

SEXUAL HEALTH EDUCATION - GUIDELINES ALIGNMENT TOOL



How to Use This Tool: This tool is provided as a resource to assist teachers, districts, and curriculum directors in assessing sexual health curricula in relation to the *2005 Guidelines for Sexual Health Information and Disease Prevention*. The guidelines are divided into five sections and further divided by subtopic. To assess a curriculum against the standards, determine how well it meets the indicated criteria and circle the corresponding score. Use the right hand column to record evidence for the assigned score, to make note of areas that need improvement, and to outline the next steps in the curriculum selection process. Once the tool is completed, it can be used to determine the next step in ensuring comprehensive sexual health education over the K-12 life of each student. OSPI recommends supplementing subtopics with a score less than four with lessons from other curricula, additional materials, or other resources.

If you have any questions, please contact Lesley Eicher, Health and Sexuality Education Program Supervisor, at lesley.eicher@k12.wa.us, or by phone at 360/725-6364, or TTY 360/664-3631.

1. **Skill: Accessing Information**

1.1. *Identifies resources to address individual needs for present and future concerns and questions.*

	SCORE	NOTES ON EVIDENCE, AREAS FOR IMPROVEMENT, AND NEXT STEPS
<ul style="list-style-type: none"> • Each chapter or module has resources listed, including websites, help lines, and ideas for obtaining local support. • Resources are balanced, comprehensive, and objective. 	4	
<ul style="list-style-type: none"> • At least one external resource is listed for each area: STD prevention, pregnancy prevention, healthy relationships, communication/decision making. • Resources are balanced, comprehensive, and objective. 	2	
<ul style="list-style-type: none"> • No online, national, or local references are listed or suggested in the material. 	0	

1.2. *Enlightens young people to develop and apply health-promoting behaviors, including disease prevention and detection, and accessing accurate health information that is age appropriate.*

<ul style="list-style-type: none"> • Contains references to multiple disease prevention strategies. • Gives practical advice for detection and for accessing accurate health information. • Is age-appropriate. 	4	
<ul style="list-style-type: none"> • Contains references to at least two disease prevention strategies. • Gives some advice for detection or for accessing accurate health information. 	2	
<ul style="list-style-type: none"> • Does not show young people how to develop and apply health-promoting behaviors. • Does not address disease prevention • Does not reference how to access accurate health information. 	0	

1.3. *Addresses the health needs of all youth who are sexually active including how to access health services.*

<ul style="list-style-type: none"> • Acknowledges that some youth are sexually active. • Does not make judgments about their behavior. • Provides specific support on how to access health services. 	4	
<ul style="list-style-type: none"> • Does not make judgments about the behavior of sexually active youth. • Provides some support on how to access health services. 	2	
<ul style="list-style-type: none"> • Has no references to the health needs of youth who are sexually active. • Makes negative judgments about sexually active youth. • The material does not show how to access health services. 	0	

1.4 Provides information on local resources for testing and medical care for STDs and pregnancy.

	SCORE	NOTES
<ul style="list-style-type: none"> All, or substantially all, local resources for testing and medical care for STDs and pregnancy are listed. 	4	
<ul style="list-style-type: none"> At least one local resource for testing and medical care is listed; and that resource provides unbiased information and supports personal decision making. 	2	
<ul style="list-style-type: none"> No references to local resources. 	0	

2. Skill: Decision Making

2.1 Promotes the development of intrapersonal and interpersonal skills including a sense of dignity and self-worth and the communication, decision-making, assertiveness, and refusal skills necessary to reduce health risks and choose healthy behaviors.

<ul style="list-style-type: none"> Significant activities for discussing and practicing intrapersonal and interpersonal skills. Multiple references to communication skills and strategies. Practical guidance on decision making, assertiveness, and refusal skills. 	4	
<ul style="list-style-type: none"> More than one activity for discussing and practicing intra/interpersonal skills. Some guidance on decision making, assertiveness, and refusal skills. 	2	
<ul style="list-style-type: none"> No coverage of communication, decision making, or assertiveness skills. 	0	

2.2 Encourages young people to develop and maintain healthy, respectful, and meaningful relationships and avoid exploitative or manipulative relationships.

<ul style="list-style-type: none"> Many examples of healthy relationships. Descriptions of behaviors that are exploitative or manipulative. Strategies for developing awareness of unhealthy relationships. 	4	
<ul style="list-style-type: none"> Makes a clear distinction between healthy and unhealthy relationships, but does not show many examples. 	2	
<ul style="list-style-type: none"> Does not distinguish healthy relationships from exploitative ones. 	0	

2.3 Promotes healthy self-esteem, positive body image, good self-care, respect for others, caring for family and friends, and a responsibility to community.

	SCORE	NOTES
<ul style="list-style-type: none"> Has realistic pictures and stories about young people that all youth can relate to. Practical guidance on self-care and caring for family and friends. Has significant material on building self-esteem and positive body image. 	4	
<ul style="list-style-type: none"> Contains information on healthy self-esteem, positive body image, and respect for self and others. 	2	
<ul style="list-style-type: none"> Pictures and stories reflect only youth with conventional attractiveness. Does not address caring for self or others. 	0	

2.4 Teaches youth that learning about their sexuality will be a lifelong process as their needs and circumstances change.

<ul style="list-style-type: none"> Indicates that learning about sexuality, self, and others is a lifelong process. Presents age-appropriate material and indicates that youth will learn more detail in subsequent years. 	4	
<ul style="list-style-type: none"> Indicates that more learning will occur later as their needs and circumstances change. 	2	
<ul style="list-style-type: none"> Intimates or states that learning about sexuality can be done all at once, using only the material at hand. 	0	

3. Age, Culture & Communication

3.1 Is age-appropriate.

<ul style="list-style-type: none"> Material provides information and skills practice that corrects the myths and misinformation and correlates with the needs, risks, and behaviors of target audience age. Material has appropriate level of detail based on grade level. For example, 5/6 grades have more information about puberty, less about sexual relationships. High school material addresses relationship skills, decision making, and prevention. 	4	
<ul style="list-style-type: none"> Material has appropriate level of detail based on grade level. 	2	
<ul style="list-style-type: none"> Information presented is far below or above the maturity level of the intended audience. 	0	

3.2 *Is culturally appropriate.*

	SCORE	NOTES
<ul style="list-style-type: none"> • Pictures and stories show youth with different races, cultural backgrounds, and sexual orientations. • Material acknowledges that culture is an important factor in young peoples' lives, and that culture influences their decision making. • Material respectfully references a wide variety of cultural norms. • Strategies are developed to address needs of a specific population, as appropriate, including people with disabilities. 	4	
<ul style="list-style-type: none"> • Multiple cultures are acknowledged, with moderate detail on more than one culture. 	2	
<ul style="list-style-type: none"> • Pictures and stories show primarily a single culture or race. • Material negatively stereotypes some cultures, ethnicities, races, or sexual orientations. 	0	

3.3 *Encourages and improves communication, especially around growth and development, with parents/guardians and other trusted adults.*

<ul style="list-style-type: none"> • Every chapter or module encourages youth to communicate with parents, guardians, or other trusted adults. • Communications skills and practice examples or tools are provided to encourage opportunities for youth to communicate with parents and trusted adults. 	4	
<ul style="list-style-type: none"> • There are several references throughout the material encouraging youth to communicate with parents or trusted adults. • The material contains some ideas on how to initiate a conversation on key topics. 	2	
<ul style="list-style-type: none"> • Few or no references are made to communicating with parents or trusted adults. • Material does not include examples of how to open dialog on sexual topics. 	0	

3.4 *Recognizes and respects people with differing personal and family values.*

<ul style="list-style-type: none"> • Material respectfully acknowledges and reinforces that a wide range of personal and family values exist. • Pictures and stories highlight situations that show a range of personal/family values. • Material provides examples of how to identify and communicate about personal values. • Responses to values-based questions acknowledge a wide range of values. 	4	
<ul style="list-style-type: none"> • Acknowledges that a wide range of personal and/or family values exist. • Respectfully references differing values systems. 	2	
<ul style="list-style-type: none"> • Promotes a single values system as the only acceptable one. • Has no reference to values systems. 	0	

3.5 *Addresses the impact of media and peer messages on thoughts, feelings, cultural norms, and behaviors related to sexuality as well as address social pressures related to sexual behaviors.*

	SCORE	NOTES
<ul style="list-style-type: none"> Shows examples of media and peer messages and provides opportunities for discussion. Engages in self-discovery exercises to build awareness of social pressures related to sexual behaviors. 	4	
<ul style="list-style-type: none"> Indicates that the media or peer messages have an impact on thoughts, feelings, cultural norms, and behaviors. Addresses social pressures related to sexual behaviors. 	2	
<ul style="list-style-type: none"> No references to media images or peer messages. Does not address how media and/or peers have an impact on thoughts, feelings, and behaviors. 	0	

3.6 *Encourages community support and reinforcement of key messages by other adults and information sources.*

<ul style="list-style-type: none"> Material uses multiple sources to deliver key messages, including other adults and information sources. Material incorporates multiple opportunities for community involvement. 	4	
<ul style="list-style-type: none"> Material encourages youth to seek out community support. Material incorporates some opportunities for community involvement. 	2	
<ul style="list-style-type: none"> Does not involve community in the sexual education curriculum. Provides an insular and singular source of information, with no opportunity to reinforce key messages through other people or venues. 	0	

4. Anatomy & Physiology

4.1 *Uses information and materials that are medically and scientifically accurate and objective.*

<ul style="list-style-type: none"> Terminology includes standard medical terms like penis, vagina, cervix, testes, etc. Pictures and drawings are medically accurate. Material provides a balance between male and female sexual health. Material is objective and has no subjective judgment based on sexual behavior or medical condition. 	4	
<ul style="list-style-type: none"> Terminology is medically and scientifically accurate when used. Material is objective. Material refrains from using slang to describe sex, sexuality, or sexual organs. 	2	
<ul style="list-style-type: none"> Terminology is not medically accurate or is substantially incomplete. Material reinforces negative stereotypes based on sexual behavior or medical condition. 	0	

4.2 *Provides information about sexual anatomy and physiology and the stages, patterns, and responsibilities associated with growth and development.*

	SCORE	NOTES
<ul style="list-style-type: none"> • Material has comprehensive (and age-appropriate) information about anatomy and physiology. • Material provides pictures/drawings and narrative that addresses puberty and the resultant physical changes. • Material discusses the emotional/physiological changes during growth and development, and addresses responsibilities associated with those changes. 	4	
<ul style="list-style-type: none"> • Material is comprehensive for the intended age level. • Material discusses responsibilities associated with growth and development. 	2	
<ul style="list-style-type: none"> • Material has incomplete or inaccurate information about sexual anatomy. • Material has incomplete or inaccurate information about puberty. • Material does not address responsible behaviors associated with growth and development. 	0	

5. Prevention

5.1 *Stresses that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of sexually transmitted diseases (STDs), including HIV.*

<ul style="list-style-type: none"> • Material emphasizes that no birth control method except abstinence is 100 percent effective in avoiding pregnancy and reducing the risk of sexually transmitted diseases (STDs). • Material defines abstinence to include no anal, oral, or vagina/vulva/penis sexual contact. • Material does not denigrate those who have had or are having sex. 	4	
<ul style="list-style-type: none"> • Material stresses that abstinence is the only certain way to avoid pregnancy and to reduce the risk of STDs. • Material clarifies what abstinence means. 	2	
<ul style="list-style-type: none"> • Material implies that there are 100 percent safe and effective methods besides abstinence that prevent pregnancy and STDs. • Material implies or states that those who have had or are having sex are somehow worse people than those who are abstinent. 	0	

5.2 *Acknowledges that people may choose to abstain from sexual activity at various points in their lives.*

<ul style="list-style-type: none"> • Material provides examples of times when individuals have chosen to abstain from sexual activity and explains why. 	4	
<ul style="list-style-type: none"> • Material acknowledges that people may choose to abstain from sexual activity at times. 	2	
<ul style="list-style-type: none"> • Material does not acknowledge that people sometimes choose to abstain from sexual activity during parts of their lives. 	0	

5.3 *Provides accurate information about STDs, including how STDs are and are not transmitted, and the effectiveness of all FDA-approved methods of reducing the risk of contracting STDs.*

	SCORE	NOTES
<ul style="list-style-type: none"> • Material provides medically accurate information about STDs. • Material is comprehensive. • Material provides information about how STDs are and are not transmitted. • Material provides information about effectiveness of FDA-approved methods of reducing STD risk, including use of condoms, other barrier methods, and vaccines. • Material emphasizes that prevention methods must be used correctly and all the time to meet their effectiveness rate. 	4	
<ul style="list-style-type: none"> • Material is medically accurate and contains all of the common STDs. • Material provides information about how STDs are and are not transmitted. • Material provides information about the effectiveness of the most common FDA-approved methods of reducing STD risk. 	2	
<ul style="list-style-type: none"> • Material has very limited, medically inaccurate, or misleading information about STDs. • Material does not include information about how STDs are and are not transmitted. • Material has limited, medically inaccurate, or misleading information about the effectiveness of reducing STD risk. 	0	

5.4 *Provides accurate information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy.*

<ul style="list-style-type: none"> • Material amply and accurately describes the effectiveness of all FDA-approved contraceptive methods in preventing pregnancy. • Material describes combinations of FDA-approved contraceptive methods that further reduce the risk of pregnancy. • Material emphasizes that contraceptives must be used correctly and all the time to meet their effectiveness rate. • Material addresses using multiple forms of contraceptives to prevent pregnancy. • Material identifies resources for acquiring contraceptives or learning more about them. 	4	
<ul style="list-style-type: none"> • Material provides accurate information about the effectiveness and safety of all FDA-approved contraceptive methods for preventing pregnancy. 	2	
<ul style="list-style-type: none"> • Material has limited, inaccurate, or misleading information about FDA-approved contraceptive methods. • Material unduly promotes one method of prevention, e.g., abstinence, to the exclusion of other FDA-approved methods. 	0	