

Oregon Health, Physical, & Sexuality Education

Topic Categories and Essential Questions

Topic Categories (Key)	Color & Abbr. Code
Respecting Difference and Anti-Oppression *	RDAO
Wellness and Health Promotion	WHP
Social, Emotional, and Mental Health *	SEM
Healthy Relationships and Violence Prevention *	HRVP
Sexual Health Promotion *	SHP
Growth and Development *	GD
Safety and First Aid	SFA
Alcohol, Tobacco, and Other Drug Use Prevention	ATOD
Nutrition and Physical Activity †	NPA

* Denotes Comprehensive Sexuality Education (CSE) Category

† Denotes Physical Education (PE) Category

Corresponding documents:

Please see [Oregon Health Education Standards and Performance Indicators Color Coded by Topic Categories - Chart](#) document for individual color-coded standards (spreadsheet version coming soon).

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Respecting Difference and Anti-Oppression (RDAO)

Description of Respecting Difference and Anti-Oppression

Respecting Difference and Anti-Oppression (RDAO) outlines the knowledge and essential skills students need to address and affirm fundamental aspects of people's identity as it relates to gender, race, ethnicity, family structure, and culture; how peers, media, family, society, culture, systemic oppression, and a person's intersecting identities can influence attitudes, beliefs, and expectations that individuals hold; and the importance of respecting differences in others.

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Respecting Difference and Anti-Oppression Sub-topics

- Advocacy for self, others, and safe environments
- Understanding of systemic oppression that negatively impacts health and wellbeing (e.g. harm from racism, sexism, classism, ableism, heterosexism, cissexism, sizeism, ageism, antisemitism, colonization, xenophobia, etc.)
- Recognizing, respecting, and celebrating differences in personal and cultural identities (race, ethnicity, gender identity, sexual orientation, socio-economic class, body size, age, physical and intellectual ability, citizenship status, spiritual and religious beliefs, etc.)

Possible Essential Questions for Respecting Difference and Anti-Oppression

Lower Elementary (Grades K-2)

- What can a family look like?
- What are ways that people can express themselves?
- What are common things that bodies do?
- How can we show our friends that we respect and appreciate them?

Upper Elementary (Grades 3-5)

- What do we mean when we talk about someone's 'identity'?
- What are common identities you see in your communities?
- How can we contribute to and create a safe and respectful environment for people of all identities and backgrounds?
- What is oppression?

Middle School (Grades 6-8)

- How can power differences affect relationships?
- What are some ways that people's identities play a role in bullying or violence?
- How can we contribute to and create safe and respectful environments for people of all identities and backgrounds?
- How does oppression impact personal and community health?

High School (Grades 9-12)

- How can you promote dignity and respect for people of all identities and experiences?
- What are some of the consequences of prejudice and oppression, discrimination, racism, and sexism?
- What are ways you can work with others to create and contribute to healthier and safer communities for all people?

Health Education Standards and Performance Indicators

Please see [Oregon Health Education Standards and Performance Indicators Color Coded by Topic Categories - Chart](#) document for individual color-coded standards (spreadsheet version coming soon).

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Topic Categories and Essential Questions

Wellness and Health Promotion (WHP)

Description of Wellness and Health Promotion

Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to establish and maintain a healthy life for themselves, their families, and their communities. The development of health literacy skills serve students both now and in the future as their needs change throughout their lives.

Wellness and Health Promotion Sub-topics

- Understanding the dimensions of health and wellbeing
- Developing health literacy
- Promoting access to health services and information
- Communicable disease prevention

Possible Essential Questions for Wellness and Health Promotion

- Why is it important to take care of all five dimensions of our health?
- How do I protect my health and the health of others?
- What are the factors that may influence my health & wellness?
- What skills will help me maintain my personal health & wellness?
- How can I make good decisions concerning my health?
- How can I set personal wellness goals to improve my overall health & wellness?
- How can I help others to maintain or improve their health and wellness?
- Where are the places in my community that I can go to for health services?

Health Education Standards and Performance Indicators

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Topic Categories and Essential Questions

Social, Emotional, and Mental Health (SEM)

Description of Social, Emotional, and Mental Health

Social, Emotional, and Mental Health (SEM) outlines the knowledge and skills students need to manage and express feelings and emotions, to build healthy relationships with self and others, and to practice healthy decision-making skills.

Social, Emotional, and Mental Health Sub-topics

- Managing feelings and emotions
- Mental health promotion and management (e.g. stress)
- Developing social skills

Possible Essential Questions for Social, Emotional, and Mental Health

Lower Elementary (Grades K-2)

- What is physical, mental, and socio-emotional health?
- What makes you feel healthier and happier?
- What about your friendships make you feel good?
- How do you tell someone if something bothers you?

Upper Elementary (Grades 3-5)

- Why is it important to focus on your mental and emotional health?
- What activities help you be mentally and emotionally healthier?
- What does it feel like to be told 'no'?
- How do you tell someone if something bothers you?

Middle School (Grades 6-8)

- How does your mental and emotional health play a role in your physical health and well-being?
- What are important qualities in a friend? Why?
- What are the causes, effects, and symptoms of depression and anxiety?
- Who can you talk to about anxiety or depression?
- How do you tell someone if something bothers you?

High School (Grades 9-12)

- How are you applying what you know about the interrelatedness of physical, mental, social, and emotional health into your own self-care?

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- How does the media influence your own mental, social, and emotional health?
- What are the causes, effects, and symptoms of depression and anxiety?
- Who can you talk to about anxiety or depression?
- How do you tell someone if something bothers you?
- What are important qualities in a friend? Why?

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Healthy Relationships and Violence Prevention (HRVP)

Description of Healthy Relationships and Violence Prevention

Healthy Relationships and Violence Prevention (HRVP) outlines the knowledge and skills students need to understand the root causes of violence; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; characteristics of healthy and affirming interpersonal relationships; communicate about threats of harm and reporting experienced harm to trusted adults; collaborate with the larger community to provide safety, trust, respect, sharing of power, identity-specific supports; and create affirming environments where students, families, and school staff can thrive.

Healthy Relationships and Violence Prevention Sub-topics

- Bullying prevention and bystander advocacy
- Healthy and unhealthy friendships
- Healthy and unhealthy romantic and sexual relationships
- Healthy and unhealthy family relationships
- Communication strategies within relationships
- Setting boundaries and understanding consent
- Child abuse prevention
- Communication with and reporting violence or abuse to trusted adults

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Possible Essential Questions for Healthy Relationships and Violence Prevention

Lower Elementary (Grades K-2)

- What are some ways you practice “consent”?
- What does a good friendship feel like?
- What does a healthy relationship with an older kid or adult feel like?
- What are some rules that older kids and adults follow to keep younger kids safe?
- What can you do if an older kid or adult breaks the rules about safety?
- How do you tell someone if something bothers you or just doesn’t feel ‘right’?

Upper Elementary (Grades 3-5)

- How are good friendships and healthy relationships with adults similar and different?
- How does culture, media, and technology influence our ideas about healthy relationships?

Middle School (Grades 6-8)

- How do healthy relationships look different depending on the type of relationship? (ie: parent to child, teacher to child, peer to peer, friends of the same age, friends of significantly different ages, romantic partners, etc.)
- What are ways that culture, media, and technology affect our ideas about healthy relationships and sexuality?
- How can people recognize, clearly communicate, and respect their own boundaries and the boundaries of others?
- How does power affect how relationship boundaries may be manipulated?
- Why is it important that young people model healthy relationships with kids for whom they may be responsible? (babysitting, younger siblings, etc)
- What sources of support are available for young people needing more information about sexuality and/or reporting bullying, harassment, abuse, sexual thoughts about children, or dating violence and how can those sources be accessed?

High School (Grades 9-12)

- How can you tell if a relationship is healthy or unhealthy?
- How could a person avoid or end an unhealthy relationship?
- What are ways that culture, media, and technology affect our ideas about healthy relationships and sexuality?
- What makes communication skills “effective” and “ineffective” in romantic and/or sexual relationships?
- How does practicing affirmative consent work to prevent sexual assault and violence?
- What sources of support are available for young people needing more information about sexuality and/or reporting bullying, harassment, abuse, or dating violence?
- How do the ideas of consent, power, and manipulation connect to sexual violence, such as sexual assault and child sexual abuse?

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Sexual Health Promotion (SHP)

Description of Sexual Health Promotion

Sexual Health Promotion (SHP) outlines the knowledge and skills students need to understand STDs and HIV, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making to avoid a pregnancy, and pregnancy prevention and options; and the personal and societal factors that influence sexual health decision-making and outcomes.

Sexual Health Promotion Sub-topics

- Personal Hygiene Strategies
- STI and HIV/AIDS Prevention
- Methods for preventing unwanted pregnancy
- Pregnancy and parenting healthcare
- Sexual decision making (LGBTQ2SIA+ inclusive)
- Access and information about sexual health services

Possible Essential Questions for Sexual Health Promotion

Lower Elementary (Grades K-2)

- How do we keep our bodies healthy and safe?
- When should I talk to someone about my health or safety?
- Who can I go to for help if I do not feel safe in my body?

Upper Elementary (Grades 3-5)

- How do we keep our bodies healthy and safe?
- When should I talk to someone about my health or safety?
- What are some ways to prevent HIV and other STDs?
- Which adults can I go to for help or information?

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Middle School (Grades 6-8)

- Where can you go to receive healthcare services?
- How will you know when you are healthy? What does being sexually healthy mean to you?
- What matters most to you, as it pertains to your sexual health?
- What information do you need to make a decision that is best for you?
- What are the values and beliefs that guide your decisions about becoming sexually active?
- Who are three people I can go to for help or information?
- What are barrier methods, and how do different people use them?
- What are three effective methods for preventing pregnancy?
- What are three effective ways to prevent STD transmission?

High School (Grades 9-12)

- How do you identify an accurate source of sexual health information?
- What information do you need to make a decision that is best for you?
- What are the values and beliefs that guide your decisions about becoming sexually active?
- How do you make an appointment for sexual healthcare?
- What are my rights when it comes to my sexual and reproductive health?
- What matters most to you, as it pertains to your sexual health?
- What information do you need to make a decision that is best for you?

Health Education Standards and Performance Indicators

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Growth and Development (GD)

Description of Growth and Development

Growth and Development (GD) outlines the knowledge and skills students need to understand the changes that people experience during puberty and adolescence that impact physical, social, and emotional development; understanding that sexuality is a normal and positive aspect of development; identifying medically accurate, inclusive reproductive anatomy and physiology; and supporting students in developing positive identities and self-esteem.

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Growth and Development Sub-topics

- Physical, social, and emotional changes of puberty
- Medically accurate, inclusive reproductive anatomy and physiology (LGBTQ2SIA+ inclusive)
- Sexual response cycle and definitions of sexual activity (LGBTQ2SIA+ inclusive)
- Signs, symptoms, and stages of pregnancy (LGBTQ2SIA+ inclusive)
- Positive identity development (race, ethnicity, gender identity, sexual orientation, socio-economic class, body size, age, physical and intellectual ability, citizenship status, spiritual and religious beliefs, etc.)
- Body image
- Identifying personal values & beliefs

Possible Essential Questions for Growth and Development

Lower Elementary (Grades K-2)

- What makes a family? How can we celebrate all kinds of families?
- What do you like most about yourself?
- In what ways are you different or unique from other people?
- What are common things that bodies do?
- What jobs do different parts of our bodies do? What are some things that penises and vulvas do?
- Colors, toys, clothes, etc. can be for everyone, not just boys or girls. Which colors, toys, or clothes are your favorite?
- Who can I go to when I have questions about my body or feelings?

Upper Elementary (Grades 3-5)

- What ways are you changing as you grow older, and how do you feel about these changes?
- What are common things that bodies do?
- What jobs do different parts of our bodies do? What are some things that penises and vulvas do?
- What makes a baby?
- Colors, toys, clothes, etc. can be for everyone, not just boys or girls. Which colors, toys, or clothes are your favorite?
- How do we know when we love someone? What are some ways to describe this? Are all kinds of love the same?
- What makes you feel good about yourself and your body? How do family and friends influence how you feel about yourself and your body?
- Which adults can I go to for help or information when I have questions about the changes my body is going through or feelings I have?

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Middle School (Grades 6-8)

- What ways are you changing as you grow older (physically, socially, and emotionally)? How do you feel about these changes?
- What does it look like to form an identity that remains true and authentic for oneself? Why is it important for all people to feel respected and affirmed while being true to themselves?
- What are the values and beliefs that guide your decisions about becoming sexually active? Where are these values and beliefs from?
- What parts of our bodies are considered sexual and why? What are some things that these body parts do?
- What is sex? Is sex always the same thing, or does it look different for different people? How do people decide to have or not have sex? How might having sex impact someone's life?
- What sorts of messages have you gotten about how someone should look or act, based on their gender? How do they play out in your life? Do you agree with them?
- What makes you feel good about yourself and your body? What else around you influences how you feel about yourself and your body (family, friends, media, etc.)?
- How do we know we are attracted to someone? How do we describe this?
- What are the personal values and beliefs that guide your decisions about your health and wellbeing? Where do these values and beliefs come from?
- Which adults can I go to for help or information when I have questions about the changes my body is going through or feelings I have?

High School (Grades 9-12)

- What ways are you changing as you grow older, and how do you feel about these changes?
- Which of your personal social identities are most important to you (e.g. gender identity, sexual orientation, race, ethnicity, citizenship status, socio-economic class, body size, physical and intellectual ability, religious or spiritual beliefs, etc.)? Why is it important for all people to feel respected and affirmed while being true to themselves?
- What are the values and beliefs that guide your decisions about becoming sexually active? Where are these values and beliefs from?
- Where do you find accurate information about your sexual health?
- How do you schedule a doctor's visit? How does it feel to seek medical care? What barriers exist for accessing health care?
- What sorts of messages have you gotten about how someone should look or act, based on their gender? How do they play out in your life? Do you agree with them?

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Topic Categories and Essential Questions

Safety and First Aid (SFA)

Description of Safety and First Aid

Safety and First Aid (SFA) focuses on knowledge and skill development for students to feel more secure and confident to prevent and address safety and emergency situations for themselves, their families, and their communities.

Safety and First Aid Sub-topics

- Environmental health (transportation, unsafe objects, sun exposure, natural disasters, etc.)
- All risks to personal health and safety, unrelated to interpersonal violence

Possible Essential Questions for Safety and First Aid

- How can you be safe at school, home (where you live), or on the street?
- What steps can you take when someone is hurt, or not breathing?
- What is a safety plan?
- How can we help others stay safe and healthy?
- Why is it important to limit our exposure to the sun?
- How can we prevent injuries to ourselves and others?

Health Education Standards and Performance Indicators

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Alcohol, Tobacco, and Other Drug Use Prevention (ATOD)

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Topic Categories and Essential Questions

Description of Alcohol, Tobacco, and Other Drug Use Prevention

Alcohol, Tobacco, and Other Drug Use Prevention (ATOD) focuses on equipping students with knowledge and skills to make healthy choices when faced with the pressures of using, misusing and abusing alcohol, tobacco, and other drugs. Students learn about analyzing influences, how to cope in stressful situations, how to set goals, and how to access community resources for assistance.

Alcohol, Tobacco, and Other Drug Use Prevention Sub-topics

- Substance use and abuse prevention and harm reduction
- Accessing information and health services about addiction

Possible Essential Questions for Alcohol, Tobacco, and Other Drug Use Prevention

- What are the risks involved with alcohol, tobacco and other drugs, their use, misuse and abuse?
- How can I recognize the difference between drug use, misuse and abuse?
- Why do some people choose to begin using tobacco, alcohol and marijuana?
- How can I utilize my knowledge and skills to make healthy decisions for myself?
- How can I evaluate the validity and reliability of health information?
- Where in my community can I go for help with alcohol, tobacco or other drug problems?

Health Education Standards and Performance Indicators

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Nutrition and Physical Activity (NPA)

Description of Nutrition and Physical Activity

Nutrition and Physical Activity (NPA) strives to develop students' knowledge and skills for healthy eating and physical activity that are realistic and relevant to their daily lives and experiences.

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Topic Categories and Essential Questions

Nutrition and Physical Activity Sub-topics

- Understanding physical health and maintaining an active lifestyle
- Relationship between nutrition and health
- Accessing information and health services about disordered eating

Possible Essential Questions for Nutrition and Physical Activity

- Why is it important to be physically active?
- How does being physically active affect my health?
- What are healthy food choices, and why are they important for my health?
- What are the characteristics of a healthy snack?
- How can we balance food choices and physical activity?
- How do I know if I am eating well?
- Where can I get information about healthy eating?
- What is the FITT Principle?
- How can I incorporate physical activity & fitness into my lifestyle?
- Why do I choose the foods I eat?
- How can I eat healthy?
- What are the key nutrients I need for a healthy diet?
- How can I understand a Food Label?

Health & Physical Education Standards and Performance Indicators

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Please see also [Physical Education Standards and Performance Indicators and Essential Questions](#)