

HEALTH AND PHYSICAL EDUCATION CURRICULUM: HUMAN DEVELOPMENT AND SEXUAL HEALTH SUMMARY GRADES 1 TO 6

There is no Human Development and Sexual Health Curriculum in Junior Kindergarten or Senior Kindergarten.

GRADE 1 (ages 5 and 6)

- Students will learn to identify body parts, including genitalia (e.g. penis, testicles, vagina, vulva) using correct terminology
- Students will learn to identify the five senses (sight, touch, smell, hearing, taste) and describe how each sense functions
- Students will learn to identify caring behaviours and exploitive behaviours and describe the feelings associated with each

GRADE 2 (ages 6 and 7)

- Students will learn the basic stages of human development (e.g. infant, child, adolescent, adult, older adult) and related bodily changes
- Students will learn the importance of standing up for themselves to enhance their personal safety (e.g. reporting exploitive behaviours, such as improper touching of their bodies or others' bodies)
- Students will learn how to relate positively to others (e.g. manage anger) and describe behaviours that can be harmful in relating to others (e.g. ignoring someone's feelings)

GRADE 3 (ages 7 and 8)

- Students will learn to identify the characteristics of healthy relationships (e.g. respect, honesty) and learn ways of overcoming challenges (e.g. peer pressure) in a relationship
- Students will learn to identify factors that affect physical and/or emotional development (e.g. sleep, food, sense of belonging, self-awareness, adaptive skills)
- Students will learn that we are all unique and how to show respect for visible and invisible differences between people (e.g. skin colour, facial features, body size and shape, clothing, personal or cultural values and beliefs, gender identity, sexual orientation, family background, allergies, learning abilities)

GRADE 4 (ages 8 and 9)

- Students will learn to describe the physical changes that occur in all bodies at puberty (e.g. growth of body hair, breast development, skin changes, changes in body size) and the emotional and social impacts that may result from these changes
- Students will learn personal care needs and hygiene practices associated with puberty (e.g. regular bathing, changing of clothes, use of hygiene products, oral care)
- Students will learn to identify risks associated with communications technology (e.g. Internet, cell phones, text messaging, gaming) and the precautions to take to be safe
- Students will learn to recognize various types of bullying and abuse, including bullying using technology (e.g. text messaging, chat rooms), and appropriate ways to respond

GRADE 5 (ages 9 and 10)

- Students will learn to identify the parts of the reproductive system and describe how the body changes during puberty
- Students will learn the process of menstruation (the menstrual cycle, getting your period) and spermatogenesis (how the body creates sperm) and how these processes relate to reproduction and overall development
- Students will learn about the emotional and interpersonal stresses that relate to puberty (e.g. changing bodies and feelings, changing relationships, crushes) and strategies they can apply to manage stress, build resilience and enhance their mental health and emotional well-being (e.g. being active, writing in a journal, talking to a trusted peer or adult, breathing deeply, meditation, seeking cultural advice from elders)

GRADE 6 (ages 10 and 11)

- Students will learn about factors that affect the development of a person's self-concept
- Students will learn how to build confidence and lay a foundation for healthy relationships in relation to the physical, social and emotional changes that occur during adolescence (e.g. increased influence of peers, increased intensity of feelings)
- Students will learn to make informed decisions that demonstrate respect for themselves and others and help build healthier relationships, using a variety of skills
- Students will learn how to 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