

## CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool<sup>1</sup> was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)<sup>2</sup> curricula and materials. For more information, visit [www.stopcse.org](http://www.stopcse.org).

### Analysis of *HealthSmart – Middle School Abstinence, Puberty and Personal Health, Second Edition* Based on 15 Harmful Elements Commonly Included in CSE Materials

**CSE HARMFUL ELEMENTS SCORE = [7 OUT OF 15]**

*HealthSmart – Middle School Abstinence* contains [7 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 Middle School, this program still contains concerning elements. 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 brainstorm sexual pressure scenarios that may make it difficult to stick with abstinence.

*HealthSmart* aligns with the National Health Education Standards and the CDC's Health Education Curriculum Analysis Tool (HECAT).

**Target Age Group:** 12-14

**Planned Parenthood Connections:** None found

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<b>1. SEXUALIZES CHILDREN</b> <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,</i>	<p>“On a piece of paper, write the names of as <b>many organs in the female reproductive system</b> as you know. Try to use the scientific names if you can. <b>Write what each organ does</b> if you know that too.” (Teacher Guide, p. 70 and Student Journal, p. 10)</p> <p>“Today, you're going to learn about the <b>organs in the male reproductive system</b>. Just like you did in the last class, on a piece of paper, write down the names of as many organs in the male reproductive system as you know. Try to use the scientific names if you can. <b>Write what each organ does</b> if you know that too.” (Teacher Guide, p. 81 and Student Journal, p. 11)</p>

<sup>1</sup> 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](http://www.stopcse.org) for a blank template or to see analyses of various CSE materials.

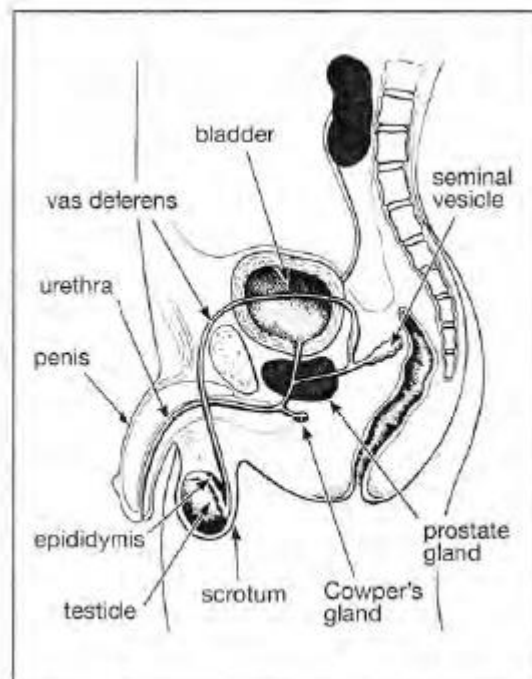
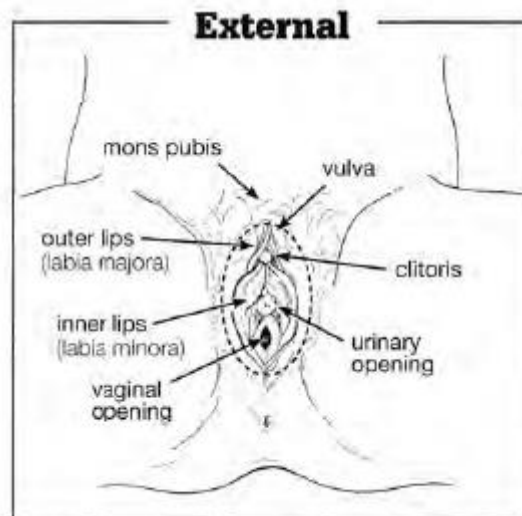
<sup>2</sup> CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of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

attractions, fantasies or desires.

**Note:** The clitoris and penis are studied in this unit, which can lead to discussions of erection and orgasm in a mixed gender classroom of 12- to 14-year-olds.

“The vagina is a muscular tunnel about 4 inches long that goes from the vaginal opening to the opening of the uterus. It provides away for menstrual fluid to leave the body, and **receives a man's penis during sexual intercourse.**” (Teacher Guide, p. 72)

The following illustrations are **used in a mixed gender classroom** to teach reproductive anatomy (Teacher Guide, pp. 76, 86):



“If available, use a **3-dimensional model of the male reproductive system** to provide a visual example as students complete the Male Reproductive Organs activity sheet.” (Teacher Guide, p. 80)

“The penis is made up of spongy tissue. Most of the time it is soft and limp. But

**when a man becomes sexually excited, the tissue of the penis fills with blood and it becomes larger and firm.** This is called an erection It happens before sexual intercourse, or **when the man has sexual feelings or thoughts.** It can also happen during sleep.” (Teacher Guide, p. 82)

“**When a man is sexually excited,** a valve closes off the bladder, so urine can't pass through the urethra.” (Teacher Guide, p. 83)

“Sometimes when people feel attracted to each other **they want to have sex.**” (Teacher Guide, p. 109)

“Now **you're going to work in groups to think of pressure lines people might use** to push someone's limits or **try to get someone to have sex with them.** Think of as many different ways or techniques someone might use as you can.” (Teacher Guide, p. 151)

“Now you'll have a chance to **practice resisting sexual pressure.** Find a partner and **practice some of the words and actions you can use to resist pressure to have sex.** The first person should say one of the pressure lines from the first column on one of the group chart papers. The second person should use one of the responses to say NO and resist the pressure. Then switch roles, so you both get a chance to practice.” (Teacher Guide, p. 154)

Roleplay instructions: “Find a partner and take turns practicing your roleplays. **One partner will read the pressure lines, while the other responds** using the lines he or she has written. Then switch, so you each get a chance to try out the responses you wrote.” (Teacher Guide, p. 163)

“**These situations might make it hard to stick to my abstinence choice:** (Describe at least 2, and explain how each could threaten your choice.)” (Student Workbook, p. 29)

**Sexual pressure situation:** “You're at your friend's birthday party. Everyone's hanging out downstairs. There are no parents around. Some kids start pairing off and making out. Taylor suddenly appears and suggests that you find a place to be alone. You really like Taylor, but you've made a choice to be abstinent and plan to stick to it.” Students are then given pressure lines to respond to. (Student Workbook, p. 30)

***Note:** Though seemingly used to promote abstinence, having tweens and young teens brainstorm and read sexual scenarios together serves to sexualize children by breaking down standards of modesty and introducing them to behaviors they may not have previously understood.*

“**Clitoris** – A small, highly sensitive female genital organ, its function is to provide sexual pleasure.” (Teacher Guide, p. 207)

“**Erection** – When a male's penis become larger and firm during sexual arousal.” (Teacher Guide, p. 208)

**“Sexual intercourse** – A type of contact involving: (1) insertion of a man's penis into a woman's vagina (vaginal intercourse); (2) using the mouth to touch the genitals of another person (oral sex); or (3) insertion of a man's penis into the anus of another person (anal sex).” (Teacher Guide, p. 213)

**Note:** *This was not included under Harmful Element #3 (Promotes Anal and Oral Sex) because this only occurs in the glossary. Anal and oral sex are not mentioned in the curriculum.*

Students are given these journal prompts with the following new vocabulary words listed on the side: accurate, bisexual, desire, dimensions, emotional, femininity, gay, gender, gender identity, gender role, heterosexual, homosexual, intellectual, lesbian, masculinity, physical, reliable, respect, sexual abstinence, sexual activity, sexuality, sexual orientation, social, straight, transgender.

- “Write how you would define the word sexuality.
- What is Sexuality?
- What is Healthy sexuality?” (Student Journal, p. 7)

Students are provided a detailed, labeled illustration of the external female reproductive organs and then match each term to its function. “Clitoris: A pea-shaped organ full of nerve endings. **Its purpose is to provide sexual pleasure.**” (Student Workbook, p. 13 and Teacher Guide, p. 72)

“What is the name of the **sensitive organ that provides sexual pleasure?** Clitoris” (Student Workbook, p. 14)

Students are provided a detailed, labeled illustration of the external male reproductive organs and then match each term to its function. “Penis: 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. 15)

“What is the name of the organ that fills with blood and **becomes erect during sex?** Penis” (Student Workbook, p. 16)

## **2. TEACHES CHILDREN TO CONSENT TO SEX**

*May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.*

**“Effectively communicating sexual choices** can include setting limits to protect sexual health. It's important to express feelings of attraction to others in healthy and appropriate ways. Nobody should ever be forced or pressured into engaging in sexual behaviors.” (Teacher Guide, p. 49)

“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. 57)

<p>Note: “Consent” is often taught under the banner of sexual abuse prevention.</p>	
<p><b>3. PROMOTES ANAL AND ORAL SEX</b></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><b>No evidence found.</b></p>
<p><b>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</b></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>“People can have different types of sexual attractions, or <b>sexual orientations</b>. They may be heterosexual or straight, <b>gay or lesbian, or bisexual</b>. Not being sexually attracted to anybody is also normal and ok.” (Teacher Guide, p. 48)</p> <p>“Part of a person’s sexuality is his or her feelings of sexual attraction toward others. The term <b>sexual orientation refers to different types of attractions</b>.” (Teacher Guide, p. 55)</p> <p>“Some people are <b>sexually attracted to the same sex</b> – boys to boys or girls to girls. The term for this type of attraction is homosexual or gay. Gay men are attracted to other men. Lesbians are women who are attracted to other women.” (Teacher Guide, p. 55)</p> <p>“Some people are <b>sexually attracted to both sexes</b>. For example, a boy may be 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 bisexual.” (Teacher Guide, p. 55)</p> <p>“STDs are infectious diseases that can be passed through sexual contact. STDs are a risk in any type of sexual relationship – heterosexual, <b>gay, lesbian or bisexual</b>.” (Teacher Guide, p. 110)</p> <p>“<b>Bisexual</b> – A term that describes people who are sexually attracted to both men and women.” (Teacher Guide, p. 207)</p> <p>“<b>Gay</b> – A term for someone who identifies as homosexual; often refers to men who are sexually attracted to other men.” (Teacher Guide, p. 209)</p> <p>“<b>Homosexual</b> – A term that describes people who are sexually attracted to people of the same sex.” (Teacher Guide, p. 209)</p> <p>“<b>Lesbian</b> – A woman who is sexually attracted to other women.” (Teacher Guide, p. 210)</p> <p>“<b>Sexual orientation</b> – Describes which gender a person is sexually attracted to.”</p>

	(Teacher Guide, p. 213)
<p><b>5. PROMOTES SEXUAL PLEASURE</b></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>	<b>No evidence found.</b>
<p><b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b></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>	<b>No evidence found.</b>
<p><b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b></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>	<b>No evidence found.</b>

<p><b>8. PROMOTES PREMATURE SEXUAL AUTONOMY</b></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>Students are asked to decide if the following behaviors are appropriate or inappropriate: <b>“Touching each other in a sexual way; Talking about sex.”</b> (Student Workbook, p. 24)</p> <p>“Part of healthy sexuality is being able to effectively <b>communicate one's sexual choices</b>, including setting sexual limits to protect sexual health.” (Teacher Guide, p. 57)</p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</b></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>“Taking care of the body includes understanding how the body works, getting regular check-ups to keep the reproductive organs healthy, and taking steps to avoid unintended pregnancy and STD <b>if sexually active.</b>” (Teacher Guide, p. 48)</p> <p>“Some people choose not to have sex at this time in their lives. This is called sexual abstinence. People who are abstinent may decide not to participate in any sexual behaviors at all, <b>or to set limits and avoid any sexual behaviors that could put them at risk for pregnancy or for sexually transmitted diseases</b>, or STDs, which are illnesses that can be passed during sex. Abstinence is the best choice for teens.” (Teacher Guide, p. 55)</p> <p>“Other people <b>choose to be sexually active</b>. This means they participate in sexual behaviors with another person. 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 <b>before they become sexually active.</b>” (Teacher Guide, p. 55)</p> <p>“<b>People who choose to have sex</b> 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. 56)</p> <p>“For many teens, this means supporting their choice to be abstinent by knowing and using effective refusal skills to say no to sexual activity. <b>For people who choose to be sexually active</b>, it includes negotiating safer sex practices and the use of condoms to protect against unintended pregnancy and STD.” (Teacher Guide, p. 57)</p> <p>“Having sex <b>before you're ready</b> can also have emotional consequences, such as guilt, worry, loss of self-respect or feeling hurt or sad if a relationship doesn't work out.” (Teacher Guide, p. 110)</p> <p><b>Note:</b> <i>The statement “before you're ready” is ambiguous and leaves young</i></p>

	<p><i>people to determine when they are mature enough for sexual activity.</i></p> <p><b>“Abstinence is choosing not to do any sexual activity that can result in pregnancy or a sexually transmitted disease (STD).”</b> (Teacher Guide, p. 112)</p> <p><b>Note:</b> <i>This is a common definition of abstinence in CSE curricula, but it can leave room for behaviors like outercourse, masturbation, and sexual intercourse with a condom.</i></p>
<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p><b>“How people see themselves in relation to being male or female is called gender identity.</b> People who are transgender are born as one sex, but feel more like the other.” (Teacher Guide, p. 48)</p> <p><b>“Some people are transgender. They are born as one sex, but feel more like the other.</b> 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. 56)</p> <p><b>“Gender identity –</b> The way people see themselves in relation to being male or female.” (Teacher Guide, p. 209)</p> <p><b>“Transgender –</b> A term that describes people who are born as one sex but feel more like the other.” (Teacher Guide, p. 214)</p>
<p><b>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</b></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><b>No evidence found.</b></p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS</b></p>	<p><b>No evidence found.</b></p>



<p><b>ADVOCACY</b></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><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></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><b>No evidence found.</b></p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></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><b>No evidence found.</b></p>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES</b></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,</i></p>	<p>“What does the website address, or URL, tell me? Was the website created by an individual or commercial company (.com), a government agency (.gov), a university or other school (.edu), or a nonprofit organization (.org)? Websites that end in .gov, .org or .edu are <b>likely to be more reliable</b> than commercial or private websites.” (Teacher Guide, p. 9)</p> <p><b>Note:</b> Planned Parenthood’s website, <a href="http://www.plannedparenthood.org">www.plannedparenthood.org</a>, would fit this definition of a “more reliable” website, as would <a href="http://www.siecus.org">www.siecus.org</a> and <a href="http://www.iwannaknow.org">www.iwannaknow.org</a>. All of these promote progressive comprehensive sexuality education. A better explanation of finding reliable resources is needed.</p>

*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](http://www.WaronChildren.org) and [www.InvestigateIPPF.org](http://www.InvestigateIPPF.org))*

For more information on *HealthSmart*, see <https://www.etr.org/ebi/programs/healthsmart-sexual-health-units/>.