

Reject the Draft Updated Comprehensive Health and Physical Education Framework



The Massachusetts Department of Elementary and Secondary Education (DESE) provides curriculum frameworks that outline what K-12 students should learn under each subject area. In September 2023 DESE approved an updated [Comprehensive Health and Physical Education Framework](#) that includes learning objectives for sexual education. These standards comprise a Comprehensive Sexuality Education (CSE) curriculum model. CSE methodology posits that children are sexual from birth and have the right to sexual pleasure.

The Health Framework includes learning objectives that:

- 1 Normalize sexual activity for minors.
- 2 Promote radical gender ideology PreK-12.
- 3 Promote abortion.
- 4 Undermine parents and parental rights.

The standards in this Framework are not age-appropriate, medically accurate, or evidenced-based and groom children toward early sexual debut and harmful transgender identification.

Below are examples of objectionable content contained within the Framework.

Students in PreK-2 as young as 4 years old

Students in **PreK-2 as young as 4 years old** will discuss their genitalia, learn about radical transgender ideology, and be encouraged to normalize diverse family structures against their families' personal or religious beliefs:

- **"Use medically accurate names for body parts, including genitals** when communicating about their body and physical health." (p. 19)
- **"Discuss gender-role stereotypes** and their potential impacts on people of **all genders**." (p. 20)
- **"Demonstrate awareness of, and ways to show respect for, all types of families** (e.g., families with heterosexual parents, families with **same-gender** parents, single parent families, intergenerational families, adoptive families, foster families)." (p. 20)

Students in grades 3-5 as young as 8 years old

Students in **Grades 3-5 as young as 8 years old** will learn radical gender ideology, discuss sexual intercourse, and be sent to outside resources for additional information, potentially without their parent's knowledge or consent:

- **"Describe the differences between assigned sex at birth and gender identity, and explain how one's outward behavior or appearance does not define one's gender identity or sexual orientation."** (p. 27)
- **"Explain how gender identity and sexual orientation can vary in each individual."** (p. 30)
- **"Explain the relationship between sexual intercourse and human reproduction,** the range of ways pregnancy can occur, and valid and reliable resources for information or support related to these topics." (p. 30)



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Students in Grades 6-8 as young as 11 years old

Students in Grades **6-8 as young as 11 years old** will discuss the “positive” outcomes of engaging in sexual activity and will analyze their readiness to become sexually active. They will also learn where to access abortion:

- “Describe **possible short- and long-term consequences (positive and negative)** of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences.” (p. 32)
- “Analyze personal beliefs (including level of **readiness**) and values related to sexual activity and sexual health. (p.30)
- **“Access credible sources of information about human sexual and reproductive health (including pregnancy and pregnancy options).”** (p.39)

Students in Grades 9-12 as young as 14 years old

Students in **Grades 9-12 as young as 14 years old** will analyze the “benefits” of sexual behaviors and engage in emotionally manipulating and subjective discussions about sexual orientation and gender identity that potentially challenge their families’ personal and religious beliefs:

- “Analyze the **benefits and risks of various ways people express feelings within relationships** (e.g., words, acts of kindness, hugging, holding hands, kissing, **sexual behaviors**, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship.” (p. 42)
- “Discuss how to **foster empathy, inclusiveness, and respect around issues related to sexuality** (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity.” (p. 51)
- **“Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions.”** (p. 51)

The CSE learning standards in the Framework are designed to change the sexual and gender norms of society, promote high-risk behaviors, and encourage even the youngest of children to experiment sexually.

We urge parents and stakeholders to petition their local school committee not to implement this Framework. Read our [Q&A document](#) that provides further information about the Framework and explains that school districts are not required to follow it.

Please note, *if* the Sex Ed Mandate legislation is passed and signed into law, districts that choose to teach sex ed will be required to follow the standards outlined in the Framework. Learn more about the Sex Ed Mandate on the [Take Action](#) page on the MFI website.

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