

# Appendix A: California Healthy Youth Act Compliance

California Education Code Sections 51931–51933

Criteria	Description (CA Education Code)	Puberty Talk AAA Compliance
<b><i>If providing any health education in any grade, all public and charter schools/districts in California must follow these guidelines:</i></b>		
Age Appropriate	<p>Instruction and materials shall be age appropriate.</p> <p><b>EC § 51933(a)</b></p> <p>"Age appropriate" refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.</p> <p><b>EC § 51931(a)</b></p>	<p>Health Connected's curriculum series is carefully scaffolded to build critical knowledge and skills at age-appropriate levels. Activities in Puberty Talk are designed for young people in <b>grades 5 &amp; 6</b>.</p>
Medically Accurate and Objective	<p>All factual information presented shall be medically accurate and objective.</p> <p><b>EC § 51933(b)</b></p> <p>"Medically accurate" means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention (CDC), the American Public Health Association (APHA), the American Academy of Pediatrics (AAP), and the American College of Obstetricians and Gynecologists (ACOG).</p> <p><b>EC § 51931(f)</b></p>	<p>Scientific facts and medical information have been properly <b>cited</b> and thoroughly <b>reviewed</b> for accuracy by a team of medical professionals listed on <b>pg. ii</b>.</p>
Appropriate for Diverse Pupils	<p>Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.</p> <p><b>EC § 51933(d)(1)</b></p>	<p>Activities are designed with a trauma-informed lens to be <b>LGBTQ+ inclusive, culturally relevant, and flexible</b> for diverse learning needs.</p>
English Learners	<p>Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code.</p> <p><b>EC § 51933(d)(2)</b></p>	<p>All student- and family-facing documents and presentations have been translated into <b>Spanish</b> (<i>in the accompanying ZIP file</i>).</p>
Youth with Disabilities	<p>Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, providing a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.</p> <p><b>EC § 51933(d)(3)</b></p>	<p>An adapted version of this curriculum, <b>Puberty Talk Adapted for All Abilities</b>, is available to better serve students with various developmental and/or learning disabilities.</p>

Unbiased Instruction	<p>Instruction and materials shall not reflect bias or promote bias against any person on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other any category protected by Section 220.</p> <p><b>EC § 51933(d)(4)</b></p>	Puberty Talk consistently promotes <b>respect</b> and <b>dignity for all people</b> .
Sexual Orientation	<p>Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.</p> <p><b>EC § 51933(d)(5)</b></p>	Attraction (sexual orientation) is explained and discussed in <b>Lesson 2: Identity &amp; Expression</b> . Examples of diverse identifies and relationships are also included in scenario-based activities, such as <b>5.3 What Should I Do?</b>
Gender	<p>Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.</p> <p><b>EC § 51933(d)(6)</b></p>	Gender identity and expression, including gender stereotypes, are discussed in <b>Lesson 2: Identity &amp; Expression</b> . Students are encouraged to think critically about gender stereotypes, social norms and expectations throughout Puberty Talk.
Communication with Parents, Guardians, Trusted Adults	<p>Instruction and materials shall encourage a pupil to communicate with the pupil's parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.</p> <p><b>EC § 51933(e)</b></p>	Trusted adult communication is strongly emphasized throughout Puberty Talk and facilitated using <b>1.5 Ask Your Adults</b> .
Committed Relationships	<p>Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage.</p> <p><b>EC § 51933(f)</b></p>	Information about healthy relationships and consent is provided in <b>Lesson 5: Boundaries &amp; Communication</b> .
Healthy Relationships	<p>Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.</p> <p><b>EC § 51933(g)</b></p>	Information about healthy relationships and consent is provided in <b>Lesson 5: Boundaries &amp; Communication</b> .
Healthy Decision Making	<p>Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.</p> <p><b>EC § 51933(h)</b></p>	Communication and decision-making are practiced in <b>Lesson 5: Boundaries &amp; Communication</b> . Knowledge and skills needed to make informed decisions about health and safety, including how to identify and express boundaries, is provided throughout Puberty Talk.

<p>Menstrual Health</p>	<p>Instruction and materials shall teach pupils about the menstrual cycle, premenstrual syndrome and pain management, menstrual hygiene management, menstrual disorders, menstrual irregularities, menopause, menstrual stigma, and any other relevant topics related to the menstrual cycle.</p> <p><b>EC § 51933(i)</b></p> <p>"Menstrual health" means a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity, in relation to the menstrual cycle.</p> <p><b>EC § 51931(g)</b></p>	<p>This information is covered in depth within the "extra" activity <b>Menstruation Matters</b>, and basic information is also provided within the core activities of <b>Lesson 3: Anatomy &amp; Reproduction</b>.</p>
<p>Religious Doctrine</p>	<p>Instruction and materials may not teach or promote religious doctrine.</p> <p><b>EC § 51933(j)</b></p>	<p>Religion is mentioned as one of many factors that may influence <b>identity</b> and <b>decisions</b> related to appearance and beliefs.</p>