all relationships, all genders, all ages, all people, all the time
WEAVE Prevention & Education
Contracted by the California Department of Education to write sections of the Health Education Framework.

Healthy Relationships
Teen Dating Violence
Child Sexual Abuse
Sexual Assault
Sex Trafficking
Gender and Diversity
Violence Prevention

...in accordance with the California Healthy Youth Act to include comprehensive sexual health education in all K-12 schools in California.
K-12 Sexual Violence Prevention Education

Elementary
• Permissible

Middle School
• Required

High School
• Required

**Elementary School:** It is permissible to teach knowledge and skills related to comprehensive sexual health and HIV prevention education in grades kindergarten through grade six (K–6), inclusive. All instruction and materials in grades K–6 must meet the instructional criteria or baseline requirements in *EC Section 51933*. Content that is required in grades 7–12 may be also be included in an age-appropriate way in earlier grades. (*EC sections 51933, 51934[b].*)

*California Department of Education*
Elementary K-3

• Focusing on boundaries, personal safety, consent, and respect.
• Building protective skills.
• Setting the foundation for later advanced learning.
Elementary K-3

• Focusing on boundaries, personal safety, consent, and respect.
• Building protective skills.
• Setting the foundation for later advanced learning.

Content Topics
• Safe & Trusted Adults
• Safe Touch
• Consent
• Bodily Autonomy
• Feelings & Emotions
• Respecting Boundaries
• Identifying Personal Boundaries
• Internet Boundaries & Safety
Elementary 4-6

• Focusing on boundaries, personal safety, consent, and respect.
• Building protective skills.
• Setting the foundation for later advanced learning.
Elementary 4-6

- Focusing on boundaries, personal safety, consent, and respect.
- Building protective skills.
- Setting the foundation for later advanced learning.

Content Topics
- Healthy Relationships
- Safety Planning
- Influences & Impact of Violence
- Healthy vs. Unhealthy Relationships
- Gender Socialization
- Respecting & Celebrating Diversity
- Media Influences
- Sexual Harassment
- Sex Trafficking
Middle School

- Learning specifically about domestic violence, sexual assault, and sex trafficking.
- Continuing to develop protective skills.
Middle School

• Learning specifically about domestic violence, sexual assault, and sex trafficking.
• Continuing to develop protective skills.

Content Topics
• Healthy vs. Unhealthy Relationships
• Teen Dating Violence
• Gender Socialization
• Media Influences
• Consent & Sexual Assault
• Sexual Harassment
• Sex Trafficking
High School

- Advanced learning, skill-building, and critical thinking about culture, influences, and impact.
High School

- Advanced learning, skill-building, and critical thinking about culture, influences, and impact.

Content Topics
- Healthy vs. Unhealthy Relationships
- Teen Dating Violence
- Gender Socialization
- Media Influences
- Consent & Sexual Assault
- Rape Culture / Coercion Culture
- Sexual Harassment
- Sex Trafficking
Another example of how to introduce the concept of personal boundaries and consent is to use live and even stuffed animals... Begin a discussion about the need to ask the dog’s owner for permission before petting the dog. If the owner gives permission, students are taught to allow the dog to sniff the back of the student’s hand before proceeding. Explain that the dog has boundaries and can sometimes feel unsafe.

Ask students what a dog might do if it feels unsafe or does not want to be touched. Students may say “growl,” “bark,” or “hide.” Ask students if dogs actually say “no” or if they can just tell by the way a dog is acting. Explain that the same can be true for humans too—that sometimes friends and classmates might not say “no,” but that does not mean “yes.”
One way to demonstrate the concept of boundaries is to use hula hoops to represent personal space. Students carry the hula hoop around their bodies to form personal space that cannot be entered by another person. This activity helps students visualize personal space and practice maintaining boundaries.

Teachers explain every person is different and desires different amounts of personal space at different times and personal boundaries can change, even for the same person, depending on the student’s comfort level. Students should also be taught that the amount of personal space they prefer may vary from person to person. It is up to the student to decide what their comfort level is with each person.
CalOES EI

Early Identification of Commercially Sexually Exploited Children (CSEC) Training Program

Statewide Training & Prevention Education

Access the training and curriculum guide at weavelearn.org
CSEC PREVENTION EDUCATION CURRICULUM GUIDE

EARLY IDENTIFICATION OF COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC) TRAINING PROGRAM

Educators & Students

Training Modules + Toolkit

Educators & Administrators

Education Modules + Curriculum Guide & Learning Activities
Partnering with Schools at the Local Level

- Provide Staff Training
- Provide Parent/Caregiver Workshops
- Provide Classroom Presentations
- Ongoing Classroom Workshops
- Clubs / Campus Awareness Events
- Embedded WEAVE Advocates/Educators
Questions?

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