

Grade 3 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 Health 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 3 STANDARDS:

Prevention and Control of Disease

- Explain ways to prevent communicable and noncommunicable disease and understand the difference
- Share strategies for preventing the spread of communicable disease to others, including HIV/AIDS, and Hepatitis B and C.
- Identify what the school and community members can do to support personal health practices and behaviors.
- Describe how each body system contributes to personal health.

Promotion of Mental, Social and Emotional Health

- Describe pro-social behaviors within healthy relationships.
- Recognize diversity among people including: age, disability, national origin, race, color, marital status, and sex, sexual orientation, and gender identity.
- Demonstrate positive communication skills that express personal needs, wants, and feelings to family and peers.
- Describe different emotions and internal/external influences on emotions.
- Identify personal stressors at home, in school, and community. Set a goal to help manage stress.
- Describe differences and similarities in how boys and girls may be expected to act and provide examples of how friends, family, media, society, and culture influence ways youth act based on gender.

Violence and Suicide Prevention

- Identify why bullying, cyberbullying, harassment and teasing are detrimental to health and safety.
- Explain how helpful and hurtful messages in media and technology can influence.
- Demonstrate how to respond and report if someone is bullying, harassing, or teasing.
- Demonstrate the steps of problem solving, anger management, and impulse control.
- Set a goal to engage in positive, helpful behaviors.
- Demonstrate ways to prevent violence and unsafe situations.

Promotion of Sexual Health

- 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.

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

GRADE 3

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: _____