

CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool¹ was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)² curricula and materials. For more information, visit www.stopcse.org.

Analysis of

National Sexuality Education Standards

2011

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [13 OUT OF 15]

***National Sexuality Education Standards* contain [13 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: *National Sexuality Education Standards (NSES)* were published by The Future of Sex Education (FoSE) Initiative, a partnership between Advocates for Youth (AFY), Answer Sex Ed, Honestly, and the Sexuality Information and Education Council of the U.S. (SIECUS). See, for example, some of the controversial videos at amaze.org, a project of AFY and Answer. In particular, their video “Am I Ready to Have Sex” (at <https://www.youtube.com/watch?v=LV5IoN-Hds0>) illustrates the sexual values behind these organizations. These values boil down to the opinion that sexual intercourse for teens is fine and good so long as a teen feels ready to have sex. All three organizations behind the National Sexuality Education Standards aggressively promote abortion and radical sexual rights for children and youth and all are intricately intertwined with Planned Parenthood. While the title of these standards makes it sound like they may have been vetted and sanctioned by the U.S. government for distribution and use in every state, this publication is actually just the project these three radical abortion and LGBT advocacy groups and their allies. The standards push sexual orientation issues from the earliest ages, and the Gay, Lesbian, and Straight Education Network (GLSEN) is listed among the national resources, along with Planned Parenthood’s “independent” research arm, the Guttmacher Institute. While many of the standards are worded to sound reasonable and noncontroversial, by analyzing the specific sex ed curricula promoted by the multiple organizations behind these standards, it is easy to see the controversial way in which they are intended to be implemented. Commentary, along with curriculum examples from CSE programs aligned with the NSES and promoted by the NSES partners, are inserted throughout the analysis below. They show how various NSES standards have been interpreted or likely will be interpreted when translated into actual teachings to children in the classroom.

Target Age Group: These standards are designed for all grades K-12.

Planned Parenthood Connections: Listed either on the advisory committee or as reviewers for these standards are multiple members of Planned Parenthood Federation of America, Advocates for Youth (the youth partner of Planned Parenthood), and the Sexuality Information and Education Council of the United States (SIECUS). Listed also as a reviewer is Douglas Kirby of ETR Associates (formerly the education arm of Planned Parenthood of Santa

¹ 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 for a blank template or to see analyses of various CSE materials.

² 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.

Cruz, California). Mr. Kirby, a prominent promoter of CSE, has an inherent conflict of interest since ETR is the main U.S. supplier of federally funded curricula based on these standards. Planned Parenthood, through the FoSE coalition, has fast-tracked the FoSE national standards – and the controversial sexuality education its members and advisors publish based on them – into schools across the nation. A major analysis that contradicts many of Kirby’s self-interested findings claiming CSE is effective and abstinence education is not can be found at SexEdReport.org.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p>1. SEXUALIZES CHILDREN <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>STANDARDS: Goal of the National Sexuality Education Standards (NSES) : “Present sexual development as a normal, natural, healthy part of human development that should be a part of every health education curriculum.” (NSES, p. 6)</p> <p><i>Note: While sexual development in children is normal, natural and healthy, sexual behavior among children is not, nor is normalizing child sex a healthy approach for kids. The philosophy of the Planned Parenthood-affiliated organizations behind these standards is that promiscuous sexual behavior is a normal and healthy part of sexual development for children and that children have a right to engage in sexual acts as long as they are consensual. In fact, International Planned Parenthood Federation (IPPF) in their Exclaim! publication on sexual rights states: “Young people . . . are entitled to sexual pleasure, and [information on] how to experience different forms of sexual pleasure is important for their health and well-being.”</i></p> <p>CURRICULUM EXAMPLES: Many of the CSE programs based on these so-called “national standards” normalize teen sex. For example, <i>It’s All One Curriculum</i> endorsed by Planned Parenthood - one of the organizations that supported the creation of the NSES - normalizes teen sex as follows:</p> <p>“Sexual behavior ranges widely. Below are descriptions of some common sexual behaviors: • Masturbation (touching oneself) remains a common practice throughout life for most people. ... • Caressing, kissing, sharing erotic fantasies, stimulating a partner’s genitals with one’s hand, and rubbing against each other are practices that may lead to orgasm and do not involve penetration.” (It’s All One Curriculum, Vol. 1, p. 99)</p> <p>STANDARDS: “By the end of the 5th grade, students should be able to: Describe male and female reproductive systems including body parts and their functions.” (NSES, AP.5.CC.1, p. 14)</p> <p>“By the end of the 5th grade, students should be able to: Identify medically-accurate information about female and male reproductive anatomy.” (NSES, AP.5.AI.1, p. 14)</p> <p>CURRICULUM EXAMPLES: A number of sexuality education programs based on these standards translate the above quotes to mean that as part of reproductive anatomy and its functions, children should learn about sexual stimulation, including about solo</p>

	<p>and mutual masturbation, erect penises, orgasms, ejaculation, etc. as illustrated in these quotes from <i>It's All One Curriculum</i>:</p> <ul style="list-style-type: none"> • “Engage in foreplay. Foreplay, including touching the clitoris, may help lubricate the vagina.” (<i>It's All One Curriculum</i>, Vol. 2, p. 155) • “Masturbation is one of the best ways to learn about and understand how one’s body responds to sexual stimulation. It can help women and girls learn how to reach orgasm.” (<i>It's All One Curriculum</i>, Vol. 2, p. 68) • “Stimulating a partner’s genitals with one’s hand, and rubbing against each other are practices that may lead to orgasm and do not involve penetration.” (<i>It's All One Curriculum</i>, Vol. 1, p. 99) <p>STANDARDS: “By the end of the 8th grade, students should be able to: Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.” (NSES, PS.8.CC.1, p. 19)</p> <p><i>Note: Should children be asked by their teachers to “describe” rape and incest?</i></p> <p>“By the end of the 12th grade, students should be able to: Describe the human sexual response cycle, including the role hormones play.” (NSES, AP.12.CC.1, p. 20)</p> <p><i>Note: What does the sexual response cycle entail? Again, a number of Planned Parenthood CSE programs interpret this to mean teaching children about masturbation, ejaculation, or sexually stimulating their partner to orgasm.</i></p> <p>STANDARDS: “By the end of the 12th grade, students should be able to: Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.” (NSES, HR.12.CC.1, p. 22)</p> <p><i>Note: This could be appropriate or inappropriate depending on what kind of details about sexual relationships teens are asked to describe. Rather than promoting abstinence until marriage, many CSE programs teach that all sexual relationships among teens are healthy as long as long as they are consensual and contraception is used.</i></p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX <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,</i></p>	<p>STANDARDS: “By the end of the 8th grade, students should be able to: Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms.” (NSES, PR.8.IC.2, p. 17)</p> <p>CURRICULUM EXAMPLES: In many CSE programs, the way children “demonstrate” negotiation skills for using contraception or condoms, children (remember this is for 8th graders who</p>

children of minor age should never be encouraged to “consent” to sex.

Note: “Consent” is often taught under the banner of sexual abuse prevention.

are likely between the ages of 12 and 14) role play controversial situations with each other where they are planning to have sex or seducing their partners to have sex.

For example, one of the main sponsors of these “national standards,” Advocates for Youth, has a CSE program entitled *Rights, Respect, Responsibility*, which claims to be aligned with these “national standards.” This program has students demonstrate consent by acting out various scenarios, such as the following:

- **“You’ve been with PERSON 2 for three months and haven’t had sex together, but you really think it’s time.** You love the other person, they love you ...”
- **“You love being in a relationship with PERSON 2! You two seem like you were made for each other—... and are on the same page when it comes to what you do together sexually. You want to try something you’ve never done before with them but figure you should talk with them about it first.”** (For ages 14 and up, *Rights, Respect, Responsibility (3Rs)*, High School book, p. 35)

STANDARDS:

“By the end of the 12th grade, students should be able to: **Demonstrate ways** to communicate decisions about whether or **when to engage in sexual behaviors.**” (NSES, PR.12.IC.1, p. 20)

Note: Some CSE programs have implemented this by having teens engage in controversial role plays where they are asked to request sexual favors from another student.

“By the end of the 12th grade, students should be able to: **Demonstrate** effective ways to communicate personal **boundaries as they relate to intimacy** and sexual behavior.” (NSES, HR.12.IC.2, p. 22)

Note: Same comment as above - this usually entails requiring students to role play negotiating sexual acts.

“By the end of the 12th grade, students should be able to: Define sexual consent and explain its implications for **sexual decision-making.**” (NSES, HR.12.CC.3, p. 22)

Note: While obtaining consent before engaging in sex with someone is essential, depending on how this is taught it could be highly problematic. Shouldn’t youth be discouraged from making the “sexual decision” to engage in sex before marriage rather than be taught the main value is just to get consent before doing so?

<p>3. PROMOTES ANAL AND ORAL SEX <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>STANDARDS: “Sexual Intercourse: When a penis is inserted into a vagina, mouth or anus.” (NSES, Glossary, p. 40)</p> <p>Note: <i>Is it appropriate for school teachers to be describing anal or oral sex with their students?</i></p>
<p>4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR <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>STANDARDS: “By the end of the 5th grade, students should be able to: Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender.” (NSES, ID.5.CC.1, p. 14)</p> <p>Note: <i>Is it appropriate to have a teacher discuss sexual attractions with their students, whether they be heterosexual, bisexual, or homosexual? Toward what end?</i></p> <p>“Bisexual: A term used to describe a person whose attraction to other people is not necessarily determined by gender. This is different from being attracted to all men or all women.” (NSES, p. 39)</p> <p>“Gay: A term used to describe people who are romantically and sexually attracted to people of their same gender. Gay women will often use the word ‘lesbian.’” (NSES, p. 40)</p> <p>“Homosexual: A term used to describe people who are romantically and sexually attracted to people of their own gender. Most often referred to as ‘gay’ or ‘lesbian.’” (NSES, p. 40)</p> <p>“Lesbian: A term used to describe women who are romantically and sexually attracted to other women.” (NSES, p. 40)</p> <p>“Sexual Orientation: Romantic and sexual attraction to people of one’s same and/or other genders. Current terms for sexual orientation include gay, lesbian, bisexual, heterosexual and others.” (NSES, p. 40)</p> <p>By the end of the 8th grade, students should be able to: Differentiate between gender identity, gender expression and sexual orientation.” (NSES, ID.8.CC.1, p. 16)</p> <p>“By the end of the 12th grade, students should be able to: Distinguish between sexual orientation, sexual behavior and sexual identity.” (NSES, ID.12.CC.2, p. 20)</p>

<p>5. PROMOTES SEXUAL PLEASURE <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>No Direct Evidence Found</p> <p>Although no direct evidence is found in the NSES standards, this does not mean that comprehensive sex or sexuality education programs based on these “national standards” do not support sexual pleasure. In fact, many of them do, usually under a sexual anatomy and/or physiology standard.</p> <p>CURRICULUM EXAMPLES:</p> <p>“Identify body parts that play a role in sexual pleasure.” (It’s All One Curriculum, Vol. 1, p. 83)</p> <p>“Why is it important for a young person to think clearly about the reasons for his or her choice to have or not have sex? [Probe for: sense of comfort, safety, voluntariness, and pleasure, as well as protecting one’s health.]” (It’s All One Curriculum, Vol. 2, p. 70)</p> <p>Section on Sexual Expression and Enjoyment makes several points, including: “Emotional and physical pleasure are important parts of sexual well-being. Public health and rights organizations have issued declarations regarding the rights of all persons to sexual expression. These rights include the right to seek pleasure in the context of safety and of mutual and meaningful consent.” (It’s All One Curriculum, Vol. 1, p. 99)</p>
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION <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>No Direct Evidence Found</p> <p>However, this does not mean that comprehensive sex or sexuality education programs based on these “national standards” will not include this element as part of sexual anatomy; in fact, many of them do.</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS <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</i></p>	<p>STANDARDS:</p> <p>“By the end of the 8th grade, students should be able to: Describe the steps to using a condom correctly.” (NSES, PR.8.SM.1, p. 17)</p> <p>“By the end of the 12th grade, students should be able to: Describe the steps to using a condom correctly.” (NSES, PR.12.SM.1, p. 20)</p> <p>Note: Asking students to “describe” to their class in detail the steps for using condoms may give students the impression that having sex and using condoms is</p>

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.

the expected behavior rather than abstinence. Also, describing such in front of a mixed class can break down a child's natural sense of modesty and put sexually innocent children in a highly uncomfortable situation.

CURRICULUM EXAMPLES:

"Proper steps in condom use: (Immediately before sex) ... 6. Engage in foreplay. Foreplay, including touching the clitoris, may help lubricate the vagina. 7. Open the condom gently, being careful not to tear it (don't use your teeth!). 8. When the penis is erect . . . squeeze tip of condom and place condom on the head of the penis. 9. Hold the tip of the condom and unroll it until the penis is completely covered. 10. If the vagina still seems dry, engage in more foreplay, or wet the outside of the condom with a water-based lubricant or with saliva... (During sex) 11. If the condom breaks, the male should pull out immediately. [You may wish to remind students about emergency contraception if ejaculation already occurred.] 12. After ejaculation, while penis is still erect . . . 13. Grasp the open end of the condom, at the base of the penis. (It's All One Curriculum, Vol. 2, p. 155)

See also this quote from *Rights, Respect and Responsibility*, which Advocates for Youth claims aligns with the NSES:

"It is important for everyone to know about contraception because even if they might not use it personally, they might have friends in sexual relationships with someone of a different sex, or be a partner of someone in a different-sex relationship, and knowledge about protecting one's health is power." (For ages 14 and up, *Rights, Respect, Responsibility (3Rs)*, High School book, p. 68)

8. PROMOTES PREMATURE SEXUAL AUTONOMY

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.

STANDARDS:

"By the end of the 8th grade, students should be able to: **Apply a decision-making model to various sexual health decisions.**" (NSES, PR.8.DM.1, p. 17)

"By the end of the 12th grade, students should be able to: **Apply a decision-making model to various situations relating to sexual health.**" (NSES, PD.12.DM.1, p. 20)

Note: *One of the main problems with these NSES standards and the many CSE programs that are based on them is that much of it assumes that children are having sex or will soon have sex even though statistics show the majority of teens in the U.S. are not having sex. Also, instead of helping children resolve to be abstinent (at least while in grade school) or return to abstinence, which will bring much better long-term health outcomes for them, these standards give them sexual health "decision-making" models that lead them to believe that choosing to have sex as a child is a normal, healthy and value-neutral decision.*

CURRICULUM EXAMPLES:

Planned Parenthood's *It's All One Curriculum* has students participate in an exercise called "Feeling 'Ready' to Have Sex." The instructions say: "For this exercise, a young person your age is trying to decide whether to become sexually active. That young person wants to make the right decision and is asking

a question: **'In deciding if I am ready to have sex, what are the two most important feelings** or conditions I should consider?' The list of things students should consider include whether they are **'feeling close to the other person,' 'if both of you want to have sex,'** if they are **'feeling sexually attracted to the other person,'** or **'feeling confident that you know what makes you feel good sexually.'**" (It's All One Curriculum, Vol. 2, p. 95)

See also these role play scenarios from *AFY's Rights, Respect, Responsibility*:

- "Mateo has begun to hint that **he's ready to have sex**. Plan a role play in which **Mateo talks with Hannah about having sex** and they make a decision."
- "Andrea and Diana are two girls who just met last weekend at a party. They had fun together, and now they've hooked up again this weekend. They're alone in Andrea's basement. **Plan a role play in which Diana asks Andrea about having sex and they make a decision.**" (For ages 14 and up, *Rights, Respect, Responsibility (3Rs)*, High School book, p. 29)

STANDARDS:

"By the end of the 12th grade, students should be able to: **Apply a decision-making model to choices about contraception**, including abstinence and condoms." (NSES, PR.12.DM.1, p. 20)

Note: Should abstinence and contraception use be positioned as equally healthy choices?

"By the end of the 8th grade, students should be able to: **Identify medically-accurate resources about pregnancy prevention** and reproductive health care." (NSES, PR.8.AI.1, p. 17)

Note: Many CSE programs encourage children to find Planned Parenthood clinics that make a profit by selling condoms, contraception, abortions and more to teens.

"By the end of the 8th grade, students should be able to: **Identify medically-accurate information about emergency contraception.**" (NSES, PR.8.AI.2, p. 17)

"By the end of the 8th grade, students should be able to: **Identify medically-accurate sources of pregnancy-related information and support** including pregnancy options, safe surrender policies and prenatal care." (NSES, PR.8.AI.3, p. 17)

"By the end of the 12th grade, students should be able to: **Access medically-accurate information about pregnancy and pregnancy options.**" (NSES, PR.12.AI.3, p. 21)

"By the end of the 12th grade, students should be able to: Analyze influences that may have an impact on **deciding whether or when to engage in sexual behaviors.**" (NSES, PR.12.INF.1, p. 20)

	<p>Note: While on its face most parents reading this standard will likely think it means teaching children to avoid influences that might encourage them to have sex, in many CSE programs supported by the authors of the NSES, this is interpreted as an exercise to get children to analyze religions and familial beliefs about sex and sexual behavior to show them such beliefs are not shared by many and change over time. They are then taught they have the right to make their own autonomous decisions.</p> <p>CURRICULUM EXAMPLE: “There is no right age to have sex. Each person has to determine when he or she feels ready to have sex.” (It’s All One Curriculum, Vol. 2, Activity 22, p. 69)</p> <p>STANDARDS: “By the end of the 12th grade, students should be able to: Identify laws related to reproductive and sexual health care services (i.e., contraception, pregnancy options, safe surrender policies, prenatal care).” (NSES, PR.12.CC.3, p. 21)</p>
<p>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</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. 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>STANDARDS: “By the end of the 8th grade, students should be able to: Define sexual abstinence as it relates to pregnancy prevention.” (NSES, PR.8.CC.2, p. 16)</p> <p>Note: To “define” sexual abstinence only “as it relates to pregnancy prevention,” meaning only avoiding the sexual behaviors that result in pregnancy, is problematic. Abstinence should be defined as avoiding all sexual acts, regardless of whether they result in pregnancy or not. For example, many problematic CSE programs teach that abstinence can include anal and oral sex and mutual masturbation, since those acts do not result in pregnancy.</p> <p>“By the end of the 12th grade, students should be able to: Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.” (NSES, PR.12.CC.1, p. 20)</p> <p>Note: This puts abstinence on the same par as having sex and using contraceptives rather than promoting abstinence as the best choice and the expected standard.</p> <p>CURRICULUM EXAMPLE: “... abstinence – waiting until you’re older or ready to have some kind of sexual intercourse.” (For ages 11-12, Rights, Respect, Responsibility (3Rs), 6th grade book, p. 35)</p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</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>STANDARDS: Note: While many of the standards listed below may be true and some children do experience a feeling or belief that they are a different gender or sex than their biological sex, this phenomenon called Gender Dysphoria (previously called “Gender Identity Disorder”) can be a debilitating disorder that can lead to a lifetime of suffering and result in suicide or in a person receiving genital-mutilating surgeries and addictions or dependencies on harmful hormones.</p>

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.

Certainly this is an issue that should be dealt with by medical professionals and not in a classroom by teachers with little or no expertise in this field. Certainly gender confusions should not be promoted in the classroom as healthy, normal or desirable, as most CSE programs “aligned” with these standards do.

“By the end of 8th grade, students should be able to: **Differentiate between gender identity, gender expression and sexual orientation.**” (NSES, ID.8.CC.1, p. 16)

“By the end of 8th grade, students should be able to: **Access accurate information about gender identity, gender expression and sexual orientation.**” (NSES, ID.8.AI.1, p. 16)

“By the end of 8th grade, students should be able to: Communicate respectfully with and about **people of all gender identities, gender expressions and sexual orientations.**” (NSES, ID.8.IC.1, p. 16)

“By the end of 8th grade, students should be able to: Analyze external influences that have an impact on one’s **attitudes about gender, sexual orientation and gender identity.**” (NSES, ID.8.INF.1, p. 16)

“By the end of the 12th grade, students should be able to: **Differentiate between biological sex, sexual orientation, and gender identity and expression.**” (NSES, ID.12.CC.1, p. 20)

“By the end of the 12th grade, students should be able to: **Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.**” (NSES, ID.12.INF.1, p. 20)

“Biological Sex: Our sex as determined by our chromosomes (such as XX or XY), our hormones and our internal and external anatomy. Typically, **we are assigned the sex** of male or female at birth.” (NSES, p. 39)

“Gender: The emotional, behavioral and cultural characteristics attached to a person’s **assigned biological sex. Gender can be understood to have several components, including gender identity, gender expression and gender role.**” (NSES, p. 40)

Note: Using the phrase “assigned biological sex” indicates that these standards are based on radical gender ideology and not medical or scientific facts, since biological sex is not “assigned” by hospitals or doctors as claimed by transgender activists. Sex is innate and declares itself in utero.

“Gender Expression: The manner in which people outwardly expresses [sic] their gender.” (NSES, p. 40)

“Gender Identity: People’s inner sense of their gender. **Most people develop a gender identity that corresponds to their biological sex, but some do not.**” (NSES, p. 40)

	<p>“Transgender: A gender identity in which a person’s inner sense of their gender does not correspond to their assigned biological sex.” (NSES, p. 40)</p>
<p>11. PROMOTES ABORTION/ CONTRACEPTION TO CHILDREN <i>May present 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. May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>STANDARDS: “Abortion: A medical intervention that ends a pregnancy.” (NSES, p. 39)</p> <p>Note: <i>While the standards may not explicitly “promote” abortion, curricula based on or “aligned” with these standards do.</i></p> <p>CURRICULUM EXAMPLE: “Minors in California have the right to obtain an abortion without notifying their parents or any other adult if they do not wish to.” (For ages 13-14-year olds, Rights, Respect, Responsibility (3Rs), 8th grade book, p. 119)</p> <p>“What are my Reproductive Rights . . . Damien and Kyra are both 16 ... Kyra gets pregnant, decides she is too young to be a parent, and does not want to carry a pregnancy to term if she’s not going to parent the baby....” Scenario is followed by questions, including: “What does Kyra need to do in order to get an abortion in her home state, California?” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 92)</p> <p>Refers children to the abortion provider Planned Parenthood and specifically to their “I’m Pregnant, Now What” webpage. (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 94)</p> <p>STANDARDS: “By the end of the 8th grade, students should be able to: Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.” (NSES, PR.8.CC.3, p. 17)</p> <p>Note: <i>Abstinence is not a method of contraception.</i></p> <p>“By the end of the 8th grade, students should be able to: Define emergency contraception and its use.” (NSES, PR.8.CC.4, p. 17)</p> <p>“By the end of the 12th grade, students should be able to: Access medically-accurate information and resources about emergency contraception.” (NSES, PR.12.AI.2, p. 21)</p> <p>“By the end of the 12th grade, students should be able to: Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of STDs, including HIV.” (NSES, SH.12.CC.2, p. 22)</p>
<p>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</p>	<p>Note: <i>While learning to advocate for dignified and respectful treatment, awareness, and acceptance of others can be a very good thing, in many CSE programs, this kind of standard is usually aimed at recruiting students to be LGBT allies, sexual rights advocates, and promoters of sexual diversity.</i></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>STANDARDS:</p> <p>“By the end of the 8th grade, students should be able to: Develop a plan to promote dignity and respect for all people in the school community.” (NSES, ID.8.ADV.1, p. 16)</p> <p>“By the end of the 8th grade, students should be able to: Advocate for safe environments that encourage dignified and respectful treatment of everyone.” (NSES, PS.8.ADV.1, p. 19)</p> <p>“By the end of the 12th grade, students should be able to: Explain how to promote safety, respect, awareness and acceptance.” (NSES, ID.12.SM.1, p. 20)</p> <p>“By the end of the 12th grade, students should be able to: Advocate for school policies and programs that promote dignity and respect for all.” (NSES, ID.12.ADV.1, p. 20)</p> <p>“By the end of the 12th grade, students should be able to: Advocate for sexually active youth to get STD/HIV testing and treatment.” (NSES, SH.12.ADV.1, p. 22)</p> <p>“By the end of the 12th grade, students should be able to: Advocate for safe environments that encourage dignified and respectful treatment of everyone.” (NSES, PS.12.ADV.1, p. 23)</p>
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</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>STANDARDS:</p> <p>“By the end of the 12th grade, students should be able to: Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.” (NSES, ID.12.INF.1, p. 20)</p> <p>“By the end of 2nd grade, students should be able to: Demonstrate ways to show respect for different types of families.” (NSES, HR.2.IC.1, p. 12)</p> <p><i>Note: Most CSE programs supported by the three organizations behind these standards manipulate children’s attitudes or beliefs about sexual behavior, asking them to analyze what might have shaped those beliefs (or their parents’), subtly causing them to question their values, informing them that such values often change over time.</i></p> <p>CURRICULUM EXAMPLES:</p> <p>Homework assignment about Values and Beliefs includes questions such as: “If your values and beliefs are different from your parent(s)/caregiver(s) values and beliefs about these topics, what do you think caused the difference in beliefs?” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 111)</p> <p>Students are encouraged to start questioning family and religious values with statements such as: “... decisions about sex can be even more difficult since everyone has different values and beliefs.” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 25)</p>

	<p>“Does everyone agree with the dominant cultural attitudes about sexuality? Do some people choose to live according to a different attitude or belief? Are attitudes about sexuality the same everywhere or do they vary? Do attitudes stay the same forever, or do they change?” (It’s All One Curriculum, Vol. 2, pp. 54-55)</p> <p>“Discuss social norms regarding diverse forms of sexual expression and how such standards have changed or are changing.” (It’s All One Curriculum, Vol. 1, p. 97)</p> <p>“Discuss how institutions (marriage, family, media, religion, schools) reinforce gender norms.” (It’s All One Curriculum, Vol. 1, p. 43)</p> <p>For the teacher: <i>“It’s All One Curriculum</i> supports values of equality, respect, and human rights. Reflect on your own personal or religious values to be sure you are comfortable with honoring the values of the curriculum as they apply to gender and sexuality.” (It’s All One Curriculum, Vol. 1, p. 4)</p> <p>“What kind of training will enable teachers to examine their own personal and religious beliefs about sexuality and gender so that they are better prepared to teach these topics in a way that corresponds with international human rights principles? What will allow teachers to work most effectively in highly conservative settings?” (It’s All One Curriculum, Vol. 2, p. 13)</p>
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS <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>STANDARDS: “By the end of the 8th grade, students should be able to: Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.” (NSES, ID.8.INF.1, p. 16)</p> <p>“By the end of the 8th grade, students should be able to: Identify medically accurate resources about pregnancy prevention and reproductive health care.” (NSES, PR.8.AI.1, p. 17)</p> <p>“By the end of the 8th grade, students should be able to: Identify local STD and HIV testing and treatment resources.” (NSES, SH.8.AI.2, p. 18)</p> <p>“By the end of the 12th grade, students should be able to: Explain how to access local STD and HIV testing and treatment services.” (NSES, SH.12.AI.1, p. 22)</p> <p><i>Note: What about the parents? Isn’t it a parent’s job to direct any medical or health services for their children of minor age? Again, this is aimed at recruiting customers for businesses like Planned Parenthood that provide these services.</i></p> <p>CURRICULUM EXAMPLES: “Look at methods that are not visible, such as the IUD, shot, ring, and condoms, so there would not be anything for parents to find.” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 67)</p>

	<p>“In California, anyone of any age is allowed to get birth control—including condoms and also methods that require a prescription—without notifying parents or getting their permission.” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 68)</p> <p>“In California, any student of any age may legally and confidentially obtain birth control, including condoms, without notifying or getting permission from parents or guardians if they do not wish to. Anyone of any age may also consent to their own pregnancy care, including pregnancy testing, pre-natal care, and abortion. Minors 12 years and older may also consent to their own STI and HIV testing and treatment without notifying parents if they do not wish to. This includes being able to consent to their own HPV vaccine as well as accessing Prep medication for HIV prevention. In addition, students in California may also leave school during school hours to attend a sexual health care appointment for any of these reasons.” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 91)</p> <p>Homework assignment about Values and Beliefs includes questions such as:</p> <ul style="list-style-type: none"> • “If your values and beliefs are different from your parent(s)/caregiver(s) values and beliefs about these topics, what do you think caused the difference in beliefs?” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 111) • Students are encouraged to start questioning family and religious values, with statements such as: “... decisions about sex can be even more difficult since everyone has different values and beliefs.” (For ages 14 and up, Rights, Respect, Responsibility (3Rs), High School book, p. 25) <p>The Student Support website under Health Clinics and Services, lists “Planned Parenthood” and gives the addresses for nine Planned Parenthood clinics. Advocates for Youth’s <i>Rights, Respect, Responsibility</i> curriculum sends children to the following websites that promote abortion, sexual rights and sexual promiscuity to children: PlannedParenthood.org, TeenSource.org, SexEtc.org, AdvocatesforYouth.org (Advocates for Youth’s Rights, Respect, Responsibility (3Rs), High School book, p. 91)</p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES <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>The NSES refers teachers to the following highly controversial sexual rights and abortion rights advocacy groups for print materials and professional development. Parents and students are referred to the same for more information and education:</p> <ul style="list-style-type: none"> • Advocates for Youth • Answer • Gay, Lesbian & Straight Education Network (GLSEN) • Guttmacher Institute • Resource Center for Adolescent Pregnancy Prevention (Recap) • SIECUS • Planned Parenthood Federation of America (NSES, pp. 37-38)

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 and www.InvestigateIPPF.org)

CURRICULUM EXAMPLES:

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For the complete text of *National Sexuality Education Standards* see <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>.