

How do your goals/objectives align to sexual abuse prevention, sexual exploitation prevention, and sexual harassment prevention?

Our approach to sexual abuse prevention, sexual exploitation prevention, and sexual harassment prevention is more nuanced. Through the character traits discussed at the elementary level, students will learn how to treat one another with care and respect. Our goal is to create an academic culture free from peer-to-peer sexual harassment and abuse by setting expectations for how to treat classmates, and by extension, how students should be treated by classmates. These principles are then applied to adult relationships as well. Based on discussion of what a respectful, caring, empathetic relationship looks like, students will be able to identify when adults are not meeting those expectations and are not safe.

Students in grades three will discuss how safe adults care for their feelings and safety and will respect when a student gives them a “no” answer. Grade four specifically addresses boundaries, learning the importance of not crossing fellow students’ boundaries (thus preventing sexual harassment) and the importance of voicing their boundaries. Students will hear that safe adults will respect their boundaries and the boundaries set by their families. Grooming tactics of secrets, pushing, and manipulation will be addressed. The grade five lessons will focus on deepening relationships with safe adults who can be trusted when students may feel uneasy about other adults or if abuse, harassment, or exploitation were to occur.

Students in grades six through eight will discuss boundaries; the importance of setting them, communicating them, sticking to them, and respecting the boundaries of others. The hope is to equip students with the skills they need to speak up when they are uncomfortable, the confidence to leave uncomfortable situations, and the social awareness to recognize when someone else is uncomfortable. Healthy relationships are free of sexual exploitation, sexual abuse, and sexual harassment. HRT serves to teach students to identify those unhealthy behaviors and to steer clear of them in their own actions by establishing what healthy relationships based in mutual care and respect look like.

Please provide the scope and sequence of lessons for each grade level (grades 3 through 8).

Grade 3 will cover the positive traits of caring and respectfulness. Lessons include what it means to have a big heart and look after others, considering other people’s safety and feelings, respecting other people’s boundaries, and how adults should show care and respect to kids.

Building off of grade 3, grade 4 will cover the traits of caring and empathy. Lessons include how to care for others, how others should care for them, considering others’ comfort and boundaries, and how adults should consider their feelings as well.

Grade 5 is our last grade level to cover caring. They will also learn about wisdom. Lessons include helping those around us feel comfortable and safe, who are safe adults, and why relationships with safe adults are beneficial.

Grade 6 begins to cover more topics related to sexuality. Lessons include puberty, male/female anatomy, whole-person maturity, hormones, decision-making, difference between love and infatuation, boundary setting, identifying safe adults, and internet safety including pornography and sextortion.

Grade seven will inform students why we need to talk about sex and what sexual harassment, sexual abuse, and sexual exploitation are. Lessons will include how to respect various groups of people, setting boundaries, balancing levels of intimacy and commitment, potential consequences of sexual activity (pregnancy, STIs, emotional consequences, and social consequences), sexting, pornography, communication, refusal skills, and making an abstinence plan.

Grade 8 dives deeper into some of the content touched in grade 7. We will discuss personal identity (what makes you, you) and goals, defining and balancing intimacy and commitment, boundary setting and communication, characteristics of a healthy relationship, relationship red flags (such as non-consensual sexual activities, manipulation, and violence), potential consequences of sexual activity (pregnancy, STIs, emotional consequences, and social risks), parental relationships, communication in the home, and the importance of and identifying safe adults.

Please provide lesson plans for the 6th grade changes in their lives, 7th grade technology dangers and 8th grade identity lessons.

Unfortunately, due to the public nature of this document, I am limited in what I am able to provide as far as lessons. The curricula we use are copyrighted and not owned by Promise of Life Network. I have, however provided some more detailed information on some of the topics in question.

Grade 6 will learn about the biological changes that occur in male and female bodies during puberty. Classes will learn what body openings in the genital area are called, the roles of eggs and sperm in the reproductive process, about the menstrual cycle, the definition of sexual intercourse, and how to label diagrams of male and female reproductive anatomy. Students will also learn about the hormones testosterone and estrogen and how those hormones may affect their emotions and moods. The class will discuss how to handle those emotions in a healthy, mature way.

Grade 7 will discuss why it is essential to use caution online. We will discuss the potential harms of pornography, ie: possible addiction, uncertainty of participants' age or willingness, potential distortion to an understanding of sex. Students will also learn to define sextortion; the use of threats to reveal someone's information (especially nude images) in exchange for money or sexual favors. Students will learn to avoid potential sextortion and to report it if it happens, rather than complying with the abuser. Students will hear of the issues with sexting; that it is illegal at their age to produce, possess, or distribute and that it needs to be reported as soon as possible. Sexting affects everyone involved and even a whole community and is not something to be taken lightly.

A major focus of the first lesson for grade 8 is identity. By identity, we mean what makes an individual unique. Identity formation is the primary goal of adolescence, and having a secure sense of identity helps to form healthier and more mutually beneficial relationships. Students will be asked to consider what they are passionate about and what excites them. Students will be invited to list what they are good at and any particular skills they possess. Lastly, students will have the opportunity to discuss their goals. What you want out of life and what you are hoping to experience and achieve are vital parts of who you are. Additionally, having a secure sense of identity can help you to make more responsible decisions that can make it easier for you to achieve those goals.

How has it been determined that your lessons are age appropriate?

The age appropriateness of our lessons has been determined by the organizations from which they came. Lessons are designed to address timely issues students are currently facing. The only sexual content included for students grades three through five are to address potential grooming or sexual abuse scenarios. Students may hear phrases such as "sexual touching," "genitals," or "private areas," for the sake of warning and explanation. All topics are addressed in a professional, educational, and factual manner.

Beginning in grade six, lessons will possess more content on the topic of sexuality. Students in grade six will learn about male and female reproductive anatomy with proper terminology and objective teaching. CPR (Creating Positive Relationships) and HRT do not discuss gender ideology or gender identity issues. We may use phrases like "biologically male" or "biologically female." If asked about transgender, non-binary, or other related individuals, answers will be given briefly, and factually, such as: "We're only covering anatomy, which does not change with identity without medical intervention."

Middle school classes will define sexual risk reduction, sexual risk avoidance, and sexual activity. Although condoms and birth control are mentioned at the seventh and eighth grade levels, it is briefly, mentioning the limitations of each. Condoms are explained as "shielding the person's genitals from the other person's body fluids." If asked how to use condoms, the instructor will recommend the student consult the CDC's website and an adult in their home.

What training is required for facilitators?

Our presenters must be certified Sexual Risk Avoidance instructors through the Ascend Program. In addition, our presenters complete a thorough training on teaching the Creating Positive Relationships program for each grade level. Currently, our only instructor is our HRT Coordinator, Lydia Tack, who has also completed various courses on teaching sexual integrity and trauma-informed teaching. Lydia received her bachelor's degree in student ministry from Geneva College and has ample teaching experience through tutoring programs, teaching assistant positions, youth-centered internships, and after school programs.

**As presented, are the parent engagement components available for use by OCASD?
Please provide a sampling of the take home elements for each grade available.**

Parental engagement is encouraged at every level of the program and will certainly be made accessible to students in Oil City Area School District. Students in grades 3-5 will have a specific material to take home to parents, reviewing what was discussed in class. This element is designed to open the dialogue between students and the adults in their homes. Unfortunately, we do not have samples of these materials as we have not yet purchased the curriculum (we are awaiting the decision from your district). However, I have attached the handouts that we typically use for grades 7 and 8. These are given to students during the first day of the presentation and students are encouraged to review the contents with an adult in their home. If a more direct parental engagement is preferred, our Healthy Relationships Today Coordinator would be happy to compile separate materials for that specific purpose. I have also attached a copy of an email sent to parents of another district with an overview of what is covered in our junior high presentations.

What Pennsylvania public school districts and/or Intermediate Units are affiliated with this program?

HRT partners with several school districts across five counties: Butler, Mercer, Beaver, Lawrence, and Crawford. We annually present our program in Mercer High School, Knoch Middle School, Riverside High School, West Middlesex High School, Sharpsville Middle School, Union Area High School, Grove City Middle School, and more. We also partner with other community and educational resources including homeschool groups, after school programs, and community centers. HRT is pleased to report that we have begun partnerships with Lawrence County CARES Center and West Hill After School Program this year. The Oil City Area School District would be the first group to partner with us in Venango County since hiring our new coordinator in 2021, although, we hope it will not be the last, but the start to a lasting relationship with Venango County residents.