



# Oregon Department of Education

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## SB 856: Alignment with Current Health Education Law, Standards, and Benchmarks

SB 856	OAR 581-022-1440	Health Standards and Benchmarks
a) Developmentally appropriate, culturally sensitive and evidence-based instruction for each grade level;	✓	✓
b) A minimum of four instructional sessions per school year, with each year's instruction building on the previous year's instruction;	✓	✓
c) Age-appropriate curriculum including role-playing, discussion, activities and books to educate students regarding child sexual abuse prevention;	✓	✓
d) Instruction providing students with the knowledge and tools to communicate incidents of sexual abuse;	✓	✓
e) Instruction regarding "safe touch," "unsafe touch," "safe secrets," "unsafe secrets," and how to escape and report a sexual abuse situation;	✓	✓
f) Techniques to recognize child sexual abuse, skills to reduce vulnerability and encouragement to report child sexual abuse;	✓	✓
g) An evaluation component with measurable outcomes;	Not referenced	Not applicable
h) A professional training component for administrators, teachers and other school personnel regarding communicating child sexual abuse prevention techniques to students, effects of child sexual abuse on children, receiving child sexual abuse reports and disclosures and mandated reporting; and	Not referenced	Not applicable
i) A parental involvement component to inform parents about child sexual abuse topics, including characteristics of offenders, "grooming" behaviors and how to discuss child sexual abuse prevention with children	Not Referenced	✓

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SB 856	OAR 581-022-1440	Comments	Current Benchmarks Related to Sex abuse/violence prevention
<p>a) Developmentally appropriate, culturally sensitive and evidence-based instruction for each grade level;</p>	<p>(2) Each school district shall provide an age-appropriate, comprehensive plan of instruction focusing on human sexuality education</p> <p>(6)(s) Is culturally inclusive</p>	<ul style="list-style-type: none"> <li>• Current law requires sexuality education be age appropriate and culturally inclusive</li> </ul>	<p><b>Grades K-3</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between appropriate touch and inappropriate touch.</li> <li>• Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</li> <li>• Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way</li> <li>• Practice and use refusal skills if someone is touching you inappropriately.</li> </ul>
<p>b) A minimum of four instructional sessions per school year, with each year's instruction building on the previous year's instruction;</p>	<p>(2) Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students' understanding of sexuality as a normal and healthy aspect of human development . . . [T]he human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students' grades 6-8 and at least twice during grades 9–12.</p>	<ul style="list-style-type: none"> <li>• See K-12 Benchmarks.</li> </ul>	<p><b>Grades 4-5</b></p> <ul style="list-style-type: none"> <li>• Identify trusted adult(s) to report sexual harassment or sexual abuse.</li> <li>• Recognize sexual harassment and sexual abuse.</li> <li>• Describe the characteristics of a healthy relationship.</li> <li>• Identify trusted adult(s) to seek information about sexual orientation, and healthy sexuality.</li> <li>• Demonstrate respect for self and others.</li> <li>• Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult.</li> <li>• Practice and use refusal skills.</li> <li>• Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship.</li> </ul>
<p>c) Age-appropriate curriculum including role-playing, discussion, activities and books to educate students regarding child sexual abuse prevention;</p>	<p>(6)(c) Enhances students' ability to access valid health information and resources related to their sexual health.</p> <p>(6)(d) Teaches how to develop and communicate relational, sexual and reproductive boundaries</p> <p>(6)(e) Is research-based, evidence-based and/or best practice; and</p> <p>(6)(f) Aligns with the Oregon Health Education Content Standards and Benchmarks</p> <p>(9) Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence</p>	<ul style="list-style-type: none"> <li>• See Oregon Health Standards.</li> <li>• Health Standards are primarily "skills based."</li> </ul>	

<p>d) Instruction providing students with the knowledge and tools to communicate incidents of sexual abuse;</p> <p>e) Instruction regarding "safe touch," "unsafe touch," "safe secrets," "unsafe secrets," and how to escape and report a sexual abuse situation;</p> <p>f) Techniques to recognize child sexual abuse, skills to reduce vulnerability and encouragement to report child sexual abuse;</p>	<p>(6)(g) Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship</p> <p>(6)(k) Advises pupils of the circumstances in which it is unlawful under ORS 163.435 and 163.445 for persons 18 years of age or older to have sexual relations with persons younger than 18 years of age to whom they are not married</p> <p>(6)(l) Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;</p> <p>(6)(m) Teaches that no form of sexual expression, or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person</p> <p>(6)(n) Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior</p>		<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.</li> <li>• Identify the impact of alcohol and other drug use on sexual decision-making.</li> <li>• Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• Demonstrate ways they can respond when someone is being bullied or harassed</li> <li>• Explain how to promote safety, respect, awareness and acceptance.</li> <li>• Explain the criteria for evaluating the health of a relationship.</li> <li>• Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions.</li> <li>• Analyze the role of alcohol and other drug use in sexual violence-related situations.</li> <li>• Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.</li> <li>• Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> <li>• Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.</li> </ul>
<p>g) An evaluation component with measurable outcomes;</p>	<p>Not referenced</p>	<ul style="list-style-type: none"> <li>• Current law does not mandate evaluation of health education.</li> </ul>	

<p>h) A professional training component for administrators, teachers and other school personnel regarding communicating child sexual abuse prevention techniques to students, effects of child sexual abuse on children, receiving child sexual abuse reports and disclosures and mandated reporting; and</p>	<p>Not referenced</p>	<ul style="list-style-type: none"> <li>• ODE provides professional development to districts regarding sexual health, school health, Mandatory reporting, and healthy relationships.</li> </ul>	<p><b>Grades 9-12</b></p> <ul style="list-style-type: none"> <li>• Describe the impact of alcohol and other drug use on sexual decision-making.</li> <li>• Describe a range of ways to express affection with healthy relationships.</li> <li>• Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.</li> <li>• Define sexual consent and explain its implications for sexual decision making.</li> <li>• Demonstrate how to access valid information and resources about healthy and unhealthy relationships.</li> <li>• Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>• Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking.</li> <li>• Explain how media can influence one's beliefs about what constitutes a healthy relationship.</li> <li>• Demonstrate an understanding of "consent" through effective communication skills</li> <li>• Demonstrate effective strategies to avoid or end an unhealthy relationship</li> <li>• Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.</li> <li>• Set a personal goal to treat partners with respect and to be treated with respect.</li> <li>• Advocate for school policies and programs that promote dignity and respect for all.</li> </ul>
<p>i) A parental involvement component to inform parents about child sexual abuse topics, including characteristics of offenders, "grooming" behaviors and how to discuss child sexual abuse prevention with children</p>	<p>(5) Any parent may request that his/her child be excused from that portion of the instructional program required by this rule under the procedures set forth in ORS 336.035(2).</p> <p>(6)(l) Encourages positive family communication and involvement and helps students learn to make responsible, respectful and healthy decisions</p>	<ul style="list-style-type: none"> <li>• Health policy and curriculum adoption guidelines and technical assistance from ODE includes parent advisory groups.</li> </ul>	

# Oregon Health Education Standards

1	CC Concepts	Students will <b>comprehend</b> concepts related to health promotion and disease prevention.
2	AI Accessing Information	Students will <b>demonstrate</b> the ability to access valid health information and health promoting products and services.
3	SM Self Management	Students will <b>demonstrate</b> the ability to practice health-enhancing behaviors and reduce health risks.
4	INF Analyzing Influences	Students will <b>analyze</b> the influences of culture, media, technology, and other factors on health.
5	IC Interpersonal Communication	Students will <b>demonstrate</b> the ability to use interpersonal communication skills to enhance health.
6	GS Goal-Setting	Students will <b>demonstrate</b> the ability to use goal-setting to enhance health.
7	DM Decision-Making	Students will <b>demonstrate</b> the ability to use decision-making skills to enhance health.
8	AV Advocacy	Students will <b>demonstrate</b> the ability to advocate for personal, family, and community health.

# Grades K-3

Health Skills and Concepts Instruction aligned to the Oregon Health Education Standards

## Strand - PROMOTION OF SEXUAL HEALTH

**Bold = Essential Benchmarks (In Statute/Rule, or State Board Adopted). *Italic* = non-essentials.**

CC Concepts	AI Accessing Information	SM Self Management	INF Analyzing Influences	IC Interpersonal Communication	GS Goal Setting	DM Decision Making	ADV Advocacy
Identify the physical similarities and differences between males and females.			<u>Provide examples of how friends, family, media, society and culture influence how males and females think they should act.</u>				
Identify body parts, proper anatomical names and stages in the basic growth process.		Use medically accurate anatomical names.					
Explain the difference between appropriate touch and inappropriate touch.	<u>Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.</u>	<u>Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.</u>		Practice and use refusal skills if someone is touching you inappropriately.			
Explain why it is important to stay away from potentially unsafe body fluids and objects.	<u>Identify who to report to at home, school and in the community if you see unsafe objects.</u>						
Explain why bullying and teasing are inappropriate behavior.	<u>Identify parents and other trusted adults they can tell if they are being bullied or teased.</u>			<u>Demonstrate how to respond if someone is bullying or teasing them.</u>			

Related ORS: 336.455 Human Sexuality Education (K-12)

339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12)

Related OAR: 581-022-1440 Human Sexuality Education (K-12)

581-022-1510 Comprehensive Guidance and Counseling (K-12)