

# HEALTH AND PHYSICAL EDUCATION CURRICULUM: HUMAN DEVELOPMENT AND SEXUAL HEALTH GRADES 1 - 8

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## Grade 1:

### Understanding Health Concepts

#### Human Development and Sexual Health

##### C1.3 (Body parts)

Identify body parts, including genitalia (e.g., *penis, testicles, vagina, vulva*), using correct terminology

*Teacher prompt:* "We talk about all body parts with respect. Why is it important to know about your own body, and use correct names for the parts of your body?"

*Student:* "All parts of my body are a part of me, and I need to know how to take care of and talk about my own body. If I'm hurt or need help, and I know the right words, other people will know what I'm talking about."

##### C1.4 (Senses and functions)

Identify the five senses and describe how each functions (e.g., **sight:** the eyes give the brain information about the world to help us see colours, shapes, and movement; **touch:** receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; **hearing:** the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; **smell** and **taste:** the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell).

*Teacher prompt:* "How do you use your senses as you explore outside in the natural world? If you close your eyes, what other senses can you use to get information about what is around you?"

## Making Healthy Choices

### Personal Safety and Injury Prevention

#### C2.3 (Caring Behaviours)

Demonstrate the ability to recognize caring behaviours (e.g. listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g. inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each

Teacher prompt: "Caring behaviours are found in healthy relationships. How might you feel in a healthy relationship?"

Student: "I might feel happy, safe, secure and cared for."

Teacher: "How might you feel in a relationship that is not healthy?"

Student: "I might feel sad, scared, angry, confused, hurt."

Teacher: "What are some situations in which you might feel that way?"

Student: "I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn't want to be touched, or if I was left at home alone."

#### C2.5 (Hygienic procedures)

Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (*e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes*)

Teacher prompt: "Why is it important to wash your hands before you eat and after you use the washroom?"

Student: "Washing your hands helps to stop germs from spreading. We should wash with warm water and soap for as long as it takes to say the alphabet."

## Grade 2:

### Understanding Health Concepts

#### Human Development and Sexual Health

##### C1.4 (Stages of development)

Outline the basic stages of human development (*e.g., infant, child, adolescent, adult, older adult*) and related bodily changes, and identify factors that are important for healthy growth and living throughout life.

*Teacher prompt:* "How does your body change as you grow? What helps you to grow and be healthy?"

*Student:* "As you grow, you get taller and bigger. Your bones grow. Your muscles grow. You grow faster at some stages than at others and not everyone grows the same amount at the same time. When you're an adult, your body doesn't grow anymore, but it still changes – for example, your skin gets more wrinkled and your hair might turn grey. Things that help make you healthy all through your life are eating well, being active, getting enough sleep, and having people to care for you."

*Teacher prompt:* "When we look at growth and change throughout life, we can consider teachings from different cultures, including First Nation, Métis, and Inuit cultures, about the cycles of birth, life, and death. Different First Nations have different teachings and ceremonies for each life stage, and about growing and changes in roles and responsibilities at each stage. For example, the Anishinabe People teach about seven stages of life, and believe that at each stage, learning traditional teachings, such as the seven grandfather teachings, from family, community, and elders contributes to healthy growth and living."

### Making Healthy Choices

#### Personal Safety and Injury Prevention

##### C2.3 (personal safety)

Explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (*e.g. speaking confidently; stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies*)

*Teacher prompt:* "What can standing up for yourself look like?"

*Student:* "You can hold your head up high, make eye contact, and speak strongly."

*Teacher:* "In some cultures, making eye contact is considered disrespectful. What can you do then?"

*Student:* "You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable. You can also try to stay away from people or places where there might be trouble."

*Teacher:* "Why is standing up for yourself and showing respect for others important in a friendship?"

*Student:* "It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. When someone tells a person to stop, that person should stop. For example if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing."

*Teacher:* "If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?"

*Student:* "I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help."

## Making Connections for Healthy Living

### Personal Safety and Injury Prevention

#### C3.1 (relating to others)

Describe how to relate positively to others (e.g. cooperate, show respect, smile, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others (e.g. verbal abuse, including both online and face-to-face name calling, insults and mocking; deliberately ignoring someone, or ignoring the feelings they express, physical violence, including pushing, kicking and hitting)

Teacher prompt: "What does being a good friend look like? How can you show that you're a friend while working in groups?"

Student: "I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely."

Teacher: "Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. We are learning how to prevent and change this behaviour and also how to respond to this behaviour if it happens. What could you do to help respond in this situation?"

Student: "I could make sure I don't behave that way. If I saw someone else doing it, I could tell the person to stop, or get help from an adult. I could also be friendly to the person who is being treated badly."

## Grade 3

### Understanding Health Concepts

#### Human Development and Sexual Health

##### C1.3 (Healthy relationships)

Identify the characteristics of healthy relationships (e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest) and describe ways of overcoming challenges (e.g., bullying, exclusion, peer pressure, abuse) in a relationship.

Teacher prompt: "Consider different types of relationships – with friends, siblings, parents, other adults – and think about the kinds of behaviour that help to make those relationships healthier. What can you do if you are having problems with a relationship?"

Student: "I can tell the person how I'm feeling, and we can try to work something out, or if we can't solve the problem, we can just say we disagree. We could also try to get advice from someone else."

##### C1.4 (Physical and emotional development)

Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape) and/or emotional development (e.g., of self-awareness, adaptive skills, social skills).

Teacher prompt: "There are factors that affect your development that you can control and other factors that you cannot control. Can you give me examples of both types of factors?"

Student: "I can't control my heredity, which affects my body size and shape. I can't control my family situation, or my cultural background, or where I grow up. I can usually control how often I brush my teeth, what foods I choose to eat from those that are available, how I choose my friends, and some of the activities I do."

Teacher: "Having a sense of belonging, of being accepted and understood, is important for emotional development. How can you show acceptance or understanding of students who may be different in some way – in shape and size, ability, background, family, or the way they do things – from others around them?"

Student: "I can stand up for someone who is being teased because they are different. I could try to learn more about people who do things differently than I do – such as learning about how some people who are deaf can talk using their hands, how some people with physical disabilities move with a wheelchair, or what someone who has a different religion from mine believes in."

## Making Connections for Healthy Living

### **C3.3 (Visible, invisible differences, respect)**

Describe how visible differences (e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others.

Teacher prompt: "Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, and what we are able to do. Give me some examples of things that make each person unique."

Student: "We all come from different families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grandparents or with caregivers. We may come from different cultures. We also have different talents and abilities and different things that we find difficult to do."

Teacher: "How can you be a role model and show respect for differences in other people?"

Student: "I can include others in what I am doing, invite them to join a group, be willing to be a partner with anyone for an activity, and be willing to learn about others."

## Overview of Grades 4 to 6

Students in the junior grades tend to have significant individual differences, reflecting different growth rates and different life experiences. Some may have begun a major growth spurt. Sex – and gender – related differences in development are also evident. As they approach puberty, the average weights and heights of the girls will generally be greater than those of the boys. Some students may begin to develop secondary sex characteristics, and some may feel awkward performing skills as they get used to changes in their bodies. As a result, there is a significant need for differential instruction and assessment in these grades.

Peer relationships assume increasing importance in the junior grades. Students are more influenced by their peers and tend to seek peer approval for their actions. They are more likely to become involved in clubs, gangs and cliques and may sometimes experience tension with adults as they develop closer relations with their peers. They may demonstrate a desire to be popular and to assert themselves and often perceive their ability and success in relation to others rather than themselves. They may be more aware of gender role expectations and stereotypes and look to television, movies, the Internet, and the community for role models. Relations between sexes can become more complex as students develop.

As they become more independent and more responsible for their own safety and that of others, they also learn how to assess risk, respond to dangerous situations, and protect themselves from a variety of social dangers, including bullying, abuse, violence, and technology-related risks. They develop the decision making and communication skills needed to resist pressures and engage in behaviours that can lead to injury or harm. Students also learn how to behave responsibly and respectfully with others, in person and online, and to protect their emotional safety and that of others through a better understanding of stereotyping and assumptions and ways of challenging these. Because students at this age are approaching or beginning puberty, the curriculum expectations provide an opportunity for students to develop the knowledge and skills that they will need to understand the physical, emotional, and social changes that they are experiencing or are about to go through.



## Grade 4

### Understanding Health Concepts

#### Personal Safety and Injury Prevention

##### C1.2 (communications technology)

Identify risks associated with communications technology (*e.g. Internet and cell phone use, including participation in gaming and online communities and the use of text messaging*), and describe precautions and strategies for using these technologies safely

*Teacher prompt:* "Advances in technology have greatly increased our ability to get and share information and to communicate and collaborate with each other. But these benefits also come with some risks and potential difficulties, such as a possible loss of privacy, addiction, increased sedentary behaviour, or exposure to people who ask you for sexual pictures or want to share personal information. What are some things you should do to use technology safely? How can you get help if you run into trouble?"

*Student:* "I should make sure that an adult knows what I am doing when I am using the computer, the Internet, or a cell phone, so I have someone who can help if needed. When I can, I should use a computer in a public space like a kitchen, living room or library, instead of alone in my bedroom. I shouldn't share my password or personal information. I should be aware that people are not always who they say they are online. I should close and delete pop-ups and spam messages without responding. If there's a problem I should stop right away and tell an adult instead of trying to solve the problem online. I should help my friends by reminding them of these tips."

##### C1.3 (bullying and abuse)

Describe various types of bullying and abuse (*e.g. social, physical, verbal*), including bullying using technology (*e.g. via email, text messaging, chat rooms, websites*), and identify appropriate ways of responding

*Teacher prompt:* "What is an example of social bullying? Physical bullying? Verbal bullying?"

*Student:* "Social bullying could include leaving someone out of the group, refusing to be someone's partner, spreading rumors in person or online, or totally ignoring someone. Physical bullying could include pushing someone, pulling hair, or knocking a person down. Verbal bullying could include name calling, mocking, teasing about appearance,

including weight, size, or clothing, and making sexist, racist, or homophobic comments in person or online. Any of these kinds of bullying could cause emotional pain.”

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*Teacher prompt:* “Is it common for girls and boys to bully in different ways? Is one type of bullying any more or less hurtful than another?”

*Student:* “It might be more common for boys to bully physically or for girls to bully socially by spreading rumors or leaving people out, but that’s not always true. Social or emotional bullying is more difficult to see but it can be just as hurtful.”

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*Teacher prompt:* “In cases of abuse, it is not uncommon for the person being abused to know the person who is abusing them. If a friend told you that she had a secret and that she was being abused, how could you help?”

*Student:* “I would tell my friend to ask an adult that she trusts so that she can get help. I would listen and be there to support my friend.

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*Teacher prompt:* “If you are a bystander and see bullying online, what can you do?”

*Student:* “I can stand up for the person. I can tell the person being bullied to get offline and try to help them get help. I can tell an adult I trust.”

## **Human Development and Sexual Health**

### **C1.5 (Puberty)**

Describe the physical changes that occur in males and females at puberty (*e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes*) and the emotional and social impacts that may result from these changes.

*Teacher prompt:* “During puberty, the male and female bodies undergo many changes. Everyone experiences these changes at different rates and at different times. Increases in weight and body fat are normal. Sometimes it is difficult getting used to the changes that are happening so quickly. Feelings can be much more intense. What are some of the feelings you might have as you start to experience changes with puberty?”

*Student:* "Excitement, happiness, embarrassment, confusion, and fear are some of the feelings I might have. It is sometimes hard to recognize what I am feeling and why things feel different."

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*Teacher prompt:* "What can change socially as you start to develop physically?"

*Student:* "Relationships with friends can change, because sometimes people start being interested in different things at different times. Some people start 'liking' others. They want to be more than 'just friends' and become interested in going out. Sometimes people treat you as if you are older than you actually are because of how you look. Sometimes classmates, friends, or family make comments or tease you about the changes."

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*Teacher prompt:* "Some cultures have traditions associated with puberty that mark the transition from childhood to adulthood. Can you give me some examples of these?"

*Student:* "In Judaism, a bar mitzvah or bat mitzvah is celebrated at age thirteen, when a boy or girl comes of age, according to religious law, and can now participate as an adult in the religious life of the community. Many Aboriginal societies have rites of passage that signal that adolescent boys and girls are ready to take on adult roles in society."

#### **C2.4 (Puberty – personal hygiene and care)**

Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (*e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs*).

*Teacher prompt:* "Why is it important to shower and change clothes more often as you approach puberty? What other things do you need to think about?"

*Student:* "As our bodies change, we perspire more. We should also be aware of spreading germs, and avoid sharing hats, lip gloss, hairbrushes, drinks, or towels."

## Grade 5

### Understanding health Concepts

#### Human Development and Sexual Health

##### C1.3 (Reproductive system)

Identify the parts of the reproductive system, and describe how the body changes during puberty.

*Teacher prompt:* "Female body parts that mature and develop as a part of puberty include the vagina, cervix, uterus, fallopian tubes, ovaries, endometrium, and clitoris. Male body parts that mature and develop during puberty include the penis (with or without the foreskin), scrotum, urethra, testicles, prostate gland, seminal vesicles, and vas deferens. These changes occur as people become capable of reproduction. What are some physical changes that happen during puberty?"

*Student:* "During puberty, girls will develop breasts and get their periods for the first time. An increase in weight and body fat is normal. Boys will become more muscular, get deeper voices, and grow facial and body hair. The penis and testicles will grow larger. Both boys and girls will grow hair under their arms, on their legs, and in their pubic area. The rate at which these changes occur will vary for each individual."

##### C1.4 (Menstruation, spermatogenesis)

Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development.

*Teacher prompt:* "Menstruation is the medical term for having a 'period' and is the monthly flow of blood from the uterus. This begins at puberty. Not all girls begin menstruation at the same age. Generally, every month, an egg leaves one of the ovaries and travels down one of the fallopian tubes towards the uterus. In preparation, the walls of the uterus develop a lining of extra blood and tissue to act as a cushion for the egg in case fertilization occurs. When an egg is fertilized, it attaches itself to the lining of the uterus and begins to develop into a baby. If fertilization does not occur, the lining of the uterus is no longer needed and is discharged through the vagina. This is the monthly flow of blood. The whole process is called the menstrual cycle. Can you summarize its purpose?"

*Student:* "It is how the female body gets ready for pregnancy."

*Teacher:* "The testicles are glands within the scrotum that produce sperm and hormones, beginning at puberty. After sperm develops in the testicles, it can travel through the epididymis until it reaches the vas deferens where it is stored until ejaculation occurs. During ejaculation, the prostate gland releases a liquid that mixes with the sperm from the vas deferens to make semen, which then leaves the body through the urethra. Fertilization can occur when the penis is in the vagina, sperm is ejaculated, and the sperm and egg connect. Babies can also be conceived by having the sperm and egg connect using assisted reproductive technologies. What is the purpose of sperm production?"

*Student:* "Sperm is needed for fertilization. When the sperm from the male and the egg from the female join together, pregnancy occurs."

*Teacher:* "We've described what menstruation and spermatogenesis mean from a physical point of view. How do these changes affect you in other ways?"

*Students:* "Not everyone experiences these changes at the same time and in the same way, so teasing people about these changes isn't right. It can be very hurtful." "In my culture and my family, becoming an adult is a cause for celebration." "We don't talk about it in my family. What I see in the media and online is a bit confusing, so it's good to know what these changes in my body actually mean. The more I know, the better I can take care of myself."

## Making Healthy Choices

### Human Development and Sexual Health

#### C2.4 (Emotional, interpersonal stresses – puberty)

Describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional wellbeing (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders)

Teacher prompt: "Think about some things that could lead to stress for adolescents. For example, as they grow, people sometimes feel self-conscious about their bodies, but we

all grow at different rates and you can't control how fast you grow. When you think about how to respond to stress, consider what is within your control and what is not."

*Student:* "Things I can control include whether I have a positive or negative attitude about things, how I show respect for myself and others, whether I ask for help when I need it, whether I am involved in activities at school and in my community, actions I take, whether I am open to new ideas, and whether I make my own decisions about things or let myself be influenced by others. Things I cannot control include where I was born, who is in my family, how much money my family has, and personal characteristics such as my skin colour, hair colour, whether I am male or female, my gender identity, sexual orientation, and overall body shape and structure. I could have a learning disability, a physical disability, or a health issue. All of these things are a part of who I am. I cannot control these things, but I can control what I do and how I act."

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*Teacher prompt:* "It is normal to have stress and to have different feelings, including being happy, sad, angry, and excited at different times. Part of taking care of your mental health and emotional well-being is learning to be aware of and to monitor your own feelings. How do you know if you need help with your feelings?"

*Student:* "If you feel one way for a very long time – for example, if you always feel sad, anxious, or tired – that might be a sign that you need to get help to learn what is causing those feelings and what you can do about them."

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*Teacher prompt:* "As you enter adolescence, you may begin to develop new kinds of relationships and new feelings that you have not had before. Your relationships with your peers can become more stressful. Understanding how to respond to these new feelings and situations can reduce some of the stress that goes with them. For example, if you feel you 'like someone in a special way', what are some appropriate ways of sharing that information with someone else and what are ways that are inappropriate?"

*Student:* "You can show that you like someone by being extra nice to them, talking with them more, spending time with them, or telling them that you like them. Ways of showing that you like someone that are inappropriate include touching them without their permission, spreading rumours about them to others or online, and making fun of

them in order to get attention. Sharing private sexual photos or posting sexual comments online is unacceptable and also illegal.”

## Grade 6

### Understanding Health Concepts

#### Human Development and Sexual Health

##### C1.3 (Development of self- concept)

Identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities).

Teacher prompt: "A person's self-concept and emotional health and well-being can be affected by a number of factors. Some of these are external factors – they come from outside ourselves. Others are internal factors – they come from within ourselves. Can you give me examples of external and internal factors that are protective – things that help a person develop a positive self-concept and improve their emotional well-being?"

Student: "Protective external factors include having support from family and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you've accomplished. Protective internal factors include having a sense of purpose in life, being able to attain and sustain a clear sense of who you are, feeling that you have the right and are capable of taking steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems."

### Making Healthy Choices

##### C2.5 (Understanding of puberty changes, healthy relationships)

Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social and emotional changes that occur during adolescence (*e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes*).

Teacher prompt: "By getting questions answered and understanding that questions and changes are 'normal', adolescents will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build



confidence. What are some questions that young people might have as changes happen during puberty and adolescence?"

*Student:* "Is how I am feeling normal? Why is my body different from everybody else's? How do you tell someone you like them? Who can answer my questions about...?"

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*Teacher prompt:* "Things like wet dreams or vaginal lubrication are normal and happen as a result of physical changes with puberty. Exploring one's body by touching or masturbating is something that many people do and find pleasurable. It is common and is not harmful and is one way of learning about your body."

## **C2.6 (Decision making in relationships)**

Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (*e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings*).

*Teacher prompt:* "In many ways, dating relationships can be similar to other relationships, such as those with friends or family. Relationships we see online or in the media are not always accurate and can send false messages. What are some of the signs of a healthy relationship, and what are some signs of potential trouble?"

*Student:* "In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. Jealousy or behaviour that is too controlling can be signs of trouble."

Teacher: "How does knowing yourself help you to make healthy decisions when you are in a relationship?"

Student: "Being clear about your own values, priorities, strengths, and needs can help you separate what is important to you from what is not. Knowing yourself well can help you see what you need to work on to make the relationship better."

Teacher: "What communication skills can help you send information, receive information, and interpret information in an effective way in a relationship?"

Student: "Being respectful but clear about your ideas and feelings; listening actively; interpreting body language, tone of voice, and facial expressions; respecting signals of agreement or disagreement and consent or lack of consent; and negotiating – all these are important skills. A clear "yes" is a signal of consent. A response of "no", an uncertain response, or silence needs to be understood as no consent."

Teacher: "What social attitudes and behaviours are important in building a healthy relationship?"

Student: "It is important to have respect for others, show that you value differences, and be cooperative."

Teacher: "What should you consider when making any decision regarding a relationship?"

Student: "My comfort level, my personal and family values, my personal limits, and the limits and comfort of others are some of the things I should consider."

Teacher: "Changing or ending relationships can be difficult. What are some ways to deal positively with changing or ending relationships?"

Student: "Talk about how you feel with someone you trust. Think about what you can learn from the situation that you can apply in the future. Remember that although the hurt feelings can be very intense at the beginning, you will start feeling a little better over time. If you are the one ending the relationship, treat the other person with respect and consider how they may be feeling. Try to explain how you feel. Ending a relationship over the phone or online may not be a sensitive approach."

## Making Connections for Healthy Living

### Human Development and Sexual Health

#### C3.3 (Stereotypes and assumptions – impacts and strategies for responding)

Assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes.

*Teacher prompt:* "Can you give examples of some stereotypes that might have a negative effect on a person's self-concept and social inclusion? What can we do to change stereotypes and discrimination?"

*Student:* "People who are overweight are sometimes labelled as lazy. That's not fair. And it's not fair to make assumptions about what people with disabilities are able to do. We need to base our opinions of people on who they are and what they do and not judge them by their appearance or make assumptions about them. There are also negative stereotypes about people who receive extra help or people who receive good marks in class. These can be hurtful and cause people to avoid getting help when they need it or, sometimes, to hide their abilities. Someone who has a mental illness like depression or an anxiety disorder may be seen as being different. We need to remember that mental illness can affect anyone, and it can be treated. Cultural stereotypes are also common. Sometimes people make assumptions that people from a certain cultural background all like the same things or are all good at the same things. That makes us misjudge them. To change stereotypes, we need to get to know people and respond to them as individuals. We need to challenge stereotypes when we hear them."

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*Teacher prompt:* "Assumptions are often made about what is 'normal' or expected for males and females – for example, men take out the garbage; nursing is a woman's job; boys play soccer at recess and girls skip rope or stand around and talk; boys are good at weightlifting and girls are good at dancing. Assumptions like these are usually untrue, and they can be harmful. They can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and they can cause people to discriminate against and exclude those who are seen as 'different'. Assumptions about different sexual orientations or about people with learning disabilities or mental illness or about people from other cultures are harmful in similar ways. Everyone needs to feel accepted in school and in the community. Why do you think these stereotyped assumptions occur? What can be done to change or challenge them?"

*Student:* "Stereotypes are usually formed when we do not have enough information. We can get rid of a lot of stereotypes just by finding out more about people who seem different. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change

stereotypes. We can understand people's sexual orientations better, for example, by reading books that describe various types of families and relationships. Not everyone has a mother and a father – someone might have two mothers or two fathers (or just one parent or a grandparent, a caregiver, or a guardian). We need to make sure that we don't assume that all couples are of the opposite sex, and show this by the words we use. For example, we could use a word like 'partner' instead of 'husband' or 'wife'. We need to be inclusive and welcoming." "If we have newcomers from another country in our class, we can try to find out more about them, their culture, and their interests." "If we hear things that are sexist, homophobic, or racist, we can show our support for those who are being disrespected." "If we hear someone using words like 'crazy' or 'nuts' to describe a person who has a mental illness, we can explain that mental illness is no different from other illnesses, and that we wouldn't call someone names if they were suffering from any other illness."

## Overview of Grades 7 and 8

Students in the intermediate grades may still be going through a growth spurt. For females the growth spurt tends to occur between the ages of 9 and 13 years, and for males, between 11 and 15 years.

The human development and sexual health expectations recognize that students at this age are developing their sense of personal identity, which includes their sexual identity. Students may already be involved in or contemplating sexual activity or dealing with relationship issues that affect their self-concept and sense of well-being. Consequently, there is an emphasis on developing the skills needed for maintaining healthy relationships and acquiring the knowledge and skills needed to make informed decisions about their sexual health. Key topics include delaying sexual activity, preventing pregnancy and disease, understanding how gender identity and sexual orientation affect overall identity and self-concept, and making decisions about sexual health and intimacy.

## Grade 7

### Understanding Health Concepts

#### Personal Safety and Injury Prevention

##### C1.1 (benefits and dangers of technology and computers)

Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (*e.g. **benefits:** saving time; increased access to information; improved communication, including global access; **dangers:** misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction*), and identify protective responses

*Teacher prompt: "Sexting – or the practice of sending explicit sexual messages or photos electronically, predominantly by cell phone – is a practice that has significant risks. What are some of those risks? What can you do to minimize those risks and treat others with respect?"*

*Student: "Photos and messages can become public even if shared for only a second. They can be manipulated or misinterpreted. If they become public, they can have an impact on the well-being of the persons involved, their future relationships, and even their jobs. There are also legal penalties for anyone sharing images without consent. You shouldn't pressure people to send photos of themselves. If someone does send you a photo, you should not send it to anyone else or share it online, because respecting privacy and treating others with respect are just as important with online technology as with face-to-face interactions."*

#### Human Development and Sexual Health

##### C1.3 (Delaying sexual activity)

Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (*e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact*); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship.

*Teacher prompt: "The term abstinence can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. Being able to talk about this with a partner is an important part of sexual health. Having sex can be an enjoyable experience and can be an important part of a close relationship*

when you are older. But having sex has risks too, including physical risks like sexually transmitted infections – which are common and which can hurt you – and getting pregnant when you don't want to. What are some of the emotional considerations to think about?"

*Student:* "It's best to wait until you are older to have sex because you need to be emotionally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship, which can hurt a lot. Personal values, family values, and religious beliefs can influence how you think about sexuality and sexual activity. A person should not have sex if their partner is not ready or has not given consent, if they are feeling pressured, if they are unsure, or if they are under the influence of drugs or alcohol."

#### **C1.4 (Sexually transmitted infections)**

Identify common sexually transmitted infections (STIs), and describe their symptoms.

*Teacher prompt:* "Common sexually transmitted infections include human papillomavirus (HPV), herpes, chlamydia, gonorrhea, and hepatitis B. Some have visible symptoms but most do not, so it's hard to tell if you or someone else has an STI. All STIs can have a significant impact on your health. What are some symptoms of an STI? If an STI has no symptoms, how can you find out if you have it?"

*Student:* "You can see some STIs, such as pubic lice or genital warts, and other STIs have symptoms such as redness or pain while urinating. Even if you don't see or experience any symptoms, you should be tested by a doctor if you are sexually active. Depending on the STI, tests can be done by taking swabs from the cervix, vagina, or urethra or by taking urine or blood samples."

#### **C1.5 (STI and pregnancy prevention)**

Identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active.

*Teacher prompt:* "Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can be infected with an STI. If you do not have sex, you do not need to worry about getting an STI. (By the way, statistics show that young people

who delay first intercourse are more likely to use protection when they choose to be sexually active.) If a person is thinking of having sex, what can they do to protect themselves?"

*Student:* "They should go to a health clinic or see a nurse or doctor who can provide important information about protection. People who think they will be having sex sometime soon should keep a condom with them so they will have it when they need it. They should also talk with their partner about using a condom before they have sex, so both partners will know a condom will be used. If a partner says they do not want to use a condom, a person should say, 'I will not have sex without a condom.' If you do have sex, it is important that you use a condom every time, because condoms help to protect you against STIs, including HIV, and pregnancy."

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*Teacher prompt:* "HIV (Human Immunodeficiency Virus) is a serious viral infection that can be controlled with treatments. HIV attacks the cells in the body that help to fight infections until they are no longer able to do their job. With treatment, the damage that HIV does to the body's immune system can be slowed or prevented. But HIV infection cannot be cured. The only way to know if you have HIV is to get an HIV test. Today, when people get tested for HIV early in the infection and access HIV treatments, they have the opportunity to live a near-to-normal lifespan. HIV can lead to AIDS (Acquired Immune Deficiency Syndrome), a state of health in which a person's immune system has been weakened by HIV and the person can no longer fight other infections. It is common for a person with AIDS to develop other infections, such as pneumonia or some kinds of cancer. HIV can be transmitted whether or not someone has symptoms of the infection. However, HIV treatment can reduce the amount of HIV in someone's body to the point where it is much less likely that HIV will be transmitted. HIV transmission results from specific activities and does not occur through everyday contact with someone living with HIV/AIDS. What are some of the ways a person can be infected with HIV, and what can be done to prevent the transmission of HIV?"

*Student:* "HIV is transmitted through contact with bodily fluids – semen, blood, vaginal or anal fluid, and breast milk. HIV cannot live outside the body. For you to be infected, the virus must enter your bloodstream. That can happen through the sharing of needles as well as through unprotected sexual intercourse, which is the most common method of infection. To prevent the transmission of HIV, avoid behaviours associated with



greater risks of HIV transmission, like vaginal or anal intercourse without a condom and injection drug use. It is very important that you use a condom if you do have sex. Avoid sharing drug use equipment or using needles that have not been sterilized for any purpose, including piercing, tattooing, or injecting steroids. One of the best things you can do to stop HIV is to stop the stigma that is associated with having the infection. Gossiping about someone with HIV or avoiding everyday contact with them makes it more challenging for people to tell others that they have HIV or to get tested for HIV. These things make it easier for HIV to spread.”

## Making Healthy Choices

### Personal Safety and Injury Prevention

#### C2.2 (bullying and harassment)

Assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents (*e.g. communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations*)

*Teacher prompt:* “What are some of the consequences of using homophobic put-downs or racial slurs? How can this hurtful behaviour be prevented?”

*Student:* “Using homophobic or racist language is discriminatory. It hurts the people who are targeted and it can have harmful consequences for the whole atmosphere in the school. Sometimes people speak without thinking about what they are actually saying and how they are hurting others. To change this behaviour everyone needs to take responsibility for the words they use and also to challenge others who make discriminatory comments or put people down, whether in person or online.”

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*Teacher prompt:* “Inappropriate sexual behaviour, including things like touching someone’s body as they walk by in the hall, making sexual comments, or pulling pieces

of clothing up or down, is sexual harassment. Texting someone constantly can also be sexual harassment. What can you do to stop this kind of thing?"

*Student:* "Don't do it. Don't encourage others to do it. Don't accept it if you see it happening - whether in person or on social media. Tell the person to stop, or report them. Online, you can call someone on unacceptable language, but it's better to have a face-to-face conversation about it afterwards."

## **Human Development and Sexual Health**

### **C2.4 (Sexual health and decision making)**

Demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (*e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings*).

*Teacher prompt:* "Thinking about your sexual health is complicated. It's important to have a good understanding of yourself before getting involved with someone else. It's not just about making a decision to have sex or waiting until you are older. It's also about things such as your physical readiness; safer sex and avoiding consequences such as pregnancy or STIs; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy and being in a relationship. It can include religious beliefs. It includes moral and ethical considerations as well, and also involves the need to respect the rights of other people. Can you explain what is meant by a moral consideration?"

*Student:* "A moral consideration is what you believe is right or wrong. It is influenced by your personal, family, and religious values. Every person in our society should treat other people fairly and with respect. It is important to take this into account when we think about our relationships, sexual behaviour, and activities."

*Teacher:* "Like any other decision, a decision about sexual health requires you to look at all sides of an issue. How can you do that?"

*Student:* "You need to consider the pros and cons of any decision you are making, and how those decisions will affect both you and others."

## Making Connections for Healthy Living

### Human Development and Sexual Health

#### C3.3 (Relationship changes at puberty)

Explain how relationships with others (*e.g., family, peers*) and sexual health may be affected by the physical and emotional changes associated with puberty (*e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact*).

*Teacher prompt:* "How can the changes experienced in puberty affect relationships with family and others?"

*Student:* "Adolescents may be interested in having a boyfriend/girlfriend. They may feel 'grown up', but still get treated like a kid, and this sometimes leads to conflicts with parents. They may want more independence."

## Grade 8

### Understanding Health Concepts

#### Human Development and Sexual Health

##### C1.4 (Decisions about sexual activity)

Identify and explain factors that can affect an individual's decisions about sexual activity (*e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages*), and identify sources of support regarding sexual health (*e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website*).

Teacher prompt: "How would thinking about your personal limits and making a personal plan influence decisions you may choose to make about sexual activity?"

Student: "Thinking in advance about what I value and what my personal limits are would help me to respond and make decisions that I felt comfortable with in different situations. I would be able to approach a situation with more confidence and stick to what I had planned. I would be less likely to be caught off guard and have to react without having thought through the options and possible consequences."

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Teacher prompt: "Why is it important to get information from a credible source before making a decision about being sexually active? Why is this important for all students – including those with physical or cognitive disabilities?"

Students: "Having more information – and information that you can trust – helps you make better decisions for yourself. Taking time to get more information also gives you more time to think. Teens who consult a health professional before being sexually active are more likely to use protection, such as condoms, if they choose to be sexually active." "Teens with physical or cognitive disabilities still need information about sexual health,

just like everybody else. They may be dealing with different issues, like adapting sexual health information to their particular needs, or with variations on the same issues, like privacy and self-image.”

### **C1.5 (Gender identity, sexual orientation, self-concept)**

Demonstrate an understanding of gender identity (*e.g., male, female, two-spirited, transgender, transsexual, intersex*), gender expression, and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify factors that can help individuals of all identities and orientations develop a positive self-concept.

*Teacher prompt:* “Gender identity refers to a person’s internal sense or feeling of being male or female, which may or may not be the same as the person’s biological sex. It is different from and does not determine a person’s sexual orientation. Sexual orientation refers to a person’s sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. Gender expression refers to how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and to your interactions with others. Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept. A person’s self-concept can develop positively if the person understands and accepts their gender identity and sexual orientation and is accepted by family and community. It is harder to develop a positive self-concept, however, if the way a person feels or identifies does not meet perceived or real societal norms and expectations or is not what they want, or if they do not feel supported by their family, friends, school, or community. A person’s self-concept can be harmed if a person is questioning their gender identity or sexual orientation and does not have support in dealing with their feelings of uncertainty. What kind of support do people need to help them understand and accept their gender identity and sexual orientation?”

*Student:* “Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances.”

## Making Healthy Choices

### Human Development and Sexual Health

#### C2.4 (Decision making, contraception)

Demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (*e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills*).

*Teacher prompt:* "What do teenagers need to know about contraception and safer sex in order to protect their sexual health and set appropriate personal limits?"

*Student:* "Teenagers need to know about the benefits and risks of different types of contraception. They need to understand that the only 100 per cent sure way of not becoming pregnant or getting an STI, including HIV, is not having sexual contact. Those who choose to be sexually active also need to know which contraceptive methods provide a protective barrier against disease as well as pregnancy. Condoms provide protection against both pregnancy and STIs – but to be effective, they need to be used properly and used every time. Teenagers need to understand how important it is to talk with their partners about sexual health choices, consent, and keeping safe. They have to develop the skills to communicate their thoughts effectively, listen respectfully, and read body cues in these conversations. This takes practice."

## Making Connections for Healthy Living

### Personal Safety and Injury Prevention

#### C3.2 (violent behaviours)

Analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence and gender-based or racially-based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (*e.g. help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs, gay-straight student alliances*)

*Teacher prompt:* "Gender-based violence includes any form of behaviour – psychological, physical and sexual – that is based on an individual's gender and is

intended to control, humiliate, or harm the individual. When we say 'gender-based violence,' we are often referring to violence against women and girls. Can you give me some examples?"

*Student: "It can include physical assault in a relationship, sexual assault, or rape. It can also include things like having your rear end pinched in the hallway, having your top pulled down or lifted up, or being held down and touched."*

## **Human Development and Sexual Health**

### **C3.3 (Relationships, intimacy)**

Analyze the attractions and benefits associated with being in a relationship (*e.g. support, understanding, camaraderie, pleasure*), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (*e.g. hurt when relationships end or trust is broken, in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation, potential for dating violence*)

*Teacher prompt: "There are pros and cons to being in a relationship, and when you are in a relationship, there are positive things and drawbacks associated with different levels of intimacy. All of them are important to think about. There is a range of intimate behaviours that people can use to show caring and connection in a relationship, and different levels of risk associated with different levels of intimacy. Intimate behaviours can include holding hands, hugging, kissing, touching bodies and genitals, and engaging in sexual intercourse. When considering the level of intimacy that is appropriate for their relationship, what does a couple need to think about?"*

*Student: "Both individuals need to consider their own values and beliefs and treat each other's choices and limits with respect. If one partner chooses to abstain from a sexual activity – for example a person might want to kiss but not want to have any genital contact – the other partner needs to respect that decision. Both partners need to have the confidence and comfort level to talk about how they can show their affection while respecting each other's decisions."*

*Teacher: "Being intimate with someone includes having a good understanding of the concept of consent. What are some of the important things that we need to understand about consent?"*

*Student:* "Consent to one activity doesn't imply consent to all sexual activity. It is important to ask for consent at every stage. Consent is communicated, not assumed. You can ask your partner simple questions to be sure that they want to continue: 'Do you want to do this?' or 'Do you want to stop?' A 'no' at any stage does not need any further explanation."

*Teacher:* "How can being in an intimate relationship affect other relationships in your life?"

*Student:* "When you have a boyfriend or girlfriend sometimes your friends treat you differently. You might start hanging out with different people or spending less time with some friends. You might have less time to spend with family. It's important to be aware of what is happening, so that you can take steps to avoid neglecting other relationships that are important to you."