

# Evaluation of Rights, Respect, Responsibility (3Rs)

Based on 15 Harmful CSE Elements

**HARMFUL ELEMENTS SCORE = 15 /15**

**Rights, Respect, Responsibility** contains 15 out of 15 of the harmful elements typically found in CSE curricula. Since each of these 15 harmful elements has the potential of causing long-term negative effects on the health and well-being of children, having even one of these elements should be reason enough to disqualify a program from being taught to children. A program containing several of these elements should be banned from use in any school or community setting.

**Description:** *Rights, Respect, Responsibility (3Rs)* is San Diego Unified School District's Board-approved comprehensive sexual health curriculum with lessons for children ages 12-18.

**Planned Parenthood Connections:** This program was written by Advocates for Youth, which has matching philosophies and a strong partnership with Planned Parenthood. The program refers youth to Planned Parenthood to seek services.

HARMFUL CSE ELEMENTS	QUOTES AND MATERIAL FROM CSE CURRICULA
<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, attractions, fantasies or desires.</i></p>	<ul style="list-style-type: none"> <li>• “People who choose to abstain from sex usually end up having sex at some point in their lives. That’s because sex between two people—<b>when both people are ready physically and emotionally, have said they wanted to do it, and are ready to protect themselves from unwanted pregnancy and/or disease—can feel good and bring a couple closer.</b> But just like with other things in our lives that help us feel good, we need to think about how and when to do them.” (For ages 11-12, 6th grade book, Optional Lessons, p. 15)</li> <li>• “It is important for everyone to know about contraception because <b>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,</b> and knowledge about protecting one’s health is power.” (For ages 14-18, High school book, pg. 68)</li> <li>• Various role plays promote teen sex. For example, “Andrea and Diana <b>are two girls who just met last weekend at a party.</b> They had fun together, and now they’ve hooked up again this weekend. They’re alone in Andrea’s basement. <b>Plan a role-play in which Diana asks Andrea about having sex and they make a decision.</b>” (For ages 14 and up, High school book, pg. 30)</li> <li>• Scenarios in section about Reproductive Rights give examples of various students who are sexually active. For example, “<b>Claire has had several boyfriends, but she has always been careful to protect herself from pregnancy and STIs...</b>” (For ages 14 and up, High school book, pg. 94)</li> </ul>
<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</i></p>	<ul style="list-style-type: none"> <li>• “What does the word ‘consent’ mean? What does it mean to ‘give consent?’” Ask for a few students to respond, probing for the following concepts: <ul style="list-style-type: none"> <li>- It’s when someone says they want to do something</li> <li>- When someone gives permission to another person</li> <li>- Saying “yes” to or being okay with something (For ages 14 and up, High school book, pg. 34)</li> </ul> </li> </ul>

<p><i>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>	<ul style="list-style-type: none"> <li>• Students are assigned to demonstrate consent by acting out various scenarios, such as: <b>“You’ve been with PERSON 2 for three months and haven’t had sex together, but you really think it’s time.</b> You love the other person, they love you ...”</li> <li>Another scenario: “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. <b>You want to try something you’ve never done before with them but figure you should talk with them about it first.</b>” (For ages 14 and up, High school book, pg. 35)</li> </ul>
<p><b>3. NORMALIZES ANAL AND ORAL SEX</b></p> <p><i>Introduces these high-risk sexual behaviors to children and may normalize them. May omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and oral and anal cancer rates associated with these risky sex acts.</i></p>	<ul style="list-style-type: none"> <li>• “Choose activities with <b>little to no risk like oral sex.</b>” (For ages 14 and up, High school book, pg. 60)</li> <li>• <b>“When do you think someone is ready to have sex—either oral, vaginal, or anal sex—with their partner?</b> Take a few responses and ask, ‘What would have to be in place in their relationship for them to have safer sex—...’” (For ages 14 and up, High school book, pg. 25)</li> <li>• <b>“With oral sex, the person performing oral sex is at higher risk because their mouth is coming into contact with the other person’s genitals.</b> People can reduce their STI risk further by <b>using flavored condoms</b> or other barriers like dental dams.” (For ages 14 and up, High school book, pg. 78)</li> </ul>
<p><b>4. PROMOTES HOMOSEXUAL/BISEXUAL IDENTIFICATION OR BEHAVIOR</b></p> <p><i>Promotes acceptance of and/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>	<ul style="list-style-type: none"> <li>• <b>“Bisexual</b> – Someone who may be attracted to people of their own gender AND to people of a different gender. Note to the Teacher: If you choose to describe “pansexual” ... bisexual technically means “two” and pansexual means “many.” <b>So people who are attracted to more than two genders – including transgender individuals – may use the term “pansexual”</b> rather than “bisexual.”</li> <li><b>Queer*</b> – This term can be used in a number of positive ways: Someone may feel like the other categories are too restrictive and don’t describe them accurately, or someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are. (Students often struggle with this term due its prior negative use.) (For ages 13-14, 8th grade book, pg. 81)</li> <li>• <b>“... bisexual and pansexual people may say, “I am attracted to people of all genders, but I tend to prefer being in relationships with _____.”</b> (For ages 13-14, 8th grade book, pg. 21)</li> <li>• “Implying that a person’s orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it’s who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, <b>they are who they are.</b>” (For ages 13-14, 8th grade book, pg. 21) [While this may be true, it fails to teach that acting out on sexual desires, whether heterosexual or homosexual, is a choice and teaches falsely that your sexual attractions are what you “are.”]</li> <li>• We all have both a gender identity and a sexual orientation.” (For ages 14 and up, High school book, pg. 2)</li> </ul>
<p><b>5. TEACHES CHILDREN ABOUT SEXUAL PLEASURE</b></p>	<ul style="list-style-type: none"> <li>• “Point to the clitoris and say, ‘This is the clitoris, located above the urethral opening,</li> </ul>

<p><i>Teaches children about sexual pleasure. May tell them they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure.</i></p>	<p>and it is very sensitive.” (For ages 11-12, 6th grade book, pg. 21)</p> <ul style="list-style-type: none"> <li>• “Your boyfriend or girlfriend looks at you and says, ‘Now that we’re alone, maybe we can finally take things to the next level.’” (For ages 13-14, 8<sup>th</sup> grade book, pg. 138)</li> <li>• ... “Your boyfriend or girlfriend says, ‘I really want to know what it feels like, don’t you? What if we do it just once just to see what it feels like, and then we don’t have to do it again if we don’t want to?’” (For ages 13-14, 8<sup>th</sup> grade book, pg. 139)</li> </ul>
<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, making children more vulnerable to pornography use, sexual addictions or sexual exploitation. May describe masturbation or provide instruction on how to masturbate. May encourage children to engage in mutual masturbation.</i></p>	<ul style="list-style-type: none"> <li>• Activities with “NO RISK for STIs”: “Bathing together; Kissing on the lips; <b>Mutual masturbation</b>; Solo masturbation; Holding hands; and Abstaining from sexual activity.” (For ages 11-12, 6th grade book, pg. 110)</li> <li>• “... <b>mutual masturbation</b> also carries no risk for STIs.” (For ages 13-14, 8th grade book, pg. 78)</li> <li>• “Dry sex, or when two people rub their genitals together, is very low risk... — If they are completely clothed, there is zero risk. If they are naked, there is more risk.” (For ages 13-14, 8th grade book, pg. 78)</li> <li>• “So tongue kissing is very low risk for transmitting an STI, and <b>mutual masturbation</b> and using a public toilet cannot transmit STIs.” (For ages 13-14, 8th grade book, pg. 78)</li> <li>• “<b>Masturbation</b> is when a person touches his or her own genitals to create a pleasurable feeling. <b>Masturbation</b> is natural and can be a part of a person’s sexual development. Whether or not somebody chooses to masturbate is a personal choice that may be based on family values or religious beliefs. (Q &amp; A Supplemental Material for ages 11 and up)</li> </ul>
<p><b>7. EROTICIZES CONDOM USE</b></p> <p><i>May use sexually explicit methods (i.e., penis and vagina models, seductive role play, 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.</i></p>	<ul style="list-style-type: none"> <li>• Items used for condom demonstrations: “<b>wooden penis model and several external (i.e., ‘male’) condoms,</b>” “<b>internal (i.e., female) condom,</b>” “<b>speculum from the Birth Control Kit</b>” (For ages 13-14, 8<sup>th</sup> grade book, pg. 82)</li> <li>• “... <b>barrier method that can protect against STIs</b> during oral sex on a vulva or rectum of another partner... the dental dam.” (For ages 14 and up, High school book, pg. 84)</li> <li>• “Tell students that <b>dental dams are flavored</b> because they are designed specifically for <b>safer oral sex.</b>” (For ages 14 and up, High school book, pg. 85)</li> </ul>

<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.</i></p>	<ul style="list-style-type: none"> <li>• Role Play Scenarios: <b>“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.”</b>  <b>“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.”</b> (For ages 14-18, High school book, page 29)</li> </ul>
<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. 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>	<ul style="list-style-type: none"> <li>• “... abstinence – waiting until you’re older <b>or ready</b> to have some kind of sexual intercourse.” (For ages 11-12, 6th grade book, pg. 59)</li> <li>• “continuous abstinence—meaning not having oral, anal, or vaginal sex with another person <b>for a period of time ...</b>” (For ages 11-12, 6th grade book—pg. 111)</li> <li>• “The surest way to protect yourself against STDs is to not have sex. That means not having any vaginal, anal, or oral sex (<b>‘abstinence’</b>).” (For ages 14-18, High school book, pg. 50)</li> </ul>
<p><b>10. PROMOTES UNSCIENTIFIC 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 and medically inaccurate gender 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</i></p>	<ul style="list-style-type: none"> <li>• “FACT: People can choose their gender identity.” <b>“Just like sexual orientation, a person doesn’t choose to feel male, female or a combination of both.</b> What we CAN choose is what we call ourselves, even if it doesn’t match our physical body (male, female, <b>transgender</b>, etc.).” (For ages 11-12, 6th grade book, pg. 44)</li> <li>• “...You may notice language throughout the curriculum that seems less familiar - <b>using the pronoun “they” instead of “her” or “him,”</b> using gender neutral names in scenarios and role-plays and <b>referring to “someone with a vulva” vs. a girl or woman.</b> This is intended to make the curriculum inclusive of all genders and gender identities. (For ages 11-12, 6th grade book, pg. 119)</li> <li>• <b>“... help them to challenge the gender norms</b> that have been taught to them from their earliest ages.” (For ages 11-12, 6th grade book, pg. 2)</li> <li>• “How does this impact students who are <b>transgender</b> or gender non-conforming?” (For ages 11-12, 6th grade book, pg. 2)</li> <li>• <b>“What I’d like you to do now is think about what you perceive would be different if you were a different gender.”</b> (For ages 11-12, 6th grade book, pg. 3)</li> </ul>

with mental health intervention.

- “A person can choose to **let people know their gender** in whatever way feels comfortable or right to them.” (For ages 11-12, 6<sup>th</sup> grade book, pg. 44)
- “For example, when **Caitlyn Jenner, who was assigned male at birth, announced she was transgender**, many people struggled with understanding this because Bruce Jenner was a very masculine Olympic champion. Once she transitioned and looked like a woman, many people saw the connection. ... Even before Caitlyn, for example, started altering her appearance, ... she felt on the inside that she was a woman. We can look one way, and feel totally different. **How we feel on the inside – our identity – always takes priority over what is on the outside.**” (For ages 11-12, 6<sup>th</sup> grade book, pg. 45)
- “... **there are also people who don’t identify as boys or girls, but rather as transgender or gender queer.** This means that even if they were called a boy or a girl at birth and may have body parts that are typically associated with being a boy or a girl, on the inside, they feel differently.” (For ages 13-14 year olds, 8<sup>th</sup> grade book, pg. 3)
- Role play: “**Biologically you were assigned female at birth but you hate all of the boxes that society puts people in and you identify as genderqueer.** You work hard to have a gender nonconforming appearance and style. **You enjoy gender-bending** and you feel like with Sydney you have finally met someone who really ‘gets you.’” (For ages 14 and up, High school book, pg. 31)
- “You might commonly hear people refer to just being ‘male’ or ‘female,’ but the correct term is ‘cisgender.’ **For some people, what they see in the mirror and how they feel on the inside are different. This is called being ‘transgender.’**” (For ages 14 and up, High school book, pg. 2)

## 11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN

*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. May encourage the use of contraceptives, while failing to present failure rates or side effects.*

- “... **two choices someone who is pregnant has the right to consider—what are they?**” ... “Place a Baby for Adoption” and “**End a Pregnancy,**” i.e., **have an abortion.**” (For ages 13-14, 8<sup>th</sup> grade book, pg. 119)
- “... **it is every pregnant person’s right to choose what they do about their pregnancy.** In California, all of these options are legally available to people of any age.” (For ages 13-14, 8<sup>th</sup> grade book, pg. 119)
- **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, 8<sup>th</sup> grade book, pg. 119)
- “Today we are going to be talking about what your **legal rights are, as teens**, when it comes to pregnancy and pregnancy options. ... teenagers in California have laws that protect their choices and their confidentiality **in the case of pregnancy** whether parents are involved with decisions or not.” (For ages 14-18 and up, High school book, pg. 89)
- “**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, High school book, pg. 92):
- . Refers children to the abortion provider Planned Parenthood and specifically to

	<p>their <b>‘I’m pregnant, now what’</b> webpage. (For ages 14 and up, High school book, pg. 94)</p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED/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>	<ul style="list-style-type: none"> <li>• “... pretend, in your same small groups, that you are members of Congress, and you want to <b>create a Bill of Rights relating to teens and pregnancy, abortion, and/or adoption. What would it look like?</b>’ On the white board, write: ‘When it comes to pregnancy and parenting, teens have the right to... .’ Instruct students to ... come up with five rights that they think are critical for teens.” (For ages 14 and up, High school book, pg. 111)</li> <li>• “... write down one of the ideas generated on the board that they’d like to see change or improve around students being treated/treating others with respect at their school. Ask them to <b>talk in their group about specific action steps that could be taken to make that change.</b>” (For ages 14 and up, Additional One-hour lesson, High school book, pg. 4)</li> <li>• “The <b>“Advocating for Change” homework sheet</b> ... provides three options of videos depicting young people working to make change in their schools or communities on an issue <b>relating to gender or sexual orientation.</b>” (For ages 14 and up, Additional One-hour lesson, High school book, pg. 5)</li> </ul>
<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 regarding early sex, sexual orientation or gender identity.</i></p>	<ul style="list-style-type: none"> <li>• From role-play scenario: <b>“Mariana speaks English well, thinks of herself as American, and argues constantly with her parents about many of their beliefs, which she finds old fashioned.”</b> (For ages 14-18 and up, High school book, pg. 30)</li> <li>• 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, <b>what do you think caused the difference in beliefs?</b>” (For ages 14-and up, High school book, pg. 111)</li> <li>• 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, High school book, pg. 25)</li> </ul>
<p><b>14. UNDERMINES OR VIOLATES PARENTAL RIGHTS</b></p> <p><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>	<ul style="list-style-type: none"> <li>• “<b>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.</b>” (For ages 14 and up, High school book, pg. 67)</li> <li>• <b>“You have a right to privacy and confidential sexual health care. • You can be tested and treated for HIV/STDs without parental notification or consent. • HIV/STD/ contraception medical appointments can be made during school hours. See your School Nurse or Counselor for more details.”</b> (For ages 14 and up, Additional one-hour lesson, High school book, pg. 18)</li> <li>• Lesson objective: <b>“Describe the rights young people have regarding STI and HIV testing including confidentiality.”</b> (For ages 14 and up, High school book, pg. 53)</li> <li>• “Any student of any age may legally and <b>confidentially</b> obtain condoms to protect themselves from STIs and HIV, and minors 12 years and older may confidentially get tested and treated for STIs and HIV. <b>Students in California may also leave school during school hours to attend a sexual health care appointment. ...</b>” (For ages 14 and up, High school book, pg. 85)</li> </ul>

	<ul style="list-style-type: none"> <li>• “In California, anyone 12 years old and older can consent to their own STI and HIV testing and treatment <b>without notifying parents or guardians</b> if they do not wish to. We will be exploring your additional rights to <b>confidential sexual health services</b> during another lesson.” (For ages 14 and up, High school book, pg. 56)</li> <li>• “In California, anyone of any age is allowed to get birth control—including condoms and also methods that require a prescription—<b>without notifying parents or getting their permission.</b>” (For ages 14 and up, High school book, pg.68)</li> <li>• “In California, any student of any age may legally and confidentially obtain birth control, including condoms, <b>without notifying or getting permissions from parents or guardians if they do not wish</b> to. Anyone of any age <b>may also consent to their own pregnancy care, including pregnancy testing, pre-natal care, and abortion.</b> Minors 12 years and older may also consent to their own STI and HIV testing and treatment <b>without notifying parents if they do not wish to.</b> This includes being able to <b>consent to their own HPV vaccine as well as accessing PrEP medication for HIV prevention.</b> 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, High school book, pg. 91)</li> </ul>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES LIKE PLANNED PARENTHOOD</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><b>Please Note:</b> A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</p>	<ul style="list-style-type: none"> <li>• <b>The Student Support website, under Health Clinics and services, lists “Planned Parenthood” and gives the addresses for nine Planned Parenthood clinics.</b></li> <li>• “Rights, Respect, and Responsibilities” sends children to the following websites that promote abortion, sexual rights and sexual promiscuity to children: <ul style="list-style-type: none"> <li>○ <b>PlannedParenthood.org</b></li> <li>○ <b>TeenSource.org</b></li> <li>○ <b>SexEtc.org</b></li> <li>○ <b>AdvocatesforYouth.org</b></li> </ul> </li> </ul>