

KATHLEEN WYNNE'S SEX-ED AGENDA

In 2010, then-Education Minister Kathleen Wynne released updates to Ontario's sex-ed curriculum that caused such an uproar among parents that the new curriculum was immediately withdrawn. The Liberal government told parents it would revise the new curriculum and parents would be consulted.

In 2015, Kathleen Wynne, then-Premier of Ontario, released an updated sex-ed curriculum that was virtually identical to the contested 2010 version. Following the release of the new curriculum, it came to the surface that the government didn't consult widely with parents and had conducted a flawed consultation process. The media called the consultation process "politically dishonest."¹

In 2016, Patrick Brown, leader of the Progressive Conservative Opposition infamously "flip-flopped" on his sex-ed position and said he supported Wynne's curriculum. When Progressive Conservative candidate Doug Ford ran to become Premier of Ontario, he ran on a platform that included repealing and replacing Wynne's sex-ed curriculum. After being elected, Ford repealed Wynne's sex-ed in 2018 for one year, during which he held a general consultation on the curriculum that was not restricted to parental input. In 2019 Ford released a curriculum that was largely a copy of Wynne's, earning him the criticism of **PAFE** President Tanya Granic Allen that he too had flip-flopped on the sex-ed file.

Since the release of the 2015 sex-ed curriculum, concerned parents and other stakeholders have waged an ongoing battle against the Wynne-Ford agenda to undermine parental rights and indoctrinate children with inappropriate sex-ed content.

PA**F**E **W**ORKS **T**O **P**ROTECT **P**ARENTAL RIGHTS

PAFE has been at the forefront of the battle against the Wynne-Ford sex-ed agenda. We educate and activate the community and defend parents as the first educators of their children. **PAFE** has been instrumental in exposing the new sex-ed curriculum for what it is: an agenda to undermine parental rights and sexualize our children.

For more information about **PAFE** or to make a donation, please contact:

Parents as First Educators Inc.
2336 Bloor St. West, PO Box 84556
Toronto, ON M6S 4Z7
416.763.PAFE (7233)

✉ teresa@pafe.ca

f /pafe4

🌐 www.pafe.ca

🐦 @pafe4

ENDNOTES

1. Goldstein, Lorrie, Wynne wrong about sex-ed consultation, *Toronto Sun*, Sept. 8, 2015.
2. *Comprehensive Sexuality Education: Sexual Rights vs. Sexual Health*. Gilbert, AZ: Family Watch International.
3. DeVore, E.R. & Ginsburg, K.R. (2005). The protective effects of good parenting on adolescents. *Current Opinion in Pediatrics* 17, pp. 460-465.
4. Longmore, M. A., Manning, W. D. & Giordano, P. C. (2001). Preadolescent Parenting Strategies and Teens' Dating and Sexual Initiation: A Longitudinal Analysis. *Journal of Marriage and Family* 63, No. 2, pp. 322-335.
5. Ford, C.A. et al. (July 2005). Predicting Adolescents' Longitudinal Risk for Sexually Transmitted Infection. *Archives of Pediatric Adolescent Medicine* 159, pp. 657-664.
6. *Comprehensive Sexuality Education: Sexual Rights vs. Sexual Health*. Gilbert, AZ: Family Watch International.
7. Rector, R., Johnson, K. & Noyes, L. (2003). *Sexually active teenagers are more likely to be depressed and to attempt suicide*. Washington, DC: The Heritage Foundation.
8. Hallfors, D.D., Waller, M.W., Bauer, D., et al. (2005). Which comes first in adolescence—sex and drugs or depression? *Am J Prev Med* 29, pp. 163-70.
9. McKay, A. (2013). Trends in Canadian national and provincial/territorial teen pregnancy rates: 2001-2010. *The Canadian Journal of Human Sexuality* 21, no. 3 & 4, p. 165.

REPEAL WYNNE AND FORD'S SEX-ED



PA**F**E

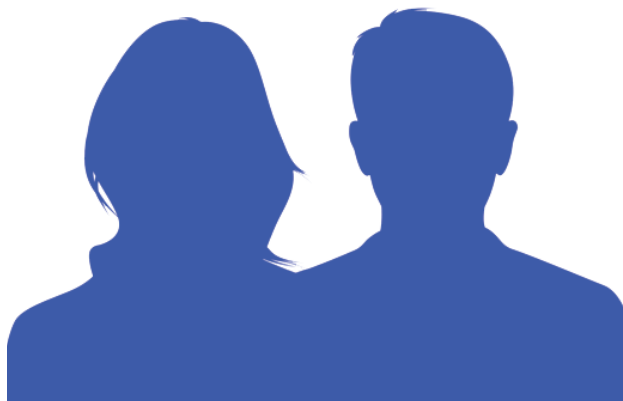
Parents As First Educators

COMPREHENSIVE SEX-ED

In the past, sex-education focused on human reproduction and the physical and hormonal changes associated with puberty. Sexual activity outside of marriage was discouraged, while abstinence was encouraged. Comprehensive Sex-Education (CSE) goes far beyond the basics of the “birds and the bees” by giving children an unprecedented amount of information about sex and sexual choices.

CSE programs “seek to change society by changing sexual and gender norms and by teaching young people to advocate for their sexual rights.”² Ontario’s new sex-ed curriculum is based on the CSE model.

In the curriculum, children in Grade 5 are told that sexual orientation, like one’s skin colour and biological sex, are not under one’s control (D2.5). In Grade 6, children are encouraged to masturbate: “Exploring one’s body by touching or masturbating is something that many people do because it feels good. It is common and is not harmful and is one way of learning about your body” (D2.5). In Grade 7, children learn about gender identity as well as learn to demonstrate factors that need to be considered when making decisions about their sexual health (D2.4).



UNDERMINING PARENTAL RIGHTS

Despite the Ford government’s assurance that parents would be consulted as part of the revision process for the sex-ed curriculum the consultation was open to everyone, not just parents.

In the curriculum itself parental rights are undermined. Within a list of strategies to manage stress during puberty for children in Grade 5, “talking to a trusted peer or adult” is listed but no reference is made to parents (D2.5). In Grade 8, students are asked to “identify sources of support regarding sexual health” and parents are listed near the bottom of a proposed list of sources, after health professionals and teachers (D1.4).

Ford’s sex-ed curriculum encourages children to make momentous decisions about sex while limiting or negating the role of parental authority. Research, however, supports the importance of parental authority when it comes to adolescents and sex. Parental monitoring and good parent-child communication reduces sexual risk behaviours;³ children whose parents monitor them more closely are less likely to be sexually active when they are in their teens;⁴ and teenagers who feel their parents strongly disapprove of their being sexually active are less likely to contract an STD.⁵

HARMING CHILDREN

CSE advocates “tacitly endorse early sexual activity and multiple partners as well as sexual experimentation, which are the very behaviors that fuel the epidemics of sexually transmitted diseases, HIV/AIDS, abortion and emotional distress.”⁶

In Ford’s sex-ed curriculum, Grade 7 students are told that “People who think they will be having sex sometime soon should keep a condom or other effective and suitable form of protection with them so they will have it when they need it” (D1.5). Also in Grade 7, anal and oral sex are discussed (D1.5), and students are told that “sexual health” includes “understanding what gives you pleasure” (D2.4). In Grade 8, being sexually active is looked upon as the norm: “Not all students choose to be sexually active” (D2.3).

CSE programs like Ontario’s sex-ed curriculum promote “safe sex” which translates into encouraging children and youth to experiment sexually as long as they wear a condom. This approach fails to protect the physical and mental health of our children: research shows that sexually active teens are more likely to be depressed and to attempt suicide.^{7,8}

CSE providers claim their approach leads to an increase in responsible behaviours. Research shows this isn’t true. After a sex-ed program similar to the new Ontario curriculum was adopted in New Brunswick in 2005, teen pregnancies increased almost 40% between 2006 and 2010.⁹

Finally, in Ford’s curriculum all the advice on how to have “safe sex” muddies the water on the value of abstinence, the only choice that provides 100% protection from STDs and is the best option for preserving sexual health.

