



# Oregon Department of Education

Kate Brown, Governor

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## Comprehensive Sexuality Education (CSE) in Oregon

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and, most recently, SB 856 Child Sexual Abuse Prevention (2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality OAR and health standards and performance indicators. Aligned to national standards, Oregon's performance indicators support student health, wellbeing, and safety. In addition, Oregon law requires that: *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* School districts can meet new student sex abuse prevention instructional requirements by implementing and maintaining required CSE instruction per OAR 581-022-1440.

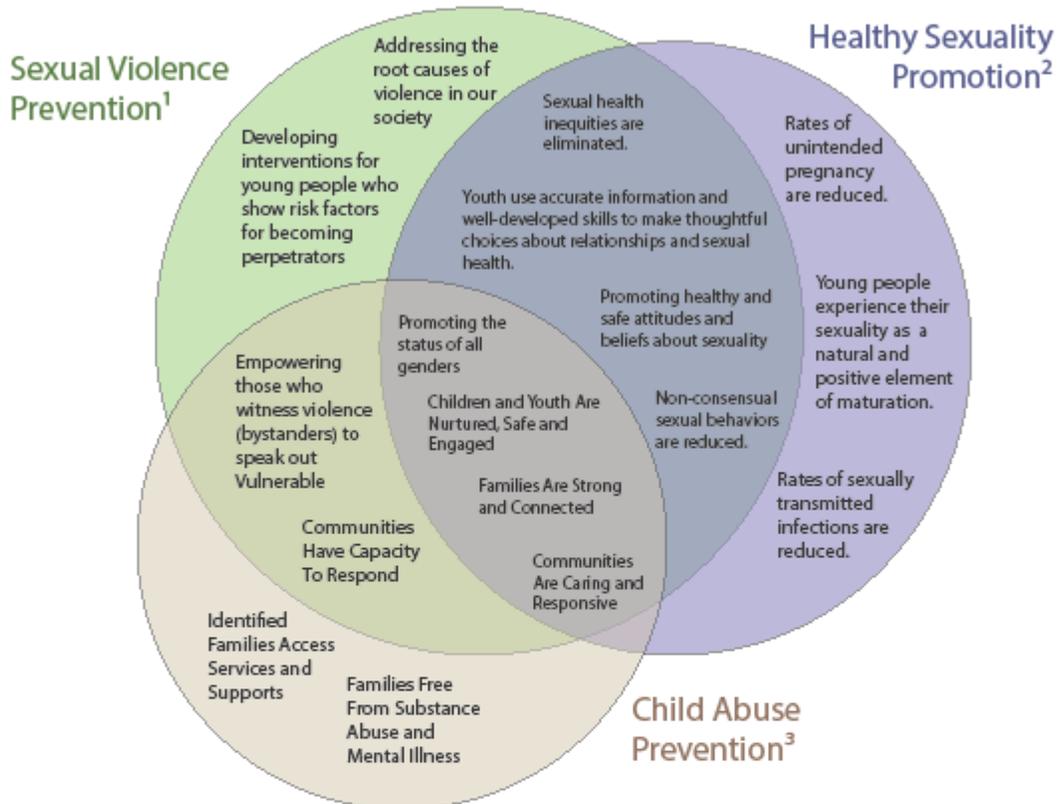
### Curriculum must meet following definitions and requirements:

- "**Age-appropriate**" means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students;
- "**Balanced**" means instruction that provides information with the understanding of, and strength of the preponderance of evidence;
- "**Culturally inclusive**" means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner;
- "**Medically accurate**" means information that is established through the use of the 'scientific method.' Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications;
- "**Sexual intercourse**" means a type of sexual contact or activity involving one of the following:  
(A) Vaginal sex; (B) Oral sex; or (C) Anal sex;
- Curriculum can't be shame or fear based. "**Shame or fear based**" means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships.
- Curriculum must provide **balanced, accurate information, and skills-based instruction** on the risks and benefits of contraceptives, condoms and other disease reduction measures which reduce the risk of unintended pregnancy, exposure to HIV, hepatitis B/C and other STD/I;
- Curriculum **encourages positive family communication and** involvement and helps students learn to make responsible, respectful and healthy decisions;
- Curriculum 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;
- Curriculum uses **inclusive materials, language, and strategies** that recognizes different sexual orientations, gender identities and gender expression;

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## Connecting Goals and Strategies of Varying Disciplines in Oregon

In working to prevent different forms of violence and promote healthy behaviors, values, and norms for all, much of our work overlaps and impacts the work being done throughout varying disciplines. When we start to look at the goals and strategies in these varying domains we can start to see overlaps and identify more clearly, places to collaborate and coordinate our efforts.



<p><b>Healthy Teen Relationships Act (House Bill 4077)</b></p>	<p>Each School district shall adopt a policy that establishes procedures for school employees to respond to incidents of teen dating violence.</p>	<p>Incorporates age appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12 and school employees</p>
<p><b>Erin's Law: Child Sex Abuse Prevention (Senate Bill 856)</b></p>	<p>Each school district board shall adopt a child sexual abuse prevention instructional program for students K through 12 as well as professional training for school personnel.</p>	<p>A minimum of four instructional sessions per school year with each year's instruction building on the previous year's instruction, that is developmentally appropriate and culturally sensitive.</p>
<p><b>Human Sexuality Education (OAR Rule 581-022-1440)</b></p>	<p>Each school district shall teach an age-appropriate, comprehensive plan of instruction focusing on human sexuality education, in 6th through 12th grades as an integral part of health education and other subjects.</p>	<p>The comprehensive plan of instruction shall include information that aligns with the Oregon Health Education Content Standards and Benchmarks.</p>

<sup>1</sup>Oregon, The Oregon Attorney General's Sexual Assault Task Force. (2008). Recommendations to Prevent Sexual Violence in Oregon: A Plan. <http://oregonia.org/wp-content/uploads/2012/01/vvpplow.pdf>. United States, Oregon Department of Human Services, Children, Adults, and Families Division. (2007). The Oregon Youth Sexual Health Plan. <http://www.oregon.gov/DHS/CHILDREN/MFMC/Documents/Oregon%20Youth%20Sexual%20Health%20Plan.pdf> Schorr, L., & Marchand, V. (2007). Pathway to the Prevention of Child Abuse and Neglect [Scholarly project]. In Pathways Mapping Initiative. Retrieved from <http://www.child-world.ca.gov/res/pdf/Pathway.pdf>



# Comprehensive Gender Education in Oregon

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Describe and practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and explain that there are many ways to express gender.	✓	✓								
Recognize differences and similarities of how individuals identify regarding gender.			✓							
Recognize the importance of treating others with respect including their gender expression.	✓	✓	✓							
Describe differences and similarities of how individuals identify regarding gender or sexual orientation.				✓	✓	✓				
Describe the importance of treating others with respect including their gender expression and sexual orientation.				✓	✓	✓				
Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.	✓	✓	✓	✓	✓	✓				
Discuss ways of expressing gender.						✓				
Describe and demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.				✓		✓		✓	✓	✓
Identify and describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.				✓	✓	✓	✓	✓	✓	
Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.				✓	✓	✓	✓			
Explain the differences between biological sex, sexual orientation, and gender identity and expression.							✓	✓	✓	
Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.							✓	✓	✓	
Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.							✓	✓	✓	
Describe and access accurate information about healthy sexuality, including sexual orientation and gender identity.							✓	✓	✓	
Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.										✓
Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.										✓
Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.										✓

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# Comprehensive Consent Education in Oregon

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that everyone has the right to say who touches their body, when and how, and explain why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that it is never ok to touch someone, or make someone touch you if they don't want to, and describe why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Define and practice consent as it relates to personal boundaries.	✓	✓	✓	✓	✓					
Identify consent as a freely given yes.							✓	✓	✓	
Describe how consent is a foundational principle in healthy sexuality and in violence prevention.							✓			
Identify that no one has the right to touch anyone else without giving and receiving consent.							✓	✓	✓	
Explain effective communication skills to ensure affirmative consent in all sexual relationships.							✓	✓	✓	
Practice a decision making process to give or receive consent.							✓	✓		
Discuss how affirmative consent mitigates confusion within a sexual relationship.								✓		
Assess a decision making process to give or receive consent for consensual sexual activity.									✓	
Practice effective communication skills to ensure affirmative consent in all sexual relationships.								✓	✓	✓
Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.								✓	✓	✓
Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.									✓	✓
Define sexual consent and explain its implications for sexual decision making.										✓
Define affirmative consent as a freely given enthusiastic yes.										✓
Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.										✓
Demonstrate respect for the boundaries of others and practice affirmative consent.										✓
Apply a decision making process to promote consensual sexual activity within healthy relationships.										✓

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