

Comprehensive Sexual Health Education Instructional Materials Review 2026

Teen Health and Wellness

Year Published/Revised: Not available

Publisher: Rosen Publishing

Website: [Teen Health and Wellness](#)

Full or Supplemental: Supplemental

Grade Level: 9–12

Student Population: General

Duration/Number of Lessons: No lessons. Curated articles covering 15 health topics.

Format and Features: Digital collection of articles, screen reader feature built in.

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

Available in Multiple Languages: Yes, available in 248 languages using a built-in translator function.

Evidence-based/informed: No

National Standards Alignment: No

Consistent with WA Health Education Standards? Yes

Consistent with Comprehensive Sexual Health Education Law? No

Consistent with AIDS Omnibus Act? No

Inclusive Materials/Strategies: Partial

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

This curriculum is accurate and thorough, just not particularly engaging. Overall, the curriculum is strong. The language in the reproduction section is still quite gendered.

In the general repro/puberty sections, they mention Male and Female too often in relation to gametes - should use gender inclusive language. Later, they discuss male and female condoms instead of external and internal condoms. Finally, when discussing pregnancy, they don't mention miscarriage or abortion.

Med. Acc. Reviewer ID 415

Under Safety – Cyberbullying and Suicide – recommend changing “commit suicide” to “die by suicide” (<https://teenhealthandwellness.com/article/585/3/cyberbullying-the-bully-that-never-sleeps>)

Under Sexuality and Sexual Health – PID Treatment – treatment protocol has been updated to include three medications per CDC 2021 STI treatment guidelines. This is found here in curriculum: <https://teenhealthandwellness.com/article/450/4/detection-and-treatment>.



Updated treatment protocol found here: <https://www.cdc.gov/std/treatment-guidelines/pid.htm>

Under section <https://teenhealthandwellness.com/article/488/reproductive-rights->

Recommend changing language from “every single woman, no matter their age...”, be changed to “every single pregnant capable person, no matter their age...”

Under <https://teenhealthandwellness.com/article/488/2/sex-choices-and-consequences>, would like to see additional information to include PrEP for HIV, and not just reference of ART.

Same section – “Preparing for Motherhood”- would like to see it “Preparing for Parenthood”

Same section – Abortion, may want to provide UTD resources on states with abortion bans and definitions of gestational age- <https://www.guttmacher.org/state-policy/explore/state-policies-abortion-bans>

Med. Acc. Reviewer ID 416

- would recommend speaking about reproductive rights from a reproductive justice perspective which is a more inclusive and wholistic view of the intersectionality of rights in people’s lives

- Could be more inclusive

- Some sections read very stiff and provide information that is not relevant or necessary

- Many introductions start off with superfluous introductions that take away from the content (sexuality and health, reproductive rights)

- “Most females take their periods for granted” (What is amenorrhea) is not a fact-based statement.

- Breast and Breast health quote not fully accurate (“Doctors in Western countries are beginning to recognize that new mothers need encouragement from modern medicine to choose breast-feeding and to counteract all the advertising and marketing of baby formulas.”)

There is a lot of anecdotal information/blurbs that are not factually based. Sections also read very awkward especially with introductions that are not always related to the content. There is good factual medical information on topics, but the anecdotal additions detract from accurate information.

Reviewer ID 408

The Teacher’s Guides include many links to articles for students to read and find information for themselves. This requires students to read articles or listen to a robotic



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voice and 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. The Male Reproductive System Teacher Guide does not have inclusive language: “Although the timing of sexual development can vary widely among guys, it does follow a fairly predictable sequence. Describe the physical changes you can expect to see in a sexually maturing guy.” The STD scenarios used inclusive language with “partner,” however, many of the scenarios used common student names. The scenarios should not have names. The activities are not necessarily the best way to learn the content since students have to engage with the materials independently and complete tasks (label a diagram, write a letter to a little brother, etc.), which are learning targets, teacher guidance, and quizzes. The articles have accurate content. I am not a fan of independent learning or tasks about sexual health content as it is not an effective teaching strategy.

Reviewer ID 411

Teen Health & Wellness website is a thorough, accessible, and largely accurate informational resource that could be a good supplement to comprehensive sex education in Washington State. However, its lack of lesson structure, limited multimedia content, inconsistent gender inclusivity, and concerning treatment of certain relationship topics prevent it from fully aligning with comprehensive, inclusive sex education best practices for teens. The website is not structured with lesson plans for teaching curriculum but is instead more of a health information database. It is formatted more like an encyclopedia or textbook, rather than a curriculum. There is no defined time needed when using this information, since it has no associated activities or assessments. It would only be appropriate as a supplemental resource for independent learning or research. The content is very accessible, offering closed captions, text-to-speech options, crisis hotline information, and mobile app access. Content is mostly value-neutral and medically accurate, particularly in its coverage of body systems and sexual health. Content is not presented using fear or risk-based approaches and is simply informative. Each section includes thoughtful prompts for youth to ask health care providers or trusted adults, as well as “myth-busting” questions to help clarify misconceptions, and a glossary. The breadth and depth of information make it a strong research tool, similar in format and reliability as sources such as Mayo Clinic or WebMD. It also provides numerous North American (US + Canada) resources for further support, along with a list of suggested topic related reading.

Unfortunately, the main weakness of this resource is that most of the content relies on a rigid male/female binary and does not consistently use gender-inclusive language. While there are occasional inclusive terms (e.g., “pregnant person”), sexual health and anatomy information is largely divided by “boys/males” and “girls/females.” Relationship and dating information are similarly presented in a heteronormative framework, with LGBTQ+ content separated into its own section rather than integrated throughout. Additionally, the site is



heavily text-based, with limited use of images or videos, which may reduce engagement for some learners who have reading barriers or do not have strong English language skills. Sections with topical concerns include the definition of virginity, which is defined in an extremely narrow manner, and lacks inclusivity (i.e. females only lose their virginity when a penis penetrates a vagina). The term sex addiction is used related to worrisome teen sexual behavior. Sex addiction is not a medically recognized diagnosis. Inappropriate sexual behaviors are diagnosed as compulsive behavior disorders. Additionally, there is concern about content in the LGBTQ+ dating section, specifically the section discussing relationships with older partners. This information does not explicitly discourage such relationships or mention legal considerations related to age of consent, and only briefly addressed power dynamics. Its placement exclusively in the LGBTQ+ section is also problematic, as these issues are relevant to all teens regardless of sexual orientation.

Reviewer ID 409

This curriculum should not be included in a state recommendation because it is not a curriculum. There are no objectives, there is no facilitation, and no student engagement. This could be used as a research tool, such as a secondary source. It is a Wikipedia-esque website that has useful information, but it is incomplete and oversimplifies the subjects.

It requires students to be self-directed and read each webpage themselves, which is unrealistic and cannot be relied on for learning and engagement.

The webpages/articles cannot be considered medically and scientifically accurate and they are not high quality. For example, the page on the reproductive system does not include a single diagram.

I do not recommend this curriculum at all, even as supplemental.

Reviewer ID 410

I feel mixed but leaning towards negative on this resource. Overall, a lot of use of gender and sex binaries and use of gender and sex interchangeably. There are two articles “Relationship skills for Girls” and “Relationship skills for Guys” but a lot of content is not gendered (some is) so it is unclear why it is only in one of them. Some articles do a better job of citation and statistics than others. Much of the violence content overwhelmingly focuses on preventing victims instead of preventing perpetrators, including listing risk factors to victimization. While all the statistics seemed fairly recent many of the videos were very dated, one included a reference to a pager. Some articles do a good job of listing national resources and where to go for help. There is an HIV and AIDS article, but it is not listed in the STI section. While there are articles around LGTBQ+ teens, the general materials did not feel inclusive. There was also no mention of disability. Some mention of different religions and cultures. Some articles included reflection questions which were good. Comments on specific articles are listed below.



“Reproductive systems” used the gender and sex binaries interchangeably does not mention intersex or transgender people.

“Domestic Violence” the video at the top has different contradicting statistics. It also refers to DV as “the worst kind of violence.” which seems strange to create a hierarchy from different forms of violence. States that is rare for women to abuse men which I think is statistically untrue.

“Incest” I would have liked to see more statistics. I also think the more accurate term is child sexual abuse, not incest. There is another article called sexual abuse, but this also includes sexual assault.

Sexual Consent- talks a lot about use of force/drugging, mentions affirmative consent around college campuses but not more broadly. Violence Against Women- This video is horrible. Victim blames. Also suggest women shouldn’t be on the phone walking alone which is a safety strategy many people use.

Online Romance- I like that AI social companions are addressed.

Abuse Relationships- one of the only videos present that portrays abuse and it is by a Black boy which is poor representation.

Cross-cultural relationships: Doesn’t acknowledge the potential power dynamics involved, structural aspects of racism, focused on interactions between someone and their own family (assuming similar racial backgrounds) rather than if you are the person experiencing discrimination.

“Virginity” article very much geared towards the cis-het definition of virginity.

Reviewer ID 404

This is a resource as opposed to a curriculum, so there are not teacher guides. At the same time, the articles cover a vast range of topics, in depth, but are separated to make the reading digestible and not overwhelming. Students can listen to the articles or read them. Depending on the topic, the articles could be used in science, health, or SEL. This would be a good resource for parents to share and start conversations with students. The topics are very targeted and cover a lot of information.

Reviewer ID 412

Maybe I missed something, but was this curriculum just online materials for students to read through without any interactive components? It felt very repetitive and I don't think it would engage students. I also had some concerns with content (some of it was about sex/gender):



What is reproduction: The fetus is fully developed and can live outside of the mother's body. Pregnancy ends when the mother gives birth to the baby.

The Female Reproductive System: These are diseases that are transmitted by coming into contact with a person infected with the disease-causing virus or bacteria

No discussion of HPV vaccine

The Male Reproductive System: There is no cure for many STDs

Pregnancy: wish there was more focus on the egg allowing sperm to fertilize (which is what the current research says) vs the sperm breaking into the egg

Friendship and dating

Falling in love: "For teens, meeting people and going places may be something to do just for fun. You may be simply testing your attractiveness to other people, not thinking about a serious relationship." --for some reason this rubs me the wrong way

The whole cross-cultural dating section is just really weird to me

"If your parents forbid you to date, ask them why. Perhaps you can address their concerns. If not, it is best to obey them" --the language of obeying feels off

I thought the dating advice in section "What Is a Relationship Anyway?" was good

In recognizing abusive relationships, they only mention violence against women

LGBTQ+ dating

"While dating may help you figure out your sexual orientation, having sex will not" --I think is simply incorrect

"As with STDs, there is only one surefire way to keep from getting pregnant: not having sex" --no distinction between sex, anal intercourse, and vaginal intercourse

The "Dating Pitfalls" section, the bit about dating someone older never actually mentions ages (so no discussion of actual age gaps, consent, Romeo and Juliet laws, statutory rape etc.) which feels like a big oversight

The differences between the Relationship Skills and Friendship for Guys/Girls sections were odd. Why not just have that all together? It felt like it leaned into stereotypes (though some of that was combatting said stereotypes)

Sex and Sexual Health: Virginity: no discussion of virginity being a social construct without a real definition

