

Comprehensive Sexual Health Education Instructional Materials Review

Un|Hushed High School

Year Published/Revised: 2021

Publisher: Un|Hushed

Website: <https://v3.unhushed.org>

Full or Supplemental: Full

Grade Level: High School (9-12)

Student Population: General

Duration/Number of Lessons: 17

Format and Features: Online modular curriculum with PPTs, online games, other teacher resources

Evidence-based/informed: Evidence-informed

National Standards Alignment: Not indicated

Consistent with WA Health Education Standards? Yes

Consistent with WA Comprehensive Sexual Health Education Law? Yes

Consistent with WA 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:

Reviewer 103

I would use this curriculum in my class but as a supplement to what I already do as there are some pieces of great information that other curriculums do not have or do not have in this detail. For example, the Body Media Literacy which I think is so important for student's mental health to see that everything on social media is not always the truth. Also important is the Sexually Explicit Media information. Neither of these concepts are seen in other texts to this degree. I also think the Social Justice Compass could be a valuable tool for students to use. There seems to be much flexibility in the program. The facilitator guide would be very helpful for first-time teachers teaching sex education and is also a good reminder for veteran teachers. The Gender and Orientation PowerPoints are the same PowerPoint, but I question whether it would be appropriate to use in a school setting due to the naked pictures. They are tastefully done and the lesson that goes with is completely appropriate, but I question how this would go over. The PowerPoint has a variety of different body shapes, but they are predominantly white. There are a lot of resources outside the curriculum itself for the teacher to have to access and use within the curriculum which I think can cause problems if the links do not work. It would be better if everything were available within the site itself.

As a curriculum it doesn't seem to hit many of the Washington State outcomes but it does hit the National Standards in a number of ways.



Reviewer 107

Un|Hushed is the gold standard for comprehensive sexuality education. It moves beyond comprehensive into sex positive education.

The Sexual Values listed at the beginning of the curriculum are beautifully written.

I appreciated that there is specific instructions for facilitators about the differences between facilitating and teaching, the role of peer education, timing, the difference between brave spaces and safe spaces, group dynamics, teaching to different learning styles/abilities, ideal size of the groups, and even what the physical space of the room should be like for these conversations.

I appreciated the emphasis on social justice and equity. Deep exploration of gender and identity. The naked bodies could be challenging for some cultures and belief systems to experience. I appreciated the diversity in size and gender with the models but every model but one was white or white presenting, so extremely lacking in racial diversity. Extensive exploration of the concept of “love”, boundaries, and consent. The activity where teens get to be advice columnists is creative. In depth conversation of masturbation. No conversation of other types of relationships beyond monogamy or different types of sexual expression like BDSM. While ideally teenagers would not be engaging in BDSM as it can be a higher risk activity, the topic is widely discussed now with popularity of books like 50 Shades of Grey, and pornography is easily accessible. Some basic do’s/don’ts would be ideal for young people. The My values activity about preventing pregnancy is an excellent way for students to assess their own goals and actions they need to take instead of being lectured by teachers/adults. Accessing sexual healthcare is specifically poignant and crucial for young people to learn about as the consequences of delaying care can be life altering but youth are often scared and uncomfortable talking about sexual health issues. Global sexual rights was a brilliant inclusion, I really appreciated the discussion of infant intersex surgery, human trafficking, reproductive coercion, medically inaccurate sex education, genital cutting, and forced marriage. An in-depth discussion of pornography, values, and body image was judgement free and well written. I appreciated that Media competence/Media Literacy was included in the lesson. I have almost no critiques for this curriculum - I do wish there was a lesson plan devoted to sexting, creating pornographic images, and Internet permanence. I have yet to see a curriculum have a meaningful discussion of this topic.

Reviewer 112

I appreciate the structure of this curricula incorporating Evidence Based research as the foundation of what is taught in this program. This curriculum offers a balance of promoting healthy sexual behaviors, with sexual health and well-being as a basic human right. I admire the interwoven messaging of promoting psychological and cultural understanding of inclusive gender identities, and trauma informed topics of sexual violence. The medically accurate curriculum balances concepts of abstinence as well as facilitates information on making healthy choices with sexual behaviors, which are correlated to goals students are encouraged to create.

Reviewer 115

This content does a good job of covering many topics that other programs do not. They introduce ideas about human need for physical touch (skin hunger) and sexually explicit media use. Gendered language is limited in lesson scenarios.



Reviewer 118

The Un|Hushed HS online sexual health education program is one of the longer and more comprehensive curriculum on the subject. They have some great representation of body/sex diversity and attention to global and social justice concerns as it relates to sexual health. I appreciate the sex positivity that rings throughout this curriculum. It is refreshing to see at least one comprehensive program embrace harm reduction and empowerment educational approaches as valid and responsible public health interventions. I really respect the use of external materials and resources to help provide more robust, (and regularly) updated current information for things such as STI information, legislation on sexual crimes nationally, and other public health issues addressed in this program. The program was originally written in 2018 and has some outdated statistics and information, such as the bare bones section noting PrEP as a HIV prevention method, but it does not explain more than that.

My largest concerns with this curriculum are that there will need to be a lot of prep work for the facilitator to tailor their lessons to their audience, and there is a lack of BIPOC history, content, and representation in materials. The Un|Hushed Founder, Dr. Rayne, and Sam Killermann, whose works is the most frequently referenced in this work are both white folx, Mr. Killermann is a self-identified straight cis-male. Many of the models used and the examples written in this program demonstrate an innate white centrality that may be exclusive and noticeable to BIPOC students (e.g., no substantial exploration of the third gender category mentioned, like two spirit identities. As well the lack of attention to certain cultural barriers to sexual health and sexuality demonstrate a detachment from certain marginalized experiences, like not exploring the need to identify as down low, the influence of machismo and other culturally specific aspects of non-white adolescence etc.).

This curriculum is relatively neutral on race- though not inclusive of histories of oppression for marginalized racial groups, Black and Indigenous people in particular.

(E.g., as with other published works reviewed on sexual health there is no mention of:

- The history of exclusion of BIPOC and Trans+ persons from the human and sexual rights/legal protections afforded to white women and men in this country
- The neglect and murder of differently abled community members, historically and today
- The Rosewood Massacres
- The Tuskegee syphilis experiments
- The Recy Taylor case
- The abuse and murder of Indigenous children historically in assimilation boarding schools in our nation post westward expansion, and the modern violence against women, children, and queer Indigenous folx
- The sexual violence our nation continues to perpetuate through our involvement in the sex trafficking industry domestically and globally.
- The ongoing systematic violence against BIPOC and Trans+ and Differently abled folx etc.



- Celebration of the specific accomplishments of the Queer, Trans+ and BIPOC communities and leaders for our freedom and liberation.)

These historic and modern examples of crimes, suffering, and joy/cultures from Trans+ and BIPOC peoples are excluded in this curriculum. While it does not need to be the center focus, for restorative work to begin we need to respect and acknowledge these histories and living human experiences ought to share the space equitably and with equality and justice in mind with the pervasive culture of white queers and cis-gendered heterosexuals. As the curriculum suggests it should do so especially as it relates to sexual health education to achieve the goal of being aligned with social justice work. The discussion of crimes and violations of rights for BIPOC folx should be incorporated into CHSE lessons at least at the same age-appropriate time that we educate students about slavery on (in elementary-middle school in this country). As such facilitators will still need to further tailor the materials and examples to represent and promote justice for specific audience demographics and histories.

The online curriculum is very large and cumbersome to navigate, ample planning time is needed to review content in advance to choose appropriate activities and to research and find local policy and resource information. The program is designed to happen for several weeks or over a few grades in one semester or the other, and I agree it will need to occur in multiple doses over a few semesters or grades. Special care and attention still need to be given to certain groups largely excluded in the text, particularly relevant to this reviewer's identities and communities: BIPOC, non-binary/gender queer folx, and asexual persons.

Accuracy Analysis Reviewer 123

For the abortion information there is a statement "Abortion has no impact on a woman's future fertility, abortion does no harm to a woman's mental health, and abortion has no relationship to breast cancer." It needs to be clearer that this is for a medically safe abortion.

Accuracy Analysis Reviewer 124

No medical inaccuracies noted!

