



## **How *Puberty: The Wonder Years* Meets Washington Requirements for Instruction in CSHE in Grades 4-5**

### **AIDS Omnibus Act, 1988**

*Puberty: The Wonder Years* Lessons 6-7 and Add-On Lesson H teach medically accurate HIV prevention, testing, and treatment.

### **Healthy Youth Act, 2007**

This law requires sexual health education programs taught in public schools meet the following criteria:

- ✓ Be medically and scientifically accurate.
- ✓ Adhere to the 2005 Department of Health (DOH) / Office of Superintendent of Public Instruction (OSPI) [Guidelines for Sexual Health Information and Disease Prevention \(PDF\)](#).
- ✓ Teach abstinence and other methods of preventing pregnancy and sexually transmitted disease.
- ✓ Be age-appropriate.
- ✓ Be appropriate for students regardless of gender, race, disability status, or sexual orientation.

*Puberty: The Wonder Years* for grades 4, 5, and 6 meets these criteria.

### **Senate Bill 5395, 2020**

Comprehensive Sexual Health Education is required to be provided at least once in grades 4-5.

This comparison is aligned with the [Comprehensive Sexual Health Education Reporting Survey](#) that must be completed by August 31, 2022 and annually.

12. What instructional materials were used with 4-5th grade students? *Puberty: The Wonder Years* is on the list of reviewed options.
13. How many total hours of Comprehensive Sexual Health Education instruction were 4-5th grade students provided this year?
- *Puberty: The Wonder Years* grade 4 includes 4 hours of instruction.
  - *Puberty: The Wonder Years* grade 5 includes 4.75 hours of instruction.
  - Each Add-On Lesson includes .75 hours of instruction.
15. How did your district determine that your instruction was consistent with Health Education K-12 Learning Standards? We use a curriculum, *Puberty: The Wonder Years*, that has been aligned with the Standards
16. Did Comprehensive Sexual Health Education instruction address the following skills outlined in the Health Education K-12 Learning Standards? YES, see the *Puberty: The Wonder Years* [Synopsis](#) for details.
- ✓ Comprehending concepts related to health promotion and disease prevention to enhance health
  - ✓ Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors
  - ✓ Accessing valid information and products and services to enhance health  
Using interpersonal communication skills to enhance health and avoid or reduce health risks
  - ✓ Using decision-making skills to enhance health
  - ✓ Using goal-setting skills to enhance health Practicing health-enhancing behaviors to avoid or reduce health risks
  - ✓ Advocating for personal, family, and community health
17. Did your district determine that instructional materials are medically and scientifically accurate? If so, how? We adopted materials, *Puberty: The Wonder Years*, already reviewed by OSPI and DOH.
19. The following questions address instruction on sexual health topics required by RCW 28A.300.475. Please indicate which topics were covered and in which grades.

- ✓ The physiological, psychological, and sociological developmental processes experienced by an individual
- ✓ Abstinence
- ✓ Other methods of preventing unintended pregnancy (besides abstinence) (Note: this topic is not required in 4-5th grade): Only if Add-On Lesson G is implemented.
- ✓ Other methods of preventing sexually transmitted diseases, including HIV (besides abstinence): Yes, if Add-On Lesson G and/or H are implemented.
- ✓ Health care and prevention resources (e.g., valid and reliable sources of information, including online information)
- ✓ The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation
- ✓ 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
- ✓ Affirmative consent and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include bystander training

20. How were instructional materials made available for parent/guardian review? (Check all that apply) *Puberty: The Wonder Years* provides parent/guardian notification letters, passive consent forms, lesson outlines, and parent presentation slides for schools to share. Hard copies may be made available in schools for review. Curriculum resources are available in English and Spanish. A social media toolkit is provided in English and Spanish. Additional curriculum previews may be provided by schools if kept behind a password protected site that prohibits downloading and printing.

State law (RCW 28A.300.475) specifically says instruction must be “inclusive of all students, regardless of their protected class status.” It goes on to say that “all curriculum, instruction, and materials must use language and strategies that recognize all members of protected classes.” Current protected classes include:

- Sex
- Race and color
- Religion and creed
- National origin
- Sexual orientation
- Gender identity
- Gender expression
- Disability

21. How did you ensure that instruction was inclusive? In other words, what language and strategies did your curricula, instruction and materials use for this purpose? Examples of strategies might include the following. (Check all that apply)

- ✓ We used a curriculum that is appropriate for students regardless of religious/spiritual beliefs (i.e. does not promote a particular set of faith-based values/beliefs)
- ✓ We provided instructional materials in more than one language
- ✓ We used a curriculum designed for the primary cultural group represented in our school
- ✓ We used a curriculum that includes images and/or examples of students representing the diversity reflected in our community
- ✓ We used a curriculum that uses inclusive language and/or terminology and avoids derogatory or shaming language in reference to sexual activity and/or sexual orientation
- ✓ We provided instruction about sexual orientation: Yes, if Add-On Lesson E is implemented.
- ✓ We provided instruction about gender identity and gender expression: Yes, if Lesson 4-3 and/or Add-On Lesson E is implemented.
- ✓ We encouraged students to respect others' sexual and gender identities