

2019 HEALTH AND PHYSICAL EDUCATION CURRICULUM: HUMAN DEVELOPMENT AND SEXUAL HEALTH GRADES K – 8 SUMMARY

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 and body-positive language
- Students will learn to identify caring behaviours, and behaviours harmful to mental and physical health, and describe the feelings associated with each
- Students will learn appropriate ways of responding to others, demonstrating an understanding of the importance of consent

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
- Demonstrate an understanding of practices that enhance personal safety when online
- Demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change
- Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations
- Explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety
- Explain how understanding and being able to name their feelings can help in knowing when they might need to get help

GRADE 3 (ages 7 and 8)

- Students will learn to identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse)
- Students will learn how to communicate consent in their interactions with others
- Identify factors that affect physical development, social-emotional development, and the development of a healthy body image
- Understand good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online
- Explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence
- Describe how visible and invisible differences make each person unique, and identify ways of showing respect for differences in others

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)
- Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline, exposure to online predators, preoccupation with comparing themselves to others and seeking validation) and describe precautions and strategies for using these technologies safely
- Describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding

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, including the menstrual cycle and spermatogenesis and how these processes relate to reproduction and overall development
- 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)
- Identify trusted people and support services that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations
- Identify intersecting factors that affect the development of self-concept, including sexual orientation, and how these factors can support their personal health and well-being
- Explain how a person's actions can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making sexist, homophobic or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating)

GRADE 6 (ages 10 and 11)

- Describe how students 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. skin changes, body growth; increasing influence of peers; new interest in relationships)
- Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves
- Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships
- Assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities and propose appropriate ways of responding to and changing assumptions and stereotypes
- Demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography

GRADE 7 (ages 11 and 12)

- Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies
- Assess the potential impact of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents
- Students will learn physical, emotional, social and psychological factors that need to be considered when making decisions about sexual health
- Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older, the reasons for not engaging in sexual activity; consent, communication and using condoms and protection consistently
- Identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms, and identify ways of preventing STBBIs and/or unplanned pregnancy,
- Explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty

GRADE 8 (ages 12 and 13)

- Students will learn to identify and explain factors that can affect an individual's decisions about sexual activity, and identify sources of support regarding sexual health
- Students will learn aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent as well as the skills (e.g., self-awareness, communication, assertiveness, and refusal skills) they need to apply in order to make safe and healthy decisions about sexual activity (e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex)
- 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
- demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept