

SB 856	OAR 581-022-1440	Current Benchmarks	Advisory Committee Tips
<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 (6)(s) Is culturally inclusive</p>	<p>Grades K-3</p> <ul style="list-style-type: none"> • Explain the difference between appropriate touch and inappropriate touch. • Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched. • 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 • Practice and use refusal skills if someone is touching you inappropriately. 	<p>Grades K-3</p> <ul style="list-style-type: none"> • Use medically accurate and anatomically correct language for all body parts. (i.e. Penis, vagina) • Identify what touches feel comfortable and safe for a child regarding showing affection at home, school, or with a stranger. • Recognize everyone has the right to say who touches their body, when and how. If someone doesn't respect these rights, you need help from an adult. • Recognize that it is never ok to touch someone, or make someone touch you if they don't want to. • Identify that secrets about touching are never ok. • Identify and role play healthy communication with adults and peers. • State that it is never a child's fault if an older kid or adult: touches them in an unsafe way; has them touch an older kid or adult in an unsafe way; or says things that are unsafe – even if the child never tells anyone. • Have children identify parents, school staff, and other adults they can talk to if they are feeling uncomfortable. • Children are not responsible for stopping abuse. Adults are responsible. "This is too big of a problem for children to stop. They need help from adults. What other problems are too big? " • If you feel uncomfortable with pictures or videos that someone shows you or takes of you talk with an adult. • Encourage children to "keep telling" until they get the help they need to make the problem stop.
<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>		

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<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>	<p>Grades 4-5</p> <ul style="list-style-type: none"> • Identify trusted adult(s) to report sexual harassment or sexual abuse. • Recognize sexual harassment and sexual abuse. • Describe the characteristics of a healthy relationship. • Identify trusted adult(s) to seek information about sexual orientation and healthy sexuality. • Demonstrate respect for self and others. • Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to trusted adult. • Practice and use refusal skills. • Demonstrate positive ways to communicate differences of opinion while maintaining a healthy relationship. 	<p>Grades 4-5</p> <ul style="list-style-type: none"> • Recognize everyone has the right to say who touches their body, when and how. (this can be one way to define consent with this age group) • Identify what touches feel comfortable and safe for a child regarding showing affection at home, school, or with a stranger. • Recognize that it is never ok to touch someone, or make someone touch you if they don't want to. • Identify that secrets about touching are never ok. • Identify and role play healthy communication with adults and peers. • State that it is never a child’s fault if an older kid or adult: touches them in an unsafe way; has them touch an older kid or adult in an unsafe way; or says things that are unsafe – even if the child never tells anyone. • Have children identify parents, school staff, and other adults they can talk to if they are feeling uncomfortable. • If you feel uncomfortable with pictures or videos that someone shows you or takes of you talk with an adult. • Encourage children to “keep telling” until they get the help they need to make the problem stop. • Children are not responsible for stopping abuse. Adults are responsible. “This is too big of a problem for children to stop. They need help from adults. What other problems are too big? “ • Describe boundaries regarding touch and safety with bodies. This includes healthy ways to express affection and touch, give and receive consent. Include scenarios between peers, adults, and children of different ages. • Discuss the characteristics of healthy relationships. • Discuss healthy and respectful ways to communicate about bodies as it relates to physical and emotional changes that occur during puberty.

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<p>a) Instruction providing students with the knowledge and tools to communicate incidents of sexual abuse;</p> <p>b) Instruction regarding “safe touch,” “unsafe touch,” “safe secrets,” “unsafe secrets,” and how to escape and report a sexual abuse situation;</p> <p>c) 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)(i) 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>Grades 6-8</p> <ul style="list-style-type: none"> • Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence. • Identify the impact of alcohol and other drug use on sexual decision-making. • Compare and contrast the characteristics of healthy and unhealthy relationships. • Demonstrate ways they can respond when someone is being bullied, harassed. • Explain how to promote safety, respect, awareness and acceptance. • Explain the criteria for evaluating the health of a relationship. • Define values and what influences our values, including the media; analyze how our values impact our sexual health related decisions. • Analyze the role of alcohol and other drug use in sexual violence-related situations. • Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent. • Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. • Use a decision making model to avoid sexual activity that may put you and your partner at personal risk. 	<p>Grades 6-8</p> <ul style="list-style-type: none"> • Demonstrate ways they can respond when someone is being bullied, harassed, or sexually abused. • Discuss how healthy communication relates to respecting personal boundaries. Things to consider include effectively communicating your needs and desires as well as listening to your partner’s; practicing empathy and trying to understand how our partner expects to be treated. Include digital communication (texting, social media, sharing pictures and videos) • Identify things that create power imbalances in relationships and define how they affect one’s ability to consent to sexual activity. • Demonstrate how to access valid information and resources about healthy and unhealthy relationships. • Describe boundaries regarding touch and safety with bodies. This includes healthy ways to express affection and touch, give and receive consent. Include scenarios between peers, adults, and children of different ages. • Discuss healthy and respectful ways to communicate about bodies as it relates to physical and emotional changes that occur during puberty.

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g) An evaluation component with measurable outcomes;	Not referenced	<p>Grades 9-12</p> <ul style="list-style-type: none"> Describe the impact of alcohol and other drug use on sexual decision-making. Describe a range of ways to express affection with healthy relationships. Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. Define sexual consent and explain its implications for sexual decision making. Demonstrate how to access valid information and resources about healthy and unhealthy relationships. Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking. Explain how media can influence one’s beliefs about what constitutes a healthy relationship. Demonstrate an understanding of “consent” through effective communication skills Demonstrate effective strategies to avoid or end an unhealthy relationship Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. Set a personal goal to treat partners with respect and to be treated with respect. Advocate for school policies and programs that promote dignity and respect for all. 	<p>Grades 9-12</p> <ul style="list-style-type: none"> Define Consent as an affirmative yes when no is a viable option. Focus on defining, analyzing and discussing characteristics of healthy relationship. Discuss and access medically accurate resources related to healthy relationships and violence prevention (i.e. Loveisrespect.org) Examine how healthy communication relates to respecting personal boundaries. Things to consider include effectively communicating your needs and desires as well as listening to your partner’s; practicing empathy and trying to understand how our partner expects to be treated. Include digital communication (texting, social media, sharing pictures and videos) Discuss things that may create a power imbalance in a relationship. Include information about alcohol (and other drugs) and its relationship to sexual violence. This includes how it affects decision making, lowering inhibitions, and may create a power imbalance which may be taken advantage of. Discuss how to recognize when someone may be under the influence or otherwise unable to give consent. Set a goal to create a personal definition of what respect in a relationship looks like to you. Identify effective ways you can advocate within your school and community.
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		
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>(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>		