

## 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

## ***SIECUS Guidelines for Comprehensive Sexuality Education, 3<sup>rd</sup> Edition*** Based on 15 Harmful Elements Commonly Included in CSE Materials

### CSE HARMFUL ELEMENTS SCORE = [15 OUT OF 15]

***SIECUS Guidelines for Comprehensive Sexuality Education, 3<sup>rd</sup> Edition*** contains [15 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:** ***SIECUS Guidelines for Comprehensive Sexuality Education*** calls for expanding comprehensive sexuality education programs to children as young as five years old. One major theme found in the guidelines is acceptance of all sexual relationships as equal in value. A second foundational theme is how to achieve sexual pleasure, even going so far as to instruct in how to achieve orgasm. A third theme lacing its way through the guidelines is situation ethics. Students are taught how to negotiate sexual situations and properly consent to sexual behavior. Abortion is promoted as a perfectly acceptable way to end a pregnancy with no mention of physical or emotional side effects. It should also be noted that according to SIECUS's own position statements, they believe that sexually explicit visual, printed, or online materials can be valuable educational or personal aids when sensitively used in a manner appropriate to the viewer's age and developmental level.

**Target Age Group:** These standards are written for children ages 5-18.

**Planned Parenthood Connections:** SIECUS is a pro-abortion, sexual rights advocacy organization intricately tied to Planned Parenthood. Members of the Planned Parenthood Federation of America sat on the original task force that created these guidelines. There can be no doubt that implementation of these guidelines will create more sexually active young people and drive business to Planned Parenthood as youth seek sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, and abortions.

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</i>	"SIECUS believes that <b>comprehensive school-based sexuality education should be part of the education program at every grade.</b> " (p. 13)  " <b>All people, regardless of biological sex, gender, age, ability, and culture, are sexual beings.</b> " (Ages 12-15, p. 51)

<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.

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.

“Sexual feelings, fantasies, and desires **occur throughout life.**” (Ages 12-15, p. 51)

“Topic 6: Sexual Fantasy – Subconcept: **Sexual fantasies are common.**” (p. 55)

“Many people **experience sexual and erotic thoughts** called fantasies.” (Ages 12-15, p. 55)

“**Some love relationships involve sexual intimacy** while others do not.” (Ages 15-18, p. 37)

“People often kiss, hug, touch, and **engage in other sexual behaviors with one another to show caring and to feel good.**” (Ages 5-8, p. 52)

“Couples have **varied ways to share sexual pleasure** with each other.” (Ages 9-12, p. 52)

“**Being sexual with another person** usually involves more than sexual intercourse.” (Ages 9-12, p. 53)

“Many **pleasurable sexual behaviors** do not put an individual at risk for an unintended pregnancy or STDs/HIV.” (Ages 12-15, p. 53)

“**Sexual partners may need to assertively communicate** their needs and limits.” (Ages 15-18, p. 47)

***Note:** Seemingly innocent sexual anatomy guidelines instructing students to label sexual organs, etc. all lay the foundation for more explicit discussions on erections, orgasms, sexual secretions, ejaculation, etc. later in the guidelines.*

“Each body part has a correct name **and a specific function.**” (Ages 5-8, p. 25)

“A boy/man has nipples, a penis, a scrotum, and testicles.” (Ages 5-8, p. 25)

“A girl/woman has breasts, nipples, a vulva, **a clitoris**, a vagina, a uterus, and ovaries.” (Ages 5-8, p. 25)

“Vaginal intercourse – **when a penis is placed inside a vagina** – is the most common way for a sperm and egg to join.” (Ages 5-8, p. 26)

“**Whenever vaginal intercourse occurs**, it is possible for a woman to become pregnant.” (Ages 9-12, p. 27)

“**Sexual intercourse during pregnancy** usually will not harm the developing fetus.” (Ages 12-15, p. 27)

***Note:** Why would a 12-year-old need to know this?*

“For many people, **sharing a sexual experience with a partner** is a satisfying way

	<p>to express sexuality.” (Ages 15-18, p. 53)</p> <p>“As people get older, they may continue to <b>discover new forms of sexual expression</b> to share with a partner.” (Ages 15-18, p. 53)</p> <p>“Individuals can <b>learn what gives them sexual pleasure</b> and communicate that to partners in order to enhance their sexual relationships.” (Ages 15-18, p. 53)</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.</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>Sexual Behavior Life Behaviors: “<b>Engage in sexual relationships that are consensual</b>, non-exploitative, honest, pleasurable, and protected.” (p. 50)</p> <p>“Communication is necessary to <b>assure consent for a sexual relationship</b> and any sexual behavior.” (Ages 15-18, p. 46)</p> <p><b>Note:</b> <i>While this statement may be true, it presents obtaining consent for sex and therefore having sex as a good decision for teens rather than teaching refusal skills.</i></p> <p>“Sexual relationships are enhanced when a couple <b>communicates with one another about what forms of sexual behavior they like</b> or dislike.” (Ages 12-15, p. 53)</p> <p><b>Note:</b> <i>While this statement may be true, should a 12-year-old really be encouraged to communicate their sexual tastes to a partner?</i></p> <p>“Teenagers who date need to <b>learn to negotiate decisions about sexual behaviors</b> and limits.” (Ages 12-15, p. 48)</p> <p><b>Note:</b> <i>Again, rather than discouraging 12-year-olds from engaging in sex, these guidelines encourage them to learn how to “negotiate” a decision about sex.</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>“Some sexual behaviors shared by partners include kissing; touching; talking; caressing; massaging; and <b>oral, vaginal, or anal</b> intercourse.” (Ages 12-15, p. 53)</p> <p><b>Note:</b> <i>This implies to 12-year-olds that anal and oral sex are normal sexual behaviors on par with kissing and talking.</i></p> <p>“Young women should begin to receive regular gynecological exams, including pap smears, breast examinations, and/or STD testing, when they begin to engage in <b>oral, vaginal, or anal</b> intercourse or turn 18, whichever happens first.” (Ages 12-15, p. 58)</p> <p>“Young men should begin to receive regular sexual health exams from a general practitioner or urologist that include testicular exams and/or STD testing when they begin to engage in <b>oral, vaginal, or anal</b> intercourse or turn 18, whichever happens first.” (Ages 12-15, p. 58)</p> <p>“STDs can be passed during <b>vaginal, oral, or anal</b> intercourse.” (Ages 9-12, p. 63)</p> <p>“Many teenagers who have <b>vaginal, oral, or anal</b> intercourse will become</p>

	<p>infected with an STD.” (Ages 12-15, p. 63)</p> <p>“HIV can be transmitted by <b>vaginal, oral, or anal</b> intercourse regardless of the gender(s) of the partners.” (Ages 12-15, p. 66)</p> <p><b>Note:</b> <i>The above statements, while all true, normalize oral and anal sex along with vaginal sex and fail to stress the much higher risk for contracting STDs from anal sex.</i></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>Human Development Life Behavior: “<b>Affirm one’s own sexual orientation</b> and respect the sexual orientations of others.” (p. 24)</p> <p>“Subconcept: As people grow and develop they may begin to feel romantically and/or sexually attracted to people <b>of the same and/or a different gender.</b>” (p. 29)</p> <p>“Human beings <b>can love people of the same gender</b> and people of another gender.” (Ages 5-8, p. 29)</p> <p>“<b>Some people are homosexual</b>, which means they can be attracted to and fall in love with someone of the same gender.” (Ages 5-8, p. 29)</p> <p>“Homosexual men and women are <b>also known as gay men and lesbians.</b>” (Ages 5-8, p. 29)</p> <p>“Sexual orientation refers to a person’s physical and/or <b>romantic attraction to an individual of the same and/or different gender.</b>” (Ages 9-12, p. 29)</p> <p>“Some people are bisexual, which means they can be attracted to and <b>fall in love with people of the same or another gender.</b>” (Ages 9-12, p. 29)</p> <p>“<b>Understanding one’s sexual orientation</b> can be an evolving process.” (Ages 12-15, p. 30)</p> <p>“When a gay, lesbian, or bisexual person tells another person his/her sexual orientation, <b>it is known as “coming out.”</b>” (Ages 12-15, p. 30)</p> <p>“Sometimes an individual’s sexual orientation is disclosed without his/her consent – <b>this is known as being “outed.”</b>” (Ages 12-15, p. 30)</p> <p>“There are people who have <b>sexual thoughts and experiences with people of the same gender</b>, but do not consider themselves to be gay, lesbian, or bisexual.” (Ages 12-15, p. 30)</p> <p>“The understanding and <b>identification of one’s sexual orientation may change</b> over the course of his/her lifetime.” (Ages 15-18, p. 30)</p> <p>“Children may have a mother, a mother and a father, <b>two mothers, two fathers,</b></p>

	<p>or any other combination of adults who love and care for them.” (Ages 9-12, p. 34)</p> <p>“People can <b>have sexual fantasies about individuals of all genders</b> without it necessarily affecting their understanding of their sexual orientation.” (Ages 15-18, p. 55)</p> <p>“<b>Same gender couples</b> have a number of pregnancy options available to them including alternative fertilizations, surrogacy, and shared parenting arrangements.” (Ages 15-18, p. 61)</p>
<p><b>5. PROMOTES SEXUAL PLEASURE</b></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>“Both boys and girls have body parts that <b>feel good when touched.</b>” (Ages 5-8, p. 25)</p> <p>“Some sexual and reproductive organs <b>provide pleasure.</b>” (Ages 12-15, p. 25)</p> <p>“The size and shape of sexual organs does not affect a person’s ability to reproduce or <b>experience sexual pleasure.</b>” (Ages 12-15, p. 28)</p> <p>“Bodies can <b>feel good when touched.</b>” (Ages 5-8, p. 51)</p> <p>“Both girls and boys may <b>discover that their bodies feel good when touched.</b>” (Ages 5-8, p. 54)</p> <p>“Women and men <b>may be sexually aroused</b> by thoughts, feelings, sights, smells, sounds, and touches.” (Ages 12-15, p. 55)</p> <p>“Boys/men get erections and girls/women experience vaginal lubrication <b>during sexual arousal.</b>” (Ages 12-15, p. 55)</p> <p>“<b>Orgasm is an intense pleasurable release</b> of sexual feelings or tension experienced at the peak of sexual arousal.” (Ages 12-15, p. 55)</p> <p>“Most women <b>need some clitoral stimulation to reach orgasm.</b>” (Ages 15-18, p. 55)</p> <p>“Most couples <b>do not experience simultaneous orgasm.</b>” (Ages 15-18, p. 55)</p> <p>“As two sexual partners become more comfortable with each other, the nature of their sexual responses may change and may <b>become more rewarding.</b>” (Ages 15-18, p. 55)</p> <p>“Women and men <b>have the capacity to respond sexually</b> throughout life.” (Ages 15-18, p. 55)</p>
<p><b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b></p> <p><i>While masturbation can be part</i></p>	<p>“Subconcept: <b>Masturbation is one way human beings express their sexuality.</b>” (p. 52)</p> <p>“<b>Touching and rubbing one’s own genitals to feel good</b> is called masturbation.”</p>

*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.*

(Ages 5-8, p. 52)

**“Masturbation should be done in a private place.”** (Ages 5-8, p. 52)

“Masturbation is often the **first way a person experiences sexual pleasure.**” (Ages 9-12, p. 52)

“Many boys and girls **begin to masturbate for sexual pleasure** during puberty.” (Ages 9-12, p. 52)

**“Most people have masturbated** at some time in their lives.” (Ages 12-15, p. 52)

**“How often a person masturbates** varies for every individual.” (Ages 12-15, p. 52)

“Masturbation, **either alone or with a partner**, is one way people can enjoy and express their sexuality without risking pregnancy or an STD/HIV.” (Ages 12-15, p. 52)

“People who are single, married, or in a committed relationship **may masturbate.**” (Ages 15-18, p. 52)

“Masturbation may be **an important part of a couple’s sexual relationship.**” (Ages 15-18, p. 52)

“Being sexual with another person **does not mean that masturbation must or should stop.**” (Ages 15-18, p. 52)

“Some sexual behaviors that do not involve exposure to another person’s semen, vaginal fluid, or blood (**such as masturbation** and hugging) pose no risk for HIV infection.” (Ages 12-15, p. 65)

## **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*

“People can find **creative and sensual ways to integrate contraception** into their sexual relationships.” (Ages 15-18, p. 60)

Teachers are given a checklist to evaluate potential programs and make sure they align with these SIECUS Guidelines and provide “complete and accurate” (p. 96) information to students. One item teachers should assess is whether a potential program teaches skills in condom use. “Condoms can be effective in preventing the spread of STDs/HIV; individuals should learn when and **how to use condoms.**” (p. 97)

**Note:** *In most CSE programs, learning how to use condoms involves detailed information about the process of sexual intercourse and the steps to using a condom on an erect penis. Teachers may demonstrate and students often practice using condoms on an erect penis model. Students may also be given troubleshooting tips on how to overcome barriers to condom use, such as letting their partner know that they can help them regain an erection if it is lost while putting on the condom.*

<p><i>against pregnancy or STIs.</i></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>“Some young people face difficult decisions about sexuality, including <b>whether to have a sexual relationship</b> and the limits of the relationship.” (Ages 12-15, p. 44)</p> <p>“Teenagers who decide to engage in sexual behavior <b>must also decide</b> about pregnancy and STD/HIV prevention.” (Ages 12-15, p. 45)</p> <p>“Couples and individuals <b>need to decide how to express their sexual feelings.</b>” (Ages 15-18, p. 53)</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>“Some young people face difficult decisions about sexuality, including <b>whether to have a sexual relationship</b> and the limits of the relationship.” (Ages 12-15, p. 44)</p> <p>“Teenagers who decide to engage in sexual behavior <b>must also decide</b> about pregnancy and STD/HIV prevention.” (Ages 12-15, p. 45)</p> <p>“Couples and individuals <b>need to decide how to express their sexual feelings.</b>” (Ages 15-18, p. 53)</p> <p>Sexual Behavior Life Behaviors: “<b>Engage in sexual relationships</b> that are consensual, non-exploitative, honest, pleasurable, and protected.” (p. 50)</p> <p>“Sexual abstinence means not engaging in any sexual behavior <b>that can result in a pregnancy or STD</b>, including HIV.” (Ages 12-15, p. 54)</p> <p><b>Note:</b> <i>This alternative definition for abstinence equates using a condom and having sex as the same as being abstinent.</i></p> <p>“<b>Young teenagers</b> are not mature enough for a sexual relationship <b>that includes intercourse.</b>” (Ages 12-15, p. 54)</p> <p>“There are <b>many ways to give and receive sexual pleasure</b> without having intercourse.” (Ages 12-15, p. 54)</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</i></p>	<p>Human Development Life Behavior: “<b>Affirm one’s own gender identities</b> and respect the gender identities of others.” (p. 24)</p> <p>“Subconcept: People’s biological sex <b>and gender identity</b> play important roles in how they think, feel, and behave.” (p. 31)</p> <p>“<b>Gender identity refers to a person’s internal sense</b> of being male, female, or a</p>

<p><i>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>combination of these.” (Ages 9-12, p. 31)</p> <p>“Some people’s <b>gender identity differs from their biological sex.</b>” (Ages 12-15, p. 31)</p> <p>“<b>Gender identity is different from sexual orientation.</b>” (Ages 12-15, p. 31)</p> <p>“‘Transgender’ describes people whose internal sense of gender (gender identity) <b>doesn’t match what society expects of them based on their genitals and chromosomes (biological sex).</b>” (Ages 12-15, p. 31)</p> <p>“Transgender is also used as a general term <b>to describe many different identities</b> that exist such as <b>'transsexual,' 'drag king,' 'drag queen,' 'crossdresser,' 'genderqueer,' 'shapeshifter,' 'bigendered,' and 'androgynie.'</b>” (Ages 12-15, p. 31)</p> <p>“Some transgender individuals may take hormones or have surgery to alter their bodies to <b>better match their gender identity.</b>” (Ages 12-15, p. 31)</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>“Whether a woman <b>decides to terminate a pregnancy</b> or carry it to term, early discussions and medical care are important.” (Ages 12-15, p. 60)</p> <p>“Sometimes women <b>become pregnant when they do not want to be</b> or are unable to care for a child.” (Ages 5-8, p. 61)</p> <p>“A woman faced with an unintended pregnancy can carry the pregnancy to term and raise the baby, place the baby for adoption, or <b>have an abortion to end the pregnancy.</b>” (Ages 9-12, p. 62)</p> <p>“A legal <b>abortion is very safe.</b>” (Ages 9-12, p. 62)</p> <p>“<b>Having a legal abortion rarely interferes with a woman’s ability to become pregnant or give birth in the future.</b>” (Ages 12-15, p. 62)</p> <p>“Women can <b>choose to have surgical abortions or medical abortions</b>, which involve taking prescription medication under the supervision of a healthcare provider.” (Ages 15-18, p. 62)</p> <p>“<b>Contraception can prevent fertilization and/or pregnancy.</b>” (Ages 9-12, p. 27)</p> <p>“People should <b>use contraception during vaginal intercourse</b> unless they want to have a child.” (Ages 12-15, p. 27)</p> <p>“Topic 2: Contraception – Subconcept: <b>Contraception enables people to have sexual intercourse</b> and avoid unintended pregnancy.” (p. 58)</p> <p>“When a man and a woman <b>want to have vaginal intercourse without having a child</b>, they can use contraception to prevent pregnancy.” (Ages 9-12, p. 59)</p>



	<p>“Some contraceptive methods require a visit to a healthcare provider and a prescription while <b>others are available 'over-the-counter.'</b>” (Ages 12-15, p. 59)</p> <p>“<b>Nonprescription ('over-the-counter') methods include</b> male and female condoms, foam, gels, and suppositories.” (Ages 12-15, p. 59)</p> <p>“<b>Prescription methods include</b> birth control pills, birth control injections, the birth control patch, the birth control ring, the diaphragm, cervical cap, and intrauterine devices (IUD).” (Ages 12-15, p. 59)</p> <p>“Male and female sterilization are <b>permanent methods of contraception.</b>” (Ages 12-15, p. 59)</p> <p>“Couples who want to reduce their risk for both pregnancy and STDs/HIV need to use male or female <b>condoms along with another effective method of contraception.</b>” (Ages 12-15, p. 59)</p> <p>“<b>Emergency contraception</b> is a high dose of birth control pills that when taken shortly after vaginal intercourse can prevent pregnancy.” (Ages 15-18, p. 60)</p> <p>“Women who have had unprotected vaginal intercourse or whose contraceptive method failed <b>can obtain emergency contraception</b> from their health care provider or pharmacist.” (Ages 15-18, p. 60)</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>Society and Culture Life Behaviors: “<b>Exercise democratic responsibility</b> to influence legislation dealing with sexual issues.” (p. 70)</p> <p>Society and Culture Life Behaviors: “<b>Promote the rights of all people</b> to accurate sexuality information.” (p. 70)</p> <p>Society and Culture Life Behaviors: “<b>Educate others</b> about sexuality.” (p. 70)</p> <p>“All people have the <b>right to express their gender identity.</b>” (Ages 15-18, p. 32)</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>Values should be freely chosen</b> after the alternatives and their consequences are evaluated.” (Ages 12-15, p. 43)</p> <p>“Individuals need to critically evaluate messages received from different sources and <b>establish guidelines for their own behavior.</b>” (Ages 12-15, p. 71)</p> <p>“A person whose religious or cultural teachings prohibit contraception <b>may have to decide between those teachings,</b> the risk of unintended pregnancy or STDs/HIV, and his/her decision to have vaginal, oral, or anal intercourse.” (Ages 15-18, p. 60)</p>

	<p>“Some religions support the right to an abortion while others oppose abortion.” (Ages 12-15, p. 62)</p> <p><i>Note: This statement implies a negative view of religions that don’t support a “right” to an abortion.</i></p> <p>“Some people continue to respect their religion’s teaching and traditions but <b>believe that some specific views are not personally relevant.</b>” (Ages 15-18, p. 74)</p> <p>“What one person <b>might consider to be erotic art</b> another person may not.” (Ages 15-18, p. 77)</p> <p>“<b>Erotic images in art</b> reflect society’s views about sexuality and help people understand sexuality.” (Ages 15-18, p. 77)</p> <p><i>Note: Promoting obscene, pornographic images to minors is extremely irresponsible and inappropriate.</i></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><i>Note: Parents are never mentioned as source children can go to for advice.</i></p> <p>“Teenagers who have questions about their sexual orientation <b>should consult a trusted and knowledgeable adult.</b>” (Ages 12-15, p. 30)</p> <p>“Teenagers who have questions about their gender identity <b>should consult a trusted and knowledgeable adult.</b>” (Ages 12-15, p. 31)</p> <p>“If an individual is being discriminated against, intimidated, harassed, or harmed because of a perceived gender identity, it is important to <b>tell a trusted adult, school official, or law enforcement authority.</b>” (Ages 12-15, p. 32)</p> <p>“Teenagers sometimes <b>need to talk with an adult other than their parents.</b>” (Ages 12-15, p. 49)</p> <p><i>Note: While this may sometimes be true, parents have the primary responsibility over their children and it is not the role of the school to undermine parents or to send children to discuss sexual matters with other adults.</i></p> <p>“<b>Young people can buy nonprescription contraceptives</b> in a pharmacy, grocery store, market, or convenience store.” (Ages 12-15 p. 59)</p> <p>“In most states, young people can get prescriptions for contraception <b>without their parents’ permission.</b>” (Ages 12-15, p. 59)</p> <p>“Teenagers can get confidential testing and treatment for STDs <b>without parental consent.</b>” (Ages 12-15, p. 64)</p> <p>“Teenagers are usually able to get tested for HIV <b>without parental permission</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, 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 <a href="http://www.WaronChildren.org">www.WaronChildren.org</a> and <a href="http://www.InvestigateIPPF.org">www.InvestigateIPPF.org</a>)</i></p>	<p>(Ages 12-15, p. 66)</p> <p>“There are <b>organizations that offer support services</b>, hotlines, and resources for young people who want to talk about sexual orientation.” (Ages 12-15, p. 30)</p> <p>“<b>Some Internet sites</b> offer gay, lesbian, bisexual, and heterosexual individuals the opportunity to <b>join a community and find friendship and support.</b>” (Ages 12-15, p. 30)</p> <p>“Some <b>organizations offer support services</b>, hotlines, and resources for young people who want to talk about gender identity.” (Ages 12-15, p. 31)</p> <p>“<b>Some Internet sites</b> offer transgender individuals the opportunity to join a community and find friendship and support.” (Ages 12-15, p. 31)</p> <p>“There are mental health professionals, including sex therapists, <b>who can help individuals and couples deal with sexual dysfunction.</b>” (Ages 15-18, p. 56)</p> <p><b>Note:</b> <i>While this is true, it is not appropriate to refer teenagers to resources for help with their sexual relationships. Abstinence should be emphasized with minors.</i></p>
<p>For the complete text of <i>SIECUS Guidelines for Comprehensive Sexuality Education, 3<sup>rd</sup> Edition</i>, see <a href="https://siecus.org/wp-content/uploads/2018/07/Guidelines-CSE.pdf">https://siecus.org/wp-content/uploads/2018/07/Guidelines-CSE.pdf</a>.</p>	