

What is Comprehensive Sexuality Education (CSE), and where did it come from?

In 1948, Dr. Alfred Kinsey, a Harvard trained zoologist, published the results of years of research into “Sexual Behavior of the Human Male.” Amid the several hundred pages of charts, graphs and scientific narrative, was a chapter on “Childhood Sexuality.” In this chapter, he purported to show that children are sexual from birth. This was part of an overall thesis that promiscuous sexual behaviors among all ages are normal and healthy. The “childhood sexuality” chapter included tables of data purporting to show children as young as two months having “orgasms.” What was apparent from the tables and was later confirmed by Kinsey’s team involved the abuse of children by pedophiles who measured the “orgasms” of children. In his book, Kinsey defined squirming, screaming and convulsions as “orgasms.” Kinsey’s research was based at Indiana University and continues there today at the Kinsey Institute.

Examples from his report: Age 11 months, 10 orgasms, 1 hr. Age 10 years, 14 orgasms, 24hrs.

Dr. Mary Calderone, a Kinsey enthusiast, had been the medical director of Planned Parenthood when in 1964, using seed money from Hugh Hefner of Playboy magazine, founded the Sexuality Information and Education Council of the United States, known as SIECUS. Another founding board member of SIECUS was Wardell Pomeroy, one of Kinsey’s co-authors, who claimed, among other things, that religious taboos regarding sex were too restrictive, and that physical pleasure should have no boundaries. He also claimed that “it is time to admit that incest can be beneficial.”

Kinsey’s research is credited with starting the Sexual Revolution, what we know as the “free love” era of the 1960s and 70s.

Kinsey and Hefner supported SIECUS, which created and continues to be the source of CSE nationwide. CSE could be considered the continuation of the “free love” movement for our children and grandchildren.

Core philosophies upon which CSE are based include:

- Children are naturally sexual from birth, therefore any restrictions on their sexual expression or sexual activity violates their sexual rights.
- To have good health, children and adults alike should be having regular sexual experiences either alone (masturbation) or with persons of either gender.
- A right to sexual pleasure, even at the youngest ages is a primary human right that trumps other rights, including religious free exercise.
- Children have privacy and confidentiality rights that trump the rights of their parents to guide their education in the area of human sexuality.
- Children have a right to abortion and to sexual relations without the knowledge and consent of their parents.
- Most societal sexual and gender norms, especially those based in religious beliefs are repressive and unhealthy and should be changed.

- Children have the right to experiment with diverse sexual identities and orientations and the behaviors associated with them in order to develop a healthy sexuality.
- Youth are to be enlisted to combat “homophobia,” “transphobia” and “heterosexism” and to advocate for their sexual rights.
- Youth should be involved in the design and implementation of CSE programs.
- Children, under internationally recognized rights to health and education, have a right to all sexual information, uncensored and without parental consent.

Why do we care about SIECUS?

SIECUS invented CSE

When you have a chance, go to the web site siecus.org. Their tag line is “Sex Ed For Social Change”

Their stated mission includes these lines:

*Prioritize advancing progressive sex education policy across the country

*Advocate for the rights of all people to access and enjoy **comprehensive sexuality education** and health related services

*Sex Ed, as SIECUS envisions it, addresses a variety of social justice issues. From LGBTQ rights and reproductive justice, to urgent conversations around consent.

In short, SIECUS defines what “**Comprehensive Sexuality Education**” is. SIECUS also defines what **COUNTS** as CSE.

On their web site, you will find a publication called “**National Sex Education Standards- Core Content and Skills, K-12**”. Those standards contain the following:

“**Characteristics of Effective Comprehensive Sex Education** p.12”

“Standards by Grade Level pages 18-31”

To meet the qualifications of CSE, a curricula MUST meet the standards set out in this document.

There are many sex ed curricula out there, most of them are based on the idea of Abstinence and Risk Avoidance and are currently being used in Nebraska. Those curricula **do not** meet CSE standards and **would not be acceptable** under the Nebraska Dept of Ed Proposed Health Standards.

There are a dozen or so popular curricula available that meet the CSE Standards for K-12. Those curricula are focused on “Sexual Rights”, “Sexual Pleasure”, and Risk Reduction (not avoidance). They promote (not just educate but actively promote) transgender, gender fluidity, and abortion. Starting in Kindergarten and continuing into every grade level. See the sample curricula and evaluations under “Defenders Toolkit” on our web site protectnebraskachildren.org

How do we know that the Proposed Nebraska Health Standards Contain CSE?

You be the judge: (NSES=National Sex Education Standards as published on SIECUS.org)

NSES grade K-2. Identify different types of families (e.g. nuclear, single parent, blended, intergenerational, cohabiting, adoptive, foster, same-gender, interracial)

Nebraska KG. Discuss different types of family structures. (e.g. single parent, blended, intergenerational, cohabiting, adoptive, foster, same-gender, interracial)

NSES grade K-2. Define gender, gender identity, and gender role stereotypes

Nebraska grade 1. Define gender, gender identity, and gender role stereotypes

NSES grade K-2. Identify healthy ways for friends to express feelings, both physically and verbally

Nebraska grade 2. Identify healthy ways for friends to express feelings for each other, both physically and verbally

NSES grade 3-5. 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

Nebraska grade 3. 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

NSES grade 3-5. Define sexual orientation

Nebraska grade 3. Define sexual orientation

NSES grade 3-5. Differentiate between sexual orientation and gender identity

Nebraska grade 4. Differentiate between sexual orientation and gender identity

NSES grade 3-5. Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ

Nebraska grade 4. Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ

NSES grade 3-5. Explain the relationship between sexual intercourse and human reproduction

Nebraska grade 5. Explain sexual intercourse and how it relates to human reproduction

NSES grade 3-5. Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family member, and members of the school community

Nebraska grade 5. Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family member, and members of the school community

NSES grade 3-5. Explain the gender expression and gender identity exist along a spectrum

Nebraska grade 5. Explain the gender expression and gender identity exist along a spectrum

Nebraska grade 6. Access medically accurate sources about gender, gender identity, and gender expression

NSES grade 6-8. Define and sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)

Nebraska Grade 6. Define and sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)

NSES grade 6-8. Access medically accurate sources about gender, gender identity, and gender expression

Nebraska grade 8. Access medically accurate sources about gender, gender identity, and gender expression

This is **not** a complete list. We included one or two examples at each grade level, and stopped at 8th grade. The point is that **the CSE standards and the Nebraska standards are one and the same.**

People may read these standards and conclude that there is good material in here. Dignity and respect are worthy goals. The problem with CSE is that so many of the **details** of the approved curricula, the early sexualization of young children, the focus on sexual pleasure and “rights”, the role-play methods of teaching, the glorification of the transgender lifestyle, are all harmful. Please look for curriculum details on **protectnebraskachildren.org**

Why are CSE and CRT being included in Health Standards?

Activists for Comprehensive Sexuality Education have twice tried to pass bills in the unicameral.

2013. LB 619, Introduced by Senator Ken Haar. The bill sought to require CSE in Nebraska. Sen. Haar’s wife was the Director of the Regional Planned Parenthood Organization at the time.

2011. LB 192, Introduced by Senator Brenda Council. This bill also sought to require CSE in Nebraska. In the press release was this quote: “Planned Parenthood of the Heartland officials support LB 192”

Those efforts were not successful.

How do we know that the State Board of Education is hiding the truth?

When the Nebraska Board of Education members stated during public comment in their meeting on May 7, 2021 that there is no CSE or CRT in the Nebraska Proposed Health Standards, they are verifiably wrong.

Word for word the Nebraska standards mimic the NSES standards (which by definition is CSE). In addition, listed on the Nebraska Dept of Ed website, under Nebraska Health Standards Draft #1- “The following resources informed Draft #1” — is this resource: **“National Sex Education Standards: Core Content and Skills, K-12”**, also known as NSES.

Scroll down to page 4 of that document to the list of “Subject Matter Experts”, and you will notice that 2 of them have these letters after their name-‘CSE’. What that means is that those experts are certified to teach CSE and have years of experience doing so. At least 3 of the experts have current or past ties to Planned Parenthood. At least one of them has pledged support to Black Lives Matter.

In case you were wondering if the NSES standards on the Dept of Ed site are the same as the ones at SIECUS.org, there is a link on the NDE web page that takes you to those very same standards. Notice that the standards are sponsored by SIECUS, another organization called “Answer, Sex Ed Honestly”, and another called “Advocates for Youth”. From those respective websites:

“Answer is a national organization that provides and promotes unfettered access to **comprehensive sexuality education** for young people and the adults who teach them.”

“Advocates for Youth works alongside thousands of young people here in the U.S. and around the globe as they fight for sexual health, rights, and justice.”

On their website, **Advocates for Youth**, provides free downloadable copies of the CSE curriculum called “Rights, Respect, Responsibility” also known as “3 R’s”. It is the curriculum that Omaha Public Schools partially implemented in 2016, in 7th, 8th, and 10th grades. It is also the curriculum that the Protect Nebraska Children Coalition have mostly been quoting from in our messaging. A major donor to **Advocates for Youth** is the Susan Thompson Buffett Foundation, a foundation that also strongly supports Planned Parenthood.

The Members of the State Board of Education claimed that there is no CSE or CRT in their standards. (There are CRT elements in the NSES standards if you look at them closely.) The Nebraska Dept of Education’s own website, their cited information sources, and their panel of experts stand in refute of that claim.

But aren’t these Health Standards optional? Our local School Board can stop it right?

You must understand that CSE (Comprehensive Sexuality Education) and CRT (Critical Race Theory) are two sides of the same coin. They are both descended from something called “Critical Theory” which is Marxist Ideology that was born in Frankfurt, Germany in the 1920’s. They are being promoted together in state after state by powerful lobbies, much of it funded with taxpayer dollars.

If the proposed Nebraska Health Standards are accepted as written, CSE compliant Sex Ed will be the only provided curriculum option available to local School Boards. Your districts can get the curricula for free from entities that are backed by Planned Parenthood and the Susan Thompson Buffett Foundation, among others.

The Biden administration has earmarked **billions** of taxpayer dollars to reward schools that adopt CSE and CRT.

Yes, your local School Board can write and implement their own Sex Ed curriculum. But that process is expensive, thankless, and time consuming. How long do you think it will be before your local board members adopt the already accepted and promoted state standards?

Teachers will also have access to the free CSE curriculum. The local school board can tell them not to use it, but it’s in the standards.

In addition, Critical Race Theory will be green lighted for any teacher who believes in it. They can push this controversial political ideology onto our students, even if the local school board is against it, because it is in the standards.

The Nebraska Board of Education likes to say that the health standards are optional. That line was repeated several times at the May 7, 2021 meeting of the State Board Meeting in Kearney. You have to ask yourself these questions:

This process is time consuming and expensive, and has not been done on a whim. If they are proud of these standards, then why do they keep pointing out that they are optional? Don’t they want everyone to use them? Isn’t that the whole point?

How many times in the past year have “optional” things become “mandatory”? The Biden administration promises billions of dollars, directly and indirectly, to get these ideologies implemented.

Once your kids are “Woke” or “Genderqueer”, will they be able to rationally see the harm being done to them? This process is incremental. Early indoctrination of the young helps to grow the lobby. You don’t have to start with everyone.

Leaders of Protect Nebraska Children Coalition have been networking with parents from CA, WA, AZ, and OR. The horror stories abound. Oregon has had mandated CSE/CRT for 12 years, and the state is imploding.

If you want to get a glimpse into a state where CSE/CRT are mandated in all schools, see the web site parentsrightsined.org

Refuting Quotes from Nebraska State Board of Education Members and Staff

Mr. Robin Stevens- “this is not CSE and not CRT”. May 7, 2021 at 4:42 of the recording of the SBOE meeting.

From the document “Points of Clarification-Nebraska Health Education Standards (Draft #1) released by the SBOE on May 7, 2021. *Quotes from the document are in italics.*

The proposed draft of the Nebraska of the Nebraska Health Standards **was not written by activists.*

Refuted- some of the “subject matter experts” listed have ties to Planned Parenthood and Black Lives Matter. Two of the experts are certified trainers in CSE.

Planned Parenthood **is not funding or helping to write the Nebraska Health Education Standards.*

Maybe, maybe not. If not, the influence is everywhere in the draft Standards. The CSE standards were written by SIECUS which was founded by a Planned Parenthood director. The standards are sponsored by “Advocates for Youth” which has a Planned Parenthood Advocate as a board member. The donors that support “Advocates for Youth” are largely the same foundations that heavily support Planned Parenthood. One of those foundations is the Susan Thompson Buffett Foundation, which donated \$674.5 million to Planned Parenthood between 2002 and 2018 according to the Capital Research Center, Feb 2020 report.

The State Board of Education **is not approving a sexual education curriculum, textbooks, or instructional material”*

That is not necessarily true. They are authorizing schools to adopt the curriculum, textbooks, instructional materials and approaches outlined in Comprehensive Sexuality Education (CSE). They are basically handing a Pandora’s Box to every school in the state, and then attempting to wash their hands of their part in the mayhem that will ensue.

Critical Race Theory **was not used to develop the proposed draft of the Nebraska Health Education Standards. The Equity Lens developed by the State Board of Education was used to ensure educational equity is reflected in the proposed draft.*

“Equity”, not equality, is the stated goal of Critical Race Theory. Terms found in the proposed Nebraska Health Standards such as “unconscious bias”, “cultural trauma”, and “systemic racism” are CRT terms. The NDE employs an “Equity Officer” who is also listed as one of their “subject matter experts” who informed the draft of the Standards.

