

Examples of how to make Sex Education more inclusive!

Instead of this...	Try this...
She/He/Her/Him	People, them/they/theirs, student, person, individual, one
Always, Never, Everyone, All	Most, many, some
Normal	Typical
Women get pregnant from vaginal sex	If semen/sperm gets into the vagina there is a chance of pregnancy
Anal sex is penis in anus/butt	Anal sex is often thought of as penis in anus and can also include any penetration of the anus by a hand or object
Condoms are important to use because they protect against pregnancy and STD's by keeping the semen inside the condom and the vaginal fluids on the outside	STD's can be spread through fluids and skin to skin contact. Anything going inside of a person's vagina, mouth or anus is safer with a condom or glove on it. (Examples can be an ejaculating penis, dildo, or hand)
Women have a vagina, uterus, fallopian tubes, and ovaries	People who are assigned female at birth most often have reproductive organs that include a vagina, uterus, fallopian tubes and ovaries
When a baby is born it is either male or female	Babies can be born with reproductive organs and genitals that are male, female, or intersex. A person's reproductive organs and genitals do not determine their gender identity or gender expression.
Men produce sperm	Most people born with a penis and testicles start making sperm/semens when they hit puberty
A baby grows in a woman's uterus not her stomach	Babies grow in the uterus, which expands during pregnancy
Female or male reproductive organs	Internal or External Reproductive Organs
Sex/intercourse	Define what you mean when you say the word sex, (example: vaginal, oral, anal)
Male bodied people/Female bodied people	People who have a penis and testicles/People who have a vagina and ovaries

A Few more tips...

- When using scenarios, make sure various gender identities and sexual orientations are included.
- If homophobic language or comments come up, address them. Instead of shaming the student(s), use this as an opportunity for students to reflect on their values and emphasize treating folks with respect.
- Avoid assumptions about who needs birth control or barrier methods.
- Talk about sexual behaviors, not who's doing them (leave gender and orientation out of the picture).
- Name the parts, not the person; refer to anatomy rather than gender.
- Be mindful about how you address your students and groups of students: Who might you be leaving out of the equation with your language?
- Be careful to not make assumptions about your students' various identities: What could your words unintentionally be saying about a student?
- Be intentional when splitting students up into groups by gender: What's the purpose? Is it really necessary for the lesson? Typically, it's not.