



Grade 6 Sexual Health Curriculum Overview



Support makes everything possible.



Rights, Respect, Responsibility (3Rs)

The Advocates for Youth's [Rights, Respect, Responsibility](#) curriculum is based on the belief that:

- Youth have the right to honest sexual health information and equitable opportunities to reach their full potential.
- Youth deserve respect and to have their experiences be valued.
- Young people have the responsibility to protect themselves.
- Society has the responsibility to provide young people with all of the tools they need to safeguard their sexual health.



California Healthy Youth Act

Mandated by the State of CA even during periods of “distance learning.”

Comprehensive sexual health and HIV prevention instruction must be:

- Taught at least once in middle school and at least once in high school.
- Age-appropriate if taught earlier than grade 7 and instruction must align with the general provisions (§§51930-3) and may include any of the general topics (§51934).
- Medically accurate, objective, and unbiased (§51933).
- Appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners (§51933).



All sexual health and HIV prevention instruction must:

- Promote understanding of sexuality as a normal part of human development.
- Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- Encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.

Parent/Guardian Notification

- You have the right to be notified of the sexual health and HIV prevention instruction that will be held at your school site.
- Notification will be given at least 14 days prior to instruction.
- Parents/guardians must be notified at the beginning of the school year:
 - Comprehensive sexual health and HIV prevention instruction will be taking place.
 - Curriculum materials are available for parent/guardian preview.
 - You may excuse your child from instruction by providing an electronic or written request to the school.

Parent/Guardian Rights

Previewing Materials	Excusing Child from Instruction
<ul style="list-style-type: none">• You have the right to preview all sexual health and HIV prevention instructional materials at the school site or online.• May also preview materials during a Parent Preview (virtual or at school site if open), or arrange a meeting with your child’s teacher.• Resources for previewing instructional materials are also available on our website.	<ul style="list-style-type: none">• In order to excuse your child from the sexual health instruction, you must state your request electronically or in writing to the teacher.• California requires “passive consent” for sexual health instruction, meaning if no opt-out note is provided by the parent then the student receives the instruction.

Privacy and Safety During Online Instruction

If delivered via an online learning format, it is important for families to ensure that:

- Students have headphones or a private space away from younger children to participate in these lessons.
- Students should not record or distribute any of the instructional material without their teacher's permission.

3Rs Curriculum Overview



- Aligned with [National Sexuality Education Standards](#) and [CA Ed Code](#)
- 10 lessons
- Taught by trained classroom instructors
- Activity and skills-based instruction
- Homework in the following lessons: 1, 2, 3, 5, 6, 7, 9, 10
- View classroom-based lessons [here](#).

Online 3Rs Curriculum Overview



- 10 lessons based on Board-approved 3Rs curriculum
- Can be delivered synchronously or asynchronously
- Modified to be:
 - Delivered in less time, in about 20-minutes
 - Group activities modified to be individual activities
 - Students will spend an additional 15-20 minutes of asynchronous independent work
- View online lessons [here](#).

Lesson Sequence

1. ***Gender Roles, Gender Expectations*** – gender and gender identity
2. ***Change Is Good*** – puberty and adolescent development
3. ***Sexual and Reproductive Anatomy*** – reproductive anatomy
4. ***Puberty and Reproduction*** – sexual reproduction
5. ***I Am Who I Am*** – gender identity and sexual orientation
6. ***Liking and Loving: Now and When I'm Older*** – abstinence and ways to show affection
7. ***Learning about HIV*** – HIV transmission, prevention, and treatment
8. ***Protecting Your Health: Understanding and Preventing STIs*** – STI prevention
9. ***Understanding Boundaries*** – setting and respecting boundaries, sexual harassment
10. ***Being Smart, Staying Safe Online*** – social media and technology safety

Lesson 1

Gender Roles, Gender Expectations

Objectives

Students will be able to ...

- Name characteristics that are stereotypically attributed to boys and girls.
- Describe their own feelings about behaviors being ascribed to a particular gender.

Activities

Students will ...

- Brainstorm a list of gender attributes that are typically used to describe boys and girls.
- Explore which of these attributes can be used to describe the other gender.
- Reflect on how they might act or do things differently if they were the other gender.

Homework: *Gender in the World Around Us*

Students look around their home to try to find examples of things that may fulfill gender role stereotypes.

Lesson 2

Change Is Good!

Objectives

Students will be able to ...

- Name physical, social, cognitive, and emotional changes that young people go through during puberty.
- Identify age-appropriate online resources that contain medically accurate information about puberty and adolescent development.

Activities

Students will ...

- Categorize the physical, social, cognitive, and emotional changes that young people go through during puberty.

Homework: *Where Can I Learn More about Me?*

With a parent or guardian, students will investigate youth-friendly, age appropriate, and medically accurate online sources that contain information on puberty and adolescent development.

Lesson 3

Sexual and Reproductive Anatomy

Objectives

Students will be able to ...

- Identify and describe parts of biological female and male reproductive systems.
- Identify reliable and accurate sources of information about reproductive anatomy.

Activities

Students will ...

- Listen to information about reproductive body parts and functions.
- Label female and male reproductive anatomy diagrams on a Google Form.

Homework: *Body Parts*

Students will identify which reproductive body parts are found on female bodies, male bodies, or both, and will identify the function of these body parts.

Lesson 4

Puberty and Reproduction

Objectives

Students will be able to ...

- Describe how puberty prepares the body for the potential to reproduce.
- Describe the process of reproduction.
- Identify the correct order of steps involved in conception.

Activities

Students will ...

- Review reproductive body parts and their functions.
- View diagrams and explanations of the reproductive cycle leading to conception.
- Organize steps of the reproductive cycle in order and by female or male.

Homework: N/A

Lesson 5

I Am Who I Am

Objectives

Students will be able to ...

- Define the terms sexual orientation, gender identity, and gender expression.
- Distinguish between factual and incorrect statements regarding sexual orientation and gender identity.
- Name respectful ways of communicating with or about LGBTQ individuals.

Activities

Students will ...

- Reflect on what they have heard about the term “sexual orientation” and what they think this means.
- Listen to a presentation on definitions and explanations of sexual orientation and gender identity.
- Explore myths and facts about sexual orientation and gender identity.

Homework: *Fix This! and Defining Sexual Orientation*

Students will watch an online video called *Dealing with Difference* and answer questions regarding what happened in the video clip and what the student suggests should have happened differently. Then students will have a conversation with a parent about sexual orientation definitions and terms.

Lesson 6

Liking and Loving – Now and When I’m Older

Objectives

Students will be able to ...

- List non-sexual activities that people can do to show affection.
- Define abstinence and its connection to pregnancy prevention.
- Have a conversation with parents about reasons to stay abstinent.

Activities

Students will ...

- Brainstorm who people are that they show affection to and how they show them.
- Discuss non-sexual ways to show affection.
- Talk about why it’s beneficial to remain abstinent and wait until they are older to show affection with sexual behaviors.

Homework: *A Conversation about Sex*

Students and their parent or caregiver will each record their thoughts regarding why people should remain abstinent until they are older and how people might know when they are ready to have sex. Then they will share their ideas with each other and the student will record this conversation.

Lesson 7

Learning about HIV

Objectives

Students will be able to ...

- Define HIV.
- Identify ways in which HIV can and cannot be transmitted.
- Identify ways to prevent HIV transmission.
- Describe treatment for HIV+ individuals.

Activities

Students will ...

- Brainstorm the difference between communicable and non-communicable diseases.
- Identify myths and facts regarding HIV transmission, prevention, and treatment.
- Discuss ways to show affection that cannot transmit HIV to another person.

Homework: *HIV and AIDS*

Students go to an online resource to investigate additional causes, prevention techniques, and treatment for HIV.

Lesson 8

Understanding and Preventing STIs

Objectives

Students will be able to ...

- Define STIs and HIV.
- Identify sexual behaviors that put people at high, low, or risk for STIs.

Activities

Students will ...

- Compare and distinguish between behaviors that put people at risk for STIs.

Homework: N/A

Lesson 9

Understanding Boundaries

Objectives

Students will be able to ...

- Define what a personal boundary is.
- Demonstrate how to be clear about one's own boundaries and how to respect others'.
- Define sexual harassment and sexual assault.
- Name a resource that can provide information on where to report sexual harassment or assault.

Activities

Students will ...

- Discuss will brainstorm the meaning of "boundary" and when people might set personal boundaries.
- List examples of personal boundaries.
- Work through scenarios that address instances of sexual harassment and assault.

Homework: *What's Your Advice?*

Students will read scenarios in which a friend is in a situation where they might have to set a personal or sexual boundary and will describe what advice they would give to their friend. They will then discuss their ideas with a parent or caregiver and record any additional advice they might give.

Lesson 10

Being Smart, Staying Safe Online

Objectives

Students will be able to ...

- Describe positive aspects of using social media.
- Describe aspects of social media that can be inappropriate and risky.
- Demonstrate an understanding on how to manage risky online situations.

Activities

Students will ...

- View three students' uses of social media and list positive and negative aspects of each.
- Read several scenarios, evaluate the safety of each situation, and discuss how the student might proceed in order to remain safe.

Homework: N/A

Have Questions?

Please contact your child's school Principal with questions about the online Sex Ed curriculum.

Find the Principal's contact information on the school's website. Click [here](#) for a list of school websites.

