



## Guidelines

### Human Development and Sexual Health Expectations by Grade (ALL)

As per Policy/Program Memorandum No. 162 parents/guardians have the option to exempt their child from instruction in Human Development and Sexual Health expectations in the Health curriculum. Before doing so, parents are advised to review the expectations thoroughly so that they can make an informed decision regarding exemption.

A list of all Human Development and Sexual Health expectations by grade is provided for you below. Possible teacher prompts and student responses are also included as an example of dialogue that could be part of the learning protocol in a classroom. It is important to note that exemptions will be granted only for ALL of the Human Development and Sexual Health expectations in a student's grade and not for instruction related to specific expectations or groups of expectations.

Should you decide that an exemption is in the best interest of your child, you must complete and return the exemption form for each child by the date specified on the form. Failure to return the form by the specified date may result in the request for an exemption being rejected as plans for appropriate supervision and alternate student work need to be considered and planned for in advance.

Please carefully review the expectations pertinent to your child(ren's) grade(s) before making the decision to exempt your child from instruction. If you have questions, please do not hesitate to contact the school at (insert school phone number).

#### Human Development and Sexual Health Expectations by Grade

##### Grade 1

D1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language [A1.5 Self]

*Teacher prompt:* We talk about all body parts with respect, and we decide who can touch our body. 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 someone touches me anywhere that I don't want them to, or if I'm hurt or need help, I need to know the right words for the parts of my body, so that when I tell a trusted adult about what's happened, they will know what I'm talking about."

D1.4 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? Can you give me an example of a tool that a person with a disability might use when they are exploring the natural world?"

*Students:* "I like to smell the air and feel the wind and the textures of leaves and tree trunks." "People who are blind might use a white cane or a service animal so they can move freely when they are outside. The feel and sound of the cane on the ground, or the movement of the service animal, guides them."

D2.5 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 hair-brushes)

*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**

D1.4 outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life [A1.5 Self]

*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:* "When we look at growth and change throughout life, we can consider teachings from different cultures, including First Nations, Métis, and Inuit cultures, about the cycles of birth, life, and death. Indigenous communities have rite of passage ceremonies for each life stage, and teachings about growing and changes in roles and responsibilities at each stage. For example, the Anishinaabe 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 their overall mental, physical, spiritual, and emotional health."

D1.5 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 [A1.1 Emotions, 1.3 Motivation, 1.5 Self]

*Teacher prompt:* "You have already identified what you like about what your body can do. How can you show appreciation for what your body can do?"

*Student:* "I take care of my body by brushing my teeth, getting enough sleep, being active, and eating well."

*Teacher:* "Our bodies' job is to work a certain way, not to look a certain way. How can you focus on the things your body helps you do, instead of what your body looks like?"

*Student:* "I can remind myself that every person's body is unique, and that's why I do not compare the size or shape of my body to others. I will focus on recognizing and appreciating what my body can do, like how my feet spring up when I jump or how my stomach moves out and in as I breathe."

D2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup) [A1.3 Motivation, 1.5 Self]

*Teacher Prompt:* "How should you care for your teeth when you lose a tooth?"

*Student:* "I should make sure my hands are clean when I touch my teeth and remember to brush the gap between the teeth."

*Teacher:* "It is important to brush your teeth after eating, but if you can't, what else can you do?"

*Student:* "I can rinse my mouth with water."

### **Grade 3**

D1.4 identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, 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) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

*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?"

*Students:* "I can tell the person how I'm feeling, and we can try to work something out that we both agree on. If we can't solve the problem ourselves, we could try to get advice from a trusted adult. It's normal for friends to disagree sometimes, but we always need to be respectful of each other's feelings and boundaries. It might be a good idea to spend some time apart until we can communicate openly and listen respectfully." "I can remember that just being kind is always a good place to start. For example, when a new student joins our class, I could invite them to sit with us for lunch."

D1.5 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), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and

the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]

*Teacher prompt:* "Our body image is the way we think and feel about our physical appearance. When you have a healthy body image, most of your feelings about your body and appearance are positive. You feel comfortable and confident in your body, and you accept and appreciate it. What are some ways of developing a healthy body image?"

*Student:* "I can focus on caring for my body and respecting what it can do. I can spend time doing physical activities that I enjoy, such as climbing and dancing. It's important to remember that everyone's body is unique, so it's not helpful to compare my body to anyone else's."

*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 can affect my body size and shape, skin colour, and type of hair. 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 much I talk about and focus on my appearance, how I choose my friends, and some of the activities I do."

*Teacher prompt:* "Having a sense of belonging and of being accepted, understood, and listened to is important for emotional development. How can you show acceptance or understanding of everyone, regardless of shape and size, ability, background, family, skin colour, culture, who they love, or the way they do things?"

*Students:* "I can stand up for someone who is being teased because someone thinks 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." "I can pay attention to what people do for me to make me feel that I'm included and that I belong, then try to do the same for others."

D3.3 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, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

*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, who we love, and what we are able to do. Give me some examples of things that make each person unique."

*Student:* "People live in all kinds of families. Some students live with two parents, some live with one. Some live with parents who are married, some have parents who live apart. Some live with grandparents or caregivers. Various other things make people unique too, like their cultural or faith backgrounds. We also all have unique talents and abilities, and things that each of us finds 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, be willing to stand up for others, and be willing to learn about others."

#### **Grade 4**

D1.5 describe the physical changes that occur 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 [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

*Teacher prompt:* "During puberty, our 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 hard to get 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, and how can you manage them?"

*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. I know that all of this is a part of growing up. I try to notice what I'm feeling and what is happening, and that helps. I can ask questions, talk with a friend, parent, or trusted adult, and get help if I need it. I can also use some of the strategies that I've been learning for taking care of my physical and mental health, such as being physically active."

*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, but you should be treated in an age-appropriate and respectful way. Sometimes classmates, friends, or family make comments or tease you about the changes. That's not okay."

*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 person comes of age, according to religious law, and can now participate as an adult in the religious life of the community. Many Indigenous communities have rites of passage that signal that an adolescent is ready to take on an adult role in society."

D2.4 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) [A1.5 Self]

*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**

D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]

*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. Not all bodies experience changes of the same kind, or at the same time. What are some physical changes that may happen during puberty?" *Student:* "Female bodies develop breasts and start menstruating for the first time during puberty. An increase in weight and body fat is normal. Male bodies become more muscular, develop deeper voices, and grow facial and body hair. The penis and testicles grow larger. As part of puberty, adolescents grow hair under the arms, on the legs, and in the pubic area. The rate at which these changes occur varies for each individual."

D1.4 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 female bodies 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 an embryo. 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:* "In the male body, 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 sperm is ejaculated into the vagina, 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. In various Indigenous cultures, women are viewed with the highest regard, and menstruation is seen as sacred." "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."

D2.4 identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self]

*Teacher prompt:* "A person's self-concept and mental health and well-being can be affected by a number of internal and external factors that work together. Internal factors come from within yourself. They include having a sense of purpose in life, being able to arrive at and sustain a clear sense of who you are, having a strong sense of cultural identity, feeling that you have the right – and the ability – to take steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems. Sexual orientation refers to a person's sense of sexual attraction to people of the same or different sex. Having an understanding of your sexual orientation is an important part of developing your sense of self and well-being. There are also external factors that impact your development. These come from outside yourself. Can you give me examples of external factors that are protective – things that help a person develop a positive self-concept and improve their mental health and well-being?"

*Student:* "Protective external factors include having support from friends, 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. Together, internal and external factors shape who you are, and help you understand who you are."

D2.5 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), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (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, Métis Senators, knowledge keepers or knowledge holders) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

*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, the 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 what others may think about 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, sexual orientation, and body shape and structure, or whether I 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 how others see these aspects of me, but I can control what I do and how I act. For example, I may feel self-conscious about my body when I am running or swimming, but I like these activities and I will continue to do them."

*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."

*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 that person 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 with others or posting sexual rumours online is hurtful, unacceptable, and illegal."

## **Grade 6**

D1.3 demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image)

*Teacher prompt:* "Sexually explicit material is easily accessible and can be found in a variety of media, including social media, online games, music videos, movies, and pornography. This content can portray people and relationships in ways that are misleading and inaccurate, and can promote harmful gender stereotypes. It may not show people behaving with respect for themselves or their partners, or giving or respecting consent. What are some other ways in which viewing sexually explicit media can affect healthy development?"



*Student:* "In pornography, relationships are usually portrayed by actors, and they are not realistic. Unrealistic scenes are not models of healthy relationships, and they can affect people's understanding of what respectful relationships look like, or should look like."

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*Teacher prompt:* "If you have questions about something you see online, where can you get answers?"

*Student:* "I can talk with an adult I trust. It really matters to me to have someone I feel safe talking to answer my questions."

D2.5 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, confusion and questions about changes) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

*Teacher prompt:* "By getting questions answered with factual information from reliable sources 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 ejaculating when you are asleep (wet dreams) or experiencing vaginal lubrication are normal and happen as a result of physical changes that come with puberty. Exploring one's body by touching or masturbating is something that many people do because it feels good. It is common and is not harmful and is one way of learning about your body."

D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

*Teacher prompt:* "In many ways, dating or intimate 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? How can you help a friend who may be in an unhealthy relationship?"

*Student:* "In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. When someone in a relationship is jealous, controlling, or abusive, or does anything that makes you feel uncomfortable, that is a sign of trouble. Sometimes a relationship can start out as healthy but then become unhealthy. If I saw this happening to a friend of mine, I would talk to them about what I'm noticing, listen to their response without judgement, and encourage them to seek help when needed. I would also try to get help for them from a parent or a teacher, or through a help line."

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*Teacher prompt:* "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, boundaries, 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."

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*Teacher prompt:* "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 – all these are important skills. A clear, specific, and enthusiastic 'yes' that is ongoing and given freely is a signal of consent. A response of 'no', an uncertain response, or silence needs to be understood as no consent. It is important to remember that a person can change their mind and say no at any time to something that they said yes to before."

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*Teacher prompt:* "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."

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*Teacher prompt:* "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."

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*Teacher prompt:* "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 empathy 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."

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*Teacher prompt:* "Why might people decide to get married?"

*Student:* "Many religions and cultures place importance on marriage. Marriage can be a healthy and loving committed partnership between two people who respect each other. Many religions and cultures affirm and celebrate marriage and family life as a fulfilling aspect of human life."

D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, 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 harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

*Teacher prompt:* "Assumptions are often made about what is 'normal' or expected for people based on their sex or gender – 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. It is all right for people to be interested in things that are not associated with traditional gender roles, because each person is an individual who has their own interests. Assumptions based on traditional gender roles can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and can lead them to stop doing the things they love. Such assumptions can also cause people to discriminate against and exclude those who are seen as 'different'. Assumptions about sexual orientations, learning disabilities, mental illnesses, or cultural differences are harmful in similar ways, leading to homophobia and other prejudices based on fear, hatred, and mistrust. Everyone needs to feel accepted in school and in the community. Why do you think such stereotyped assumptions come about? What can be done to change or challenge them?"

*Students:* "Stereotypes are usually formed when we do not have enough information and we make assumptions. They can also come from widely held societal beliefs. One way we can start to address stereotypes is by finding out more about people. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We know that not all couples are male-female, and we 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 having a mental illness is no different from having any other illness, and that we wouldn't call someone names if they had any other illness."

## **Grade 7**

D1.3 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 vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age 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 a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

*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 these boundaries with a partner is an important part of sexual health. Having sex can be an enjoyable experience. It can also be an important part of a close, loving, and committed relationship, such as marriage or a long-term, healthy relationship, when you are older. Some people may think that sex is the best way to express love, but there are many other important and meaningful ways in which it can be expressed. Having sex has risks too, including the possibility of getting sexually transmitted and blood-borne infections (STBBIs) or becoming a parent when you don't want to. There are also emotional and other considerations to think about. What are some of them?"

*Students:* "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 STBBIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship. Some people see sex as little more than a physical act and do not realize the emotional impact it can have. Engaging in any type of sexual activity with a partner can make the relationship more emotional or more complicated." "Some people choose to or are encouraged to wait to be sexually active for personal, cultural, or religious reasons." "People should not feel that they need to engage in sexual acts in order to please their partner or to gain social acceptance. A person should not have sex if they are feeling pressured, if they are unsure, if they are under the influence of drugs or alcohol, or if their partner is not ready or has not given consent. It is also important to remember that a person is free to change their mind about any type of activity at any time, and that their boundaries must be respected."

D1.4 identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms

*Teacher prompt:* "Common sexually transmitted and blood-borne infections include human papillomavirus (HPV), genital herpes, chlamydia, HIV, gonorrhea, and hepatitis. In some cases when a person has an STBBI, there are visible symptoms, but in many cases, the person has no visible symptoms, so it's hard to tell if you or someone else has an STBBI. All STBBIs can have a significant impact on your health if they are not treated. What are some symptoms of an STBBI? If an STBBI has no symptoms, how can you find out if you have it?"

*Student:* "Sometimes when you have an STBBI, you can see symptoms, such as pubic lice or genital warts. In other instances you may experience itching, redness, or pain when urinating. If you are sexually active you should be regularly tested by a healthcare provider even if you don't see or experience any symptoms. Depending on the STBBI, tests can be done by taking swabs from the cervix, vagina, urethra, or other body parts, or by taking urine or blood samples."

D1.5 identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently [A1.2 Coping, 1.4 Relationships, 1.5 Self]

*Teacher prompt:* "Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can contract an STBBI. The most reliable way to avoid sexually transmitted infections is to not have sex. 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 and HPV vaccination. People who think they will be having sex sometime soon should keep a condom or other effective and suitable form of protection with them so they will have it when they need it. They should also talk with their partner about being emotionally ready to have sex and about using protection before they have sex, so both partners will know that protection will be used. If a partner says they do not want to use a condom, for example, a person should say, 'I will not have sex without a condom.' If you do have sex, it is important that you use protection every time, to help prevent contracting an STBBI or becoming a parent before you are ready."

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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. The only way to know if you have HIV is to get an HIV test. Today, with antiviral and other medicines, people with HIV are living longer, with a better quality of life. 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 cannot be transmitted. HIV transmission results from specific activities and does not occur through everyday contact with someone living with HIV or 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 may be transmitted through contact with bodily fluids – semen, blood, vaginal or rectal 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 vaginal or anal intercourse, which is the most common method of infection. It is very important that you use protection, such as 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, shaming them, or avoiding everyday contact with them makes it more challenging for them to tell others that they have HIV or to get tested for it. These things make it easier for HIV to spread."

D2.4 demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

*Teacher prompt:* "Thinking about your sexual health is important. It's important to have a good understanding of yourself before you get 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 like your physical and emotional readiness; having safer sex and avoiding consequences such as becoming a parent before you want to or contracting an STBBI; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy or being in a relationship. Some people can experience anxiety and a range of other emotions after the breakup of a relationship that has had strong physical and emotional components. People can seek help or counselling if they feel that they are caught in a cycle of unhealthy relationships. Thinking about your sexual health can also include thinking about religious, cultural, or spiritual beliefs. Moral and ethical considerations are involved as well, including 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 can be influenced by your personal, family, religious, cultural, or spiritual 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."

D3.3 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; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity) [A1.1 Emotions, 1.4 Relationships]

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

*Student:* "Adolescents may become interested in having an intimate relationship with someone. 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**

D1.4 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 such as the legal age of consent; awareness of the risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about the risk of becoming a parent; 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 teacher, a guidance counsellor, a religious leader, a parent or other trusted adult, a reputable website) [A1.1 Emotions, 1.2 Coping, 1.5 Self]

*Teacher prompt:* "How would thinking about your personal limits and life goals 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 that has to do with sexual health or sexual activity? 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. Taking time to get more information also gives you more time to think. Teens who are well informed about sexual health and who are aware of the possible health consequences of becoming sexually active will be more likely to use the protection they need." "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."

D1.5 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 [A1.2 Coping, 1.5 Self]\*

*Teacher prompt:* "Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither, or anywhere on the gender spectrum, which may or may not be the same as the person's birth-assigned sex. It is different from and does not determine a person's sexual orientation. Sexual orientation refers to a person's sense of sexual attraction to people of the same or different sex. It is essential to treat people of all sexual orientations, gender identities, and gender expressions with respect and acceptance. Gender expression refers to how you demonstrate your gender through the ways you act, dress, and behave, and the pronouns you choose to use in reference to yourself. 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. Young people can develop positively if they understand their gender identity and their sexual orientation and if these are respected by themselves, their family, and their community. What kind of support do people need to help them

understand their gender identity and their sexual orientation?"

*Student:* "It is important for people to have role models that they can relate to – for example, people of similar ages or cultures. It's also important to have all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. When we treat everyone with respect and kindness, we provide the support that people need. 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."

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*Teacher prompt:* "How can we recognize and respect the uniqueness of all people so that everyone can develop a positive self-concept?"

*Student:* "Every person is worthy of respect and has the right to be free from discrimination, regardless of their sexual orientation, gender identity, or gender expression. We can talk about our differences and what makes us unique with respect, and listen carefully when others share their experiences. We can accept that sometimes we will have to agree to disagree. Accepting the uniqueness of every individual may be a way to become more accepting of ourselves. We can treat others with dignity and the same degree of respect we would like to be treated with ourselves. We all need love and support as we grow and mature. When needed, support can come from school and community organizations."

D2.3 demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and 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) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

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

*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 a parent is to abstain from 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. For example, condoms provide protection against both pregnancy and STBBIs – but to be effective, they need to be used properly and used every time."

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*Teacher prompt:* "The decision to be sexually active is a personal choice that everyone gets to make for themselves. No one should feel pressured to engage in sexual activity. What do teenagers need to know and think about in order to set appropriate personal limits with respect to sexual activity?"

*Student:* "Not all students choose to be sexually active. When thinking about what choice they will make, students need to consider their personal or family values, religious beliefs, and cultural teachings. They 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."

D3.3 analyse the attractions and benefits associated with being in a healthy 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 STBBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

*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 do people need to think about?"

*Student:* "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 and incorporating that understanding into behaviour. What are some of the important things that we need to understand about consent?"

*Student:* "Consent is necessary in a sexual relationship. It is important to know that consent to one sexual activity does not imply consent to all sexual activities, so partners must ask for consent at every stage. Consent is always communicated, never assumed. You can ask your partner simple questions to be sure that they want to continue: 'Do you want to do this?', 'Are you okay to go on?', or 'Do you want to stop?' At any stage, a 'no', or an indication that someone wants to stop, means no and does not require any further explanation. If your partner hesitates or doesn't respond clearly, the activity should stop. It is against the law to have any type of sexual activity with someone without their consent."

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

*Student:* "When you have a partner, sometimes you might start hanging out with different people or spending less time with some of your 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."