

SEX EDUCATION AND SEL:

EXPOSING INCLUSION METHODS THAT CONNECT SEL & CSE
(SOCIAL AND EMOTIONAL LEARNING AND COMPREHENSIVE SEX ED)



"Love your neighbor as yourself but don't take down your fence."

Carl Sandburg



The health & innocence of our children is under attack.
Planned Parenthood and their allies are working to
indoctrinate and **sexualize children**.

PARENTS ON THE LEVEL

parentsonthelevel.com

"On the level with the truth, at the level with schools."

About the Authors

Linda Harvey, President of [Mission America](#)

Marsha Metzger, President of [Parents on the Level](#)

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Warning to Parents: SEL Brings Obscene Sexuality into Your School

The corrupting “whole child” roadmap for K – 12 students

Parents today are starting to understand that sex education is not what it used to be.

Explicit, X-rated lessons promoting reckless, hook-up relationships are being delivered to students as early as middle school through “comprehensive sex education (CSE).” To their horror, parents are discovering that some schools launch such programs and still maintain that these are abstinence-focused when the actual goal of CSE’s abortion-friendly lessons is to lead children into a comfortable view of risky sexual conduct and even gender confusion.

“It’s not a big deal. I can manage this as long as I have condoms or contraceptives for protection,” is the CSE takeaway for most students. “And besides, I’ve learned that it’s my right to know all this and make my own decisions.” At age 11 or 12....

Wait—where did that idea come from? The “sexual rights” of your pre-teen?

Social emotional learning—SEL—is where this idea is planted and takes root. And the symbiotic links between SEL and CSE and the rotten fruits that result are just beginning to be uncovered by enterprising researchers.

An Eye-Opening Experience

Marsha Metzger is president of [Parents on the Level](#) and for years, has taught abstinence sex education—sexual risk avoidance (SRA)—to public school students. Now, she lectures about social emotional learning (SEL) as well. Why the new focus?

“It came to me—I didn’t come to it,” Marsha explains. Her story is one being reported by others around the country.

After teaching students in Pennsylvania, Marsha believed she would have no problem being received warmly for abstinence-focused classes in South Georgia. “My husband and I wanted to relocate to the area we call home, and after my experience in the blue state of Pennsylvania, I never doubted that this could be replicated in conservative-leaning, southern counties of Georgia.”

Marsha was stunned to find the door closed everywhere. What was going on? After numerous open record requests and finally gaining access to the digital accounts, videos and many other materials, she put the pieces together.

These schools had thoroughly embraced social and emotional learning and as a result, abstinence sex ed was getting a chilly reception. SEL’s “competencies” were better aligned with CSE lessons about how to have sex “safely” with “protection,” explicit skills for condom use, the women’s rights’ option of abortion, “inclusive” language leading to practices for non-vaginal sex (anal and oral), and gender “transition.”

So, Marsha began to thoroughly research SEL and what she discovered raised a lot of red flags. She's not alone.

A Quick Overview of SEL and the Whole Child Framework

Social emotional learning is not a school course, but becomes [a total school culture transformation](#) that permeates many classes and school activities. It's a new systemic school worldview, therapeutic in application but also rooted in far-reaching indoctrination goals. The school will evaluate students all along the way, assessments recorded in student data records with privacy red flags all over the place.

But isn't it true that schools have always intervened with difficult children? Yes, but never before did mental health assessments become the driver of the entire school climate. The SEL viewpoint is that ALL students need to be guided and counseled to change behavior and even beliefs. This will occur during most courses and supplemental activities throughout the school day through "integrated" learning.

But it's not just emotional guidance. SEL molds students into propagandized activists for leftist social causes. Attitudes, beliefs and behavior must be shaped and re-shaped. And parents are given lip-service but are often excluded. And that's sometimes quite deliberate, even though the [proponents of SEL](#) claim parents are really fond of these programs. Maybe...until they start running up against incidents of indoctrination and amateur psychology reported by their children.

The SEL-driven school wants to become your child's new parent.

Of course, not all schools have taken such a deep dive into SEL—yet-- but unfortunately, many have or are in the process of doing so because federal and state grants provide the financial incentive to do so. American Rescue Plan funds included a [generous allotment](#) for local schools to implement SEL programs, often in the guise of "learning loss." What's being lost is an appropriate focus on academics.

When a school embraces SEL, it previously decided that the school has the right to teach/train/guide the "[whole child.](#)" Some are going as far as "[whole school, whole child, whole community.](#)" which begins to sound a lot like a mini-government/nanny state. This mental health application began as far back as 2014, and is still unknown to most parents.

So, what happened to parental rights to raise your own children and guide their education and upbringing? In the minds of SEL proponents, parents and families are now bystanders, with the school emerging as the child's primary caretaker.

Diversity is the Enforcement Arm of SEL

Through SEL's five "competencies" (self-awareness, self-management, social awareness, relationship skills and responsible decision-making), schools decide they will "fix" what is wrong with students. Are there behavioral problems? Anger issues? Drug use? How can we make students

become more attentive, less disruptive, more civil to classmates? SEL is the “go-to” solution and frankly, this is the rationale by which many school boards adopt SEL and sell it to the parent community. And admittedly, schools are seeing a significant uptick in mental and emotional problems in children where the problems do not seem to be addressed at the family level and the child’s dilemma is heartbreaking.

But SEL programs often go way beyond just making Johnny and Jenna cope with stress and behave better. SEL tools prompt children to frequent self-examination. The innate suggestibility of children means these lessons can create anxiety in and of themselves. “How sure are you that you can learn all the topics taught in your class?” is a question [Panorama asks children](#) in grades 3-5 in one Washington state school district. “How often are you able to control your emotions when you need to?” is another. This level of introspection demanded from small children is likely to produce more anxiety, not less.

And the values and ideology of every student can be re-molded. In what direction is that effort? Virtually always, the trajectory of student attitudes is to be driven toward progressive, leftist philosophies and acceptance of practices and conduct that align with radical goals. Many schools state frankly that their SEL programs look at everything through an “equity” lens (we will talk more about what “equity” has come to mean later).

In fact, a newer version of SEL is called “transformative SEL,” indoctrinating children as activists for left-wing social causes. The goals start to sound more and more like overt Marxism.

Let’s examine SEL’s leaders in their own words as they discuss the importance of “equity.”

CASEL (the Collaborative for Academic, Social and Emotional Learning) is the organization that first launched SEL years ago and still remains the principal voice for the growing group of vendors and SEL proponents throughout American education. CASEL CEO, Karen Niemi said in [this video](#) that people today feel a lot of anger and “rightfully so.”

“We see SEL as a tool of anti-racism,” she states. That sounds fine until one learns what “anti-racism” has come to mean. It’s the opposite of Martin Luther King Jr.’s dream that people be judged on character, not skin color. “Anti-racist” proponents focus deliberately on skin color to make divisive judgments, teach students to classify (and judge) people based on skin color (and other identity designations). This creates pressure to demand the “equity” desires of “marginalized” groups. The designated groups must achieve equal outcomes, not just have equal opportunities. If you think this sounds like Marxism, you would be correct.

Rob Jagers, another CASEL participant in this video, wants to make SEL’s commitment to equity “more robust.” He writes in [another article](#) about “transformative” SEL that, “This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life,” and he emphasizes the importance of identity, even intersecting identities, as a focal point of the “self-awareness” competency. He uses as one example, an “Indigenous transgender boy leading his school’s yearbook club.”

He mentions in the video their collaborative partnership on transformative SEL with Guilford County, NC (Greensboro) and Minneapolis Public Schools, and CASEL also has [long-term partnerships](#) with these and other school systems: Anchorage, Baltimore City, Boston Public, Atlanta, Austin (TX), Chicago, Cleveland, Dallas, Denver, El Paso, Nashville, Oakland, Palm Beach, Sacramento, Tulsa, and Washoe County (NV).

CASEL CEO Niemi says that people need to move from “anger to agency to activism.” This inappropriate commitment to manipulating the minds and emotions of your children and pushing them on board the radical leftist ideology train needs to be called what it is: a move toward social revolution, using the schools and the minds of children.

Throughout SEL programs, there is often only one acceptable viewpoint on controversial issues, despite the lip-service to “diversity.” For instance, here is how [one SEL proponent](#) states it: “Through self-reflection and social awareness, SEL helps teach skills needed to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age.” But what if you don’t agree that “gender identity” or “sexual orientation” needs to be normalized in the value system of your child?

The CASEL goal includes lessons that are student-led and created, e.g., for “prejudice reduction.” So, if your family has moral or religious objections to teen sexual behavior, abortion, or “LGBTQ” identities, do you remain silent while your child is drilled that he or she must respect this conduct, use the new language with unrealistic pronouns, etc.?

In SEL literature, there is much emphasis on making children “identity-safe.” What this means is that there will be no objections allowed to whatever a student announces as an identity, even if high risk, reckless behaviors are involved.

Is radical street activism what you want your child to set as a cherished goal? Smashing police car windows, holding “die-ins” at statehouses in support of “trans” rights, or screaming “My body my choice!” at lawmakers who just passed a pro-life bill?

People are shocked when they uncover the shaky roots of SEL and the radical nature of where this framework will escort children unless we intervene.

SEL Divorces Abstinence from the School Culture

When a school embraces SEL, they may head toward a “divorce” from abstinence-until-marriage sexuality education and a quick move to “comprehensive sexuality education” (CSE). The reason is that in order to satisfy the “diversity, equity and inclusion” (DEI) emphasis throughout the SEL framework, sexuality lessons need to leave certain values and messages in the dust.

Here are the reasons CSE curricula are favored by SEL over abstinence/sexual risk avoidance:

- SEL’s commitment to diversity, equity and inclusion (DEI) embraces the platform of current racial politics closely-aligned with the “LGBTQ” movement, even though these are apples and oranges issues. LGBTQ identities are to be normalized and presented positively,

including the notion that gender can be changed and that the male/female human norm (“binary”) is too exclusive.

- Abstinence lessons, which focus on male/female relationships leading to marriage and the value of the nuclear family, do not fit the DEI model driving SEL.
- The DEI commitment of SEL programs will accept the CSE inclusion of oral and anal sexual practices as normative, because these represent “LGBTQ” behaviors. Abstinence programs reflect the reality that these are high risk behaviors that have no benefit to teens.
- In an effort to normalize anal and oral sex practices, CSE programs have moved to a strong emphasis on condoms and condom “skills” (including graphic classroom exercises). Yet condoms are essentially a tool of promiscuity. Abstinence programs reveal the unreliable nature of condoms, discussing the limitations and failure rates. Even with correct and consistent use, condoms do not protect fully against any STIs and do not protect at all against some.
- Bowing to the “reproductive rights” demand of feminism, SEL programs are increasingly reluctant to criticize abortion or those youth who are already sexually active. Abstinence is slammed by CSE proponents as “shame-based,” and hook-up behavior is implicitly condoned. The SEL commitment to being “identity-safe” will be more comfortable to those teens proud and open about their sexual behavior.

So, what’s the K-12 solution? CSE is believed to be the most equitable curriculum choice, checking boxes (or so they imagine) under all the SEL competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. We will show these connections to specific competencies in examples below.

Much of the public school professional network has embraced the LGBTQ platform which maintains these behaviors and identities are innate, like race, and deserve “equity” applications. Nothing could be further from the truth. Those students with same sex attractions or gender identity need counseling that allows a clear and positive path away from these desires and confusion. It is totally possible, and there are many ex-homosexuals and ex-transgenders whose case histories provide hopeful examples. Where is the inclusion of the identity of being an ex-homosexual?

No research has established this conduct as inborn or unchangeable, and “LGBTQ” identities do not qualify as minorities akin to race.

Despite the multitude of families and faiths in America that remain unconvinced that “LGBTQ” is positive or normative (and the evidence in the behaviors themselves), proponents of both SEL and CSE seem united with the left on this issue. So is our federal public health agency, the Centers for Disease Control. For them, there’s really no question that homosexuality and gender confusion should be embraced, so what remains in public schools is to devise tactics to assume or force acceptance of these identities on all students and to mainstream this high risk behavior.

Any prescription of “safety” for those students who identify as homosexual, gender queer, non-binary, bisexual or the opposite gender is a demand that unaccepting opinions be silenced and faith expressions be discredited. This clear civil rights discrimination is usually ignored. It’s also an

abdication of responsibility to protect students and guide them down roads of optimal health. “LGBTQ” conduct will not maximize long-term well-being.

The latest results from CDC Youth Risk Behavior Survey provide what should be a huge wake-up call showing the outcome of incessant promotion of LGBTQ. The [2021 YRBS results](#) reveal that among the over 17,000 teens surveyed in high schools throughout the U.S., nearly 25% now claim to be “lesbian, gay, bisexual” or “unsure.” Just for comparison purposes, the percentage of these identities in the [2015 survey](#) was 11.2%. So, the percentage more than doubled in six years. And in this same survey, non-heterosexual identities are correlated with higher risk behavior across many categories.

The “transgender” identity was not included in the questions, so those students drawn to this identity would be an additional group.

Schools and the culture are selling “LGBTQ” to our youth, and they are unfortunately buying it.

Still, education professionals are rushing to open every schoolhouse door to SEL, CSE, DEI and LGBTQ—and to close the doors to authentic abstinence lessons, parental rights, respect for faith and long-term student well-being. Consider [this article](#) from ACT which is detached from reality and firmly in the camp of leftist fantasy.

How is CSE connected to SEL?

Let’s look at some examples of how the proponents of SEL are recommending, at times mandating, that CSE curricula be implemented in local schools to satisfy SEL competencies.

Let’s start with CASEL. [CASEL recommends](#) that schools implement the explicit, inappropriate curriculum *Get Real: Comprehensive Sex Education that Works*. CASEL does not recommend a truly abstinence curriculum or approach. CASEL gives its “SElect” designation to *Get Real* as an exemplary program.

Get Real is a product of Planned Parenthood and as analyzed by Protect Child Health Coalition, the high school 2nd edition contains 15 out of the [15 Harmful Elements of CSE](#). For instance, the analysis states, “*Get Real* normalizes oral, anal and vaginal sex and teaches students that oral sex and mutual masturbation are low-risk behaviors.”

As part of the report, PCHC found that satisfying an SEL competency is specifically listed in the 7th grade edition of *Get Real*: “Review the SEL Skills poster as you make the following points: The best way to stay safe from STIs is **by using responsible decision making** (making, healthy choices) and **relationship skills** (communicating with and respecting your partner).” (p. 7.60) [Emphasis added]

But what does *Get Real* consider “responsible”? Using contraception while proceeding to have sex – in 7th grade—is taught as an acceptable behavior by *Get Real* and this program is endorsed by the founding organization of SEL, CASEL.

The reality is that most CSE curricula in the U.S. contain the “[15 Harmful Elements of CSE](#)” as outlined by PCHC. And when recommended to align with SEL objectives, these CSE programs can have an enormously detrimental impact on students. Among these curricula are *Get Real; Reducing the Risk; Making Proud Choices; Draw the Line/Respect the Line; Health Smart; Rights, Respect and Responsibility (3 Rs); Teen Talk, FLASH* and others. For more information and specific analysis, go [HERE](#).

The Second Step SEL program [gave 8th graders in Utah](#) the resource, [Love Is Respect](#). This explicit website normalizes sex in all directions. The site has a quick escape key to prevent parent knowledge. Claiming to be a site about preventing abuse, the topics are XX-rated. Second Step also [promotes “LGBTQ” behavior](#).

Planned Parenthood is giving [webinars](#) on how to incorporate SEL into CSE.

This video from Purpose Prep, an SEL provider, features a gender-compromised teen [giving advice about “coming out” as LGBTQ](#). He refers to his father as “homophobic,” but after declaring his identity to his school friends, they greeted him with “open arms.” “It’s okay, it’s okay!” he tells viewers, advising peers to congratulate and support their friends who come out.

Is this the message we want for our adolescents?

In another video this same boy gives “[safer sex” advice](#) to other teens. Part of his advice is that abstinence is unrealistic, condoms are very helpful, and teens can go around their parents to clinics for contraceptives and sexual testing if their parents wouldn’t understand.

But it’s not just adolescents who are being subjected to inappropriate, sexualized material through SEL programs. [Puberty: The Wonder Years](#) is being taught to 4th, 5th and 6th graders and proudly proclaims [the program’s alignment to SEL](#). This program has a heavy emphasis on gender ideology and “LGBTQ” behaviors (presented as “fact” to children).

In 2018, the Iowa School Counselor Association sponsored a [workshop](#) where CSE was specifically highlighted as the best fit with SEL. The workshop is entitled, “All about the Interpersonal: Connecting Social Emotional Learning and Sex Ed.” Abstinence education is smeared as ineffective, “inaccurate,” “shame-based” and exclusive of LGBTQ (which they consider a negative). On [one graphic](#), the presenter included the logos of organizations that are apparently like-minded: CASEL, Planned Parenthood, Advocates for Youth, SIECUS, GLSEN, Eyes Open Iowa, Healthy Teen Network and Gender Spectrum.

The Association for Supervision and Curriculum Development in conjunction with Harvard University held a webinar where they outlined on numerous graphics how the curriculum *Get Real* aligns with SEL objectives (Go [HERE](#) and see slides 23, 29, 30 and 38).

CSE vendors themselves tout their ability to satisfy SEL objectives. California’s “Health Connected” curriculum promotes the [coordination of the National Sexuality Education Standards \(NSES\) and SEL competencies](#) as well as California law requiring CSE. NSES is not a federal program but “standards”

pushed by a private collaborative of pro-abortion and pro-LGBTQ groups. No pro-life or abstinence voices are represented.

The [Michigan Department of Education](#) recommends aligning sexuality education with SEL, especially when sex ed is done in a virtual setting.

Candor Health serves numerous schools in the Chicago area, providing [CSE programs combined with SEL](#).

[HealthSmart](#), produced by ETR Associates, is used in many U.S. school districts. The publisher strongly pitches [HealthSmart's alignment with SEL competencies](#).

Partnership with Federal Government

Federal health standards are being revised for the first time in 15 years, and many of us dread how agenda-laden they are sure to be. The Centers for Disease Control is supervising this revision through a group called SHAPE. And of course, CASEL is a partner in this effort to make sure SEL competencies are covered. The current National Health Education Standards (NHES) are [HERE](#).

The [National Sexuality Education Standards \(NSES\)](#) are not government-produced but as mentioned earlier, were developed by a private coalition driven by Planned Parenthood, SIECUS and other left-wing groups. These standards are based around CSE as well as "social, racial and reproductive justice and equity." The standards include "an intersectional approach reflecting the theory conceptualized by Kimberlé Crenshaw", a founder of the field of Critical Race Theory (NSES page 11).

Guidance to educators on issues include (NSES page 8):

- "continual evolution in language related to gender, gender identity, gender expression, sexual orientation, and sexual identity;

- "inclusion of 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. "

It seems certain that the NHES will coordinate with the NSES and federal funding will align with both. And CSE programs will then be tied even more closely to SEL through federal funding.

The CDC has a function called [HECAT \(the Health Education Curriculum Alignment Tool\)](#) which shows how programs can align with the National Health Education Standards. The Planned Parenthood CSE curriculum [Get Real](#) is shown by HECAT to align with the NHES and Get Real also aligns with SEL.

CDC is also promoting the establishment of student-led [SEL clubs](#). The first such clubs have been launched in Florida (Orange County). Here's what the CDC says about such clubs:

“Orange County Public Schools, with support from CDC, implemented new social-emotional learning (SEL) clubs to give students opportunities to develop social and emotional skills and build connections with peers and trusted adults....

“Ensuring students are connected to their schools and families is an important protective factor to reduce risk factors that can lead to poor mental health, substance misuse, violence, *HIV, STDs, and unintended pregnancy.*” [Emphasis added]

How to Preserve Abstinence/SRA Education

So, what do we do in the era of SEL wedded to CSE? Here are some thoughts.

1. Challenge local school expansion of SEL. There are many reasons to oppose the widespread implementation of a therapeutic model for education. Selective mental health intervention for students is appropriate, but the school has no right to claim authority over the “whole child” and his/her moral/spiritual training and values. Parent education about the dangers of SEL is crucial.

2. Mount a planned, concerted public policy campaign against the expansion of state/ federal funding for CSE and hold CSE proponents accountable for claiming to be focused on “abstinence.” In Ohio, for example, [a recent state audit](#) revealed many CSE programs that claim to be compliant with state law mandating an abstinence emphasis. This is untrue.

3. We must expose the deceptive talking points used to undermine abstinence/SRA curricula. When parents learn the details, they opt for SRA programs over CSE. Our goal should be to mount a strong campaign to discredit CSE, because it discredits itself when the details are revealed.

4. Understand that digital programs are fluid and fully interface ideological content throughout academic courses daily and many publishers have access to [update them at any time](#). Encourage your legislators to write laws to secure digital curriculum in order to prevent progressive publishers from unapproved updates.