

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 *Rights, Respect, Responsibility Teacher's Guide* Updated 2024

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 10 OUT OF 15

Rights, Respect, Responsibility Teacher's Guide - Updated 2024 contains 10 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 analysis covers the Teacher's Guide for the K-12 *Rights, Respect, Responsibility* CSE curriculum. Though the teacher's guide scores a 10/15, it is important to note that the actual curriculum scores a 15/15 and is one of the most explicit curricula available.

Target Age Group: K-12

Planned Parenthood Connections: Advocates for Youth

For the complete text of *Rights, Respect, Responsibility Teacher's Guide Updated 2024* see:
https://drive.google.com/file/d/18w9I5ggCuCm4-GCbB5q_W4Xo1Ug1q3q-/view?usp=drive_link

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</i>	<p>"Advocates for Youth partners with youth leaders, adult allies, and youth-serving organizations to advocate for policies and champion programs that recognize young people's rights to honest sexual health information; accessible, confidential, and affordable sexual health services; and the resources and opportunities necessary to create sexual health equity for all youth." (p. 4)</p> <p>"Sexual development is also a lifelong process. Infants, children, teens, and adults are sexual beings. Just as it is important to enhance a child's physical, emotional, and cognitive growth, so it is important to lay foundations for a child's sexual growth. Adults have a responsibility to help young people understand and accept their evolving sexuality." (p. 8)</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.

<p><i>discussion of sexual experiences, attractions, fantasies or desires.</i></p>	<p>“The teacher may start this process by asking students, ‘What might make it difficult for us to feel comfortable as we talk about sexuality?’” (p. 13)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p>	<p>No evidence found.</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>Example of Knowledge or Skills questions students may ask: “What does ‘oral sex’ mean?” (p. 14)</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>“Today, LGBTQ-inclusive sexual health education is at risk. Certain small, organized factions across the United States continue to conduct coordinated attacks to gain control over what is taught and considered acceptable in public school including sexuality and HIV education.” (p. 5)</p> <p>“For many teachers, understanding the language and terminology related to sexual orientation and gender identity is a useful place to start. There are many good sources for defining terms related to gender and sexual orientation. The Glossary below lists terms that are either directly quoted or adapted from various definitions in order to provide the clearest guidance for teachers using this curriculum. However, don’t let not understanding the difference between ‘asexual’ and ‘pansexual’ prevent you from teaching the basics of sexual orientation and gender identity.” (p. 21)</p> <p>“Similarly, in early grades, relationships may be described using gender-neutral language, such as ‘when two people are in love’ or ‘a couple...,’ or teachers may discuss families with ‘two mommies’ or ‘two daddies’ while not explicitly</p>

	<p>discussing sexual orientation. This approach keeps the earlier grade lessons fully inclusive and supportive of all sexual orientations and relationships while remaining developmentally appropriate by not specifically discussing the more complex concept of sexual orientation. Later lessons, however, explicitly introduce and explore the concept of sexual orientation as falling along a spectrum. In middle school and high school lessons, the terms ‘partner’ and ‘same-sex relationships’ are used deliberately and proactively both to avoid heteronormativity (the assumption that people and relationships are heterosexual unless proven otherwise) and to help students explore, at a developmentally appropriate level, the full range of sexual feelings and expressions both in and out of relationships.” (p. 21)</p> <p>“Sexual Orientation: the gender or genders of people one is attracted to emotionally, sexually, and/or romantically. Everyone has a sexual orientation. It is not necessary to engage in sexual behaviors to know what your sexual orientation is. Some sexual orientations include asexual, bisexual, gay, heterosexual, lesbian, pansexual, and queer.” (p. 24)</p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>Teaches children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>“Penis: body part that contains the urethra, which urine and semen pass through to leave the body; very sensitive to touching or rubbing which can cause pleasure or orgasm.” (p. 23)</p> <p>“Orgasm: a moment of intense pleasure as a body’s tension during sex is released; orgasms usually result from stimulation of the penis (typically accompanied by ejaculation) and of the clitoris.” (p. 23)</p> <p>“Clitoris: body part located above the urethral opening, very sensitive to touch and often produces pleasure.” (p. 23)</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>No evidence found.</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</p> <p><i>May inappropriately eroticize</i></p>	<p>No evidence found.</p>

<p><i>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>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>“Normalizing everyone’s right and ability to make positive choices about sexuality, sex, and relationships, regardless of what their peers are doing – regardless of their gender or the gender of their partners – can send a powerful message to all students.” (p. 9)</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>“There are two lessons, one at the middle school level and one at the high school level, that reframe HIV as a chronic, manageable condition that can be prevented by using pre-exposure prophylaxis (PrEP) or post-exposure prophylaxis (PEP). These lessons also explore the idea of treatment as prevention (often referred to by the catchphrase ‘Undetectable = Untransmittable’). PrEP is a medication for people who are trying to prevent HIV infection. PEP is a medication that can be taken immediately after suspected HIV exposure to reduce the risk of infection. ‘Treatment as prevention’ means that if a person with HIV has an undetectable viral load as a result of taking medication, they are unable to transmit HIV to another person.” (p. 10)</p>
<p>10. PROMOTES TRANSGENDER</p>	<p>“Especially targeted for attack are lessons regarding gender identity, sexual</p>

IDEOLOGY

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.

orientation, and sexual health disparities. You may observe that the people advocating for this culture of intolerance also work to ban books by Black authors or with gay or trans themes, and oppose gender-neutral bathrooms, trans girls' participation in sports, and the inclusion of LGBTQ and Black history in school curricula." (p. 5)

"Diversity in gender, identity, race, religion, culture, and sexual orientation should be celebrated." (p. 9)

"Rights, Respect, Responsibility is designed to be **inclusive of all genders, gender identities, gender expressions**, bodies, and sexual orientations. To that end, the language used and examples provided within lessons **recognize the spectrum of gender, gender identities and expressions**, and sexual orientations. Teachers are strongly encouraged to model this inclusivity in their teaching." (p. 19)

"Everyone has a gender identity. Most people's sense of their gender (known as their gender identity) matches their sex assigned at birth. For some, however, **their sense of their gender does not match their sex assigned at birth**. Most typically, children between the ages of 18 months and 2 to 3 years begin to articulate some understanding of their gender identity and children have a clear sense of their gender identity by age 4 or 5. At these ages, children also begin to develop speech and may begin to communicate how they understand their gender. **Often, transgender children will state with confidence at young ages, 'I am a boy' or 'Do not call me a "girl."**" It is also true that general expressions of gender exploration in children are common and do not always indicate gender variance. Directly addressing and deconstructing gender stereotypes in the classroom is one way to create a safe space for students to express themselves through dress, language, and play." (p. 20)

"Transgender, non-binary, and gender non-conforming students can be of any sexual orientation and are at particular risk for teasing, bullying, and/or social isolation. They are also often rendered invisible by a curriculum and rarely see themselves or people like them in lessons and teachers' examples throughout a curriculum. Teachers are encouraged to work actively against stereotyped assumptions about how their students should behave based on gender. By offering students the widest possible opportunities for self-expression, teachers can help all students develop more **complex and nuanced ways of understanding gender.**" (p. 20)

"The lessons in *Rights, Respect, Responsibility* are **specifically written to challenge the gender binary** and to be inclusive, respectful, and supportive of all gender expressions." (p. 20)

"Recommendations from the American Academy of Pediatrics confirm what we know about gender development – an effective way to support young people's sexuality and gender identity is to discuss and **explore gender identity in a developmentally appropriate way with all children** beginning at ages 4 to 5 years." (p. 21)

	<p>“Even when there are transgender or gender non-conforming students in younger grades, they are more likely to identify with the gender binary at that age. Therefore, the terms ‘boys’ and ‘girls’ are used in the early grades, and this language evolves to be increasingly inclusive and non-binary at upper grade levels, along with lessons explicitly exploring the concepts of gender and gender expression. <i>Rights, Respect, Responsibility</i> also creates space for diversity in gender identity and expression by urging teachers in the early grades to use inclusive language like ‘most girls have a vulva’ or ‘most boys have a penis’ rather than using exclusive words like ‘all’ or other exclusive language.” (p. 21)</p> <p>“Biological Sex: the sex of an individual is determined by chromosomes (such as XX or XY), hormones, internal anatomy (such as gonads), hormone levels, hormone receptors, genes, and external anatomy (such as genitalia). Typically, individuals are assigned as male or female at birth.” (p. 24)</p> <p>“Gender Identity: a person’s deep internal sense of who they are as a gendered being – specifically, the gender with which they identify. All people have a gender identity. Some gender identities may include cisgender, transgender, non-binary, agender, genderqueer, bigender, genderfluid, and gender non-conforming. Lessons in <i>Rights, Respect, Responsibility</i> explore this concept throughout grade levels in ways that are age-appropriate and developmentally appropriate.” (p. 24)</p> <p>“Cisgender: a person whose gender identity is aligned with their biological sex or sex assigned at birth.” (p. 24)</p> <p>“Gender Expression: a person’s outward gender presentation, usually comprised of personal style, clothing, hairstyle, makeup, jewelry, vocal inflection, and body language. You will notice in <i>Rights, Respect, Responsibility</i> that the authors intentionally give examples of students who express their gender in a variety of ways.” (p. 24)</p> <p>“Transgender: a person whose gender identity and/or expression is not aligned with the sex they were assigned at birth.” (p. 24)</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>“To address these changes, the original versions of lessons about STIs and birth control have been updated with current content related to advances in preventing HIV, STIs, and unintended pregnancy.” (p. 10)</p> <p>“Opill is a birth control pill available over the counter and without a prescription. Opill is a progesterone-only birth control pill that must be taken every day at the same time to prevent pregnancy. Opill has been added to 3Rs lessons that discuss birth control options.” (p. 10)</p>

<p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></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>No evidence found.</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>“One way Advocates reflects this commitment was to add 35 new lesson plans to 3Rs, addressing concepts of health disparities, racial justice, and reproductive justice. The new lesson plans include ‘What’s Racism Got To Do With It,’ ‘Reproductive Justice: Past, Present and Future’; ‘Making the Unconscious Conscious’; and ‘Impacts of Racism and Inequity on Sexual Health.’” (p. 11)</p> <p>“Some of the racial justice topics included in the updated 3Rs middle school and high school lessons are:</p> <ul style="list-style-type: none"> • Racism and Sexual Health Outcomes • Impacts of Stigma and Bias • Power and Privilege • Introducing Reproductive Justice • Sexual Agency • Impacts of Racism and Inequity on Sexual Health <p>To have truly comprehensive and inclusive sexual health education, teachers must commit to teaching about racial justice, racism, and its impacts on sexual health.” (p. 11)</p> <p>“Some teachers worry about responding to questions about their personal values concerning issues such as sexual behavior, abortion, and sexual orientation (‘Do you think it’s wrong to...?’). Some schools do not allow teachers to answer such questions; teachers are to refer students to parents/caregivers and/or faith leaders for guidance. When allowed, however, teachers should facilitate a discussion that encourages students to explore their own and others’ attitudes and feelings about these issues without the teacher sharing their own values.” (p. 15)</p>
<p>14. UNDERMINES PARENTS OR</p>	

<p>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 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.InvestigatePPF.org)</i></p>	<p>“Free resources include:</p> <ul style="list-style-type: none"> ● Advocates for Youth’s 10 online self-paced e-learning modules focused on Racial Justice in Sex Education. ● <i>Sex, Race, and Politics in the U.S.: A Call to Action to Address Racial Justice in Sexuality Education</i> by SIECUS: Sex Ed for Social Change and Women of Color Sexual Health Network. ● <i>Centering Racial Justice in Sex Education: Strategies for Engaging Professionals and Young People</i> by Rena Dixon, et. al.” (p. 11) <p>“There are many great resources offering additional ways for teachers to support transgender and non-binary students. They include:</p> <ul style="list-style-type: none"> ● Advocates for Youth’s <i>Trans-Affirming Schools Project Resource Guide</i> ● Gay, Lesbian and Straight Education Network (GLSEN) ● <i>The Teaching Transgender Toolkit</i> available for purchase at www.TeachingTransgender.com” (p. 20)