

## 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 ***Family Life and Sexual Health (FLASH) for Grades 4, 5 and 6*** *(includes 2008-2011 updates)* Based on 15 Harmful Elements Commonly Included in CSE Materials

**CSE HARMFUL ELEMENTS SCORE = [8 OUT OF 15]**

**FLASH for Grades 4-6 contains [8 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:** *Family Life and Sexual Health (FLASH) for Grades 4, 5 and 6* is the earliest curriculum in the FLASH series. This program is a precursor to the explicit content found in Middle School and High School FLASH. Intended for children as young as 9 years old, this curriculum uses group discussions and activities to break down modesty and normalize sexual vocabulary and actions such as masturbation.

**Target Age Group:** 9-12 years old (Grades 4-6)

**Planned Parenthood Connections:** Planned Parenthood of Western Washington is credited with contributing material used in this curriculum.

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,</i></p>	<p>“Hand out Reproductive System Worksheet #1 and fill it in as a <b>large group exercise: ...Let’s start with the outside parts #'s 4 and 7.</b> Can anybody tell me what they’re called? That’s right, #4 is the <b>penis...</b>” (Note: #7 on the worksheet is the <b>scrotum</b>). (Grades 4-6, p. 11-4)</p> <p><b>Reproductive System Worksheet 4</b> [<i>words that students are to know the correct definition of</i>] a.) Circumcision, b.) Conception, c.) <b>Ejaculation</b>, d.) <b>Erection</b>, e.) Fertilization, f.) Genitals, g.) Implantation, h.) <b>Intercourse</b>, i.) Menstruation, j.) Nocturnal emission, k.) Ovulation, l.) Ovum, m.) Pituitary, n.) Puberty, o.) Semen, p.) Sperm. (Grades 4-6, p. 11-4)</p> <p><b>Note:</b> Discussion of these terms as part of a group exercise combining boys with</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.

attractions, fantasies or desires.

girls breaks down modesty, normalizes sex, and desensitizes children as young as 9 or 10 to the idea of having sex. No references are made to abstinence until marriage or even delaying sexual debut.

"If students introduce terms such as "molestation" and "rape," record these on the blackboard, too. Whether they introduce the term "private parts" or not, define "private parts" as "the parts of the body covered by a bathing suit: the bottom, **a boy's or man's penis and scrotum, a girls' or woman's labia and vagina**, and girls' chests...even if they're too young to have breasts." (Grades 4-6, p. 2-3)

Changes during puberty: "Genitals enlarge (both) - This is more obvious for a boy, since he looks at his penis and scrotum every time he uses the bathroom. A girl is less likely to notice, but her **vulva (labia and clitoris)** get bigger at puberty, too." (Grades 4-6, p. 9-5)

Changes during puberty: "Erections happen more frequently (more noticeable in boys) -- **Explain that an erection is what you call it when the penis or the clitoris fills up with blood and gets harder and bigger....Erection is perfectly healthy and it happens sometimes when you are thinking of something sexual** or of someone you like, but it also can happen, especially at puberty, for no apparent reason. A guy may find it embarrassing when he has one in public, but he can **just carry something in front of him if it does**. And it may help to know that it happens at some point to almost all guys." (Grades 4-6, p. 9-5)

**"Intercourse is the kind of sexual touch when the penis is in the vagina.** It is sometimes called 'vaginal intercourse' or 'lovemaking'...but 'lovemaking' can mean different things to different people. Ejaculation is what you call it when semen, the fluid carrying sperm, comes out of the penis. **If he ejaculates during intercourse – or even if he ejaculates onto her labia, without ever putting the penis inside – sperm can swim up into her uterus...**" (Grades 4-6, p. 12-3)

Homework option: "Call the Facts of Life Line (206-328-7711) or their family doctor or use the Internet to find answers to questions from the Question Box or to one of the following common questions: What if the penis or vagina is "too big" or "too small"? **Do all boys have wet dreams and do girls have something similar?"** (Grades 4-6, p. 12-4)

***Note:** While factually correct, this explicitly introduces young children to sex without any guidance or encouragement to delay sexual relations until marriage or at least until one is an adult. Do 9 year-old boys really need to know the details of a girl's vulva or that a girl's labia and clitoris get bigger during puberty? Do 9 year-old girls really need to know that boys get erections and ejaculate when sexually excited? This is too much information too soon, also done in a mixed group which will make at least some children very uncomfortable. In addition, referring children to the internet to research terms like 'penis' and 'wet dreams' opens them up to finding inappropriate and harmful material. Children should be counseled to talk to their parents about these questions, yet parents are not mentioned.*

<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>No evidence found.</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>“In this 5th/6th grade lesson, we use the term 'sexual intercourse' as an umbrella expression to represent all three risky sexual behaviors: <b>oral, anal and vaginal intercourse</b>. These will be spelled out in later grades. That’s not to say that you can’t define them simply if students ask about them. The curriculum, however, begins with <b>this more basic information.</b>” (Grades 4-6, p. 17-5)</p> <p><b>Note:</b> <i>While at least oral and anal intercourse are listed as “risky,” some 5<sup>th</sup> and 6<sup>th</sup> graders (10 and 11 year olds) will have never yet heard of anal or oral sex, so this will introduce them to these high-risk sexual behaviors. It also equates anal and oral intercourse with vaginal intercourse, thus normalizing these sex acts to children as young as 10.</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>“Does it mean you’re gay if you really like other boys?’ Not necessarily. A guy can have close guy friends without being gay. If he finds that most of his serious crushes are on other guys – the kind where your stomach flips when the person walks into the room and you totally want them to notice you – <b>then, yes, maybe he is gay.</b>” (Grades 4-6, p. 14)</p> <p>“<b>Show the documentary video <i>That’s a Family</i>...</b> Available from New Day Films, as part of the Respect for All series.” (Grades 4-6, p. 2-3)</p> <p><b>Note:</b> <i>In the guise of promoting tolerance and understanding, this film and other such activities are designed to portray homosexual or bisexual activities as normal and desirable, ultimately <b>encouraging expression of any sexual orientation or gender identity at any age, regardless of the health consequences.</b></i></p> <p>“The film portrays children and families that are happy and highly functional at this point in time. Acknowledge that most families have times when things are not so happy and people aren’t getting along so well....<b>Discuss which kinds of families were not portrayed (two-biological-parent families...)</b>” (Grades 4-6, p. 2-3)</p>

	<p><b>Note:</b> Two-parent, biological families were not even portrayed in the film showing kinds of families.</p> <p>“A person may have <b>crushes on people of their own sex, the other sex or both</b>. It may or may not predict how they will feel when they’re grown. That is, really liking someone of a different sex doesn’t necessarily mean you will eventually figure out that you are heterosexual (straight). And, likewise, really liking someone of your own sex doesn’t necessarily mean you will eventually figure out that you are gay or lesbian. <b>It often takes time to figure out.</b>” (Grades 4-6, p. 9-6)</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>No evidence found.</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>“Q: 'What do you believe about masturbation?' A: 'That's an interesting question; a lot of kids wonder about masturbation. This is not a fact question like most of the ones you’ve been asking me. It’s one where every culture and every family believes something different. I can tell you what masturbation is. <b>It’s when a person touches their genitals for pleasure.</b>” (Grades 4-6, p. 9)</p> <p>“Some questions that are apparently fact questions may need a discussion of the underlying values, but always start by answering them: 'Can girls masturbate?' 'This is a common question. <b>Masturbation is when someone touches their own genitals for pleasure. Both boys and girls are able to masturbate.</b> People do have different ideas, though, about whether or not masturbation is OK...” (Grades 4-6, p. 9)</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</i></p>	<p>No evidence found.</p>

<p><i>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><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>No evidence found.</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>No evidence found.</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</i></p>	<p>“That said, we have not found a puberty film produced in the last decade that we can recommend...one that is inclusive and respectful.” (Grades 4-6, p. 9-3)</p>

<p><i>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><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>No evidence found.</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>No evidence found.</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</i></p>	<p>“Recognize that there are <b>different kinds of families.</b>” (Grades 4-6, p. 2-1)</p> <p>“Point out that each person will define 'family' differently, in deciding who to include. Some will draw their parents and brothers and sisters. Some will draw all their blood relatives. Some will draw a single parent or <b>two parents of the same or different genders.</b>” (Grades 4-6, p. 2-3)</p>

regarding sex, sexual orientation or gender identity.

“Point out that a few years ago the 'women and girls' list might have contained 'wearing earrings' or 'dyeing your hair.' Now many males feel comfortable doing these things. Point out that other societies, not just other time in history, have differing beliefs regarding roles.” (Grades 4-6, p. 4-3)

“Examples of controversial issues that have a wide range of values in the community:

- **Abortion**
- Birth control
- **Masturbation**
- Homosexuality
- Sex outside of marriage
- Cohabitation
- **What age/under what circumstances it's acceptable to start having sex**

(Grades 4-6, p. 7)

***Note:** What is the purpose for bringing this up if not to cause children to reexamine their own values or those of their parents?*

“...However, **just because it's inappropriate in a public school setting to teach particular values on controversial issues, that does not mean one can't teach about the issues.**” (Grades 4-6, p. 9)

“For example, **you can discuss abortion - what it is, the fact that it is legal in this country, where abortions are performed,** etc., but it is not appropriate to share your beliefs about whether or not abortion is a correct choice.” (Grades 4-6, p. 9)

“Your role is two-fold: (1) to make sure that every belief gets expressed -- or paraphrased -- respectfully, hopefully just as the person who believed it might express it and (2) to **make sure that a complete range of beliefs gets expressed,** even if you have to supplement the few values the group can think of” (Grades 4-6, pp. 11-12)

“The film tells the stories, in their own words, of children in families with parents of different races or religions, divorced parents, a single parent, **gay or lesbian parents,** adoptive parents or grandparents as guardians.” (Grades 4-6, p. 2-3)

“Guest speakers should **avoid outdated and non-evidence-based practices,** such as using scare tactics, **stressing gender differences,** disparaging condoms and other contraceptives, perpetuating stereotypes, and shaming or belittling students.” (Grades 4-6, Appendix 4)

***Note:** This quote is aimed at preventing guest speakers that promote abstinence from presenting to children. Encouraging abstinence is considered by promoters of Comprehensive Sexuality Education to be an “outdated, non-evidence-based” practice that disparages contraception and shames and belittles- regardless of*

	<p><i>how it is taught.</i></p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May <u><a href="#">instruct children they have rights to confidentiality and privacy from their parents.</a></u> May <u><a href="#">teach children about accessing sexual commodities or services, including abortion, without parental consent.</a></u> May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>Students are encouraged to use the "Anonymous Question Box" and to submit "questions about family" that are then answered by the teacher, who is instructed, "Remember that your role is not to judge any one family's lifestyle but to help students appreciate similarities and differences..." (Grades 4-6, p. 2-5)</p> <p>Homework option: "Call the Facts of Life Line (206-328-7711) or their family doctor or use the Internet to find answers to questions from the Question Box or to one of the following common questions:</p> <ul style="list-style-type: none"> <li>• What does it mean if one breast or testicle is larger than the other?</li> <li>• What if the penis or vagina is "too big" or "too small"?</li> <li>• Do all boys have wet dreams and do girls have something similar?"</li> </ul> <p>(Grades 4-6, p. 12-4)</p> <p><b>Note:</b> <i>Referring children to the internet to research terms like 'penis' and 'wet dreams' opens them up to finding inappropriate and harmful material. Children should be counseled to talk to their parents about these questions, yet parents are not mentioned.</i></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</i></p>	<p>Recommended resources include <i>It's Perfectly Normal</i> by Robie Harris. (Grades 4-6, p. 6)</p> <p><b>Note:</b> <i>It's Perfectly Normal is one of the most explicit sex education books for young children. Written for ages 10 and up, it describes in full detail maturation, LGBT lifestyles, masturbation, erections, and sexual intercourse. The book contains realistic illustrations of fully nude people of all ages and stages of development, as well as illustrations of children masturbating, having erections, and nude people having sex.</i></p> <p>"We recommend that you look for answers at the Sex Etc. web site, a program of Rutgers University. Go to: <a href="http://www.sexetc.org/page/ask_experts/">http://www.sexetc.org/page/ask_experts/</a>" (Grades 4-6, p. 16-4)</p> <p><b>Note:</b> <i>This website is tailored for teens and has inappropriate content for children ages 10 and 11, such as extensive information on sex, contraception, and LGBT issues. The creator of this website states that they promote "unfettered access to comprehensive sexuality education for young people."</i></p> <p>Planned Parenthood of Western Washington contributed material to this curriculum. (Grades 4-6, p. 3)</p>

[www.WaronChildren.org](http://www.WaronChildren.org) and  
[www.InvestigatePPF.org](http://www.InvestigatePPF.org))

For the complete text of *FLASH for Grades 4-6* see <https://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx>.