



SCHOOL DISTRICT OF
BELLEVILLE

Belleville, Wisconsin 53508 | 608.835.6120 | www.belleville.k12.wi.us

**Human Growth and
Development Curriculum**

Reviewed January-June 2003

Reviewed May-June 2006

Reviewed March-May 2010

Reviewed December - ____ 2023

Curriculum Dedication

This curriculum is dedicated to the health and well being of Belleville's children

The School District of Belleville and community gratefully acknowledges the work of the Advisory Committee of 2022-2023:

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It is noted that the members of the group may have individual, personal differences with parts of this document. The final outcome of the Advisory Group's recommendations was provided to The School Board based on a majority decision.

Mission Statement

The School District of Belleville recognizes the primary role of parents and guardians as the human growth and development educators of their children.

The role of the school shall be to offer a comprehensive and evolving K-12 program providing students with the knowledge and skills required for responsible decision-making, including how to respect themselves and others who may be different from them. This curriculum will benefit and empower all students by prioritizing a positive self-concept in their journey to understanding growth, development, and sexuality.

The Goals of the Human Growth and Development Curriculum

Not in order of priority

- To inform students about their physical development and to be aware of their evolving feelings and behaviors.
- To provide students age-appropriate, accurate information on human development and sexuality while encouraging a positive and accepting attitude.
- To teach students the skills to help them understand and develop healthy interpersonal relationships, including valuing others.
- To encourage and promote communication between students and their families.

STATEMENTS ON SCHOOL POSITION ON SENSITIVE ISSUES IN THE AREA OF HUMAN GROWTH AND DEVELOPMENT

In recognition of the importance of the family in the education and discussion of potentially sensitive information, the School District of Belleville believes:

That in the areas of sexual contact, contraception, sexual orientation, masturbation and abortion, the school will not take a position on the moral right or wrong; but in all cases above will refer the student to family discussion and health care providers.

Furthermore, the school will not go beyond a clinical definition of sexual acts explicitly covered by the curriculum, show actual examples of contraceptives, or demonstrate contraceptive devices until grade 7 or later.

Models of human anatomy may be used as appropriate for the age level in grade six strictly to instruct in the area of hygiene .

Comments from Advisory Groups

All Human Growth and Development Curriculum be titled as such.

All Human Growth and Development learner expectations are taught in an age appropriate manner.

Where appropriate, Human Growth and Development lesson plans may include outside presenters and other resources as long as a balanced approach is presented and the presenter is approved by the school administration.

The Human Growth and Development Curriculum is available to parents and community members on the school district website for review.

Parents have the right to opt their children out of any or all of the Human Growth and Development curriculum. The Human Growth and Development Curriculum will be submitted to parents so that parents may make that decision.

The School District of Belleville should ensure that every grade level is included in the Human Growth and Development Curriculum as indicated in the stated scope and sequence.

The School District of Belleville will increase communication with parents on the Human Growth and Development Curriculum by:

- An annual newspaper article
- An annual district newsletter
- A mailing of the curriculum
- A submission of the curriculum to parents at the start of the unit of instruction including student-parent homework

Curriculum Standards by Topic Area

The Advisory Committee invests confidence and trust in the teaching staff and school administration to guarantee that the parameters of this document are implemented for the School District of Belleville children.

Professional discretion is recommended and encouraged in the development of instructional strategies and lessons to best determine the content of the curriculum at each grade level. Some objectives are targeted specifically for a certain grade and others may be introduced in a range of goals. It is the intent of the committee that once a concept is introduced, each year thereafter it is further developed in accordance with appropriateness of the age of the student

Consent & Healthy Relationships:

Outlines the functional knowledge and essential skills students need to successfully navigate changing relationships among family, peers, and partners. Special emphasis is given to personal boundaries, bodily autonomy, sexual agency and consent, and the increasing use and impact of technology within relationships

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Describe characteristics of a friend	X				
Define bodily autonomy and personal boundaries	X				
Define consent	X				
Identify different kinds of families	X				
Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries	X				
Explain why it is important to show respect for all individuals or different kinds of families	X				
Identify healthy ways for friends to express feelings	X				
Identify trusted adults, including parents and guardians, that students can talk to	X				
Describe the characteristics of healthy versus unhealthy relationships among friends and with family members		X			
Explain the relationship between consent, personal boundaries, and bodily autonomy		X			

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Identify trusted adults, including parents and guardians, students can talk to about relationships		X			
Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries		X			
Evaluate the impact of technology and social media on relationships		X			
Demonstrate strategies to use social media safely, legally and respectfully		X			
Compare and contrast the characteristics of healthy and unhealthy relationships			X		
Describe how differences, including unequal position may impact relationships			X		
Analyze the similarities and differences between friendships, romantic relationships and sexual relationships			X		
Define sexual consent and sexual agency			X		
Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationship			X		
Identify the many factors that can affect the ability to give or perceive consent, including for sexual activity			X		
Demonstrate communication skills that will support healthy relationships			X		
Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others			X		
Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help			X		

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent*			X		
Explain the impact media, including sexually explicit media, can have on one's perceptions of, and expectations for, a healthy relationship			X		
Analyze the potentially positive and negative roles of technology and social media on one's sense of self and within relationships			X		
Evaluate strategies to use social media safely, legally, and respectfully			X		
Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships				X	
Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support				X	
Analyze the many factors that can affect the ability to give and receive sexual consent*				X	
Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior*				X	
Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important				X Page 30 DM BUT is not on Page 40 DM	
Develop a plan to get out of an unsafe or unhealthy relationship				X	
Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior				X	
Describe the characteristics of unhealthy					X

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
relationships that media, including sexually explicit media, may perpetuate					
Analyze how media portrayals of healthy and unhealthy relationships impact societal norms about romantic and/or sexual relationships and pleasure*					X
Analyze cultural and social factors that can influence decisions regarding sexual behaviors					X
Describe the potential impacts of differences, including unequal position within romantic or sexual relationships *					X
Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship*					X
Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship					X

Anatomy and Physiology:*Outlines the functional knowledge students need to understand basic human functioning*

Learner Expectations	By the End of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
List medically accurate names for body parts, including the genitals	X				
Describe the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies		X			
Review human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies			X		
Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies				X	
Describe the human sexual response cycle, including the role of hormones and pleasure					X

Puberty and Adolescent Sexual Development:

Outlines the functional knowledge and essential skills students need to understand pivotal milestones for every person that impact physical, social, and emotional development, and that sexual development is normal and healthy.

Learner Expectations	By the End of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary		X			
Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce		X			
Explain common human sexual development and the role of hormones		X			
Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender		X			
Identify credible sources of information about puberty and personal hygiene		X			
Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health		X			
Make a plan for maintaining personal hygiene during puberty		X			
Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health			X		
Describe the cognitive, social, and emotional changes of adolescence and early adulthood				X	
Analyze how peers, media, family, society, culture, and a person's intersecting identities				X	

Learner Expectations	By the End of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
can influence self-concept, body image, and self-esteem					

Gender Identity and Expression:

Outlines the functional knowledge and essentials skills students need to address fundamental aspects of people's understanding of who they are as it relates to gender, gender identity, gender roles, and gender expression as well as how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations, and the importance of advocating for safety and equity

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Introduce concepts of gender, gender identity, and self expression without stereotyping	X				
Demonstrate ways to treat all people with dignity and respect	X				
Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ		X			
Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, gender identity, etc		X			
Explain that gender expression and gender identity exist along a spectrum		X			
Describe gender-role stereotypes and their potential impact on self and others		X			
Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression		X			
Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community		X			
Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression			X		

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Access medically accurate sources of information about gender, gender identity, and gender expression			X		
Demonstrate ways to communicate respectfully with and about people of all gender identities			X		
Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school community			X		
Differentiate between sex assigned at birth, gender identity, and gender expression				X	
Analyze how media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression				X	
Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to gender identity and gender expression*					X
Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, and gender identities					X

Sexual Orientation and Identity:

Outlines the functional knowledge and essentials skills students need to address fundamental aspects of people's understanding of who they are as it relates to sexual orientation and identity as well as how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations and the importance of advocating for safety and equity

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Define sexual orientation					
Differentiate between sexual orientation and gender identity					
Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation					
Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community					
Recall the definition of sexual orientation and explain that most people have a sexual orientation					
Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)					
Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation					
Access credible sources of information about sexual orientation					
Demonstrate ways to communicate respectfully with and about people of all sexual orientations					
Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community					

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Differentiate between sexual orientation, sexual behavior, and sexual identity					
Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity					
Access credible sources of information about sexual orientation					
Explain how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual orientation and sexual identity*					
Advocate for school and community policies and programs that promote dignity and respect for people of all sexual orientations*					

Sexual Health:

Outlines the functional knowledge and essential skills students need to understand STDs and HIV, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; how pregnancy happens, decision-making to avoid a pregnancy, and pregnancy prevention and options; and the personal and societal factors that influence sexual health decision-making and outcomes.

Learner Expectations	By the end of 2nd Grade	By the End of 5h Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Define reproduction and explain that all living things may have the capacity to reproduce					
Explain the relationship between sexual intercourse and human reproduction					
Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy)					
Define STDs, including HIV, and clarify common myths about transmission					
Define vaginal, oral, and anal sex					
Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them					
List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)					
Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption					
Explain STDs (including HIV) how common STDs are, and how they are and are not transmitted					
Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)					

Learner Expectations	By the end of 2nd Grade	By the End of 5h Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission					
Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)					
Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition					
Describe the state and federal laws related to minors’ access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care and treatment					
Define racism and intersectionality and describe their impacts on sexual health					
Explain the impact that media, including sexually explicit media, can have on one’s body image and self-esteem					
Analyze how alcohol and other substances can influence sexual decision-making					
Describe the state and federal laws related to age of consent, minor’s ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking					
Identify medically accurate sources of information about STDs, including HIV such as local STD/HIV prevention, testing and treatment resources					
Define prenatal care and identify medically accurate sources of information about prenatal care					

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)					
Identify factors that are important in deciding whether and when to engage in sexual behaviors					
Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)					
Describe the steps to using barrier methods correctly (external and internal condoms, dental dams)					
Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)					
Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex					
Describe common symptoms, or lack thereof, and treatments for STDs, including HIV					
List the major milestones of each trimester of fetal development utilizing medically accurate information*					
Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities					
Define reproductive justice and explain its history and how it relates to sexual health					
Describe the impact of racism and inequality on sexual health					

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment)*					
Explain the federal and states laws that prohibit the creation, sharing, and viewing of sexually explicit media by minors (e.g., sexting)					
Demonstrate the ability to determine whether a resource or service is medically accurate or credible					
Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care)					
Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including the steps to obtain PrEP and PEP					
Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV)*					
Apply a decision-making model to choices about contraceptive use, including abstinence and condoms					
Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention					
Describe the steps for how a person living with HIV can remain healthy					

Learner Expectations	By the end of 2nd Grade	By the End of 5th Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)					
Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)					
Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression					
Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption*					
Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure)					
Analyze the impact of stigma and conscious and unconscious biases on pregnancy and STD, including HIV, prevention, testing, and treatment					
Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media					
Analyze ways systemic oppression and intersectionality impact the sexual agency of communities of color and other marginalized communities					
Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption*					
Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations					
Assess the skills needed to be an effective parent					

Learner Expectations	By the end of 2nd Grade	By the End of 5h Grade	By the End of 8th Grade	By the End of 9th Grade	By the end of 12th Grade
Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access					
Assess individuals' responsibility to test for and inform partners about STDs (including HIV) status*					

Interpersonal Violence:

Outlines the functional knowledge and essentials skills students need to understand interpersonal and sexual violence, including prevention, intervention, resources, and local services; emphasizes the need for a growing awareness, creation, and maintenance of safe school and community environments for all students

Learner Expectations	By the end of 2nd Grade	By the end of 5h Grade	By the end of 8th Grade	By the end of 9th Grade	By the end of 12th Grade
Define child sexual abuse and identify behaviors that would be considered child sexual abuse*					
Identify situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)*					
Identify trusted adults, including parents and caregivers, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)					
Demonstrate ways to treat all people with dignity and respect (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)					
Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g., bullying, teasing, child sexual abuse)*					
Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts*					
Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment					
Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action					
Describe steps a person can take when they are being or have been sexually abused					

Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)					
Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health*					
Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator*					
Define sex trafficking, sexual exploitation, and gender-based violence*					
Describe strategies that sex traffickers/exploiters employ to recruit youth					
Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked					
Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors					
Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)					
Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)					
Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence*					

Explain why a victim/survivor of interpersonal violence, including sexual violence, is never to blame for the actions of the perpetrator					
Explain sex trafficking, including recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth					
Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence					
Identify credible resources related to sex trafficking and sexual violence prevention and intervention					
Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors					
Identify ways to reduce risk in physical and digital settings related to sex trafficking and other potentially harmful situation					
Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes and beliefs about interpersonal and sexual violence					
Advocate for school and community policies that promote safety, respect, and equity for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)					

Appendix: Glossary: Sex Education Terms

This Glossary is intended to assist those teaching sex education or those involved in designing sex education curricula and lesson plans, not necessarily young people or students of sex education in a K–12 classroom setting. All language is constantly evolving; new terms are introduced, while others fade from use or change their meaning over time. This remains true for the terms and definitions included in this Glossary

Ableism

The intentional or unintentional individual, cultural, and/or institutional beliefs or practices that systematically devalue, discriminate against, and/or exclude people with physical, intellectual, emotional, and/or psychiatric disabilities.

Abstinence

Choosing to refrain from a behavior. Sexual abstinence refers to refraining from certain sexual behaviors for a period of time. Some people define sexual abstinence as not having penile-vaginal intercourse, while others define it as not engaging in any sexual behaviors.

Abstinence-Only-Until-Marriage Programs

Programs that present abstinence from all sexual behaviors outside of marriage as the only acceptable and morally correct standard for human behavior. They present abstinence as the only completely safe option outside the context of heterosexual marriage and, if contraception or disease-prevention methods are discussed, these programs typically emphasize the methods' failure rates.

Adolescence

A transitional phase of growth and development between childhood and adulthood that generally occurs during the period from puberty to legal adulthood (age of majority). The World Health Organization (WHO) defines an adolescent as any person ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals ages 10 and 24.

Adoption

The process by which a legal and permanent parent-child relationship is created through a court process.

Age Appropriate

The age level at which it is suitable to teach concepts, information, and skills based on the social, cognitive, emotional, and experience level of most students in that age range.

Age of Consent

The age a person is legally able to consent to sexual behaviors. It varies from state to state, but ranges from 14 to 18 years of age in the United States.

Agender

A person who does not identify with any gender. (See also Gender.)

AIDS (Acquired Immune Deficiency Syndrome)

A collection of symptoms that results from a person's immune system being severely weakened, making them susceptible to other infections and illnesses. AIDS is caused by the human immunodeficiency virus (HIV) and may occur if HIV is untreated. People do not die from AIDS but from an infection their body acquires as a result of their weakened immune system. (See also HIV.)

All Students

Every student regardless of race/ethnicity, ability, socio-economic status, gender, gender identity, gender expression, sexual orientation, age, size, or religion.

Anal Sex

Sexual behavior involving penetration of the anus by a penis or sex toy.

Androgynous

A person who identifies and/or presents as neither distinguishably masculine nor feminine.

Asexual

A person who does not experience sexual attraction but may experience other forms of attraction (e.g., intellectual and/or emotional).

Biological Sex

The sex of an individual is determined by chromosomes (such as XX or XY), hormones, internal anatomy (such as gonads) hormone levels, hormone receptors, and genes, and external anatomy (such as genitalia). Typically, individuals are assigned the sex of male or female at birth.

Biological sex is also known as natal sex or the preferred terminology "sex assigned at birth."

Those who present with ambiguous genitalia at birth and who are generally later confirmed with genetic testing to have chromosomes different from XX or XY at birth are often referred to as intersex. (See also Intersex and Sex Assigned at Birth.)

Biomedical Approach

A manner of addressing illness that focuses on purely biological factors and excludes psychological, environmental, and/or social influences.

Bisexual

A person who is emotionally, romantically, and/or sexually attracted to more than one gender, though not necessarily simultaneously, in the same way, or to the same degree. A bisexual sexual orientation speaks to the potential for, but not requirement of, involvement with more than one gender. This is different from being attracted to only men or only women.

Bodily Autonomy

An individual's right to make decisions regarding one's own body, including deciding at any point who may or may not touch their body in any way, also referred to as bodily sovereignty.

Body Image

How people physically experience or feel in their own body, including beliefs about their appearance, which is influenced by life experiences, media representations, stereotypes, assumptions, and generalizations. This may or may not match a person's actual appearance.

Bullying

Physically, mentally, and/or emotionally intimidating and/or harming an individual or members of a group. These actions are done repeatedly in-person, through technology, and/or through social exclusion with the intent of being hurtful or threatening.

Child Sexual Abuse

A form of child abuse that includes sexual behaviors with a minor; however, child sexual abuse does not need to include physical contact between a perpetrator and a child. Some forms of child sexual abuse include: exhibitionism or exposing oneself to a minor; fondling; intercourse; masturbation in the presence of a minor or forcing the minor to masturbate; obscene phone calls, text messages, or digital interaction; producing, owning, or sharing pornographic images or movies of children; sex of any kind with a minor, including vaginal, oral, or anal; and sex trafficking.

Cisgender

A person whose gender identity is aligned with their biological sex or sex assigned at birth. (See also Biological Sex, Gender Identity, and Sex Assigned at Birth.)

Classism

The intentional or unintentional institutional, cultural, and/or individual set of beliefs and discrimination that assigns differential value of worth and ability to people according to their real or perceived socio-economic class. Classism is the systematic oppression of subordinated class groups to advantage and strengthen dominant class groups.

Climate Setting

The practice of intentionally creating a space that ensures students are physically and emotionally safe and ready for learning.

Community Violence

Exposure to intentional acts of interpersonal violence committed in public areas by individuals who are not intimately related to the victim. Common types of community violence that affect youth include individual and group conflicts (e.g., bullying, fights among gangs and other groups, shootings in public areas such as schools and communities). Although some types of trauma are accidental, community violence can happen suddenly and without warning, and is an intentional attempt to hurt one or more people and includes homicides, sexual assaults, robberies, and weapons attacks (e.g., bats, knives, guns).

Comprehensive Sex Education/Comprehensive Sexuality Education

Programs that build a foundation of knowledge and skills relating to human development, relationships, decision-making, abstinence, contraception, and disease prevention. Ideally, school-based comprehensive sex education should at least start in kindergarten and continue through 12th grade. At each developmental stage, these programs teach age-appropriate, medically accurate, and culturally responsive information that builds on the knowledge and skills that were taught in the previous stage. (See also Age Appropriate, Culturally Responsive, and Medically Accurate.)

Conscious Bias

The attitudes and beliefs we have about a person or group on a conscious level. This includes being aware of personal prejudice in favor of or against one thing, person, or group compared with another, usually in a way that is considered to be unfair. An individual, group, or institution may hold conscious biases, which are also known as explicit biases.

Consent

Informed, voluntary, and mutual agreement between people to engage in an activity. Consent cannot be given when an individual does not have the capacity or legal ability to consent (e.g., legally considered a minor, intoxicated by alcohol or other substances, other conditions that affect one's ability to understand and/or agree to engage in a behavior). An example of sexual consent is an agreement that occurs between sexual partners about the behaviors they both give permission to engage in during a sexual encounter. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual behavior. This may also be referred to as affirmative consent.

Contraception

Any means used to reduce the risk of pregnancy, including, but not limited to, abstinence, barrier methods (e.g., external condoms and internal condoms), hormonal methods (e.g., pill, patch, injection, implant, IUD, and ring), and other non hormonal methods (e.g., sterilization and non hormonal IUDs). Contraceptive methods may also be known as birth control methods, though the former is the preferred term.

Cultural Competence

Teaching that relates to, recognizes, and includes aspects of students' ethnic culture, race, socio-economic status, gender, gender identity, gender expression, sexual orientation, sexual identity, sexual experience, ability, faith, educational status, physical appearance and/or youth popular culture.

Culturally Responsive

Teaching that embraces and actively engages and adjusts to students and their various cultural identities.

Cycle of Violence

A model developed to explain the complexity and coexistence of abusive behaviors with loving behaviors within relationships. There are three phases in the cycle of violence: (1)

tension-building phase, (2) acute or crisis phase, and (3) calm or honeymoon phase. Children who witness or experience violence often incorrectly learn that violence is appropriate for conflict resolution in intimate interpersonal settings. These children may replicate the cycle in their own relationships.

Dating Violence

Controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Disclosure

Actively or passively sharing information, generally of a personal nature, that may not have been known previously.

Disproportionate Risk

The phenomena of a person being at higher risk than generally predicted because of the systemic inequities and oppression they face as a result of certain characteristics, especially race, ethnicity, socio-economic status, gender, gender identity, gender expression, sexual orientation, sexual identity, sexual experience, ability, faith, and/or educational status.

Domestic Violence

A pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Emergency Contraception

A safe, legal, and effective way to reduce the risk of pregnancy up to five days (120 hours) after unprotected sex and/or failed contraception. Commonly referred to as “the morning-after pill,” some brands of emergency contraception can be sold over the counter in pharmacies. Emergency contraception may be less effective for individuals with a higher body mass index.

Experiential Learning Cycle

An approach to teaching developed by David A. Kolb that encourages student learning by doing, reflecting, interpreting, and exploring questions of how experiences could be different in the future.

External Condoms

A sheath of latex or polyurethane that is worn on the penis to reduce the risk of pregnancy, and/or sexually transmitted diseases (STDs) when one is engaging in sexual behavior. External condoms are also called male condoms.

Fact

A provable, accurate statement based on scientific, medical, legal, sociological, or psychological research or the opinion of most experts in a field. Hypotheses and theories can count if they are identified as such. The following is an example of a fact relevant to sex education: Youth who receive comprehensive sex education are not more likely to become sexually active or experience negative sexual health outcomes.

Family Structure

The manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to: biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to: adoption, birth (including those resulting from assisted reproductive technology), and marriage.

Gay

An umbrella term used for people who are romantically, emotionally, and/or sexually attracted to people of the same gender, although most commonly associated with a person who identifies as a man who is romantically, emotionally, and/or sexually attracted to other men.

Gender

A set of cultural identities, expressions and roles—typically attached to a person’s sex assigned at birth and codified as feminine or masculine—that are assigned to people based upon the interpretation of their bodies and, more specifically, their sexual and reproductive anatomy. Gender is socially constructed, and it is, therefore, possible to reject or modify the assignment made and develop something that feels truer to oneself. (See also Gender Identity, Gender Expression, and Gender Role.) Examples of gender include but are not limited to: male, female, transgender woman, transgender man, agender, gender expansive, genderqueer and nonbinary.” (See also Transgender, Agender, Gender Expansive, Genderqueer and Gender Nonbinary.)

Gender Binary

A socially constructed system of viewing gender as consisting solely of two categories male and female—in which no other possibilities for gender are believed to exist. The gender binary does not take into account the diversity of gender identities and gender expressions among all people.

Gender Expansive

Refers to a person who broadens their own culture’s commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and nonbinary identities, as well as those whose gender expression is in some way seen to be stretching society’s notions of gender. (See also Gender, Gender Nonbinary, and Transgender.)

Gender Expression

The manner in which people outwardly express their gender through, for example, clothing, appearance, or mannerisms.

Gender Identity

How an individual identifies based on their internal understanding of their gender. Gender identities may include male, female, agender, androgynous, genderqueer, nonbinary, transgender, and many others, or a combination thereof. (See also Androgynous, Agender, Genderqueer, Gender Nonbinary, and Transgender.)

Gender Nonbinary

A person who embraces a gender identity along a continuum or spectrum of gender identities and expressions, often based on the rejection of the gender binary's assumption that gender is strictly an either/or option based on sex assigned at birth. (See also Gender Binary and Sex Assigned at Birth.)

Gender Nonconforming

A person whose gender identity and/or gender expression does not conform to the sex they were assigned at birth nor to prevailing cultural and social expectations about what is appropriate for their gender. People who identify as gender nonconforming may or may not also identify as transgender. (See also Sex Assigned at Birth and Transgender.)

Gender Pronouns

The pronoun or set of pronouns a person uses to refer to themselves when they are not being addressed by name (e.g., she/her/hers; he/him/his; and they/them/theirs).

Gender Roles

The cultural or social expectations of how people should act, think, and/or feel based on the gender they are perceived to be.

Genderqueer

A person whose gender identity is neither male nor female, is between or beyond genders, or is some combination of genders.

Gender-Based Violence

Any act that is perpetrated against a person's will and is directed at an individual based on their sex assigned at birth and/or gender identity and is based on gender norms and/or unequal power relationships. It encompasses threats of violence and coercion and can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, threats, coercion, whether occurring in public or private life, and can take the form of a denial of resources or access to services. (See also Gender Identity and Sex Assigned at Birth.)

Harassment

Unwelcome or offensive behavior by one person to another that can be sexual or nonsexual in nature. Examples include making unwanted sexual comments or jokes to another person, sending unwanted sexual texts, sexual gestures, bullying, or intimidation.

Healthy Relationships

A relationship between individuals that consists of mutual respect, trust, honesty, support, fairness/equity, separate identities, physical and emotional safety, and good communication.

Heterosexual

A person who is romantically, emotionally, and/or sexually attracted to people of a gender different from their own.

HIV (Human Immunodeficiency Virus)

A virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS. (See also AIDS and Undetectable Viral Load.)

Homophobia

Prejudice against individuals who are or are perceived to be gay, lesbian, bisexual, pansexual, or queer.

Incest

Sexual contact between persons who are so closely related that marriage between those two people would be considered illegal (e.g., a parent/stepparent and a child or siblings).

Inclusive

Activities, curricula, language, and other practices in the educational environment that ensure every student's entitlement to, access to, and participation in learning is anticipated, acknowledged, and taken into account. This includes all students, regardless of race/ethnicity, ability, socio-economic status, gender, gender identity, gender expression, sexual orientation, age, size, or religion.

Induced Abortion

A medicinal or surgical procedure that ends a pregnancy. Medicinal abortion, also called medication abortion, most often involves the use of a prescription medication called Mifepristone, which is also known as RU-486, and is used in combination with misoprostol. These medications are often called "the abortion pill." Abortion medication should not be confused with Emergency Contraception, a medication that reduces the risk of pregnancy when taken shortly after unprotected sex. Surgical and medication abortion are legal, but subject to various federal and state laws in the United States. (See also Emergency Contraception.)

Institutional Value

A value that is agreed upon and often represented in the policies of a school or organization. The following is an example of an institutional value that is relevant to sex education: All students deserve to learn in a safe and inclusive environment.

Internal Condoms

A polyurethane pouch that is inserted into the vagina when one is engaging in sexual behaviors to reduce the risk of pregnancy and/or sexually transmitted diseases (STDs). Some people also use internal condoms in the anus to protect against STDs during anal sex. Internal condoms are also called female condoms.

Interpersonal Violence

Violence between individuals that is subdivided into domestic and intimate partner violence and community violence. The former category includes child maltreatment; dating violence, intimate partner violence; and elder abuse, while the latter is broken down into acquaintance and stranger violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplaces and other institutions. Interpersonal violence includes sexual violence. (See also Dating Violence, Domestic Violence, Intimate Partner Violence, and Sexual Violence.)

Intersectionality

A term coined by law professor Kimberlé Crenshaw, JD, LL.M. to describe the way that social categorizations, such as race, class, and gender, do not act independently of one another, but create overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. Intersectionality looks at the relationships between multiple marginalized identities and the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities.

Intersex

General term used for a variety of conditions in which a person is born with a reproductive and/or sexual anatomy that does not seem to fit the typical, binary definitions of female or male. Intersex conditions are not always discernible at birth or the awareness of internal anatomy present at birth may not be known to the person until puberty, if it is known at all. A derogatory term previously used for intersex individuals is hermaphrodite.

Intimate Partner Violence

Physical, sexual, and/or emotional abuse, violence, or aggression that occurs in a close relationship. It includes threats of violence and coercion and can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, and violation of individual rights. Intimate partner violence is defined by abusive behavior and can occur in all types of intimate relationships regardless of gender identity or sexual orientation and does not require sexual intimacy. (See also Intimate Partner Violence and Sexual Violence.)

Lesbian

A person who identifies as a woman who is romantically, emotionally, and/or sexually attracted to other women.

Lived Experiences

A collection of events that have been experienced firsthand by an individual.

Long Acting Reversible Contraception (LARC)

Contraceptive methods that can remain in place for several years. They are the most effective forms of reversible contraception and include, but are not limited to, IUDs and implants

Masturbation

Touching one's own body for sexual pleasure. This may include stimulation of one's own genitals and commonly results in orgasm.

Medically Accurate

Information relevant to informed decision-making based on the weight of scientific evidence; consistent with generally recognized scientific theory; conducted under accepted scientific methods; published in mainstream peer-reviewed journals; or recognized as accurate, objective and complete by mainstream professional organizations and scientific advisory groups.

Miscarriage

The spontaneous or natural loss of a fetus before the 20th week of pregnancy. (Spontaneous or naturally occurring pregnancy loss after the 20th week is often called a stillbirth). Miscarriage, which may also be called a spontaneous abortion, is a naturally occurring event, unlike an induced abortion, which is also known as a medicinal or surgical abortion. (See also Induced Abortion and Spontaneous Abortion.)

Oral Sex

Sexual behavior that involves a person using their mouth to sexually stimulate the genitals of another person.

Pansexual

A person who has the potential to be romantically, emotionally, and/or sexually attracted to people, regardless of their gender or gender identity though not necessarily simultaneously, in the same way, or to the same degree.

PEP (Post-Exposure Prophylaxis)

Medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Power

Access to resources (social power) that enhance one's chances of living a relatively more comfortable, productive, and safe life. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Pregnancy Options

The alternatives a person who is pregnant may select: parenting (giving birth and raising a child), abortion (taking medication or having a medical procedure that ends the pregnancy), or adoption (giving birth and placing your child with another person or family permanently). (See also Abortion and Adoption.)

PrEP (Pre-Exposure Prophylaxis)

Daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership. Privilege is advantage or immunity accorded by the formal and informal institutions of society (e.g., housing, government, education, media, business, healthcare, criminal justice, religion) to all members of a dominant group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.

Professional Boundaries

The limits placed between teaching professionals and students, given that educators are entrusted to care for students, responsible for ensuring student safety, and in a position to exert a measure of authority and control over students.

Puberty

A stage of human biological development during which adolescents become sexually mature and capable of reproduction. This occurs when the pituitary gland triggers production of testosterone, estrogen, and/or progesterone resulting in physical and emotional changes. Physical changes may include hair growth around the genitals, menstruation, sperm production, breast growth, and much more.

Queer

An umbrella term often used by people who do not conform to dominant societal norms to express fluid sexual orientation, gender identity, or sexual identity. While often used as a neutral or even a positive term among many LGBT people today, “queer” was historically used as a derogatory slur.

Questioning

Refers to people who are exploring what their sexual orientation and/or gender identity and gender expression might be.

Racial Justice

The systematic fair treatment of people of all races and the proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all.

Racism

The intentional or unintentional individual, cultural, and institutional beliefs or practices that systematically result in the negative treatment and subordination of members of racial or ethnic groups that have a history of targeted discrimination and social subordination.

Rape

A type of sexual assault that involves vaginal, anal, or oral sex using a body part or an object without consent. Rape is a form of sexual assault, but not all sexual assault is rape. (See also Consent and Sexual Assault.)

Reproductive Justice

A term coined by 12 Black women to define the human right to maintain personal bodily autonomy, have children, not have children, and parent the children we have in safe and sustainable communities. In addition, reproductive justice demands sexual autonomy and gender freedom for every human being.

Safe and Affirming Learning Environments

A place where all students feel physically and emotionally safe, welcomed, and cared for. These environments are intentionally created through group norms, role modeling, and other strategies.

Safety Plan

A personalized and practical plan that can help a person in an unsafe relationship know the best way to respond when they are in danger including, but not limited to, how to get out of the relationship.

Self-Concept

An individual's attitudes, beliefs, opinions, and cognitions about who they are as a person.

Self-Esteem

A person's overall opinion of themselves and how they feel about their abilities and limitations. For example, high self-esteem may result in someone feeling good about themselves whereas someone with low self-esteem may place little value on their own opinions and ideas.

Sex Assigned at Birth

The sex that the medical community labels a person when they are born, which is typically based on their external genitalia. Sex Assigned at Birth is also known as natal sex. (See also Biological Sex.)

Sex Positive

Teaching that recognizes that sexuality and sexual development are natural, normal, and healthy parts of our lives and refrains from using shame and fear to motivate students to be abstinent.

Sex Trafficking

The recruitment, transportation, transfer, harboring, provision, or obtaining of an individual who under threat, force, coercion, fraud, deception, or abuse of power is sexually exploited for the financial gain of another. Considered a form of modern-day slavery, it does not have to have

some form of travel, transportation, or movement across borders. For minors, consent is irrelevant, and the element of means (e.g., force) is not necessary.

Sexism

Discrimination or prejudice against people based on their sex, gender, and/or perceived characteristics thereof.

Sexual Abuse

Any sort of unwanted sexual contact, including but not limited to, force, threats, or taking advantage of an individual, often over a period of time. A single act of sexual abuse is usually referred to as a “sexual assault.” (See also Sexual Assault.)

Sexual Agency

Agency is the ability to act in a way to accomplish your goals. To have agency in an area of life is to have the capability to act in a way to produce desired results. Sexual agency includes: the ability to give consent to participate in and/or decline sexual behaviors; to choose whether or not to engage in sexual behaviors in a specific way, with a specific person, and/or at a specific time and place; the ability to choose safer sex practices, including contraception; and the right to choose to define one’s sexuality, sexual orientation, and gender.

Sexual Assault

Any unwanted sex act committed by a person or people against another person. Examples include, but are not limited to: nonconsensual kissing, groping or fondling; attempted rape; forcing someone to perform a sexual act; and rape.

Sexual Behavior

Acts that include, but are not limited to: vaginal sex, oral sex, anal sex, mutual masturbation, genital rubbing, or masturbation. (See also Anal Sex, Masturbation, Oral Sex, and Vaginal Sex.)

Sexual Exploitation

Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual misuse of another. Sexual exploitation is a type of sexual abuse and can happen in person or online. (See also Sexual Abuse.)

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature.

Sexual Identity

A person’s self-identity based on their understanding of and/or ability to outwardly express their sexual orientation and/or gender identity. Sexual identity evolves through a developmental process that varies depending on the individual. Issues such as religion, culture, one’s family values, etc. may impact a person’s sexual identity. No one else can determine what a person’s sexual identity is; only the individual can decide what identity is right for them. (See

also Sexual Orientation.)

Sexual Intercourse

Sexual intercourse may mean different things to different people, but could include behaviors such as vaginal sex, oral sex, or anal sex. (See also Anal Sex, Oral Sex, and Vaginal Sex)

Sexual Orientation

A person's romantic, emotional and/or sexual attraction to other people. Sexual orientations include, but are not limited to, asexual, bisexual, gay, heterosexual, lesbian, pansexual, and queer. (See also Asexual, Bisexual, Gay, Heterosexual, Lesbian, Pansexual, and Queer.)

Sexual Response Cycle

The sexual response cycle refers to the sequence of physical and emotional changes that occur as a person becomes sexually aroused and participates in sexually stimulating activities, including intercourse and masturbation. The Masters and Johnson sexual response cycle has four phases: desire (libido), arousal (excitement), orgasm, and resolution. (See also Masturbation, Sexual Behavior, and Sexual Intercourse.)

Sexual Risk Avoidance

A rebranding of abstinence-only-until-marriage programs that emphasize abstinence from all sexual behaviors outside of heterosexual marriage as the only acceptable standard for human behavior. (See also Abstinence-Only- Until-Marriage Programs.)

Sexual Violence

An all-encompassing, non-legal term that refers to any completed or attempted sexual act that occurs when consent is not obtained or not freely given. It includes sexual assault, rape, sexual abuse, domestic violence, dating violence, and intimate partner violence. (See also Dating Violence, Domestic Violence, Intimate Partner Violence, Sexual Abuse, Sexual Assault, and Rape.)

Sexuality

The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime. (See also Biological Sex, Gender Identity, and Sexual Orientation.)

Sexually Explicit Material

Any printed, electronic, or computer-generated matter, picture, sculpture, or sound recording which presents sexual content without deliberate obscuring or censoring and can reasonably be construed as being produced for the purpose of stimulating sexual excitement, arousal, or gratification. Also sometimes referred to as pornography.

Sexually Transmitted Diseases (STDs)

Common infections caused by bacteria, viruses, or parasites that are transmitted from one person who has the infection to another during sexual contact that involves exchange of fluids or skin-to-skin contact. STDs are often referred to as sexually transmitted infections or STIs in an effort to clarify that not all sexually transmitted infections turn into a disease.

Social Justice

The view that everyone deserves to enjoy the same economic, political, and social rights and opportunities, regardless of race, sex, gender, gender identity, socio-economic status, sexual identity, ability, or other characteristics.

Socio-economic Status

Social group membership based on a combination of factors including income, educational attainment, occupation, financial security, and subjective perceptions of social status and social class in the community, such as contacts within the community, group associations, and the community's perception of the family or individual. Socio-economic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society.

Spontaneous Abortion

A naturally occurring termination of pregnancy before the 20th week of pregnancy. (Naturally occurring pregnancy loss after the 20th week is often called a stillbirth). Spontaneous abortion, which may also be called a miscarriage, is a naturally occurring event, unlike induced abortion, which is also known as medicinal or surgical abortions. (See also Induced Abortion and Miscarriage.)

Student Centered

An approach to teaching that prioritizes the needs and learning styles of students.

Teaching Strategies

The intentional use of different modalities that enable students to learn desired content and skills.

Teasing

A social exchange that can be friendly, neutral, or negative. The perpetrator may assert they do not intend for their actions to be hurtful to the victim. Teasing does not include making fun of someone's ability, ethnicity, faith, or other characteristics that are out of the person's control. Teasing can be meant in good fun, but if repeated over and over again, continuing after a person asks that it stop, or with harmful intent, teasing can become bullying or harassment. (See also Bullying and Harassment.)

Transgender

A person whose gender identity and/or expression is not aligned with the sex they were assigned at birth. Transgender is often used as an umbrella term encompassing a large number of identities related to gender nonconformity. (See also Gender Nonconforming.)

Transphobia

Prejudice against individuals who are or are perceived to be transgender.

Trauma (Individual)

Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well being.

Trauma (Systemic)

The contextual features of environments and institutions that give rise to trauma, maintain trauma, and impact posttraumatic responses. This conceptualization of trauma considers the influence of environments such as: schools, religious institutions, the military, workplace settings, hospitals, jails, and prisons; agencies and systems such as incarceration, foster care, immigration, federal assistance, and disaster management; conflicts involving war, torture, terrorism, and refugees; and dynamics of racism, sexism, discrimination, bullying, and homophobia.

Trauma Informed

An approach to teaching that recognizes the influence of individual and systemic trauma on students and assesses the implications on instruction and cognition to ensure a safe and supportive learning environment.

Trusted Adult

A person to whom a student can turn to in a time of need who can offer support and guidance.

Two-Spirit

A contemporary umbrella term used by Native, Indigenous, and/or First Nations people whose gender identity encompasses both male and female energies. Often recognized as a third gender since it falls outside of the two- gender binary, two-spirit people may or may not identify as lesbian, gay, bisexual, transgender, intersex, or gender nonconforming. Please note that most Indigenous communities have their own unique words for describing people who defy gender norms and in many Nations, being Two-Spirit carries both great respect and additional commitments and responsibilities to one's community. (See also Bisexual, Gay, Intersex, Lesbian, Gender Nonconforming.)

Unconscious Bias

Social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing, often as the result of historical context. Unconscious bias is also known as implicit bias.

Undetectable Viral Load

When the amount of HIV in the blood is too low to be detected with a viral load test. A person's viral load is considered "durably undetectable" when it remains undetectable for at least six months after a first undetectable test result. Antiretroviral drugs may reduce a person's viral load

to an undetectable level; however, that does not mean the person is cured. Some HIV, in the form of latent HIV reservoirs, remains inside cells and in body tissues. (See also Viral Suppression.)

Universal Values

Values that are agreed to by the consensus of people in a society. The following are examples of universal values relevant to sex education: honesty, trustworthiness, responsibility, respect for self and others, and freedom from coercion/exploitation.

Vaginal Sex

Sexual behavior involving penetration of the vagina by a penis or sex toy.

Value

A belief or opinion about the morals or ethics of an issue—right and wrong, good and bad, and/or the relative importance or what one should or should not do. The following is an example of a value relevant to sex education that a person might hold: Sexual behaviors between two people should be loving, pleasurable, and equitable.

Viral Suppression

When antiretroviral therapy (ART) reduces a person’s viral load to an undetectable level. Viral suppression does not mean a person is cured; HIV still remains in the body. If ART is discontinued, the person’s viral load will likely return to a detectable level