



## Sexual Abuse Prevention Curriculum Framework and Teaching Considerations

Pursuant to Section 170.045, RSMo, each school district in Missouri shall provide trauma-informed, developmentally appropriate sexual abuse training to students in all grades not lower than sixth grade. As recommended by the Task Force on the Prevention of Sexual Abuse of Children, the guidance and training materials also include a curriculum framework and teaching suggestions for grades K-2 and 3-5. Stakeholder research and surveys of Missouri school districts show that the majority of sexual abuse prevention programming begins in elementary school. This recommendation also reflects best practices in the field nationally.

Sexual abuse prevention programming should

- be responsive to the needs of each community;
- include staff training;
- include resources to further awareness of the prevalence and how to identify and react responsibly to child sexual abuse for staff, caregivers and students; and
- include age- and developmentally appropriate educational materials for students.

School administrators, mental health and health providers such as school social workers, school psychologists, school counselors, school nurses, health educators and other professionals, as appropriate, should be integral in planning the school district's sexual abuse prevention education program. Each professional has a role to play in this process by serving as a resource. Developing and implementing child sexual abuse prevention education can only be achieved through a collaborative effort.

Professionals responsible for the delivery of sexual abuse prevention education must receive ongoing training to ensure appropriate preparation including content, skill development and comfort level in addressing these areas. **Schools also have the option to access programming taught by experts in the field of sexual abuse prevention education.** When presenting sexual abuse education to students, it is advisable to have trained advocates present to receive potential disclosures and to appropriately support and respond. State and local partners to which schools may want to reach out are included in **Appendix A: National, State and Local Agencies and Organizations.**

Per Missouri law, school districts must notify parents or guardians in advance of the child sexual abuse prevention education and of the parent's or guardian's right to have the student excused from the instruction. A sample parental opt-out letter is included in Appendix D. In addition, it is recommended that parents and guardians be provided with an overview of the content of the curriculum.



**The Education Subcommittee of the Missouri Task Force on the Prevention of Sexual Abuse of Children pulled from local expertise and recognized best practices to identify essential skills, knowledge and attitudes to help prevent sexual abuse through bystander intervention and perpetrator prevention.**

This section provides a curriculum framework of age-appropriate standards and performance indicators for students in grades K-12. The framework is organized into the following grade clusters: grades K-2; grades 3-5; grades 6-8; and grades 9-12. Within each grade cluster, there is a chart listing the health education standard and performance indicators defining what about sexual abuse education students should know and be able to do by specific grade levels. This section also includes teaching considerations and practical tips for delivering this content. The framework reflects the National Health Education Standards, the National Sex Education Standards, the [Health Education Curriculum Analysis Tool](#), the [Missouri Health Education Grade Level Expectations](#) and the Missouri Comprehensive School Counseling Program [Social Emotional Development Grade Level Expectations](#). These are organized following the eight National Health Education Standards:

1. **CORE CONCEPT:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. **ANALYZING INFLUENCES:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
3. **ACCESSING INFORMATION:** Students will demonstrate the ability to access valid information, products, and services to enhance health.
4. **INTERPERSONAL COMMUNICATION:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. **DECISION MAKING:** Students will demonstrate the ability to use decision-making skills to enhance health.
6. **GOAL SETTING:** Students will demonstrate the ability to use goal-setting skills to enhance health.
7. **SELF-MANAGEMENT:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. **ADVOCACY:** Students will demonstrate the ability to advocate for personal, family and community health.