

Inclusive Health/PE

Background:

Principles of Gender-Inclusive Puberty and Health Education is a fantastic resource for improving your district's health curriculum. It was created by Gender Spectrum, an organization that “works to create a gender-inclusive world for all children and youth so they can develop their full, authentic selves. We work with youth, parents and families, youth-serving professionals, corporations, government and other institutions, and others to bring greater gender understanding and inclusion.”

Gender Spectrum's work is endorsed by GLSEN, Planned Parenthood, Human Rights Campaign, Advocates for Youth and Answer: Sex Ed, Honestly.

You can find their guide at

https://gender-spectrum.cdn.prismic.io/gender-spectrum%2F9ab3b6f1-314f-4e09-89d8-d5d8adc6511a_genderspectrum_2019_report_web_final.pdf

There are a ton of resources in the guide and it is definitely worth the time it will take to review it. As its authors attest, “The power of schools to make a difference in young people's lives by reflecting their experiences through curriculum and other supportive strategies cannot be overstated. Simply stated, gender-inclusive PHE is life-affirming for all students, and life-saving for some.”

If you sense that your district is hesitant to engage in a conversation about including LGBTQ+ people and topics in your curricula, check out their appendix on the language of gender. It might provide an important starting point for your work.

NJSA: 18A:35-4.35-6, 18A:36-41

NJStateStds: 2.1.2.SSH.1-2; 2.1.5.SSH.1-3; 2.1.8.SSH.1-2; 2.1.12.SSH.1-3

Photo Credit: Gender Spectrum

#LGBTQ #LGBTQinclusiveeducation #inclusive #education #njdoe #njstandards #socialjustice #antibias #savelives #whatsbestforkids

2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
2.1.5.SSH.2	Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.12.SSH. 1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
2.1.12.SSH. 2	Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.
2.1.12.SSH. 3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

