

1998 H&PE HEALTHY LIVING CURRICULUM

GROWTH AND DEVELOPMENT, PERSONAL SAFETY AND INJURY PREVENTION, GRADES 1-8

Grade 1:

- describe simple life cycles of plants and animals, including humans
- recognize that rest, food, and exercise affect growth
- identify the major parts of the body by their proper names
- describe exploitative behaviours (e.g. abusive behaviours, bullying, inappropriate touching) and the feelings associated with them
- identify people who can provide personal safety assistance (e.g. block parents) and explain how to access them (e.g. by phoning 9-1-1)

Grade 2:

- distinguish the similarities and differences between themselves and others (e.g. in terms of body size or gender)
- describe how germs are transmitted and how this relates to personal hygiene (e.g. using tissues, washing hands before eating)
- identify the five senses and describe how each functions
- describe types of verbal and physical violence (e.g. name calling, kicking, hitting)
- explain the importance of being able to say no to exploitative behaviours (e.g. improper touching), and describe how to seek help

Grade 3:

- outline the basic human and animal reproductive processes (e.g. the union of egg and sperm)
- describe basic changes in growth and development from birth to childhood (e.g. changes to teeth, hair, feet, and height)
- identify examples of real and fictional violence (e.g. schoolyard fights, cartoons, movies)

Grade 4:

- describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage;
- identify the characteristics of healthy relationships (e.g. showing consideration of others' feelings by avoiding negative communication)
- identify the challenges (e.g. conflicting opinions) and responsibilities in their relationships with family and friends
- apply decision-making and problem-solving skills in addressing threats to personal safety (e.g. from abuse or physical fighting) and injury prevention (e.g. bicycle safety, road safety)
- identify people (e.g. parents, guardians, neighbours, teachers) and community agencies (e.g. Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention

Grade 5:

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g. trust, honesty, caring) that enhance healthy relationships with friends, family, and peers

- describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
- describe the processes of menstruation and spermatogenesis
- describe the increasing importance of personal hygiene following puberty
- explain how people's actions (e.g. bullying, excluding others) can affect the feelings and reactions of others
- apply strategies (e.g. anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g. swarming, threatening, harassment)

Grade 6:

- relate the changes at puberty to the reproductive organs and their functions
- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships

Grade 7:

- explain the male and female reproductive systems as they relate to fertilization
- distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization
- identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them
- use effective communication skills (e.g. refusal skills, active listening) to deal with various relationships and situations
- explain the term *abstinence* as it applies to healthy sexuality;
- identify sources of support with regard to issues related to healthy sexuality (e.g. parents/guardians, doctors)

- describe harassment and identify ways of dealing with it (e.g. by communicating feelings and reporting incidents of harassment)
- identify people and resources that can support someone experiencing harassment

Grade 8:

- explain the importance of abstinence as a positive choice for adolescents
- identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS
- identify methods used to prevent pregnancy
- apply living skills (e.g. decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs
- identify sources of support (e.g. parents/guardians, doctors) related to healthy sexuality issues
- analyse situations (e.g. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety
- identify support services (e.g. the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them