

### **Harmful Elements of the Sex Ed Curriculum “Teen Talk”**

1. This curriculum SEXUALIZES CHILDREN and Normalizes child sex or desensitizes children to sexual things. Gives examples of children having sex or imply many of their peers are sexually active. Glamorizes sex, uses graphic materials, teaches explicit sexual vocabulary, or encourages discussion of sexual experiences, attractions, fantasies or desires.
2. This curriculum TEACHES CHILDREN TO CONSENT TO SEX. Teaches 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. “Consent” is often taught under the banner of sexual abuse prevention. Sex with minors is always illegal in the state of CA.
3. This curriculum PROMOTES ANAL AND ORAL SEX, 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.
4. This curriculum 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.
5. This curriculum PROMOTES SEXUAL PLEASURE and 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.
6. This curriculum PROMOTES SOLO AND/OR MUTUAL MASTURBATION. 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.
7. This curriculum PROMOTES CONDOM USE IN INAPPROPRIATE WAYS and 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.
8. This curriculum 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.
9. This curriculum FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD and Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. Mentions abstinence only in passing. Teaches children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. Presents abstinence and “protected” sex as equally good options for children.

10. This curriculum PROMOTES TRANSGENDER IDEOLOGY. It 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 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.
11. This curriculum PROMOTES CONTRACEPTION/ABORTION TO CHILDREN. It also presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. Teaches children they have a right to abortion and refers them to abortion providers. May encourage the use of contraceptives, while failing to present failure rates or side effects.
12. This curriculum PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY. Trains children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. Recruits children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.
13. This curriculum UNDERMINES TRADITIONAL VALUES AND BELIEFS. It also encourages children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.
14. This curriculum UNDERMINES PARENTS OR PARENTAL RIGHTS. Instructs 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. Instructs children not to tell their parents what they are being taught about sex in school.
15. This curriculum REFERS CHILDREN TO HARMFUL RESOURCES. It also refers children to harmful websites, materials or outside entities. Also specifically refers 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.) 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](http://www.WaronChildren.org) and [www.InvestigatelPPF.org](http://www.InvestigatelPPF.org))

(The following would be actual talking points for people to read when they call in Tuesday for item 1 J)

**-We conclude that** Teen Talk does not meet the CHYA-modified Ed Code purposes for sex ed in CA secondary schools. This is based on the following 15 compliance problems in the twelve Teen Talk sessions (lessons).

-Problem #1: This opening lesson, in the reviewer's reading, offends the purposes of CHYA and the laws protecting minors from sex by injecting confusing details. It introduces 7<sup>th</sup> graders to sex and infers they can consent to sex—seems to even 'groom' them for sex—rather than lay a foundation for CHYA's five protective purposes.

-Problem #2: The pretest injects sexual topics not typical for middle school children, many not required by CHYA. The Teen Talk lessons introduce a great deal of material about having sex, rather than about knowledge and skills for protecting sexual and reproductive health.

-Problem #3: The "Values" exercise has a *Lord of the Flies* type of social pressure as students are required by physical movement to agree or disagree with values statements they have not been prepared for, and may be asked to explain. This seems more about crowd influence than sex ed. Neutral positions are not allowed. No guidance supportive of healthy behavior is given, some value questions go beyond CHYA, and some topics aren't even values.

-Problem #4: The section, "Giving your parents 'The Talk'," undermines the legal rights of, and respect for the role and authority of parents.

-Problem #5: The lesson on anatomy goes well beyond the requirements of CHYA, adds confusing detail to the already complex subject of sex ed, and forces this on middle school children.

**-Session 3: Gender and Sexual Identities:** CHYA requires that three terms be taught: gender, gender expression, and gender identity. Exploration of any harm from gender stereotypes is also required (though it should be supported by scientific studies).

Problem #6: The lesson goes beyond a reasonable interpretation of CHYA requirements, introducing:

- The non-scientific idea that sex is "assigned," as though randomly, when in fact gender has always been "recognized" by the presence of male or female genitalia.
- Introduces the non-scientific Genderbread identity prezi which suggests that gender is a preference than a scientific reality present in every cell of the body.
- Introduces the confusing and rare birth defect of 'intersex,' a term not mentioned in CHYA.
- Introduces other terms not in CHYA, including cisgender, transgender, non-binary, gender queer, gender fluid, agender, gender-neutral, androgynous, asexual, pansexual and SOGIE. Middle school students are typically experiencing puberty, the first phase of adolescence, and their gender identify and expression is not clear. This school-based intrusion into their natural sexual development has potential for harm and violates the rights and role of parents who best know and love their children.
- The referenced video materials, "Intersex," "Straitlaced," and "A Place in the Middle," will offend the values of most parents and go beyond the requirements of CHYA.

-Problem #7: It's always about sex. The lesson fails to build a foundation of support for abstinence but rather continues the practice of repeatedly introducing sexual topics to middle school children. Presuming topic #4 is selected by the teacher and 10 minutes is spent on it, we finish Session 4 having

spent *just ten minutes* out of 220-300 minutes on the main point of CHYA: that delaying sex until maturity is the only medically certain safe protection of sexual and reproductive health.

-Problem #8: The material on abstinence in this lesson continues the Teen Talk failure to provide a positive and encouraging message about delaying sex, noted in CHYA as the only medically certain safe path. The fact that about half of students abstain from sex is evidence that the average student can do it—that it doesn't require "*strong values . . . self-control . . . or strong communication skills.*" (Italics added.)

-Problem #9: Pregnancy, for a minor girl, is a difficult and highly emotional topic with significant and long-lasting consequences. The lesson presents the basic information about options, but little or no information about emotions and consequences. This is a disservice to girls who may become pregnant, or have pregnant friends.

-Problem #10: Although options to terminate pregnancies are presented, there is no information on protecting the health of the embryo/fetus (neo-natal care instruction). The focus on 'killing rather than protecting life offends the values of many parents.

-Problem #11: Because anal sex will happen, pupils deserve accurate protective information. The full CDC guidelines for HIV infection risk reduction are not presented and specific guidelines for testing are not included, nor is there a reference to connect pupils with evolving CDC-approved protections. Though anal sex is introduced as one of six forms of risk for HIV, factual information about the much greater magnitude of the risk for MSM is not presented, nor is information presented re the much higher risk for the "receptor" of the act. It is also not noted that condoms are not FDA-approved for anal sex.

-Problem #12: As noted above, the national emphasis on condom use has failed to adequately protect. Condoms in typical use reduce annual pregnancy risk by about 82% and reduce STI risk by 30-50% depending on the STI. If these facts were known, few parents would accept these levels of protection for their children and adolescents lack brain development needed for effective risk management. Even worse, trends for condom use have declined to about half of kids consistently using them during sex. One conclusion is that emphasis on abstinence should get more frequent and more effective attention and Teen Talk fails to do this, despite the emphasis given in CHYA on risk avoidance.

-Problem #13: Knowledge and skills for healthy and wholesome relationships typical of middle school pupils are not well taught and are displaced by adult topics. This is a major failing of compliance with CHYA purposes.

-Problem #14: The lessons fail to provide protective knowledge and skills for refusal and negotiation in the repetitious presentation of sexual situations. This leaves the impression that everyone, or nearly everyone, is doing it. Fortunately, this isn't the truth but you don't find this information or support for it in these lessons.

-Problem #15: The historical foundation for healthy and lasting relationships is marriage. Throughout history, marriage and family have been the primary foundation societal institutions. There is no significant material in the 12 lessons that provides knowledge and skills for building lasting, healthy committed relationships such as marriage, or that even note the many benefits of marriage.

-The Teen Talk Curriculum is filled with misinformation, medically inaccurate, and biased information. The lack of "comprehensive" information and the degree of slanted information puts students in harm's way of incurable disease, such as HIV. **WHAT DETERMINES WHETHER THE FACTS TAUGHT ARE MEDICALLY ACCURATE?** Instruction is medically accurate if it is verified or supported by **proper scientific research, published in peer-reviewed journals** as appropriate, and recognized as accurate and **objective by agencies with expertise in the field**, such as the federal **Centers for Disease Control and Prevention (CDC)**, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. . **(Education Code § 51931(f).)** Teen Talk is failing to meet these goals by leaving out essential information, and it lacks updated research and data in order to increase knowledge for decision making for safe protective sexual health choices. This curriculum presents skewed and wrong information, and in doing so, puts students in harms' way of incurable disease, such as HIV.

[https://www.aclusocal.org/sites/default/files/questions\\_and\\_answers\\_for\\_school\\_districts-ca\\_healthy\\_youth\\_act.pdf](https://www.aclusocal.org/sites/default/files/questions_and_answers_for_school_districts-ca_healthy_youth_act.pdf)

-The purposes of the CA Healthy Youth Act (expressed in Ed Code 51930) are:

1. Provide knowledge and skills to protect student's sexual and reproductive health.
2. Provide knowledge and skills for healthy attitudes regarding adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
3. Teach sexuality as a normal part of human development.
4. Teach pupils to protect their sexual health, including prevention of HIV infection.
5. Provide knowledge and skills for healthy, positive and safe relationships and behaviors.

**The Conclusion is that** Teen Talk does not meet the CHYA-modified Ed Code purposes for sex ed in CA secondary schools.

**-Ed Code 60002:** "Each district board shall provide for substantial teacher involvement in the selection of instructional materials and **shall promote the involvement of parents and other members of the community in the selection of instructional materials.**" **Note:** You do not have to be a parent to request this. You are a tax payer paying for public education and you vote for the Board Members to represent you. "members of the community" is part of Ed Code.

**-Ed Code 51500 & 51501.. Programs must not include content that reflects adversely** on any person's **religious beliefs**. Instruction **cannot be biased** in any way that would make **ANY of the students FEEL excluded or depicted negatively**. Curriculum and teachings should **avoid instructing students that any specific religious view concerning homosexuality or gender is correct or incorrect**.

**-EC 51933** - Instruction in ALL grades **may not teach or promote religious doctrine or reflect or promote bias** on the basis of: Perceived disability, gender, gender identity or expression, race, ethnicity or nationality, **RELIGION** or sexual orientation or any other category protected by the non-discrimination policy EC 220.

-Ed Code 51501,60044(a) and (b) states that

*instructional materials for social content **should enable ALL students to become aware and accepting of religious diversity while being allowed to remain secure in any religious beliefs they may already have.** Bias and prejudice against any of those religious beliefs should not be displayed in public classrooms. No religious group should be portrayed as inferior, nor should their beliefs or practices be ridiculed.*

-Please reconsider adopting HEART as our Sex Ed Curriculum for 7-12<sup>th</sup> grade students. Or at the very least provide it as an option for students/families who wish to be a part of a curriculum that does not teach past what the law requires and is not found to be age inappropriate. This curriculum is free. It is accessible online and has a digital platform for a nominal fee. It can be translated into any language on the digital platform. It is age appropriate. It does not teach past what the law requires. It respects ed code in acknowledging that parents have the right to be apart/involved in and have the right to oversee what is taught to their own children concerning this very important topic.

-We are not anti sex education. We support the updating of our sex ed curricula for grades 7-12. We are against teaching past what is required by CA law. We are against age inappropriate and medically inaccurate materials taught to our children regarding their sexual health and reproduction.