

GRADE 4 COURSE DESCRIPTION:

The Seaside School District (SSD) Comprehensive Sexuality Education Plan (CSEP) is written in accordance with the Oregon Health Standards adopted by Oregon Department of Education in December 2016. These standards help define the knowledge and skills that our students will need throughout their K-12 experience and beyond in order to lead healthy lives.

Copies of the Oregon Comprehensive Sexuality Education standards can be found at:

<https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

The adopted textbooks and any supplementary materials are available for public review. Some of these materials are available at your child's school or online, so please check with your principal and/or child's health teacher first.

The standards that all students in grades K-5 will address from the Comprehensive Sexuality Education Plan (CSEP) include:

- Prevention and Control of Disease
- Promotion of Mental, Social, and Emotional Health
- Violence and Suicide Prevention
- Promotion of Sexual Health

Teachers provide age-appropriate lessons on these topics using *The Great Body Shop* curriculum from Children's Health Market (<https://www.thegreatbodyshop.net/>).

In addition, the elementary school counselors use *Second Step curriculum* for Social Emotional Learning (SEL) and *Second Steps: Child Protection Unit* to address age appropriate lessons to support the prevention of child sex abuse. Both curricula are produced by Committee for Children (<http://www.cfchildren.org/programs/social-emotional-learning/>)

The *Second Steps* and *Child Protection Unit* lessons address the following standards:

- 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.

All three curricula were adopted by the district's Board of Directors in 2011, and again in 2018.

For more information about curriculum standards and associated materials, please visit the Oregon Department of Education website at <https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

Parents and guardians are invited to review the District's Comprehensive Sexuality Education program. Materials are available at the District Office for review.

Please read the standards carefully, and attend any school meetings for parents/guardians regarding the Comprehensive Sexuality Education Program at your school. We believe the health education program is important for your child. We look forward to working with parents and guardians to help provide this program to our children.

If you have any questions, please contact your child's teacher or principal.

GRADE 4 STANDARDS:

Prevention and Control of Disease

- Differentiate between communicable diseases and noncommunicable diseases.
- Explain health care practices that prevent the spread of communicable disease, including HIV/AIDS, Hepatitis B and C.
- Recognize the importance of healthy body systems and how each contributes to personal health.
- Identify examples of communicable and noncommunicable diseases.
- Describe how each body system contributes to personal health.
- Demonstrate effective health care practices.

Promotion of Mental, Social and Emotional Health

- Describe how prosocial behaviors help to build and maintain healthy relationships.
- Identify people to talk with about social/emotional needs and relationships
- List characteristics that contribute to a healthy self-image.
- Demonstrate verbal and nonverbal, prosocial communication.
- Recognize diversity among people including: race, disability, gender identity, gender expression, and sexual orientation.
- Demonstrate prosocial behaviors including respect for self and others.
- Verbally and nonverbally communicate respect for diversity.
- Advocate respect for diversity.

Violence and Suicide Prevention

- Recognize bullying and cyberbullying behavior and what to do in a bullying situation.
- Demonstrate safe ways to respond to bullying and cyberbullying.
- Demonstrate what to say and do as a victim or bystander of bullying and cyberbullying.
- Recognize the importance of problem-solving, anger management, and impulse control in violence prevention.
- Demonstrate problem solving skills, anger management steps, and impulse control.
- Describe child abuse reporting law.
- Identify how to report unsafe situations to trusted adults.
- Advocate for a safe school environment.

Promotion of Sexual Health

- Describe physical, social, and emotional changes that occur during puberty.
- Recognize female and male reproductive systems including reproductive anatomy and function.
- Recognize that puberty prepares female and male reproductive system for the potential to reproduce.
- Identify people at home, school or in the community who can provide medically accurate information about puberty.
- Identify people at home, school, or in the community who can provide information about health care practices during puberty.
- Identify medically accurate information about female and male anatomy.
- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Recognize sexual harassment and sexual abuse.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report situation to a trusted adult.
- Practice and use refusal skills.

**Seaside School District
Comprehensive Sexuality Education
Parent/Guardian Health Learning Experience Substitution Request Form**

GRADE 4

If your child will participate in this health instruction, you do NOT need to return this form.

If you do **NOT** want your child to receive instruction in any of these standards, please fill out the form below and return it to your child’s teacher. Your child will be given an individualized assignment in place of the instruction. This assignment is expected to be similar in nature, length and depth of the substituted standards. Your child may be placed in another supervised area of the school (a different classroom, the library, or the office, for example) during the class instruction.

It is important to understand there may be times when your child is in class where a discussion or review may include content from a substituted section. In addition, other students may informally discuss the content of the lessons from a substituted section. As these types of discussions can occur spontaneously, please understand that we cannot ensure students will not bring up this content in school. We encourage parents who exercise their right to substitute a child’s lesson to have a discussion with their child about this content.

If you would like to substitute the content of the lesson, please sign below and return to your child’s teacher. The teacher and/or principal will contact you to discuss a plan to best meet the needs of your child during instruction.

If you wish to substitute your child’s learning experience from any aspect of the health curriculum standards above, please return this form to the teacher so they can contact you for clarification.

School _____ Date _____

Student Name _____ Teacher Name _____

Parent/Guardian (Printed) _____

Parent/Guardian (Signature) _____

Phone Number: _____ Email Address: _____