

## 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

## ***Our Whole Lives: Sexuality Education for Grades K-1*** **Based on 15 Harmful Elements Commonly Included in CSE Materials**

### **CSE HARMFUL ELEMENTS SCORE = 7 OUT OF 15**

***Our Whole Lives, Sexuality Education for Grades K-1* 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:** *Our Whole Lives* is informed by SIECUS guidelines. This program does a good job of involving parents as they are encouraged to attend the sessions with their children, but aside from that, it is filled with material that is inappropriate for such young and impressionable children. *Our Whole Lives* teaches children about masturbation by first identifying sensitive body parts like the clitoris and then telling children that genitals can be rubbed for pleasure as an acceptable activity as long as it is done in private. This program also normalizes and emphasizes diverse sexual orientations and gender identities, going so far as to have these young children redefine "family."

**Target Age Group:** Ages 5-7

**Planned Parenthood Connections:** This program refers teachers and parents to Planned Parenthood as a resource for sexuality and family life education.

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</i>	<p>“Our Wonderful Bodies, Part Two,’ extends the discussion to <b>naming typical female and male genital parts and exploring gender roles.</b>” (p. xii)</p> <p>“Birth of a Baby’ teaches about conception and birth from one of two stories about conception. The first story explains that ova and sperm join together to start a new life, and the second story <b>extends the explanation to include sexual intercourse.</b>” (p. xii)</p> <p>Excerpt from story explaining conception: “When two people love each other enough to want to have children, they have a special way of connecting. Here’s what they do. The man and the woman usually lie in bed together, and they kiss</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.

<p><i>sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i></p>	<p>and hug and stroke each other. <b>Then the man’s penis becomes hard, and together he and the woman slip his penis into her vagina.</b> That is the way that they connect so that the sperm can come out of the man’s penis and travel up the woman’s vagina.” (p. 21)</p> <p><b>Note:</b> <i>In full disclosure, this is one of two conception explanations that are made available. This is the more explicit of the two. The parents decide which version they feel is appropriate for their group of students.</i></p> <p>“Explain that the penis and testicles in males and the vulva and clitoris in females are called genitals. Tell the children they <b>will learn more about those parts of the body when they talk about how grown-ups create babies.</b>” (p. 46)</p> <p>The following story excerpt is told from the perspective of a six-year-old girl describing the actions of her 14-year-old cousin who babysits her. “Peter tries to see me naked, and sometimes he grabs me and touches me in a way I don’t like. Peter makes me feel really uncomfortable. I sort of know he’s doing something wrong when <b>he tries to see me naked and touches me around my vulva.</b> I want to tell my mommy, but I don’t want to get Pete in trouble.” (p. 57)</p> <p>“Clitoris: The female sex organ at the top of the vulva that is <b>very sensitive to touch.</b>” (p. 127)</p> <p>“<b>Sexual Desire:</b> A desire to be physically close to someone a person feels attracted to in a strong way.” (p. 128)</p> <p>“<b>Sexual Intercourse:</b> Sexual activity between two people usually involving the genitals.” (p. 129)</p>
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i></p>	<p>“Each of you is special and important. Your body is a part of you. Your feelings and thoughts are part of you. You are learning and growing every day. You can make decisions. You can say YES to caring for your body. You can say YES to playing and hugging when it feels right to you. <b>It’s your body and you can decide who can touch it.</b>” (p. 55)</p> <p><b>Note:</b> <i>They may not specifically be teaching consent here, but this is a precursor to it. If the 6-year-old above decided that 14-year-old cousin Pete could touch her body, it still wouldn’t be right for a child to make that determination.</i></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>“Affirm each child and each child’s family group. Extend the parameters of family as far as possible and celebrate all different kinds of family. Ask:</p> <ul style="list-style-type: none"> <li>• Does anyone live in a family like Jamila and Cheryl’s, where <b>two mothers</b> live together with their children?</li> <li>• Does anyone live in a family where <b>two fathers</b> live together with their children?” (p. 63)</li> </ul> <p>“Aunt Sandy is also <b>bringing her partner</b>, Josie.” (p. 68)</p> <p>“Her cousins tell Serena that they live with their mom and her partner Josie in a little house with a big garden. Jamila tells Serena, ‘<b>I like having two mothers.</b> Everyone is glad that Josie has joined the family.’” (p. 70)</p> <p>“Select magazine pictures showing groups of people of all ages who look happy and who are <b>diverse in ethnicity, sexual orientation</b>, physical ability, and family composition.” (p. 116)</p> <p>“<b>Bisexual</b>: Someone who is attracted to and has romantic and/or sexual desires for people of more than one gender.” (p. 127)</p> <p>“<b>Gay</b>: A descriptive label assigned to people, most often men, who are romantically and/or sexually attracted to members of their own gender. Women who are romantically and/or sexually attracted to other women are called lesbians.” (p. 127)</p> <p>“<b>Homosexual</b>: A person who is attracted to and has romantic and/or sexual desires for someone of the same gender.” (p. 128)</p> <p>“<b>Lesbian</b>: The term of preference for most women who are sexually and/or romantically attracted to other women, because it offers an identity independent from men.” (p. 128)</p> <p>“<b>Sexual Orientation</b>: The deeply felt direction of a person’s romantic and/or sexual attraction toward people of the same gender (homosexual), another gender (heterosexual), or more than one gender (bisexual).” (p. 129)</p>
<p><b>5. PROMOTES SEXUAL PLEASURE</b></p>	<p>“Expand the conversation to include masturbation. Say, for example,</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>“Sometimes it <b>feels good to touch or rub our own vulva or penis.</b>” (p. 54)</p> <p>“Sometimes, <b>you may enjoy touching your own body.</b> Do you remember the word for this private touching?’ If no one responds, mention the term <i>masturbation.</i>” (p. 54)</p>
<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>	<p>“<b>Expand the conversation to include masturbation.</b> Say, for example, ‘Sometimes it feels good to touch or rub our own vulva or penis. Touching and rubbing your genitals is called masturbation. Some children masturbate, and others do not. <b>It’s okay to masturbate,</b> but your vulva and penis are private parts of your body. People should touch their genitals when they are alone in a private place. Can you name a private place?’ Affirm appropriate responses.” (p. 54)</p> <p>“Sometimes, <b>you may enjoy touching your own body.</b> Do you remember the word for this private touching?’ If no one responds, mention the term <i>masturbation.</i>” (p. 54)</p> <p>“<b>Masturbation:</b> Touching or rubbing one’s own genitals for pleasure.” (p. 128)</p>
<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>	<p><b>No evidence found.</b></p>

<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>No evidence found.</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>No evidence found.</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</i></p>	<p>“...the terms <i>sex</i> and <i>gender</i> are used interchangeably in our culture, but we need to keep in mind the distinguishing characteristics of these terms and their meanings. <i>Sex</i> refers to the biological classification of being male, female, or intersex and is <b>usually determined by external genitalia</b>. <i>Gender</i> refers to the culturally determined behavioral, social, and psychological traits that are <b>typically associated with being male or female.</b>” (p. xii)</p> <p>“In <i>True Selves: Understanding Transsexualism</i>, authors Mildred L. Brown and Chloe Ann Ronnsley state: ‘Gender identity is private and internal... <b>the only way to know a person’s gender identity is if he or she tells you.</b>’” (p. xii)</p> <p>“I was born a girl, but since kindergarten I have <b>understood that I would grow up to be a guy.</b>” (p. xvii)</p> <p>“Rather than trust us to identify our own gender, <b>society tries to force us into one of two.</b>” (p. xvii)</p>

<p><i>health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>“What gender are you? How do you know that? (Allow answers to <b>reflect transgender identity.</b>)” (p. 45)</p> <p>“Female: A girl or woman; <b>a biological sex designation.</b>” (p. 127)</p> <p>“Male: A boy or man; <b>a biological sex designation.</b>” (p. 128)</p> <p>“<b>Transgender:</b> A transgender person is someone whose gender identity or expression differs from conventional expectations of masculinity or femininity. Transgender people <b>have a gender identity (sense of being male or female) that differs from their physical or biological sex.</b>” (p. 129)</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 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>No evidence found.</b></p>
<p><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></p>	<p>“‘Families’ invites children to learn about many different family groupings and <b>arrive at a definition of ‘family.’</b>” (p. xii)</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>“Faith communities have long taught about sexuality and have played a significant role in the development of sexual health and ethical values. They have traditionally set guidelines for appropriate sexual behavior and celebrated <b>sexuality-related rituals</b> such as marriage and childbirth... [This] program <b>engages children in values-clarification activities</b> and teaches communication and decision-making skills.” (p. 1)</p> <p>“To stimulate discussion about gender-role expectations and to <b>break through the gender-role stereotyping that is embedded in our culture</b>, begin with a few quick questions, such as ‘Who can play with dolls? Who can run fast? Who can fix a car? Who can cook dinner?’” (p. 46)</p> <p>“Session Four Learning Objective: Children will <b>arrive at a definition of family.</b>” (p. 61)</p> <p>“Affirm each child and each child’s family group. <b>Extend the parameters of family as far as possible</b> and celebrate all different kinds of family. Ask:</p> <ul style="list-style-type: none"> <li>• Does anyone live in a family like Jamila and Cheryl’s, where two mothers live together with their children?</li> <li>• Does anyone live in a family where two fathers live together with their children?” (p. 63)</li> </ul>
<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.,</i></p>	<p><b>No evidence found.</b></p>

*sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)*

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

*(For more information on how Planned Parenthood sexualizes children for profit see [www.WaronChildren.org](http://www.WaronChildren.org) and [www.InvestigateIPPF.org](http://www.InvestigateIPPF.org))*

For more information on *Our Whole Lives*, see <https://www.uua.org/re/owl>.