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# Sexuality Education



## **Section 2F.**

The purpose of this document is to provide concepts and skills that are integral to a well-rounded education, including healthy friendships and relationships, child abuse prevention, sexual health promotion, and respecting differences.



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## 2F. Sexuality Education

Sexuality education includes concepts and skills that are integral to a well-rounded education, including healthy friendships and relationships, child abuse prevention, sexual health promotion, and respecting differences. Sexuality education, under Health Education, remains a priority in all grade levels. In [Student Learning: Unfinished, Not Lost](#), ODE recommends an asset-based frame that focuses on accelerating student learning.

Topic	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p><b>Content</b></p> <p>What is the essential learning?</p>	<p><b>Prioritize the most critical skills and knowledge</b></p> <ul style="list-style-type: none"> <li>• Work with educators, youth, parents/caregivers, and health experts to determine how to provide required sexuality education and child abuse prevention (Erin’s Law) instruction that promotes student well-being and safety at this time. Refer to the essential questions resource to guide below for planning.</li> <li>• LEA staff should plan to engage parents/caregivers in conversations about content choices and should be prepared to address the range of values or beliefs that surface. Consider parents, caregivers, and families as allies and partners in sexuality education instruction.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Health, Physical, &amp; Sexuality Education Topic Categories and Essential Questions</a></li> <li>• <a href="#">Oregon Health Education Standards Color-Coded by Topic Categories - Chart</a></li> </ul>
<p><b>Instructional Materials</b></p> <p>What tools and resources do I use?</p>	<p><b>Start with what you already have in place:</b> According to OAR 581-22-2050, districts are required to revisit their sexuality education plan of instruction every two years. There are some requirements to keep in mind when selecting sexuality education materials:</p> <ul style="list-style-type: none"> <li>• Materials must never use terms or strategies that are fear- or shame-based. Materials must not use scare tactics, gender stereotypes, disparaging messages about condoms and other contraceptives, perpetuate stereotypes, or shame or belittle students.</li> <li>• Materials must provide information that falls under the umbrella of comprehensive sexuality education, which teaches that sexuality is a natural and healthy component of human development. Although abstinence can be taught as the healthiest and safest option, it cannot be taught at the exclusion of other content areas that support young people with information on healthy sexuality and relationships.</li> <li>• Materials must provide sexuality education that is inclusive. Sexuality education content and approaches must be culturally responsive and affirm student identities and the value and diversity of communities, and family structures.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">OAR Human Sexuality Education</a></li> <li>• <a href="#">Oregon Health, Physical, &amp; Sexuality Education Standards (color-coded categories)</a></li> <li>• <a href="#">Oregon Health, Physical, &amp; Sexuality Education Topic Categories and Essential Questions</a></li> <li>• <a href="#">Erin’s Law Toolkit for Districts</a></li> <li>• <a href="#">Sexuality Education Made Simple: A Teacher’s Guide for K-12 Health and Sexuality Education</a></li> </ul>

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	<ul style="list-style-type: none"> <li>● The <a href="#">Oregon Open Learning Hub</a> has content area resources that are openly licensed and free to use, remix, and share.               <ul style="list-style-type: none"> <li>○ <a href="#">Oregon Health Education Group</a></li> </ul> </li> <li>● <a href="#">Skills-Based Cycle of Learning for Health Education</a></li> <li>● <a href="#">Guidance for Sex Ed Speakers</a></li> <li>● <a href="#">Guidelines for Supporting the Sexual Health of Young People Experiencing Intellectual/Developmental Disabilities</a></li> </ul>
<p><b>Instructional Practices and Student Engagement</b></p> <p>How do I adapt instruction to engage students in learning?</p>	<ul style="list-style-type: none"> <li>● Health and sexuality education intersect with conversations related to COVID-19, including disease prevention, social distancing and boundaries, bodily autonomy, healthy friendships and relationships, technology, and media literacy.</li> <li>● Educators should design and provide skills-based health and sexuality education that allows students to practice communication, consent, and other socio-emotional skills related to healthy relationships.</li> <li>● Make sure that the district has a plan in place if there are concerns about a student’s safety.</li> <li>● Consider how to layer media literacy and digital citizenship skills into learning. Support students to navigate virtual challenges, for example cyber-bullying and confronting sexually explicit content online.</li> <li>● Provide a space for private questions and answers, for example, on a virtual form or in-person question box.</li> <li>● Allow time for open dialogue that can de-stigmatize issues related to mental health, identity, bodies, puberty, friendships, relationships, societal norms, and more.</li> <li>● Be prepared for addressing real-life concerns, grief, and trauma that will surface as students reconnect with each other and school. Health and sexuality education can be a place where these feelings come up, but is also an opportunity to normalize their experiences and to strengthen student connection to school.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Oregon LGBTQ2SIA+ Student Success Plan</a></li> <li>● <a href="#">Supporting LGBTQ+ Mental Health: Safe and Affirming School Climates During Distance Learning (PPT)</a>, ODE &amp; OHA Collaboration (webinar recording for K-12 educators, admin, school staff, school counselors, and other mental health professionals)</li> </ul>
<p><b>Assessment</b></p> <p>How will I measure learning?</p>	<p><b>After establishing a class culture of learning, assessment in the area of sexuality education considerations include:</b></p> <ul style="list-style-type: none"> <li>● Projects and assignments that provide for inquiry and reflection can support students to identify their values, plan their decision-making strategies, and gather information from trusted adults and from other reliable sources.</li> <li>● Continuously check-in with students to gauge prior learning, individual and community strengths, real-life concerns, and interests. Adapt instruction to build upon these student assets.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Age-appropriate scenarios, if designed with a trauma-informed lens, can demonstrate understanding of concepts and skills, especially related to communication, advocacy, respect, and empathy.</li> <li>● Outcome-level public health assessments, based on Sexual Health &amp; Violence Prevention map or the Oregon Health Authority’s Student Health Survey (SHS).</li> </ul> <p>Please see formative assessment information in ODE’s <a href="#">Formative Assessment Considerations for 2020-21</a> for focused considerations and resources.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">OHA Student Health Survey</a></li> <li>● <a href="#">OHA/ODE Sexual Violence Prevention Map</a></li> </ul>