

# TEENS & SEX - GENERAL

(Josh McDowell research 2006 to present)

## **“19% of American teens can talk openly”**

“Only about 19% of American teens say they can talk openly with a trusted adult about sex.”

(Gary D. Foster, “The Foster Letter – Religious Market Update,” November 25, 2008, p4, [www.garydfoster.com](http://www.garydfoster.com))

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## **“IMPACT OF A THEORETICALLY BASED SEX EDUCATION PROGRAMME (SHARE) DELIVERED BY TEACHERS ON NHS REGISTERED CONCEPTIONS AND TERMINATIONS: FINAL RESULTS OF CLUSTER RANDOMISED TRIAL.”**

**“Objective To assess the impact of a theoretically based sex education programme (SHARE) delivered by teachers compared with conventional education in terms of conceptions and terminations registered by the NHS.”**

“Design Follow-up of cluster randomized trial 4.5 years after intervention.”

“Setting NHS records of women who had attended 25 secondary schools in east Scotland.”

“Participants 4196 women (99.5% of those eligible).”

“Intervention SHARE programme (intervention group) v existing sex education (control group).”

“Main outcome measure NHS recorded conceptions and terminations for the achieved sample linked at age 20.”

“Results In an ‘intention to treat’ analysis there were no significant differences between the groups in registered conceptions per 1000 pupils (300 SHARE v 274 control; difference 26, 95% confidence interval – 33 to 86) and terminations per 1000 pupils (127 v 112; difference 15, - 13 to 42) between ages 16 and 20.”

(M Henderson, D Wight, G M Raab, C Abraham, A Parkes, S Scott and G Hart, “Impact of a theoretically based sex education programme (SHARE) delivered by teachers on NHS registered conceptions and terminations: final results of cluster randomized trial,” BMJ, November 2006)

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## **“RANDOMIZED TESTING & RESULTS COLLECTION”**

“This is the only trial in the world with truly randomized testing and results collection. The conclusion: ‘This specially designed sex education programme did not reduce conceptions or terminations by age 20 compared with conventional provision. The lack of effect was not due to quality of delivery.’”

“The best sex ed program that the experts could come up with ‘increased pupils’ practical knowledge of sexual health, reduced regret of first sexual intercourse with most recent partner (all significant), and had small but significant beneficial effects on beliefs about alternatives to sexual intercourse and intentions to resist unwanted sexual activities and to discuss condoms with partners.’. In other words, the kids had more educated sex, but no less of it, but no less negative outcomes.”

(Chris Sleath, Submitted to Josh McDowell, April 2007.)

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### **“SEX-ED FOR DUMMIES”**

“Research shows otherwise. For example, Heritage Foundation analysts Robert Rector and Kirk Johnson in 2005 found strong positive correlations between teen virginity and positive academic outcomes. Using data from the National Longitudinal Study of Adolescent Health, a study of 14,000 teens interviewed at intervals between 1994 and 2001, Rector and Johnson found that teen abstinence is a ‘significant and independent predictor of academic success.’ This finding held true even controlling for parental education, race, gender, family structure, and religiosity.”

“A 2003 Zogby poll revealed that more than 9 in 10 parents want teens to be taught that sex involves values, a message that is a dominant theme in abstinence curricula, but largely absent from ‘comprehensive’ sex-ed programs.”

(Lynn Vincent, “Sex-ed for dummies,” World, (April 2007):29)

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