

The National Sex Education Standards (NSES)  
have several harmful elements for children.

Click on each heading below to see examples (quotes directly from the NSES).

Portions of this list utilized helpful information from StopCSE.org

Gender  
Ideology

Promotes  
Premature  
Sexual  
Autonomy

Encourages  
Abortion

Age  
Inappropriate &  
Sexualizes  
Children

Forces  
Advocacy for  
LGBTQ+

Promotes LGB+  
Sexual  
Orientations

Critical Race  
Theory



## Evidence of Gender Ideology in the NSES

“Similarly, <b>gender identity</b> , gender expression, sexual orientation, and sexual identity are <b>often evolving and changing during adolescence.</b> ”	p. 11
“it is important that the language and <b>terms young people use to identify themselves</b> is respected by the adults in their lives”	p. 11
“ <b>Gender Binary</b> : A <b>socially constructed</b> system of viewing gender as consisting solely of two categories—male and female—in which no other possibilities for gender are <b>believed to exist</b> . The gender binary <b>does not take into account the diversity of gender identities and gender expressions among all people.</b> ”	p. 63
“ <b>Gender Nonconforming</b> : A person whose <b>gender identity</b> and/or gender expression does not conform to the sex they were assigned at birth nor to prevailing cultural and social expectations about what is appropriate for their gender. People who identify as gender nonconforming may or may not also identify as transgender.”	p. 63
“ <b>Gender Pronouns</b> : The pronoun or set of <b>pronouns a person uses to refer to themselves</b> when they are not being addressed by name (e.g., she/her/hers; he/him/his; and they/them/theirs).”	p. 63
“ <b>Questioning</b> : Refers to people who are exploring what their sexual orientation and/or <b>gender identity and gender expression might be.</b> ”	p. 67
“ <b>Sexual Identity</b> : A person’s self-identity based on their understanding of and/or ability to outwardly express their sexual orientation and/or <b>gender identity</b> . Sexual identity <b>evolves through a developmental process</b> that varies depending on the individual. Issues such a religion, culture, one’s family values, etc. may impact a person’s sexual identity. <b>No one else can determine what a person’s sexual identity is</b> ; only the individual can decide what identity is right for them.”	p. 69
“ <b>Sexuality</b> : The components of a person that include their biological sex, sexual orientation, <b>gender identity</b> , sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes <b>how one experiences and expresses one’s self as a sexual being</b> . It begins to develop at birth and <b>continues over the course of one’s lifetime.</b> ”	p. 69
<p>K – 2<sup>nd</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “<b>Define gender, gender identity</b>, and gender-role stereotypes.”</li> <li>- “Discuss the <b>range of ways people express their gender</b> and how <b>gender-role stereotypes may limit behavior.</b>” <ul style="list-style-type: none"> <li>o “<b>Gender</b>: A set of cultural identities, expressions and roles—typically attached to a person’s sex assigned at birth and codified as feminine or masculine—that are assigned to people based upon the interpretation of their bodies and, more specifically, their sexual and reproductive anatomy. <b>Gender is socially constructed, and it is, therefore, possible to reject or modify the assignment made and develop something that feels truer</b></li> </ul> </li> </ul>	p. 19, p. 62, p. 63, p. 59, p. 70

<p><b>to oneself.</b> (See also Gender Identity, Gender Expression, and Gender Role.) Examples of gender include but are not limited to: male, female, transgender woman, transgender man, agender, gender expansive, genderqueer and nonbinary.”</p> <ul style="list-style-type: none"> <li>○ <b>“Gender Identity:</b> How an individual identifies based on their internal understanding of their gender. Gender identities may include male, female, agender, androgynous, genderqueer, nonbinary, transgender, and many others, or a combination thereof.” <ul style="list-style-type: none"> <li>▪ <b>“Agender:</b> A person who <b>does not identify with any gender.</b>”</li> <li>▪ <b>“Androgynous:</b> A person who identifies and/or presents as neither distinguishably masculine nor feminine.”</li> <li>▪ <b>“Genderqueer:</b> A person whose gender identity is neither male nor female, is between or beyond genders, or is some combination of genders.”</li> <li>▪ <b>“Gender Nonbinary:</b> A person who embraces a gender identity along a continuum or spectrum of gender identities and expressions, often based on the rejection of the gender binary’s assumption that gender is strictly an either/or option based on sex assigned at birth.”</li> <li>▪ <b>“Transgender:</b> A person whose gender identity and/or expression is not aligned with the sex they were assigned at birth. Transgender is often used as an umbrella term encompassing a large number of identities related to gender nonconformity.”</li> </ul> </li> </ul>	
<p>3<sup>rd</sup> – 5<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential <b>role of hormone blockers on young people who identify as transgender.</b>”</li> <li>- <b>“Distinguish between sex assigned at birth and gender identity</b> and explain how they may or may not differ.” <ul style="list-style-type: none"> <li>○ <b>“Sex Assigned at Birth:</b> The sex that the medical community labels a person when they are born, which is typically based on their external genitalia. Sex Assigned at Birth is also known as natal sex.”</li> </ul> </li> <li>- “Define and explain differences between <b>cisgender, transgender, gender nonbinary, gender expansive, and gender identity.</b>” <ul style="list-style-type: none"> <li>○ <b>“Cisgender:</b> A person whose gender identity is aligned with their biological sex or sex assigned at birth.”</li> <li>○ <b>“Gender Expansive:</b> Refers to a person who broadens their own culture’s commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and nonbinary identities, as well as those whose gender expression is in some way seen to be stretching society’s notions of gender.”</li> </ul> </li> <li>- “Explain that gender expression and <b>gender identity exist along a spectrum.</b>”</li> </ul>	<p>p. 21, p. 22, p. 60, p. 63, p. 68</p>

<ul style="list-style-type: none"> <li>- “Describe gender role stereotypes and their potential impact on self and others”</li> <li>- <b>“Demonstrate</b> ways to promote dignity and respect for people of <b>all genders, gender expressions, and gender identities</b>, including other students, their family members, and members of the school community”</li> <li>- “Differentiate between sexual orientation and <b>gender identity</b>”</li> </ul>	
<p>6<sup>th</sup> – 8<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., <b>intersex</b>, vulvas, circumcised and intact penises)”  <b>*(Please see note on intersex discussion to further understand how this is relevant)</b></li> <li>- <b>“Demonstrate</b> ways to communicate respectfully with and about people of all <b>gender identities</b>”</li> <li>- “Analyze how peers, family, and a <b>person’s intersecting identities</b> can influence attitudes, beliefs, and expectations about gender, <b>gender identity, gender roles</b>, and gender expression”</li> <li>- <b>“Develop a plan for the school</b> to promote dignity and respect for people of <b>all genders, gender identities, and gender expressions</b> in the school community”</li> <li>- “Access medically accurate sources of information about gender, <b>gender identity</b>, and gender expression” (Note: Medically accurate to the NSES means something that is consistent with their narrative about gender as a spectrum, which is <u>not</u> medically accurate. Curricula refer to their own websites such as Advocates for Youth, Planned Parenthood, SIECUS, etc.)</li> <li>- “Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and <b>gender-based violence</b>” <ul style="list-style-type: none"> <li>o <b>“Gender-Based Violence:</b> Any act that is perpetrated against a person’s will and is directed at an individual based on their <b>sex assigned at birth</b> and/or <b>gender identity</b> and is <b>based on gender norms</b> and/or unequal power relationships. It encompasses threats of violence and coercion and can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, threats, coercion, whether occurring in public or private life, and can take the form of a denial of resources or access to services”</li> </ul> </li> </ul>	<p>p. 25, p. 33, p. 64</p>
<p>11<sup>th</sup> – 12<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Explain how support from peers, families, schools, and communities can improve a person’s health and wellbeing as it relates to gender identity and gender expression”</li> <li>- <b>“Advocate for</b> school and community policies and programs that promote dignity and respect for people of all <b>genders, gender expressions, and gender identities</b>”</li> </ul>	<p>p. 34, p. 35</p>

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| - “Describe the potential impacts of <b>power and privilege</b> within romantic or sexual relationships (e.g., age, race, ethnicity, sexual orientation, gender, <b>gender identity</b> , socioeconomic status, immigration status, ability)” |  |
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[Back to Top](#)

**\*Note re: “intersex” in standards:**

The standards specifically focusing on intersex variations to genitalia whenever human reproductive systems are discussed are important to note because this is now a politicized (but flawed) way of defending and advocating for transgenderism. These standards are created by political, leftist advocacy groups and therefore it is relevant they are instructing children on this. Certainly, intersex conditions exist; however, they do not represent “normal” development or “typical” variations of human anatomy. Please read the following paragraph for more information:

It is important to acknowledge the presence of Disorders of Sexual Development (DSDs), sometimes referred to as intersex conditions. Individuals with these conditions, as all people, deserve love and proper medical attention and counseling for any resulting distress. As the [Gender Resource Guide](#) notes, the presence of DSDs no more constitutes another category of sex or gender than individuals born with six fingers disprove the norm of five fingered hands. Activists often attempt to “prove” that gender and sex exist on a spectrum by pointing to the presence of genetic or hormonal abnormalities leading to DSDs. This is an illogical argument because these issues are *disorders* of development outside the norm rather than *another type of normal* development. These activists use a statistic to show that sex should be considered a spectrum. They say as many as 1.7% of births are categorized as intersex. This is an inaccurate reference as this statistic includes any “individual who deviates from the Platonic ideal of physical dimorphism at the chromosomal, genital, gonadal, or hormonal levels.” For example, this statistic includes individuals with Late-Onset Congenital Adrenal Hyperplasia (LOCAH) which is not a true intersex condition yet accounts for 88% of the individuals included in the 1.7% statistic. Those with LOCAH have normal genitalia that match their genetics of XX or XY and often don’t show any symptoms at all. A better definition of intersex would include “conditions in which (a) the phenotype is not classifiable as either male or female, or (b) chromosomal sex is inconsistent with phenotypic sex.” In other words, someone would be considered intersex if they had unclassifiable genitalia at birth or genitalia that did not match their genes. This is what most people think about when the term intersex is mentioned. The more accurate estimate of those born with true intersex conditions based on this definition is 0.018% of the population, or less than 2 in 10,000 people. To return to the original comparison, people born with an extra digit (polydactyly) represent 1 in every 500 to 1,000 births. Of all points made on this topic, it is most critical to note that the vast majority of individuals with DSDs (intersex conditions) “report that they are happy with their assigned sex” of male or female.

<sup>(13)</sup> Clearly, while a common argument for this gender ideology is the presence of DSDs, the tenants of this ideology do not

represent the biological reality or the psychological experiences of individuals with intersex conditions. Sources: <https://www.leonardsax.com/how-common-is-intersex-a-response-to-anne-fausto-sterling/>, <https://www.news-medical.net/health/Incidence-of-Polydactyly.aspx> , <https://www.apa.org/topics/lgbtq/intersex.pdf> , <https://genderresourceguide.com/>)

[Back to Top](#)

## Evidence that the NSES Promote Premature Sexual Autonomy

In general, the NSES promote engaging in sexual behaviors instead of maintaining abstinence for children. This is clear as the entire document discusses sexuality (including discussions of all types of sex, sex toys, masturbation, and pleasure), yet abstinence is only mentioned in a handful of standards throughout the entire K-12 list. Whenever abstinence is mentioned, it is always as a form of contraception equal to emergency contraception, condoms, etc. Benefits of delaying the initiation of sexual activity are avoided. Instead, the program professes to be “sex positive.”

“Incorporates learning strategies, teaching methods, and materials that are trauma-informed, culturally inclusive, <b>sex positive</b> , and grounded in social justice and equity.”	p. 13
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“ <b>Sex Positive:</b> Teaching that recognizes that sexuality and sexual development are <b>natural, normal, and healthy</b> parts of our lives and <b>refrains from using shame and fear to motivate students to be abstinent.</b> ”	p. 68
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“Special emphasis is given to personal boundaries, bodily autonomy, <b>sexual agency and consent</b> , and the increasing use and impact of technology within relationships.”	p. 15
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<p>6<sup>th</sup> – 8<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Identify factors that are important in <b>deciding whether and when to engage in sexual behaviors.</b>”</li> <li>- “Define sexual consent and sexual agency”               <ul style="list-style-type: none"> <li>o “<b>Sexual Agency:</b> Agency is the ability to act in a way to accomplish your goals. To have agency in an area of life is to have the capability to act in a way to produce desired results. Sexual agency includes: the ability to give consent to participate in and/or decline sexual behaviors; to <b>choose whether or not to engage in sexual behaviors</b> in a specific way, with a specific person, and/or at a specific time and place; the ability to choose safer sex practices, including contraception; and the <b>right to choose</b> to define one’s <u>sexuality</u>, sexual orientation, and gender.”</li> </ul> </li> </ul>	p. 24, p. 26, p. 68
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<p>9<sup>th</sup> – 10<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “<b>Evaluate</b> a variety of characteristics of romantic and/or sexual relationships <b>and determine which ones are personally most important.</b>”</li> <li>- “Analyze factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give and receive sexual consent”</li> <li>- “Apply a decision-making model to choices about contraceptive use, including abstinence and condoms”</li> </ul>	p. 30, p. 31
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[Back to Top](#)

## Evidence that the NSES Encourage Abortion

<p>“As detailed below, the updated NSES have been written with a trauma-informed lens; have been <b>infused with principles of reproductive justice</b>, racial justice, social justice, and equity; address social determinants of health and how these can lead to inequitable health outcomes; and take an intersectional approach.”</p> <ul style="list-style-type: none"> <li>- <b>“Reproductive Justice:</b> A term coined by 12 Black women to <b>define the human right to maintain personal bodily autonomy, have children, not have children</b>, and parent the children we have in safe and sustainable communities. In addition, reproductive justice demands sexual autonomy and gender freedom for every human being.”</li> </ul>	<p>p. 8, p. 67</p>
<p>“young people have the <b>right to comprehensive pregnancy options</b> counseling and all related services”</p>	<p>p. 11</p>
<p>“The updated NSES have thoughtfully taken into consideration that young people—including young people who are pregnant or parenting—<b>should have decision-making power in their reproductive health</b> and their decision to determine if, when, and under <b>what circumstances they do or do not want to parent</b>. Within this, the updated NSES seek to educate users on the <b>institutional and structural barriers that hinder or complicate sexual and reproductive health decisions.</b>”</p>	<p>P. 11</p>
<p><b>“Pregnancy Options:</b> The alternatives a person who is pregnant may select: parenting (giving birth and raising a child), <b>abortion</b> (taking medication or having a medical procedure that ends the pregnancy), or adoption (giving birth and placing your child with another person or family permanently).”</p>	<p>p. 66</p>
<p>6<sup>th</sup> – 8<sup>th</sup> grade standard: “Describe pregnancy testing, the signs of pregnancy, and <b>pregnancy options</b>, including parenting, <b>abortion</b>, and adoption.”</p>	<p>p. 27</p>
<p>9<sup>th</sup> – 10<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- <b>“Analyze state and federal laws and guidelines</b> (e.g., CDC) that address <b>sexual healthcare services for minors</b> (e.g., contraception, emergency contraception, prenatal care, adoption, <b>abortion</b>, STD, including HIV, prevention, testing, and treatment)”</li> <li>- “Identify medically accurate <b>sources of information</b> about and <b>local services that provide</b> contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, <b>abortion</b>, adoption, and prenatal care)”             <ul style="list-style-type: none"> <li>o (Note: They refer to their own websites such as Planned Parenthood, SIECUS, and Advocates for Youth, who all promote abortion)</li> </ul> </li> <li>- “Define <b>reproductive justice</b> and explain its history and how it relates to sexual health”</li> </ul>	<p>p. 32,</p>
<p>11<sup>th</sup> and 12<sup>th</sup> grade standards:</p>	<p>p. 35</p>



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| <ul style="list-style-type: none"><li>- “Analyze personal and societal factors that can influence <b>decisions about pregnancy options</b>, including parenting, <b>abortion</b>, and adoption”</li><li>- “<b>Access</b> medically accurate and credible information about <b>pregnancy options</b>, including parenting, <b>abortion</b>, and adoption.”<ul style="list-style-type: none"><li>o (Note: They refer to their own websites such as Planned Parenthood, SIECUS, and Advocates for Youth, who all promote abortion. Note in 9<sup>th</sup> and 10<sup>th</sup> grade they needed to identify these sources of information, and now they are expected to access them.)</li></ul></li><li>- “Define <b>reproductive justice</b> and explain its history and how it relates to sexual health”</li></ul> |  |
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[Back to Top](#)

## Evidence that the NSES is Age Inappropriate and Sexualizes Children

<p>Core belief of NSES is that we are sexual beings from birth: “<b>Sexuality:</b> The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and <b>expresses one’s self as a sexual being</b>. It <b>begins to develop at birth</b> and continues over the course of one’s lifetime.”</p> <p>**This idea is based in abusive and fraudulent research by Kinsey and his colleagues, where children as young as 5 months old were sexually stimulated by adult men over and over again for 24 hours. Numbers of “orgasms” were noted and included reactions from the child such as “passing out”** See <a href="https://www.thereismaninstitute.org/home">https://www.thereismaninstitute.org/home</a> for more info.</p>	p. 69
<p>Promotes access to “valid” sources – the creators of these standards refer to Planned Parenthood, Amaze, Advocates for Youth, and more, which are incredibly inappropriate for kids: “<b>Encourages the use of technology</b> to access multiple valid sources of information, recognizing the significant role that technology plays in young people’s lives”</p>	p. 13
<p>K – 2<sup>nd</sup> grade standard:</p> <ul style="list-style-type: none"> <li>- “<b>Define child sexual abuse and identify behaviors</b> that would be considered child sexual abuse.”             <ul style="list-style-type: none"> <li>o “<b>Child Sexual Abuse:</b> A form of child abuse that includes sexual behaviors with a minor; however, child sexual abuse does not need to include physical contact between a perpetrator and a child. Some forms of child sexual abuse include: <b>exhibitionism</b> or exposing oneself to a minor; <b>fondling; intercourse; masturbation</b> in the presence of a minor or forcing the minor to masturbate; obscene phone calls, text messages, or <b>digital interaction</b>; producing, owning, or sharing <b>pornographic images</b> or movies of children; <b>sex of any kind with a minor</b>, including vaginal, oral, or anal; and sex trafficking.”</li> </ul> </li> </ul>	p. 19, p. 60
<p>3<sup>rd</sup> – 5<sup>th</sup> grade standard:</p> <ul style="list-style-type: none"> <li>- “Explain common human sexual development and the role of hormones (e.g., romantic and <b>sexual feelings, masturbation</b>, mood swings, timing of pubertal onset”</li> <li>- “<b>Masturbation:</b> Touching one’s own body for sexual pleasure. This may include stimulation of one’s own genitals and <b>commonly results in orgasm.</b>”</li> </ul>	p. 20, p.66
<p>Discussing sex toys with children:</p> <p>6<sup>th</sup> – 8<sup>th</sup> grade standard:</p> <ul style="list-style-type: none"> <li>- “Define vaginal, oral, and anal sex”             <ul style="list-style-type: none"> <li>o “Vaginal Sex: Sexual behavior involving penetration of the vagina by a penis or <b>sex toy.</b>”</li> </ul> </li> </ul>	p. 26, p. 72, p. 59

<ul style="list-style-type: none"> <li>○ “Anal Sex: Sexual behavior involving penetration of the anus by a penis or <b>sex toy.</b>”</li> </ul>	
<p>6<sup>th</sup> – 8<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Identify factors that are important in <b>deciding whether and when to engage in sexual behaviors.</b>”</li> <li>- “Demonstrate ways to communicate decisions about whether or <b>when to engage in sexual behaviors</b> and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)”</li> <li>- “Analyze how alcohol and other substances can <b>influence sexual decision-making</b>”</li> </ul>	p. 26
<p>9<sup>th</sup> – 10<sup>th</sup> grade standard: “Describe <b>effective ways to communicate consent</b>, personal boundaries, and desires as they relate to <b>intimacy, pleasure, and sexual behavior</b>”</p>	p. 30
<p>Standards about <b>pornography</b>: (Examples of curricula to meet these standards show the kids pornography from magazines in class on PowerPoint presentations as a start to the discussions.)</p> <ul style="list-style-type: none"> <li>- 9<sup>th</sup> – 10<sup>th</sup> grade standard: <ul style="list-style-type: none"> <li>○ “Explain the impact media, including <b>sexually explicit media</b>, can have on one’s perceptions of, and expectations for, a healthy relationship”</li> <li>○ 11<sup>th</sup> – 12<sup>th</sup> grade standards: <ul style="list-style-type: none"> <li>▪ “Analyze how media portrayals of healthy and unhealthy relationships impact societal <b>norms about</b> romantic and/or sexual relationships and <b>pleasure.</b>”</li> <li>▪ “Describe the characteristics of unhealthy relationships that media, including <b>sexually explicit media</b>, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes)”</li> </ul> </li> </ul> </li> </ul>	p. 30, p. 34

[Back to Top](#)

## Evidence of Forced LGBTQ+ Advocacy in the NSES

<p>Advocacy Standards in 3<sup>rd</sup> – 5<sup>th</sup> grade:</p> <ul style="list-style-type: none"> <li>- <b>“Demonstrate</b> ways to promote dignity and respect for people of <b>all genders, gender expressions, and gender identities</b>, including other students, their family members, and members of the school community”</li> <li>- <b>“Demonstrate</b> ways to promote dignity and respect for people of <b>all sexual orientations</b>, including other students, their family members, and members of the school community”</li> </ul>	<p>p. 21, p. 22</p>
<p>Advocacy Standards in 6<sup>th</sup> – 8<sup>th</sup> grade:</p> <ul style="list-style-type: none"> <li>- <b>“Develop a plan for the school</b> to promote dignity and respect for people of <b>all genders, gender identities, and gender expressions</b> in the school community”</li> <li>- <b>“Develop a plan for the school</b> to promote dignity and respect for people of <b>all sexual orientations</b> in the school community”</li> </ul>	<p>p. 25,</p>
<p>Additional 6<sup>th</sup> – 8<sup>th</sup> grade standards separate identity with various gender identities or sexual orientations from general respect for all people</p> <ul style="list-style-type: none"> <li>- <b>“Demonstrate</b> ways to communicate respectfully with and about people of all <b>gender identities</b>”</li> <li>- <b>“Demonstrate</b> ways to communicate respectfully with and about people of all <b>sexual orientations</b>”</li> </ul>	<p>p. 25</p>
<p>Advocacy Standards in 11<sup>th</sup> – 12<sup>th</sup> grade:</p> <ul style="list-style-type: none"> <li>- <b>“Advocate for</b> school and community policies and programs that promote dignity and respect for people of all <b>genders, gender expressions, and gender identities</b>”</li> <li>- <b>“Advocate for</b> school and community policies and programs that promote dignity and respect for people of <b>all sexual orientations.</b>”</li> </ul>	<p>p. 35</p>

[Back to Top](#)

## Evidence that the NSES Promotes LGB+ Sexual Orientations

Regarding vision of NSES: “It <b>provides young people with opportunities to explore their own identities</b> ”	P. 6
“Similarly, gender identity, gender expression, <b>sexual orientation, and sexual identity are often evolving and changing during adolescence.</b> ”	p. 11
“The developmental process for young people often involves <b>experimenting with many different identities</b> , forms of expression, and behaviors, and sexual identity is not exempt from this type of exploration.”	p. 11
K- 2 <sup>nd</sup> grade standard: “Identify <b>different kinds of families</b> (e.g., nuclear, single parent, blended, intergenerational, cohabitating, adoptive, foster, <b>same-gender</b> , interracial).”	p. 18
<b>3<sup>rd</sup> – 5<sup>th</sup> grade standard:</b> “Define <b>sexual orientation.</b> ” & “Differentiate between <b>sexual orientation</b> and gender identity” Definition of “Sexual Orientation: A person’s romantic, emotional and/or sexual attraction to other people. Sexual orientations include, but are not limited to, asexual, bisexual, gay, heterosexual, lesbian, pansexual, and queer.”	p. 22, p. 69
6 <sup>th</sup> – 8 <sup>th</sup> grade standard: “Define <b>sexual identity</b> and explain a range of identities related to sexual orientation (e.g., <b>heterosexual, bisexual, lesbian, gay, queer, two spirit, asexual, pansexual</b> )” - “ <b>Sexual Identity:</b> A person’s self-identity based on their understanding of and/or ability to outwardly express their sexual orientation and/or gender identity. <b>Sexual identity evolves through a developmental process</b> that varies depending on the individual. Issues such a religion, culture, one’s family values, etc. may impact a person’s sexual identity. No one else can determine what a person’s sexual identity is; only the individual can decide what identity is right for them.”	p. 26, p. 69
More 6 <sup>th</sup> – 8 <sup>th</sup> grade standards: - “Recall the <b>definition of sexual orientation</b> and explain that <b>most people have a sexual orientation.</b> ” - “Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about <b>sexual orientation</b> ” - “Access credible sources of information about <b>sexual orientation</b> ” - “Demonstrate ways to communicate respectfully with and about people of <b>all sexual orientations</b> ” - “Develop a plan for the school to promote dignity and respect for people of <b>all sexual orientations</b> in the school community” - “Define sexual identity and <b>explain a range of identities related to sexual orientation</b> (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual).”	p. 25, p. 26

<p>9<sup>th</sup> – 10<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Differentiate between <b>sexual orientation, sexual behavior, and sexual identity.</b>”</li> <li>- “Analyze how peers, media, family, society, culture, and a person’s <b>intersecting identities</b> can influence attitudes, beliefs, and <b>expectations about sexual orientation and sexual identity</b>”</li> <li>- “Access credible sources of information about <b>sexual orientation</b>”</li> </ul>	p. 31
<p>11<sup>th</sup> – 12<sup>th</sup> grade standard:</p> <ul style="list-style-type: none"> <li>- “Explain how support from peers, families, schools, and communities can improve a person’s health and wellbeing <b>as it relates to sexual orientation and sexual identity</b>”</li> <li>- “<b>Advocate for</b> school and community policies and programs that promote dignity and respect for people of <b>all sexual orientations</b>”</li> </ul>	p. 35

[Back to Top](#)

## Evidence of Critical Race Theory in the NSES

<p>“As detailed below, the updated NSES have been written with a trauma-informed lens; have been infused with <b>principles of reproductive justice, racial justice, social justice, and equity</b>; address social determinants of health and how these can lead to <b>inequitable</b> health outcomes; and take an <b>intersectional</b> approach. This edition <b>uses less cis and heteronormative language</b> that reflects a broader range of relationships and identities.”</p>	P. 8
<p>“inclusion of <b>power and privilege, conscious and unconscious bias, intersectionality, and covert and overt discrimination, and the principles of reproductive justice, racial justice, social justice, and equity</b>”</p>	p. 8
<p>“the updated NSES calls attention to overt and covert <b>discrimination</b>, which may be based on <b>biases, including institutional, structural, interpersonal, and internalized racism.</b>”</p>	p. 11
<p>“In addition, the NSES takes an <b>intersectional approach</b>, reflecting the theory conceptualized by <b>Kimberlé Crenshaw, JD, LL.M.</b> Intersectionality describes the way overlapping or intersecting social identities—and particularly minority identities—relate to <b>systems and structures of discrimination</b>. Intersectionality looks at the relationships between these <b>marginalized identities</b> and the way that <b>multiple systems of oppression</b> interact in the lives of those with multiple marginalized identities and how this mixture impacts both our self-perception and how we are viewed and treated by other individuals, groups, institutions, and by society. Educators, administrators, and curriculum developers are <b>encouraged to take an intersectional approach</b> as a guiding principle throughout sex education lessons and curricula that align with the NSES, regardless of whether identity or intersectionality is specifically addressed in an indicator.”</p>	p. 11
<p>“<b>Power:</b> Access to resources (social power) that enhance one’s chances of living a relatively more comfortable, productive, and safe life. Wealth, <b>whiteness</b>, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.”</p>	p. 66
<p>“<b>Privilege: Unearned access to resources</b> (social power) that are only readily available to some people because of their social group membership. Privilege is advantage or immunity accorded by the formal and informal institutions of society (e.g., housing, government, education, media, business, healthcare, criminal justice, religion) to <b>all members of a dominant group</b> above and beyond the common advantage of all other groups. Privilege is often <b>invisible to those who have it.</b>”</p>	p. 66
<p>“<b>Racial Justice:</b> The systematic fair treatment of people of all races and the proactive reinforcement of policies, practices, attitudes, and actions that <b>produce equitable</b> power, access, opportunities, treatment, impacts, and <b>outcomes for all.</b>”</p>	p. 67
<p>6<sup>th</sup> – 8<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Analyze how peers, family, media, society, culture, and a <b>person’s intersecting identities</b> can influence attitudes, beliefs, and expectations about <b>relationships</b>”</li> </ul>	p. 24, p. 25, p. 51,

<ul style="list-style-type: none"> <li>- “Analyze how peers, family, and a <b>person’s intersecting identities</b> can influence attitudes, beliefs, and expectations about gender, <b>gender identity</b>, <b>gender roles</b>, and gender expression”</li> <li>- “Analyze how peers, media, family, society, culture, and a <b>person’s intersecting identities</b> can influence attitudes, beliefs, and expectations about <b>sexual orientation</b>”</li> <li>- “Define <b>racism and intersectionality</b> and describe their impacts on sexual health.” <ul style="list-style-type: none"> <li>o “<b>Racism</b>: The intentional or unintentional individual, cultural, and <b>institutional</b> beliefs or practices that <b>systematically</b> result in the negative treatment and subordination of members of racial or ethnic groups that have a history of targeted discrimination and social subordination.”</li> <li>o “<b>Intersectionality</b>: A term coined by law professor Kimberlé Crenshaw, JD, LLM to describe the way that social categorizations, such as race, class, and gender, do not act independently of one another, but create overlapping and <b>interdependent systems of discrimination</b> or disadvantage; a theoretical approach based on such a premise. Intersectionality looks at the relationships between multiple <b>marginalized identities</b> and the way that <b>multiple systems of oppression</b> interact in the lives of those with multiple marginalized identities.”</li> </ul> </li> </ul>	<p>p. 65, p. 67</p>
<p>9<sup>th</sup> – 10<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Analyze how peers, media, family, society, culture, and a <b>person’s intersecting identities</b> can influence <b>self-concept</b>, body image, and self-esteem.”</li> <li>- “Analyze how media, society, culture, and a <b>person’s intersecting identities</b> can influence attitudes, beliefs, and expectations about gender, <b>gender identity</b>, <b>gender roles</b>, and gender expression.”</li> <li>- “Analyze how peers, media, family, society, culture, and a <b>person’s intersecting identities</b> can influence attitudes, beliefs, and expectations about <b>sexual orientation and sexual identity</b>.”</li> <li>- “Describe the <b>impact of racism and inequality on sexual health</b>”</li> </ul>	<p>p. 31,</p>
<p>11<sup>th</sup> – 12<sup>th</sup> grade standards:</p> <ul style="list-style-type: none"> <li>- “Analyze <b>cultural and social factors</b> (e.g., sexism, homophobia, transphobia, <b>racism</b>, ableism, <b>classism</b>) that can influence decisions regarding sexual behaviors”</li> <li>- “Describe the potential impacts of <b>power and privilege</b> within romantic or sexual relationships (e.g., age, <b>race</b>, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability)”</li> <li>- “Analyze ways <b>systemic oppression and intersectionality</b> impact the sexual agency of <b>communities of color and other marginalized communities</b>”</li> </ul>	<p>p. 34, p. 36</p>

[Back to Top](#)