

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
HealthSmart – High School
Abstinence, Personal & Sexual Health, 2nd Edition
Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [9 OUT OF 15]

HealthSmart – High School Abstinence contains [9 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: Though less explicit than *HealthSmart* CSE for High School, this program still contains concerning elements. It begins by studying infectious and chronic disease and how to stay healthy, then moves into lessons on sexuality. Students are taught about a range of sexual orientations and gender identities. They discuss the function of sexual organs in a mixed gender classroom, including which are involved in sexual pleasure. Students also create their own definition of what abstinence means and which behaviors are okay to participate in.

HealthSmart aligns with the National Health Education Standards and the CDC’s Health Education Curriculum Analysis Tool (HECAT), making it a likely choice for those choosing a curriculum.

Target Age Group: 14-18 years old

Planned Parenthood Connections: None found

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</i>	<p>“This organ is made up of spongy tissue. When a man becomes sexually excited, the tissue fills with blood and becomes erect.” (Student Workbook, p. 18)</p> <p>“A pea-shaped organ full of nerve endings. Its purpose is to provide sexual pleasure.” (Student Workbook, p. 19)</p> <p>“The <i>clitoris</i> is about the size of a pea and is full of sensitive nerve endings. Its purpose is to provide sexual pleasure.” (Teacher Guide, p. 95)</p> <p>“When a man becomes sexually aroused, blood fills the spongy tissue in the penis, which causes it to grow larger and firmer. This is called an erection.</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.

sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.

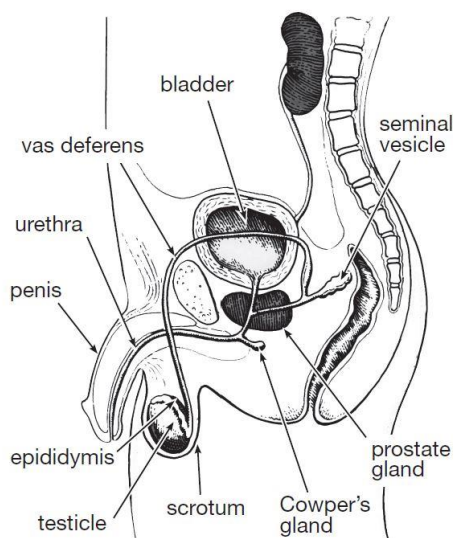
Erections happen when the penis is rubbed during masturbation or sex with a partner. Many men also have erections when they just think about sex. This is normal.” (Student Workbook, p. 23)

“Most men experience **problems with getting or maintaining an erection** sometime in their lives. Chances are good this is temporary. It's usually caused by stress, being tired, or feeling anxious or worried.” (Student Workbook, p. 23)

“**Sexuality is about more than the physical aspects of ‘having sex.’** It includes the choices people make about sex, their feelings of attraction toward others, **how they feel about themselves as male or female**, how they take care of their bodies, and how well they listen and communicate about sex.” (Teacher Guide, p. 75)

“Show the Male Reproductive Organs slide. **Review each organ and its functions**, asking students to share what they know.” (Teacher Guide, p. 93)

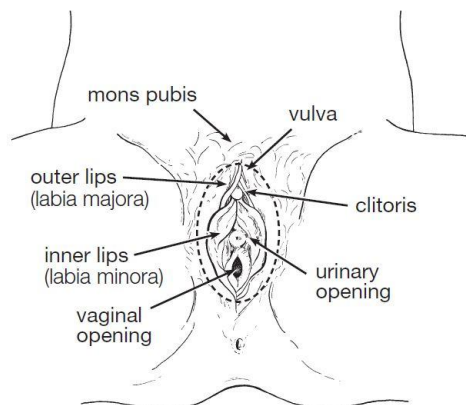
Male Reproductive Organs



“The *penis* is made up of spongy tissue. **Most of the time it's soft and limp.** But when a man becomes sexually excited, the tissue of the penis fills with blood and it becomes larger and firmer. This is called an *erection*. It happens before sexual intercourse. **It can happen when a man has feelings of sexual attraction or thoughts about sex.** It can happen when a man feels excited or nervous, or for no reason at all. It can also happen during sleep.” (Teacher Guide, p. 93)

“Show the Female Reproductive Organs – External slide. **Review each organ and its functions**, asking students to share what they know.” (Teacher Guide, p. 95)

Female Reproductive Organs—External



Note: *These sensitive anatomy discussions are held in a mixed gender classroom.*

“What are some **sexual health problems** you may have heard about?’ Allow time for students to share their responses and make a list on the board. Examples may include ... **trouble getting an erection.**” (Teacher Guide, p. 106)

“How do you know you’re attracted to someone?’ Allow students to share their ideas. List key points on the board. Examples might include wanting to be close to the person, liking how the person looks, thinking about the person a lot, caring what the person thinks or feels about you, **sexual desire or thinking sexual thoughts about the person.**” (Teacher Guide, pp. 121-122)

“**What makes an attraction sexual?** Is there a difference between feeling attracted to someone because of his or her personality, sense of humor, intelligence, etc., and feeling sexually attracted? **What makes you want to be romantically or sexually involved** with someone rather than just being friends?” (Teacher Guide, p. 122)

Examples of abstinent behavior: “Giving a back rub; French kissing; **Touching above the waist through clothing.**” (Teacher Guide, p. 134)

Examples of sexually active behavior: “**Mutual masturbation;** Lying down to kiss and hug without clothes on; **Touching a partner’s genitals;** **Oral sex;** Sexual intercourse.” (Teacher Guide, p. 134)

Examples of behavior that **may qualify as abstinence:** “Lying down to kiss and hug with clothes on; **Phone sex;** **Sexting;** **Touching below the waist through clothing.**” (Teacher Guide, p. 134)

Note: *The dangers and illegal nature of sexting aren’t discussed until a later lesson. They need to be addressed any time the subject comes up, like during this*

	<p><i>activity.</i></p> <p>“You’re going to do a research project to analyze media influences and take a closer look at the sexual messages you get from different types of media.’ ... Tell students they can choose one of the following types of media on which to conduct their analysis:</p> <ul style="list-style-type: none"> • TV • Internet • Music/music videos • Movies/DVDs/videos • Magazines” (Teacher Guide, p. 157) <p>Note: <i>Students are instructed to find sexual messages in the media. Without proper guidance, this kind of activity can yield obscene or even pornographic search results.</i></p> <p>After a classroom discussion, students decide whether specific behaviors are green light, yellow light, or red light for supporting abstinence. “Yellow Light – Caution: Kissing; Sexting; Giving a massage to a boyfriend/girlfriend in private; Watching a sexy movie or TV show with a boyfriend/girlfriend; Fantasizing about having sex with a particular person; Touching on top of clothing.” (Teacher Guide, p. 170)</p> <p>Note: <i>Normalizing sexting is a continual problem in this curriculum. It is also troubling to see the promotion of watching sexy movies, fantasizing about having sex, and sexual touching among teens.</i></p> <p>After a classroom discussion, students decide whether specific behaviors are green light, yellow light, or red light for supporting abstinence. “Red Light – Danger: Dating an older person (e.g., a ninth or tenth grader dating someone in his or her early 20s); Making out and getting ‘turned on’; Touching under clothing; Using alcohol or other drugs at a party; Being alone in the bedroom with a boyfriend/girlfriend; Meeting an online ‘friend’ in a private place.” (Teacher Guide, p. 170)</p> <p>Note: <i>Even though these behaviors are classified as red light/dangerous, there is still detailed discussion about each one.</i></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</i></p>	<p>No evidence found.</p>

<p><i>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>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>No evidence found.</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>Lesson 6 Objective: “Define aspects of sexuality, including sexual abstinence, sexual activity, sexual orientation and gender identity.” (Teacher Guide, p. 71)</p> <p>“Review the teaching steps, slide, teacher pages and activity sheet for any terms or concepts your students may not know and be prepared to explain them. Examples: bisexual, culture, dimension, femininity, gay, gender identity, gender roles, heterosexual, homosexual, hormones, influence, lesbian, masculinity, peers, sexting, sexual abstinence, sexual health, sexual orientation, sexuality, sexually active, STD (sexually transmitted disease), straight, transgender.” (Teacher Guide, p. 72)</p> <p>“Some people know their <i>sexual orientation</i> from an early age. Others may have questions or be confused. It's not unusual for both gay and straight teens to be drawn to or even have a ‘crush’ on someone of their own gender.” (Teacher Guide, p. 78)</p> <p>“People can have different types of sexual attractions, or sexual orientations. They may be <i>heterosexual or straight, gay or lesbian, or bisexual</i>. Not being sexually attracted to anybody is also normal and OK.” (Teacher Guide, p. 79)</p> <p>“Part of a person's sexuality is his or her feelings of sexual attraction toward others. The term <i>sexual orientation</i> refers to different types of attractions.” (Teacher Guide, p. 86)</p> <p>“Many people are sexually attracted to the opposite sex – boys to girls and girls to boys. The term for this type of attraction is <i>heterosexual or straight</i>.” (Teacher Guide, p. 86)</p> <p>“Some people are sexually attracted to the same sex – boys to boys or girls to girls. The term for this type of attraction is <i>homosexual or gay</i>. <i>Gay men</i> are attracted to other men. <i>Lesbians</i> are women who are attracted to other</p>

	<p>women.” (Teacher Guide, p. 86)</p> <p>“Some people are sexually attracted to both sexes. For example, a boy maybe attracted to both girls and boys, or a girl may be attracted to both boys and girls. The term for this type of attraction is <i>bisexual</i>.” (Teacher Guide, p. 86)</p> <p>“Be sure discussions of attraction allow for different types of relationships and sexual orientations.” (Teacher Guide, p. 122)</p>
<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>“Erections happen when the penis is rubbed during masturbation or sex with a partner.” (Student Workbook, p. 23)</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</i></p>	<p>No evidence found.</p>

or deemphasize failure rates.
May imply that condoms will provide complete protection against pregnancy or STIs.

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.

“People who are **thinking about becoming sexually active** need to know what STDs are, how they're passed and prevented, the symptoms to watch for, and how to get tested and treated.” (Student Workbook, p. 21)

“Becoming sexually active can carry some big consequences, such as getting pregnant or causing a pregnancy. Choices about sex can also have emotional and social consequences. **Some of these may be positive**, but some may be negative. Either way, **how you choose to express your sexuality matters.**” (Teacher Guide, p. 78)

“Effectively **communicating sexual choices** can include setting limits to protect sexual health and respecting others' sexual limits.” (Teacher Guide, p. 79)

“Part of healthy sexuality is being able to effectively communicate one's sexual choices, including setting sexual limits to protect sexual health. For many teens, this means supporting their choice to be abstinent by knowing and using effective refusal skills to say NO to sexual activity. **For people who choose to be sexually active**, it includes negotiating safer sex practices and the use of condoms to protect against unintended pregnancy and STD.” (Teacher Guide, p. 88)

“Many people choose not to have sex at this time in their lives. This is called sexual *abstinence*. Abstinence is the best choice for teens. **Other people choose to be sexually active**. This means they participate in sexual behaviors with another person. Having sex can be an important and healthy part of adult human sexuality, but it carries certain risks.” (Teacher Guide, p. 123)

“Help students analyze the pregnancy/STD risk of any disputed behavior to decide on which side of the line it truly belongs. Use any disagreements as an opportunity to **explain that people may define abstinence differently** and to emphasize the importance of setting sexual limits that will help them **stick to their particular choice**. Reinforce the idea that knowing yourself and your values is part of healthy sexuality.” (Teacher Guide, p. 126)

“Each person has to **decide what abstinence will mean for him or her**. Your choice will be based on your own values and experiences. But, no matter what, people who choose abstinence need to learn how to set sexual limits that will help them stick with their choice.” (Teacher Guide, p. 126)

“Some adults and teens think a person should wait until he or she is married or in a long-term committed relationship to have sex. Others think teens should wait at least until after they've graduated from high school and are living on their own. Still others may think it's OK for teens to have sex, as long as they take steps to avoid pregnancy and STD. The views and opinions of your peers

	<p>and the important adults in your life can shape your own ideas about when it's OK to start having sex." (Teacher Guide, p. 143)</p> <p>"Think about situations you might face that could affect your choices about sexual activity, and the different sexual limits you could set that would support being abstinent. Then complete the decision-making steps to decide on one of these limits that would be good for you at this time in your life." (Teacher Guide, p. 184)</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>"Follow the steps to set a goal to remain abstinent or take other action to help protect your sexual health." (Student Workbook, p. 47)</p> <p>"Many teens are at a point in their lives where they have to make choices about sex. <i>Sexual abstinence</i>, or not having sex at this time in their lives, is the best choice for teens. You'll be learning more about abstinence in later lessons. People who do choose to be sexually active – or engage in sexual behaviors – need to be mature enough to accept the responsibilities and avoid the risks that come with sexual activity." (Teacher Guide, p. 79)</p> <p>"Taking care of the body includes understanding how the body works, getting regular checkups to keep the reproductive organs healthy, and taking steps to avoid unintended pregnancy and STD if sexually active. These are all part of a person's sexual health." (Teacher Guide, p. 79)</p> <p>"Some people choose not to have sex at this time in their lives. This is called <i>sexual abstinence</i>. People who are abstinent may decide not to participate in any sexual behaviors at all, or to set limits and avoid any sexual behaviors that could put them at risk for pregnancy or for sexually transmitted diseases, or STDs, which are illnesses that can be passed during sex. Abstinence is the best choice for teens." (Teacher Guide, p. 86)</p> <p>Note: <i>This ambiguous definition of abstinence could lead students to believe that protected sex qualifies because they are taught that using a condom mitigates the risk of pregnancy and STDs.</i></p> <p>"Other people may choose to be <i>sexually active</i>. This means they participate in sexual behaviors that could pose a risk of pregnancy or STD. Having sex can be an important and healthy part of human sexuality, but it carries certain risks and responsibilities. People need to be mature enough to accept those responsibilities and be prepared to protect themselves and their partners from unintended pregnancy and STD before they become sexually active." (Teacher Guide, p. 86)</p> <p>"People who choose to have sex need to know how to protect their bodies from sexually transmitted diseases (STDs), including HIV. They also need to know how to avoid unintended pregnancy. Abstinence is the best way for teens to avoid pregnancy and health problems caused by STDs." (Teacher Guide, p. 87)</p>

	<p>“Part of healthy sexuality is being able to effectively communicate one's sexual choices, including setting sexual limits to protect sexual health ... For people who choose to be sexually active, it includes negotiating safer sex practices and the use of condoms to protect against unintended pregnancy and STD.” (Teacher Guide, p. 88)</p> <p>“People may define sexual abstinence in different ways. Some people who are abstinent may decide not to participate in any sexual behaviors at all. Others may set limits so that they avoid any sexual behaviors that pose a risk of negative consequences. The most important thing to know is that sexual abstinence means choosing not to engage in any sexual activity that can result in pregnancy or a sexually transmitted disease (STD).” (Teacher Guide, p. 125)</p> <p>“Following this definition of sexual abstinence protects your sexual health. Being abstinent doesn't mean you can't express your love or affection for someone you care about. But it does mean you say NO to any type of sexual behavior that could result in pregnancy or an STD, including those STDs that can be passed by skin-to-skin contact with body parts such as the fingers, mouth, or genitals.” (Teacher Guide, p. 125)</p> <p><i>Note: Again, this definition of abstinence could lead students to believe that protected sex qualifies because they are taught that using a condom mitigates the risk of pregnancy and STDs.</i></p> <p>“If a majority of respondents have said it’s OK for teens to have sex, be sure to counter this message by stressing the importance of protecting oneself from pregnancy and STD.” (Teacher Guide, p. 143)</p> <p>Lesson 16 Overview: “Students set a goal to protect their sexual health by remaining abstinent or taking healthy actions ... Then they write a realistic, specific and measurable goal around remaining abstinent or otherwise protecting their sexual health and develop a plan to achieve it.” (Teacher Guide, p. 207)</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</i></p>	<p>Lesson 6 Objective: “Define aspects of sexuality, including sexual abstinence, sexual activity, sexual orientation and gender identity.” (Teacher Guide, p. 71)</p> <p>“Review the teaching steps, slide, teacher pages and activity sheet for any terms or concepts your students may not know and be prepared to explain them. Examples: bisexual, culture, dimension, femininity, gay, gender identity, gender roles, heterosexual, homosexual, hormones, influence, lesbian, masculinity, peers, sexting, sexual abstinence, sexual health, sexual orientation, sexuality, sexually active, STD (sexually transmitted disease), straight, transgender.” (Teacher Guide, p. 72)</p> <p>“How people see themselves in relation to being male or female is called gender identity. People are born with a biological gender. They also have an internal sense of gender. People who are transgender have an internal sense of</p>

<p><i>adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>gender that's different from their biological gender.” (Teacher Guide, p. 79)</p> <p>“It's not always easy to categorize things as belonging to just one dimension of sexual health. For example, gender identity can be part of the physical dimension in terms of whether a person has male or female reproductive organs, but it's also part of the emotional dimension – how a person feels about his or her physical gender – the intellectual dimension – what a person thinks being male or female means – and the social dimension – how people are viewed and treated by others based on their perceived gender.” (Teacher Guide, p. 82)</p> <p>“Some people are transgender. They have an internal sense of gender that's different from their biological gender. It's as if they were born into the wrong body. For example, a transgender woman is someone born as a male who feels more like a female. A transgender man is someone born as a female who feels more like a male. Transgender people can have any sexual orientation.” (Teacher Guide, p. 87)</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>“Part of healthy sexuality is being able to effectively communicate one's sexual choices, including setting sexual limits to protect sexual health ... For people who choose to be sexually active, it includes negotiating safer sex practices and the use of condoms to protect against unintended pregnancy and STD.” (Teacher Guide, p. 88)</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</i></p>	<p>“Think about everything you learned today about taking care of your sexual health. Then write a 1- to 2-page article for the school newspaper or website about a specific sexual health issue or problem that can affect teens.” (Teacher Guide, p. 115)</p>

<p><i>CSE itself) or to promote abortion.</i></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>No evidence found.</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>“The values, beliefs and attitudes held by a person's family can also be powerful forces that shape choices about sex and abstinence. When parents and other family members model making safe choices about sex and send a strong but supportive message that abstinence is the best choice for teens, it can help teens stick with an abstinence choice. On the other hand, sometimes if a family imposes very strict or rigid rules against having sex, a teen may want to rebel against these limits.” (Teacher Guide, p. 144)</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</i></p>	<p>No evidence found.</p>

education programs.

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

For more information on *HealthSmart – High School Abstinence*, see <https://www.etr.org/healthsmart/>.