolescent Health and Life Skills (ASHLS) aims to equip learners with knowledge, skills, and values that will empower them to make informed decisions about their sexual lives, prevent unintended pregnancy, sexually transmitted infections including HIV, and gender-based violence.” (p. 1)

Target Age Group: Secondary School Students

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
1. SEXUALIZES CHILDREN <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>“Sexuality and sexual behaviour (concepts of sex and sexuality, awareness of different types of sexual behaviours around the world, adolescence and sexual behaviour, the ways adolescents express their sexuality, how to make informed sexual decisions, privacy and consent, values and sexuality).” (p. 2)</p> <p>“Reflect on how adolescents can protect their sexual and reproductive health.” (p. 11)</p> <p>“Ask learners to develop a personal plan for their sexual and reproductive health and well-being.” (p. 11)</p> <p>“Subtopic 1.1: Definition of sex and sexuality and sexual life cycle. Learners will be able to:</p> <ul style="list-style-type: none"> • Recognize that people are sexual beings throughout their life cycle. • Understand that sex and sexuality is much more than sexual feelings and

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.

	<p>sexual intercourse.</p> <ul style="list-style-type: none"> Acknowledge that it is natural to be curious and have questions about sexuality.” (p. 20) <p>“Introduce the lesson by telling the learners that they are going to explore what is sex and sexuality, a subject that is often considered taboo. Write the word SEX in a circle in a middle [sic] of the blackboard and ask the learners to shout out all the words that they think are associated with the word SEX (words not sentences).” (p. 20)</p> <p>“Explain that we are sexual beings because we are all born with sexual organs and we remain sexual beings throughout our life.” (p. 20)</p> <p>“Discuss and clarify some of the myths below:</p> <ul style="list-style-type: none"> The right age to have sex is 18. If a girl loves her boyfriend, she should show it by having sex with him? [sic] Masturbation is harmful. Once a man becomes sexually excited, he cannot control himself and must ejaculate.” (p. 22) <p>“Introduce the session by explaining to the learners the importance of knowing and valuing their sexual organs. Ask the learners to draw in their note books the female external sexual organ, name the different parts and their functions. After sketch [sic] the female external sexual organ [sic] on the board and take the learners on a discovery journey of the female external genitalia. Do the same for the male external sexual organ [sic].” (p. 25 and p. 26)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i></p>	<p>“Apply effective communication, negotiation and refusal skills they can use to counter unwanted sexual pressure and employ safer-sex strategies.” (p. 15)</p> <p>“Subtopic 1.5: Understanding the importance of consent. Learners will be able to:</p> <ul style="list-style-type: none"> Acknowledge the importance of giving and perceiving [sic] sexual consent. Analyse factors that influence consent in sexual relationship [sic]. Analyse the benefits of giving and refusing sexual consent and acknowledging someone else’s sexual consent or lack of consent.” (p. 24) <p>“Explain that actually, no one has the right to touch any part of the body of the other person without asking and obtaining the express permission. Ask them to role play two scenarios: one when there is consent and the second one when there is no consent. Facilitate a discussion on the importance of always asking for consent before touching, kissing and having sex with someone. Analyse how gender norms, poverty, power, wealth, economic equality can influence consent.” (p. 24)</p> <p>“Develop guidelines for giving meaningful consent in a situation involving sex.”</p>

	<p>(p. 24)</p> <p>“Demonstrate communication, negotiation and refusal skills for countering unwanted sexual pressure or asserting the intention to practise safer sex, including the correct and consistent use of condoms and contraceptives.” (p. 26)</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>“Explain that during adolescence, young people have sexual feelings and attraction and want to express their sexuality. Facilitate a discussion on different ways adolescent [sic] express their sexuality (masturbation, oral sex, vaginal or anal sex penetrative sex, kissing, touching etc).” (p. 22)</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>“Subtopic 1.2: Types of sexual identities. Learners will be able to:</p> <ul style="list-style-type: none"> • Recognize that there are different types of sexual identities. • Acknowledge that people with different types of sexual identity exist in all parts of the world. • Analyse the laws on same sex relationships in Sierra Leone.” (p. 21) <p>“Explain that sexual identity which is also often referred to as sexual orientation is how one thinks of oneself in terms of to whom one is romantically, emotionally and/or sexually attracted. Research has shown that there are at least four types of sexual identities: 1) heterosexuals (those who are attracted to the opposite sex); 2) homosexuals (those attracted to the same sex: men who are attracted to men are called Gays and women who are attracted to women are called Lesbians), 3) bisexuals, those who are attracted to both the same and opposite sex) and 4) asexual (those who do not have any sexual feelings and do not want to have sex).” (p. 21)</p> <p>“Explain that those four sexual identities exist in all part [sic] of the world. However, homosexuals (Lesbians and Gays) and bisexuals often face many human rights violations because of the way society perceives them and there are laws which forbid practice.” (p. 21)</p> <p>“Find out:</p> <ul style="list-style-type: none"> • Group 1: How homosexuals and bisexuals are perceived in Sierra Leone? • Group 2: What does the law say about same sex relationships in Sierra Leone and reflect on the origin of the law? • Group 3: Analyse how the existing law on same sex relationship can [sic] • Group 4: Analyse how the western society’s perceptions about homosexuality has evolved over the years.” (pp. 21-22)

<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>May teach children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>No evidence found.</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>“Acknowledge that many boys and girls begin to masturbate during puberty or sometimes earlier and it does not cause physical or emotional harm but should be done in private.” (p. 22)</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. 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>“Homework – Provide advice to friends who want to carry out the following decisions: ...You have decided to use a condom every time you have sex.” (p. 16)</p> <p>“Facilitate a question-and-answer session between the health agent and the learners. Ask the learners to demonstrate the correct use of condom [sic] (if the school allows it).” (p. 35)</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>“Every young person has to make decisions about their sexual and reproductive health.” (p. 1)</p> <p>“Ask the learners to analyse and respond to various real-life scenarios involving topics such as healthy eating, smoking, deciding to have sex, and goal-setting. Facilitate a discussion on how gender inequality, poverty, wealth, power and economic inequalities, violence, or position in society.etc. [sic] can influence decision making about sexual behaviours.” (p. 16)</p> <p>“Reflect and write about what you would do if a friend put pressure on you to have sex and you do not feel ready for that.” (p. 18)</p> <p>“Reflect on how plans for their future can be impacted by the decisions you take in relation to sex and relationships.” (p. 22)</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>“Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.” (p. 11)</p> <p>“Learners will be able to:</p> <ul style="list-style-type: none"> • ...Assess how STIs affect adolescents [sic] sexual and reproductive health. • Consider and apply risk reduction strategies to STIs, including HIV and/or to prevent transmission of STIs to others” (pp. 35-36)
<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</i></p>	<p>No evidence found.</p>

<p><i>gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></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>“Subtopic 3.2: Prevention of pregnancy. Learners will be able to:</p> <ul style="list-style-type: none"> • Acknowledge that preventing pregnancy is the responsibility of both girls and girls [sic]. • Analyse effective methods of preventing unintended pregnancy and their associated efficacy. • Correct myths about modern contraceptives, condoms and other ways to prevent unintended pregnancy.” (p. 28) <p>Lesson resources: “Condoms; Contraceptives (can be acquired from health centres); Health agent from the clinic or hospital” (p. 28)</p> <p>“Subtopic 3.3: Dangers of unsafe abortion. Learners will be able to:</p> <ul style="list-style-type: none"> • Explain why unsafe abortion poses a serious health risk to girls and women. • Describe ways to prevent unsafe abortion. • Analyse the existing national laws regulating abortion.” (pp. 28-29) <p>“Ask the learners if they have heard about the word abortion before? [sic] If yes, what is it?” (p. 28)</p> <p>“Present WHO definition and facts abortion [sic]. Explain the difference between safe and unsafe abortion. Explain the negative consequences of unsafe abortion. Discuss strategies the government can put in place to protect girls and women from unsafe abortion. Analyse the pros and cons of the new safe law on safe motherhood.” (p. 29)</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>“Subtopic 2.3: Sexual and reproductive health rights and human rights. Learners will be able to:</p> <ul style="list-style-type: none"> • Distinguish between sexual rights and reproductive rights. • Identify human rights instrument [sic] that protect the sexual and reproductive health rights of adolescents. • Advocate for the sexual and reproductive rights of adolescents.” (p. 12) <p>Note: <i>There are NO binding international human rights instruments that protect the sexual rights of adolescents.</i></p> <p>“Explain that sexual and reproductive health rights are human rights. Ask the learners what is their understanding of sexual and reproductive health rights? Emphasise the difference between sexual rights and reproductive. [sic] Explain that access to education and sexual and reproduction [sic] health services is a right. Identify sexual and reproductive services young people have the right to access. Facilitate a discussion on how the sexual and reproductive health rights of adolescent girls are violated. Discuss how young people can defend their</p>

	<p>sexual and reproductive health rights.” (p. 12)</p> <p>“Homework: Research the problems adolescents face in accessing sexual and reproductive education and services.” (p. 12)</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>“At the end of the course students will have a sense of self; understand the importance of gender equality and gender equity; be able to express personal beliefs and values and commit to continued personal reflection.” (p. 2)</p> <p>“Reflect on how gender norms prevent girls from achieving their potential.” (p. 8)</p> <p>“Tell them that gender norms are perpetuated through religious and cultural beliefs. Emphasize that gender norms are not universal, nor static and can be changed. Facilitate a discussion on how the society views girls and women and how those perceptions prevent girls from achieving their potential.” (p. 8)</p> <p>“Identify gender based discriminatory practices against girls at home and at school.” (p. 8)</p> <p>“Question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result.” (p. 9)</p> <p>“Debate on what the government is doing to protect adolescents sexual and reproductive health. Discuss the role of sexuality education to equip adolescents in making healthy choices. Invite a resource person from UNFPA, WHO or the Ministry of health to give a talk on the issue.” (p. 11)</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>No evidence found.</p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES</p> <p><i>Refers children to harmful</i></p>	<p>This program refers repeatedly to the international curriculum <i>It’s All One</i>, a rights-based sexuality curriculum published by the Population Council in collaboration with the International Planned Parenthood Federation. (pp. 5, 7, 8, 9, 17, 22, 24, 29)</p>

websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)

Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.

(For more information on how Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigatelPPF.org)

“For more information on **gender roles and stereotypes**, see: <https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/what-are-gender-roles-and-stereotypes>” (p. 9)

“For more information on **sexual and reproductive health and rights**.

- [Sexual and reproductive health and rights – deconstructing the myths](#) – YouTube
- [Adolescent health and the importance of sexuality education](#) – YouTube
- [Teen Health: Sexual Health](#) – YouTube” (p. 11)

“For more information on **sexual and reproductive health and rights**, see:

- WHO resource
- Plan International resource – <https://plan-international.org/publications/sexual-and-reproductive-health-and-rights/>
- Sexual and reproductive health (SRH) from Medecins du Monde – <https://www.youtube.com/watch?v=OktA323jXzg>
- Sexual and Reproductive Rights from Global Citizen – <https://www.youtube.com/watch?v=snc-fAesIH4>
- The changing world of adolescent sexual and reproductive health and rights (WHO) – <https://www.youtube.com/watch?v=GlD1OoZ6eec>” (pp. 12-13)

“For more information on **sexual identity and orientation and sexual rights**, see:

- Sexual rights: an IPPF Declaration: https://www.ippf.org/sites/default/files/sexualrightsippfdeclaration_1.pdf
- Understanding sexuality: [shoc understanding sexuality pdf 30september15.pdf](#) (uq.edu.au)
- For more information on sexual identity and orientation, watch: [Sexual Orientations Explained: Lesbian, Gay, Heterosexual and Bisexual](#) – YouTube” (p. 21)

Note: The “Understanding sexuality” link is no longer active.

“[Understanding Consent](#) – YouTube” (p. 24)

“[Tea Consent \(Clean\)](#) – YouTube” (p. 24)

“For practical **exercises on values and sexuality**, see:

- Comprehensive sexuality education (CSE) Toolkit, Norwegian Aid=Act Alliance: <https://www.kirkensnodhjelp.no/globalassets/cse/comprehensive-sexuality-education-toolkit-trainers-manual.pdf>
- [Sexuality, Faith and Culture](#) – YouTube” (pp. 24-25)

Note: The link from Norwegian Aid=Act Alliance is no longer active.

“For more information on the names and functions of the **female external sexual organ**, see:

- <https://www.plannedparenthood.org/learn/health-and-wellness/sexual-and-reproductive-anatomy/what-are-parts-female-sexual-anatomy>
- <https://www.msdmanuals.com/home/women-s-health-issues/biology-of-the-female-reproductive-system/female-external-genital-organs>” p. 25)

“Internet resources: <https://www.health.qld.gov.au/news-events/news/types-contraception-women-condoms-pill-iud-ring-implant-injection-diaphragm>” (p. 28)

“For more information on creative **exercises on unsafe abortion**, see:

- It’s All in [sic] One Curriculum – https://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneActivities_en.pdf
- WHO resource on abortion: <https://www.who.int/news-room/fact-sheets/detail/abortion>
- [What is Unsafe abortion? Explain Unsafe abortion, Define Unsafe abortion, Meaning of Unsafe abortion](#) – YouTube
- [Sharing my abortion secret – Talk It Out](#) – BBC Africa – YouTube
- [The reality of unsafe abortion – Catherine's story](#) – YouTube” (p. 29)

For the complete text of *Subject Syllabus for Adolescent Health and Life Skills* see:

https://drive.google.com/file/d/1_65UX3hSU46XiBOmJwOUpyTzI2Fpb8W1/view?usp=drive_link