



Building capacity for sexual health education.



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**Connect and Learn!**

**Network Meetings for School District Administrators**

Join WA PREP staff and school district administrators from across the state for quarterly network meetings to:

- Discuss and share updates on sexual health education requirements and related policies
- Share successes and lessons learned
- Develop/get feedback on plans to support institutionalizing CSHE in your district
- Share strategies for parent/caregiver engagement and community outreach

[Click here to register](#) **for the next CSHE Network Meeting!**

August's Network Meeting will focus on assisting administrators with their CSHE planning and preparation for the upcoming school year

**Thursday, August 18th, 10:30am-12:00pm**

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**WA PREP**

## We're Here to Help!

Whether you are currently implementing Comprehensive Sexual Health Education (CSHE) or just beginning to develop a plan to meet the new [Washington State requirements](#), we have resources to support you. Our expert team is available to support with curriculum selection, working with your school board, engaging parents/caregivers, training teachers to implement CSHE, and more. Contact Christine Hagstrom at [chagstrom@cardeaservices.org](mailto:chagstrom@cardeaservices.org) for more information

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## Centering Racial Justice in Comprehensive Sexual Health Education (CSHE)

Over the last 30 years, CSHE has had a significant [positive impact](#) on the welfare of young people. CSHE is one of the most effective strategies to prevent the perpetration of violence and abuse, improve communication and relationship skills, and build more inclusive and affirming attitudes toward gender and sexual diversity. However, not all young people experience the benefits of CSHE in the same way. In particular, students of color are more likely to receive instruction that is not relevant to their bodies and lives, and, therefore, do not experience the same benefits as their white peers.

### How can educators make a difference?

As educators, we play an important role in centering racial equity in sexual health education. The [National Sexual Health Education Standards](#) and [Professional Learning Standards for Sex Education](#) include racial and reproductive justice in their education standards and are good resources in centering racial justice.

Equitable teaching practices in CSHE\* include:

- **Create a welcoming and affirming environment**
  - Create a physical environment that is responsive to students' diverse cultures, languages, orientations, and identities
  - Co-create norms with students about how the class will function
  - Interrupt disrespectful comments and interactions and address the impact of those instances with your students
- **Foster critical thinking and rigorous instruction**
  - Build on current events to critically examine issues related to power and privilege
  - Provide opportunities for peer-to-peer learning and instruction
  - Invite families and community members to share their perspectives and wisdom on racial justice and related issues
- **Identify inclusive curriculum and assessment**
  - Feature resources that offer diverse perspectives on race/ethnicity, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, and other identities
  - Pair curricular content with social media and other resources that provide current, relevant context that resonates with students' lives and experiences
  - Provide materials in multiple languages/dialects
  - Take field trips to community sites that connect with your instruction
- **Engage in ongoing professional learning and support**
  - Continue to learn about the ways in which historical, systemic, structural, and institutional issues impact racial justice and related issues
  - Engage in inquiry groups and professional learning communities with peers and mentors
  - Engage in professional learning activities to better acquaint yourself with the communities in which your students live

*\*Adapted from: New York State Education Department Learning for Justice: Critical Practices, CASEL SEL Competencies for School Leaders, Sex Education Collaborative: Professional Learning Standards for Sex Education, WA State Core Competencies for Child and Youth Development Professionals*

CSHE-specific tips for promoting equity in the classroom:

- Ensure that visual and narrative representations represent a diversity of bodies. Many curricula exclusively depict white bodies, so it's important to modify or supplement lessons with more inclusive stories and images. Here are some examples:
  - [Diverse Medical Illustrations](#)
  - [Diverse Bodies](#)
  - [Diverse Body Parts](#)
- When discussing hygiene, consider the experiences of students with different hair textures. For example, many curricula encourage students to wash their hair every day, but this is not necessarily relevant advice for all students.
- When talking about sexually explicit materials and social media, beauty standards, and body positivity, acknowledge that societal ideas of beauty affect communities of color differently than white communities because [people of color are fetishized in sexual spaces](#).
- Acknowledge the [intersection of race and gender/sexuality](#) in an open way in the classroom. If you have students of color in your classroom who identify as sexuality and/or gender expansive, do not assume that they are out with their family and others. In addition, do not assume that students who identify as sexuality and/or gender-expansive will face discrimination because of their race. [Gender and sexual diversity has been celebrated in many communities of color](#) for many years. Hold space for these conversations and provide this context when discussing sexuality and gender expansiveness.
- Acknowledge the root causes of health inequities when discussing sexual health care. For example, communities of color are less likely to receive medication or [have their conditions acknowledged by healthcare professionals](#) when seeking care and treatment.
- Be aware of, and fight against, harmful stereotypes such as the [adultification of Black girls](#) and the concept of communities of color being “at risk” for HIV, STIs, and teen pregnancy.
- When framing lessons on consent and sexual assault, it is imperative to include discussions on how historical, systemic, structural, and institutional issues have [limited bodily autonomy for people of color](#).
- Most importantly, remember to [let students lead with their identities](#), and be open and willing to learn from them.

Check out the [Sex Education Collaborative's latest Practice Paper](#) to learn more. The Practice Paper dives deeper into:

- The need for equity in the K–12 CSHE space
- Research conducted with key informants
- What racially just CSHE can look like
- Qualities of sex educators who promote equity
- Administrative and management practices that support sex educators of color
- Best practices to enhance CSHE for youth of color

Thank you for all the work you are doing to support students in the CSHE classroom!

Visit us at [www.waprepforhealthyouth.org](http://www.waprepforhealthyouth.org). Questions? Contact: [waprep@cardeaservices.org](mailto:waprep@cardeaservices.org).  
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