

Comprehensive Sexual Health Education Instructional Materials Review 2023

HealthSmart (Elementary)

Year Published/Revised: 2022

Publisher: ETR

Website: <https://www.etr.org/healthsmart/>

Full or Supplemental: Full

Grade Level: Elementary (Grade 3-5)

Student Population: General

Duration/Number of Lessons: Grade 3: 29 lessons (CSHE content in lessons 14-16; Grade 4: 28 lessons (CSHE content in lessons 25-28; Grade 5: 40 lessons (CSHE content in lessons 2-4, 7-9, 13-15, 32-35, alternate lessons 34-38, supplemental lesson: What is HIV)

Format and Features: Slides, Teaching Pages, Teacher Tools and resources, student resources

Available in Multiple Languages: English, Spanish

Evidence-based/informed: Evidence-informed

National Standards Alignment: National Health Education Standards, CDC 2021 HECAT

Consistent with WA Health Education Standards? Yes

Consistent with Comprehensive Sexual Health Education Law? Yes

Consistent with AIDS Omnibus Act? Yes, with modification

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 307

This is an easy to implement curriculum for elementary teachers who already have so much on their plate. Materials are easy to use, clear and engaging. I would use this in my classroom if I taught this age group.

Reviewer 310

In grade 3, I think it's important to teach about the harm of bullying and would like to see all schools really focus on prevention. This program helps teach about bullying to prevent it from occurring. I would like to see a different word choice for image 15D; "convince others" seems a bit vague. I also thought image 16D was a bit creepy looking...the girl sitting with her skirt showing her bare legs.

In grade 4 review, I would like to see different word choices for materials in Lesson 26. "Things that are Hard" and "Things that are Good" need to be changed in my opinion. Just stick to using the words Difficult and Positive as shown in Teacher Resources of Lesson 26.

In grade 5 review, I think lesson 7 needs more reasons for why kids bully. For lesson 14, I like the modern approach of discussing how media affects a child and how media can be cruel. In lesson 33, I



like the way the lesson mentions how your family wants you to make good choices but maybe add that our community wants us all to make good choices too.

Lessons 34 and 35 briefly mention gender identity. This makes me uncomfortable. For lessons 34 and 35, I do not see the need to have an alternative lesson. I worry that at this young age, you may be encouraging gender identity exploration by offering the gender-neutral alternative.

Lesson 36 briefly mentions gender identity. *"This lesson emphasizes the importance of respecting self-expression in oneself and others. Students read stories about kids their age and discuss whether they think the character is a boy or a girl or unclear and why. They learn terms related to gender roles and expression and discuss why it is important to respect the different ways different people may express themselves around gender. After revisiting a story about a child who is bullied due to gender expression, they create a text message campaign to encourage peers to accept and respect diversity."* This topic of gender is political these days. I would like to see politics and gender identity kept out of schools. If you must have these topics in schools, then they need to be provided with full consent given from parents.

Lesson 37 is about abstinence. When I first read this lesson, a phrase caught my eye, "does not mean give something". I would like to see this part removed because it might confuse someone. Here is the section I am referring to: *"Abstaining, being abstinent, or practicing abstinence all mean the same thing. Abstinence is an important idea for kids when it comes to sexual activity. Abstinence means not having sex and not expressing your sexuality in inappropriate ways. Some people think abstinence means giving up something. The truth is that abstinence gives you self-respect, future choices, and many other things."* Maybe make this clearer. Also, be clearer on the benefits of your health from abstaining from sex. Less likely to have certain cancers.

Supplemental Lesson: What is HIV? is just too much of one thing. I would like to see students know more about the fact that many diseases exist and how important it is to prevent them. You can detail how diseases affect the future of the body. i.e., cancers come from HPV. Permanent use of medications will result from HIV, etc. I would like to see more focus on prevention so that the student can choose to be healthy.

Overall, I think the lessons are good. I know that we don't get to see everything because schools supplement. With no supplements, I would teach these lessons in my classroom with the exceptions to the lessons I discussed above. I would not teach the sections I disagree with.

Reviewer 313

This is a great sex ed tool. It is inclusive of all people/groups and easy to follow. I support this material without hesitation.

Reviewer 314

This curriculum offers a rich variety of teacher and student resources. For example, there are power points, graphics, scope and sequence, alignments to standards, journal prompts and a variety of student activities to name a few.



Also, of note are lessons in grade five (Lessons 34, 35 and 36) that separately teach puberty from the boys' perspective, the girls' perspective. A gender-neutral lesson on puberty is offered as well.

Reviewer 326 (Med/Sci)

Very little detail or data is provided in this very general health curriculum. One statement of concern noted, that is subjective vs. factual: "abstinence means not having sex and not expressing your sexuality in inappropriate ways" - given that "inappropriate" is not defined, this seems values-laden vs. factual. The HIV lesson contains insufficient information to meet WA State AIDS Omnibus Act requirements (e.g., no mention of condoms, PrEP or PEP). I did not see any sources of data listed in the curriculum, though very little data was included.

