



# Curriculum Connection

*Pre-K through 2nd Grade*

A companion guide to the CPS  
Personal Health and Safety Curriculum  
for Parents/Caregivers



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## Curriculum Connection

The Curriculum Connection is the companion guide to the Chicago Public Schools (CPS) Personal Health & Safety and Sexual Health Education Curriculum (PH&S/SHE), and it provides parents/caregivers with useful information and resources about what students will learn at every grade level. If you have questions, contact your child(ren)'s instructor about the sexual health education lessons that will be taught this year.

The Chicago Public Schools (CPS) Personal Health & Safety and Sexual Health Education (PH&S/SHE) Curriculum builds a foundation of knowledge and skills for students in pre-Kindergarten through 12<sup>th</sup> grade. The CPS curriculum is medically accurate as well as age and developmentally appropriate and is designed to help students make informed decisions and safe choices. Schools must teach personal health & safety education every year in grades Pre-Kindergarten through 5th, and sexual health education every year in grades 6th through 12th, providing all lessons and topics as outlined in the scope and sequence including healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence.

The Office of Student Health and Wellness (OSHW) supports comprehensive sexual health education in accordance with the [CPS Sexual Health Education Policy](#), [Illinois Public Act 102-0552](#), titled *Keeping Youth Safe and Healthy*, and [Illinois Public Act 097-1147](#), titled *Erin's Law*. OSHW provides resources to schools such as training for sexual health education instructors, a free and complete curriculum with lesson plans for grades pre-Kindergarten through 12th grade, linkage to approved community partners who provide sexual health education, and technical support.



# HEALTHY CPS

— OFFICE OF STUDENT HEALTH & WELLNESS —

FOR PARENTS AND GUARDIANS

## CPS Sexual Health Education

The Chicago Public Schools (CPS) sexual health education curriculum builds a foundation of knowledge and skills for students in grades Pre-K to 12. To help students make informed decisions and safe choices, the CPS curriculum covers topics such as human development, healthy relationships, decision making, abstinence, contraception, and disease prevention. Use this guide to learn more about how sexual health education is implemented across the district.



### LOGISTICS



#### Taught Yearly

The CPS Sexual Health Education Policy requires sexual health must be taught in all grades Pre-K to 12, to all students, unless opted-out by parent/guardian.



#### Trained Instructors

Every school must have at least 2 instructors who have completed the CPS Sexual Health Education Instructor training. Additionally, at least one SPED teacher must be trained if the school has SPED teachers on staff.

### DID YOU KNOW?

According to the 2019 Youth Risk Behavior Survey (YRBS),

**31%**

CPS high school students have had sexual intercourse

**11%**

CPS middle school students have had sexual intercourse

### CURRICULUM



#### Accurate & Age Appropriate

CPS sexual health education is medically accurate, age appropriate, and comprehensive.



#### Aligned with National Standards

Illinois law requires sexual health education be aligned with the National Sex Education Standards, which were developed by national experts and provide guidance on core content for sexual health education in grades K to 12.



#### Erin's Law

Erin's Law requires grades Pre-K to 12 students learn about child sexual abuse prevention yearly.

### PARENTS/GUARDIANS



#### Curriculum Connection

The Curriculum Connection is a parent resource that provides lesson summaries, vocabulary lists, and resources to help parents have conversations with their child(ren) about sexual health.



#### Opt Out

Parents/guardians receive at least 3 notifications that sexual health will be taught. By Illinois state law, parents/guardians have the right to opt out their child(ren) from one or all lessons.



#### Primary Educators

Parents/guardians are the primary sexual health educators for their child(ren). Information and parent resources are available on the [CPS sexual health education website](https://www.cps.edu/sexualhealth).

**Topic Areas:** Anatomy and Physiology, Puberty and Adolescent Sexual Development, Gender Identity and Expression, Sexual Orientation and Identity, Sexual Health, Consent and Healthy Relationships, and Interpersonal Violence

Questions? Contact us at [sexualhealth@cps.edu](mailto:sexualhealth@cps.edu)





## Requirements of Personal Health & Safety and Sexual Health Education

**What is CPS's sex education policy:** Read the full [policy](#).

The CPS Sexual Health Education Policy requires:

- Schools must teach sexual health education policy every year in grades PK-12, providing all lessons and topics as outlined in the sexual health education scope and sequence.
- Every school must have two trained instructors who have completed the District's sexual health education instructor training. Schools that have a diverse learner student population must have at least one Special Education instructor trained by the District.
- Schools can bring in outside, pre-approved organizations to provide sexual health education.
- The CPS curriculum is medically accurate, age appropriate, and comprehensive. It is also aligned with the [National Sex Education Standards](#) and is LGBTQ+ inclusive.
- Schools must provide at least three forms of notification—at least one in writing—to inform parents/caregivers that instruction will take place.
- Per Illinois law, parents/caregivers have the right to opt out their children of all or some lessons of the sexual health education curriculum.

**What do Illinois' laws related to sexual health public education say:**

CPS's curriculum is in line with the Illinois law Keeping Youth Safe and Healthy Act, [Illinois Public Act 102-0552](#). Signed into law in August 2021, this act requires that when sexual health education is taught, it must be in alignment with the National Sex Education Standards, and include information on healthy relationships, anatomy and physiology, puberty and adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence. The law also requires that instruction be medically accurate, age and developmentally appropriate, culturally appropriate, trauma informed, and inclusive of LGBTQIA+ and pregnant/parenting youth.

CPS's curriculum is in line with Erin's law, or [Illinois Public Act 097-1147](#), which requires public schools to provide child sexual abuse prevention education for children in pre-kindergarten through twelfth grades. The law requires that schools annually teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability, and encourage them to report abuse.



## Personal Health & Safety and Sexual Health Education

### Instruction

**Who receives PH&S/SHE?** PH&S/SHE is to be provided to all CPS students from PreK-12 every year, unless opted out by their parent/caregiver.

**Who teaches PH&S/SHE?** Sexual health education instructors must be trained by the district and pass an exam to be certified. Certification expires after 4 years. Every school must have at least two teachers trained to teach sex education, plus one additionally trained special education teacher if the school has a special education cluster program. Schools can also contract with local organizations to teach sex education if they are pre-approved by the district.

**What does classroom instruction look like?** Schools are not permitted to separate students by sex or gender when providing instruction. Schools and teachers decide when during the school year sexual health education will be taught, by whom, and during which class periods.

### Parent/Caregiver Notification

**Do parents/caregivers have access to the PH&S/SHE curriculum?** Parents/caregivers are able to view unit plans for each grade level which outline the standards, objectives, and key content for each lesson. Parents/caregivers can also view the [Scope and Sequence](#) which outlines the CPS curriculum by grade level. The full text of the sex education curriculum is not available to the public. Parents/caregivers can request a (virtual or in person) meeting with their child's teacher to review the curriculum.

**How are parents/caregivers notified that sex education will be taking place at their child's school?** Schools are required to notify parents/caregivers three times that sexual health education will be taking place in their child's class at least two weeks before instruction begins. At least one of those notifications must be in writing. Other forms of notification are left to school discretion and might include a school event, newsletters, or a website update.

**What can parents/caregivers do if they do not want their child to receive sexual health education?** Parents/caregivers can request that their child be opted out of sexual health education by informing their child's teacher verbally or in writing.

**Whom do I contact if I have questions about sexual health education?** Contact your child's school for more information or to request a meeting to discuss the sexual health education curriculum. If you have additional questions, visit the CPS Sexual Health Education [website](#) or contact [sexualhealth@dps.edu](mailto:sexualhealth@dps.edu).



## About the Curriculum

**What is Personal Health & Safety and Sexual Health Education?** You might have noticed that the Sexual Health Curriculum has been referred to as Personal Health & Safety Education in early grades. The change in language is to better describe the content being taught, as well as to align with Illinois state law. Going forward, grades Pre-K to 5 receive Personal Health & Safety Education and grades 6 to 12 receive Sexual Health Education. This distinction also demonstrates that the content learned in earlier grades sets the foundation for sexual health education in the future.

**What topics are covered?** CPS's sexual health curriculum is informed by the standards outlined in the second edition of the [National Sex Education Standards](#). Topics include: Consent & Healthy Relationships; Anatomy & Physiology; Puberty & Adolescent Sexual Development; Gender Identity & Expression; Sexual Orientation & Identity; Sexual Health; Interpersonal Violence. These topics run throughout the CPS curriculum; specific topics vary by grade to ensure lessons are developmentally appropriate.

### **What efforts are made to incorporate LGBTQ+ identities into sexual health education:**

CPS believes that all students deserve to see themselves represented in the curriculum and have a right to affirming education and accurate medical information that is relevant to their lives. The curriculum is required to be inclusive of all identities and experiences, including that of LGBTQ+ students and staff. As such instructors must:

- Acknowledge that gender and sex are not binary
- Emphasize similarities across bodies and emphasize patterns, not rules
- Acknowledge that all relationships are valid
- Use gender inclusive language during all interactions with youth
- Address LGBTQ+ bullying and harassment
- Use a student's affirmed name and pronouns

Additional information regarding general LGBTQ+ inclusion and safe and supportive environments at CPS on the [CPS Sex Education website](#). Review the [guidelines](#) and definitions related to creating and sustaining a safe and supportive environment for LGBTQ+ students and staff.

**Scope and Sequence:** The [CPS Scope and Sequence](#) is a tool that shows the order of lessons across every grade level. The scope and sequence is not the full curriculum. Rather, it provides a high level overview of lesson topics and objectives and how the topics repeat and advance in detail as students progress through their education. This is a public facing document and can be shared with parents and caregivers and other stakeholders.

**Unit Plans:** The [CPS Unit Plans](#) for each grade level provide a deeper look at each lesson in every grade level. The unit plans are not the full curriculum. Rather, they provide a deeper look



into the curriculum than the scope and sequence by outlining the standards met by each lesson as well as the topics, objectives, and activities in each lesson. The unit plans are public facing and can be shared with parents and caregivers and other stakeholders.

**Glossaries:** The [CPS Sex Education Glossaries](#) highlight the key vocabulary for each grade level. The definitions are written in age appropriate language to make it easier for parents and caregivers to be able to continue the classroom learning at home.

**School to Home Connection:** Establishing a pattern of open and honest conversations at home is an important component of sexual health education. Throughout the curriculum, optional homework assignments are included to promote conversations between students and their parents/caregivers and reinforce what students learned in the classroom. Families are encouraged to complete all assignments together.





## Unit Plans

*Unit Plans are also available in all 9 CPS languages. Links to the translated versions are available in each section below.*

### Pre-Kindergarten Unit Plan

#### [Translated Unit Plans](#)

**Unit Rationale:** This curriculum will establish clear ways for students to support themselves and their peers, including respect for self and others. This unit meets the requirements of [Erin's Law](#), which is an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. Similarly to learning how wearing a helmet is important for staying safe while riding a bike, learning medically accurate terminology for body parts helps prevent child sexual abuse and increases the likelihood a child would report abusive behavior. They will learn that their bodies are their own, and that no one has a right to touch them in a way that makes them uncomfortable. They will learn how to identify safe adults in their lives that they can turn to if unsafe or uncomfortable touch occurs.

#### Enduring Understandings:

- All people, including children, deserve to be treated with kindness and respect.
- People and families share a lot of similarities.
- Diversity is important and should be celebrated.
- When faced with big problems, young people can get help from trusted adults.
- No one has the right to touch you in a way that makes you uncomfortable.

#### Essential Questions:

- How can we have a healthy and happy classroom community?
- How can families be the same and how can they be different?
- Why is it important to know the correct names for private body parts?
- How do we respect each other's space?
- Who do we tell 'Tell Secrets' to?

#### Standards:

All lessons are aligned with the National Sex Education Standards (NSES), Second Edition. By the end of each grade band, students will have received instruction addressing all standards in

each topic for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

**Unit Outline:**

	<b>Lesson NSES</b>	<b>Objectives</b>	<b>Lesson Overview and Key Content</b>
1	Our Healthy and Happy Classroom Community  <i>CHR.2.SM.1</i>	<ul style="list-style-type: none"> <li>• Students create/strengthen classroom rules/ for everyone to know what behaviors are expected.</li> <li>• Students will identify that every person in the room is part of the Healthy and Happy Classroom Community.</li> </ul>	In this lesson, students will be introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.
2	Different Kinds of Families  <i>CHR.2.CC.4</i>	<ul style="list-style-type: none"> <li>• Name at least three different types of family structures.</li> <li>• Explain that differences between families are normal and no one type of family is better than another.</li> </ul>	In this lesson, students learn about different family structures/ configurations. Students will read and discuss <i>The Family Book</i> by Todd Parr and discuss similarities and differences between families. Students will learn that all family structures are valid.
3	Understanding Our Bodies – The Basics  <i>AP.2.CC.1</i>  <b><i>This lesson supports Erin's Law requirements.</i></b>	<ul style="list-style-type: none"> <li>• Correctly identify body parts typically considered private (genitals), including nipples, anus, vulva, and penis.</li> <li>• Describe why it is important for them to know the correct names for the private parts.</li> </ul>	In this lesson, students learn about the private body parts through a <a href="#">PowerPoint presentation</a> introducing basic anatomy via age-appropriate images and descriptions. This lesson will allow students to identify the private body parts of most people. Students will learn why it is important to understand the correct names for those parts, including that knowing the names helps them communicate with helping adults like doctors and nurses outside of their families.
4	My Space, Your Space	<ul style="list-style-type: none"> <li>• Students will be able to identify whether they do or do not like certain ways of being touched.</li> </ul>	In this lesson, students learn about 'personal space' and identify types of touch they like, and types of touch they

	<p><i>CHR.2.IC.1</i> <i>IV.2.AI.1</i></p> <p><b><i>This lesson supports Erin's Law requirements.</i></b></p>	<ul style="list-style-type: none"> <li>● Explain that they have the right to determine whether and how they are touched.</li> <li>● Demonstrate an understanding of how to respond effectively when someone touches them in a way that makes them feel uncomfortable.</li> </ul>	<p>don't like. This lesson explains that they have the right to determine whether and how they are touched. Students will learn what to do if they are touched in a way that makes them uncomfortable including telling a trusted adult.</p>
5	<p>Surprises vs Tell Secrets</p> <p><i>IV.2.AI.1</i> <i>IV.2.AI.2</i></p> <p><b><i>This lesson supports Erin's Law requirements.</i></b></p>	<ul style="list-style-type: none"> <li>● Students will be able to explain that being touched against their will or being forced to touch someone else is unacceptable and never a child's fault.</li> <li>● Students will differentiate the difference between Surprises and Tell Secrets.</li> <li>● Students will be able to identify at least two trusted adults they can tell if they are feeling uncomfortable about being touched.</li> </ul>	<p>In this lesson, students will review identifying trusted adults and personal space. This lesson builds upon the previous lesson and discusses inappropriate touches including bullying, physical harm, and child sexual abuse. Students will read the book <i>Secrets Should Never be Kept</i> by Craig Smith and discuss the differences between surprises and 'Tell' Secrets.</p>

**School to Home Connection:**

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take home assignments to support the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School-to-Home Connection component in the Pre-Kindergarten Unit:

**Lesson 1:** Students and families can look through old family photos and listen to stories about older people in their families.

**Lesson 2:** Students can share their "My Family Portrait" worksheet with their family and tell their family about what they learned in class.

**Lesson 3:** “Understanding Our Bodies.” This worksheet reviews the private body parts learned about in class. Families can review the definitions together.

**Lesson 4:** “I Like...I Don’t Like.” This worksheet helps students identify types of touches that they like and don’t like. This assignment reinforces the importance of personal space and communicating personal boundaries.

**Lesson 5:** Students can share the story *Some Secrets Should Never Be Kept* by watching/listening to the story read by Debra Bryne that Educate2Empower Publishing has online at: <https://www.youtube.com/watch?v=4YjJ1MreZqs>

## Kindergarten Unit Plan

### [Translated Unit Plans](#)

**Unit Rationale:** This curriculum will establish clear ways for students to support themselves and their peers, including respect for self and others. This unit meets the requirements of [Erin’s Law](#), which is an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. Similarly to learning how wearing a helmet is important for staying safe while riding a bike, learning medically accurate terminology for body parts helps prevent child sexual abuse and increases the likelihood a child would report abusive behavior. They will learn that their bodies are their own, and that no one has a right to touch them in a way that makes them uncomfortable. They will learn how to identify safe adults in their lives that they can turn to if unsafe or uncomfortable touch occurs.

### Enduring Understandings:

- All people, including children, deserve to be treated with kindness and respect.
- People and families share a lot of similarities.
- Diversity is important and should be celebrated.
- When faced with big problems, young people can get help from trusted adults.
- No one has the right to touch you in a way that makes you uncomfortable.

### Essential Questions:

- How can we have a healthy and happy classroom community?
- How can we show respect for different types of families?
- Why is it important to know the correct names for private body parts?
- How do we respect each other’s personal space?
- When should I keep a secret and when should I tell?

**Standards:**

All lessons are aligned with the National Sex Education Standards (NSES), Second Edition. By the end of each grade band, students will have received instruction addressing all standards in each topic for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

**Unit Outline:**

	<b>Lesson NSES</b>	<b>Objectives</b>	<b>Lesson Overview and Key Content</b>
1	Our Healthy and Happy Classroom Community  (35 minutes)  <i>CHR.2.SM.1</i>	<ul style="list-style-type: none"> <li>• Students create/strengthen classroom rules/ for everyone to know what behaviors are expected.</li> <li>• Students will identify that every person in the room is part of the Healthy and Happy Classroom Community.</li> </ul>	In this lesson, students will be introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.
2	Different Kinds of Families  (40 minutes)  <i>CHR.2.CC.4</i> <i>CHR.2.IC.2</i>	<ul style="list-style-type: none"> <li>• Name at least three different types of family structures.</li> <li>• Identify ways they can show respect for different types of families.</li> </ul>	In this lesson, students learn about different family structures/configurations as well as the importance of being respectful towards different kinds of families. Students will read and discuss <i>The Family Book</i> by Todd Parr and give examples on how they can treat all families with respect.
3	Understanding Our Bodies – The Basics  (35 minutes)  <i>AP2.CC.1</i>  <b><i>This lesson supports Erin's Law requirements.</i></b>	<ul style="list-style-type: none"> <li>• Correctly identify body parts typically considered private (genitals), including nipples, anus, vulva, and penis.</li> <li>• Describe why it is important for them to know the correct names for the genitals.</li> </ul>	In this lesson, students learn about the private body parts through a PowerPoint presentation introducing basic anatomy via age-appropriate images and descriptions. This lesson will allow students to identify the private body parts of most people. Students will learn why it is important to understand the correct names for those parts, including that knowing the names helps them communicate with helping

			adults like doctors and nurses outside of their families.
4	<p>My Space, Your Space (40 minutes)</p> <p><i>CHR.2.IC.1</i> <i>IV.2.AI.1</i></p> <p><b><i>This lesson supports Erin's Law requirements.</i></b></p>	<ul style="list-style-type: none"> <li>Name at least 2 ways of being touched that are okay with them and at least 2 ways of being touched that they do not like.</li> <li>Explain that they have the right to determine whether and how they are touched.</li> <li>Demonstrate an understanding of how to respond effectively when someone touches them in a way that makes them feel uncomfortable.</li> </ul>	<p>In this lesson, students learn about 'personal space' and identify types of touch they like, and types of touch they don't like. This lesson explains that they have the right to determine whether and how they are touched and demonstrates an understanding of how to respond to unwanted touching. Students will learn what to do if they are touched in a way that makes them uncomfortable including telling a trusted adult.</p>
5	<p>Surprises vs Tell Secrets (40 minutes)</p> <p><i>IV.2.AI.1</i> <i>IV.2.AI.2</i></p> <p><b><i>This lesson supports Erin's Law requirements.</i></b></p>	<ul style="list-style-type: none"> <li>Students will be able to explain that being touched against their will or being forced to touch someone else is unacceptable and never a child's fault.</li> <li>Students will differentiate the difference between Surprises and Tell Secrets.</li> <li>Students will be able to identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched.</li> </ul>	<p>In this lesson, students will review identifying trusted adults. This lesson builds upon the previous lesson and discusses inappropriate touches including bullying, physical harm, and child sexual abuse. Students will read the book <i>Secrets Should Never be Kept</i> by Craig Smith and discuss the differences between surprises and 'Tell' Secrets. Students will discuss identifying trusted adults.</p>

**School to Home Connection:**

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take home assignments to support the learning taking place in the classroom. While optional, families are



encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School-to-Home Connection Component in the Kindergarten Unit:

**Lesson 1:** Students and families can look through old family photos and listen to stories about older people in their families.

**Lesson 2:** “My Family.” This worksheet poses different questions about your family including likes and family traditions.

**Lesson 3:** “Understanding Our Bodies.” This worksheet reviews the private body parts learned about in class. Families can review the definitions together.

**Lesson 4:** “I Like...I Don’t Like.” This worksheet helps students identify types of touches that they like and don’t like. This assignment reinforces the importance of personal space and communicating personal boundaries.

**Lesson 5:** Students can share the story *Some Secrets Should Never Be Kept* by watching/listening to the story read by Debra Bryne that Educate2Empower Publishing has online at: <https://www.youtube.com/watch?v=4YjJ1MreZqs>

## Grade 1 Unit Plan

### [Translated Unit Plans](#)

**Unit Rationale:** To support feeling safe and protected, students will establish clear ways to support themselves and their peers in a group setting. In this unit, students will go through the basics of what friends are and how to share feelings with friends while emphasizing that students should be respectful of all types of people. This unit will also introduce the concept of reproduction and the differences between things in the world that can and cannot reproduce. Because [most children begin to recognize gender around age 3](#), students will learn language to understand gender and gender role stereotypes. This unit meets the requirements of [Erin’s Law](#), which is an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children. Students will learn to define sexual abuse and identify behaviors that they would want to bring to the attention of a trusted adult in order to get help.

### Enduring Understandings:

- When faced with big problems, young people can get help from trusted adults.
- Families can change over time in many different ways.
- Treating friends with respect is important and there are many ways to be a good friend.
- Living things have the ability to reproduce.
- It is important to be yourself and do the things that you like to do.

### Essential Questions:

SY23-24

- How can we have a healthy and happy classroom community?
- What makes a good friend?
- Who can you talk with about a change that is happening in your family?
- What can and cannot reproduce?
- How can we make sure our bodies are safe?
- What are gender stereotypes?

**Standards:**

All lessons are aligned with the National Sex Education Standards (NSES), Second Edition. By the end of each grade band, students will have received instruction addressing all standards in each topic strand for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

**Unit Outline:**

	<b>Lesson NSES</b>	<b>Objectives</b>	<b>Lesson Overview and Key Content</b>
1	Our Healthy and Happy Classroom Community CHR.2.SM.1	<ul style="list-style-type: none"> <li>● Create/strengthen classroom expectations for everyone to know what behaviors are expected.</li> <li>● Identify that every person in the room is part of the Healthy and Happy Classroom Community.</li> </ul>	In this lesson, students will be introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment.
2	Friendships CHR.2.CC.1 CHR.2.SM.1	<ul style="list-style-type: none"> <li>● Describe at least three characteristics of a good friend.</li> <li>● Identify at least two healthy ways for friends to express feelings with each other.</li> </ul>	In this lesson, students will discuss the importance of friendships and what it takes to be a good friend, as well as why friends count on us and how we can show our friends that we care about them. Students will participate in an activity comparing qualities of healthy friendships to ingredients in a cake. Students will have an opportunity to practice communicating about feelings through role plays with their peers.





# HEALTHY CPS

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3	Families Change CHR.2.CC.4 CHR.2.SM.1	<ul style="list-style-type: none"><li>● Explain that it's natural for families to change.</li><li>● Identify trusted adults and family members they can turn to when they need help coping with changes in their families.</li><li>● Practice effective communication through the creation and stating of an "I feel" statement.</li></ul>	In this lesson, students will discuss different types of family structures and identify the ways in which families may change (birth, death, divorce, marriage, adoption, etc). Students will also discuss how changes in families might make someone feel. Students will practice sharing their feelings using "I feel" statements and identify trusted adults at home and at school who they could talk to about changes in their family.
4	The Circle of Life SH.2.CC.1	<ul style="list-style-type: none"><li>● Define the term "reproduction."</li><li>● Differentiate between things in the world that do and do not reproduce.</li></ul>	In this lesson, students will learn about reproduction. During this lesson, students will group pictures into categories, differentiating between living things and nonliving things. By the end of the lesson, students will understand that all living things can reproduce. In this lesson, reproduction is defined as the ability to make something again, or to make a copy of it. Students will discuss in very simple terms that there are different ways for living things to reproduce and will learn that human babies grow in the uterus.
5	My Body is MY Body IV.2.CC.1 IV.2.AI.1	<ul style="list-style-type: none"><li>● Define "sexual abuse."</li><li>● Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult's attention.</li><li>● Identify at least one trusted adult they can go</li></ul>	In this lesson, students will learn about sexual abuse and behaviors that a child would want to bring to the attention of a trusted adult in order to get help. Sexual abuse is defined to students as: "When someone looks at or touches your private body parts, like your chest, genitals, or buttocks without your consent." Students will watch a short animated video to learn about behaviors considered sexual abuse. Students will review that private

		<p>to with questions or concerns about sexual abuse.</p> <ul style="list-style-type: none"> <li>● Demonstate ways to start a conversation when seeking help from a trusted adult about sexual abuse.</li> </ul>	<p>parts of the body are the parts covered by a swimming suit. They will also practice how to identify and communicate with trusted adults if they need help.</p>
6	<p>Pink, Blue, and Purple GI.2.CC.1 GI.2.CC.2</p>	<ul style="list-style-type: none"> <li>● Define gender, gender identity and gender role stereotypes.</li> <li>● Name at least two things they've been taught about gender role stereotypes, and how those things may limit people of all genders.</li> </ul>	<p>In this lesson, students will discuss the concept of gender so that students can then understand gender identity and gender role stereotypes. In this lesson, students reflect on things like colors, toys, and careers. By the end of this lesson students will recognize that gender should not be a limiting factor in being themselves.</p>

**School to Home Connection:**

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take home assignments to support the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School-to-Home Connection Component in the Grade 1 Unit:

**Lesson 2:** Family Member Interview. Interview an adult family member about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

**Lesson 3:** Students can share with their families about one type of family change they learned about in the lesson.

**Lesson 4:** “Circle of Life” worksheet. Working with an adult, list 3 things that can reproduce (such as plants and animals) and 3 things that cannot (such as rocks or household objects).

**Lesson 5:** “Who Can You Trust” worksheet. Identify and draw a picture of an adult at home and someone from school or the community who you can turn to if you need to tell them something important.

**Lesson 6:** “Who Can Be This?” worksheet. Color the pictures of the different jobs an adult might have and decide who can do the job - a man, a woman, or anyone.

## Grade 2 Unit Plan

### [Translated Unit Plans](#)

**Unit Rationale:** It is natural for children and adults to experience conflict in their lives, yet certain conflicts, like those created by bullying behaviors, can be stopped. Students will be able to explore examples of bullying behavior as well as how teasing can also be harmful while having opportunities to practice treating others with dignity and respect. Children become aware of similarities and differences between their own and other people’s bodies; this is part of their natural curiosity. This unit will teach students to identify body parts that are the same for all people as well as differences between people. Lessons also define terms such as “consent” and “bodily autonomy,” and have students identify uncomfortable feelings and the adults they can tell if they are feeling uncomfortable. This unit meets the requirements of [Erin’s Law](#), which is an [Illinois Law](#) requiring that schools offer sexual abuse prevention education for all school-aged children.

#### Enduring Understandings:

- Knowing the names of body parts can help you feel safe.
- No one has the right to touch your body in a way that makes you feel unsafe or uncomfortable.
- Trusted adults can help young people put an end to harmful situations.
- Teasing can easily turn into bullying if people do not respect each other’s boundaries.
- Everyone has the right to have their identity respected.

#### Essential Questions:

- How can we have a healthy and happy classroom community?
- What are the names of our body parts?
- Why is it important to set and respect personal boundaries?
- Who are my trusted adults?
- What is bullying and how do we respond to it?
- How do gender stereotypes affect our decisions?
- What is an identity and how do we respect other identities?

#### Standards:

All lessons are aligned with the National Sex Education Standards (NSES), Second Edition. By the end of each grade band, students will have received instruction addressing all standards in each topic for the designated grade band. In addition to aligning with the NSES, lessons meet several Illinois State Standards and National Health Education Standards.

**Unit Outline:**

	<b>Lesson NSES</b>	<b>Objectives</b>	<b>Lesson Overview and Key Content</b>
1	Our Healthy and Happy Classroom Community <i>CHR.2.SM.1</i>	<ul style="list-style-type: none"> <li>• Create/strengthen classroom expectations for everyone to know what behaviors are expected.</li> <li>• Identify that every person in the room is part of the Healthy and Happy Classroom Community.</li> <li>• Demonstrate the use of “I feel” statements.</li> <li>• Understand the difference between healthy and unhealthy classroom community behaviors.</li> </ul>	In this lesson, students will be introduced to the phrase "Classroom Community" and will create classroom rules/expectations together to foster a healthy learning environment. Students will also review common feelings words and practice using I feel statements to express feelings and wants/needs in a healthy way.
2	Understanding Our Bodies <i>AP2.CC.1</i>	<ul style="list-style-type: none"> <li>• Correctly identify body parts typically considered private (genitals), including nipples, anus, vulva, vagina, clitoris, and penis, scrotum, and testicles.</li> <li>• Describe why it is important for them to know the correct names for the genitals.</li> </ul>	In this lesson, students learn about the private body parts through a PowerPoint presentation introducing basic anatomy via age-appropriate images and descriptions. This lesson will allow students to identify the private body parts of most people and why it is important to understand the correct names for those parts.



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3	Feeling SAFE! <i>CHR.2.CC.2</i> <i>CHR.2.CC.3</i> <i>CHR.2.IC.1</i>	<ul style="list-style-type: none"><li>• Define the terms consent, bodily autonomy, and personal boundary.</li><li>• Explain the four steps of the SAFE model.</li><li>• Apply the SAFE model correctly to scenarios on a worksheet.</li><li>• Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.</li></ul>	In this lesson, students will discuss the importance of setting and respecting personal boundaries. Students will learn the SAFE model ( <b>S</b> top, <b>G</b> et <b>A</b> way, <b>F</b> ind an adult, <b>E</b> xplain) and how to handle uncomfortable situations where their boundaries may be crossed. Students will practice the SAFE model through scenarios where they can demonstrate what they should do if someone is ever touching them in a way that makes them feel uncomfortable, how to seek help from a trusted adult regarding the situation, and how to clearly say NO to potentially prevent the uncomfortable touching from occurring.
4	Seeking Help <i>IV.2.AI.2,</i> <i>IV.2.DM.1</i> <i>IV.2.AI.1</i>	<ul style="list-style-type: none"><li>• Explain that being touched or being forced to touch someone else is never a child's fault.</li><li>• Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.</li></ul>	This lesson reinforces the concept that teasing, touching, bullying, or being forced to touch someone else is never ok and is an important sign that help is needed right away. By the end of this lesson, students will be able to explain that being touched or being forced to touch someone else is never a child's fault. Students will read a poem to help them identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.
5	What to Do When Words or Actions Hurt <i>IV.2.AI.1,</i> <i>IV.2.DM.1</i> <i>IV.2.AI.2</i>	<ul style="list-style-type: none"><li>• Define the terms "bullying" and "teasing."</li><li>• Demonstrate how to respond effectively if they are being bullied or teased in a manner they do not like.</li><li>• Identify adults they can go</li></ul>	In this lesson, students will be guided through scenarios to help identify and understand the similarities and differences between bullying and teasing. Students will also be introduced to the "NO! Go, Tell" technique for dealing with bullying and will identify trusted adults they can report bullying to.

		to if they are being bullied.	
6	That's a (Gender) Stereotype! <i>GI.2.CC.1</i> <i>GI.2.CC.2</i>	<ul style="list-style-type: none"> <li>Define stereotypes and explore how they relate to gender.</li> <li>Explore the concept of gender-neutral toys.</li> <li>List examples of gender stereotypes and discuss their limitations.</li> </ul>	In this lesson, students will explore the concept of gender stereotypes. They will identify different stereotypes and discuss why gender stereotypes can be harmful. Students will learn about how young people can advocate for change and will have an opportunity to apply what they learn to create gender neutral packaging for common children's toys.
7	R-E-S-P-E-C-T <i>IV.2.IC.1</i> <i>GI.2.IC.1</i>	<ul style="list-style-type: none"> <li>Define the term "identity."</li> <li>Name at least two identities they have.</li> <li>Explain that no matter a person's identities and life circumstances, everyone has the right to be treated with dignity and respect.</li> <li>Demonstrate at least one way they can respond if someone is being treated disrespectfully.</li> </ul>	In this lesson, students learn about various components of a person's identity, such as race, ethnicity, gender, age, religion, etc. Students practice treating others with dignity and respect. Using a short video and scenarios, this lesson helps students understand that all students should be treated respectfully. Intended to showcase how each person is unique and how we need to treat others with kindness, this lesson provides an important foundation in affirming our differences in order to prevent bullying and teasing later in life.

**School to Home Connection:**

Establishing a pattern of open and honest conversations at home can help protect students now and as they grow older. Throughout the unit, students will receive optional take home assignments to support the learning taking place in the classroom. While optional, families are encouraged to complete all assignments together. These activities are meant to help facilitate important conversations between students and their parents/caregivers.

The following lessons include a School-to-Home Connection Component in the Grade 2 Unit:  
SY23-24



**Lesson 1:** Students share the “I feel” statements they wrote during class with an adult at home.

**Lesson 2:** Students who complete diagram worksheets 1 & 2 share them with an adult at home. For students who do not do the worksheet in class, they will complete it at home with an adult.

**Lesson 3:** “Feeling Safe.” Complete the worksheet about setting personal boundaries.

**Lesson 4:** “Who Would You Tell.” Students share their responses to the in class activity with an adult at home.

**Lesson 5:** “Who Can I Tell If I’m Being Bullied?” Students work with an adult to identify trusted adults they could talk to in different settings.

**Lesson 6:** Students share the gender neutral toy packaging they created during class with an adult at home.

**Lesson 7:** “R-E-S-P-E-C-T.” Students identify 3 different people in their lives and list ways to show them respect.

## Glossaries

### Pre-Kindergarten Glossary

#### Lesson Vocabulary

#### Vocabulary Word/Phrase

#### Definition

<b>Anus</b>	A hole between a person’s legs on the backside of the body where poop (bowel movement) comes out.
<b>Classroom community</b>	People, including teachers and students, who we spend the day with at school and will help take care of one another during the school day.
<b>Community</b>	A group of people that live, learn, or work together.
<b>Family</b>	A group of people who love each other and take care of one another. Families are often made up of adults and the children they care for.
<b>Female</b>	A word usually used to refer to most girls and women.
<b>Happy</b>	A good feeling.
<b>Healthy</b>	When our bodies, minds, feelings, and relationships are doing well. How to properly take care of yourself.
<b>Male</b>	A word usually used to refer to most boys and men.
<b>Nipples</b>	Small dots on someone’s chest area. Everyone has nipples. Most girls’ chests will develop into breasts when they get older. Breasts and nipples can be how some people feed their babies
<b>Penis</b>	A body part found on the outside of most boys’ bodies. It has an opening where urine (pee) can leave the body. Some penises have skin around the end called foreskin.
<b>Personal Space</b>	An invisible space or bubble around our bodies. The amount of space someone needs around them to feel comfortable. You should not enter someone’s personal space /bubble without





# HEALTHY CPS

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permission.

**Private**

When something is not shared with a lot of people. Private parts of the body are not shown in public and should only be touched by yourself or a parent or doctor who is helping you.

**Public**

Information or things that can be shared with anyone.

**Respect**

Accept someone even if they are different from you. Treating others with kindness. Showing care for other people, their space, and their feelings.

**Secret**

Information that is kept private. Some secrets are good like a surprise party. Some secrets need to be told to an adult.

**Surprises**

When something happens without a warning. Some surprises are kept secret at first. Good surprises are information, events, or things in which all people are safe and no one is being hurt.

**Tell Secrets**

Unsafe secrets in which someone is getting hurt or can be hurt. For *Tell Secrets*, a trusted adult needs to be told.

**Trusted/Trusting**

A word to describe a person who is reliable, safe, and caring.

**Trusted Adults**

People a person can go to for help; these people are usually helpful and caring.

**Vulva**

The outside part of the body between the legs of most girls' bodies. It has two openings, a small one where pee (urine) comes out and a bigger hole called the vagina.

## Supplemental Vocabulary

Vocabulary Word/Phrase

Definition

**Vagina**

The bigger opening in the vulva. When a baby is born, they often come out of the vagina.

**Scrotum**

A pouch of skin that hangs behind and below the penis.  
*Adapted from Nationwide Children's Helping Hand Body System*

## Kindergarten Glossary

<u>Vocabulary Word/Phrase</u>	<u>Definition</u>
<b>Anus</b>	A hole between a person’s legs on the backside of the body where poop (bowel movement) comes out.
<b>Classroom community</b>	People, including teachers and students, who we spend the day with at school and will help take care of one another during the school day.
<b>Community</b>	A group of people that live, learn, or work together.
<b>Family</b>	A group of people who love each other and take care of one another. Families are often made up of adults and the children they care for.
<b>Female</b>	A word usually used to refer to most girls and women.
<b>Happy</b>	A good feeling.
<b>Healthy</b>	When our bodies, minds, feelings, and relationships are doing well. How to properly take care of yourself.
<b>Gender Identity</b>	How you feel. Girl, boy, both, or neither. Everyone has a gender identity. <i>Adapted from Welcoming Schools LGBTQ+ Definitions</i>
<b>Male</b>	A word usually used to refer to most boys and men.
<b>Nipples</b>	Small dots on someone’s chest area. Everyone has nipples.
<b>Penis</b>	A body part found on the outside of most boys’ bodies. It has an opening where urine (pee) can leave the body.
<b>Personal Space</b>	An invisible space or bubble around our bodies. The amount of space someone needs around them to feel comfortable. You should not enter someone’s personal space /bubble without permission.



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<b>Private</b>	When something is not shared with a lot of people. Private parts of the body are not shown in public and should only be touched by yourself or a parent or doctor who is helping you.
<b>Public</b>	Information or things that can be shared with anyone.
<b>Respect</b>	Accept someone even if they are different from you. Treating others with kindness. Showing care for other people and their feelings.
<b>Secret</b>	Information that is kept private. Some secrets are good like a surprise party. Some secrets need to be told to an adult.
<b>Surprises</b>	When something happens and we didn't know it was going to happen. Some surprises are kept secret at first. Good surprises are information, events, or things in which all people are safe and no one is being hurt.
<b>Tattling</b>	Sharing information with an adult about another student when no one is getting hurt or they can handle it themselves.
<b>Tell Secrets</b>	Unsafe secrets in which someone is getting hurt or can be hurt. For <i>Tell Secrets</i> , a trusted adult needs to be told.
<b>Trusted/Trusting</b>	A word to describe a person who is reliable, safe, and caring.
<b>Trusted Adults</b>	People a person can go to for help; these people are usually helpful and caring.
<b>Vagina</b>	The bigger opening in the vulva. When a baby is born, they often come out of the vagina.
<b>Vulva</b>	The outside part of the body between the legs of most girls' bodies. It has two openings, a small one where pee (urine) comes out and a bigger hole called the vagina.

## Supplemental Vocabulary

### Vocabulary Word/Phrase

### Definition

#### **Gender Identity**

How you feel. Girl, boy, both, or neither. Everyone has a gender identity.

*Adapted from Welcoming Schools LGBTQ+ Definitions*

<b>Sex Assigned at Birth</b>	When a baby is born, a doctor or midwife looks at the baby’s body/private parts and says they are a boy, girl, or intersex.
<b>Foreskin</b>	Skin at the end of the penis. Some penises have this and some don’t.

## Grade 1 Unit Plan Glossary

### Lesson Vocabulary

<u>Vocabulary Word/Phrase</u>	<u>Definition</u>
<b>Abuse</b>	When someone treats another person badly. This includes when someone touches you in a way that you know isn’t right or safe.
<b>Adopt</b>	To raise a baby or child of other biological parents.
<b>Anus</b>	A hole between a person’s legs where a bowel movement, or poop, comes out.
<b>Bullying</b>	Physically, mentally, or emotionally hurting someone on purpose. These actions are done repeatedly (more than one time) to another person or group. <i>Adapted from NSES Glossary</i>
<b>Classroom Community</b>	People, including teachers and students, who we spend the day with at school and will help take care of one another during the school day.
<b>Community</b>	A group of people that live, learn, or work together.
<b>Consent</b>	Saying that you want to do something.
<b>Divorce</b>	When married parents separate. The child may live with one or both parents at different times.
<b>Family</b>	A group of people who love each other and take care of one another. Families are often made up of adults and the children they care for.



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<b>Feelings</b>	Words to describe how we feel, like happy, sad, angry, and sick. Also called emotions.
<b>Female</b>	A word usually used to refer to most girls and women.
<b>Friend</b>	A person who cares for you and does not want to hurt you. A person in our lives that we enjoy spending time with, is nice to us, who we are nice back to, and we can be ourselves with.
<b>Gender Identity</b>	How you feel. Girl, boy, both, or neither. Everyone has a gender identity. <i>Adapted from Welcoming Schools LGBTQ+ Definitions</i>
<b>Gender Stereotype</b>	When someone is told they can only play with or do certain things based on their gender.
<b>Happy</b>	A pleasant feeling.
<b>Healthy</b>	When our bodies, minds, feelings, and relationships are doing well. How to properly take care of yourself. “Healthy” looks different for people, depending upon who they are and their situations.
<b>Identity</b>	All of the parts about you that make you who you are. Examples include age, gender, race/ethnicity, and much more!
<b>Male</b>	A word usually used to refer to most boys and men.
<b>Nipples</b>	Small dots on someone’s chest area. Everyone has nipples.
<b>Penis</b>	A body part found on the outside of most boys’ bodies. It is in front of the scrotum, and it has an opening where urine (pee) can leave the body. Some penises have skin around the end called foreskin.
<b>Reproduce</b>	To make new life (animals and humans have babies).
<b>Respect</b>	A feeling of admiration for someone as a result of their abilities, qualities, and/or achievements. Treating yourself, others, and your environment as something that is valuable and special.



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<b>Sexual Abuse</b>	When someone looks at or touches your private body parts, like your chest, genitals, or buttocks without your consent.
<b>Stereotype</b>	Telling someone they can only play with or do certain things because of who they are.
<b>Teasing</b>	Teasing can be friendly, neutral, or negative. It is not intended to harm the other person or group. 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. <i>Adapted from NSES Glossary</i>
<b>Trusted Adult</b>	People a person can go to for help; these people are usually helpful and caring.
<b>Vagina</b>	The bigger opening in the vulva. When a baby is born, they often come out of the vagina.
<b>Uterus</b>	An organ where a baby can grow
<b>Vulva</b>	The outside part of the body between the legs of most girls' bodies. It has two openings, a small one where pee (urine) comes out and a bigger hole called the vagina.

### Supplemental Vocabulary

#### Vocabulary Word/Phrase

#### Definition

<b>Gay</b>	People who love people of the same gender. <i>Adapted from Welcoming Schools LGBTQ+ Definitions</i>
<b>Lesbian</b>	People who love people of the same gender – two women. <i>Adapted from Welcoming Schools LGBTQ+ Definitions</i>
<b>Mixed-Family</b>	When parents with children from previous relationships form a family with another parent with children. Also called a blended family.

## Grade 2 Unit Plan Glossary

### Lesson Vocabulary

#### Vocabulary Word/Phrase

#### Definition

**“I Feel” Statement**

A phrase to use to share feelings in a healthy way.

**Anus**

A hole between a person’s legs where a bowel movement, or poop, comes out.

**Bodily Autonomy**

The right to say how you do and do not want to be touched – and other people need to respect that boundary.

**Bullying**

Physically, mentally, or emotionally hurting someone on purpose. These actions are done repeatedly (more than one time) to another person or group.

*Adapted from NSES Glossary*

**Classroom community**

People, including teachers and students, who we spend the day with at school and will help take care of one another during the school day.

**Clitoris**

A small, round area located on the upper part of the vulva that is sensitive.

*Adapted from Nationwide Children’s Helping Hand Body System*

**Community**

A group of people that live, learn, or work together.

**Consent**

Saying that you want to do something. Permission.

**Family**

A group of people who love each other and take care of one another. Families are often made up of adults and the children they care for.

**Gender Identity**

How you feel. Girl, boy, both, or neither. Everyone has a gender identity.

*Adapted from Welcoming Schools LGBTQ+ Definitions*

**Gender-Neutral**

Refers to all people, regardless of gender.

**Happy**

A pleasant feeling.



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<b>Healthy</b>	When our bodies, minds, feelings, and relationships are doing well. How to properly take care of yourself. “Healthy” looks different for people, depending upon who they are and their situations.
<b>Identity</b>	All of the parts about you that make you who you are. Examples include age, gender, race/ethnicity, religion, and much more!
<b>Nipples</b>	Small dots on someone’s chest area. Everyone has nipples.
<b>“NO!”-Go-Tell</b>	Three steps to follow when you are being bullied or hurt in other ways. This includes when a person is feeling uncomfortable, unsafe, or any other hurtful feeling. “NO!” means to say “NO!” loudly to the person(s), “go” means to go to a safe space, and “tell” means to tell a trusted adult what happened.
<b>Packaging</b>	The presentation of a product that is designed for the public.
<b>Penis</b>	A body part found on the outside of most boys’ bodies. It is in front of the scrotum, and it has an opening where urine (pee) can leave the body. Some penises have skin around the end called foreskin.
<b>Personal Boundary</b>	A limit on something. Boundaries can be physical and they can be personal.
<b>Petition</b>	A written request or a call for change signed by many people who support a shared cause.
<b>Respect</b>	A feeling of admiration for someone as a result of their abilities, qualities, and/or achievements. Treating yourself, others, and your environment as something that is valuable and special.
<b>SAFE Model</b>	The steps to follow to respond to people who are touching us in a way that we don’t want to be touched: <b>S</b> - say <b>Stop</b> <b>A</b> - get <b>Away</b> <b>F</b> - Find an adult <b>E</b> - Explain what happened
<b>Scrotum</b>	A pouch of skin that hangs behind and below the penis to hold





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	<p>the testes. <i>Adapted from Nationwide Children’s Helping Hand Body System</i></p>
<b>Stereotype</b>	<p>A simple idea that many people believe about a large group of people that is not true for everyone in that group.</p>
<b>Teasing</b>	<p>Teasing can be friendly, neutral, or negative. It is not intended to harm the other person or group. 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. <i>Adapted from NSES Glossary</i></p>
<b>Testes/testicles</b>	<p>Most boys have two testicles that are inside the scrotum. As they get older, the testicles begin to produce sperm cells.</p>
<b>Trusted Adult</b>	<p>People a person can go to for help; these people are usually helpful and caring.</p>
<b>Unhealthy</b>	<p>When our bodies, minds, feelings and/or relationships are not doing well.</p>
<b>Urethra</b>	<p>A tube that goes from the bladder to the outside to release urine (pee).</p>
<b>Vagina</b>	<p>The larger opening in the vulva. Inside the body, the vagina is a tube that leads from the vulva to the uterus. <i>Adapted from Nationwide Children’s Helping Hand Body System</i></p>

### Supplemental Vocabulary

#### Vocabulary Word/Phrase

#### Definition

<b>Assumption</b>	<p>Something that is considered to be true without any proof.</p>
<b>Gender Binary</b>	<p>A way of thinking about gender as either girl or boy. This does not include all the ways we can have a gender identity and express our gender. <i>Adapted from Welcoming Schools LGBTQ+ Definitions</i></p>



## HEALTHY CPS

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### **Non-binary**

People who do not feel like the words “girl” or “boy” fit their identity. They may feel like both or neither. They sometimes use pronouns such as they, them, theirs.

### **Sexism**

When a person is treated unfairly or judged based on their gender.



# Sexual Health Education Policy

## Sexual Health Education

Section 704.6 Board Report 23-0524-PO4 Date Adopted May 24, 2023

### THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

The Chicago Board of Education (“Board”) rescind Board Report 20-1216-PO1 and adopt a new Policy on Sexual Health Education. The policy was posted for public comment from March 17, 2023 to April 17, 2023.

**PURPOSE:** The purpose of this policy is to create a comprehensive approach to sexual health education that is applied consistently throughout the District. This Policy reflects the Board’s commitment to ensure that the District’s comprehensive Personal Health & Safety and Sexual Health Education programming:

- is aligned with the National Sex Education Standards: Core Content and Skill; second edition;
- is medically accurate;
- is culturally, developmentally, linguistically, and age-appropriate;
- is trauma-informed and guided by anti-racist pedagogy;
- is inclusive of and sensitive to the needs of students based on their status as pregnant or parenting, living with STIs (including HIV), sexually active, asexual, or intersex or based on their gender, gender identity, gender expression, sexual orientation, sexual behavior, race, or disability;
- provides a focus on health promotion and risk reduction within the context of the world in which students live;
- is consistent with State laws enacted to address the need for students to receive comprehensive health education.

**EQUITY STATEMENT:** The Board is committed to supporting the Whole Child through policies and programs that holistically address the physical, mental, and social-emotional health and wellbeing of every student. This policy seeks to advance health equity for CPS students, by ensuring access to sexual health education and services. The Office of Student Health and Wellness (“OSHW”) is engaging in ongoing work to align to the Whole School, Whole Community, Whole Child (WSCC) model and operationalize the CPS Equity Framework through this policy within the locus of its control.

### POLICY TEXT:

#### 1) Personal Health & Safety and Sexual Health Education

a) **Program Components:** The Personal Health & Safety Education instructional program in grades Pre-Kindergarten through 5th grade, and the Comprehensive Sexual Health Education instructional program in 6th through 12<sup>th</sup> grade is a skills-based curriculum that provides a foundation of knowledge and skills related to Consent and Healthy Relationships, Anatomy and Physiology, Puberty and Adolescent Sexual Development, Gender Identity and Expression, Sexual Orientation and Identity, Sexual Health, and Interpersonal Violence. At each grade level, the instructional program teaches medically accurate information that is trauma-informed, culturally, developmentally, linguistically, and age-appropriate and builds on the knowledge and skills that were taught in the previous grades.



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In grades Pre-K through 5th grade, students will receive Personal Health and Safety Education. In Pre-K, instruction highlights the components of Erin's law, which includes age-appropriate techniques to recognize child sexual abuse and how to tell a trusted adult.

In grades K-3, the comprehensive Personal Health & Safety Education instruction consists of lessons on the following five topic areas specified in the *National Sex Education Standards, second edition: Consent and Healthy Relationships, Anatomy and Physiology, Gender Identity and Expression, Sexual Health, and Interpersonal Violence*. This foundational instruction is aligned with Illinois Social and Emotional Learning standards for this age range.

In grades 4-12, comprehensive instruction expands on the foundational lessons in grades K-3 by providing lessons on the following seven topics areas specified in the *National Sex Education Standards, second edition: Consent and Healthy Relationships, Anatomy and Physiology, Puberty and Adolescent Sexual Development, Gender Identity and Expression, Sexual Orientation and Identity, Sexual Health, and Interpersonal Violence*. The comprehensive curriculum emphasizes abstinence as one component of healthy sexual decision-making and the only protection that is 100% effective against unintended pregnancy, sexually transmitted infections and HIV when transmitted sexually.

- b) **Annual Instruction:** Schools must annually provide developmentally-appropriate and medically-accurate sexual health education at each grade level as part of its instructional program. Lessons should be integrated into common core subjects in accordance with best practices. Schools must use the CPS Sexual Health Education curriculum. Schools may also use other OSHW-approved materials and/or outside consultants as outlined in section IV.E. of this policy. All lessons outlined in CPS curriculum must be provided to students in grades Pre-K-12 every school year addressing all topic areas outlined in Section A of this Policy.
- 1) **Personal Health & Safety and Sexual Health Education Instruction Must:** be medically accurate and developmentally appropriate. Sexual health education must be taught in the standard classroom environment with all students together, not separated by sex, gender, or ability. Instruction must be inclusive of varied student experiences (e.g. LGBTQ+ identities, racial and cultural differences, etc.) and must be taught in a way that demonstrates respect for and inclusion of all students, as outlined in the Purpose section of this policy.
  - 2) **Personal Health & Safety and Sexual Health Education Must Not:** impose educators' personal opinions on students, assume that all students have the same beliefs, lived experiences, and values related to sexual behavior, or stigmatize behaviors or health outcomes. Sexual health education must not include instructional strategies that involve fear tactics – or strategies that scare students into avoiding particular behaviors. Sexual risk avoidance (or abstinence-only) education curricular materials must not be used to teach sexual health education in CPS.
- c) **Diverse Learners:** Students who are designated as Diverse Learners must be provided medically accurate, developmentally-appropriate sexual health education. Instruction shall be individualized as it relates to each student's disability and their IEP specifically in the areas of Method of Communication, Modifications, and Accommodations.
- d) **Parent/Guardian:** In alignment with Illinois law, parents/guardians must be notified and given the opportunity to opt-out their child(ren) from any class or course in Comprehensive Personal Health & Safety and Comprehensive Sexual Health Education before instruction begins. Schools must not require active parental consent.



- 1) **Parent/Guardian Notification Support:** Parents/guardians must receive three (3) notifications, at least one (1) in writing, prior to lesson implementation and be

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offered information on the Comprehensive Personal Health & Safety and Sexual Health Education lessons. The first parent/guardian notification letter must be sent out at least two (2) weeks prior to the start of sexual health education instruction. Parents/guardians are only required to provide a written statement if they do not want their child(ren) to participate in sexual health education lessons.

- 2) **Opt-Out:** No student whose parent/guardian provides a written objection must be required to participate in any of the CPS Sexual Health Education Curriculum lessons and must not be suspended or expelled for refusal to participate in any such lesson or program. Parents/guardians may choose to opt-out their child(ren) from the entire unit or one or more lessons within the unit. Any student whose parent/guardian does not provide a written objection to participation in a sexual health education lesson or program must be required to participate.

Illinois law only requires that parents/guardians be notified and given the option to opt-out of the Comprehensive Personal Health & Safety and Sexual Health Education Curriculum. Conversations and lessons related to health, safety, and identity topics that occur outside of the curriculum are not subject to parental notification and opt-out requirements. When possible, schools should inform parents/guardians of lessons and discussions related to these topics in the same way they would communicate about other classroom content.

- e) **Mandatory Training for Instructors:** Any teacher who provides Personal Health & Safety or Sexual Health Education instruction and any other staff member who supports a teacher in providing such instruction must successfully complete the sexual health education instructor training with the Office of Student Health and Wellness and pass the post-exam prior to teaching lessons. Individuals who successfully complete this instructor training earn a certification valid for a four-year period. To ensure all students at every grade level receive comprehensive sexual health instruction, each principal must annually designate a minimum of two instructors to deliver instruction at their school and ensure these instructors successfully complete the required training. Schools with diverse learner populations must also have a minimum of one Special Education Teacher trained to deliver annual sexual health education.

- f) **Use of Outside Community-Based Organizations or Consultants:** A school may use a CPS-approved community-based organization to provide instruction. An outside consultant/organization may teach lessons on some or all of the topics outlined in the CPS Scope & Sequence of Sexual Health Education. It is the responsibility of the school to ensure students receive annual instruction in all topics and lessons outlined in the scope and sequence to satisfy the comprehensive requirements of this policy. **All outside organizations must have an active CPS vendor number and their programs and curricula must be approved by the OSHW Materials Review Committee before implementation.**

2) **Sexual Health Services:**

- a) **Referrals:** Schools must designate a staff member, via a survey provided by OSHW, to provide sexual health service resources to students in alignment with local, state, and federal standards. Under Illinois Consent by Minors to Health Care Services Act these resources include, but are not



limited to, youth rights to access confidential health services such as obtaining contraceptives, abortion, prenatal care, adoption, transgender health services, trauma-informed mental healthcare, information on HIV and STI screening and treatment. Schools must provide information on how and where to access these confidential reproductive and sexual health services.

- b) **Condom Availability Program:** Schools that teach grades 5 and up must maintain a condom availability program. [The Condom Availability Toolkit](#) provides resources regarding communication with parents and access to condoms by approved school representatives. Condoms are provided at no cost by the Chicago Department of Public Health in an

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ongoing effort to mitigate the spread of sexually transmitted infections, including HIV infection, and unintended pregnancy among CPS students.

**Condoms Access Requirements:** Condoms must be in at least one location that is accessible to students in grades 5-12. This location cannot be in an area that is locked, where frequent closed-door meetings are held, or in an area of the school students must ask permission or sign in or out to enter. Condoms may also be made available in additional locations.

- c) **Menstrual Hygiene Management:** All schools that serve grades 3-12 must make menstrual hygiene products available, at no cost to students, in bathrooms of every school building.

- 3) **Support and Oversight:** The Office of Student Health and Wellness must oversee Policy implementation and compliance and must:

- a) Provide schools with technical assistance and support to ensure comprehensive sexual health education programming is provided to students in accordance with this Policy;
- b) Collaborate with departments including the Office of Teaching and Learning, the Office of Student Protections and Title IX, and Office of Early Childhood Education to ensure full implementation of this Policy;
- c) Oversee sexual health education curriculum development and materials review for alignment with research-based characteristics of effective sexual health education, the *National Sex Education Standards, Second Edition*, and the purpose and objectives of this Policy;
- d) Ensure schools provide comprehensive sexual health education lessons at every grade level in accordance with this Policy by requiring schools to report compliance on annual Healthy CPS Survey;
- e) Maintain processes, including a Materials Review Committee comprised of content experts from OSHW and other relevant stakeholders, to identify, approve, and share supplemental sexual health education resources with schools.
- f) Establish a process for assessing the equity impact of this policy, including how the policy is implemented in relation to who is most impacted by inequity to determine targeted universalist supports for schools.

- 4) **Guidelines:** The Chief Health Officer or designee in collaboration with the Chief Teaching and Learning Officer, Chief Office of Diverse Learners Supports and Services Officer or designee must develop and implement guidelines, procedures, and toolkits for the effective implementation of this Policy. **CPS Policy** | Section 704.6 | 4 of 5

<b>Amends/Rescinds</b>	Rescinds 20-1216-PO1 Rescinds 13-0227-PO1
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<b>Cross References</b>	08-0827-PO4; 06-0426-PO4; 96-0124-ED14; 86-0430-ED2; 79-195-7; 75-13-7; 67-810-3; 67-810-4
<b>Legal References</b>	105 ILCS 110/3; 105 ILCS 5/27-9.1a-b; 105 ILCS 5/10-23.13; 410 ILCS 210/4; 23 IL Administrative Code 1.420(n); PA 102-522; PA 102-0412; PA 102-0340
<b>Public Comment</b>	<p>Pursuant to Board Rule 2-6 this Policy was subject to Public Comment from 3/17/23 – 4/17/23</p> <p>Pursuant to Board Rule 2-6 this Policy was subject to Public Comment from 10/9/20 – 11/9/20</p>