



AUSTIN
Independent School District

Human Sexuality and Responsibility

Why we're here:

- Review updated policies and procedures for HSR
- Increase familiarity with HSR curriculum content
- Explore best practices in facilitating HSR lessons

Introductions

- Your name
- School & role
- Your level of comfort with sex ed. on a scale of 1-5
- Something you expect to get out of today's training



Sex Education Policies and Procedures



Health and Sex Education Governance

Texas Education Code
(How and overarching What)

Content Standards
(Specific What and When)

SBOE/TEA
Health TEKS

**AISD: National Sex
Education Standards**

Health

**Human Sexuality &
Responsibility**

EHAA(Local)

SHAC

Board

Permission Process - Opt-IN

Permission Letters

- Opt-IN for all
- Opt-IN for individual lessons
- Opt-Out for all
- **All students must return letters**
- Students who opt-out or do not return a letter are provided alternative SEL lessons

Key HSR Implementation Tasks & Dates

Middle School Tasks (Science)	Date
Permission Letters Sent Out	Nov. 1 - Nov. 9
HSR Family Orientation - Principal Meeting	Nov. 1 - Nov. 30
Implementation: HSR Lessons or Alternative Lessons	Dec. 7 - 16

High School Health on Middle School Campus follows HS schedule

High School Health Tasks	Date
Permission Letters Sent Out	Oct. 3 - 17
HSR Family Orientation - Principal Meeting	Oct. 3 - 31
Implementation: HSR Lessons or Alternative Lessons	Nov. 7 - Dec. 16

Navigating HSR Curriculum Materials

- Go to your portal dashboard
- Search Applications for **AISD Health & PE**



Human Sexuality & Responsibility



Home / Physical Education & Health / Health Education / Human Sexuality & Responsibility

Home

Physical Education 

Health Education 

Human Sexuality & Responsibility

Coordinated School Health

K-HS Lessons

SpEd Accommodations

Family Resources

HSR Related Policies

Human Sexuality & Responsibility Curriculum at Austin ISD

Human Sexuality instruction develops and strengthens the ability of students to make conscious, healthy, and respectful choices regarding dating/romantic relationships, personal safety, anatomy and physiology, puberty and adolescent development, pregnancy and reproduction, and sexually transmitted infections (STIs) and HIV. The district's Human Sexuality and Responsibility (HSR) education program has been established to provide information and skill development for students in kindergarten through grade 12 so that they may reach their highest potential for physical, emotional, mental and social health.

The **HSR curriculum content** will be delivered in a developmentally and age-appropriate manner and will include the most current and scientifically accurate information. The content of the curriculum is based on the Texas Essential Knowledge and Skills (TEKS) for Health Education, with supplemental content established by the **National Sex Education Standards** that have been approved by the Board.

Contact Information

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Public access to:

- K-HS Lesson Materials
- Family Resources
 - BOY Notification Letter
 - Permission Letters
 - Other Non-AISD resources
- Accommodations for Special Education Students
- AISD policies

Human Sexuality and Responsibility information can be found on the AISD Health Education website:

<https://www.austinisd.org/pe-health/health-education>

Grade 6-8 HSR Lesson Overview

To reflect a time of *rapid physical and emotional changes*, lessons focus on:

- changing bodies
- changing relationships
- personal responsibility and safety
- communication
- navigating the digital world

6th Grade Lessons

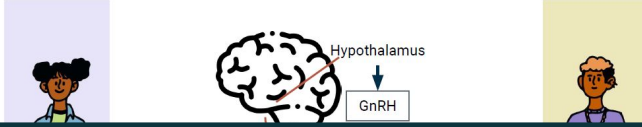
1. Introduction & Healthy Relationships
2. Unhealthy Relationships & Abuse
3. Trafficking & Exploitation
4. Reproductive Anatomy
5. Puberty, Adolescent Development, & the Brain
6. Sex, Abstinence, & Making Healthy Decisions
7. Pregnancy
8. STIs
9. Setting Goals, Boundaries, & Consent

What about...

Infatuation Love


an
pas
sor

Hormones



Defining *Sexual Abstinence*

A conscious decision not to participate in *sexual activity* and the skills needed to support that decision.



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7th Grade Lessons

1. Introduction & Healthy Relationships
2. Unhealthy Relationships & Abuse
3. Trafficking & Exploitation
4. Communication and Boundaries
5. Reproductive Anatomy and Adolescent Development
6. Pregnancy and Abstinence
7. Consequences of Sexual Activity
8. Digital Communication
9. Putting It All Together

Methods of Birth Control - Card Sort



What about the law?

In Texas, it is a crime...

...for a minor to "intentionally or knowingly" send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor.

...to knowingly transmit electronic visual material that depicts any person engaging in sexual conduct or with the person's intimate parts exposed that is not sent at the request of or with the express consent of the recipient.

8th Grade Lessons

1. Introduction & Healthy Relationships
2. Unhealthy Relationships & Abuse
3. Trafficking & Exploitation
4. Communication and Boundaries
5. Reproductive Anatomy and Adolescent Development
6. Pregnancy and Abstinence
7. Consequences of Sexual Activity
8. Digital Communication
9. Putting It All Together

Compare and Contrast

Friendship vs. Dating

Infatuation vs. Love

“Sex” can mean different things to different people

Sexual Contact: the intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.

What is Grooming?

a.k.a Conditioning

When someone builds a relationship, trust and emotional connections with a child or young person so they can **manipulate, exploit and abuse** them.

Stages of Grooming

1. Targeting the victim
2. Gain trust
3. Fill a need
4. Isolation
5. Make the relationship sexual
6. Maintain control

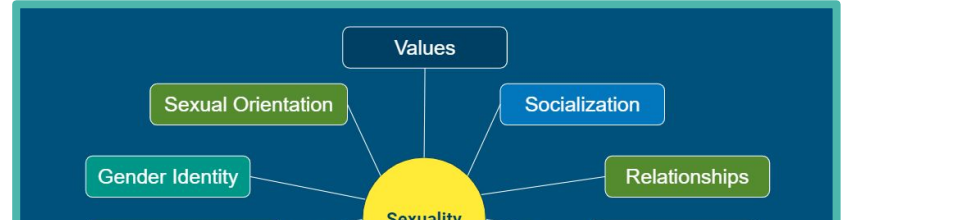
High School HSR Lesson Overview

Focus on health skills, like:

- Interpersonal communication
- Analyzing influences
- Accessing resources
- Decision-making
- Goal-setting
- Self awareness
- Health advocacy

Lessons


1. Introducing Sexual Health
2. Dating and Romantic Relationships
3. Sex Trafficking & Online Safety
4. Reproductive Anatomy and Pregnancy
5. Parenting and Paternity
6. Boundaries and Abstinence
7. Staying Safe: Contraception
8. Staying Safe: STIs
9. Consent and Refusal Skills




When might it be hard to hold your boundaries?

Unsure of the risks
Peer pressure/influences
Feeling in love or turned on

Getting Tested

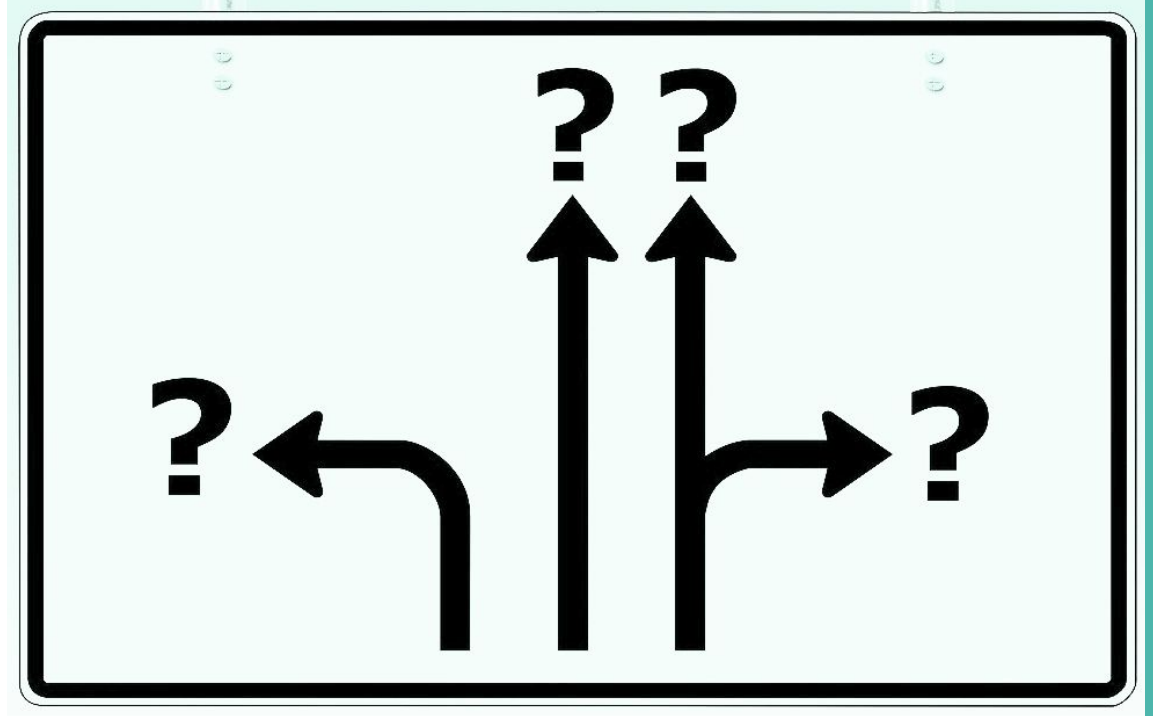

Where to go


What to expect

YES
 NO
Required permissions

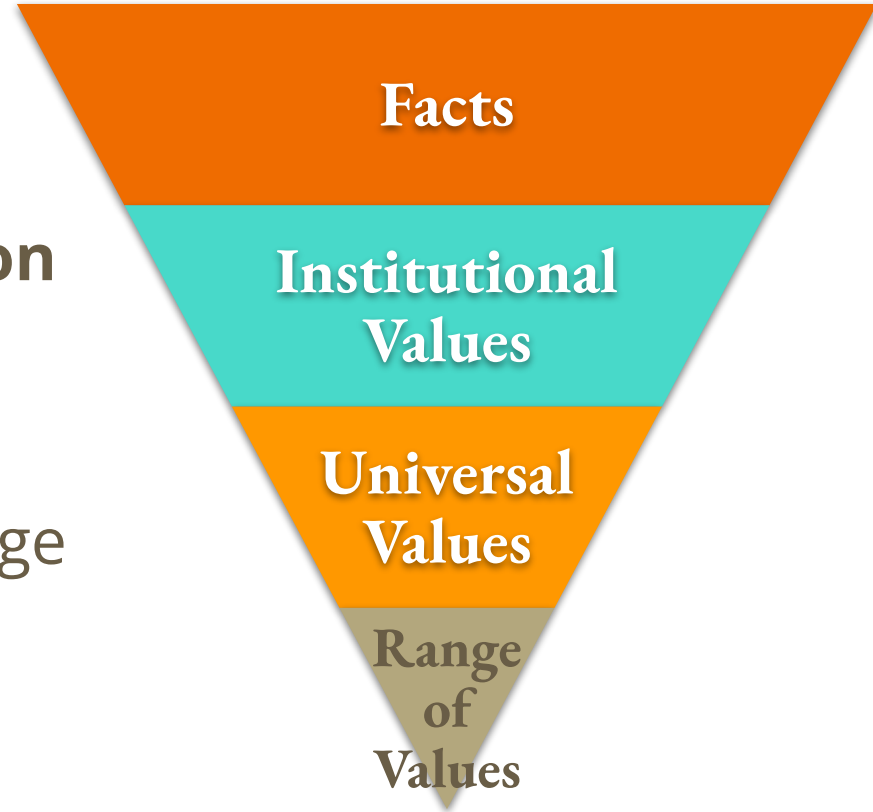
RESEARCH ACTIVITY

Values



Addressing Value-Laden Topics

- Focus on the **facts**
- Draw from the values expressed by your **institution**
- Use some **majority** held perspectives
- Help students **explore** a range of values they have seen expressed



Facts

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.

A person can get an STI even if they use a condom.

Institutional Values

a value that is agreed upon and often represented in the policies of your school or organization.

All students deserve to learn in a safe and inclusive environment.

Institutional Values

FFH (Local): Anti-harassment policy

FN (Local): Respect for every individual

"...regardless of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law."

Universal Values

a value that is agreed to by the consensus of people in this society.

It is wrong for an adult to have sexual contact with a child.

Universal Values

- Trustworthiness
 - Honesty, Integrity, Reliability, Loyalty
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Range of Values

beliefs or opinions about the morals or ethics of an issue...
about right and wrong, good and bad, relative importance
or what one should or shouldn't do.

Masturbation is a sin.

Recommendation

- **Do not insert personal values** when teaching the curriculum or addressing student questions.
- **Teach from a foundation of facts**, along with organizational and universal values, then help students explore a range of values.
- If the state/district values are in opposition to your organizational values or factual information, **explore ways to balance** the two.

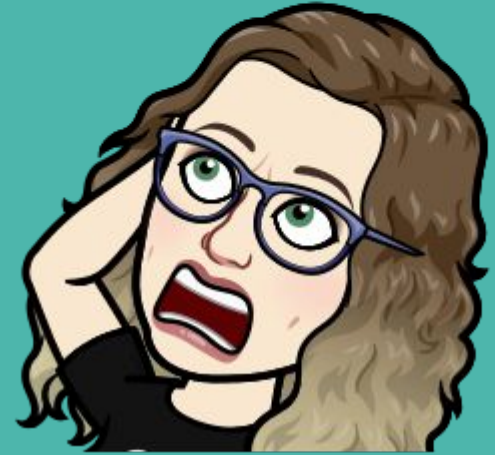




How to stay “neutral”

- Explore a range of values
- Poker face
- Group agreements – RESPECT

Answering Sensitive Questions



Providing space for student questions

- What does it mean to “provide space”?
- Why is it important?
- What are some concerns about answering questions in the classroom?



Our Usual Worries



- ★ Not knowing the answer, worrying about giving out misinformation
- ★ Being uncomfortable with the content
- ★ Being unfamiliar with slang terms
- ★ Concerns around whether an answer is age-appropriate
- ★ Being uncomfortable with navigating values-based questions
- ★ Concerns around how to reframe shock-value questions
- ★ Maintaining clear boundaries with personal questions
- ★ Being unfamiliar with school policy

Types of Questions

1. Information and/or clarification
2. Am I normal?
3. Permission seeking
4. “Shock” or “Can I get you?” questions
5. Values-based



5-Step Model

1. **Affirm** the learner
2. **Identify** the motivation and type of question being asked (to yourself)
3. Correct any misinformation and then answer the **factual** parts of the question
4. Explore a range of **values** if appropriate
5. **Refrain** from stating your own values; **refer** the learner back to trusted adults and reliable resources

Affirm the Learner

“Good question”

What else?

- ★ “Thanks for asking that”
- ★ “This comes up a lot”
- ★ “Thank you for bringing this up”
- ★ “Yes, I can see how that might be confusing”

Information and/or Clarification

- Age-appropriate answers
- Simple and straightforward
- It's ok to say "I don't know"; follow up
- Clarify what they are asking and what they already know

"What have you heard about that?"



“What is a vulva?”

1. Affirm the learner

“That’s a great question. A lot of people have that same question.”

2. Identify the motivation and type of question (in your own head)

Information or clarification



“What is a vulva?”

3. **Correct any misinformation and then answer the factual parts of the question**

“The vulva is the actual term that should be used for all of the outside structures that we typically hear called the vagina. This includes the labia majora (outer lips), the labia minora (inner lips) and the clitoris. The vagina is actually the inside canal that connects the vulva and the uterus.”



“What is a vulva?”

- 4. Explore a range of values if appropriate**
“People have different levels of comfort using these words at all, but it’s important to know the correct terms for body parts so that we can take care of our overall health.”
- 5. Refer the learner back to trusted adults and reliable resources**
“I encourage you to talk to your parent or caregiver about how they can support you in your reproductive healthcare.”



Inclusive Responses

Rephrase questions to be more orientation and gender neutral/inclusive:

Student:

"Can a guy get a girl pregnant the first time they have sex?"

Teacher:

"It sounds like you're wondering whether a person can get pregnant or get someone else pregnant the first time they have sex?"



Inclusively Answering Questions

- **Affirm:** *“This is an important question; I am glad you asked.”*
- **Identify:** Information seeking, permission seeking
- **Answer:** *“If a person with a uterus, ovaries and eggs has sex that allows sperm to come in contact with an egg, that person can get pregnant, even if it is the first time, they have ever had sex.”*



Inclusively Answering Questions

“Now, let's address a few additional issues. Remember, it does not matter what the gender identity or sexual orientation of the partners might be, nor the specific type of sex they are having. If a sperm gets into a person through their vagina, and then fertilizes an egg, pregnancy CAN happen. This is most likely going to happen during vaginal sex.”



“Am I Normal?” & Permission-Seeking

- Validate their concerns
- Identify it as a values question and acknowledge diversity of personal beliefs
- Avoid the word “normal”



Values Based Questions

Identify the question as a values based question

S.O.Y. Technique

- Some people...
- Other people...
- You!

Also good for exploring a range of “normal”



“Is it normal to think about sex a lot?”

1. Affirm the learner

“That is an important question! Thank you for asking that.”

2. Identify the motivation and type of question (in your own head)

Am I normal?; Information or clarification



“Is it normal to think about sex a lot?”

3. **Correct any misinformation and then answer the factual parts of the question**

“Puberty and adolescence is a time of maturation, both physically and emotionally, and it’s normal to become more curious about your sexuality and your body. Some people think about sex a lot and some people not so much. It’s normal either way.”



“Is it normal to think about sex a lot?”

4. Explore a range of values if appropriate

“In our culture, there can be a lot of judgement around both thinking about it ‘too much’ and ‘not enough’ but there is no ‘right’ amount to think about it.”

5. Refer the learner back to trusted adults and reliable resources

“It’s a good idea to talk to an adult you trust if you are worried about what you think about sex and sexuality.”



“My partner is older than me. Is that okay?”

1. Affirm the learner

“I’m really glad you asked this question because this comes up a lot.”

2. Identify the motivation and type of question (in your own head)

Am I normal?; Values-based; Information or clarification; Permission seeking



“My partner is older than me. Is that okay?”

3. **Correct any misinformation and answer the factual parts of the question**

“The legal age of consent in Texas is 17. This means anyone under the age of 17 cannot legally consent to sexual activity.”



“My partner is older than me. Is that okay?”

4. Explore a range of values if appropriate

“Regardless of sexual contact, it’s a good idea to think about the power differences that exist when one partner is much older than the other partner. What are some things that might not be balanced?”

5. Refer the learner back to trusted adults and reliable resources

“It’s also important to talk to an adult you trust about their beliefs on when and who it’s appropriate to date.”



Shock Question

- Treat all questions as valid
- Remain calm and respond appropriately
- Identify slang and translate

It's only a "shock" question if we let it shock us!



“I heard some women can have multiple orgasms, how do you make that happen?!”

To clarify, an orgasm is something that can happen when someone is sexually aroused and there's a release of hormones in the brain. This can lead to feeling warm or flushed, muscles contracting or tightening throughout the body, but mainly concentrating around the genitals, and there can be a release of fluids, like semen.

As to “how to make an orgasm happen”, that can be different for everyone but it's also something that is beyond the scope of this class.



“Beyond the Scope of This Class”

- Never answer questions that refer to material that is not age appropriate or clearly outside of what has been mentioned or alluded to in the curriculum.
- Refer the learner to reliable resources or trusted adults.
- Be careful not to shame the person asking.



Personal Questions

- ★ You may want to include **“No personal questions”** in your group agreements
- ★ It’s not about you- it’s about your students’ learning so keep the focus on them

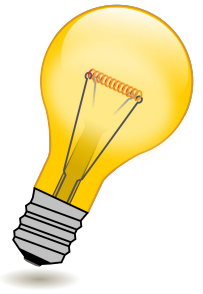
Do you use tampons or pads?

“I appreciate you raising this topic. Remember I don’t answer personal questions, but I can give you more information about these different products then each person can use that information to decide what will work best for them.”

Self-Disclosure

- ★ Once you share something, you can not take it back
- ★ Once you share something, you have no control over what happens with that information
- ★ Your opinion holds power

Helpful Tips



1. Be aware of your body language and tone of voice
2. Respond to or at least acknowledge all questions, affirming the learner
3. Paraphrase the slang with the correct terminology
4. If you don't know the answer, admit it
5. Give brief response to developmentally inappropriate questions
6. Ask for questions in writing
7. Answer only the question that is being asked
8. Practice responding to challenging questions



What questions do you have?

Reminders:

- Permission letters go out **3 weeks before instruction**
 - Expect a letter returned from **every student**
-
- Follow the curriculum
 - Keep personal values out
 - Respond to all questions
 - Contact me for help!