

# USD #289 Human Sexuality Curriculum

In May, 1987, the Kansas State Board of Education took initial action to require all accredited school districts to provide elementary and secondary programs in human sexuality and Acquired Immune Deficiency Syndrome (AIDS) education by September, 1988. School districts are responsible for the development and implementation of local programs.

Curriculum taught in American schools is made up of basic areas of study designed to provide a broad education. Each subject or discipline has a set of purposes which are directed toward student learning. The information acquired by students in the various areas shall provide for the acquisition of knowledge, skills, and attitudes. Students may utilize these outcomes to meet needs present at the time of learning or to incorporate them at appropriate times in their future lives.

The goals of a human sexuality curriculum are not met in a single area of study. The goals are taught, K-12, in health, science, communication, human relations, and guidance. The instruction consists of factual information appropriate to the age of the student, decision making and communication skills, and beliefs concerning self esteem and respect for others.

Human sexuality and AIDS education is intended to:

1. Enhance the self-esteem of all students.

A basic tenet of human sexuality education programs is that youngsters must believe in their own personal self-worth. Acceptance of self is the essential link to developing a respect for others. A self-respecting individual is accepting of his/her sexuality.

2. Increase the knowledge level of all students about human sexuality.

Accurate knowledge about the biological, sociological, psychological, and moral aspects of sexuality is necessary for understanding self and others. Accurate knowledge can dispell misinformation and is needed for responsible decision-making.

3. Improve responsible decision-making skills of all students.

The acquisition of knowledge is the foundation of all education, but knowledge alone does not lead to wise decision-making. Clarifying and accepting personal and societal values, improving communication skills, coping with peer pressure, and considering possible consequences before acting are components of a human sexuality education program. Educating youth for a life

of responsible decision-making requires a program built upon accurate knowledge and human respect.

4. Improve the quality of life for all students.

The ultimate goal of human sexuality education is to better enable people to live meaningful and satisfying lives. Knowledgeable individuals who are comfortable with themselves and their own sexuality are persons who will not feel the need to exploit others. Self-accepting persons capable of responsible decision-making will be more likely to exhibit behavior that is consistent with society's mores.

## EXCUSAL POLICY

All students shall be accountable for learning objectives as established by an appointed committee and approved by the board of education with the following exceptions:

In accordance with S.B.R. 91-31-3(g)2(D), any student whose parent or guardian so requests, shall be excused from any or all portions of the program without penalty resulting from such action.

The procedure for excusal from any or all portions of the program shall be as follows:

1. Parents or guardians seeking to have their children excused from the program will be required to review program goals and curricular objectives. Parents will review the goals and objectives at the local board of education office.

2. Parents or guardians will be asked to identify, in writing, the specific goals and objectives that are objectionable and from which they wish to have their child excused.

3. Students excused from any or all portions of the program shall be provided an alternative assignment to be completed during the class time in which the questioned objectives are being taught. The assignment must be reasonable and must meet the objectives which pertain to the class. Student accountability for the alternative assignment shall be determined by the teacher.

4. Parents or guardians who so request shall be provided information concerning the questioned objectives in order to teach the child at home.

5. All requests for excusal shall be handled by the teacher and building administrator.