

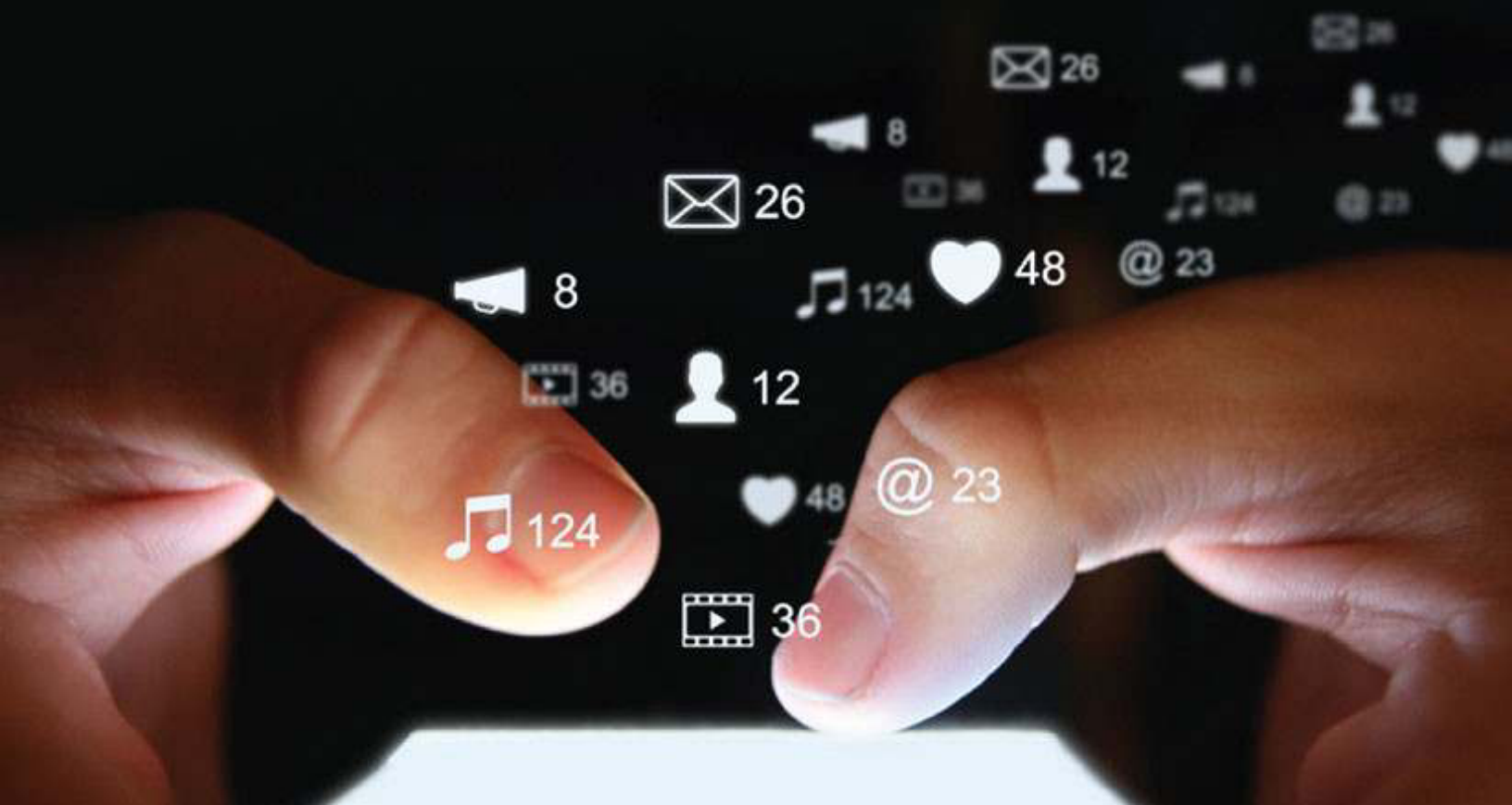
URGENT PUBLIC ANNOUNCEMENT

THE SECRET CURRICULUM

THE NORMALISATION OF PAEDOPHILIA
NATIONWIDE VIA RELATIONSHIPS AND SEX
EDUCATION

DID YOU KNOW?

WE THE PEOPLE WORLDWIDE



URGENT PUBLIC ANNOUNCEMENT

Dear Parents, Guardians, Grand Parents, Family and Friends,

The Government have amended the National Curriculum, and introduced a new RSE/CSE/PHSE syllabus, designed to sexualise our children, without either the consultation, or the informed consent of the electorate, parents or guardians.

The RSE/CSE/PHSE is not only sexually explicit, it is offensive, and exposes all children within the United Kingdom to psychological, and emotional harm, as clearly demonstrated within this booklet.

The Government's own documentation, clearly demonstrates the syllabus is not only sexually explicit, it is offensive, immoral, and unethical, and outrages public decency, with the following inappropriate Topics;

Sexual consent can be given at any age from 0

Promotion of Masturbation dubbed "Self Care" from 0

Ejaculation / orgasm

Anal Sex

Rimming - Licking of anuses

Pornographic videos and Genres

Gender fluidity and that a child can decide their gender not their biology

150 different genders/ pronouns

Sex toys and how to use them

Drugs and how to use them

It is imperative that you watch this and review the following content if you care about the safety of all our children in this country.

Link to School Board meeting - Parents outraged at pornographic RSE content

<https://youtu.be/vbJtjtBbuow>

Link to a video from Public Child Protection Wales

<https://youtu.be/v46lha0i59g>



RSE IS THE NEW SEX EDUCATION BROUGHT TO YOU BY THE WELSH GOVERNMENT.

RSE FROM AGE THREE!

<https://www.publicchildprotectionwales.org/resources>

We draw your attention to the law of the United Kingdom, and the RSE/CSE/PHSE syllabus, being taught to minors, by teachers, and teaching assistants, under the legal age of consent of Sixteen, (which Parliament is currently trying to reduce), and may be considered as criminal offences, with the offender upon conviction being recorded on the sex offenders register, the relevant laws contravened include the following;

Criminal Offences (confirmed with Criminal Lawyers) such as:

Possession & Distribution of indecent materials to minors under the Criminal Justice Act 1985 causing or inciting a minor to engage in sexual activity.

Coercive Control under the Serious Crime Act 2015

Slavery, servitude, forced & compulsory behaviour under Article 4 of the European Convention of Human Rights and Articles 4,5,7,18,19,20,26 & 30 of the UN United Declaration on Human Rights

Assault, ill treatment, abandonment, wilful, reckless and malicious neglect, endangerment and child maltreatment under the Children and Young Person's Act (1933). Part 1: Prevention of Cruelty and Exposure to Moral and Physical Danger Section 1: Cruelty to persons under sixteen.

Abuse of Children under article 19 of the UNCRC and articles 7(10) and 17 of the European Social Charter

Included in this document is an RSE cheat sheet from Public Child Protection Wales, a group of 5000 parents who have been taking the Welsh Government to Court. (Page 8 & 9)

WHO (World Health Organisation) Standards for Sexuality Education in Europe A framework for policy makers, educational and health authority specialists (2010). This document promotes Comprehensive Sexuality Education from birth. Please read the matrix carefully. This is important because this is the document all 4 UK governments agreed to. Can be found on the link below and from page 10 of this document.

<https://www.icmec.org/wp-content/uploads/2017/03/WHO-Curriculum-Matrix-for-CSE-in-Europe.pdf>

Sex education and gender ideology is based on the work of actual paedophiles. "The Sordid History and Deadly Consequences of 'Sex Ed' at School" (Page 24)

http://www.drjudithreisman.com/archives/2020/04/the_sordid_hist.html

WHAT CAN YOU DO TO HELP?

Please immediately share this document/its contents as a matter of urgency with every parent you know, by email, in person and on social media, most are simply not aware because the *powers that be* are intentionally and maliciously hiding this information and their true agenda from the 67 Million Citizens of this Country.

If you use social media please also use @ and # tags to broaden the reach of your posts beyond your friends group and ensure the posts are set to public. Also post in any local/national groups that you might be part of to spread awareness as a matter of urgency. Most organisations have a social media @ tag, feel free to tag as many as you like.

EG.

@usarmy @eddiehallwsm @gvetsalliance @antmiddleton @britisharmy
@armedattorneys @lawyers4libertyuk @lawyersuk @gbnewsonline
@rebelnews

#TEACHER #EDUCATION #SCHOOL #parents #bills #winter #Christmas
#wethepeople #women #FreedomForAll #MOTIVATION #unitetheclans
#unitethenorth #unitedkingdom #australia #europe #usa #america #love
#together #peoplesconvoy #ENGLAND #freedomconvoy2022 #MILITARY
#COVID19 #INSTAGOOD #Covidvaccinevictims #INSTADAILY #Wales
#Scotland

BECOME A WHISTLEBLOWER / INVESTIGATOR

We The People Worldwide are a collective of concerned men and women, much like Project Veritas in America who expose serious crimes and criminals, we are doing the same here in the UK.

Contact to join: whistleblower@alfredslaw.co.uk

<https://www.projectveritas.com/brave-insider/>

Our focus is to save all our children from a future of tyranny, slavery, sickness, misery, poverty, hunger, mental illness, addiction and paedophilia.

Under current legislation you are entitled to wear a spy camera for your safety at any time. We advise that moving forwards you record any and all interactions with Public Organisations, state that you are doing so for the public record and for your own safety as is your right in accordance with the law as We The People have evidence of High Treason and Seditious Conspiracy.

1148 members of Parliament and Houses of Lords have been served with Notices of Indictment, Notices of Respondant, Notices of Conditional Acceptance and Notices of Opportunity to Cure for the crimes of High Treason and Seditious Conspiracy under English Constitutional Law which have a mandatory death penalty. These can be found at:

www.alfredslaw.co.uk

Parents in the US are sending their children to school wearing micro body/spy cameras to get video evidence of the RSE and expose the teachers as groomers / pedophiles /sexual offenders / criminals. If you would like to do the same and share the video evidence with us we will expose those guilty of any and all crimes, and ensure they are held accountable.

**URGENTLY LOOKING FOR WHISTLEBLOWERS / VICTIMS / WITNESSES
/ EVIDENCE
FOR ANY AND ALL CRIMES / ABUSES / NEGLIGENCE / IGNORED
COMMITTED BY ANY OF THE FOLLOWING:**

POLICE

SOCIAL SERVICES/SOCIAL WORKERS

COUNCIL

ANY COURT

ANY JUDGE

NHS/GP

MP

CHARITY

CAFCASS

SCHOOL

ANY ORGANISATION

If you come to us with your truth, we will listen to you, we will help you, we will protect you and together we will get JUSTICE for all. Your country needs you. We must save the children.



CURRICULUM 2022. THINGS YOU NEED TO KNOW ABOUT RSE/CSE.



What is RSE?

RSE, Relationships & sexuality education is a new mandatory element of the Curriculum.

RSE will be taught to EVERY child from age three.

There is NO PARENTAL OPT-OUT.

RSE will be embedded into every subject across the curriculum.

RSE is Welsh Government's name for CSE Comprehensive Sexuality Education.



More than 5,000 parents go to war with Welsh government over plans to teach children as young as THREE about 'sexual attraction' and gender identity

The Welsh Government.

The WG has misled parents & teachers.

The WG went against our rejection of RSE from age three.

The WG claim RSE is an education written by Welsh practitioners for the children of Wales. Evidence proves they adopted CSE on 1st March 2017. CSE is a global comprehensive sexuality education.

The WG now admit to it being "co-constructed by UNESCO.

What is CSE?

4-6	Information <i>Use information about</i>	Skills <i>Enable children to</i>	Attitudes <i>Help children to develop</i>
The human body and human development	<ul style="list-style-type: none"> all body parts and their functions different bodies and different sexes body hygiene age differences in bodies and development 	<ul style="list-style-type: none"> name the body parts practice hygiene (wash every part of the body) recognize body differences express needs and wishes recognize own and others' need for privacy 	<ul style="list-style-type: none"> a positive gender identity a positive body-image and self-image; self-esteem respect for differences respect for gender equality
fertility and reproduction	<ul style="list-style-type: none"> myths related to reproduction (e.g. in some countries, children are told that a new baby has been "brought by the stork") life: pregnancy, birth and babies; end of life bodies of human reproduction 	<ul style="list-style-type: none"> talk about these issues by providing them with the correct vocabulary 	<ul style="list-style-type: none"> respect for differences: some people have babies, others do not
Sexuality	<ul style="list-style-type: none"> enjoyment and pleasure when touching one's own body; early childhood masturbation discovery of one's own body and genitals the meaning and expression of sexuality (for example: expressing feelings of love) appropriate sexual language sexual feelings (attraction, enjoyment), experienced as a part of all human feelings (these should be positive feelings; they should not include coercion or harm) 	<ul style="list-style-type: none"> talk about sexual matters (communication skills) consolidate their gender identity use sexual language in a non-offensive way 	<ul style="list-style-type: none"> a positive body image respect for others

WHO (2010)

Above image is taken from the framework of CSE agreed by all four UK Select Committees.

CSE, is a system of frameworks & resources commissioned & produced by NGO's & stakeholders; UNESCO, WHO, IPPF, SEICUS & the Kinsey institute.

CSE promotes sexual freedom & encourages children to exercise their "sexual rights".

This particular document promotes sexuality education from birth (pg 7).

The Matrix promotes masturbation from birth (pg 38).

Age 6 onwards it starts to discuss sexual intercourse (pg 42).



WHAT DOES CSE/RSE/SRE/RSHP LOOK LIKE IN THE UK?



UNESCO.

UNESCO encourages children to exercise their "sexual rights".

Teachers are encouraged to use the UNESCO website for classroom resources.

UNESCO links take Wales to Scotlands resources.

UNESCO is in 52 countries & that is how we know what to expect.

Learning objectives (9-12 years)

Key idea: Values and attitudes imparted to us by families and communities are sources of what we learn about sex and sexuality, and influence our personal behaviour and decision-making

Learners will be able to:

- ▶ identify sources of values and attitudes that inform what and how one learns about sex and sexuality (e.g. parents, guardians, families and communities) (knowledge);

UK Classroom Resources.

Government & Stakeholder Commissioned & Funded.

English & Scottish curriculum (2018)



Self stimulation age 4-6.

Masturbation.

Bondage.

Anal Sex.

Pornography.

Facial Ejaculation.



ALL ABOUT THE IT

For your information should you need it to remind children of the rules about self-stimulation.

There are also rules about touching yourself too.

Now lots of people like to tickle or stroke themselves as it might feel nice. They might play with their hair, stroke their skin or they may even touch their private parts. This is really very normal. However, some people may get cross or say that it is dirty, especially when you touch your own privates.

This is strange as it is really very normal, however, it is not polite to do it when other people are about. It is something we should only do when we are alone, perhaps in the bath or shower or in bed, a bit like picking your nose, it is certainly not polite to do in public when other people are watching.



Google "government school sex survey".

Subscribe to: www.publicchildprotectionwales.org

SAVE THE CHILDREN

whistleblower@alfredslaw.co.uk www.alfredslaw.co.uk

<https://www.publicchildprotectionwales.org>

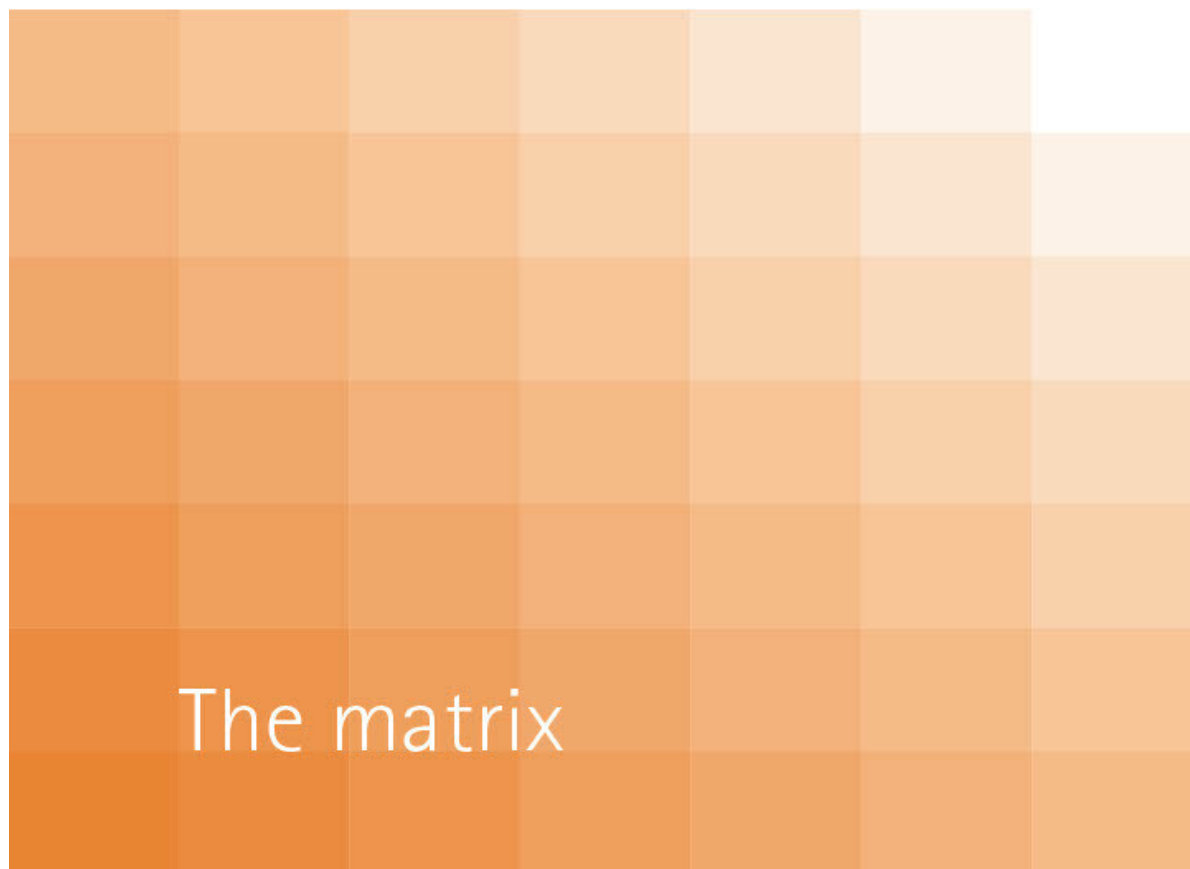


WHO Regional Office for Europe and BZgA

Standards for Sexuality Education in Europe

*A framework
for policy makers,
educational and health authorities
and specialists*





Age group 0-4	38
Age group 4-6	40
Age group 6-9	42
Age group 9-12	44
Age group 12-15	46
Age group 15 and up	48



0-4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	<ul style="list-style-type: none"> ■ all body parts and their functions ■ different bodies and different sexes ■ body hygiene ● <i>the difference between oneself and others</i> 	<ul style="list-style-type: none"> ■ name the body parts ■ practise hygiene (wash every part of the body) ■ recognize body differences ■ express needs and wishes 	<ul style="list-style-type: none"> ■ a positive body-image and self-image: self-esteem ■ respect for differences ■ an appreciation of their own body ● <i>an appreciation for the sense of well-being, closeness and trust created by body experience and experience of bonding</i> ● <i>respect for gender equality</i>
Fertility and reproduction	<ul style="list-style-type: none"> ■ pregnancy, birth and babies ■ basics of human reproduction (where babies come from) ● <i>different ways to become part of a family (e.g. adoption)</i> ● <i>the fact that some people have babies and some do not</i> 	<ul style="list-style-type: none"> ■ talk about these issues by providing them with the correct vocabulary 	<ul style="list-style-type: none"> ● <i>acceptance of different ways of becoming a child of a family</i>
Sexuality	<ul style="list-style-type: none"> ■ enjoyment and pleasure when touching one's own body, early childhood masturbation ■ discovery of own body and own genitals ■ the fact that enjoyment of physical closeness is a normal part of everyone's life ■ tenderness and physical closeness as an expression of love and affection 	<ul style="list-style-type: none"> ■ gain an awareness of gender identity ■ talk about (un)pleasurable feelings in one's own body ■ express own needs, wishes and boundaries, for example in the context of "playing doctor" 	<ul style="list-style-type: none"> ■ a positive attitude towards one's body with all its functions = positive body-image ■ respect for others ● <i>curiosity regarding own and others' bodies</i>
Emotions	<ul style="list-style-type: none"> ■ different types of love ■ "yes" and "no" feelings ● <i>words for feelings</i> ● <i>feeling of the need for privacy</i> 	<ul style="list-style-type: none"> ■ feel and show empathy ■ say yes/no ■ express and communicate own emotions, wishes and needs ● <i>express own need for privacy</i> 	<ul style="list-style-type: none"> ■ the understanding that emotions are expressed in many different ways ■ positive feelings towards their own sex and gender (it is good to be a girl – or a boy!) ■ the attitude that their own experience and expression of emotions is right ● <i>a positive attitude towards different emotions in different circumstances</i>

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

0-4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> ■ different kinds of relationship ■ different family relationships 	<ul style="list-style-type: none"> ■ talk about own relationships and family 	<ul style="list-style-type: none"> ■ a feeling of closeness and trust based on the experience of bonding ■ a positive attitude towards different lifestyles ■ the awareness that relationships are diverse
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ good and bad experiences of your body/what feels good? (listen to your body) ■ if the experience/feeling is not good, you do not always have to comply 	<ul style="list-style-type: none"> ■ trust their instincts ■ apply the three-step model (say no, go away, talk to somebody you trust) ■ achieve feelings of well-being 	<ul style="list-style-type: none"> ■ an appreciation of their body ■ the awareness that it is ok to ask for help
Sexuality and rights	<ul style="list-style-type: none"> ■ the right to be safe and protected ■ the responsibility of adults for the safety of children ■ the right to ask questions about sexuality ■ the right to explore gender identities • <i>the right to explore nakedness and the body; to be curious</i> 	<ul style="list-style-type: none"> ■ say "yes" and "no" ■ develop communication skills ■ express needs and wishes • <i>differentiate between "good" and "bad" secrets</i> 	<ul style="list-style-type: none"> ■ an awareness of their rights which leads to self-confidence ■ the attitude "My body belongs to me" ■ the feeling that they can make their own decisions
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ social rules and cultural norms/values ■ gender roles ■ social distance to be maintained with various people • <i>the influence of age on sexuality and age-appropriate behaviour</i> • <i>norms about nakedness</i> 	<ul style="list-style-type: none"> ■ differentiate between private and public behaviour ■ respect social rules and cultural norms ■ behave appropriately according to context • <i>know where you can touch</i> 	<ul style="list-style-type: none"> ■ respect for their own and others' bodies ■ acceptance of social rules about privacy and intimacy ■ respect for "no" or "yes" from others

■ main topic (new) ■ main topic (consolidation) • additional topic (new) • additional topic (consolidation)

4-6	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	<ul style="list-style-type: none"> ■ all body parts and their functions ■ different bodies and different sexes ■ body hygiene ● <i>age differences in bodies and development</i> 	<ul style="list-style-type: none"> ■ name the body parts ■ practise hygiene (wash every part of the body) ■ recognize body differences ■ express needs and wishes ● <i>recognize own and others' need for privacy</i> 	<ul style="list-style-type: none"> ■ a positive gender identity ■ a positive body-image and self-image: self-esteem ■ respect for differences ■ respect for gender equality
Fertility and reproduction	<ul style="list-style-type: none"> ■ myths related to reproduction (e.g. in some countries, children are told that a new baby has been "brought by the stork") ■ life: pregnancy, birth and babies; end of life ■ basics of human reproduction 	<ul style="list-style-type: none"> ■ talk about these issues by providing them with the correct vocabulary 	<ul style="list-style-type: none"> ● <i>respect for differences: some people have babies, others do not</i>
Sexuality	<ul style="list-style-type: none"> ■ enjoyment and pleasure when touching one's own body; early childhood masturbation ■ discovery of one's own body and genitals ● <i>the meaning and expression of sexuality (for example, expressing feelings of love)</i> ● <i>appropriate sexual language</i> ● <i>sexual feelings (closeness, enjoyment, excitement) as a part of all human feelings (these should be positive feelings; they should not include coercion or harm)</i> 	<ul style="list-style-type: none"> ■ talk about sexual matters (communication skills) ■ consolidate their gender identity ● <i>use sexual language in a nonoffensive way</i> 	<ul style="list-style-type: none"> ■ a positive body image ■ respect for others
Emotions	<ul style="list-style-type: none"> ■ jealousy, anger, aggression, disappointment ■ friendship and love towards people of the same sex ● <i>the difference between friendship and love</i> ● <i>secret loves, first love (infatuations and "crushes", unrequited love)</i> 	<ul style="list-style-type: none"> ■ manage disappointments ■ express and communicate own emotions, wishes and needs ● <i>manage their own and others' need for privacy</i> ● <i>name own feelings adequately</i> 	<ul style="list-style-type: none"> ■ the acceptance that feelings of love (as a part of all emotions) are natural ■ the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)

■ main topic (new)
 ■ main topic (consolidation)
 ● additional topic (new)
 ● additional topic (consolidation)

4-6	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> ■ friendship ■ same-sex relationships ■ different kinds of (family) relationship ● <i>different concepts of a family</i> 	<ul style="list-style-type: none"> ■ relate to each other and to family members and friends in an appropriate way ■ live together in families based on mutual respect ■ build up and maintain relationships 	<ul style="list-style-type: none"> ■ acceptance of diversity ■ respect for differences in lifestyle
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ good and bad experiences of your body/what feels good? (listen to your body) ■ if the experience/feeling is not good, you do not always have to comply 	<ul style="list-style-type: none"> ■ trust their instincts and apply the three-step model (say no, go away, talk to someone you trust) ■ achieve feelings of well-being 	<ul style="list-style-type: none"> ■ the attitude that they have a choice ■ an awareness of risks ■ an appreciation of their body ■ the awareness that it is ok to ask for help
Sexuality and rights	<ul style="list-style-type: none"> ■ abuse; there are some people who are not good; they pretend to be kind, but might be violent ■ their rights (including the right to information and the right to protection) ■ the responsibility of adults for the safety of children 	<ul style="list-style-type: none"> ■ ask questions ■ turn to somebody you trust if in trouble ■ express needs and wishes 	<ul style="list-style-type: none"> ■ the attitude "My body belongs to me" ■ an awareness of their rights
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ gender, cultural, age differences ■ values and norms differ by country and culture ■ all feelings are ok, but not all actions taken as a result of these feelings ■ social rules and cultural norms/values 	<ul style="list-style-type: none"> ■ recognize and deal with differences in values ■ respect social rules and cultural norms ● <i>talk about differences</i> 	<ul style="list-style-type: none"> ■ socially responsible behaviour ■ an open, nonjudgmental attitude ■ acceptance of equal rights ■ respect for different norms regarding sexuality ■ respect for their own and others' bodies

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

6-9	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	<ul style="list-style-type: none"> ■ body changes, menstruation, ejaculation, individual variation in development over time ■ (biological) differences between men and women (internal and external) ■ body hygiene 	<ul style="list-style-type: none"> ■ know and to be able to use the correct words for body parts and their functions • <i>appraise body changes</i> • <i>examine their body and take care of it</i> 	<ul style="list-style-type: none"> ■ an acceptance of insecurities arising from their body awareness ■ a positive body-image and self-image: self-esteem ■ a positive gender identity
Fertility and reproduction	<ul style="list-style-type: none"> ■ choices about parenthood and pregnancy, infertility, adoption ■ the basic idea of contraception (it is possible to plan and decide about your family) ■ different methods of conception • <i>basic idea of fertility cycle</i> • <i>myths about reproduction</i> 	<ul style="list-style-type: none"> ■ develop communication skills • <i>gain an understanding that people can influence their own fertility</i> 	<ul style="list-style-type: none"> • <i>an acceptance of diversity – some people choose to have children, others choose not to</i>
Sexuality	<ul style="list-style-type: none"> ■ love, being in love ■ tenderness ■ sex in the media (including the Internet) ■ enjoyment and pleasure when touching one's own body (masturbation/self-stimulation) ■ appropriate sexual language • <i>sexual intercourse</i> 	<ul style="list-style-type: none"> ■ accept own and others' need for privacy ■ deal with sex in the media ■ use sexual language in a nonoffensive way 	<ul style="list-style-type: none"> ■ an understanding of "acceptable sex" (mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting) • <i>an awareness that sex is depicted in the media in different ways</i>
Emotions	<ul style="list-style-type: none"> ■ the difference between friendship, love and lust ■ jealousy, anger, aggression, disappointment • <i>friendship and love towards people of the same sex</i> • <i>secret loves, first love (infatuations and "crushes", unrequited love)</i> 	<ul style="list-style-type: none"> ■ express and communicate emotions, own wishes and needs ■ manage disappointments • <i>name own feelings adequately</i> • <i>manage their own and others' need for privacy</i> 	<ul style="list-style-type: none"> ■ the acceptance that feelings of love (as a part of all emotions) are natural ■ the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)

■ main topic (new) ■ main topic (consolidation) • additional topic (new) • additional topic (consolidation)

6-9	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> ■ different relationships in relation to love, friendship, etc. ■ different family relationships ● <i>marriage, divorce; living together</i> 	<ul style="list-style-type: none"> ■ express oneself within relationships ■ be able to negotiate compromises, show tolerance and empathy ■ make social contacts and make friends 	<ul style="list-style-type: none"> ■ acceptance of commitment, responsibility and honesty as a basis for relationships ■ respect for others ■ acceptance of diversity
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ the positive influence of sexuality on health and well-being ■ diseases related to sexuality ■ sexual violence and aggression ● <i>where to get help</i> 	<ul style="list-style-type: none"> ■ set boundaries ■ trust their instincts and apply the three-step model (say no, go away, talk to somebody you trust) 	<ul style="list-style-type: none"> ■ a sense of responsibility for one's own health and well-being ■ an awareness of choices and possibilities ■ an awareness of risks
Sexuality and rights	<ul style="list-style-type: none"> ■ the right of self-expression ■ sexual rights of children (information, sexuality education, bodily integrity) ■ abuse ■ the responsibility of adults for the safety of children 	<ul style="list-style-type: none"> ■ ask for help and information ■ turn to somebody you trust if in trouble ● <i>name their rights</i> ● <i>express wishes and needs</i> 	<ul style="list-style-type: none"> ■ feelings of responsibility for oneself and others ■ awareness of rights and choices
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ gender roles ■ cultural differences ■ age differences 	<ul style="list-style-type: none"> ■ talk about own experiences, wishes and needs in relation to cultural norms ■ recognize and deal with differences 	<ul style="list-style-type: none"> ■ respect for different lifestyles, values and norms

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

9-12	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	<ul style="list-style-type: none"> ■ body hygiene (menstruation, ejaculation) ■ early changes in puberty (mental, physical, social and emotional changes and the possible variety in these) ● <i>internal and external sexual and reproductive organs and functions</i> 	<ul style="list-style-type: none"> ■ integrate these changes into their own lives ■ know and use the correct vocabulary ● <i>communicate about changes in puberty</i> 	<ul style="list-style-type: none"> ■ an understanding and acceptance of changes and differences in bodies (size and shape of penis, breasts and vulva can vary significantly, standards of beauty change over time and differ between cultures) ● <i>a positive body-image and self-image: self-esteem</i>
Fertility and reproduction	<ul style="list-style-type: none"> ■ reproduction and family planning ■ different types of contraception and their use; myths about contraception ■ symptoms of pregnancy, risks and consequences of unsafe sex (unintended pregnancy) 	<ul style="list-style-type: none"> ■ understand the relationship between menstruation/ ejaculation and fertility ■ use condoms and contraceptives effectively in future 	<ul style="list-style-type: none"> ■ the understanding that contraception is the responsibility of both sexes
Sexuality	<ul style="list-style-type: none"> ■ first sexual experience ■ gender orientation ■ sexual behaviour of young people (variability of sexual behaviour) ■ love, being in love ● <i>pleasure, masturbation, orgasm</i> ● <i>differences between gender identity and biological sex</i> 	<ul style="list-style-type: none"> ■ communicate and understand different sexual feelings and talk about sexuality in an appropriate way ■ make a conscious decision to have sexual experiences or not ■ refuse unwanted sexual experiences ● <i>differentiate between sexuality in "real life" and sexuality in the media</i> ● <i>use modern media (mobile phones, Internet) and be aware of risks and benefits associated with these tools</i> 	<ul style="list-style-type: none"> ■ acceptance, respect and understanding of diversity in sexuality and sexual orientation (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting) ■ the understanding of sexuality as a learning process ■ acceptance of different expressions of sexuality (kissing, touching, caressing, etc.) ● <i>understanding that everyone has his/her own timetable of sexual development</i>
Emotions	<ul style="list-style-type: none"> ■ different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy ■ differences in individual needs for intimacy and privacy ■ the difference between friendship, love and lust ● <i>friendship and love towards people of the same sex</i> 	<ul style="list-style-type: none"> ■ express and recognize various emotions in themselves and others ■ express needs, wishes and boundaries and respect those of others ■ manage disappointments 	<ul style="list-style-type: none"> ■ an understanding of emotions and values (e.g. not feeling ashamed or guilty about sexual feelings or desires) ■ respect for the privacy of others

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

9-12	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> ■ differences between friendship, companionship and relationships and different ways of dating ■ different kinds of pleasant and unpleasant relationships (influence of (gender) inequality on relationships) 	<ul style="list-style-type: none"> ■ express friendship and love in different ways ■ make social contacts, make friends, build and maintain relationships ● <i>communicate own expectations and needs within relationships</i> 	<ul style="list-style-type: none"> ■ a positive attitude to gender equality in relationships and free choice of partner ■ acceptance of commitment, responsibility and honesty as a basis for relationships ■ respect for others ● <i>an understanding of the influence of gender, age, religion, culture, etc. on relationships</i>
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ symptoms, risks and consequences of unsafe, unpleasant and unwanted sexual experiences (sexually transmitted infections (STI), HIV, unintended pregnancy, psychological consequences) ■ the prevalence and different types of sexual abuse, how to avoid it and where to get support ■ the positive influence of sexuality on health and well-being 	<ul style="list-style-type: none"> ■ take responsibility in relation to safe and pleasant sexual experiences for oneself and others ■ express boundaries and wishes and to avoid unsafe or unwanted sexual experiences ● <i>ask for help and support in case of problems (puberty, relationships, etc.)</i> 	<ul style="list-style-type: none"> ■ awareness of choices and possibilities ■ awareness of risks ● <i>a feeling of mutual responsibility for health and well-being</i>
Sexuality and rights	<ul style="list-style-type: none"> ■ sexual rights, as defined by IPPF and by WAS* ● <i>national laws and regulations (age of consent)</i> 	<ul style="list-style-type: none"> ■ act within these rights and responsibilities ● <i>ask for help and information</i> 	<ul style="list-style-type: none"> ■ an awareness of rights and choices ● <i>an acceptance of sexual rights for oneself and others</i>
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ influence of peer pressure, media, pornography, culture, religion, gender, laws and socioeconomic status on sexual decisions, partnerships and behaviour 	<ul style="list-style-type: none"> ■ discuss these external influences and make a personal assessment ● <i>acquire modern media competence (mobile phone, Internet, dealing with pornography)</i> 	<ul style="list-style-type: none"> ■ respect for different lifestyles, values and norms ● <i>an acceptance of different opinions, views and behaviour regarding sexuality</i>

* International Planned Parenthood Federation (IPPF): Sexual Rights: an IPPF declaration. London 2008 and World Association for Sexual Health (WAS): Declaration of Sexual Rights. Hongkong 1999

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

12-15	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
The human body and human development	<ul style="list-style-type: none"> body knowledge, body image and body modification (female genital mutilation, circumcision, hymen and hymen repair, anorexia, bulimia, piercing, tattoos) menstrual cycle; secondary sexual body characteristics, their function in men and women and accompanying feelings beauty messages in the media; body changes throughout life services where teenagers can go for problems related to these topics 	<ul style="list-style-type: none"> describe how people's feelings about their bodies can affect their health, self-image and behaviour come to terms with puberty and resist peer pressure be critical of media messages and beauty industry 	<ul style="list-style-type: none"> critical thinking related to body modification acceptance and appreciation of different body shapes
Fertility and reproduction	<ul style="list-style-type: none"> the impact of (young) motherhood and fatherhood (meaning of raising children – family planning, career planning, contraception, decision-making and care in case of unintended pregnancy) information about contraceptive services ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc.) pregnancy (also in same-sex relationships) and infertility facts and myths (reliability, advantages and disadvantages) related to various contraceptives (including emergency contraception) 	<ul style="list-style-type: none"> recognize the signs and symptoms of pregnancy obtain contraception from an appropriate place, e.g. by visiting a health professional make a conscious decision to have sexual experiences or not communicate about contraception make a conscious choice of contraceptive and use chosen contraceptive effectively 	<ul style="list-style-type: none"> personal attitudes (norms and values) about (young) motherhood and fatherhood, contraception, abortion and adoption a positive attitude towards taking mutual responsibility for contraception
Sexuality	<ul style="list-style-type: none"> role expectations and role behaviour in relation to sexual arousal and gender differences gender-identity and sexual orientation, including coming out/homosexuality how to enjoy sexuality in an appropriate way (taking your time) first sexual experience pleasure, masturbation, orgasm 	<ul style="list-style-type: none"> develop skills in intimate communication and negotiation make free and responsible choices after evaluating the consequences, advantages and disadvantages of each possible choice (partners, sexual behaviour) enjoy sexuality in a respectful way differentiate between sexuality in real life and sexuality in the media 	<ul style="list-style-type: none"> the understanding of sexuality as a learning process acceptance, respect and understanding of diversity in sexuality and sexual orientation (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting)
Emotions	<ul style="list-style-type: none"> the difference between friendship, love and lust different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy 	<ul style="list-style-type: none"> express friendship and love in different ways express own needs, wishes and boundaries and respect those of others deal with different/conflicting emotions, feelings and desires 	<ul style="list-style-type: none"> acceptance that people feel differently (because of their gender, culture, religion, etc and their interpretation of these)

12-15	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Relationships and lifestyles	<ul style="list-style-type: none"> influence of age, gender, religion and culture different styles of communication (verbal and nonverbal) and how to improve them how to develop and maintain relationships family structure and changes (e.g. single parenthood) different kinds of (pleasant and unpleasant) relationships, families and ways of living 	<ul style="list-style-type: none"> address unfairness, discrimination, inequality express friendship and love in different ways make social contacts, make friends, build and maintain relationships communicate own expectations and needs within relationships 	<ul style="list-style-type: none"> an aspiration to create equal and fulfilling relationships an understanding of the influence of gender, age, religion, culture, etc. on relationships
Sexuality, health and well-being	<ul style="list-style-type: none"> body hygiene and self-examination the prevalence and different types of sexual abuse, how to avoid it and where to get support risky (sexual) behaviour and its consequences (alcohol, drugs, peer pressure, bullying, prostitution, media) symptoms, transmission and prevention of STI, including HIV health-care systems and services positive influence of sexuality on health and well-being 	<ul style="list-style-type: none"> make responsible decisions and well-informed choices (relating to sexual behaviour) ask for help and support in case of problems develop negotiation and communication skills in order to have safe and enjoyable sex refuse or stop unpleasant or unsafe sexual contact obtain and use condoms and contraceptives effectively recognize risky situations and be able to deal with them recognize symptoms of STI 	<ul style="list-style-type: none"> a feeling of mutual responsibility for health and well-being a sense of responsibility regarding prevention of STI/HIV a sense of responsibility regarding prevention of unintended pregnancy a sense of responsibility regarding prevention of sexual abuse
Sexuality and rights	<ul style="list-style-type: none"> sexual rights, as defined by IPPF and by WAS* national laws and regulations (age of consent) 	<ul style="list-style-type: none"> acknowledge sexual rights for oneself and others ask for help and information 	<ul style="list-style-type: none"> an acceptance of sexual rights for oneself and others
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> influence of peer pressure, media, pornography, (urban) culture, religion, gender, laws and socioeconomic status on sexual decisions, partnership and behaviour 	<ul style="list-style-type: none"> deal with conflicting (inter) personal norms and values in the family and society acquire media competence and deal with pornography 	<ul style="list-style-type: none"> a personal view of sexuality (being flexible) in a changing society or group

* International Planned Parenthood Federation (IPPF): Sexual Rights: an IPPF declaration. London 2008 and World Association for Sexual Health (WAS): Declaration of Sexual Rights. Hongkong 1999

■ main topic (new) ■ main topic (consolidation) • additional topic (new) • additional topic (consolidation)

15 and up	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
The human body and human development	<ul style="list-style-type: none"> ■ psychological changes in puberty ■ body knowledge, body image, body modification ● <i>female genital mutilation, circumcision, anorexia, bulimia, hymen and hymen repair</i> ● <i>beauty messages in the media; body changes throughout life</i> ● <i>services where teenagers can go for help with problems related to these topics</i> 	<ul style="list-style-type: none"> ■ identify differences between images in the media and real life ■ come to terms with puberty and resist peer pressure ■ be critical of media messages and beauty industry, advertisements and the potential risks of body modification 	<ul style="list-style-type: none"> ■ a critical view of cultural norms related to the human body ■ acceptance and appreciation of different body shapes
Fertility and reproduction	<ul style="list-style-type: none"> ■ fertility changes with age (surrogacy, medically assisted reproduction) ■ pregnancy (also in same-sex relationships) and infertility, abortion, contraception, emergency contraception (more in-depth information) ■ ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc). ■ information about contraceptive services ■ planning a family and career/ personal future ■ consequences of a pregnancy for young teenagers (girls and boys) ● <i>"designer" babies, genetics</i> 	<ul style="list-style-type: none"> ■ communicate with their partner on equal terms; discuss difficult topics with respect for different opinions ■ use negotiation skills ■ make informed decisions regarding contraception and (unintended) pregnancies ● <i>make a conscious choice of contraception and use chosen contraception effectively</i> 	<ul style="list-style-type: none"> ■ willingness to take gender differences into account regarding fertility, reproduction and abortion ● <i>a critical view of different cultural/religious norms related to pregnancy, parenthood, etc.</i> ● <i>an awareness of the importance of a positive role for men during pregnancy and childbirth; positive influence of engaged fathers</i> ● <i>a positive attitude towards mutual responsibility for contraception</i>

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

15 and up	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ health-care systems and services ■ risky sexual behaviour and the impact it can have on health ■ body hygiene and self-examination ■ positive influence of sexuality on health and well-being ● <i>sexual violence; unsafe abortion; maternal mortality; sexual aberrations</i> ● <i>HIV/AIDS and STI transmission, prevention, treatment, care and support</i> 	<ul style="list-style-type: none"> ■ counter sexual harassment; self-defence skills ■ ask for help and support in case of problems ● <i>obtain and use condoms effectively</i> 	<ul style="list-style-type: none"> ■ internalization of responsibility for one's own and partner's sexual health
Sexuality and rights	<ul style="list-style-type: none"> ■ sexual rights: access, information, availability, violations of sexual rights ● <i>concept of rights-holders and duty-bearers</i> ● <i>gender-based violence</i> ● <i>right to abortion</i> ● <i>human rights organizations and the European Court of Human Rights</i> 	<ul style="list-style-type: none"> ■ understand human rights language ■ be empowered to claim sexual rights ■ recognize violations of rights and speak out against discrimination and gender-based violence 	<ul style="list-style-type: none"> ■ an acceptance of sexual rights for oneself and others ● <i>awareness of power dimensions of duty-bearers vis-à-vis rights-holders</i> ● <i>a sense of social justice</i>
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ social boundaries; community standards ● <i>the influence of peer pressure, media, pornography, (urban) culture, gender, laws, religion and socioeconomic status on sexual decisions, partnerships and behaviour</i> 	<ul style="list-style-type: none"> ■ define personal values and beliefs ■ deal with conflicting (inter) personal norms and values in the family and society ● <i>reach out to a person who is being marginalized; treat people living with HIV or AIDS in the community with fairness</i> ● <i>acquire media competence</i> 	<ul style="list-style-type: none"> ■ an awareness of social, cultural and historical influences on sexual behaviour ● <i>respect for differing value and belief systems</i> ● <i>an appreciation of self-reliance and self-worth in one's own cultural environment</i> ● <i>a sense of responsibility for own role/point of view in relation to societal change</i>

■ main topic (new) ■ main topic (consolidation) ● additional topic (new) ● additional topic (consolidation)

The Sordid History and Deadly Consequences of 'Sex Ed' at School | Posted: April 19, 2020



By Alex Newman

The Epoch Times, April 6, 2020

WARNING: This article contains information that some readers may find disturbing regarding child abuse and sexual violence.

Commentary

This is part 13 in a [series of articles](#) examining the origins of public education in the United States.

Very few people realize that the reason children today are being sexualized at school is because pedophiles sexually abused hundreds of children, then claimed that the victims enjoyed it. That's a fact, and the documents prove it.

In government schools all across the United States today, young children are literally being encouraged to experiment with fornication, masturbation, sodomy, oral sex, and all manner of sexual activities. It often begins as early as kindergarten and elementary school.

In fact, what passes for contemporary "sex education" in the United States and around the Western world would have been unthinkable just a generation ago--even a few years ago. And believe it or not, it's getting more and more radical by the day.

In California, a top school district official **defended teaching pedophilia to children** because it's one of a number of "different types of sexual orientation" that "have existed in history."

The consequences of all this sex-ed mania have been devastating, too.

But it was not always this way. And the history of how the United States got here will blow your mind.

The proliferation of "sex education" in American government schools has its roots in the pseudo-scientific quackery of sexual revolutionary Alfred Kinsey.

Hundreds, maybe thousands, of children were allegedly raped, molested, and brutalized, and their experiences recorded under the guise of "science."

Even before Kinsey unleashed his perversion on an unsuspecting American public, though, communist butchers had experimented with the use of so-called "sex education" to break down family, culture, traditional morality, and nations. It worked well.

Kinsey's 'Research'

Long before Kinsey came on the scene, sex educators say, there was a sort of sex education being taught in schools. But it wasn't called that. And comparing it with what Kinsey and his fellow sex fiends and perverts would unleash on America would be like comparing alfalfa to meteors.

In the early to mid-1900s, sex education in the United States, often described as "hygiene," consisted primarily of religious and moral teachings on the subject. The programs also warned children about the horrifying consequences of extramarital and premarital sex--venereal disease, mental scars, the moral and emotional problems, and so on. That was the norm for generations.

The relatively new idea that children must be taught graphic and obscene sex education only emerged seriously in the United States in the middle of the last century. It came from Kinsey, who was financed by **the Rockefeller foundations** and the American taxpayer.

In his "Kinsey Reports" published in the late 1940s and early 1950s, Kinsey dropped what was described as an "atom bomb" on American society. Widely viewed as perhaps the worst books to have ever been published in America, the "findings" would unleash a wave of perversion and a "sexual revolution" that continues to claim more victims with each day that passes.

One of the elements of his "sex research" involved pedophiles, who sexually abused children while gathering "scientific data," experts have concluded. Kinsey's own data show that potentially hundreds of children were raped or molested by one or more pedophiles using a stopwatch to figure out when the children might experience "orgasm."

About 200 boys under the age of 12 were among the victims.

Table 34 in Kinsey's report documents, for example, that one 4-year-old boy supposedly endured 26 alleged "orgasms" in a 24-hour period.

Even babies a few months old were repeatedly abused. One 11-month-old baby was reported to have had 14 "orgasms" in a period of 38 minutes, as documented by the child abuser himself and then afterward recorded as Kinsey's data. Even a 4-month-old baby girl reportedly had an "orgasm."

However, experts noted that it is not even physically possible for children so young to have an orgasm. Instead, Kinsey's report reveals that one way the "subjects" **defined an orgasm** in their "partners" was marked by "violent convulsions of the whole body; heavy breathing, groaning, sobbing, or more violent cries, sometimes with an abundance of tears (especially among younger children)." Does that sound like an orgasm? Perhaps to a pedophile seeking to justify his monstrous crimes.

Experts such as Dr. Judith Reisman, the world's top expert on Kinsey and the author of **multiple books** on his research, have pointed out that this would be the equivalent of claiming adult-female rape victims enjoyed being raped, as evidenced by their screaming, crying, and convulsing. And yet this is exactly what Kinsey did. And America, tragically misled by Kinsey and his media dupes, believed him.

Why Americans should trust child molesters and rapists for insight into "child sexuality" has never been adequately explained by Kinsey or his disciples. As Reisman put it, why in the world would somebody ask a rapist whether his victim enjoyed it, and then present that to the world as "science" and "evidence" that children enjoy being molested?

"If he would do that to kids, how can you trust anything this psychopath would have to say?" she asked.

Kinsey's so-called "sex research" has been widely debunked and ridiculed by other experts as well. Professor of constitutional law Dr. Charles Rice of Notre Dame University, for instance, blasted Kinsey's work. "Any judge, legislator or other public official who gives credence to that research is guilty of malpractice and dereliction of duty," **he said**.

Incredibly, Kinsey even claimed the children enjoyed this abuse, and that sex with adults--even incest--could be beneficial to them. Among other outrages, Kinsey, citing what critics have blasted as his "junk science," also posited that children are actually "sexual beings" from birth. As such, they must be "educated" in every manner of sexual activity and perversion conceivable.

This radical idea is literally the foundation of all modern sex education today.

Using Pedophiles' 'Data' to Sexualize Children

Based on his fraudulent findings that children experience orgasms from birth, Kinsey declared that children need early, explicit sex education throughout their school lives. He also claimed children should be taught masturbation, homosexual acts, and heterosexual acts. He even claimed sexual abuse of children did not produce serious damage to children, which is self-evidently ludicrous.

According to Reisman, Kinsey's claims and pseudo-science have produced unprecedented levels of child sexual abuse, **pedophilia**, sexual torture, and more. **Laws were changed and repealed** based on Kinsey's fraudulent data, leaving women and children unprotected and sparking a deadly avalanche of sex education that may bury civilization beneath its icy embrace.

In the **May 1954 edition** of "Sexology," a "sex science" magazine that styled itself as the "authoritative guide to sex education," Kinsey is quoted making an astounding claim. After arguing that it was possible to sexually stimulate infants as young as 2 months or 3 months old, Kinsey claimed it was "clear" that "the earlier" children are started on "sex education," the "more chance they will have" to supposedly "develop adjusted personalities and wholesome attitudes toward sexual behavior."

By 1958, inner-city public schools serving primarily black children in the District of Columbia became **testing grounds** for the radical sexual reeducation envisioned by Kinsey and company. This included showing children "explicit" films that featured details of "barnyard animals mating," "animated drawings of male ejaculation," and even the use of a torso model with male and female genitalia.

Reisman writes that children as young as 3 years old were targeted for this sort of "education," according to reports from the now-defunct Sunday Star newspaper.

The effects were predictable. Soaring rates of out-of-wedlock pregnancies, devastation of the family unit, skyrocketing numbers of fatherless homes, an explosion in venereal diseases, surging crime levels, massive increases in mental health problems, and more.

After those "successes," the Kinsey-inspired sex education began spreading across the United States.

Many of the early sex-education curricula--often under misleading names such as "family life education," as it was known in Virginia--openly cited Kinsey's data as the source.

Pedophile advocacy groups such as the North American Man/Boy Love Association (NAMBLA) also have openly recognized the importance of Kinsey's "research" to their cause.

Long after Kinsey died, his disciples continued to push the idea that these fraudulent findings by child rapists were foundational to the sexualizing of children in public schools. "The specific findings about these children are totally relevant to modern sex education," former Kinsey Institute boss Dr. John Bancroft **told CBS** in a televised interview.

The Kinsey Institute did not respond to multiple requests for comment from The Epoch Times.

The institute had previously included **responses to controversies** by Bancroft on their website, which, while expressing concerns about the data, confirmed that Kinsey had obtained information on orgasm in children from men who "had been sexually involved with young boys and who had in the process observed their orgasms," and one man in particular.

SIECUS Is Born

One of Kinsey's first major speeches was about the supposed need for sexual education for children, explained Reisman, who has worked with the Department of Justice and now serves as a research professor of psychology at Liberty University. But Kinsey claimed only properly trained "experts" could do the teaching.

Thus, in 1964, the Sexuality Information and Education Council of the United States, now known just as SIECUS, was officially born. These operatives would be Kinsey's specially trained "sex experts."

Indeed, the formation of SIECUS was among the most crucial milestones on the road to the ubiquitous sexualizing of America's children--and the destruction of their innocence and future families.

The organization, which received plenty of money from tax-exempt foundations and American taxpayers, was founded by Dr. Mary Calderone. The highly controversial figure had previously served as the medical director for Planned Parenthood.

In the late 1950s, Calderone went to the Kinsey Institute in Indiana. At a meeting, the group of radical sexual revolutionaries plotted how to advance their cause, and even assigned roles, Reisman told The Epoch Times during a series of interviews. It was decided that SIECUS would handle sex education, with multiple Kinsey Institute representatives serving on the board.

"SIECUS emerged out of the Kinsey Institute after this meeting, where they decided SIECUS should carry out the sex-education that Kinsey envisioned," Reisman said. "SIECUS was really Kinsey's arm--and the Kinsey Institute's arm--into the schools."

In 1979, despite receiving all sorts of government funding, Calderone compared the task ahead for SIECUS to the "spreading of a 'new religion,'" **according** to Reisman. First, Calderone said, adults would have to be converted, so that children could eventually "flourish" and have an understanding that "sexuality" unrestrained by any moral standards was supposedly "healthy."

SIECUS actually has been rather open about this. In the May–July 1982 SIECUS Report, on page 6, the outfit dropped a bombshell about its links with the Kinsey Institute:

"Few people realize that the great library collection of what is now known as the Kinsey Institute in Bloomington, Indiana was formed very specifically with one major field omitted: sex education," the report explained, according to Reisman. "This was because it seemed appropriate, not only to the Institute but to its major funding source, the National Institute of Mental Health, to leave this area for SIECUS to fill."

The report also revealed that SIECUS applied for a "highly important grant" from the taxpayer-funded National Institute of Mental Health that "was designed to implement a planned role for SIECUS." This role, according to the same report, was to "become the primary data base for the education for sexuality."

Today, SIECUS peddles its raunchy sex education all across the nation. For some perspective, the organization's "National Sexuality Education Standards" call for starting the process in Kindergarten, teaching children its values on homosexuality, genitalia, sexual activity, and more.

It brags about this, too. "SIECUS is not a single-issue organization because sex ed, as SIECUS envisions it, connects and addresses a variety of social issues," the group says on its [website](#). "Sex ed sits at the nexus of many social justice movements--from racial justice and LGBTQ rights to the #MeToo movement."

The group's new tagline reveals a great deal, too: "Sex Ed for Social Change."

In addition to the [nexus with the large foundations--and especially those tied to the Rockefeller dynasty](#)--the humanist movement played a role in all this, too. In fact, so significant were the links that SIECUS boss Calderone became "Humanist of the Year" in 1974, continuing the long and well-documented humanist takeover of education in the United States that began with John Dewey, [as covered in part 4 of this series](#).

Planned Parenthood, which today specializes in aborting children by the hundreds of thousands, also has played a key role in sexualizing American children with sex education.

More than a few critics have highlighted the conflict of interest here: On one hand, the tax-funded abortion giant encourages children to fornicate, while on the other, it charges big money to abort the children produced by those children fornicating.

Before Kinsey

Even before Kinsey, subversives had realized the potential horrors that sexualizing children and undermining sexual morés could wreak in society-- and they loved it.

In 1919, German homosexual activist Magnus Hirschfeld created the Institute of Sex Research. Among its goals was the promotion of "free love," masturbation, homosexuality, euthanasia, population control, abortion, feminism, and more. In the United States, this agenda was peddled as a way to fight back against the spread of sexually transmitted disease and poverty.

Communists also played a key role. Prior to the Bolshevik Revolution in Russia, Russian communists vigorously promoted perverted sex education and "free love." However, after realizing that society (and their regime) would collapse if it continued, that was stopped in 1924--at least in Russia, while the "New Soviet Man" was being created.

Outside of the enslaved communist nations, though, Marxists would continue promoting their radical sex revolution in free nations, something that continues to this day.

Bolshevik Deputy Commissar for Education and Culture Gyorgy Lukacs, who assumed his post in Hungary's Bela Kun regime in 1918, pioneered this strategy in Hungary, with catastrophic results. Upon taking power, Lukacs and his comrades mandated raunchy sex education very similar to what is used today in the United States.

His goal was to obliterate Hungary's Christian civilization and values on the road to a Marxist Utopia. His tools included mandating puppet shows featuring perverted sex acts to young school children, encouraging promiscuity in sex education, and mocking Christian-style family values at the bedrock of civilization.

While the Bela Kun regime in Hungary did not last long, Lukacs became a crucial player in the Frankfurt School, **as exposed in part 6 of this series**. This group also played a key role in spreading sex education and sexual immorality throughout the West. They did this not just by encouraging sex education, but by deliberately and strategically breaking down traditional values, especially those having to do with sexuality, marriage, monogamy, and family life.

By the early 1900s, the socialist-controlled National Education Association, **which was the subject of part 8 in this series**, began advocating for "sex hygiene" to be taught in schools as well. The excuse was combating venereal diseases, which of course in the real world have exploded in response to the promiscuity unleashed by widespread **sexual liberation**.

Another key figure in promoting the idea of sex education was G. Stanley Hall, the progressive who trained Dewey, **the architect of today's "progressive" indoctrination program masquerading as public education.** Hall's pretext for pushing sex education was that some girls believed they could get pregnant by kissing.

Changing Values

Ultimately, sex education was a means to an end: Changing the values of children and undermining the family in order to fundamentally transform society away from a free, Christian civilization and toward a new "Utopia."

Indeed, in a **1979 report** by the Centers for Disease Control and Prevention (CDC) headlined "An Analysis of U.S. Sex Education Programs and Evaluation Methods," researchers revealed that the "goals" of sex education in American schools had become "much more ambitious" than parents realized. Those goals included "the changing of ... attitudes and behaviors," something that the authors acknowledged wouldn't be supported by many Americans.

Even before that, the United Nations and its U.N. Educational, Scientific, and Cultural Organization (UNESCO), which has been **crucial in indoctrinating humanity as documented in part 9 of this series**, got on board with the sex education, too. A **report** on the February 1964 UNESCO-sponsored International Symposium on Health Education, Sex Education and Education for Home and Family Living recommended "sex education [should] begin at the primary school level."

The document also called for sex ed to be "integrated into the whole curriculum" and argued that "boys and girls should be taught together." Taking a cue from Kinsey, the U.N., which has always been close to the Rockefeller dynasty that financed Kinsey, called for "anti-dogmatic methods of teaching" to be used, also claiming "moral norms are relative concepts which change with time."

The "anti-dogmatic" teaching and the moral relativism would be crucial. Thus, all of the sex education has been combined with what is known as "values clarification," a scheme that UNESCO--an outfit dominated by communists, socialists, and humanists from day one--has encouraged in education for decades.

This subversive process is aimed at having children reject moral absolutes--in sexuality and everything else--by using mental and emotional manipulation.

It works by giving children hypothetical situations in which the ethical solution appears to be doing something that they were taught was wrong. For instance, a common example involves a hypothetical life raft that can only hold eight people, but there are currently nine in it. The students are told who is in the boat--a doctor, an engineer, a nurse, a cop, and so on--then asked who should be sacrificed for the "greater good."

A better answer than choosing a victim to murder would be for the passengers to take turns swimming alongside the raft, of course. But that would ruin the whole point of the exercise, which is to get children to reject the idea of right and wrong, as well as the teachings of their own parents and pastors.

Combined with the raunchy sex education that encourages an "anything goes" mentality and offers children tantalizing claims about "safe" pleasure with no moral standards and no consequences (babies can be aborted, after all), the result has been absolutely catastrophic.

The Effects

The fruit of all this radical sex education is now clear to see. The institutions of marriage and family are in free-fall. Half of marriages now end in divorce. And even the couples that stay together often struggle, big time.

Birth rates, meanwhile, have plummeted below replacement levels across the West.

Civilization is literally dying amid a cocktail of loveless sex, drug abuse, suicide, despair, venereal disease, pornography, and sexual chaos.

The effects on the individual are horrific, too. "Little brains are not designed to process sexual stimuli of any kind," said Reisman, adding that sex education is confusing and creates anxiety for any normal child. Indeed, these stimuli rewire their brains to accommodate the "new" information, she said.

It also causes children to mimic the behaviors they are exposed to, leading to addiction to sexual stimuli.

"The addiction to sexual stimuli and acting out leads to depression, identity disorders of various kinds, STDs, mental health problems, emotional distress, anger, loss of academic achievement, and more," said Reisman, one of the world's leading academic experts in this field.

"In the past, shocking sex stimuli often confused many kids into assuming they were homosexual," she added. "Now many youngsters will assume that they are transgender, especially as they are encouraged everywhere they turn, and often by their own very troubled parents."

The data already show this, with a 2017 [study from the University of California-Los Angeles finding](#) that more than one-quarter of Californian children aged 12 through 17 identify as "gender non-conforming" or "androgynous." In Sweden, where sex education is even more radical and ubiquitous than in the United States, reports indicate that the number of "transgender" children is doubling each year.

"Juvenile mental health as well as physical and sexual health have deteriorated in every measurement of well-being historically identified by our society," Reisman said, adding that this downward trend continues.

Another expert who has explored the horrific consequences of sex education on children is the late psychoanalyst and medical doctor Dr. Melvin Anshell, who wrote the minority report for President Lyndon Johnson's Commission on Obscenity and Pornography and also served as an expert witness for the attorney general's 1985 Commission on Pornography and Obscenity.

Among other concerns, he said these sexual indoctrination programs targeting young children cause "irreparable harm" to their victims that lasts their entire lives.

Anshell, who has a great deal of experience in the field of sex education, documented the damage done to children in books including "Killers of Children: A Psychoanalytic Look At Sex Education" and "What's Wrong With Sex Education."

Citing vast amounts of data and evidence, Anchell argued that sexualizing children causes unspeakable and often permanent harm, severely damaging the children's future marriages, families, relationships, and lives. In some cases, it can even contribute to psychopathy, suicide, mass-murder, and more.

Unwed child-bearing also exploded right around the time sex-education schemes became ubiquitous in the 1960s. The evidence shows children growing up without a father on average do much worse on every metric than children in homes with a mother and a father.

In the black community, consider that only about 15 percent of children were born out of wedlock between 1940 and 1950. **By 2008**, after 60 years of sex education, almost 3 out of 4 black babies were born to unwed mothers.

Among whites, less than 5 percent of babies were born out of wedlock prior to 1960. **By 2008**, that exploded to about 30 percent.

Of course, comprehensive sex education is often marketed to the public as a tool for combating unwed teenage pregnancy and STDs. In fact, the data is clear: After the introduction of sex education, STDs and **unwed teen pregnancies** skyrocketed. Obviously, reducing STDs and unwed pregnancies was never the goal. If it had been, the experiment would have been stopped by the 1960s at the latest--not turbocharged.

Going Forward

Comprehensive sex education in the United States and around the world is becoming progressively more extreme, with tiny children now being exposed to obscenity, perversion, sexualization, LGBT propaganda, and more.

In 2018, UNESCO released "[international technical guidance on sexuality education](#)" urging schools to teach children about "sexual pleasure," masturbation, and "responses to sexual stimulation" before they even turn 10. By 12, the standards call for children to be taught that "non-penetrative sexual behaviors" can be "pleasurable."

If the epidemic of perversion, sexualization, and grooming of children is not brought under control, Reisman warned of "dark" consequences such as "cultural collapse." Also, Americans can expect a continued crumbling of families, an explosion in crime, far more suicide, escalating government tyranny, even more drug abuse, widespread poverty, and much more.

"'The Brave New World' really was never brave," Reisman said, a reference to Aldous Huxley's famous book about a future of free sex and total government regimentation of every aspect of life. "We may find ourselves living it."

Asked why governments and other powerful institutions seem so determined to sexualize children at younger and younger ages, Reisman said it was partly a matter of following the money. "Governments are backed by people and organizations with money, increasingly the pornography industry, pharmaceutical industry, and the Sex Industrial Complex," she said.

"Big-government advocates nurse mind-numbed subjects to be dependent upon them," she added. "If they get children early with sex training, the victim child will have limited critical thinking capability, little real education. Government will have willing subjects to regurgitate propagandistic barbarisms--like Social Justice Warriors, college kids/professors, repeatedly screaming the F word at anyone with another thought."

Solutions

To deal with the existential crisis, Reisman had two main points: Remove children from public school, and open criminal investigations into Kinsey's sex-education machine.

"Remove children from public schools; return to parents or grandparents the training of their children," she said. "Parents are the primary educators of their children and need to reclaim that mantle and responsibility."

Beyond that, she also called for restoring Judeo-Christian moral standards and repealing exemptions to obscenity laws that protect public-school officials who distribute obscene material to children--something that would be a felony in most circumstances.

On top of that, she called on lawmakers to resurrect [H.R. 2749](#) to investigate the Kinsey Institute for any "past and present criminal activity." The institute has argued that "patient confidentiality" precludes sharing the information, but Reisman and other advocates say it is essential that Americans learn the truth about what happened.

The sex-education craze unleashed by the communists, then given credibility by "Dr." Kinsey, combined with the "progressive" government takeover of education, have brought family, civilization, and political liberty to the brink of collapse.

It's time for Americans to seriously address these matters before it all comes crashing down.

Alex Newman is an award-winning international journalist, educator, author, and consultant who co-wrote the book "[Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America's Children](#)." He also serves as the CEO of [Liberty Sentinel Media](#) and writes for diverse publications in the United States and abroad.

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