

Comprehensive Sexual Health Education Instructional Materials Review

Rights, Respect, Responsibility WA Elementary

Year Published/Revised: 2022 – Washington-specific version

Publisher: Advocates for Youth

Website: <https://www.3rs.org/download-3rs/>

Full or Supplemental: Full

Grade Level: 4-5

Student Population: General

Duration/Number of Lessons: 4th grade: 8 lessons, 40 minutes each
5th grade: 8 lessons, 40 minutes each

Format and Features: Downloadable materials, PDFs, PowerPoints; Supports for online or in-person instruction

Available in Multiple Languages: English and Spanish

Evidence-based/informed: Yes

National Standards Alignment: National Health Education Standards; National Sexuality Education Standards

Consistent with WA Health Education Standards? Yes (this version)

Consistent with Comprehensive Sexual Health Education Law? Yes (this version)

Consistent with AIDS Omnibus Act? Yes

Inclusive Materials/Strategies: Yes

Bias-Free Materials: Yes



Primary Subject Areas and Topics Required by Law:

- Anatomy and Physiology, Reproduction, and Pregnancy (Pregnancy for Grade 6+)
- Growth and Development/Puberty
- Self-Identity (gender stereotypes, gender identity, sexual orientation, etc.)
- Prevention (general)
 - HIV/AIDS Prevention
 - Pregnancy Prevention
 - STD Prevention
 - Health Care and Prevention Resources
- Healthy Relationships (general)
 - Affirmative Consent
 - Bystander Training
 - Intrapersonal and Interpersonal Communication Skills for Healthy Relationships
 - The development of meaningful relationships and avoidance of exploitative relationships
 - Understanding the influences of family, peers, community, and the media throughout life on healthy sexual relationships

Reviewer Comments:

Accuracy (NOTE: Publisher made multiple updates to address medical accuracy reviewer comments, after completion of the review and publication of this document)

Reviewer 223

Lack of sources/citations. Some definitions are problematic.

Reviewer 224

This resource received a 3 primarily because there was a handful of important medical inaccuracies, which would not be challenging to correct. Most notably, there are errors regarding development of reproductive anatomy. It should be noted that this review focused on material in the teacher guide and did not cover handouts or PowerPoints, which may have other inaccuracies.

Inaccuracies



- 4th grade: p76; 5th grade p62; 6th grade p53: The description of reproductive organs development is inaccurate. It is inaccurate to say that male parts develop from female parts. It is incorrect that the clitoris develops into the penis etc. Everything needs citation once updated.
- Grade 5 p72: Sperm donors can be used for artificial insemination in addition to IVF.
- Grade 5 p67: A person with a penis is able to cause a pregnancy once sperm are present in semen during puberty. Although nocturnal emissions correspond with this, they are an imperfect marker, and it is misleading to say that they are “the change that indicates” boys are able to cause a pregnancy.
- Grade 5 p69: Although unlikely, it is possible for a female to get pregnant before her first period.

Full

Reviewer 203

4th Grade.

- Germ Zones – I like the comparison of chickenpox and HIV, from the beginning. Feel a little concerned that the message of germs may be portrayed in a hint of a negative light, as opposed to healthy bacteria (in our bodies for digestion, keeping a dog’s mouth clean, waters/plants healthy). Would like to see more of an introduction with bacteria as healthy or sometime unhealthy. Concerned that this intro bacteria/viruses focuses on hygiene/sanitation rather than blood/fluid transmission (if this is to meet HIV competencies/standards), especially for those who know others who live with HIV and understand that they didn’t get it because they are dirty or careless with hygiene.
- Figuring Out Relationships – A lesson Plan of Rights, Respect. I value the intention put on Circles of Trust, and repetitive practice for who would be our trusted adults specifically. The more we plan on who these individuals are, the easier and likelier it is to access them.
- Being Clear With Friends – Appreciate the role-playing activities working through the Conflict Situations. I find this the most valuable aspect, practicing the way scenarios might look or feel to be saying the words or receiving them, or feeling the discomfort. This is such an important exercise.

4th and 5th Grade.

- Respect for All – Applaud this section! Thank you for highlighting our diversity as unique and celebratory with our differences. The theme that I pull from this is understanding that our differences and uniqueness is special and important. Thank you for not making this all about being the same and equal.
- Body Basics – Growing Up: Physical, Social Emotional Categories on dry erase board activity. I like how this is the foundational layout of this subject. Hesitant with how this progresses as although (and states within curriculum, that most of the changes are physical). However, would like to see more context put into the subjects of social and emotional health with this intro to body basics. As mental/behavioral aspects of teen



wellness are highlighted (and magnified through the pandemic), it is fully necessary and appropriate to tap into the social/emotional aspects associated with puberty.

- Puberty and Reproduction – I admire the and appreciate the “Note About the Language” – clarifying the availability of specific body parts to various identifications of gender. Approve of the small groups (2-3 ppl) for activities to promote trust, vulnerability.

Reviewer 204

Strengths include: Very well organized individual lesson plans and teacher guidance. Thorough step-by-step instructions and alignment/mapping to standards.

Weaknesses include: Overall felt unpolished, disjointed, and just a bit off-target. There were language inconsistencies between lessons (e.g., “boy” and “girl” is suggested language in one lesson while “reproductive system one” and “reproductive system two” is encouraged in another). One lesson referenced a Sexual Anatomy PPT that wasn't available. The limited PPTs available, including What is Love and Germ Zones, were uninspiring (not particularly well designed/formatted). They seem to check a box for visual aids, or for inclusive relationship images, but not very convincingly. Similarly, worksheets and classroom activity documents included fonts that didn't match or complicated phrasing. Figuring Out Friendships asks students to brainstorm “examples of things that friends and peers might do or say that can influence a relationship in a negative way.” This seems too abstract for 4th and 5th grades and should be simplified. It reads like the standard instead of how it would best be taught. Compare that to The Respect for All lesson which is classified as Grade 3 on the first page.

In general, upon review of this curriculum, it seemed decent at “checking the boxes” but unpolished and unimaginative. Sequencing was unclear. It was difficult to argue with “agree” for most of the review criteria, but it wanted to disclaim many of those responses. Only sometimes “strategies were interactive/experiential,” sometimes “digital materials were easy to access,” etc. There were activities that I didn't find relevant to the standards (e.g., Like vs. Love, is this an important distinction? Seemed distracting.) While the T/F quiz for Friendship does count as an assessment, it seems so simple that it is almost pointless. I appreciated encouragement of conversation at home but the Sexual Orientation homework that records adult responses feels like it could put family members and their subject knowledge on the spot and have the opposite effect of what is intended.

This would be a fine curriculum to use as a foundation, but I believe it would require a good deal of tweaking at the teacher level to ensure smooth facilitation.

Reviewer 207

Many supplementary lessons are available. There is a wide variety of topics and approaches which districts can choose from to use to fit the needs of their community while still meeting the requirements of the state.

Reviewer 221



The 3 Rs Elementary lessons are age appropriate and engaging. They use inconsistent language about gender and could increase inclusivity by eliminating gendered language or speaking more consistently to a range of identities and experiences. Some of the examples make assumptions about student experiences that may not match students' actual lived experiences. For example, the puberty lessons reference increased conflict with parents/guardians, "raging hormones", increased peer pressure, and a desire to diet because of self-consciousness. These examples may reinforce harmful stereotypes. The visuals do show a range of skin tones and ethnicities which is a positive. The lessons seem incomplete and it's my hope that editing will increase inclusivity and specificity. The puberty and reproduction lesson references "conception" a concept that may be too value laden. The lesson Your Body Your Rights uses the language, "good and bad touch" which may be confusing and inhibit understanding. The lesson What is Love Anyway overemphasizes love and could be improved by naming "crushes" or "romantic feelings" instead of "love" when describing adolescent feelings of sexual attraction. Overall, they are comprehensive and provide a nice foundation of scientific information and social emotional skill development that will prepare students for more complex conversations about sexual health in later grades. They provide helpful teacher scripts and tips for facilitation.

