

## 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 ***Comprehensive Sexuality Education Framework Republic of Zambia***

**Based on 15 Harmful Elements Commonly Included in CSE Materials**

**CSE HARMFUL ELEMENTS SCORE = [12 OUT OF 15]**

**CSE Framework, Republic of Zambia contains [12 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:** CSE standards for the Republic of Zambia

**Target Age Group:** Grades 5-12

**Planned Parenthood Connections:** Planned Parenthood Association of Zambia (PPAZ) is credited with rendering financial and/or technical support to this program. Two PPAZ officials – Edford Mutuma and Amos Mwlae – are specifically acknowledged for their contribution to the development of this program.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p><b>1. SEXUALIZES CHILDREN</b></p> <p><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, attractions, fantasies or desires.</i></p>	<p>Grade 5 (5.4.1.1.1): “<b>Identify male and female body parts</b>; Differences between male and female body parts” (p. 7)</p> <p>Grade 5 (5.4.3.1.1): “State <b>differences in body parts of people</b>; Differences in sizes of body parts e.g. Small/big breasts, small/big waist/bums, pimples/clear faces” (p. 7)</p> <p>Grade 5 (5.4.3.2.1): “Describe <b>self-body exploration</b>; Knowledge of one self/self-identity and appreciation of personal body parts” (p. 7)</p> <p>Grade 6 (6.3.1.1.1): “Identify inappropriate sexual behavior: sex before marriage at early age, sex with someone who is much older or much younger, sex with family member, forced sex, sex under the influence of alcohol/drugs, sex with someone of the same sex; <b>Appreciation of appropriate sexual behavior</b>” (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.

	<p><b>Note:</b> <i>How is appropriate sexual behavior defined?</i></p> <p>Grade 7 (7.4.1.1.1): “Describe the <b>functions of reproductive organs</b>” (p. 20)</p> <p><b>Note:</b> <i>This can lead to a discussion of topics such as erection and orgasm.</i></p> <p>Grade 8 (8.4.3.1.1): “Describe sexual development: menstruation, sperm production, <b>erection, ejaculation</b>; Analysing sexual development in boys and girls” (p. 26)</p> <p>Grade 10 (10.5.1.1.1): “<b>Describe sexual feelings</b>” (p. 38)</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>Grade 12 (12.5.2.1.1): “Identify key elements of what it means to be sexually responsible; <b>Always obtain sexual consent; Give clear sexual consent</b> or not” (p. 50)</p> <p>Grade 12 (12.5.2.1.1) Skill: “Decision making in <b>giving/accepting sexual consent</b>” (p. 50)</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</i></p>	<p>Grade 11 (11.3.3.1.1): “<b>Describe sexual orientation and gender identity</b></p> <ul style="list-style-type: none"> <li>• Sexual orientation: personal romantic or sexual inclination to persons of the opposite sex or gender, same sex or gender or both sexes</li> <li>• Gender identity: the way one thinks of oneself in terms of whom he or she is romantically or sexually attracted to” (p. 43)</li> </ul> <p>“<b>Sexual orientation:</b> Is the organization of an individual emotional, romantic, and/or sexual attraction to the opposite sex (heterosexuality), the same sex (homosexuality), both sexes (bisexuality), or neither sex (asexuality)” (p. xi)</p>

<p><i>information about homosexuality or homosexual sex.</i></p>	
<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>	<p><b>No evidence found.</b></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>No evidence found.</b></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>Grade 10 (10.6.2.1.1): “Describe <b>steps involved in use of a male condom</b>: tear condom package carefully, pinch the tip of the condom, roll the condom on the penis, after action hold the base in order to pull out, remove and throw in trash bin; <b>Demonstrating steps</b> on how to use a male condom correctly” (p. 39)</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>Grade 5 (5.2.5.1.1): “Identify <b>sources of help and support on psychosocial problems</b>” (p. 5)</p> <p>Grade 7 (7.2.3.1.1): “Analyse the <b>decision to have sex</b> and the <b>consequences</b> of this decision; Possible positive outcomes, possible negative outcomes” (p. 18)</p> <p>Grade 11 (11.2.1.1.1): “Identify consistent sexual behaviors that help one to achieve set goals; <b>Decide on personal sexual limits</b>” (p. 41)</p> <p>Grade 12 (12.5.2.1.1): “Identify key elements of what it means to be sexually responsible; <b>Know your sexual limits</b>” (p. 50)</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>Grade 10 (10.5.1.1.3): “State the consequences of acting on sexual feelings <b>without proper planning</b>” (p. 38)</p> <p>Grade 10 (10.5.2.1.2): “Explain the importance of having <b>one sexual partner at a time</b>” (p. 38)</p> <p>Grade 11 (11.3.2.1.1): “Identify ways in which mass media influences <b>promotion of safer sexual behavior</b> and gender equality” (p. 43)</p> <p>Grade 11 (11.4.2.1.1): “Describe ways of preventing a pregnancy: Abstaining, <b>hormonal contraception, barrier contraception</b> (condoms), <b>emergency contraception, surgical contraception</b> (vasectomy in males and tubal ligation in females)” (p. 44)</p> <p>Grade 12 (12.5.2.1.1): “Identify key elements of what it means to be sexually responsible; if you choose to have sex, you must <b>use a condom every time</b>; If you have sex, you must be tested regularly for STIS” (p. 50)</p> <p>Expected behavioural change, multiple grades: “Abstaining from sexual intercourse (by either <b>delaying sex</b> or by practicing abstinence)” (p. 51)</p> <p>Expected behavioural change, multiple grades: “Reduce the onset of sexual intercourse; <b>Increase use of condoms and contraception</b> (for out of school); Abstinence” (p. 56)</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</i></p>	<p>Grade 11 (11.3.3.1.1): “<b>Describe sexual orientation and gender identity</b></p> <ul style="list-style-type: none"> <li>• Sexual orientation: personal romantic or sexual inclination to persons of the opposite sex or gender, same sex or gender or both sexes</li> <li>• Gender identity: the way one thinks of oneself in terms of whom he or she is romantically or sexually attracted to” (p. 41)</li> </ul> <p>“<b>Gender identity</b>: Is how we feel about and express our gender” (p. x)</p>

<p><i>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>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>Grade 9 (9.6.1.1.1): “Describe <b>effective methods of preventing unintended pregnancy</b>: abstinence, use of condoms and contraception, use of emergency contraception” (p. 32)</p> <p>Grade 10 (10.6.1.1.1): “Identify <b>hormonal contraceptives</b> used for pregnancy prevention” (p. 39)</p> <p>Grade 10 (10.6.1.1.2): “Describe how <b>hormonal contraceptives</b> are used” (p. 39)</p> <p>Grade 11 (11.5.1.1.1): “Explain the <b>benefits of using contraceptives</b>” (p. 45)</p> <p>Grade 11 (11.6.1.1.1): “Explain the <b>benefits of dual protection</b> (male condom and hormonal contraception)” (p. 45)</p> <p>Expected behavioural change, multiple grades: “<b>Using contraception correctly and consistently</b> to prevent HIV and other STIs” (p. 51)</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>Grade 6 (6.1.3.1.1): “Explain <b>human rights related to sexuality</b>; Right to say no to sex, right to reproductive health” (p. 9)</p> <p>Grade 6 (6.1.3.1.1) Skill: “Assertive communication to <b>express one’s sexual human rights</b>” (p. 9)</p> <p>Grade 7 (7.1.3.1.1): “Identify different ways <b>sexuality human rights</b> are violated” (p. 17)</p> <p>Grade 12 (12.3.1.1.1): “Identify international legal declarations <b>promoting sexual and reproductive health</b>” (p. 48)</p> <p><b>Note:</b> <i>While these excerpts don’t explicitly promote peer-to-peer advocacy of sexual rights, the seeds are being planted with this language.</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</i></p>	<p>Grade 5 (5.2.1.1.1): “Identify <b>personal, family and community values</b>” (p. 5)</p>

<p>or gender identity.</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>Grade 7 (7.2.5.1.1): “Identify <b>psychosocial support services from outside the family</b>: Peers, guidance teachers, neighbors, police, church and VSU; How to find and ask for help on issues related to sexuality issues” (p. 18)</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>Grade 6 (6.2.5.1.1) Skill: “Identification of <b>sources to help on issues related to sexuality</b> and social matters” (p. 10)</p> <p>Grade 7 (7.1.3.2.1) “Identify different support agencies fighting violation of human rights; Support agencies: <b>Human Rights Commission</b>, Children’s Justice Organisation” (p. 17)</p> <p>Grade 10 (10.2.5.1.1): “Sources of help on sexual matters: media (TV, radio, newspaper, internet, phones), <b>Planned Parenthood Association of Zambia</b>” (p. 35)</p>