

Comprehensive Sexuality Education (CSE) and the proposed health standards
in Draft #1 from the Nebraska Department of Education
CSE is not “sex ed”!

Sex ed focuses on the human reproductive system and helps youth understand the changes their bodies experience during puberty. Often includes contraceptive or abstinence instruction.

CSE is a “rights-based” approach!

- Uses graphic materials and visuals that are sexually explicit in nature
- Normalizes child sex and desensitizes children to sexual language and activity
- Promotes sexual rights at the expense of children’s health
- All sexual activity (oral, anal, and vaginal intercourse, masturbation) is equivalent.
- Seeks to change society by changing sexual and gender norms
- Sexualizes children at very early ages (starting in Kindergarten)

Who promotes CSE?

U.S. Centers for Disease Control (CDC), Planned Parenthood, International Planned Parenthood Federation (IPPF), the Sexuality Information and Education Council of the United States (SIECUS), and UN agencies such as the World Health Organization (WHO), UNAIDS, UNESCO, UNICEF, and UNFPA. Promoted heavily at the United Nations (UN).

Where is CSE in draft #1? It is not directly referenced.

The “Sex Ed” related Nebraska Proposed Standards are, nearly word for word, copied from the “National Sex Education Standards”. These are the standards that define CSE. (See siecus.org). We have identified many areas of concern in the proposed Nebraska Health Standards. A sample of those are outlined below:

**HE=health education; First number=grade level; Other numbers=specific standard*

CONSENT-prior to the age of consent for sexual activity in Nebraska (16)

HE.7.7.1.d: Demonstrate how to effectively communicate when pressured to participate in sexual behavior.

HE.8.7.1.g: Demonstrate the use of effective communication skills related to physical intimacy and sexual behavior decisions.

HE.8.7.2.a: Discuss sexual consent and sexual agency

HE.8.7.1.g: Demonstrate the use of effective communication skills related to physical intimacy and sexual behavior decisions.

HE.8.7.2.a: Discuss sexual consent and sexual agency

The concept of Consent should be taught to students, however, focusing on consent from a sexual perspective is unnecessary. A couple of curricular examples, which would teach these standards, include:

“What is explicit consent? (Answer: A clear, voluntary agreement to do something sexual)” (Grade 8, Lesson 7, p. 3) From the Rights, Respect, and Responsibility curriculum

“People can have different kinds of sexual touch with a partner, including kissing, hugging and cuddling, no matter what their sexual orientation or gender identity is. Couples might also have oral, anal or vaginal sex, depending on what body parts the two people have and what activities they have consented to.” (Lesson 2 – Page 8) Family Life and Sexual Health for grades 6-8, ages 11-14

SEXUALIZES CHILDREN EARLY

HE.4.7.3.e: Discuss common human sexual development and the role of hormones (e.g. romantic and sexual feelings, mood swings, timing of puberty onset) (On average, for 9 year olds)

HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.

HE.K.7.1.a: State medically accurate names for body parts including genitalia.

HE.1.7.1.a: Recall medically accurate names for body parts, including genitalia.

HE.2.7.1.a: Recognize genitalia differences.

HE.3.7.1.a: Describe the functions of basic reproductive body parts.

*Be cautious with the phrase “medically accurate”. If you review the curriculum which would be available to teach these standards, the lessons are not age-appropriate.

For example, the Rights, Respect, and Responsibility curriculum:

“So a person with a vulva has three holes between their legs and a very sensitive little area at the top called the clitoris.” (Grade K, Lesson 2, p. 2) “The clitoris, located between the top of the labia minora and the clitoral hood, is a small body of spongy tissue that is highly sensitive.... The clitoris and surrounding tissue contain many nerve endings, making the entire area very sensitive to indirect and direct touch.” (Grade 2, Lesson 1, p. 4)

GENDER IDENTITY and SEXUAL ORIENTATION

HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.

HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.

HE.3.7.2.e: Define sexual orientation.

HE.4.7.2.d: Differentiate between sexual orientation and gender identity.

HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.

HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.

HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.

HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).

For example, the Rights, Respect, and Responsibility curriculum:

-“Who can remember one type of family that we just learned about from the book? Note to the Teacher: Family structures described in the book include... same gender parents” (Grade K, Lesson 1, p. 2)

-“While we use the terms ‘male’ and ‘female’ when referring to particular anatomy (the ‘male’ or ‘female’ reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl.” (Grade 5, Lesson 1, p. 1)

-“Fact: A person can look like a boy or a man and feel on the inside like they are a girl or a woman.” (Grade 7, Lesson 6, p. 5)”