



Illinois Learning Standards for Comprehensive Personal Health and Safety and Sexual Health Education

August 16, 2022

Public Act 102-0522

Illinois Learning Standards for Comprehensive Personal Health and Safety and Sexual Health Education

Sets forth criteria for all classes to teach comprehensive personal health and safety and comprehensive sexual health education. The Act requires the Illinois State Board of Education (ISBE) to develop and adopt learning standards to include, but not be limited to, all of the National Sex Education Standards.

Sex education in Illinois is optional for districts to provide. Parents can also opt their student out of instruction.

Public Act 102-0522 includes education on the following topics:

- consent and healthy relationships
- anatomy and physiology
- puberty and adolescent sexual development
- gender identity and expression
- sexual orientation and identity
- sexual health
- interpersonal violence
- age and developmentally appropriate consent education for kindergarten through 12th grades.

- School districts have discretion over whether or not to provide comprehensive personal health and safety education and comprehensive sexual health education to students.
- Students are not required to participate in any class or course in comprehensive personal health and safety education and comprehensive sexual health education.
- School districts shall provide curriculum scope and sequence to parents and post on website.
- School districts can use outside presenters to provide course materials.

Kindergarten-2nd Grade

Consent and Healthy Relationships

- Characteristics of a friend
- Body autonomy and personal boundaries
- Define consent
- Identify different kinds of families
- Demonstrate how to communicate personal boundaries and show respect of others' boundaries
- Explain why it is important to show respect for different kinds of families
- Identify healthy ways for friends to identify feeling physically and verbally

Anatomy and Physiology

- List medically accurate names for body parts, including genitals

Gender Identity and Expression

- Define gender, gender identity and gender-roles stereotypes
- Discuss ways people express their gender and how gender-role stereotypes may limit behavior

Kindergarten-2nd Grade

Interpersonal Violence

- Define child sexual abuse and identify behaviors that would be considered child sexual abuse
- Identify situations that may be uncomfortable (bullying, teasing, sexual abuse)
- Identify trusted adults
- Demonstrate ways to treat all people with dignity and respect
- Demonstrate ways to start a conversation when seeking help from a trusted adult about an uncomfortable situation

Sexual Health

- Define reproduction and explain that all living things may have the capacity to reproduce

3rd - 5th Grade

Consent and Healthy Relationships

- Describe characteristics of healthy versus unhealthy relationships among friends and with family
- Identify trusting adults that students can talk to about relationships
- Communicate personal boundaries and demonstrate ways to respect others' personal boundaries

Anatomy and Physiology

- Recall the human reproductive systems, including the external and internal body parts and their functions

Sexual Orientation and Identity

- Define sexual orientation
- Differentiate between sexual orientation and gender identity
- Identify trusted adults
- Demonstrate ways to promote dignity and respect for people of all sexual orientations

3rd - 5th Grade

Puberty and Adolescents Sexual Development

- Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression can vary
- Describe how puberty prepares human bodies for potential reproduction
- Explain common human sexual development and role of hormones
- Identify credible sources of information about puberty and hygiene
- Identify trusted adults
- Make a plan for maintaining personal hygiene

Gender Identity and Expression

- Distinguish between sex assignment at birth and gender identity and explain how they may differ
- Define and explain the difference between cisgender, transgender, gender nonbinary, gender expansive and gender identity
- Explain that gender expression and gender identity exist along a spectrum
- Describe gender stereotypes
- Identify trusted adults
- Demonstrate ways to promote dignity and respect for all genders, gender expressions and gender identities

3rd - 5th Grade

Sexual Health

- Explain the relationship between sexual intercourse and human reproduction
- Explain the range of ways pregnancy can occur
- Define STDs including HIV, and common myth about transmission

Interpersonal Violence

- Define child sexual abuse, sexual harassment, and domestic violence
- Identify strategies a person could use to call attention to or leave an uncomfortable situation including sexual harassment
- Describes steps a person can take when they are being or have been sexually abused
- Demonstrate ways to promote dignity and respect for all people
- Describe that some survivors are not believed when they disclose sexual abuse or harassment

6th-8th Grade

Consent and Healthy Relationships

- Compare and contrast the characteristics of healthy and unhealthy relationships*
- Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position
- Analyze the similarities and differences between friendships, romantic relationships and sexual relationships
- Define sexual consent and sexual agency
- Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships

Consent and Healthy Relationships

- Evaluate the impact of technology and social media on relationships
- Identify factors that can affect the ability to give or perceive consent to sexual activity
- Demonstrate communication skills that will support healthy relationships
- Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others
- Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help*

6th-8th Grade

Anatomy and Physiology

- Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)

Puberty and Adolescent Sexual Development

- Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health

Gender Identity and Expression

- Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression
- Access medically accurate sources of information about gender, gender identity, and gender expression
- Demonstrate ways to communicate respectfully with and about people of all gender identities
- Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, and gender expressions in the school

6th-8th Grade

Sexual Orientation and Identity

- Recall the definition of sexual orientation and explain that most people have a sexual orientation
- Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation
- Define sexual identity and explain a range of identities related to sexual orientation
- Demonstrate ways to communicate respectfully with and about people of all sexual orientations
- Develop a plan for the school to promote dignity and respect for people of all sexual orientations in the school community

Interpersonal Violence

- Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence, coercion, and dating violence) and describe their impacts on sexual health*
- Describe strategies that sex traffickers/exploiters employ to recruit youth
- Identify trusted adults
- Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors

6th-8th Grade

Sexual Health

- Define vaginal, oral, and anal sex
- Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them
- Analyze how alcohol and other substances can influence sexual decision-making
- Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven, and sex trafficking

Sexual Health

- Identify medically accurate sources of information about STDs, including HIV, such as local STD/ HIV prevention, testing, and treatment resources
- Define prenatal care and identify medically accurate sources of information abo
- Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs
- Identify factors that are important in deciding whether and when to engage in sexual behaviors

6th-8th Grade

Sexual Health

- Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs
- Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)
- Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption
- Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption
- Describe the signs, symptoms, or lack thereof, and potential impacts of STDs

Sexual Health

- Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD
- Discuss current biomedical approaches to prevent STDs
- Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment
- Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem

What does District 80 currently offer?

- Candor Health Program in Health Class 5th-8th grade only
- Send home letter explaining program and topics
- Parents can find additional detailed information on the Candor website
- Parents have an option of opting out
- Students who are opted out receive an alternative learning option
- Opt out numbers for 2021-22:
 - 5th grade - 14 students
 - 6th grade - 4 students
 - 7th grade - 3 students
 - 8th grade - 2 students

Our Current Programs

Grade 5

Puberty I

- Taught in gender specific groupings
- Eight physical and emotional changes that occur during puberty, including changes to the reproductive system, male and female anatomy, and harassment and sexual harassment are introduced and defined using age appropriate scenarios.

Grade 6

Puberty II

- Class topics include: eight physical and emotional changes that occur during puberty, including changes to the reproductive systems), hormones, changing gender roles and gender expression (a century ago vs. today), forms of communication, and sexting and online safety.

Our Current Programs

Grade 7

Human Reproduction and Embryology

- Program topics include: a review of the physical and emotional changes that happen during puberty, including changes and the reproductive systems, such as the menstrual cycle, erection and ejaculation, fertilization, embryology and the process of labor.

Grade 8

Teen Sexual Health

- In Teen Sexual Health, educators cover anatomy, forms of sexual contact, consent, pregnancy and sexually transmitted infections (STI). In the pregnancy section, educators will talk through how a sperm cell meets an egg which causes a pregnancy. Educators will talk about the most common STIs, give examples of how an STI can be transmitted, and identify which STIs are viral and which are bacterial.

What Options Do Districts Have?

District can:

- Adopt all of the grade level standards
- Adopt some of the grade level standards
- Adopt none of the grade level standards

District cannot:

- Alter the standards for community considerations
- Teach opposing information
- Mandate that all students receive the instruction (parents always have the right to opt out)

Next Steps

- Familiarize yourself with the standards and expectations
- Vote in September:
 - If NSD 80 will adopt all or any standards
- Communicate with parents/guardians
- Inform the Illinois State Board of Education if the following:
 - If instruction on standards will take place
 - Whether instruction was provided by teacher, consultant or community
 - Number of students receiving instruction
 - Number of students excused from instruction
 - Duration of Instruction

Questions