

Comprehensive Sexual Health Education Instructional Materials Review 2026

Nemours Teens Health

Year Published/Revised: Not available

Publisher: Nemours Children's Health

Website: [Teens \(for Teens\)](#) | [Nemours KidsHealth](#)

Full or Supplemental: Supplemental

Grade Level: 6–12

Student Population: General

Duration/Number of Lessons: Educator guides varied lessons/student activities

Format and Features: Digital format with printable lessons, resources, including a screen reader function. educator guides include activities, quizzes, posters, handouts.

Materials Provide Support for online or in-person learning: Yes

Available in Multiple Languages: Yes, available in English and Spanish.

Evidence-based/informed: No

National Standards Alignment: National Health Standards

Consistent with WA Health Education Standards? Yes

Consistent with Comprehensive Sexual Health Education Law? No

Consistent with AIDS Omnibus Act? No

Inclusive Materials/Strategies: No

Bias-Free Materials: No



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:

Med. Acc. Reviewer ID 414

The information is accurate, but it is somewhat hard to sift through everything. It's a good resource, but not necessarily a curriculum I would present comprehensively.

Middle School: I particularly liked how depression, anxiety and suicide were treated.

High School: The STI/HIV materials don't talk enough about prevention/contraception (barrier). I would like to see more here. Also, the lessons are maybe a bit young, and not as engaging as the materials on menstruation (which are excellent).

Med. Acc. Reviewer ID 415

Found accurate and appropriate

Middle School: For Nemours Teen Health Grades 6-8:

- Human Body – recommend consistent gender language. Under Discussion Qs in female reproductive system, changing use of “girls and males” to “females and males”.



Med. Acc. Reviewer ID 416

The teen health portion of Nemours was very simplistic and not advanced enough for a teenaged audience. The kids' portion was appropriate for that age group but the teens portion was not an adequate depth of knowledge or broad enough scope for good educational content.

High School: This material is too simplistic for a grade 9-12 audience. It is more appropriate for a 6-8th grade audience and they re-use a lot of the same information from the 6th-8th grade group for the 9-12 grade group. No problems with medical accuracy but not appropriate for an older age group, even as supplemental material.

Reviewer ID 412

Middle School: This was just fine. Again, a little gender essentialist (all boys, all girls etc.)

High School: Some of the materials feel a little juvenile and there is an emphasis on boys' and girls' bodies, but I think with some minor tweaking this would be a good curriculum to use

Reviewer ID 402

Middle School: Although the facts in these materials are generally accurate, the materials are not culturally attuned or representative of the varying gender identities, sexual orientations, or natural variations in human bodies and experiences. For example, the content uses cis-gendered language and never addresses the difference between sex assigned at birth and gender identity. It also fails to name sexual orientations and desire, thereby reinforcing heteronormative, cis-normative, and allonormative (the assumption that everyone experiences sexual attraction) expectations. This material also fails to mention any type of birth control, only discussing condoms in the context of STI and HIV prevention. Although some lessons are well done and accurate when it comes to all bodies, I would not recommend this material be used for comprehensive sex education. Additionally, some of the information oversimplifies subjects to the point of being misleading and/or inaccurate, such as this statement in the STD lesson: "Vaginal discharge or belly pain may be a sign of an STD." Vaginal discharge is NOT a sign of an STD unless its abnormal, which also needs to be clarified in terms of what that means.

Reviewer ID 408

Middle School/High School: There are learning targets, teacher guidance, and quizzes. The Teacher's Guides have many links for articles for students to access and read to find out information for themselves. This requires students to read articles or listen to a robotic voice read the article. The articles contain accurate content. There are some engaging videos within the articles. The article "Finding the Right Bra" has a dead link. In the Female Reproductive System Teacher Guide does not have inclusive language. For example:



“Unlike sexually mature males, who make millions of new sperm every day, a girl’s ovaries at birth contain all the eggs she will ever have. How do the hormones of puberty affect her ovaries and eggs?” The terminology of male vs. girl is not correct. In the Teacher’s Guide for Male Reproduction, the materials use guys. For example: “Guys have both internal (inside the pelvis) and external (outside the pelvis) sex organs.” In the HIV and AIDS materials, there is a broken link to the article “My Friend Has HIV. How Can I Help?” The Puberty Teacher Guide has puberty lesson called, “You Can’t Embarrass Emily!” Including an actual person’s name seems like an inappropriate title. The activities are not necessarily the best way to learn the content since students have to engage in the materials independently and complete a task (label a diagram, create a t-shirt design, etc.).

Reviewer ID 401

Middle School: Though the information is mostly accurate, there is a lack of cultural relevance and inclusion. The activities and key focus areas may need to be updated, though the web links provide accurate information.

This includes only teaching about male and female reproductive systems and excluding intersex bodies. More inclusive language and descriptions could be used or identifying the difference between sex and gender could be helpful.

The use of the following phrases throughout the Female System lesson feels odd, imbalanced and/or slightly inappropriate.

"Unlike sexually mature males, who make millions of new sperm every day, a girl’s ovaries at birth contain all the eggs she will ever have"; comparing "sexually mature males" to "girls"; "to create a new person" rather than something like "to start a pregnancy"

The inclusion of the hymen on the anatomy chart and not the vulva is unusual and places emphasis on something that may be linked back to particular values and beliefs about virginity as a construct.

I find it odd that the Male Reproductive lesson plan doesn't require the same story board activity for the path of a sperm and instead has an activity related to normalizing bodies- something that could be beneficial for both systems!

Puberty Lesson:

Again, instead of just labeling puberty changes as "growth spurt and weight gain" they include: "guys become more muscular, guys’ voices get deeper, girls become curvier, girls gain weight on hips"

STDs/HIV & AIDs:

- anything being labeled as a "health problem" is stigmatizing and should be reframed.



- link is broken on STD lesson

-The lesson lists "having sex with many different partners" and "starting to have sex at an early age" as increased risk factors for STIs but doesn't explain why/how

High School: The feedback I provided for the 6-8th grade lessons also applies to the 9-12th lessons. In addition to that feedback, I have included some notes below. Again, I do believe this content is factually correct, but it is not inclusive, nor do I believe it meets the standards necessary.

On the Quiz Handout under the Female Repro Lesson the following question covers content that is not answered in any of the lesson materials or links provided (Female Reproductive System, All About Menstruation, Irregular Periods, nor Coping with Common Period Problems)

The Female and Male Repro lessons claim to cover the following more standards than I could find.

I reviewed the Media Literacy Ad under Puberty & Growing Up and I do appreciate that it asks students to consider "Is there a sponsor or funding organization supporting the study or report? Does this report seem objective or biased? Why? How might this report influence the audience's behavior or attitudes regarding this health issue? Should it change behavior or attitudes?"

The Healthy Relationships lesson focuses on great themes but is centered on a cis-heteronormative framework

The AIDS and STD lessons are fine but too focused on independent research and work rather than giving the students key information

I would use pieces of these lessons in my work but would not teach these lessons as they are

Reviewer ID 402

High School: This material is very similar to that created for the younger age group of grades 6-8 with only some slight modifications. It doesn't feel age appropriate in its discussions of anatomy or puberty, as it doesn't advance much beyond the topics discussed for middle schoolers. The content doesn't include pregnancy prevention, gender identity, sexual orientation, relationship styles, or communication skills. It uses cis-normative and heteronormative language and all the examples in the scenarios are seemingly heterosexual. The language and representation therefore fails to include the diversity of genders, sexualities, and sexual experiences that exist. The material is also inaccurate in a few places, including the facts around STDs (should be calling them STIs),



such as (like in the younger age courses) stating that "vaginal discharge and lower stomach pain" are reasons to believe someone might have an STI. The content overall fails to engage students in discussions that would allow them to explore their own values, decision-making, and choices regarding sexual health. I would not recommend this curriculum for grades 9-12.

Reviewer ID 403

Middle School: The picture for the female reproductive, there is really no need to display it in that manner, usually the pictures just show the reproductive parts not legs being spread open making it more sexualized.

Has a lot of information and a lot of links. It would take a lot of prep work by the instructor as there are no hyperlinks to even jump to the informational pages that go with all the sections.

High School: Again, I do not see the need to sexualize the female reproductive picture. There was no information on gender identity, etc., unless those are covered in different areas. I would like to see more information on trafficking and safety related to this and how manipulative form. I think more material is needed on inappropriate power relationships these days, sadly.

Because none of the materials are hyperlinked it is labor intensive for the instructor. But has a vast depth of information.

