

HEALTH AND PHYSICAL EDUCATION CURRICULUM: HUMAN DEVELOPMENT AND SEXUAL HEALTH SUMMARY GRADES 1 TO 8

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

GRADE 7 (ages 11 and 12)

- Students will learn the importance of having a shared understanding with a partner about delaying sexual activity until an older age, the reasons for not engaging in sexual activity, the concept of consent, how consent is communicated and clear communication about making decisions about sexual activity within the relationship
- Students will learn to identify sexually transmitted infections (STIs) and their symptoms
- Students will learn ways of preventing STIs and unintended pregnancy
- Students will learn physical, emotional, social and psychological factors that need to be considered when making decisions about sexual health
- Students will learn the benefits and dangers, for themselves and others, that are associated with the use of computers and technology (*e.g. increased access to information,, misuse of private information*) and identify protective responses
- Students will learn to assess the impact of different types of bullying or harassment, including sexting, on themselves and others, and identify ways of preventing or resolving such incidents

GRADE 8 (ages 12 and 13)

- Students will learn to identify and explain factors that can affect an individual's decisions about sexual activity (*e.g. peer pressure, curiosity, awareness of health risks, sexual orientation, gender identity, personal or family values, religious beliefs, cultural teachings, media messages*) and identify sources of support regarding sexual health
- Students will learn about gender identity (*e.g. male, female, two-spirit, transgender*), gender expression, and sexual orientation (*e.g. heterosexual, gay, lesbian*) and identify factors that can help all individuals develop a positive self-concept
- Students will learn 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, establishing and respecting boundaries, showing respect, safer sex, communication, assertiveness, refusal skills*)
- Students will learn about the impact of violent behaviours, including aggression, anger, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator and bystanders, and learn the role of support services in preventing violence (*e.g. help lines, school counsellors, youth programs*)
- Students will learn the attractions and benefits associated with being in a relationship, as well as the benefits, risks and drawbacks for themselves and others, of relationships involving different degrees of sexual intimacy