

## **Policy #5050 Reproductive Health & Disease Prevention**

### **DAC General Meeting 9/13/23 – Motion to accept amended Subcommittee Recommendations (Passed) 28 in favor/5 opposed**

DAC Subcommittee Recommendations for *Supplemental* Instruction  
(Recommendations align to the evidence based 2020 Edition of the National Sex Education Standards and The American Academy of Pediatrics recommendations)

#### **Grades K-2**

My Body – Students learn medically accurate vocabulary for body parts, including the genitals; Define bodily autonomy and personal boundaries. Define child sexual abuse and identify behaviors that would be considered sexual abuse.

Gender and Identity (Roles) – Students learn strategies for breaking down gender stereotypes and learn to treat all people in their community with dignity and respect. Discuss the range of ways people express their gender and how gender roles may limit behavior.

#### **Grades 3-5**

What is Puberty – Students are introduced to the physical, social, and emotional changes of puberty and how the onset and progression of puberty can vary (Split up into two groups – boys & girls separately). Explain common human sexual development and the role of hormones (~~e.g. romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset~~)-Motion to amend: 31 in favor/2 opposed.

Adolescent Health and Hygiene – Students learn proper hygiene practices to keep their growing bodies healthy.

Human Reproduction – Students are introduced to concepts in human reproduction and explore how puberty prepares the body for reproduction.

Personal Safety and Abuse – Students identify behaviors of sexual abuse and harassment and learn techniques for protecting themselves against sexual abuse and harassment.

Identify Resources; Facts/Myths – Students identify resources of age-appropriate, medically accurate information on puberty, human reproduction, and personal safety. Review common misconceptions and myths.

Gender and Identity (Roles) – Students learn strategies for breaking down gender stereotypes and learn to treat all people in their community with dignity and respect. Discuss the range of ways people express their gender, describe gender role stereotypes and their potential impact on self and others.

## **Grade 6 -8**

STIs and HIV Prevention - Students will learn medically accurate information about STIs and HIV. Students will develop a plan to reduce their risk for STIs and HIV.

Exploring Abstinence – Students will identify abstinence as the only 100% effective method of protecting against unplanned pregnancy and sexually transmitted infections.

Contraceptives – Students will learn the benefits, risks, and effectiveness rates of various types of contraceptive methods, including abstinence, condoms, hormonal methods, and emergency contraceptives.

Decision Making – Students apply a decision making model to adolescent and sexual health scenarios.

Human Reproduction – Students describe male and female sexual and reproductive systems, including internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g. intersex, vulvas, circumcised and intact penises). Students will define sexual intercourse and its relationship to human reproduction.

Sexual Health Resources – Students identify medically accurate sources of information about sexual health, STIs, and HIV.

Relationships: Students discuss and analyze characteristics of healthy and unhealthy relationships and the ways friends, family, media, society, and culture can influence our relationships.

Define Sexual Consent - Students practice communicating effectively about their sexual health decisions and refusal skills. Define factors (e.g. body image, self-esteem, alcohol & other substances) that can effect the ability to give or perceive consent to sexual activity.

Resources – Provide medically accurate resources on topics of sexual health and access to care.

## **Grades 9-12 (inclusive of LGBTQ+ youth)**

Gender Expression and Sexual Orientation – Students differentiate between gender identity, gender expression, and sexual orientation, and explore external influences that impact one’s attitude about gender expression and sexual orientation. Students will learn to show dignity and respect for all people, regardless of sexual orientation or gender identity.

Human Reproduction – Students describe male and female sexual and reproductive systems, including body parts and their functions. Students will define sexual intercourse and its relationship to human reproduction.

Exploring Abstinence – Students will identify abstinence as the only 100% effective method protecting against unplanned pregnancy and sexually transmitted infections. Student will develop and communicate a plan for practicing abstinence.

Pregnancy and Prenatal Practices – Describe pregnancy testing, the signs of pregnancy and pregnancy options including parenting, abortion and adoption. Students learn the signs and symptoms of pregnancy and prenatal practices for a healthy pregnancy. Students participate in activities that illustrate resources needed to care for a child and the challenges that face teen parents.

Contraceptives – Students compare and contrast the use and effectiveness of various contraceptive methods, including abstinence. List at least four methods of contraceptives that are available without a prescription (e.g. abstinence, condoms, emergency contraceptives, withdrawal). Describe the steps to using barrier methods effectively e.g. external and internal condoms, dental dams. Explain that there are many methods of short and long term contraception that are safe and effective and describe how to access them.

\*\*\*Define vaginal, oral, and anal sex\*\*\*

STIs and HIV – Students learn how to lower their risk of acquiring a sexually transmitted infection and explore resources for testing and treatment. Describe the signs, symptoms, or lack thereof, and potential impacts of STIs including HIV. Discuss current biomedical approaches to prevent STDs e.g. hepatitis B vaccine, HPV vaccine, & HIV PrEP, PEP

Negotiation Skills – Students role play scenarios on sexual health and practice using techniques to set sexual boundaries and delay sexual activity.

External Influences – Students identify how alcohol, and other external influences can effect sexual decisions and practice strategies for maintaining personal safety.

Resources – Provide medically accurate resources on topics of sexual health and access to care.

Define Sexual Consent - Students practice communicating effectively about their sexual health decisions and refusal skills. Define factors (e.g. body image, self-esteem, alcohol & other substances) that can effect the ability to give or perceive consent to sexual activity.

Laws – Describe state and federal laws related to minors’ access to sexual healthcare services including pregnancy and STD/HIV prevention, care and treatment.

