

SPECIAL REPORT

Comprehensive Sexuality Education: Sexual Rights vs. Sexual Health

Family Watch International



**Family Watch International is a nonprofit organization with Special Consultative Status
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Comprehensive Sexuality Education (CSE): Sexual Rights vs. Sexual Health

In recent years, sexual rights activists have shifted a great deal of their efforts to children, making young people a main target. They do this by promoting comprehensive sexuality education (CSE) as an international right mandated by law. This is because if they can raise up the next generation educated in radical sexual ideologies taught through programs they claim are mandated by international human rights instruments, then sexual rights advocates will have largely won the battle. Unfortunately, these sexual rights policies and programs are often promoted at the expense of the sexual health and wellbeing of children.

The calls in UN documents and resolutions for mandating sexuality education for children, adolescents and youth are very convincing. Sexual rights advocates usually claim CSE will prevent teenage pregnancy, STIs, HIV/AIDS, and violence against women, will lift people out of poverty, and promote sustainable development by distributing contraceptives. They've even gone so far as to claim CSE will help with climate change. Dubious studies purporting to show that CSE programs do not encourage sexual activity or promiscuity among youth have been used to support the demand by sexual rights activists for CSE programs to be implemented for youth worldwide.

Glaringly absent from the CSE programs are any of the well-documented physical, emotional and social risks for children who engage in early sexual behavior. Often when CSE provisions are proposed in UN negotiations, they are accompanied with language granting children rights to “confidentiality” and “privacy.” Proposals to recognize the prior right of parents to guide the education of their children are met with strong opposition, and usually any reference to parents is relegated to them simply having “a role” in educating their children along with schools, communities, and other stakeholders.

Those who stand to benefit from sexualizing children through these comprehensive sexuality education programs include non-governmental organizations and businesses that provide sexual counseling, contraception, condoms, abortion, testing and treatment for STIs including HIV/AIDS, commodities, pharmaceuticals, vaccines, etc. In addition, the early sexualization of children can create lifelong sexual consumers of pornography and prostitution, fueling crimes of sexual exploitation and human trafficking.

Indeed, the sexual liberation of children is not only lucrative, but it also coincides with political ideologies that have the aim of liberating children from their parents' conservative or religious views regarding sexuality and indoctrinating them in a new worldview that coincides with various liberal political ideologies.

The adults who are promoting CSE and sexual pleasure to children must first get access to them. These sexual rights activists must do so without the knowledge or consent of parents. Most parents are fundamentally opposed to their children engaging in sexual activity at a young age; therefore, often, provisions in UN documents calling for comprehensive sexuality education for children, youth or adolescents include provisions seeking to grant young people autonomous

rights to confidentiality, privacy, access to sexuality programs, and freedom to express their sexuality. While these so-called rights may sound good when applied to adults, they have different and serious implications when applied to children. The questions that beg to be asked are, confidentiality from whom? And privacy from whom? The intent is to expose children to the sexuality programs without the knowledge or consent of their parents.

Comprehensive sexuality education comes in many forms and can be disguised as human rights education, HIV/AIDS prevention, or life skills programs. One of the most salient components of these programs is the almost obsessive focus on and promotion of sexual pleasure for children as well as the promotion of sexual promiscuity.¹ Most comprehensive sexuality education programs contain a number of the following components:

- Teach children to advocate for “sexual rights.”
- Teach children various ways to obtain sexual pleasure.
- Promote condoms to children without informing them of their failure rates.
- Teach children to masturbate.
- Encourage children to experiment sexually with individuals of their own sex or the opposite sex.
- Promote anal or oral sex to children or teach them these behaviors are safe.
- Promote promiscuity to children as a “right.”
- Denigrate the religious and cultural values of their parents or community.
- Provide sexual counseling, information or services to minors without parental consent.

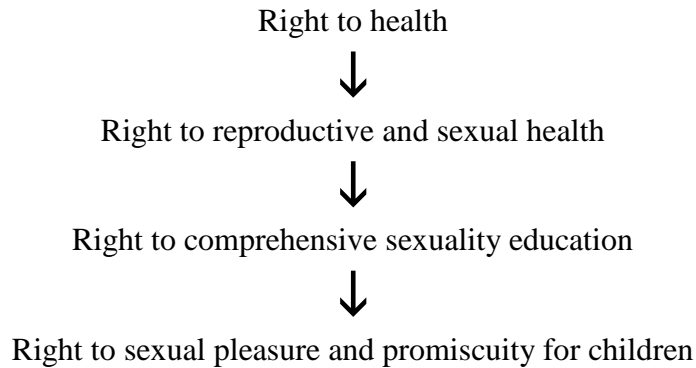
Most, if not all, of the UN-promoted or UN-funded sexuality programs contain many of the program elements noted above.

UN Entities Attempting to Establish a Right to CSE

The blatant attempts by UN agencies to establish a right to comprehensive sexuality education and other inappropriate autonomous rights for children are numerous. Often UN documents and reports seek to manipulate the well-established “right to health” to promote controversial autonomous sexual rights for children, treating children like miniature adults independent from their parents.

It is clear that these agencies have manipulated the long-accepted “right to health” and have slowly and carefully crafted their message so that it has now somehow morphed into a right to comprehensive sexuality education and sexual pleasure as illustrated below:

¹ To emphasize the focus of CSE programs on sexual pleasure, we have underlined the term as it is used in program materials throughout this brief.



A particularly egregious example of this is the “Report of the United Nations High Commissioner for Human Rights (OHCHR) on the right of the child to the enjoyment of the highest attainable standard of health” (HRC/22/31). For example, paragraph 49 of the Commissioner’s report claims that making comprehensive sexuality education available to children is a *required component of complying with the child’s “right to sexual and reproductive health.”* Yet no international human rights instruments make this leap, and, of course, nowhere in the report is comprehensive sexuality education fully defined. This is likely because if parents understood what it contained, they would never allow their children to receive it. So when sexual rights activists say “comprehensive,” they truly mean comprehensive, as anything and everything about sex can and will be taught under this banner as you will see in the examples below.

The Commissioner’s report also falsely claims that the right to sexual and reproductive health for children includes a number of other alleged sexual “rights” in addition to CSE including “full access to confidential youth-friendly and evidence-based sexual and reproductive health services.” The term “youth-friendly” is often used to indicate services that youth can access without the consent or knowledge of their parents. This is how the child’s alleged right to “privacy” or “confidentiality” can be interpreted.

In fact, the Commissioner’s report openly stresses the importance of confidentiality from parents: “Laws, regulations and policies can also constitute barriers to the realization of the right of the child to health, such as, inter alia, requirements for parental and/or spousal consent for access to health information and/or services . . . and restrictions on the provision of comprehensive sexuality education.”

Multiple paragraphs in the Commissioner’s report promote policies that undermine the rights of parents enshrined in the Universal Declaration of Human Rights that states that parents “have a prior right to choose the kind of education that shall be given to their children.” Yet the Commissioner’s report clearly calls for the removal of “parental consent laws,” which would severely undermine the ability of parents to raise their children as they see fit and to be aware of health-related services being provided to their children. This is a blatant violation of parental rights as called for in numerous UN treaties² and weakens the ability of parents to protect their children from those who would seek to sexualize them.

² CRC, Article 3-2, Article 5; Social Summit, Declaration, Commitment 6(c), 6(l); ICPD, 7.45, 11.9, 11.24, 13.2; Beijing, 107(e).

Promotion of Abortion and Attacking Abortion Restrictions

With regard to abortion, the Commissioner's Report is also highly problematic as it directly attacks laws that restrict abortion. For example, in paragraph 51 it states, "The [CRC] Committee has also noted its concerns about the impact of highly restrictive abortion laws on the right to health of adolescent girls, and has urged States to ensure that girls are not subject to criminal sanctions for seeking or obtaining an abortion under any circumstance. It has further requested States to review their legislation on abortion with a view to ensuring that it is in full compliance with the best interests of the child, including by ensuring that single adolescent mothers are allowed access to safe abortions and are adequately protected from the risks of illegal abortions."

The Report also indirectly undermines restrictions on abortion by requiring and/or promoting comprehensive sexuality education that holds abortion out as a valid family planning tool and encourages children to advocate against abortion restrictions.

"Protection Rights" vs. "Autonomous Rights"

A helpful lens through which to analyze UN documents and reports purporting to promote children's "rights" is to keep in mind that there are two categories of children's rights; "protection rights" and "autonomous rights."

Children's protection rights include such things as the right to food, shelter, essential medicines and health care, to have parents, to grow up in a family, freedom from violence or abuse, etc. When people hear the term "children's rights," most people think of protection rights, and most people agree that children's protection rights are legitimate rights that should be upheld and promoted.

"Autonomous rights" include such things as the right to participate (to have a say in laws and policies), to be heard, to control one's sexuality, a right to any kind of information, sexual or otherwise (i.e., comprehensive sexuality education), to abortion, to association, to sexual expression, to confidentiality, and to privacy, all without parental oversight or interference. And while some of these may be legitimate adult rights, as mentioned earlier, they create problems when applied to children, especially since it is a well-known scientific fact that children's brains are not fully developed until their early twenties; therefore, in many cases they lack the capacity to make mature decisions.

International Planned Parenthood Federation (IPPF)

One of the largest purveyors of comprehensive sexuality education programs in the world is International Planned Parenthood Federation (IPPF). 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!,³ distributed at the United Nations states, "*young people . . . are entitled to sexual pleasure and how to experience different forms of sexual pleasure is important*

³ <http://www.ippf.org/NR/rdonlyres/9CDED64D-5750-41A1-994D-E7D35D0F1580/0/Exclaim.pdf>

for their health.” In many UN documents and resolutions CSE is proposed as part of the right to “sexual health.” This is what IPPF is teaching to children as young as age 10. The EXCLAIM! publication also teaches children how to organize and advocate for their sexual rights.

IPPF’s It’s All One—Comprehensive Sexuality Education

International Planned Parenthood’s “It’s All One” program was launched at a special invitation-only breakfast event in the cafeteria at UN headquarters in New York. This program is endorsed by the United Nations Fund for Population Activities (UNFPA) and was created by the Population Council.

“It’s All One” asks teachers to lead discussions on homosexuality, sexual diversity, how sexual minorities are treated in society, and how their rights are violated.

Even more concerning is the fact that “It’s All One” claims its priorities were established by “the global health and education agencies, including the United Nations General Assembly, UNAIDS, the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and that it “respond[s] to international policy mandates including the Millennium Development Goals.” In other words, the “It’s All One” program claims it is what the UN has mandated that children should receive.

Here are some of the assignments and activities “It’s All One” suggests for children:

(WARNING: GRAPHIC CONTENT)

- Preparing a short skit involving an intimate relationship—married, male–female unmarried, or same-sex couple
- A worksheet on sexual desire that includes questions on erections, vaginal lubrication, sexual fantasies
- Discussion on how sexual minorities are treated in society and how their rights are violated⁴
- Real case studies and discussion on homosexuality with the objective of “empathiz[ing] with them”
- Discussion on whether attitudes and ideas about sexual diversity in society are changing
- A true/false test on sexual behavior that includes questions and answers on masturbation,⁵ orgasm,⁶ ejaculation, oral sex, sexually pleasing a partner,⁷ penis size⁸

⁴ Family Watch International recognizes the basic human rights of all people, including lesbian, gay, bisexual and transgender individuals. All citizens, regardless of sexual orientation or gender identity, have the right to housing, employment, and to be free from violence and harassment. While we condemn violence or harassment of anyone, we do not accept that individuals should be given special rights based on sexual orientation or gender identity.

- A case study on informed consent gives this example: “Isaac has had several partners but lets Ivan, his new boyfriend, believe that he is still a virgin, as Ivan is. When they have sex, Ivan agrees not to use a condom, thinking there is no risk of infection. Can Ivan give free and informed consent?”
- An activity on making difficult decisions requires students to create a comic strip based on ideas from a list of suggested difficult decisions including: “You have decided to tell your partner that you are not experiencing pleasure (or orgasm) during sex.”

IPPF’s “Healthy, Happy and Hot”

Yet another publication from International Planned Parenthood Federation is titled “Healthy, Happy and Hot.” While it may not technically be considered a sexuality education program, it is definitely intended to promote sexual pleasure to youth. In fact, it is specifically written to youth who are HIV positive and states outright, “Young people living with HIV have the right to sexual pleasure.” The brochure further (and incorrectly) asserts that “Sexual and reproductive rights are recognized around the world as human rights.” The publication also promotes abortion, masturbation, homosexual behavior and other high-risk sexual behaviors, and is often widely distributed to both youth and adults during UN meetings. Consider these quotes from “Healthy, Happy and Hot”:

(WARNING: GRAPHIC CONTENT)

- “This guide is for young people living with HIV who are interested in dating and having sex with people of the same sex or opposite sex, as well as those who are exploring and questioning their sexual orientation.” (Page 2)
- “You have the right to decide if, when, and how to disclose your HIV status.” (Page 2)
- “Some countries have laws that say people living with HIV must tell their sexual partner(s) about their status before having sex, even if they use condoms or only engage in sexual

⁵ It’s All One Curriculum, Volume 2, page 68: “There is no problem with masturbating frequently. The only time masturbation can be considered a problem is if it gets in the way of other things the person should be doing or if the person is disturbing other people or otherwise causing harm to themselves.” And “Masturbation is one of the best ways to learn about and understand how one’s body responds to sexual stimulation. It can help women and girls learn how to reach orgasm.”

⁶ It’s All One Curriculum, Volume 2, page 69: “Vaginal intercourse does not lead to orgasm for many women, regardless of how long the man continues; more often, women reach orgasm as the result of direct stimulation to the clitoris.”

⁷ It’s All One Curriculum, Volume 2, page 68: “To minimize discomfort or pain, partners should take time to explore each other’s bodies and become fully aroused before penetration, so that the woman’s vagina is well lubricated.”

⁸ It’s All One Curriculum, Volume 2, page 69: “A large penis does not give a woman more pleasure during intercourse. Although women differ, most women say that it is what the man does, not his size, that matters. In fact, a very large penis may be uncomfortable or even painful for a woman.”

activity with a low risk of giving HIV to someone else. These laws violate the rights of people living with HIV by forcing them to disclose or face the possibility of criminal charges.” (Page 6)

- “Get involved in advocacy to change laws that violate your rights.” (Page 6)
- “Your skin is the largest erogenous zone on your body, and your mind plays a big role in your desire for sex and sexual pleasure. Caress and lick your partner’s skin. Explore your partner’s body with your hands and mouth. Mix things up by using different kinds of touch from very soft to hard. Talk about or act out your fantasies. Talk dirty to them. Tickle, tease and make them feel good.” (Page 8)
- “Play with yourself! Masturbation is a great way to find out more about your body and what you find sexually stimulating. Don’t stop there: Find out how your partner’s body works, what makes them feel good and what gives them pleasure.” (Page 8)
- “Young people living with HIV have the right to sexual pleasure.” (Page 9)
- “Sex can feel great and can be really fun! . . . Some people like to have aggressive sex, while others like to have soft and slow sex with their partners. There is no right or wrong way to have sex. Just have fun!” (Page 9)
- “Some people have sex when they have been drinking alcohol or using drugs. This is your choice. (Page 11)
- “Women may have an unplanned pregnancy, even if they and their partner(s) use contraceptives, and may wish to terminate their pregnancy by having a safe abortion.” (Page 14)
- “You should find out whether there any centres [where you can access information and health services] . . .near to you where you can go without needing the permission of your parents or guardians.” (Page 16)
- “Healthy, Happy and Hot is a guide for young people living with HIV to help them understand their sexual rights, and live healthy, fun, happy and sexually fulfilling lives. The guide aims to give information on how young people living with HIV can increase sexual pleasure, take care of their health, practice safer sex, have children, develop strong intimate relationships and access support.” (Back cover)

Remember, “Healthy, Happy and Hot was written for HIV-positive youth. To tell these youth that they are not obligated to disclose their status to their sexual partners is clearly an indicator that IPPF is not in the business of ensuring the sexual health of the world’s youth.

International Planned Parenthood operates in most countries of the world and is making billions of dollars off of their sexual services for children and adults. In 2010 alone, IPPF received \$3.5 million from multiple UN agencies including UNFPA, UNAIDS, UN Women, WHO and the World Bank, and many governments grant IPPF and their affiliates millions of dollars annually

to promote “sexual and reproductive health” likely not understanding how IPPF interprets the term.

To ensure they get their funding and the right policies in place to sexualize children, International Planned Parenthood brings teams of lawyers and youth to UN conferences to pressure governments to establish comprehensive sexuality education as an international human right in UN conference documents. They also manipulate governments of developing countries to call for comprehensive sexuality education or sexual education in their statements to the UN.

A number of the people representing developing countries in UN negotiations are actually paid employees of International Planned Parenthood who offer their services for free as technical experts, when in reality, they get on government delegations to promote the sexual rights agenda of Planned Parenthood in the negotiations. They are good at what they do, and this is bad news for the children of the world.

UNESCO’s “International Guidelines on Sexuality Education”

Created in collaboration with UNFPA, the UN Population Fund, the World Health Organization and UNICEF, the “International Guidelines on Sexuality Education” are completely in line with the philosophies of Planned Parenthood and other sexual rights organizations. In fact one of the main authors of the guidelines was from SIECUS, the Sexuality Information and Education Council of the United States, the main purveyor of similar sexuality curricula in the U.S. Below are some excerpts from UNESCO’s Guidelines on Sexuality Education:

- “respect” for “sexual and gender diversity”
- “a man who becomes a woman and is attracted to other women would be identified as a lesbian”
- “masturbation is not harmful”
- “both men and women can give and receive sexual pleasure with a partner of the same or opposite sex“

The World Health Organization’s “Standards for Sexuality Education in Europe”

These “standards” for children in Europe were heavily influenced by SIECUS and have the same philosophies common to IPPF and other sexual rights activist organizations. The publication freely admits, “the primary focus is on sexuality as a positive human potential and a source of satisfaction and pleasure.”

For Children Age 0-4 years

“Give information about enjoyment and pleasure when touching one’s body . . . masturbation.”

“Enable children to gain an awareness of gender identity”

“Give the right to explore gender identities”

For Children Age 4-6 years

“Give information about early childhood masturbation”

“Give information about same-sex relationships”

“Give information about . . . different concepts of a family”

“Help children develop respect for different norms regarding sexuality”

For Children Age 6-9 years

“Give information about . . . different methods of conception”

“Give information about enjoyment and pleasure when touching one’s own body, early childhood masturbation”

“Give information about friendship and love towards people of the same sex”

For Children Age 9-12 years

“Give information about different types of contraception . . . enable children to use condoms and contraceptives effectively in the future”

“Gender orientation and differences between gender identity and biological sex”

“Give information about pleasure, masturbation, orgasm”

“Give information about sexual rights as defined by the International Planned Parenthood Federation and the World Association for Sexual Health”

For Children Age 12-15 years

“Gender identity and sexual orientation, including coming-out/homosexuality”

“Give information about pleasure, masturbation, orgasm”

“Enable teenagers to obtain and use condoms and contraceptives effectively”

“Give information about sexual rights as defined by the International Planned Parenthood Federation and the World Association for Sexual Health”

For Age 15 and up

“Surrogacy, medically assisted reproduction” and “‘designer’ babies, genetics”

“Help teenagers to develop a critical view of different cultural/religious norms related to pregnancy, parenthood, etc.”

“Help teenagers to develop a change from possible negative feelings, disgust and hatred towards homosexuality to acceptance and celebration of sexual differences”

“Sexual rights: access, information, availability, violations of sexual rights, right to abortion”

UNICEF Sex Education Manual Promotes Sexual Pleasure to Children

UNICEF, the UN agency that is supposed to protect the health and wellbeing of children also promotes sexual pleasure to children. An older publication produced by UNICEF and used in Mexico states:

“Situations in which you can obtain sexual pleasure:

1. Masturbation
2. Sexual relations with a partner – whether heterosexual, homosexual or bisexual
3. A sexual response that is directed toward inanimate objects, animals, minors, non-consenting persons”⁹

“Sexual relations with a partner. Here we should insist there is no ideal or perfect relations between two or several people. The one that gives us the most satisfaction and that which is adopted to our way of being and the style of life we have chosen. This is why we encounter many differences among woman. Some women like to have relationships with men. And others with another woman.”¹⁰

The fact that this manual was published in 1999 shows that these attempts by UN agencies and sexual rights activist NGOs have been around for a long time.

UN General Assembly Report: Children Have a Right to Sexuality Education

In October 2010, the UN General Assembly received a radical report from the Special Rapporteur supposedly on “The Right to Education.” The report claims that there is now an international human right to “comprehensive sexual education” which includes a right to “pleasurable sexual experiences.” The report further claims that this “right” can only be realized “if [children] receive comprehensive sexual education from the outset of [their] schooling.” In other words, according to this report, children as young as five or possibly even preschoolers must be taught about their right to sexual pleasure.

This report was created by UN Special Rapporteur, Vernor Munoz, who received a mandate from the UN to issue the report on “the right to education.” (A Special Rapporteur is supposed to be an unbiased “expert” appointed by the UN to study and report on an issue.) However, Mr.

⁹ *Taller de salud sexual y reproductiva para madres y embarazadas adolescentes: Propuesta Metodologica* [Workshop on Sexual and Reproductive Health for Mothers and Pregnant Teens] (Mexico: DIF/UNICEF, 1999), p. 89 [translation from Spanish].

¹⁰ *Ibid.* p. 94 [translation from Spanish].

Munoz clearly exceeded his mandate and was promoting his own personal sexual rights agenda with his report and his unilateral attempt to establish a fictitious right to sexual education.

In the report, Munoz states that he “considers that pleasure in and enjoyment of sexuality . . . should be one of the goals of comprehensive sexual education, abolishing guilt feelings about eroticism that restrict sexuality to the mere reproductive function.”

With regard to HIV the report declares that “restricting sexual education to the issue of sexually transmitted diseases . . . may create an erroneous association between sexuality and disease, which is as harmful as associating it with sin.”

With regard to religion, the report warns that in some cases “sexual education has been obstructed in the name of religious ideas” and then adds “that comprehensive education acts as a guarantor of a democratic and pluralistic environment.”

The report also criticizes “barriers to sexual education, such as allowing parents to exempt their children from such education.”

So in other words, religion and parents should not interfere with the state’s obligation to sexualize children in order to guarantee this “democratic and “pluralistic” society.

The report discusses what helps young people “have better sexual lives,” as if improving the sexual lives of youth is a valid goal of governments, and it strangely states that the “goal of education for sexuality” is “to develop a transforming role for men by going beyond the strictly genital and physical aspect,” whatever that means.

The report cites to the UNESCO *International Guidelines on Sexuality Education*, which calls for respect for “diversity of sexual orientations and identities” and cites a UN Committee ruling that governments are “required to ensure that sexual education programmes did not reinforce stereotypes or perpetuate prejudices regarding sexual orientation.”

Of great concern also, the report endorses the radical “Yogyakarta Principles,” which have been called the “Magna Charta” of the sexual rights movement, claiming that these Principles “have to be taken into account in education: because of its inclusion on the “diversity perspective.” The report concludes by calling upon the Office of the United Nations High Commissioner for Human Rights (OHCHR) to “investigate specific problems relating to barriers and challenges to effective enjoyment of the right to comprehensive sexual education” and for the UN Human Rights Council to question Member States during their periodic reviews about how they are ensuring the “enjoyment of the right to comprehensive sexual education.”

Conclusion

We call upon all UN Member States to halt the promotion of provisions in UN documents calling for comprehensive sexuality education programs (also called sexuality education programs, comprehensive sex education programs, comprehensive information on sexuality, or

reproductive and sexual health, etc.). Even provisions calling for “counseling on sexual and reproductive health” are dangerous.

Such provisions should be replaced with simple references to “sex education” programs. Although many past UN documents reference sexuality education programs, the term does not need to be repeated in the future, and States that now have a full understanding of what these programs can entail have the right to reject past agreed language that promotes such programs to children.

Finally, in order to protect children we must protect the rights of parents to guide their children’s education. Therefore, any provisions regarding sex education, counseling, or providing information to children and youth on reproductive or sexual matters including HIV prevention, should always be accompanied by language explicitly recognizing the “rights” of parents, not just their “role,” or the fact that they can offer “guidance.”

Proposing caveats to try to protect children like “age appropriate” or “according to the evolving capacities of the child” will not protect children from this education because as evidenced in this brief, those providing CSE believe children are sexual from birth and have the capacity to receive and give sexual pleasure at the youngest ages.

The comprehensive sexuality education programs promoted by UN agencies and UN-accredited NGOs such as IPPF, SIECUS, the Population Council and others are sexualizing children throughout the world, and ironically, fueling the very outcomes they claim to prevent. The sexual health of our children could not possibly be the motive for pushing these CSE programs on Member States. They do not promote health, but rather the all important right to sexual pleasure without full disclosure of the consequences of engaging in high-risk sexual behaviors that spread disease, result in unintended pregnancy and abortion, and destroy the innocence of our children.

Please join with us in protecting children worldwide by opposing CSE whenever it is proposed.