

The New 2016 Health Standards...a Euphemism for Sexual Grooming Standards and the Diminishing of Parental Rights



Parents should be aware that the new K-12 sex ed standards for 2017 have been codified. The Oregon Department of Education (ODE) is currently "developing instructional material" to be presented this summer and to be fully implemented (aka indoctrinated) into the 2018 school year.

From the new standards, ODE states; "Health-literate people (this should read "minors") are able to obtain and apply knowledge and skills to enhance their own health and the health of others - both now and in the future...". Let's be clear, the new standards do not apply to adults, they apply to minors, 5 year olds to 17 year olds, or K-12 minors in the public school. The standards represent an infringement on parental rights. These standards teach minors that it is not necessary to tell their parents about their health care decisions and what they are accessing while in school.

ODE thanked the statewide stakeholders for providing the input that created the revised standards. So, who were the stakeholders? Why not identify the names of these stakeholders? Do they represent the values, wishes and the needs of individual school districts? Was Planned Parenthood, TransActive Gender Center, Basic Rights Oregon or the Oregon Attorney General's Sexual Assault Task Force involved? Could we presume that the stakeholders were the same entities who attended the [2016 Statewide Summit on Sexual Health and Promotion of Violence Prevention: Connecting the Dots?](#)

Below are a few examples of the new Oregon 2016 health/sex ed standards that will be implemented in all K-12 public schools. For a complete list, visit: [Oregon 2016 K-12 Sex Ed Standards and Performance Indicators](#).

Kindergarten (5-6 year olds):

- Recognize that there are many ways to express gender.
- Provide examples of how friends and family influence how people think they should act on the basis of their gender.
- Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.
- Identify who to report to at home, school and in the community if they see unsafe objects.

First Grade (6-7 year olds):

- Identify a variety of ways people express affection within various types of relationships.
- Identify how family influences personal health practices and behaviors.
- Identify when it is important to seek healthcare.
- Provide examples of how friends and family influence how people think they should act on the basis of their gender.

Second Grade (7-8 year olds):

- Recognize differences and similarities of how individuals identify regarding gender.
- Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.
- Explain different family structures.

Third Grade (8-9 year olds):

- List ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities, gender, gender identity and sexual orientation.
- Describe a variety of ways people express affection within various types of relationships.
- Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.
- Recognize characteristics of valid health information, products, and services.

Fourth Grade (9-10 year olds):

- Define sexual orientation.
- Describe characteristics of a healthy relationship.
- Explain that everyone has the right to say who touches their body, when and how.
- Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

Fifth Grade (10-11 year olds):

- Explain differences and similarities of how individuals identify regarding gender or sexual orientation.
- Discuss ways of expressing gender.
- Analyze resources from home, school and community that provide valid health information.

- Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

Sixth Grade (11-12 year olds):

- Identify a personal goal to treat your partners with dignity and respect.
- Define gender roles, gender identity and sexual orientation across cultures.
- Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.
- Investigate external influences that have impact on one's attitudes about gender, sexual orientation and gender identity.

Seventh Grade (12-13 year olds):

- Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.
- Identify the steps to correctly use a condom.
- Describe accurate information about healthy sexuality, including sexual orientation and gender identity.
- Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

Eighth Grade (13-14 year olds):

- Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.
- Explain the differences in biological sex, sexual orientation and gender identity and expression.
- Analyze how our values impact our sexual health-related decisions.
- Discuss the range of ways people express affection within various types of relationships.

High School (14-18 year olds):

- Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.
- Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).
- Demonstrate the steps to correctly use a condom and/or other barrier methods.
- Advocate for access to and use of products, services and medical care to maintain sexual and reproductive health.
- Analyze how the family influences health beliefs, behaviors and outcomes.