

# Phoenix-Talent School District No. 4

## ***Comprehensive Sexual Health Education Plan***

In accordance with the requirements of the State of Oregon (OAR 581-022-1440) and School Board Policy (IGAI), the Phoenix-Talent School District No. 4 School Board has adopted a Comprehensive Sexual Health Education Program. Curriculum for each grade level, textbooks, and other materials to be used with the sexual health unit have gone through a process which includes parent and community input and final adoption by the school board prior to purchasing.

The sexual health unit is designed to support parent/guardians as they educate their children. The instruction emphasizes abstinence, but not to the exclusion of a contraception skills-based education. The human sexuality information provided is comprehensive, complete, balanced, medically accurate, age-appropriate, not fear or shame-based, and inclusive. The Oregon Department of Education has developed specific content standards for each grade level which have been adopted by the State School Board.

The Oregon Health Standards call for students to:

1. Comprehend concepts related to health promotion, and disease prevention to enhance health.
2. Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
3. Demonstrate the ability to access valid information, products, and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision-making skills to enhance health
6. Demonstrate the ability to use goal-setting skills to enhance health
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for person, family, and community health

Specific to the Sexual Health Units in grades Kindergarten through 5<sup>th</sup> grade, students will:

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
<ul style="list-style-type: none"> <li>● Recognize that there are many ways to express gender – in classroom conversation as arises organically</li> <li>● Recognize everyone has the right to say who touches their body, when and how/Define consent</li> <li>● Recognize that it is never ok to touch someone, or make someone touch you if they don't want to</li> </ul>	<ul style="list-style-type: none"> <li>● Name reproductive body parts, using proper anatomical terms</li> <li>● Explain that it is important to stay away from potentially unsafe body fluids and objects</li> <li>● Recognize that there are many ways to express gender – in classroom conversation as arises organically</li> <li>● Explain everyone has the right to say who touches their body, when and how/Define consent</li> <li>● Explain that it is never ok to touch someone, or make someone touch you if they don't want to</li> </ul>	<ul style="list-style-type: none"> <li>● Identify reproductive body parts, using proper anatomical terms</li> <li>● Explain that it is important to stay away from potentially unsafe body fluids and objects</li> <li>● Recognize that there are many ways to express gender</li> <li>● Explain everyone has the right to say who touches their body, when and how/Define consent</li> <li>● Explain that it is never ok to touch someone, or make someone touch you if they don't want to</li> </ul>

3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>● Identify reproductive body parts, using proper anatomical terms</li> <li>● Explain that it is important to stay away from potentially unsafe body fluids and objects</li> <li>● Recognize that there are many ways to express gender</li> <li>● Explain everyone has the right to say who touches their body, when and how/Define consent</li> <li>● Explain that it is never ok to touch someone, or make someone touch you if they don't want to</li> </ul>	<ul style="list-style-type: none"> <li>● Identify human reproductive systems including reproductive anatomy and function*</li> <li>● Explain that it is important to stay away from potentially unsafe body fluids and objects</li> <li>● Recognize how puberty prepares human bodies for the potential to reproduce*</li> <li>● Explain everyone has the right to say who touches their body, when and how/discuss and practice consent</li> <li>● Describe why it is never ok to touch someone, or make someone touch you if they don't want to</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss human reproductive systems including reproductive anatomy and function*</li> <li>● Discuss that HIV and STDs can be spread through sexual contact and how abstinence is the most effective method of protection from STD/HIV and pregnancy*</li> <li>● Identify health care practices related to puberty*</li> <li>● Define sexual orientation*</li> <li>● Recognize differences and similarities of how individuals identify regarding gender or sexual orientation*</li> <li>● Explain everyone has the right to say who touches their body, when and how/Discuss and practice consent</li> <li>● Discuss why it is never ok to touch someone, or make someone touch you if they don't want to</li> <li>● Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health*</li> </ul>

Specific to the Sexual Health Units in grades 6<sup>th</sup> through 8<sup>th</sup>, students will:

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>● Identify human reproductive systems</li> <li>● Define sexual abstinence as it relates to pregnancy prevention</li> <li>● Define HIV and STDs and how they are and are not transmitted</li> <li>● Identify differences between biological sex, sexual orientation, gender identity and expression</li> <li>● Identify that each person has the right to say who touches their body and how</li> <li>● Identify behaviors that constitute bullying, sexual harassment, assault, incest, rape, and domestic violence</li> <li>● Describe consent</li> <li>● Identify contraceptive methods</li> <li>● Identify how environment impact sexual health-related decisions</li> <li>● Identify sources of medically accurate information about sexual health</li> </ul>	<ul style="list-style-type: none"> <li>● Describe human reproductive systems</li> <li>● Describe how sexual abstinence relates to pregnancy prevention</li> <li>● Describe HIV and STDs and how they are and are not transmitted</li> <li>● Identify differences between biological sex, sexual orientation, gender identity and expression</li> <li>● Discuss that each person has the right to say who touches their body and how</li> <li>● Define behaviors that constitute bullying, sexual harassment, assault, incest, rape, and domestic violence</li> <li>● Discuss affirmative consent</li> <li>● Define various contraceptive methods</li> <li>● Analyze how environment impact sexual health-related decisions</li> <li>● Describe sources of medically accurate information about sexual health</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the human reproductive systems</li> <li>● Explain how sexual abstinence relates to pregnancy prevention</li> <li>● Explain HIV and STDs and how they are and are not transmitted</li> <li>● Identify differences between biological sex, sexual orientation, gender identity and expression</li> <li>● Explain that each person has the right to say who touches their body and how</li> <li>● Discuss behaviors that constitute bullying, sexual harassment, assault, incest, rape, and domestic violence</li> <li>● Demonstrate an understanding of affirmative consent</li> <li>● Explain various contraceptive methods</li> <li>● Analyze how environment impact sexual health-related decisions</li> <li>● Access sources of medically accurate information about sexual health</li> </ul>

### High School

- Compare and contrast human sexual reproductive systems including body parts and their functions
- Demonstrate the use of effective communication about the use of contraception including abstinence, condoms.
- Define and analyze contraceptive methods
- Describe importance of getting tested for HIV and other STDs when people are sexually active
- Differentiate between biological sex, sexual orientation, gender identity and expression
- Describe laws related to sexual health care and services
- Explain healthy relationships that are free from threat, coercion, or abuse
- Demonstrate an understanding of affirmative consent
- Express that each person has the right to say who touches their body and how
- Explain laws related to bullying, sexual harassment, assault, incest, rape, and domestic violence, and those for health care services.
- Analyze how environment impacts sexual health-related decisions

- Access sources of medically accurate information about sexual health
- Model a decision making process to make healthy choices around sexual health

An important piece in the successful implementation of a Comprehensive Sexuality Education Plan is parent/guardian/community involvement. Parents are encouraged to connect with their child's classroom teacher to preview materials to be used in the sexual health unit as well as discuss with the teacher how the material will be covered. Parents may exercise their right to exemption from the sexual health content standards. Students who will not participate in the sexual health unit will spend their time outside the classroom in a designated area to be determined by the building administrator (i.e. the library or learning center). The parent/guardian sexual health unit notification form will be provided at the beginning of the course or unit of study as applicable.

Phoenix-Talent Schools  
Comprehensive Sexuality Education  
***Elementary School Health Courses***  
Parent/Guardian Sexual Health Unit Notification

If you exercise your option to substitute your child's learning experience for the identified (\*) sexual health standards, your child will spend that time outside the classroom in a designated area to be determined by the school's administrator (e.g. the media center, another classroom). Your child will not be penalized if you exercise this option. Your child will be expected to work independently during that time with minimum adult supervision.

**If your child will participate in this sexual health unit, you do NOT need to return this form.** If you do NOT want your child to receive instruction in these standards, please fill out the form below and return it to your child's teacher.

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**IF YOU WISH TO SUBSTITUTE YOUR CHILD'S LEARNING EXPERIENCE FROM ANY ASPECT OF THE SEXUAL HEALTH CURRICULUM, PLEASE RETURN THIS FORM TO THE TEACHER SO THEY CAN FOLLOW UP WITH YOU.**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Phoenix-Talent Schools  
Comprehensive Sexuality Education  
**Middle School Health Courses**  
Parent/Guardian Sexual Health Unit Notification

**If your child will participate in this sexual health unit, you do NOT need to return this form.** Per OAR 581-022-1910, a written request from the student’s parent or guardian listing the reasons for exemption and a proposed alternative assignment must be received prior to the unit of study. This assignment is expected to be similar in nature, length and depth of the substituted standards. If you do NOT want your child to receive instruction in these standards, please complete the form below, develop the proposed alternative assignment, and return to your child’s teacher.

It is important to understand that in a student-centered approach to education that utilizes student dialogue, there may be times when your child is in class where a discussion or review may include content from another unit within the course. As these types of discussions sometimes occur spontaneously, please understand that we cannot ensure students will not surface this content in class. If, as the parent/guardian you exercise your right to substitute your child’s learning experience, it is imperative that you have conversations with your child about this content.

**If you are returning this form to exercise your right to substitute your child’s experience from classroom instruction to an individualized experience, please sign below. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.**

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**IF YOU WISH TO SUBSTITUTE YOUR CHILD’S LEARNING EXPERIENCE FROM ANY ASPECT OF THE SEXUAL HEALTH CURRICULUM, PLEASE RETURN THIS FORM TO THE TEACHER SO THEY CAN FOLLOW UP WITH YOU.**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Proposed alternate assignment (please use other side of form)

Phoenix-Talent Schools  
Comprehensive Sexuality Education

# **HIGH SCHOOL WELLNESS**

## Parent/Guardian Sexual Health Unit Notification

**If your child will participate in this sexual health unit, you do NOT need to return this form.** Per OAR 581-022-1910, if you do NOT want your child to receive instruction in the sexual health standards please complete the form below and return to your child's teacher. The high school Wellness teacher will contact you regarding your request and to explain the alternative approach to this unit for your student. Because the Wellness credit is a graduation requirement, students must demonstrate an understanding of all content covered within the course. Students will be provided with the unit materials and resources and will be expected to complete the unit of study in an alternative location on campus. Students will be expected to complete the same unit assessment as those in the classroom.

It is important to understand that in a student-centered approach to education that utilizes student dialogue, there may be times when your child is in class where a discussion or review may include content from another unit within the course. As these types of discussions sometimes occur spontaneously, please understand that we cannot ensure students will not surface this content in class. If, as the parent/guardian you exercise your right to substitute your child's learning experience, it is imperative that you have conversations with your child about this content.

**If you are returning this form to exercise your right to substitute your child's experience from classroom instruction to an individualized experience, please sign below. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.**

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**IF YOU WISH TO HAVE YOUR CHILD PARTICIPATE IN THE SEXUAL HEALTH UNIT INDEPENDENT OF THE CLASSROOM TEACHER, PLEASE RETURN THIS FORM TO THE TEACHER SO THEY CAN FOLLOW UP WITH YOU.**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_