



SEXUAL ABUSE EDUCATION STANDARDS AND PERFORMANCE INDICATORS: Grades 6-8

STANDARD 1: CORE CONCEPTS

What do I need to know about my growth and development, its relationship to others, and the awareness and prevention of sexual abuse to stay healthy and safe?

By grade 8, students will be able to

Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they related to self-concept.

Compare and contrast the characteristics of healthy and unhealthy relationships.

Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

Describe a range of ways people express affection within various types of relationships.

Explain the qualities of a healthy dating relationship.

Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships.

Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. Examples:

- Special advantages (a higher grade in a class or a starting position in a sports activity) are offered in return for sexual favors
- Alcohol and other drugs can be used to inhibit the right to consent
- Threatening to tell of a supposed wrongdoing in return for sexual favors
- Feigning romantic feelings for students so they will believe they are in a romantic situation rather than an abusive one.
- Peer pressure – everyone else is doing this so you should to.

Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health.

Explain why a person who has been sexually harassed, abused, or assaulted or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal.



Define sex trafficking, sexual exploitation and gender-based violence.

Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact.

Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim.

Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent.

Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence.

Explain that a person who has been sexually assaulted, raped or exploited is not at fault.

STANDARD 2: ANALYZING INTERNAL AND EXTERNAL INFLUENCES

What influences my attitudes, behaviors and decisions related to my sexual health and my awareness and ability to help prevent sexual abuse?

By grade 8, students will be able to

Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships.

Evaluate the impact of technology (e.g., use of smart phones, GPS tracking) and social media on relationships (e.g., consent, communication).

STANDARD 3: ACCESSING HEALTH INFORMATION AND RESOURCES

How and where do I find valid sexual health information and resources considering sexual abuse awareness and prevention?

By grade 8, students will be able to

Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked.



STANDARD 4: INTERPERSONAL COMMUNICATION

What interpersonal communication skills do I need to positively affect my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 8, students will be able to

Demonstrate communication skills that support healthy relationships.

Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Demonstrate effective skills to establish boundaries about the use of technology in relationships.

Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking.

Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).

STANDARD 5: DECISION MAKING

What decision-making skills do I need for safety in my sexual health and my awareness and prevention of sexual abuse?

By grade 8, students will be able to

Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation.

STANDARD 6: GOAL SETTING

How do I use the goal-setting process to take responsibility for my sexual health and safety regarding sexual abuse awareness and prevention?

By grade 8, students will be able to

Develop a plan to stay safe when using social media.



STANDARD 7: SELF-MANAGEMENT

What can I do to achieve my sexual health and my awareness and prevention of sexual abuse?

By grade 8, students will be able to

Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone he or she knows is perpetuating unhealthy or coercive behaviors.

Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.

STANDARD 8: ADVOCACY

What can I do to advocate for responsible behaviors related to sexual health and sexual abuse prevention based on accurate health information?

By grade 8, students will be able to

Describe ways to treat others with dignity and respect with a focus on respecting boundaries.

Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).