

## CA DOE Health Rolls Out Anti-Science, Anti-Religious Health Framework

The California Department of Education will adopt a new K-12 health curriculum framework, which will radically transform the way public school students are indoctrinated to think about gender and sexuality. This written set of goals and objectives, revamped in light of the state's new LGBT affirming sex education law (the Healthy Youth Act), will guide curriculum development over the next decade.

For children of Christian/Catholic/Jewish/Muslim/LDS and other conservative minded parents, many of these new health lessons will contradict the values being taught at home.

Religious values such as marital fidelity, abstinence outside of marriage and celebrating differences between male and female come under subtle (and not so subtle) attack. For instance, students are taught about types of abuse they should avoid, which may be "emotional, physical, sexual or **spiritual**."

Examples of religious abuse include,

1. *Forcing others to adhere to rigid gender roles.*
2. *Not allowing a partner to do things they enjoy.*
3. *Imply that students should have only one sex partner at a time — "Some students may be non-monogamous and the term "partner(s)" may also be used to be more inclusive."*

Teachers are to use gender neutral language for romantic relationships and "In order to be inclusive: the term "partner" should be used in place of or in addition to "boyfriend/girlfriend" or "husband/wife" to avoid assumptions about gender and sexual orientation.

High school teachers have been encouraged to invite abortion providers to the classroom, the new framework now encourages middle school teachers to do the same. "Guest speakers from your local



*public health department sexual health clinic, or local nonprofit organizations, such as **Planned Parenthood**, may have well-informed sexual health educators and age-appropriate materials to support comprehensive sexual health education."*

They suggest inviting not just abortion providers as guest speakers, but also "adults who identify as transgender."

The framework promotes the anti-science perspective about **male and female reproductive organs**. It states, "Grown-ups look at a baby's body when they are born and make a guess. This is the sex assigned at birth: male or female. (Sometimes people get this confused with gender. But gender is much more than the body you were born with.)"

The framework states: "When providing instruction on sexual and reproductive organs, teachers can introduce the concept that gender does not always match the sexual and reproductive organs described. For example, teachers may share, "In the classroom, we may use the term 'female reproductive organs' but some people who identify as male have these organs. The actual anatomical name for organs is utilized."

High school students will be introduced to (CONT.)

## CA DOE Framework CONT.

sexual terms such as **polysexual, pansexual,** and asexual.

While these new gender lessons start in kindergarten, they are reinforced in every grade. The entire proposed K-12 health curriculum framework includes 842 mentions of the words "sex," "sexual," and "sexuality; 239 mention of "gender," and mentions **"abstinence" only 2 times in the entire 1,000-page health framework.**

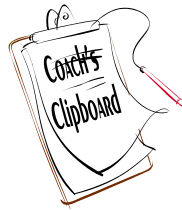
The deadline for public comments was January 7th, 2019. This framework is expected to be adopted into California public schools, beginning in Fall 2019. You can address general comments to [healtheducationframework@cde.ca.gov](mailto:healtheducationframework@cde.ca.gov).

**Final adoption of the health education framework by the State Board of Education is scheduled for Sept 2019.**

You can read the entire framework here: <https://www.cde.ca.gov/ci/he/cf/>



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## Coach's CORNER

Recently, a mom emailed me about her middle school son's interest in a girl. She had attended a **Positively Waiting** workshop a few months ago, and thought her "I'm-putting-a-stop-to-this" instinct was probably not the right way to go. Instead, I suggested she sit down with him, and explain that having a "gal-pal" isn't like a being friends with another boy because girls process so differently. Sometimes, (without meaning to) a boy can hurt a girl very badly. Its an awesome responsibility to take on at 11 or 12 years old. Having explained that, if her son thinks he's ready to start learning relationship skills, then his mom will train him to do it. I encouraged her to say she was hoping he would take some more time to practice basic social behaviors before he begins such a big challenge, but then leave the decision up to her son.

If he says he wants to take it on, then the rule is he has to show Mom EVERY communication/email/chat/text so she can train him not to say the wrongs things. If this is done in a positive way, he won't resent Mom's interference, and Mom will know what's going on.

If he says, "That's too much trouble just to be pals!" Then I suggested she tell him that's fine, but that she would be ready and willing to begin his "training" whenever he's ready.

Shutting down an early interest in "talking to girls," typically backfires and leads to deceptive behaviors. Laying out the responsibility attached to winning a girl's heart is one of those things 11 year old boys think they are ready for, but sometimes realize after a short time, "I'm not mature enough for this yet."

Either way, it is a great opportunity for both mom and son to prepare for the next phase of adolescence. The key is NOT to keep him a baby longer than he is willing to be.

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