

**2019-2020 Health and Physical Education Curriculum**  
***Human Development and Sexual Health***

2015	2019	Summary of Differences
<p><b>GRADE 1 (Age 6)</b></p> <p><b>Body parts</b> Identify body parts, including genitalia (<i>e.g., penis, testicles, vagina, vulva</i>), using the correct terminology.</p> <p><b>Senses and Functions</b> Identify the five senses and describe how each functions.</p> <p><b>Hygienic Procedures</b> Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and prevention of the transmission of illnesses to others (<i>e.g., washing hands, using tissues, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes</i>).</p>	<p><b>Body parts</b> Identify body parts, including genitalia (<i>e.g., penis, testicles, vagina, vulva</i>), using the correct terminology.</p> <p><b>Senses and Functions</b> Identify the five senses and describe how each functions.</p> <p><b>Hygienic Procedures</b> Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (<i>e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes</i>).</p>	N/A
<p><b>GRADE 2 (Age 7)</b></p> <p><b>Stages of Human Development</b> Outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life.</p> <p><b>Oral Health</b> Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (<i>e.g., brushing, flossing, going to the dentist regularly for a check-up</i>).</p>	<p><b>Stages of Human Development</b> Outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life.</p> <p><b>Body Appreciation</b> 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</p> <p><b>Oral Health</b> Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (<i>e.g., brushing, flossing, going to the dentist regularly for a check-up</i>).</p>	New content on body appreciation.
<p><b>GRADE 3 (Age 8)</b></p> <p><b>Healthy Relationships</b> Identify the characteristics of healthy relationships (<i>e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming</p>	<p><b>Healthy Relationships, Bullying, Consent</b> Identify the characteristics of healthy relationships (<i>e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries</i>,</p>	Topics on “Healthy Relationships” have a greater focus on bullying and consent. New terms are included such as: respect,

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<p>challenges (<i>e.g., bullying, exclusion, peer pressure, abuse</i>) in a relationship.</p> <p><b>Physical and Emotional Development</b>  Identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>) and/or emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>).</p> <p><b>Visible, Invisible, Differences, Respect</b>  Describe how visible differences (<i>e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others.</p>	<p><i>listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (<i>e.g., exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others.</p> <p><b>Physical and Social-Emotional Development</b>  Identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>), social-emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (<i>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</i>).</p> <p><b>Visible, Invisible, Differences, Respect</b>  Describe how visible differences (<i>e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others.</p>	<p>avoiding assumptions, personal boundaries, and discrimination. New content on developing a healthy body image. A healthy body image is defined as 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.” Discussions of gender identity and sexual orientation have been removed from the topic of invisible differences. Mental illness as an invisible difference will be discussed instead.</p>
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<p><b>GRADE 4 (Age 9)</b></p>	<p><b>Puberty- Changes; Emotional, Social Impact</b> Describe the physical changes that occur at puberty (<i>e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes.</p> <p><b>Puberty- Personal Hygiene and Care</b> Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (<i>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</i>).</p>	<p><b>Puberty- Changes; Emotional, Social Impact</b> Describe the physical changes that occur at puberty (<i>e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes.</p> <p><b>Puberty- Personal Hygiene and Care</b> Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (<i>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</i>).</p>	<p>N/A</p>
<p><b>GRADE 5 (Age 10)</b></p>	<p><b>Reproductive System</b> Identify the parts of the reproductive system, and describe how the body changes during puberty.</p> <p><b>Menstruation, Spermatogenesis</b> Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development.</p>	<p><b>Reproductive System</b> Identify the parts of the reproductive system, and describe how the body changes during puberty.</p> <p><b>Menstruation, Spermatogenesis</b> Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development.</p> <p><b>Self-Concept, Sexual Orientation</b> Identify intersecting factors that affect the development of a person’s self-concept, including their sexual orientation (<i>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</i>), and how these factors can support their personal health and well-being.</p>	<p>The topic of “Self-Concept” will now be taught in grade 5 instead of grade 6 (2015-Version) and has more explicit focus on sexual orientation. New terms are included such as: self-awareness and self-acceptance. Discussions of gender identity have been removed. The topic of “Emotional, Interpersonal Stresses-Puberty” includes additional concepts regarding mental health and maintaining open communication with family members and caring adults. Distinctions are made in terms of seeking cultural advice from Elders, Métis</p>

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	<p><b>Emotional, Interpersonal Stresses-Puberty</b>  Describe emotional and interpersonal stresses related to puberty (<i>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</i>), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional wellbeing (<i>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, seeking cultural advice from elders</i>).</p>	<p><b>Emotional, Interpersonal Stresses-Puberty</b>  Describe emotional and interpersonal stresses related to puberty (<i>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</i>), 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 (<i>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</i>).</p>	<p>Senators, knowledge keepers or other knowledge holders.</p>
<p><b>GRADE 6 (Age 11)</b></p>	<p><b>Development of Self-Concept</b>  Identify factors that affect the development of a person’s self- concept (<i>e.g., environment, evaluations by significant others, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional wellbeing, physical abilities</i>).</p> <p><b>Understanding of Puberty Changes, Healthy Relationships</b>  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 (<i>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 with boys or girls, confusion and questions about changes</i>).</p>	<p><b>Sexually Explicit Media</b>  Demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (<i>e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image</i>).</p> <p><b>Understanding of Puberty Changes, Healthy Relationships</b>  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 (<i>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</i>).</p>	<p>New content on “Sexually Explicit Media.” Pornography is discussed as “limit[ing] or distort[ing] understanding of relationships, reinforc[ing] harmful gender norms; promot[ing] an unrealistic or idealized body image.” There is new content on consent in the topic of “Decision Making.” There is also a greater focus on the impacts of discrimination and specific mention of homophobia and racism, in the topic of “Stereotypes and Assumptions—Impacts and Strategies for Responding.”</p>

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	<p><b>Decision Making in Relationships</b>          Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (<i>e.g., personal and interpersonal skills; critical and creative thinking skills; following First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teaching</i>).</p> <p><b>Stereotypes and Assumptions—Impacts and Strategies for Responding</b>          Assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, 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.</p>	<p><b>Decision Making, Consent</b>          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 (<i>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</i>).</p> <p><b>Stereotypes and Assumptions—Impacts and Strategies for Responding</b>          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.</p>	<p>Development of self-concept is discussed in Grade 5.</p>
<p><b>GRADE 7 (Age 12)</b></p>	<p><b>Delaying Sexual Activity</b>          Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept 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 the relationship.</p>	<p><b>Delaying Sexual Activity</b>          Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact</i>); 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.</p>	<p>The topic of “Delaying Sexual Activity” is to include discussions on the legal age of consent and to emphasize that decisions regarding sexual activity should be made in consideration to being in a loving and healthy relationship. New terms are included such as: sexually transmitted and blood-borne infections (STBBIs—instead of STIs), unplanned pregnancy or becoming a</p>

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	<p><b>Sexually Transmitted Infections (STIs)</b>          identify common sexually transmitted infections (STIs), and describe their symptoms.</p> <p><b>STI and Pregnancy Prevention</b>          Identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active.</p> <p><b>Sexual Health and Decision-Making</b>          Demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (<i>e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings</i>).</p> <p><b>Relationship Changes at Puberty</b>          Explain how relationships with others (<i>e.g., family, peers</i>) and sexual health may be affected by the physical and emotional changes associated with puberty (<i>e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact</i>).</p>	<p><b>Sexually Transmitted and Blood-Borne Infections (STBBIs)</b>          Identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms.</p> <p><b>STBBIs and Pregnancy Prevention</b>          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.</p> <p><b>Sexual Health and Decision-Making</b>          Demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (<i>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</i>).</p> <p><b>Relationship Changes at Puberty</b>          Explain how relationships with others (<i>e.g., family, peers</i>) and sexual health may be affected by the physical and emotional changes associated with puberty (<i>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</i>).</p>	<p>parent (instead of unintended pregnancy), and gender expression.</p>
<p><b>GRADE 8 (Age 13)</b></p>	<p><b>Decisions about Sexual Activity; Supports</b>          Identify and explain factors that can affect an individual’s decisions about sexual activity (<i>e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing</i></p>	<p><b>Decisions about Sexual Activity; Supports</b>          Identify and explain factors that can affect an individual’s decisions about sexual activity (<i>e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing</i></p>	<p>Greater focus on legal age of consent. “Transsexual and intersex” have been removed from the topic of gender identity and there is</p>

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*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; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; 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 community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website).*

**Gender Identity, Sexual Orientation, Self-Concept**  
 Demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept.

**Decision-Making, Contraception**  
 Demonstrate an understanding of 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; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills)

*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).*

**Gender Identity, Gender Expression, Sexual Orientation, Self-Concept**  
 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.

**Decision-Making Considerations Skills**  
 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).

no explicit mention of them elsewhere (aside from the Glossary of Terms). The terms “male and female” however, remain a topic of gender identity. “Pansexual and asexual” are included in the topic of sexual orientation. Pleasure has been removed from the topic of decision making skills in terms of when to engage in sexual activity.

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**Relationships and Intimacy**

Analyze the attractions and benefits associated with being in a 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 STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence*)

**Relationships and Intimacy**

Analyze 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*).