




Comprehensive Sexual Education in GBSD

Board Work Session
June 18, 2025

Gresham-Barlow Board Conditions

2024-2025

SAFETY	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.	
BELONGING	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.	
OPPORTUNITY	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.	
ACHIEVEMENT	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.	



Planning Committee

Parents
Elementary Teachers
Secondary Teachers
Special Education Administrator
Educational Assistant
Elementary and Secondary Admin
Directors
Coaches





Goal of our Committee

To help our school district develop and update its Comprehensive Sexuality Education Plan of Instruction that reflects the requirements of the state, the needs of our local community and provides a safe and supportive learning environment and curriculum for all students.





Agenda



1. SCAN

State laws and policies



3. DESIGN

Plan of instruction and
scope and sequence



2. ENGAGE

District and community
stakeholders



4. IMPLEMENT

K-12 comprehensive
sexuality education plan





Oregon Sexuality Education Policy Key Terms:

Age-appropriate

means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students.

Culturally inclusive

means using materials and instructional strategies that respond to culturally diverse individuals, families and communities in a respectful and effective manner.

Medically accurate

means information that is established through the use of the scientific method

Inclusive materials

means using language and strategies that are responsive to the needs of diversity of communities, including students and families of color, those who identify as LGBTQ, those who have experienced trauma, and those who are differently abled.

Positive family communication & involvement

helps students learn to make responsible, respectful and healthy decisions

Shame or fear based

means terminology, activities, scenarios, context, language and/or visual illustrations that are used to scare, blame, devalue, ignore and/or disgrace students for any reason. Curriculum can't be shame or fear based.



What documents did the team review?

The goal was to understand Oregon's Human Sexuality Education laws and ODE's Human Sexuality Education Administrative Rules, Board Policies, and Oregon sexual education standards.

Human Sexuality Education Law (2009)

[ORS 336.455](#)

Board Policies:
[IGA](#)

Healthy Teen Relationship Act (2013)

[ORS 339.366](#)

Board Policies: [JFCF](#)
[JFCF-AR](#)

Erin's Law (2015)

[ORS 336.059](#)

Human Sexuality Education Administrative Rule (2016)

[OAR 581-022-2050](#)

Board Policies:
[IGA](#)



Elementary

Scope and Sequence of Comprehensive GBSD Sexual Education



GRESHAM-BARLOW SCHOOL DISTRICT
Inspire. Empower. THRIVE

COMPREHENSIVE SEXUAL EDUCATION / Educación Sexual Integral

Grade	Standards	The Great Body Shop Units/Lessons
KG	<p>K.GD.1 Discuss different types of family structures and why all families deserve respect.</p> <p>K.GD.2: Identify ways in which human bodies are the same and different from each other, and how bodies change over time.</p> <p>K.GD.3: Name reproductive body parts, using medically accurate terminology.</p>	<p>The Family Team - Student Issue K04 - Unit 4 L01 - What is Family? Define families and learn. Identify personal family members. L02 - See How Families Grow and Change. Identify ways people and families change through lifespan. L03 - Family Rules and Jobs: Describe some family rules and jobs. Practice setting goals for being responsible about rules and jobs.</p> <p>My Body is Special! - Student Issue K05 - Unit 5 L01 - All Bodies are Different: Realize that bodies can differ physically and demonstrate respect for different types of bodies. L04 - Safe Touch, Unsafe Touch: Define the term private parts and describe ways to keep ourselves safe and find safe adults to tell of unsafe touching.</p>
1st	<p>1.GD.1 Discuss and affirm different physical characteristics that people may have, including difference in body size, shape, ability, skin color, and hair texture.</p> <p>1.GD.2 Identify medically accurate names for sexual and reproductive anatomy.</p> <p>1.GD.3 Discuss that there are many ways that people can express love and attraction.</p>	<p>Head to Toe - Student Issue 102 - Unit 2 L04- My Body is Extra Special: Recognize what is special about ourselves and respect the special qualities in others.</p> <p>Happy, Sad and In Between - Student Issue 106 - Unit 6 L04- My Body is Private: Define the term private parts and identify private parts of your body. Describe ways to keep yourself safe.</p>
2nd	<p>2.GD.1 Recognize that humans grow and mature at different ages and in different ways.</p> <p>2.GD.2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adoptive, and foster families.</p>	<p>When I First Ate! - Student Issue 201 - Unit 5 L04- Your body is private! Define the term private parts and explain the rights you have to keep your body "private." Practice saying NO!</p> <p>Babies... And How You Grew - Student Issue 201 - Unit 5 L01- Growing and Changing: Understand how humans change. L02- Families: Define family and how they play a role in growth & development. Demonstrate respect for various families. L03- Families Grow and Change Too: Describe some of the changes that can happen in families and some of the effects of those changes.</p>
3rd	<p>3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.</p> <p>3.GD.1 Discuss attributes and characteristics that make every person unique and valued.</p> <p>3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual & reproductive anatomy.</p> <p>3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.</p> <p>3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.</p> <p>3.GD.5 Recognize that there are different kinds of families that have unique</p>	<p>My Family, Your Family - Student Issue 306 - Unit 6 L01- All About Families: Define family and identify different types of families. Demonstrate respect for various families. L02- Families: Define family and how they play a role in growth & development. Demonstrate respect for various families. L03- Genes: What They Are & What They Do: Explain the role of genes in cell growth and development. Understand reproductive organs and how they are part of growth and development. Identify safe adults to ask questions about growth & development. L03-A Very Special Person: Me: Define the words special and respect. Identify ways that you are special. L04- Personal Safety: Define child abuse, ways to say NO, and identify where to go to get help in protecting yourself!</p>

	<p>characteristic and identifies.</p> <p>3.SPA.3 Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.</p>	<p>Things You Might Catch - Student Issue 308 - Unit 8 L01- Being Sick: Learn how germs spread and ways to prevent the spread of germs. L02- Fighting Disease: Explain the role of the body's defense system in fighting germs and what happens to people who do not have a healthy defense system.</p>
4th	<p>4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.</p> <p>4.SRH.1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.</p> <p>4.GD.2 Identify body care practices related to puberty, including using menstrual products.</p> <p>4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.</p>	<p>It's My Body - Student Issue 405 - Unit 5 L03- In Tune with Your Emotions: Identify different feelings/emotions and examples of what can trigger those feelings. L04- Preventing Abuse: Define the different kinds of abuse, practice standing up for my right to privacy and ways to say NO, and identify where to go to get help in protecting yourself.</p> <p>Be Cool, Keep Clean! - Student Issue 406 - Unit 6 L01- Hormones and Body Change: Demonstrate the importance of taking care of my body as it grows and changes. Understand reproductive organs and how they are part of growth and development. Identify safe adults to ask questions about growth & development. L02- What's Good Hygiene? Practice good hygiene skills (hand washing, brushing teeth, bathing) and set goals for keeping clean. L04- Caring for Your Great Body: Demonstrate having a positive body image and identify what makes us special.</p>
5th	<p>5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.</p> <p>5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.</p> <p>5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.</p> <p>5.GD.4 Describe the menstrual cycle and how menstrual products are used.</p> <p>5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.</p> <p>5.GD.6 Identify trusted adults one could talk to about sexual orientation questions.</p> <p>5.GD.7 Describe how genetics can affect personal and family health.</p> <p>5.SRH.2 Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.</p> <p>5.SRH.1 Discuss different personal, familial, and cultural values about physical and emotional intimacy.</p> <p>5.SRH.3 Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.</p>	<p>Those Crazy Mixed-up Emotions - Student Issue 505 - Unit 5 L01- Your Emotions and Your Body: Explain the range of emotions we experience and the connection between our bodies and our feelings. L04- Send the Message: My Body is Private: Recognize and avoid risky situations involving personal safety. Define the difference between appropriate and inappropriate touch. Practice standing up for your right to privacy, ways to say NO, and identify where to go to get help in protecting yourself.</p> <p>Growing Up - Student Issue 506 - Unit 6 L01- Hormones and Your Body: Explain the role hormones play in body functions and growth. Understand your responsibility as you grow and mature. L02- Puberty: Growing and Changing: Compare the physical and emotional similarities between boys and girls during puberty. Understand the changes that take place physically and emotionally during puberty. Learn where to get medically accurate sources of information regarding growth and development. L03- Hygiene and Your Keeping Clean: Practice good hygiene (washing hands, brushing teeth, bathing) and understand its effect on self-esteem. L04- Growing Up with a Healthy Attitude: Define peer pressure and identify healthy ways to respond to it.</p> <p>About Blood and HIV - Student Issue 508 - Unit 8 L01- Your Circulatory System: Describe how your circulatory system works and how to keep it healthy. L02- Your Blood and Your Immune System: Identify parts of the blood (red/white blood cells, platelets) and the jobs they do. L03- HIV: Enemy of the Immune System: Describe how HIV can and cannot be transmitted and its effect on the immune system. L04- Helping Hands: Practice expressing kindness, especially toward those who are sick.</p>

Middle School

Scope and Sequence of Comprehensive GBSD Sexual Education

6th Grade Get Real

Lesson Title	SEL Skills	Lesson Goals
6.1: Creating the Classroom Climate	Self-Management, self-awareness, social awareness, relationship skills, responsible decision making	<ul style="list-style-type: none"> Create group rights and responsibilities Communicate with peers about sexuality Identify an adult with whom the student can talk about sexuality
6.2: Communication and Refusal Skills	Self-awareness, self-management, social awareness, relationship skills	<ul style="list-style-type: none"> Demonstrate use of skills for effective communication Name reasons why assertive communication is important Demonstrate refusal skills in role-play
6.3: Relationships and Boundaries	Self-awareness, social awareness, relationship skills	<ul style="list-style-type: none"> Identify characteristics of a healthy relationship Establish personal boundaries and identify consequences of crossing others' boundaries Rehearse responses to inappropriate behavior
6.4: Sexual Anatomy: Assigned Males	Self-awareness, social awareness	<ul style="list-style-type: none"> Identify key parts of the anatomy Discuss the connection between anatomy and reproduction Explain how pregnancy occurs
6.5: Sexual Anatomy: Assigned Females	Self-awareness, social awareness	<ul style="list-style-type: none"> Identify key parts of the anatomy Define menstrual cycle Discuss the connection between menstrual cycle and reproduction
6.6: Puberty	Self-awareness, social awareness	<ul style="list-style-type: none"> Identify emotional and physical changes of puberty Address values around abstinence and sex Discuss links between anatomy and puberty Discuss emerging sexual feelings and the difference between sexual feelings and sexual readiness
6.7: Abstinence	Self-management, responsible decision making	<ul style="list-style-type: none"> Identify health and unhealthy behaviors State reasons why postponement and condom use are healthy behaviors for sixth-graders Name risks of unprotected sex and drug/alcohol use Give reasons why a majority of students in sixth grade abstain from sex
6.8: Decision Making and Cultural Values	Self-awareness, social awareness, responsible decision making	<ul style="list-style-type: none"> Examine personal values and how they inform decision making Discuss factors that go into decision making
6.9: Conclusion and Review	Self-awareness, self-management, responsible decision-making	<ul style="list-style-type: none"> Name topics covered in the course Name facts learned in the course Demonstrate refusal skills as they relate to abstinence and healthy decision making Identify goals

7th Grade Get Real

Lesson	SEL Skills	Lesson Goals
7.1: Creating the Classroom Climate	Self-awareness, self-management, social awareness, relationship skills, responsible decision making	<ul style="list-style-type: none"> Create group right and responsibilities Name key components of anatomy and reproduction Explain the importance of thoughtful decision making
7.2: Media Literacy and Sexuality	Self-awareness, social awareness	<ul style="list-style-type: none"> Identify myths surrounding sexual behaviors Identify ways in which the media promotes myths Name types of media Explain the relationship between media and consumerism Categorize how ads promote healthy or unhealthy behaviors
7.3: Sexual Identity	Self-awareness, social awareness	<ul style="list-style-type: none"> Identify myths and facts surrounding sexual orientation and gender identity Explain differences between sexual orientation and gender identity Discuss LGBTQ issues respectfully
7.4: Creating a Safe School Environment	Self-awareness, social awareness, relationship skills	<ul style="list-style-type: none"> Discuss the motivations of bullies and consequences of bullying Clarify personal and school values around bullying and harassment Brainstorm ways to be an ally to people who are different from oneself Rehearse and demonstrate ways to confront hurtful behavior
7.5: Deciding About Sexual Behavior	Self-awareness, self-management, social awareness, responsible decision making skills	<ul style="list-style-type: none"> List types of sexual behavior Explain possible outcomes of sexual behaviors Discuss how values affect sexual decision making Discuss nonsexual activities for dating Examine what qualities are important to students in a dating relationship
7.6: Defining and Maintaining Abstinence SEL Skills: Lesson Goals:	Self-awareness, self-management, relationship skills, responsible decision-making skills	<ul style="list-style-type: none"> Define abstinence and postponement Identify reasons why abstinence is a healthy choice for teens Identify links between healthy choices and goals Practice and demonstrate refusal skills relationship to abstinence Explain the relationship between drug and alcohol use and abstinence

8th Grade Get Real

Lesson	SEL Skills	Lesson Goals
8.1 Creating the Classroom Climate	Self-awareness, self-management, social awareness, relationship skills, responsible decision making	<ul style="list-style-type: none"> Create group rights and responsibilities Review decision making Familiarize students with resources
8.2 Healthy and Unhealthy Relationships	Self-awareness, social awareness, relationship skills	<ul style="list-style-type: none"> Name and contrast qualities of healthy and unhealthy relationships Develop a plan for healthy relationships Discuss the importance of respect and boundaries
8.3 Addressing Obstacles to Abstinence	Self-awareness, self-management, responsible decision making	<ul style="list-style-type: none"> Identify positive outcome of abstinence Brainstorm obstacles to abstinence Plan approaches to dealing with these obstacles (peer pressure, alcohol, etc.)
8.4: Comprehensive Protection Methods	Reviews all SEL competencies	<ul style="list-style-type: none"> Name two ways to protect against unintended pregnancy and STIs Demonstrate knowledge of at least one form of contraception, including how to access it Evaluate reasons people use or don't use condoms and discuss outcomes
8.5 HIV/STI Transmission	Self-awareness	<ul style="list-style-type: none"> Identify feelings attached to STI exposure Analyze how feelings affect subsequent behavior Name two behaviors in each category of risk Name highest-risk behaviors Name ways to reduce risk Identify a resource for support and testing
8.6: Living with HIV	Self-awareness, social awareness	<ul style="list-style-type: none"> Identify at least three issues faced by people living with HIV Debunk two myths about people who are living with HIV Express empathy for people with HIV by writing a letter after the presentation or video
8.7: Refusal Skills	Self-awareness, relationship skills, responsible decision making	<ul style="list-style-type: none"> Reflect on hearing a first-hand story of living with HIV Model, rehearse and demonstrate refusal skills in sexual contexts Discuss feelings of characters in scenarios and challenges to communication
8.8: Goals and Decision Making	Self-awareness, self-management, responsible decision making	<ul style="list-style-type: none"> Consider goals for the future Describe how sexual decision making can lead to unintended outcomes that affect future goals
8.9: Get Real Capstone Project	Self-awareness	<ul style="list-style-type: none"> Complete a media project highlighting a Get Real topic Present accurate information about sexual health

High School Scope and Sequence of Comprehensive GBSD Sexual Education

Positive Prevention Plus High School Curriculum Overview

Lesson or Activity Title	#	Key Concepts and Skills
Getting Started	0	<ul style="list-style-type: none"> Create group guidelines Identify common sexual health issues and concerns Define and discuss gender identity and sexual orientation Describe the physical, emotional, and social changes of puberty
Life Planning	1	<ul style="list-style-type: none"> Identify your life plans and goals Visualize achieving your goals Identify steps to reach your goals
Healthy Relationships	2	<ul style="list-style-type: none"> Identify components of healthy relationships & intimacy
Ending Relationship Abuse	3	<ul style="list-style-type: none"> Identify Consent Demonstrate Respect Define Sex Trafficking Identify how to respond to unwanted sexual behaviors
Family Planning	4	<ul style="list-style-type: none"> Describe different contraceptive methods Describe 'Reproductive Justice' Identify abstinence as the only 100% effective contraception Know where to access contraceptives
Unintended Pregnancy	5	<ul style="list-style-type: none"> Discuss how to make an important decision List key parts of prenatal care and parenting Explain Oregon's "A Safe Place for Newborns" law Describe key components of adoption and abortion
Sexually Transmitted Infections	6	<ul style="list-style-type: none"> Identify STI symptoms, causes, treatments Identify STI transmission fluids and body routes Define stigma and disparities as related to STIs
STI Prevention	7	<ul style="list-style-type: none"> Identify what will and will not put a person at risk for STI transmission. Identify community resources for STI testing and treatment. Connect reducing stigma and promoting health equity with STI prevention
Protections and Communication	8	<ul style="list-style-type: none"> Identify methods of protecting against STIs and unintended pregnancies Identify steps for condom use Practice condom negotiation
Media and Peer Pressure	9	<ul style="list-style-type: none"> Identify pressure from peers, media, & culture Recognize not all students participate in risky activities Demonstrate skills to refuse/avoid pressure to do risky activities
Community Resources	10	<ul style="list-style-type: none"> Understand how STIs spread Identify resources for sexual health care
Looking Ahead	11	<ul style="list-style-type: none"> Identify choices that move you closer to, or further away from, your life goals. Identify the next steps to move toward accomplishing your life plans and goals.

Key Components of a Comprehensive Sexual Education Plan

Comprehensive Sexual Ed Committee:

- ☐ Review parental opt-out policy and information available to families
- ☐ Curate ideas about ways to add/increase community engagement and communication
- ☐ Create FAQs for our community
- ☐ Review the overall plan and provides feedback
- ☐ Decide how to make the GBSD plan accessible to our community.



Draft Plan

GBSD website format
provides better access for
the community.



Thank you!

Questions?

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or

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