

## Uxbridge School District Summary of Sex Education Resources

Resources being used in MA schools to teach sex ed are evaluated to see whether they contain the following harmful elements:

**1. Sexualizes children** -- Contains sexual information that extends beyond teaching natural human development and the biology of sexual reproduction. Normalizes adolescent sexual activity and desensitizes children to sexual concepts and ideas that may encourage them to become sexually active. Teaches children they have a right to sexual pleasure. Refers children to harmful websites or other sexualized materials.

**2. Promotes diverse sexualities** — Normalizes diverse sexual identities and encourages students to explore or question their sexual orientation. Omits vital medical facts regarding the health risks of anal and oral sex. Recommends websites or other resources that normalize and promote diverse sexualities.

**3. Promotes transgenderism** — Normalizes diverse gender identities and asserts it is possible for children to change genders. Fails to provide vital mental health information that can help children resolve gender confusion, as well as information on the possible physical complications or harm involved with attempting to alter one’s gender.

**4. Promotes abortion** – Normalizes abortion and promotes the use of contraception without providing complete information on the side effects or failure rates of methods. Teaches children how to obtain an abortion without parental knowledge or consent. Refers children to abortion providers or recommends students consult the Planned Parenthood website as a sex education resource.

**5. Undermines parents or parental rights** – Encourages children to question parents’ beliefs or religious values on matters of human sexuality, gender, and other topics. Encourages children to withhold important sexual or mental health information from parents.

The resources being used in Uxbridge at all levels have been found to contain up to four of the harmful elements. Click [here](#) to view the public records request for sex ed information and the response from the district. Please note the date that the request was sent and when the district’s response was received. The resources may have since changed; parents should follow up with their district. Please note, this is not an exhaustive report but is only intended to demonstrate whether the presence of any harmful elements was found.

Level	Resource	Analysis
Intermediate Grade 5	<i>Whitin (School) Sex Ed. Health Unit</i>	<p><b>Sexualizes children:</b> Some topics included are the following:</p> <ul style="list-style-type: none"> <li>• “Creation of life from puberty changes to intercourse” *<i>The curriculum provided by the district does <b>not specify how</b> the subject of intercourse is presented.</i></li> <li>• “<u>Male</u>: Penis, Testicles. Sperm, Erections, Nocturnal Emission (‘Wet Dreams’), Pubic Hair”</li> </ul>

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		<ul style="list-style-type: none"> <li>• “<u>Female</u>: Egg, Ovaries, Fallopian tubes, Uterus, Menstruation, DNA, Chromosomes, Pubic Hair, Breasts”</li> <li>• “Students may be exposed to <b>slang terms</b> for sex terms, male reproductive organs, and female. The teacher will educate and redirect students to use the medically appropriate terminology.”</li> </ul> <p><b>Promotes diverse sexualities:</b>          “By the end of 5<sup>th</sup> grade...students will...          --Define sexual orientation using the correct terminology (such as heterosexual, gay, and lesbian.)”</p>
<p>Intermediate Grade 5</p>	<p><a href="#">Always Changing (video in coed setting)</a>   <a href="#">Always Changing, Always Growing</a>, P&amp;G Puberty Education Resources</p>	<p>This program gives a broad overview of the beginning stages of puberty. In the Teacher’s Guide, anatomy is taught using genitalia diagrams. It is unclear whether Uxbridge PS uses the Teacher’s Guide, or only the video.</p> <p><b>Possibly undermines parents or parental rights:</b>          Although this video does encourage students to ask their parents questions about puberty, one brief section gives students advice on how to make responsible decisions. Students are advised to make a list of possible actions, evaluate solutions, predict what might happen, act on the solution they think might have the best result, and then see what happens. This is a direct quote, “That way you’ll learn if your solutions solved the problem in the right way.” There is no mention of consulting with parents or another responsible adult for help in determining solutions to problems and thinking through possible consequences of certain actions. The process of natural development and maturation are discussed.</p> <p><i>Parents are encouraged to preview this video.</i></p> <hr/> <p>Upon completing the video, students are allowed to write down anonymous questions. These questions are screened and not all are answered. However, the teacher might answer questions</p>

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		<p>that extend beyond basic puberty education and might not be covered in the <i>Always Changing</i> curriculum.</p> <p>Some of the screened questions that teachers <i>did</i> answer include:</p> <ul style="list-style-type: none"> <li>• How is a baby made?</li> <li>• How does the sperm fertilize the egg?</li> <li>• What is sex?</li> </ul>
Intermediate Grade 5	<i>Male/Female Reproductive Organs Conversation Talking Points</i>	<p>These assignment sheets depict male and female reproductive anatomy but do not contain references to intercourse.</p> <p><i>Parents can preview these sheets in the packet linked in the top box of this report.</i></p>
Intermediate Grade 6	<i>Whitin (School) Sexual Health Unit</i>	<p><b>Sexualizes children:</b> “The following two standards will be addressed:</p> <ul style="list-style-type: none"> <li>• Describe short and long-term consequences of sexually-related risk behaviors and identify barriers and supports for making health-enhancing decisions.</li> <li>• Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented.</li> </ul> <p><b>Promotes diverse sexualities:</b> See Grade 5</p>
Intermediate Grade 6	<i>Reproductive Systems: Anatomy and Physiology Unit Slideshow</i>	<p><b>Possibly promotes abortion, Possibly sexualizes children:</b></p> <ul style="list-style-type: none"> <li>• This slideshow contains extensive detail about male and female reproductive organs. While most of it is not sexually graphic in nature, this level of detail may be too mature for some children in this age group.</li> <li>• In the section on women’s reproductive health concerns, it states the following: “D&amp;C: dilation and curettage, a common minor operation on women.”</li> <li>• While it does not specifically mention the word abortion, a D&amp;C is a common form of abortion. It is unclear as to whether the teacher mentions this usage for this procedure. Also, if abortion is mentioned,</li> </ul>

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		<p>referring to a D&amp;C as “a common minor operation” on women and not mentioning what happens to the fetus during the abortion procedure would be dangerously misleading. Parents should inquire why the topic of D&amp;C is raised and whether or not the discussion is expanded to include abortion.</p> <p><i>Parents can preview this slideshow beginning on page 21 of the document linked in the top box of this report.</i></p>
Intermediate Grade 6	<p>Body System Review <a href="#">The Human Body / Facts About the Parts of the Human Body System (video)</a></p>	<p><b>Sexualizes children:</b> This video depicts drawn versions of sexual organs and briefly mentions that the penis is for “delivering sperm into the uterus” as well as the phrase “sexual intercourse.” There is also a blurred image of a man lying on top of a woman in a sexual manner.</p> <p><i>Parents may want to preview this video.</i></p>
Intermediate Grade 6	<p>Communicable Diseases / Sexually Transmitted Diseases: The district did not provide specific resources, but indicated (by phone) that they use teacher-generated materials.</p> <p>Note: “Teacher-generated materials” can include objectionable material. <i>Parents are strongly encouraged to ask the district for more information.</i></p>	<p><b>Sexualizes children:</b> Topics include: “A brief overview of <b>sexually transmitted diseases</b> and the promotion of <b>abstinence</b> and <b>barrier methods</b> to avoid acquiring STDs.” “Key terms: Sexually transmitted disease, HIV/AIDS, Chlamydia, Syphilis, HPV, condoms, contraception”</p>
Intermediate Grade 7	<p><i>Whitin (School) Sexual Health Unit</i></p> <p>The district did not provide specific resources, but they indicated (by phone) that they use” teacher-generated materials.”</p> <p>Note: “Teacher-generated materials” can include objectionable material. <i>Parents are strongly encouraged to ask the district for more information.</i></p>	<p><b>Sexualizes children; Possibly promoting diverse sexualities and/or transgenderism:</b> See Grade 6 Topics.</p> <p>Lessons include: STD Prevention: <b>Reducing # of Sexual Partners</b> Communicable Diseases / Sexually Transmitted Diseases</p> <ul style="list-style-type: none"> <li>• <i>Children at this age should not have any sexual partners at all. “Reducing the # of sexual partners” could imply</i></li> </ul>

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		<p><i>that having a small number of sexual partners is acceptable.</i></p> <p>In addition, it states:</p> <ul style="list-style-type: none"> <li>• (Students will) “Identify sexual discrimination and harassment. Students use current events or media portrayal to discuss...”</li> <li>• “The 7<sup>th</sup> grade health class will discuss the concepts of sexual discrimination and harassment in alignment with our Bullying Prevention &amp; Awareness Unit.” (<i>Bullying prevention is used as a common justification for instructing children about gender identity and promoting diverse sexualities.</i>)</li> </ul>
High School Grade 8	<i>Reproductive Notes: Functions of the Reproductive Systems</i>	<p><b>Promotes transgenderism:</b></p> <p>These assignment sheets contain drawings of the male and female reproductive systems with fill-in-the-blanks to label the parts. The headers on the male and female sections read:</p> <ul style="list-style-type: none"> <li>• “Male (AMAB) Reproductive System”</li> <li>• “Female (AFAB) Reproductive System”</li> <li>• “AMAB” means “assigned male at birth.” “AFAB” means “assigned female at birth.” <i>Including these initials demonstrate that the teachers plan to teach the students that your sex assigned at birth can be different than the gender you identify with.</i></li> </ul> <p>(In the male drawing, the anus is included as a part to be labeled, but it is not included in the list of the parts to be defined.)</p>
High School Grade 8	<i>Human Sexuality: Grade 8 Wellness Slideshow</i>	<p><b>Sexualizes children; Promotes diverse sexualities; Promotes transgenderism; Possibly undermines parents or parental rights:</b></p> <p>Below is the Table of Contents with some examples of harmful elements contained in each section. All are direct quotes:</p>

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		<p>Table of Contents:</p> <ul style="list-style-type: none"><li>• Basic Vocabulary (not listed in this file)</li><li>• Consent—Freely given, Reversible, Informed, Enthusiastic, Specific (Each individual affection requires consent each time. Even if you have done it before.)</li><li>• Sex—is a label (male/female/intersex/), commonly assigned at birth or before birth in an ultrasound, based on external genitalia, chromosomes, internal reproductive organs.</li><li>• Gender and Gender Identity--Gender (is) social and legal status, societal expectations, femininity vs masculinity. Gender Identity (is) how one feels inside as it relates to gender, how one expresses their gender...Gender Expression (is) how a person presents their gender to the world. --Using proper Pronouns Matters</li><li>• Sexual Orientation—is about who you're attracted to and who you feel drawn to romantically, emotionally, and sexually. --Natural part of who you are, occurs before birth --May become aware of your Sexual Orientation at a young age --Can change over time (fluidity)</li><li>• Other terms defined: Gay, Lesbian, Heterosexual, Asexual, Bisexual, Pansexual, Demisexual</li><li>• What is Coming Out?</li></ul> <p>This slideshow includes embedded resources that have been analyzed separately below. These resources are highly objectionable.</p> <p><i>Parents are strongly encouraged to preview this slideshow and all the embedded resources. The slideshow can be found on pages 46-80 of the document linked in the top box of this report.</i></p>
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<p>High School Grade 8</p>	<p><a href="#"><u>The Genderbread Person</u></a></p>	<p><b>Sexualizes children; Promotes diverse sexualities; Promotes transgenderism; Undermines parents or parental rights:</b>  <i>The Genderbread Person</i> graphic is embedded in the <i>Human Sexuality: Grade 8 Wellness Slideshow</i>. It encourages students to separate biological sex from “gender identity.” It also asks what gender they are “sexually attracted to.” This graphic is unscientific and confusing.</p> <p>This is a graphic of a gingerbread cookie-shaped figure. Four supposed sexuality attributes are labeled on the figure:</p> <ul style="list-style-type: none"> <li>• Identity (brain)</li> <li>• Attraction (heart)</li> <li>• Expression (dotted line around the outside edge)</li> <li>• Sex (symbol over the genital area)</li> </ul> <p>Underneath the figure are the following titles:</p> <ul style="list-style-type: none"> <li>• Gender Identity</li> <li>• Sexually Attracted To</li> <li>• Romantically Attracted To</li> <li>• Gender Expression</li> <li>• Anatomical Sex</li> </ul> <p>All of these have arrows below them indicating continuums. Students (<i>evidently</i>) are to place themselves on each to discover their “<i>true</i>” <i>sexuality</i>.</p> <p>There is also a place to check off “Sex Assigned at Birth,” which could be male, female, or intersex.</p>
<p>High School Grade 8</p>	<p><a href="#"><u>Ask. Listen. Respect: A Video about Consent</u></a></p>	<p><b>Possibly sexualizes children:</b>  This video is embedded in the <i>Human Sexuality: Grade 8 Wellness</i> slideshow. It depicts a young teenage couple spending time together and asking each other consent for various activities. A teenage girl goes over to a teenage boy’s house, apparently without any parents around, and the video ends with the teens kissing.</p>

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		<p>The video is not sexually graphic, but parents are cautioned since the video positively depicts young teens spending time alone and ‘consenting’ to various activities.</p> <p><i>Parents are encouraged to preview this video.</i></p>
High School Grade 8	<a href="#">Range of Gender Identities – Amaze (video)</a>	<p><b>Promotes transgenderism, Promotes diverse sexualities, Possibly undermines parents or parental rights:</b></p> <p>This <a href="#">Amaze</a> video appears in the <i>Human Sexuality: Grade 8 Wellness</i> slideshow. It promotes unscientific views of gender and gender identity. In the video an adult holds the traditional view of the gender binary, but is “corrected” by the teenagers. For a full analysis of this video, see <a href="#">this Substack post</a>.</p> <p>Note: <i>Amaze</i> videos are some of the worst offenders in the area of “sexuality education” of children. These videos are available for free on YouTube, and once a student is introduced to one <i>Amaze</i> video as part of the curriculum, they can easily seek out the other videos on their own. <i>Amaze</i> videos promote masturbation, transgender ideology, normalize watching porn, abortion, sexual activity for minors, and more. They would better be characterized as “sexuality indoctrination” tools. These videos have been discussed extensively in the <a href="#">Massachusetts Informed Parents</a> Facebook group. Visit MIP on Facebook and search “Amaze” to see relevant posts.</p>
High School Grade 8	<a href="#">What is a Woman? - Defining Gender Identity (video)</a>	<p><b>Promotes transgenderism, Promotes diverse sexualities:</b></p> <p>This video is embedded in the <i>Human Sexuality: Grade 8 Wellness</i> slideshow. It contains a significant amount of dangerous and false information, such as:</p> <ul style="list-style-type: none"> <li>• Unscientific views of gender and gender identity including categories such as: non-binary, demigender, pangender, femboy, etc.</li> <li>• It presents medical transition as an option for treating gender dysphoria <i>without mentioning the negative consequences of surgery and hormones.</i></li> </ul>



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		<ul style="list-style-type: none"> <li>• It equates various forms of cross-dressing (i.e. drag) to gender identity, promoting the notion that these identities are as valid as male and female.</li> <li>• It promotes drag, and names specific famous drag queens.</li> <li>• It pressures students into using preferred pronouns, identifying preferred pronoun use as a “common courtesy.”</li> </ul> <p><i>This video is highly objectionable. Parents are strongly encouraged to preview this video.</i></p>
High School Grade 8	<a href="#">Wanda Sykes Takes Us Through the History of LGBTQ+ — Now You Know (video)</a>	<p><b>Promotes diverse sexualities; Promotes transgenderism; Possibly undermines parents or parental rights:</b></p> <p>This video is embedded in the <i>Human Sexuality: Grade 8 Wellness</i> slideshow. Under the guise of teaching “LGBTQ History” it promotes an activist agenda, encourages heterosexual students to imagine themselves as homosexual, and potentially undermines parents by criticizing and misrepresenting religious views on human sexuality.</p> <p><i>Parents are strongly encouraged to preview this video.</i></p>
High School Grade 8	<i>Atlas Family Life and Sexuality Unit Planner</i>	<p><b>Sexualizes children; Possibly undermines parents or parental rights:</b></p> <p>Here are some excerpts: “Major Understandings”</p> <ul style="list-style-type: none"> <li>• “Students will understand that it is their own personal responsibility to protect themselves from STDs and pregnancy. Students will understand the difference between curable and incurable STDs and the difference between treatment and a cure.”</li> <li>• “Students will understand how to prevent disease and pregnancy.”</li> </ul> <p>“Content”</p>

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		<ul style="list-style-type: none"> <li>• “Sexually Transmitted Diseases (Infections)</li> <li>• Contraception / Contraceptives</li> <li>• “Latex condoms vs other types</li> <li>• Statistics for efficacy for typical use and correct use of contraceptives</li> <li>• Physical barrier / Natural planning / Chemical or Hormonal methods”</li> </ul> <p>“Objectives”</p> <ul style="list-style-type: none"> <li>• “Students will identify and list symptoms of the six most common STDs and the appropriate treatment.”</li> </ul>
<p>Grades were not listed for this resource</p>	<p><i>Sexuality Terms Updated for the 2021-2022 School Year</i></p> <p><a href="https://gsanetwork.org/resources/gsa-terms-definitions/">https://gsanetwork.org/resources/gsa-terms-definitions/</a></p>	<p><b>Sexualizes children; Promotes diverse sexualities; Promotes transgenderism; Possibly undermines parents or parental rights:</b></p> <p>GSA (Gay Straight Alliance)</p> <p>GSA clubs are becoming widespread in American schools. They claim that these clubs:</p> <ul style="list-style-type: none"> <li>• “have been associated with improvements in school safety, a key component of school connectedness for all students...specifically among Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) students.”</li> <li>• “are also linked to positive youth advancement and increasing young people’s sense of purpose, self-esteem, and agency.”</li> </ul> <p>GSA’s three main functions are to “support students, build community, and create change.”</p> <p>“Topics include:</p> <ul style="list-style-type: none"> <li>• Coming out / family acceptance</li> <li>• Differentiating between issues involving gender vs. sexuality</li> <li>• Defining terms used in the <b>(*LGBTQ+)</b> community</li> </ul>

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		<ul style="list-style-type: none"> <li>Using appropriate language to describe the experiences and identities of those within and around our community.”</li> </ul> <p>Some examples of terms included in the list:  <b>“Ally / Accomplice</b> a person who recognizes their privilege and is actively engaged in a community of resistance...”  <b>Androgynous</b> a person who expresses or presents merged socially-defined masculine and feminine characteristics, or mainly neutral characteristics.  <b>Biphobia</b> the prejudice, marginalization, and hatred of people who are perceived to be bisexual, also experienced by other identities (pansexual, omnisexual, etc.)  <b>Cisnormativity</b> the societal and structural assumption that all people identify with the gender they were assigned at birth.  <b>Genderfluid</b> describes a gender identity that may change or shift over time between or within the mix of the options available  <b>Polyamory</b> a romantic orientation and practice of having multiple partners, who are consenting to relationships with varying structures; not inherently queer”</p> <p><i>Parents are strongly encouraged to investigate how (and in what grades) this resource is implemented.</i></p>
<p>Grades were not listed for this resource</p>	<p><i>What is sexual health education?</i></p> <p><a href="https://www.cdc.gov/healthyyouth/whatworks/what-works-sexual-health-education.htm">https://www.cdc.gov/healthyyouth/whatworks/what-works-sexual-health-education.htm</a></p>	<p><b>Sexualizes children; Promotes diverse sexualities; Promotes transgenderism; Possibly undermines parents or parental rights:</b></p> <p>Has not been fully evaluated, but from the information supplied by the district, the above harmful elements are present or likely.</p> <p>This document asks the following questions and makes claims that are debatable at best. Some examples are noted here; claims are in italics:</p> <ul style="list-style-type: none"> <li>What is sexual health education?</li> </ul>

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		<p><i>Quality sexual health education (SHE) provides students with the knowledge and skills to help them be healthy and avoid...HIV, ...STDs and unintended pregnancy. Quality sexual health education programs...address needs of all students, including the needs of lesbian, gay, bisexual, transgender, and questioning youth.</i></p> <ul style="list-style-type: none"> <li>• How can schools deliver sexual health education? <i>Giving students time to <b>practice</b>, assess, and reflect on skills taught...helps move them toward <b>independence</b>, critical thinking, and problem solving to avoid HIV, STDS, and unintended pregnancy.</i></li> <li>• What are the benefits of delivering sexual health education to students? <i>Delay sexual intercourse Have <b>fewer</b> sex partners Have <b>fewer</b> experiences of unprotected sex <b>Increase</b> their use of protection, specifically <b>condoms</b> Improve their academic performance” (Emphasis added)</i></li> </ul> <p><i>Parents may want to investigate how these CDC guidelines are implemented.</i></p>
<p>High School The grades were not listed.</p>	<p><i>“Welcome to Health” Ahern Health Course Slideshow</i></p> <p>Note: The district did NOT provide the curriculum or instructional materials for this course, they only provided the teacher’s introductory slideshow. This slideshow references assignments in google classroom. Parents are strongly encouraged to seek additional information from</p>	<p><b>Possibly undermines parents or parental rights:</b></p> <p>Course Overview: “This course will teach students fundamental health concepts that promote good health habits and conduct. The student’s personal health and wellness will be enhanced by the study of a wide variety of wellness topics that <b>confront the youth of today.</b>” (Emphasis added)</p> <p>Objectives: “Students will discuss and be able to analyze their personal:</p>

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	<p>their child’s teacher as well as access their child’s google classroom to view the assignments.</p>	<ul style="list-style-type: none"> <li>• Physical wellness</li> <li>• Social wellness</li> <li>• Environmental wellness</li> <li>• Intellectual wellness</li> <li>• Spiritual wellness</li> <li>• Emotional wellness</li> <li>• Multicultural wellness</li> <li>• Financial wellness”</li> </ul> <p><i>Parents may want to investigate further.</i></p>
<p>High School Grades 8-9</p>	<p><i>Uxbridge United Half Day Professional Development Health &amp; Wellness 8-9<sup>th</sup> grade (2022)</i></p>	<p><b>Sexualizes children, Promotes diverse sexualities, Promotes transgenderism, and Possibly undermines parents or parental rights:</b></p> <p>The district states: “We have decided to use the <b><i>National Health Education Standards &amp; National Sex Education Standards</i></b> to drive our scope and sequence for our Wellness Curriculum in order to provide an inclusive, current, and accurate educational experience for all students.”</p> <ul style="list-style-type: none"> <li>• The term “inclusive” is used as justification for incorporating diverse sexualities and gender identity material.</li> <li>• The <i>National Sex Education Standards</i> contain highly objectionable material. The NSES is a document created by activist organizations including <a href="#">Advocates for Youth</a> and <a href="#">SIECUS</a>. Parents are strongly cautioned in regard to anything produced by these organizations, or any curriculum that follows the NSES.</li> </ul> <p>Here are the standards listed under “Healthy Relationships and Human Sexuality,” in the PD document. Standards inform</p>

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		<p>curricular choices, so parents can assume that the topics in these standards will show up in their child’s classroom.</p> <ul style="list-style-type: none"><li>● 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)</li><li>● 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</li><li>● Access medically accurate sources of information about gender, gender identity, and gender expression</li><li>● Demonstrate ways to communicate respectfully with and about people of all gender identities</li><li>● Recall the definition of sexual orientation and explain that most people have a sexual orientation</li><li>● Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation</li><li>● Define sexual identity and explain a range of identities related to sexual orientation (e.g., heterosexual, bisexual, lesbian, gay, queer, two-spirit, asexual, pansexual)</li><li>● Define vaginal, oral, and anal sex</li><li>● Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them</li></ul>
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		<ul style="list-style-type: none"> <li>● List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal)</li> <li>● Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption</li> <li>● Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted</li> <li>● Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including</li> <li>● Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission</li> <li>● Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)</li> <li>● Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition</li> <li>● Describe the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STD/HIV prevention, testing, care, and treatment</li> <li>● Define racism and intersectionality and describe their impacts on sexual health</li> <li>● Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem</li> <li>● Analyze how alcohol and other substances can influence sexual decision-making</li> </ul>
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		<ul style="list-style-type: none"> <li>● 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</li> <li>● including HIV, such as local STD/HIV prevention, testing, and treatment resources</li> <li>● Define prenatal care and identify medically accurate sources of information about prenatal care</li> <li>● 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 (including HIV)</li> <li>● Identify factors that are important in deciding whether and when to engage in sexual behaviors</li> <li>● Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs (including HIV)</li> <li>● Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams)</li> <li>● Compare and contrast the characteristics of healthy and unhealthy relationships*</li> <li>● Describe how power differences, such as age, gender, socioeconomic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships</li> <li>● Analyze the similarities and differences between friendships, romantic relationships and sexual relationships</li> <li>● Define sexual consent and sexual agency</li> </ul>
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		<ul style="list-style-type: none"><li>● Identify factors (e.g., body image, self-esteem, alcohol and other substances) that can affect the ability to give or perceive consent to sexual activity</li><li>● Explain why a person who has been sexually harassed, abused, or assaulted, or has been a victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator*</li></ul> <p>The district provided the entire NSES document as part of the public records request. It can be viewed beginning on page 122 of the document linked in the top box of this report.</p> <p><i>Parents are strongly encouraged to read and analyze this document for themselves.</i></p>
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