

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

Taking a Pleasure-Based Approach to CSE

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 13 OUT OF 15

***Taking a Pleasure-Based Approach to CSE* 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 course is designed for educators who facilitate Comprehensive Sexuality Education (CSE) sessions for young people. The course supports the International Planned Parenthood Federation (IPPF) CSE curriculum and is divided into two parts. Part 1 aims to help educators develop the confidence and ability to include discussions of sexual pleasure while Part 2 provides activity suggestions that can be used within CSE sessions.

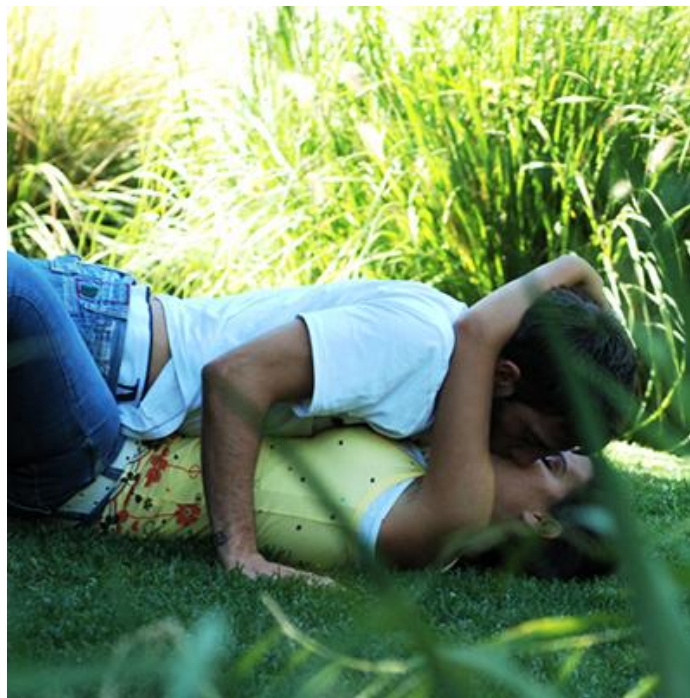
Target Age Group: CSE educators who teach young people

Connections: IPPF, The Open University, FPA India, RFSU, Sex & Samfund, Rutgers

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>	“Please note this course contains a small amount of sexually explicit material and asks you to think about your own experiences and ideas about sex and sexual pleasure.” (https://www.open.edu/openlearncreate/course/view.php?id=3764#tabs-2) “People have sex because: • it’s fun, for pleasure • we want to get closer to someone we like or are in love with – for reasons of intimacy • we are curious • we want to feel attractive and ‘wanted’ • we need to have sex to earn money or have security • we want to have a baby • it makes us feel ‘powerful’ (for reasons of status) • we want to act out our sexual fantasies • we are forced.” (Lesson 1)

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.

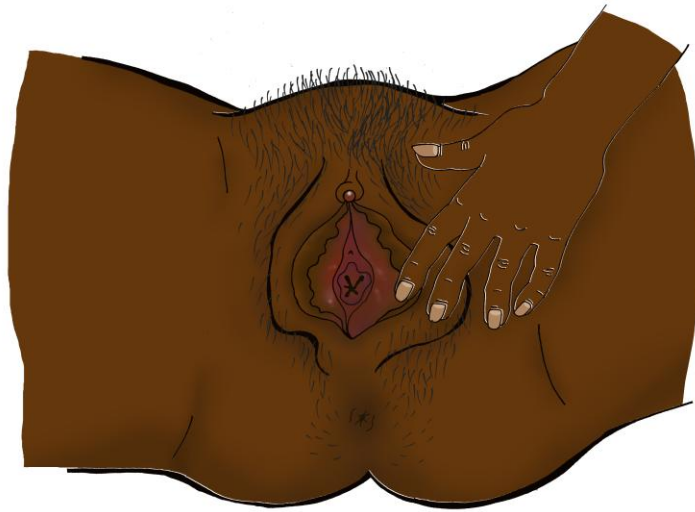
² CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of the label, 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.



(Lesson 3)



(Lesson 4)



(Lesson 4)

“Ask your students to **suggest as many words as they can for sexual organs**. Write them all down in a list on a chalkboard or a large piece of paper. Without judging the values and connotations of the different words, discuss what words are good or best to use in different settings.” (Lesson 4)

“The next activity develops **knowledge about sexual pleasure** by focusing on arousal and on the clitoris.” (Lesson 4)

“A simple way to **explain an orgasm** is to say that it is ‘the peak of sexual feeling.’ An orgasm doesn’t feel the same every time; sometimes it is weaker, sometimes stronger. **Very young children** who have not reached puberty can **also experience orgasms**.” (Lesson 4)

“Choose a clip that you would be happy to show in a CSE session. If you are not able to show video [sic] you could try to pick a very famous film which the class can call to mind and relate to. Show the young people the scene and ask them some questions like these:

- What messages is the scene giving the audience about gender and sexuality?
- How do these people **communicate about sex and desire**?
- Is sex mentioned? If so, do you think they are using condoms or contraception?
- Do you think it shows a positive relationship?
- How likely do you think it is that this love scene will **lead to pleasurable sex for both people**?
- You may wish to add new questions or remove the ones that don’t fit so well with the scene you have chosen.” (Lesson 5)

“**Porn can be fun** – people can use it to get aroused or to find out about different sexual practices. But it can also portray negative stereotypes about ‘masculine’ and ‘feminine’ desire and place unrealistic expectations on young people about what ‘good’ sex is.” (Lesson 6)

	“It aims to demonstrate how sex can mean different things to different people and that there are many more sexual practices possible than just penis-in-vagina intercourse.” (Lesson 6) “Tell the group that the aim of this activity is to think about what we mean by ‘sex’. Divide people into groups of between 3 and 5. Tell them they have 5 minutes to think of as many things as they can that they think count as ‘sex.’” (Lesson 6)
2. TEACHES CHILDREN TO CONSENT TO SEX <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> <i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i>	“You’re not just born and you know what you like and what you don’t like. You have to experience things. And so this is the teenage years, where people experience their sexuality, experience themselves, their bodies. And when you’re old enough, when you’re no longer a teenager, then you know what you like and what you don’t like. And this is when you start drawing your boundaries, and this is when you should also start talking to people and partners that you have about them. I can’t imagine someone having the pleasure if they’re not respecting boundaries, they’re not communicating, if they’re not – if there’s no consent. So all of these are ways that could lead you to have a pleasurable time.” (Lesson 3 Video, Kawtar) “Three Handshakes – An activity for learning how consent feels https://bishtraining.com/three-handshakes-an-activity-for-learning-how-consent-feels. Ask people to shake hands with others, or greet in another way that feels comfortable to them, and then ‘score’ this handshake by analysing how it felt. Then they prepare to do a second handshake by first negotiating with their partner, for example they might discuss the tightness of the grip, whether they’d prefer to just wave at each other instead, etc. Then the group discusses how this felt compared to the first greeting. For the third handshake they will be asked to really pay attention to the other person, building on what they’ve learnt and to try a greeting they feel will be mutually beneficial. Finally, the group discusses how they found the activity and what they discovered about the three versions of their greeting. In your comments on the activity, you can bring out the analogies with sexual consent – there are suggestions on how to do this in the lesson plan.” (Lesson 5)
3. PROMOTES ANAL AND ORAL SEX <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>	“Is sex something that only relates to the genitals? What other parts of the body can be part of sex? (e.g. Hands, mouth, nipples? Other sensitive places on the body? It depends on the individual?)” (Lesson 6)
4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR <i>Normalizes or promotes</i>	“Rohan is 17 and in his first romantic relationship. He and his boyfriend are ready to have sex. He knows from school that you’re supposed to use condoms to help prevent STIs, but he’s worried they’ll reduce sensation. In the porn he’s

<i>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>	seen no one uses condoms, so they must have overexaggerated the risks in his school lessons when they showed all those horrible photos of diseased genitals!" (Lesson 2) "Diversity: it's important to make sure that sex education includes all kinds of sexual orientations. Rohan should learn that having a same-sex relationship is just as valid as an opposite-sex relationship." (Lesson 2) "STIs and communication: a more sex-positive approach would have taught Rohan about the realities of being in a same-sex relationship, including how to discuss using condoms, or trying other, lower-risk sexual activities which could be just as pleasurable." (Lesson 2) "Women have more orgasms when they have sex with another woman, but significantly fewer when they have sex with a man." (Lesson 4)
5. PROMOTES SEXUAL PLEASURE <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>	"By the end of this course you should be able to: • demonstrate a holistic understanding of the significance of sexual pleasure to wellbeing • discuss why it is important to include discussion of sexual pleasure within CSE sessions • discuss some of the barriers to discussing sexual pleasure in CSE sessions • be aware of the ways in which discussion of sexual pleasure can be integrated into other CSE topics • feel more confident in choosing methods and activities to include discussion of pleasure in CSE." (https://www.open.edu/openlearncreate/course/view.php?id=3764#tabs-2) "The important thing to remember is that just as we eat for pleasure, we also have sex for pleasure." (Lesson 1) "Eating and having sex are both a part of everyday life. But it's far more taboo to talk about why people enjoy sex than why people enjoy eating. That's why especially in CSE it's important to highlight 'pleasure' – the longing to feel happiness, contentment or excitement through sex, physically and/or mentally, with or without love – as one of the main reasons to have sex." (Lesson 1) "We also need to think about what young people need in order to have pleasurable sexual experiences. For example, they need to have a choice and not be forced into sex. Likewise, feeling guilty about sex is unlikely to enhance our pleasure; being stressed or anxious is also likely to have the same effect." (Lesson 1) "A further definition of pleasure starts: Sexual pleasure is the physical and/or psychological satisfaction and enjoyment derived from solitary or shared erotic experiences, including thoughts, dreams and autoeroticism." (Lesson 1)

“What are the benefits of taking a positive approach? And, if we don’t talk to **young people about sexual pleasure**, where else can they go to learn about it?” (Lesson 2)

“In this learning session, you learnt that it is important to recognise that **sexual pleasure is a fundamental aspect** of all people’s quality of life/health and well-being.” (Lesson 2)

“This session aims to help you to ensure that **sexual pleasure is included in sessions which focus on the body and anatomy**. Sexuality education has often focused on bodies and anatomy. While this is obviously a very important element, it’s also now agreed that a more modern and positive approach to teaching about sexuality includes a wider understanding of sexuality and wellbeing – **and sexual pleasure in particular**. If we only teach about bodies in relation to reproduction, **we exclude young people who want sex but not children**, and people who cannot have children but still want to have sex.” (Lesson 4)

“Now ask the group ‘**What parts of the body are involved in sex, desire and pleasure?**’ If no one mentions the brain (where much sexual response actually starts), you can add it and ask what they think you mean.” (Lesson 4)

“**Your body has many pleasurable places to discover**. Trying out new places can feel exciting. Many people discover what gives them pleasure and they often do the same things each time they have sex. Even though people can find pleasure all over the body, some parts are particularly sensitive to touch. The clitoris is the part that is the most sensitive to sexual touch. **Stroking the clitoris** is also the way most women have an orgasm. Parts of the clitoris are outside the body. The head and the foreskin. If you’ve been circumcised the outer parts may have been removed but most of the clitoris is inside the body. When you become aroused the vagina opens and becomes deeper, your sexual organs swell and become extra sensitive to touch. The erectile tissue of the clitoris is filled with blood and you have an erection. The same thing happens to the penis, it swells and also becomes extra sensitive to touch. This is particularly true for the head of the penis.” (Lesson 4, RSFU Video Transcripts)

“When you become aroused slippery moisture is created by the walls of your vagina. This moisture is called lubrication. If you don’t have lubrication it can be unpleasant or even painful to have sex. The same is true for putting something in the vagina. If you don’t have a lot of lubrication you can use a lubricant but a lubricant won’t make sex pleasurable if you aren’t aroused at the same time. If you use a lubricant together with a condom, only use water or silicone-based lubricants because using oil can make the condom break. The most important pleasure centre in your body is your brain, what you think about and feel before sex about your body and about your partner all these have an effect on your ability to enjoy sex.” (Lesson 4, RSFU Video Transcripts)

“This learning session helps you to **include sexual pleasure within your CSE sessions** when you are focusing on sexual behaviours and practices. Sexuality

	education usually includes discussion on sexual behaviours and practices, but often any mention of sexual pleasure is excluded from these sessions. Discussing issues like contraception and safer sex is very important, but, as you will now realise from previous sessions, it is not comprehensive and sex-positive sexuality education without including sexual pleasure." (Lesson 6) "Lust and pleasure should be a central part of sex for everyone involved." (Lesson 4) "Explain to students that in a sexual situation of any sort (whether kissing, sexual intercourse or something else), you should experience good feelings. These good feelings should be in your body, mind and emotions." (Lesson 4) "Your body tells you when you want to have sex. It's as if it longs to be touched! Your body wants to be close to the other person's body. Your sexual organ is swollen/wet and you may feel positive feelings such as a tingling or pounding in other parts of your body." (Lesson 4) "How will you know that sex is pleasurable for both of you?" (Lesson 5)
6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION <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>	"If we view sex as being about more than just penetration for procreation, we can come to a better understanding of how pleasurable the various other methods of sexual intimacy can be (hugging, kissing, touching yourself or each other, exploring, licking, talking, etc.). This is especially important for young people who want to be intimate and experience sexual pleasure, but don't feel ready to have full sexual intercourse." (Lesson 1) "Finally, we mustn't forget masturbation! This is a source of sexual pleasure too, and for many young people it's their main way of experiencing sexual pleasure." (Lesson 1) "Masturbation and pleasure: masturbation is a safe and healthy way to learn more about what feels good for you. Sometimes people learn more about what they like from sex with partners through this self-discovery, too. Jessica could learn about orgasms and how to evaluate the messages she gets from the media and from porn through her own experiences." (Lesson 2) "Myths and taboos about masturbation are still strong in many cultures. Even where it is not strongly stigmatised it may still be something which people refuse to talk about with children, but Abha is right when she says masturbation is not harmful." (Lesson 2) "Most people enjoy touching themselves and it can be a good way of getting to know your body. You don't feel the same pressure as if you're with another person. I think most people do it, but if you don't feel like it that is also OK." (Lesson 3) "How well do you find pleasure in yourself? ... How well do you appreciate yourself seeing your nakedness? Because if you don't, another person will see it,

and you won't even feel comfortable with it." (Lesson 3 Video, Joel)

"You have to want to have sex in order to enjoy it. **You can have sex with others or by yourself. Having sex with yourself is called masturbation** and it's something most people do no matter what their gender. **Many also masturbate even if they have a partner**, sometimes together, sometimes alone. Different things can be pleasurable at different times, that's why it's important to be open and curious about the other person's wishes and boundaries. Finding a way to show and tell your partner what you like often makes sex better and more pleasurable." (Lesson 4, RSFU Video Transcripts)

"Is sex always something that takes place between two people who are in the same space? (No, it can be **with oneself – masturbation** – or with someone who is not in the room – sexting, telephone sex – or consider the possibility that more than two people can be involved.)" (Lesson 6)



(Lesson 3)

"Masturbation can be a **very good way to find out about your own body** and what you like." (Lesson 6)

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.



Figure 1.6 Condoms are about communication

(Lesson 1)

“A *risk-based* approach to condoms might be to warn young people about the risks of STIs and pregnancy, and to say that the best way not to get an STI is to avoid sex and if you can’t abstain, to always use a condom. A **positive approach** would talk about the risks of STIs and pregnancy, but would include **why condoms are needed** to prevent these. However, it would also talk about how to negotiate safer sex/condom use; what to do in different situations where a condom might be needed, **how to get them and how to use them**. A positive approach recognises that condom use is about what happens when two (or more) people meet. Therefore, it would discuss communication, and also get young people thinking about the difficulties they might face – like girls that might be seen as ‘bad’ if they suggest condoms or carry condoms with them. Here it’s not the condom that is a problem, it’s society’s view on girls’ sexuality.” (Lesson 1)

8. PROMOTES PREMATURE SEXUAL AUTONOMY

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.

“A positive approach focuses on sexuality as a potential source for well-being and pleasure in people’s lives. It aims to **support people to be able to choose safely, to enjoy their sexuality safely** no matter what their sexual orientation or gender identity is.” (Lesson 1)

“Meera is a 23-year-old single woman who volunteers as a sexuality educator. She is facilitating a session with a group of adolescent girls of mixed religion aged between 13 and 15. Part of the session involves Meera introducing the idea that **girls and women should be able to enjoy sex**, be able to tell their partner what they like or do not like sexually, and should be able to protect themselves from STIs or unwanted pregnancy by getting male partners to wear a condom.” (Lesson 3)

9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD

““Before we go through to the bedroom, **have you got any condoms?**”” (Lesson 5)

“It’s important to really think about how you approach teaching young people

Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing. 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.

about their sexuality. Here’s what Hans, one of our writing team wrote: Being positive about young people’s **sexuality involves respecting them as sexual beings – in their thoughts, fantasies, questions and experiences.** Experiences can include being in love with an idol or secretly with a class mate [sic], fantasising about a person and the sexual acts you might like to do with them, and **exploring your body with a friend**, or even being sexually active with someone. Part of this positivity is taking young people’s questions seriously and trying to answer them in a supportive and non-judgemental way. A positive approach sees young people as competent and capable persons. But they need knowledge and support. It’s also about realising that **a lot of young people have been engaged in some form of sexual activity by age 13**, like playing ‘truth or dare’, exploring each other or touching themselves/masturbation.” (Lesson 1)



(Lesson 3)

“It is always good to talk to your girlfriend but it can be a bit awkward. You could try to stroke her thighs or offer her a massage and perhaps put her hands on your stomach. Or if you’re a girl you can put them **on your breasts to show her where you would like her to touch you.** If you kiss you will feel if she wants the same.” (Lesson 3)

“We love each other.
We listen to each other.
We have pleasurable sex.
We are faithful to each other.
We can laugh together.
We respect each other’s boundaries.
We try out different types of sex.
We have shared dreams of the future.
We treat each other with respect.
We have fun together.

	Explain that this is one person’s vision of a really good sexual and romantic relationship. Ask the participants to imagine their ideal romantic relationship. Ask them to write down their own list similar to the one above.” (Lesson 5)
10. PROMOTES TRANSGENDER IDEOLOGY <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>	No evidence found.
11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN <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. May encourage the use of contraceptives, while failing to present failure rates or side effects.</i>	“She can’t discuss the contraceptive methods she learnt about at school with her husband and thinks if she goes to a clinic she will be turned away because she is married and so should be wanting babies.” (Lesson 2) “Show the young people the scene and ask them some questions like these: 1. What messages is the scene giving the audience about gender and sexuality? 2. How do these people communicate about sex and desire? 3. Is sex mentioned? If so, do you think they are using condoms or contraception?” (Lesson 5) “Ask your group whether they think films and television should include mention of condoms or contraception in love scenes to make them more realistic.” (Lesson 5) “Discussing issues like contraception and safer sex is very important, but, as you will now realise from previous sessions, it is not comprehensive and sex-positive sexuality education without including sexual pleasure.” (Lesson 6)
12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY <i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to</i>	No evidence found.

<i>advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.</i>	
13. UNDERMINES TRADITIONAL VALUES AND BELIEFS <i>May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i>	"Challenging social norms about gender, age, sexuality, etc. are an important part of CSE." (Lesson 3) "In the previous activities, we have thought about social and personal values and norms that influence if and how we talk about sexual pleasure. However, in just about every country in the world, government places restrictions on our ability to talk with young people about sexuality and pleasure." (Lesson 3) "We should then move on to empathy and basically attitudes towards sexual diversity. So when we talk about empathy and attitude towards sexual diversity, we would open up the arena for discussions on many issues which may revolve around homosexuality, the transgender population, and many such things that are really not discussed. And I think in that particular context, while pleasure and pleasure-related information is being imparted, it would be better accepted in that particular context. So in the context of understanding sexual diversity, I think weaving in the pleasure component is likely to register better with people. And I think towards the end of such information imparting sessions, they should always be an emphasis on communication skills - your ability to express, your ability to talk, your ability to be able to get across to another person." (Video, Dr Vinay Mishra, Clip 2)
14. UNDERMINES PARENTS OR PARENTAL RIGHTS <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>	"It's also been my experience that as we move on in this particular area, we could incorporate issues that revolve around self-esteem and assertiveness and are basically talking about the self in very clear ways. The reason why I say that is because if we come straight away into sexuality-related information, it just has people have their guards go up, particularly parents. And therefore, there's a lot of resistance. However, when you talk about self-esteem and self-respect and assertiveness-related skills, they would probably understand it as something that would help their personalities grow and would probably be developing a sense of well-being in their children. And therefore this would just mean at least minimal resistance at school level." (Video, Dr Vinay Mishra, Clip 2)
15. REFERS CHILDREN TO HARMFUL RESOURCES <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,</i>	"RFSU: Lust and pleasure https://youtu.be/AXaJL8KhHo" (Lesson 3) "If you would like to explore 'good feelings' further, <i>Sex on the map</i> is an animated educational film aimed at teenagers. In the film, we follow Abdu and Melody in their fumbling attempts to have sex for the first time with a partner. https://www.youtube.com/watch?v=T-XAR8Plqbs&list=PLtObJKa3H4Ky62IQVXrluPko-pcLChQbb&index=3" (Lesson 4)

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.InvestigatethePPF.org)

“Sex: Your own way is an English-language booklet which has been designed for teenagers by the Swedish Association for Sexuality Education (RFSU). You can read this for ideas on how to put the concepts learnt in this learning session into straightforward language. Pages 8–13 give more detail on pleasant bodily sensations and the body’s sensual places.” (Lesson 4)

“Brook: <https://www.brook.org.uk/>”
(Lesson 5)

Note: ‘Brook’ is a sexual health and wellbeing informational website.