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Comprehensive Sex Education (CSE):
Built on Lies and Crimes against Children
Barb Anderson

Dr. Alfred Kinsey is known as the father of comprehensive sex education. In 1948 he published *Sexual Behavior in the Human Male* followed by *Sexual Behavior in the Human Female* in 1953. These “Kinsey Reports” became the basis for the sexual revolution that sanctioned promiscuity, pornography and homosexuality.

Kinsey changed our nation’s thinking about sexuality. He rejected biblical and traditional moral standards for an amoral standard of sexual behavior with an animalistic view of sex for pleasure.

He placed sexuality on a continuum and claimed that all sexual perversions fell within the range of biological normality—including incest, adult-child sex, and sex with animals. The Kinsey claim that 10% of the population is homosexual was a myth that was pressed into public consciousness and soon became a part of sex education curricula.

In *Stolen Honor Stolen Innocence: How America was Betrayed by the Lies and Sexual Crimes of a Mad “Scientist,”* author and researcher Dr. Judith Reisman reveals that Dr. Kinsey was a sexual psychopath, a promiscuous homosexual, and a sado-masochist who was an obsessive masturbator.

Few knew that Kinsey was a sex deviant whose research methods were based on intentional fraud. Armed with his fake statistics and an intense hatred for Judeo-Christian values, he set out to undermine marriage and the family and transform American culture. His co-author called Kinsey’s sexual agenda his “grand scheme.” His “grand scheme” included promoting the sexual rights of children, to open the way for pedophilia.

Dr. Kinsey claimed that children were sexual from birth. To arrive at this conclusion, Kinsey worked with pedophiles who sexually abused hundreds of children—raping and sodomizing them—including infants as young as two months. This sexual torture occurred for up to 24 hours at a time by Kinsey’s “trained observers.” The tortured responses of the children are recorded in Kinsey’s own book, *Sexual Behavior in the Human Male* (pages 160-161).

As a result of this criminal activity, Kinsey concluded that children are sexual from birth and that sexual activity for kids is natural and healthy and should not be repressed. It is the cornerstone of today’s comprehensive sex education and is the foundation for everything that is taught to school-age children in CSE classes.
The Sexuality Information and Education Council of the United States (SIECUS) was founded in 1964 to teach sex education. SIECUS used Kinsey’s “findings” on “child sexuality” to create sex education guidelines and to promote individual sexual rights for children. SIECUS converts Kinsey ideology into sex education curricula and Planned Parenthood moves it into American classrooms.

The founding members of SIECUS include several of Kinsey’s associates. Dr. Mary S. Calderone left her medical director position at Planned Parenthood and became the first director of SIECUS. In a TV interview (January 18, 1968 Channel 9) in New York City, Calderone denounced the teachings of the Bible as myths and said: “The whole relationship of man to woman must be changed.” She also stated: “We must accept that adolescent sexual experimentation is not just inevitable, but actually necessary for normal development.” Calderone promoted “sexual freedom” for kids over parental rights. According to Calderone, SIECUS was formed to teach human sexuality “very broadly and deeply with awareness of the vital importance of infant and childhood sexuality.”

SIECUS sets the standard for what is taught in comprehensive sex education and has issued guidelines that consist of developmental benchmarks for each age level. These guidelines promote sexual experimentation for children, normalize homosexuality and encourage teens to use pornography. They have been adopted as the framework for comprehensive sex education programs throughout the nation.

SIECUS works closely with the U.S. Departments of Education, and Health and Human Services, and is the driving force behind the National Sexuality Education Standards.

Known as the clearinghouse for all comprehensive sex education, SIECUS has recently pulled back the curtain to reveal its true goals and purpose for existence. In SIECUS’ 2019 online donation appeal, Christine Soyong Harley, the Interim President & CEO of SIECUS, makes it very clear what sex education is really about:

“...sex ed is key to dismantling systems of power and oppression....the kind that dismantles white supremacy and gender inequities, and affirms identities and experiences that stretch beyond binaries and heteronormative expectations....sex education is a powerful vehicle for social change.”

SIECUS and Planned Parenthood have subverted American culture by teaching minor children about every kind of sex and with persons of either gender. Now the CSE radicals want comprehensive sex education mandated at every grade level K-12 to achieve their goal of social change. It’s time to reject comprehensive sex education and its dangerous lies based on Kinsey’s crimes against children.
A bill for an act
relating to education; sexual health curriculum; requiring commissioner of education
to develop a model program; requiring a report; proposing coding for new law in
Minnesota Statutes, chapter 120B.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. [120B.211] SEXUAL HEALTH EDUCATION.

Subdivision 1. Model program. (a) The commissioner of education must, in consultation
with the commissioner of health and other qualified experts, identify one or more model
comprehensive sexual health education programs for elementary and secondary school
students. The commissioner must provide school districts and charter schools with access
to the model program, including written materials, curriculum resources, and training for
instructors by June 1, 2021.

(b) The model program must include medically accurate instruction that is age and
developmentally appropriate on:

(1) human anatomy, reproduction, and sexual development;

(2) consent, bodily autonomy, and healthy relationships, including relationships involving
diverse sexual orientations and gender identities;

(3) abstinence and other methods for preventing unintended pregnancy and sexually
transmitted infections; and

(4) the relationship between substance use and sexual behavior and health.

(c) "Consent" as used in this section means affirmative, conscious, and voluntary
agreement to engage in interpersonal, physical, or sexual activity.
Subd. 2. School programs. (a) Starting in the 2021-2022 school year, a school district or charter school must implement a comprehensive sexual health education program for students in elementary and secondary school, including students with disabilities and students enrolled in a state-approved alternative program. The sexual health education program must include instruction on the topics listed in subdivision 1, paragraph (b), and must:

(1) respect community values and encourage students to communicate with parents or guardians; faith, health, and social services professionals; and other trusted adults about sexuality and intimate relationships;

(2) respond to culturally diverse individuals, families, and communities in an inclusive, respectful, and effective manner; and

(3) provide students with information about local resources where students may obtain medically accurate information and services related to sexual and reproductive health, dating violence, and sexual assault.

(b) A school district or charter school that does not adopt the model program developed by the commissioner of education in accordance with subdivision 1 must submit for approval to the commissioner of education its sexual health education program. The commissioner must require a district applying for approval under this paragraph to include the following information in its application:

(1) the process the school district or charter school used to develop a sexual health education program under this section;

(2) the written materials used in the school district or charter school's sexual health education program; and

(3) training provided to the instructors of the school district or charter school's sexual health education program.

(c) A school district or charter school that adopts a model program developed by the commissioner of education in accordance with subdivision 1 must report which program it selected to the commissioner, in the form and manner determined by the commissioner.

(d) Notwithstanding any law to the contrary, instruction in a sexual health education program under this section may be provided by a person without a teaching license, who is employed by the school district, charter school, or a community organization if the school administration determines the school employee or community organization has necessary content expertise.
Subd. 3. Parental review. A school district or charter school must provide instruction under this section consistent with the parental curriculum review requirements in section 120B.20.

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 2. SEXUAL HEALTH EDUCATION REPORT.

The commissioner of education must submit a report to the committees of the legislature having jurisdiction over kindergarten through grade 12 education on the sexual health education program required under Minnesota Statutes, section 120B.211. The report must include:

1. a description of how the model sexual health education program or programs were identified;
2. assistance provided to school districts and charter schools implementing a sexual health education program;
3. the number of school districts and charter schools that adopted each model program; and
4. a list of the school districts and charter schools that requested approval of a sexual health education program in accordance with Minnesota Statutes, section 120B.211, subdivision 2, paragraph (b), including any school districts and charter schools that did not receive approval.

The commissioner must submit the report no later than January 15, 2022, and must submit the report in accordance with Minnesota Statutes, section 3.195.
Roll Call Vote on CSE Mandate

This is the MN House roll call vote for the April 23, 2019 Rep. Peggy Bennett amendment to delete the mandate to teach comprehensive sex education to all MN pre-k through 12th grade public/charter schools.

A YEA vote is a vote to delete comprehensive sex ed (HF1414) from the omnibus education bill HF2400.

A NO vote is a vote to keep mandated comprehensive sex ed in the education bill. The Bennett amendment failed 58-73. The four members not voting were not present at the time of the vote.

The question recurred on the Bennett amendment and the roll was called. There were 58 yeas and 73 nays as follows:

Those who voted in the affirmative were:

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<th>Albright</th>
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Those who voted in the negative were:

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The motion did not prevail and the amendment was not adopted.

39TH DAY] TUESDAY, APRIL 23, 2019 4033
1. “You’re putting out false information: HF1414 doesn’t mention Planned Parenthood.”

**FACT:** Planned Parenthood creates CSE materials, they promote books teaching it, they *already* teach it in schools (bragging that they are the “largest provider of CSE in Minnesota,” see below), they lobby legislators and school boards for CSE across the country, they publicly advocate for CSE, and they lobbied heavily for this bill in MN. The bill’s language allows Planned Parenthood and gender activists into the schools to teach CSE.

In fact, Planned Parenthood has a new initiative called FoSE (Future of Sex Education) to promote the “institutionalization of comprehensive sexuality education in public schools.”
2. “This is not a state mandate on local school districts. School districts can choose their own curriculum.”

**FACT:** Districts *must* either use the model CSE curricula or choose one that *is approved by the Minnesota Department of Education.* The MDE *must* comply with everything the CSE law requires. Therefore, the “must” comply language creates a mandate for CSE teaching. Calling this ‘local control’ is simply dishonest.

3. “It’s Perfectly Normal’ (IPN) is not a required book. It isn’t even mentioned in this bill.”

**FACT:** *IPN* is a book widely used to teach CSE. Planned Parenthood recommends *IPN* as a “good example” of CSE and one that meets its requirements. *IPN* is a ‘perfect’ example of what is meant by CSE. Here is Planned Parenthood promoting the book *IPN* for 10 year olds.

4. *CSE is “age appropriate.”*

**FACT:** Normalizing early and dangerous sexual behaviors, activities and attitudes in children from pre-K and up is not “age appropriate”. In fact, under a similar California CSE law, it is considered “age appropriate” to teach that biological genders are merely “assigned” at birth by doctors, and that there are many more than just the two genders of boy or girl.....to kindergartners. That material is considered "age appropriate."

5. *CSE is “medically accurate.”*

**FACT:** Teaching children that their DNA and biological anatomy does *not* determine gender can hardly be considered “medically accurate.” CSE also normalizes dangerous sexual practices and promiscuity and ignores the terrible physical and emotional health risks that
accompany both.

6. “*HF1414 isn’t a curriculum.*”
   **FACT:** Since it is a statewide required content, the law makes it a de facto curriculum. Planned Parenthood’s own website calls it a “statewide curriculum.”

7. “*Parents can opt their children out.*”
   **FACT:** Proponents of CSE are fully aware that few parents know what is being taught, and fewer yet are in a position to review the curriculum. They count on that. This leaves the majority of children without the protection of parental oversight. And ‘opt outs’ are too little too late. It means the curriculum is already embedded in the school, making it virtually impossible for parents to shield their children from the long tentacles of CSE. **If we care about the health and safety of children, all of us should oppose what CSE subjects them to.**
HF 1414: The Comprehensive Sex Ed Bill

HF1414 passed the Minnesota House in April, 2018 on a Party Line vote. All Democrats voted for it except two. All Republicans voted against it. The bill is shown below with items highlighted and comments following the highlighted language.

Section 1. [120B.211] SEXUAL HEALTH EDUCATION.

Subdivision 1. Model Program

(a) The commissioner of education must, in consultation with the commissioner of health and other qualified experts, identify one or more model comprehensive sexual health education programs for elementary and secondary school students. The commissioner must use the rulemaking process under section 14.389, including a hearing under subdivision 5, to identify a model program under this section. The commissioner must provide school districts and charter schools with access to the model program, including written materials, curriculum resources, and training for instructors by June 1, 2021.

[Comment: The state adopts the acceptable curriculum, overriding the authority of local school boards and local taxpayers.]

(b) The model program must include medically accurate instruction that is age and developmentally appropriate on:

1. human anatomy, reproduction, and sexual development;
2. consent, bodily autonomy, and healthy relationships, including relationships involving diverse sexual orientations and gender identities;

[Comment: The state is requiring instruction on abortion (‘bodily autonomy’).]

3. abstinence and other methods for preventing unintended pregnancy and sexually transmitted infections;

[Comment: The fact is that CSE curricula give short shrift to abstinence as a credible option.] and

4. the relationship between substance use and sexual behavior and health.

(c) "Consent" as used in this section means affirmative, conscious, and voluntary agreement to engage in interpersonal, physical, or sexual activity.

[Comment: Children are taught how to give consent for sexual behavior. They are not taught how to refuse or taught the importance of refusing sexual advances.]
(d) The model program must include notification to:

1. students and school employees regarding criminal penalties for engaging in sexual contact with minors and the unavailability of mistake as to age or consent of the minor as a defense; and

2. school employees and administrators that a teacher or administrator who engages in sexual contact with a student may be found in violation of the teacher code of ethics and that such conduct may be grounds for suspension or revocation of a teaching license in accordance with section 122A.20, subdivision 1, paragraph (a), clause (1).

[Comment: The above two provisions were not in the original bill; they were introduced in committee by CSE opponents.]

Subd 2. School Programs

(a) Starting in the 2021-2022 school year, a school district or charter school must implement a comprehensive sexual health education program for students in elementary and secondary school, including students with disabilities and students enrolled in a state-approved alternative program. The sexual health education program must include instruction on the topics listed in subdivision 1, paragraph (b), and must:

[Comment: Elementary school begins in pre-K.]
[Comment: CSE curricula must teach what the state requires.]

1. respect community values and encourage students to communicate with parents or guardians; faith, health, and social services professionals; and other trusted adults about sexuality and intimate relationships;

[Comment: The fact is, CSE curricula violate community values and teach students parental consent is not necessary; the curricula teach students that sexual behavior is their right and no one should stand in their way.]

2. respond to culturally diverse individuals, families, and communities in an inclusive, respectful, and effective manner; and

3. provide students with information about local resources where students may obtain medically accurate information and services related to sexual and reproductive health, dating violence, and sexual assault.

[Comment: The fact is, “local resources” means referring students to Planned Parenthood and to radical gender activist group without their parents’ knowledge or consent.]

[Comment: The fact is, the so-called ‘medically accurate’ CSE teaches students that gender is not determined by biology; how to engage in dangerous sexual practices and that they are “perfectly normal”; deceive the young about the deep emotional and
physical trauma of early sexual engagement and abortion; and undermines the
protective authority of parents.]

(b) A school district or charter school that does not adopt the model program developed
by the commissioner of education in accordance with subdivision 1 must submit for approval to
the commissioner of education its sexual health education program. The commissioner must
require a district applying for approval under this paragraph to include the
following information in its application:

[Comment: Any curriculum other than the state model curriculum must include all parts of the
state requirements and it must be approved by the state Commissioner of Education. To say
that school districts may develop their own curriculum is false.]

1. the process the school district or charter school used to develop a sexual health
   education program under this section;
2. the written materials used in the school district or charter school's sexual health
   education program; and
3. training provided to the instructors of the school district or charter school's sexual
   health education program.

(c) A school district or charter school that adopts a model program developed by the
commissioner of education in accordance with subdivision 1 must report which program it
selected to the commissioner, in the form and manner determined by the commissioner.

(d) Notwithstanding any law to the contrary, instruction in a sexual health education
program under this section may be provided by a person without a teaching license, who
is employed by the school district, charter school, or a community organization if the
school administration determines the school employee or community organization has
necessary content expertise.

[Comment: Unlicensed Planned Parenthood and gender activist teachers are allowed to come
into the classroom to teach CSE.]

Subd 3. Parental Review. A school district or charter school must provide instruction under this section
consistent with the parental curriculum review requirements in section 120B.20.

[Comment: This is parental opt-out. The fact is that CSE is a dangerous violation of all children.
Further, opting out is almost impossible as it is incorporated into many subjects. Few parents are
aware of what is being taught in the classroom, and the most vulnerable students have no one to
speak for them.]
Planned Parenthood’s Sexual Rights For Kids

Who was to know that Planned Parenthood has a published manifesto describing its extreme sexual views for youth?

In the wake of horrifying scenes from undercover videos of Planned Parenthood marketing unborn baby parts for profit, shipping severed heads of aborted babies, and then shamelessly defending these practices, alarms are being sounded about PP’s prominent Sex Ed role in our schools.

Who was to know that International Planned Parenthood Federation (IPPF) has a published manifesto describing its extreme sexual views for youth? It’s a 40 page Declaration called, “EXCLAIM! Young People’s Guide to Sexual Rights” and is distributed worldwide by the United Nations. EXCLAIM! describes in detail PP’s sexual agenda in our schools. Promoting unbridled children’s sex is obsessedly urgent to PP.

Family Watch International has written extensively about PP’s teaching children their “right” to sexual pleasure. They state:

“IPPF’s sexuality programs are designed to raise up the next generation to demand their ‘sexual rights.’ For example, an excerpt from IPPF’s publication EXCLAIM!, distributed at the United Nations states, “young people . . . are entitled to sexual pleasure and how to experience different forms of sexual pleasure is important for their health.” This is what they are teaching to children as young as age 10. The EXCLAIM! publication also teaches children how to organize and advocate for their sexual rights.”

With that in mind, consider that Planned Parenthood was also a key player in creating the National Sexuality Education Standards, which are currently being aggressively promoted as the official Sex Ed framework in the United States.

According to their own website, “Planned Parenthood is the largest provider of comprehensive sex education in our communities. Each year, Planned Parenthood affiliates reach 1.5 million young people and parents with effective sex education and outreach in programs run by professional educators and youth peer educators.” [Emphasis theirs.]

Its website also states that they provide “young people with positive messages about sex and sexuality as natural, normal parts of life.” This means that there is no such thing as right or wrong when it comes to childhood sexuality. Planned Parenthood is teaching a truly radical philosophy of sexuality to our children.

As quoted from the EXCLAIM! Proclamation, Planned Parenthood states:

*Young people are sexual beings. They have sexual needs, desires, fantasies and dreams. It is important for all young people around the world to be able to explore, experience and express their sexualities in healthy, positive, pleasurable and safe ways. This can only happen when young people’s sexual rights are guaranteed.* [Emphasis ours.]

And further:

*Sexual rights are human rights related to people’s sexuality. Like everyone else, all young people are entitled to them and they are necessary for the development and well-being of all people and societies in
which they live. However, discrimination, stigma, violence, fear, ignorance and some cultural and traditional beliefs threaten people’s sexual rights. [Emphasis ours.]

Should our schools instruct even the very young they have a “right” to have sexual pleasure, including the how-to’s of vaginal, oral, and anal sex, and “genital rubbing?” Should same-sex and opposite sex partners be casually promoted as equivalent options for kids?

Planned Parenthood is actually indoctrinating kids into engaging in terribly destructive sexual activity—by describing it, exploring it, and removing all boundaries or moral guides. Planned Parenthood is additionally teaching our kids that their parents have nothing to say about their children’s sexual activities. (See below.)

Here are some Planned Parenthood tips from their teen website:

- **Before you have sex**, think about what things you feel comfortable doing.
- **You — and only you** — get to decide when you’re ready to have sex.
- The definition of virginity is complicated. **Some people don’t even care about it.**
- “Coming out” means **telling people that you’re LGBTQ (or any other identity)**. You get to decide if and when to come out, to whom, and how to do it.
- You may have heard the word “heteronormative” — which is when people assume that everyone is straight... For example: someone who **asks a girl if she has a boyfriend** without knowing her sexual orientation is being heteronormative.
- **Should I involve my parents when making decisions about sex?** Make sure to tell your parents **what role you want them to play** in your decision making.
- A great sex life is one that fits in with everything you’re about, including: **whether you want to be in a committed relationship before you have sex**. [Emphasis ours.]

Is it any surprise that sexual promiscuity and STDs typically get worse after children are taught this Sex Ed? It’s hard to imagine that anything could be worse than Planned Parenthood’s curriculum.

So why don’t parents know what Planned Parenthood is doing to their children? Take the state of Hawaii as an example.

Hawaii parents found it difficult to get access to the PP-promoted Sex Ed curriculum called Pono Choices. As reported in Life News:

> As Planned Parenthood’s noxious sex education rockets across the country at unprecedented rates—propelled by millions of dollars in Obamacare PREP grants—those who bear great responsibility for the oversight of children’s education are being denied the opportunity to know what their children will be taught in these taxpayer-funded programs...

> After parents told state representative Bob McDermott about Pono Choices—the program that teaches middle school students about same sex relationships and oral and anal sex—McDermott attempted to get copies of the entire curriculum from the state department of education, but incredibly, his request was denied. He then approached the University of Hawaii, which received, in partnership with Planned Parenthood, almost a million dollars in a teen pregnancy prevention grant to develop and implement the program. The state
legislator was once again turned down...a DOE spokeswoman, told reporters that “the curriculum is sensitive in nature and can be misinterpreted.”

Sensitive, indeed! To again quote from PP’s EXCLAIM! Proclamation, parents are violating young people’s sexual rights by interfering with their children’s choices:

There is a common assumption that young people are incapable of making decisions for themselves, so parents or other adults should have full authority over decisions related to their sexuality. Resistance to recognize young people’s sexuality and their decision-making abilities makes the realization of young people’s sexual rights all the more challenging...In all situations, the evolving capacities of young people to autonomously exercise their rights must be recognized.

Yet, according to the National Campaign to Prevent Teen and Unplanned Pregnancy, most parents believe that teens should be encouraged to delay sex until after high school, and most teens who have been sexually active wish they had waited longer to initiate sexual activity. The American College of Pediatricians states that, “By every measure, adolescent sexual activity is detrimental to the well-being of all involved, especially young women.”

We need to get Planned Parenthood out of our schools. They are certainly promoting an extreme, anti-family, dangerous sexual agenda.
Sex ed is a vehicle for social change. Full stop.

Sex ed for social change — What does that mean?

While sex education is a necessary sexual health tool, it can (and should) be so much more than that. With sex education, we have a golden opportunity to create a culture shift—tackling the misinformation, shame, and stigma that create the basis for many of today’s sexual and reproductive health and rights issues, like:

- Reproductive justice
- LGBTQ equality
- Sexual violence prevention
- Gender equity
- Dismantling white supremacy

Think about it: At the root of each of the issues above (among the many more that exist) is a need to teach people about them in an appropriate, unbiased, and accurate way—presenting young people, early on, with the evidence, not the ideologies.

The good news is: we already have a way to do this. We just need to prioritize it.

At SIECUS, we’re working toward a world where everyone receives comprehensive sexuality education (CSE)—no matter who they are or where they live.

CSE refers to “sex education programs that, in school-based settings, start by kindergarten and continue through 12th grade. High-quality CSE programs include age, developmentally, and culturally appropriate, science-based, and medically accurate information on a broad set of topics related to sexuality, including human development, relationships, personal skills, sexual behaviors, including abstinence, sexual health, and society and culture. CSE programs provide students with opportunities for learning information, exploring their attitudes and values, and developing skills.”

It’s a lengthy definition, but an important one. With CSE, we can provide sex education that takes into account the actual, lived experiences of the students in the classroom.

It’s more than just teaching young people how to have safer sex. It’s also key to dismantling the systems of power, oppression, and misinformation that allow today’s biggest sexual and reproductive health and rights injustices to exist in the first place.

CSE is LGBTQ inclusion. It is sexual violence prevention. It tackles racial, sexualized stereotypes that put people of color at greater risk of experiencing violence. It debunks harmful gender stereotypes. It defines and promotes enthusiastic consent practices. And it empowers each of us to claim the right to our own bodily autonomy.

https://siecus.org/sex-ed-is-a-vehicle-for-social-change/
The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don’t. Like Inception. Gender isn’t binary. It’s not either/or. In many cases it’s both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It’s okay if you’re hungry for more. In fact, that’s the idea.

Gender Identity

- Woman-ness
- Man-ness

How you, in your head, define your gender, based on how much you align (or don’t align) with what you understand to be the options for gender.

Gender Expression

- Feminine
- Masculine

The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

Biological Sex

- Female-ness
- Male-ness

The physical sex characteristics you’re born with and develop, including genitalia, body shape, voice pitch, body hair; hormones; chromosomes, etc.

Sexually Attracted to

- Nobody
- (Women/Females/Femininity)
- (Men/Males/Masculinity)

Romantically Attracted to

- Nobody
- (Women/Females/Femininity)
- (Men/Males/Masculinity)

For a bigger bite, read more at http://bit.ly/genderbread

Plot a point on both continua in each category to represent your identity, combine all ingredients to form your Genderbread.
Samples of It’s Perfectly Normal
(10 years and older – that’s 4th & 5th grades)
“Using a new condom... this is a way of practicing safer sex.”

Our note: The FDA has not approved condoms for anal or oral sex. In fact, the FDA warns against it.