

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.

	Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Discuss/Demonstrate how to effectively identify and communicate wants, needs, consent, and personal boundaries in healthy ways and listen to/show respect for the boundaries of others.		✓	✓	✓	✓					✓	
Define and explain the relationship between consent, personal boundaries, and bodily autonomy, and how these are important in all types of relationships.		✓	✓	✓			✓				
Recognize that personal boundaries differ in different kinds of relationships and for different people.		✓									
Understand that it is never okay to touch someone without their permission.		✓									
Explain that everyone has the right to decide who can touch one’s own body, where, and in what way to prevent violence and abuse.			✓								
Explain that many people enjoy consensual affection and physical closeness throughout their lives, and every individual gets to decide what they’re comfortable with.					✓						
Identify different personal boundaries and privacy needs of self and others at school, with friends, and at home.						✓					
Demonstrate communication skills for asserting boundaries around and refusing substance use.						✓	✓				
Describe personal feelings when boundaries, consent, and privacy needs are not respected.								✓			
Identify/Describe state/federal laws on sexual consent.									✓	✓	
Summarize individual rights and responsibilities in regards to sexual consent under state and federal law.											✓
Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.						✓					✓
Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.											✓
Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.										✓	✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: LGBTQ2SIA+

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.

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that all people are unique and valuable, have different ways of expressing love, attraction, and identities, and have a right to be treated with dignity and respect and be free from bullying and violence.	✓	✓		✓						
Recognize different types of family structures that may/may not be genetically related (including blended, adopted, and foster families), why all families deserve respect, and what can connect a family.	✓		✓	✓			✓		✓	
Discuss how diversity in race, gender, and ability enrich relationships and communities.			✓							
Discuss the importance of/Demonstrate using affirming language around protected classes of people including people of all genders/gender identities/and expressions, race and ethnicities, sexual orientations, and abilities.				✓					✓	
Discuss the importance of/Demonstrate ways to treat all people (other students, their family members, community members) with dignity/respect, including people of all genders, expressions, identities, and sexual orientations.					✓	✓	✓			
Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.						✓				
Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.						✓				
Define gender identity, gender expression, gender roles, sex assigned at birth, and sexual and romantic orientations.						✓	✓			
Identify sources of support, such as parents/other trusted adults, to talk to about sexual orientation and to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.						✓	✓			
Analyze how multiple external influences have changed throughout history, how internal influences like values, biases, and prejudice can influence behavior, and how these can influence stereotypes, attitudes, beliefs, and expectations about sexuality/gender.			✓				✓	✓	✓	✓
Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.							✓			
Analyze, understand, and affirm personal, social, and collective intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.								✓	✓	✓
Use management strategies and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.				✓				✓		✓
Access medically accurate, not fear/shame-based, comprehensive, and inclusive sources of information about sexual and romantic orientation.								✓		
Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.									✓	✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: HEALTHY RELATIONSHIPS

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.

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Explain the importance of, and Identify a trusted parent, caregiver, or other adult to talk with about feelings.	✓			✓						
Define what a relationship is, describe characteristics of healthy, safe, and equitable relationships, and identify different kinds of relationships.	✓			✓		✓				
Understand the stress response system and Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.		✓	✓	✓	✓		✓			
Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.		✓								
Describe/Demonstrate a variety of healthy ways to show and express [feelings, including] liking or loving someone.		✓			✓					
Discuss how to recognize and Define social pressures, peer influences, and internal feelings and identify how they can impact behavior.				✓	✓					
Apply social skills (i.e., empathy, compassion, etc.) to develop/maintain healthy relationships that achieve mutual goals while affirming identities/perspectives.				✓			✓			
Discuss/Practice communication skills to build healthy relationships, manage conflict, and restore relationships through actively engaging others/working collaboratively.					✓		✓			
Discuss how power and inequality influence different types of relationships and boundaries.					✓					✓
Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact interpersonal relationships.						✓				
Describe how friendship and love can be expressed differently as children become adolescents.						✓				
Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.							✓			
Discuss the right of all people to decide if, when and, with whom to be in a relationship.								✓		
Identify/demonstrate strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection, including involving a trusted adult who can help.								✓	✓	✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: MEDIA + TECHNOLOGY

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.

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Identify when it is ok/not ok to share personal information, (ex. individual names, phone numbers, addresses).	✓									
Explain why it is important to ask a trusted adult before using online devices.		✓	✓							
Analyze ways in which media, social media, technology, and perceived norms influence self-perception, feelings, decisions, behaviors, and the dimensions of health.		✓		✓				✓		
Describe how sharing information about self and others online can impact social, emotional, and mental health.							✓			
Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.							✓			
Create an advocacy message describing the role of upstanders in preventing/stopping bullying/cyberbullying.							✓			
Demonstrate strategies to use technology/social media safely, legally, and respectfully including how to respond to cyberbullying and exposure to inappropriate material, and prevent/resolve interpersonal conflict.					✓	✓	✓	✓		✓
Assess/Demonstrate how to access valid and reliable health information online for building health habits (ex. mental/social/emotional health AND comprehensive sexual & reproductive health information, products, and services).					✓		✓			✓
Analyze validity of health information depicted in the media, including social media/advertisements, using set criteria.						✓			✓	
Explain the impact that media (social media, marketing, sexually explicit media, and sexting) can have on one's social/emotional/mental health, body image/self-esteem, decisions around food/physical activity, and substance use/misuse.							✓	✓	✓	✓
Collaborate with others to advocate for raising awareness/reducing risk of trafficking in physical/online settings.									✓	
Access medically accurate, not fear/shame-based, comprehensive, and inclusive sources of information about sexual and romantic orientation online and in community.								✓		✓
Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.										✓
Summarize individual rights/responsibilities regarding consent, sexually explicit media, and sexting under state/ federal law.										✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: SEX + REPRODUCTION

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.

	Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Identify trusted adults (including parents, caregivers, and health care professionals) who can provide valid/reliable health information/services on puberty, and sexual/reproductive health, and practice how to talk with them.		✓	✓	✓			✓	✓	✓	✓	
Identify medically accurate names for sexual/reproductive anatomy and recognize that there are variations in human bodies and that bodies change over time.		✓	✓		✓		✓	✓	✓		✓
Describe basic functions of human reproductive/sexual response systems.							✓	✓	✓		✓
Discuss physical/emotional/neurological/social changes associated with puberty.					✓	✓		✓	✓		
Define menstruation/explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are medical products some people use to take care of their bodies.					✓		✓	✓			
Identify how pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.							✓	✓	✓		
Define sexual intercourse.								✓		✓	
Discuss importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.								✓			
Discuss how different personal/familial/cultural values can influence physical/emotional intimacy ideas/behaviors.							✓			✓	✓
Identify factors that take into consideration personal values, & the health/safety of self/others, that are important in deciding whether/when to engage in romantic/sexual behaviors.								✓	✓	✓	✓
Identify the benefits/risks/effectiveness/availability of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.								✓	✓	✓	✓
Describe pregnancy, prenatal care, pregnancy testing, and pregnancy options (ex. parenting, surrogacy, adoption, abortion, safe surrender), including community resources.								✓	✓	✓	✓
Summarize fertilization, fetal development, and childbirth.										✓	✓
Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services.								✓	✓	✓	✓
Examine how discrimination/racism negatively impact sexual and reproductive health, and define reproductive justice/how it relates to sexual health/health equity.									✓		✓
Analyze systemic barriers to sexual/reproductive/obstetric care, (ex. prenatal care, childbirth, and postpartum care).											✓
Discuss skills/resources to support navigating parenthood.											✓
Describe body literacy skills to notice changes, pain, or discomfort in one's body and identify when to seek support.											✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: SAFETY AWARENESS

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.

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Understand how to and Identify trusted adults/support people that can help keep people safe at home, school, and in the community.	✓		✓	✓						
Demonstrate ways to start a conversation when seeking help from trusted adults about uncomfortable/dangerous situations.	✓					✓	✓	✓		
Understand that all people have the right to feel safe and free from bullying and violence.	✓									
Identify that bullying and teasing are harmful.	✓									
Describe how to communicate personal boundaries and report unsafe or unwanted touch.	✓		✓			✓				
Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for person who perpetrates the violence.	✓		✓			✓		✓		✓
Recognize that friends, family, teachers, and community members can help each other.			✓							
Define, Describe, and Analyze different forms of violence and abuse and the tactics used to perpetrate these (ex. bullying, cyberbullying, harassment, child abuse, neglect, trafficking, domestic violence, sexual assault, sexual exploitation, gender-based violence, dating violence).			✓		✓	✓	✓	✓		✓
Analyze potential impacts of different forms of violence and abuse, for the people targeted, the people who perpetrate bullying, bystanders, and upstanders (including physical, social, emotional, and mental health).							✓	✓	✓	✓
Describe strategies a person could use, when it is safe to do so, to intervene when someone is experiencing violence or abuse.					✓			✓	✓	✓
Examine the relationship between substance use, misuse, and abuse risks (including violence, suicide, sexual risk behaviors).							✓		✓	✓
Identify unsafe situations at home, school, and in communities and describe possible strategies to reduce risk.			✓	✓		✓		✓	✓	
Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions or need help.					✓			✓	✓	✓
Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.									✓	✓
Advocate for safer school communities to prevent bullying and violence and improve mental health.										✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: STDS + STIS

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.

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that it is important to stay away from potentially unsafe body fluids/objects, including needles/syringes.		✓								
Recognize that infections, including Hep. B/C and HIV/AIDS, can be transmitted through blood/other body fluids.				✓						
Define various sexually transmitted infections (STIs) including HIV, and describe transmission/ways to prevent them including abstinence, barrier methods, and the human papillomavirus vaccine.						✓	✓	✓		
Describe the difference between communicable and noncommunicable diseases, and how they are treated and managed.							✓		✓	
Identify state/federal laws related to minors' access to sexual healthcare services, including pregnancy, STIs, and HIV/AIDS prevention, testing, care, and treatment.							✓			
Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.							✓	✓	✓	✓
Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.									✓	
Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines, Pre-Exposure Prophylaxis (PrEP) and Post-Exposure Prophylaxis (PEP), and barrier methods.									✓	
Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.										✓
Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.										✓
Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.										✓



OREGON COMPREHENSIVE SEXUALITY EDUCATION: HEALTH EQUITY

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.

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Understand connection between environmental health (built environment, green spaces, climate change, etc.) on personal/community health; Identify actions that can help create healthier environments; Advocate for everyone to have access to nutritious food, clean water/air, accessible places.	✓	✓		✓		✓	✓		✓	✓
Recognize that people eat and prepare food differently based on culture, personal preference, and availability.	✓		✓		✓	✓	✓	✓	✓	✓
Examine food insecurity/injustice, lack of access, and impacts on individual/community health, and cultural preservation.			✓		✓			✓	✓	✓
Describe what it means to be healthy/well for individuals, families, communities, considering 5 dimensions of health (physical, social, emotional, mental, environmental).		✓		✓		✓	✓		✓	✓
Discuss/affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.		✓								
Describe ways in which a person's intersecting identities, families, peers, communities, schools, neighborhoods, media, cultures, and society impact personal values.			✓		✓					✓
Identify why it is important that people of all abilities can safely access buildings, Recognize common ways to make spaces safer/more accessible, and Work cooperatively to advocate for practices that promote safe and accessible communities.			✓					✓	✓	✓
Identify meaningful/enjoyable personal/community activities.				✓						
Identify how connecting with community, and cultural identity development, contribute to dimensions of health.								✓		✓
Define different forms of discrimination and inequity and understand how they influence the health of communities.						✓	✓		✓	✓
Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.							✓		✓	✓
Discuss resiliency/strategies that individuals/communities use to promote health, overcome health challenges, address barriers to health, and promote health equity and justice.								✓		
Analyze history of health/social policy and how it impacts individual/community health, including social/economic consequences of substance use/misuse/abuse and impacts of drug laws/prosecution on self, families, and communities.								✓	✓	✓
Evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.									✓	
Analyze factors that limit access to genetic health information for many people.										✓