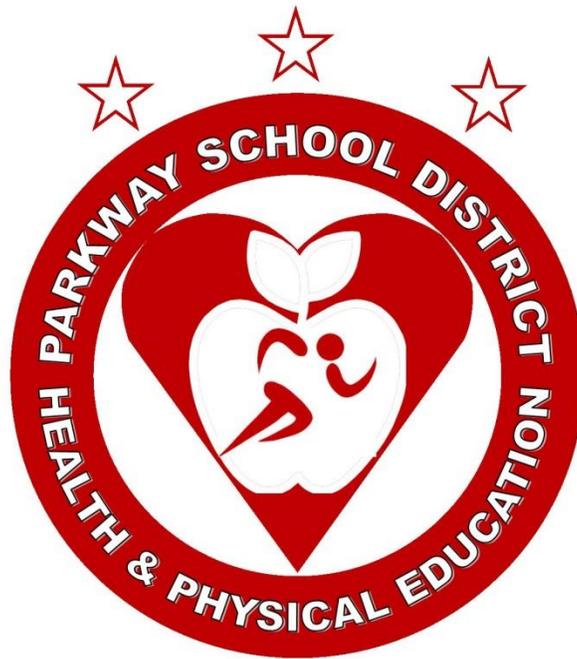


Parkway School District
Health & Physical Education Department
Curriculum Frameworks



Healthy Relationships & Sexual
Health 2018-19

Parkway Sexual Health Curriculum Frameworks (K-12)

The purpose of the Parkway Healthy Relationships and Sexual Health (HRSH) Curriculum Frameworks is to provide guidance to the development and implementation of health lessons which promote the sexual health of Parkway students within a quality health education program. The HRSH Framework also provides guidelines for assuring the appropriate support for sexual health educators in facilitating class discussions, as well as keeping parents informed and educated regarding HRSH curriculum content.

BACKGROUND

The Parkway School District's mission to develop capable, confident, curious students, who are prepared for the ever-changing world, is a commitment that spans all discipline areas, including health education. Healthy students are critical to the district's pursuit of this mission. Students who feel capable possess the knowledge and skills that are needed to promote healthful behaviors. Students who feel confident connect their feelings of well-being and acceptance of themselves. Students who are curious will help seek answers for, and discover ways to enhance their health. Students who are able to respond to the challenges of the ever-changing world have an understanding of oneself and the diverse world students live in, and have the health skills necessary for navigating it.

Developing health literacy will help students obtain the knowledge and skills needed to better navigate the current and future world by allowing them to make appropriate health decisions. Health literate students not only have the ability to gather and process health information that help them understand the process of healthy growth and development, but also have developed skills and dispositions vital to a person's responsibility towards lifelong health and well-being.

All Parkway students should have the opportunity to develop their health literacy and nurture their personal health, so that they are healthy and ready for life pursuits. Schools must address not only the academic needs of students, but must also address the needs of the whole child. A student's physical, social, and emotional development requires the same level of ongoing support as their academic development. A child's understanding of their body, how it works, and how to keep it healthy, is foundational to their growth and achievement.

Human sexuality encompasses nearly every aspect of our being, from attitudes and values, to feelings and experiences. It is influenced by the individual, family, culture, religion/spirituality, media, laws, science, and politics. With that being said, it is understood that the teaching of sexual health is not the sole responsibility of the school system. Health education classes are obligated to inviting parents/guardians into the sexual health conversations, so that they may serve to help communicate family values and beliefs about to their child, in order to provide a more complete picture of their sexuality.

THE PARKWAY SEXUAL HEALTH CURRICULUM

The Parkway School District Mission serves to filter all of the decisions that go into the development of the Sexual Health curriculum. It is important to note that the sexual health curriculum is aligned to Parkway Health and Physical Education (HPE) Standards. In addition, the sexual health curriculum is also aligned to National Health and Physical Education Standards (SHAPE AMERICA). It includes age- and

developmentally appropriate, medically accurate information on a broad set of topics related to human growth and sexuality, including abstinence, contraception, disease prevention, healthful relationships, family life, social-emotional-mental health, and preventive care. The overall goal of sexual health education is to provide young people with the knowledge, skills, and dispositions to protect their sexual health and promote personal well-being, as they mature into healthy adults, presented in a way that is factual, non-judgmental, and absent of any imposing of personal values.

HEALTH EDUCATION GOALS

The Parkway Healthy Relationships and Sexual Health Curriculum is developed with a focus on specified health goals, the behaviors affecting these goals, and the risk and protective factors affecting these goals. The Centers for Disease Control's Healthy People 2020 has identified the following goals for adolescents that relate to the Parkway Healthy Relationships & Sexual Health Curriculum.

- Reduce the rates of sexually transmitted diseases among adolescents – Chlamydia, Gonorrhea, Human Papillomavirus, Syphilis, and Genital Herpes.
- Reduce the number of new HIV infections and the rate of HIV transmission among adolescents.
- Increase the proportion of sexually active persons who use condoms and contraception.
- Decrease the proportion of females at risk of unintended pregnancy.
- Increase the proportion of sexually experienced adolescents who received reproductive health services.
- Reduce pregnancies among adolescent females.
- Increase the proportion of adolescents who had never had sexual intercourse.
- Increase the proportion of adolescents who received formal instruction on abstinence, birth control methods, HIV/AIDS, and sexually transmitted diseases, before they were 18 years old.
- Increase the proportion of adolescents who talked to a parent or guardian about on abstinence, birth control methods, HIV/AIDS, and sexually transmitted diseases, before they were 18 years old.

HEALTH EDUCATION STANDARDS

The Parkway Healthy Relationships and Sexual Health (HRSH) Curriculum is guided by standards and outcomes that have been developed by professional health organizations, such as the Centers for Disease Control (CDC), American School Health Association (ASHA), American Association for Health Education, and the Society of State Leaders of Health and Physical Education, and the Society of Health and Physical Education (SHAPE America). These organizations have provided clear direction for curriculum development, implementation, and assessment. The Parkway HRSH curriculum is aimed at developing skills and behaviors which can foster specific behaviors leading to the CDC adolescent health goals.

Parkway Sexual Health Curriculum Frameworks (K-12)

In addition, the CDC has identified Healthy Behavior Outcomes (HBO) for a sexual health curriculum. According to the CDC, a PreK-12 sexual health curriculum should enable students to:

- Establish and maintain healthy relationships (HBO1).
- Be sexually abstinent (HBO2).
- Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection (HBO3).
- Engage in behaviors that prevent or reduce unintended pregnancy (HBO4).
- Avoid pressuring others to engage in sexual behaviors (HBO5).
- Support others to avoid or reduce sexual risk behaviors (HBO6).
- Treat others with courtesy and respect without regard to their sexuality (HBO7).
- Use appropriate health services to promote sexual health (HBO8).

It is important to note, that while national standards, such as the ones previously mentioned, help provide guidance to school curricula, these standards have not been adopted in their entirety and are not the Parkway curriculum. Other factors, such as the viability of or limited time allotted to implementing the curriculum, as well as community needs and values, sometimes provide limitations to the extent to which these standards are included.

Most notably, the implementation of sexual health curriculum in Missouri schools must adhere to Human Sexuality Education requirements identified by Missouri Statue 170.015.1, which was updated in August 2015 (See Appendix A).

THE PARKWAY HEALTHY RELATIONSHIPS & SEXUAL HEALTH CURRICULUM

The Parkway Healthy Relationships & Sexual Health curriculum is designed so that all students will benefit from sexual health education regardless of gender, sexual orientation, gender identity, ethnicity, race, socioeconomic status or disability. The curriculum will cover a wide array of age-appropriate topics that are sorted into one of seven categories:

1. Abstinence
2. Personal Identity
3. Family Life
4. Healthy Relationships
5. Growth & Development
6. Disease Prevention & Health Promotion
7. Pregnancy & Reproduction.

All categories and topics are not necessarily covered at each grade level, but are distributed appropriately according to national and state standards, child developmental needs, local trends and issues, and community recommendations.

Parkway Sexual Health Curriculum Frameworks (K-12)

The four main outcomes of the Parkway Healthy Relationships & Sexual Health curriculum are:

- to help young people learn how their body works, how they feel about their body, how to respect their body, and how to keep their body healthy.
- to provide an opportunity for young people to develop and understand their values, attitudes, and insights about sexuality;
- to help young people develop healthful relationships and positive interpersonal skills;
- to help young people exercise responsibility regarding sexual relationships, including the health benefits of being abstinent, as well as healthful responses to pressures to engage in sexual intercourse, use of contraception and other sexual health measures.

The following fundamental principles are fundamental to the effectiveness of the Parkway Sexual Health Curriculum:

- Parent and community involvement and input;
- Well-trained and certified teachers;
- Developmentally appropriate topics;
- Medically-accurate information;
- A physically, emotionally, and intellectually safe learning environment;
- A respect for all youth; and
- A variety of teaching methods.

These principles will help guide decisions regarding the development and implementation of the curriculum, identification of resources and services, and other strategies for providing quality programming and instruction with regards to the delivery of the sexual health curriculum.

CHARACTER EDUCATION & VALUES

Character traits are embedded within units and lessons, which help provide a foundation to healthful decision-making regarding relationships and sexual health that encourage students to consider how these decisions should reflect their personal values. Character traits will be explored and considered throughout the various conversations. Child-parent activities will be dispersed throughout the unit to provide an opportunity for parents/caregivers to discuss their personal values and beliefs in-depth with their child. Below are the character traits/values that support the Healthy Relationships and Sexual Health Units at all school levels.

- **Abstinence** – A commitment to sexual abstinence to avoid risk factors that threaten their health.
- **Responsibility** – Demonstrating responsible ways to care for the sexual health of self and others.
- **Respect for Others** – Respecting others when interacting with others, showing compassion and empathy for different perspectives.
- **Integrity** – Displaying integrity in their actions and words, demonstrating decision-making based upon strong moral principles.

Parkway Sexual Health Curriculum Frameworks (K-12)

- Self-Discipline – Demonstrating self-control and patience in decisions regarding sexuality and sexual interactions, keeping mindful of how it may impact health of self and others.
- Honesty – Displaying honesty in their communication of feelings towards others.
- Fidelity/Loyalty – A loyalty to personal/family beliefs in decision-making.
- Dignity – Showing dignity towards oneself, behaving in a manner that preserves self-respect and self-esteem.
- Equality – The right and opportunity to develop one’s potential as a human being.

The Parkway Healthy Relationships & Sexual Health Curriculum Framework includes eight health standards, aligned to the Parkway Health and Physical Education Standards (HPE5-HPE6a-g) and mirror the CDC’s National Health Education Standards (See Appendix B).

Standard	Description
HPE5	Comprehend concepts related to health promotion and disease prevention to enhance health.
HPE6a	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
HPE6b	Demonstrate the ability to access valid information, products, and services to enhance health.
HPE6c	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
HPE6d	Demonstrate the ability to use decision-making skills to enhance health.
HPE6e	Demonstrate the ability to use goal-setting skills to enhance health.
HPE6f	Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
HPE6g	Demonstrate the ability to advocate for personal, family and community health.

Sexual Health Learning Outcomes

Each standard encompasses performance indicators, at each grade level, which identify important concepts and skills that are desired learning outcomes of the curriculum. Stage 1 Essential Learnings will be developed and aligned with these learning outcomes, for each grade level. These will entail Enduring Understandings, Essential Questions, Resultant Knowledge and Skills, Key Vocabulary, and Learning Targets. Following are several tables that identify grade level learning outcomes that will guide the development of HRSH units and lessons.

Kindergarten HRSH Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Identify various parts of the body and how they are related. Describe ways to care for the body to keep it healthy.
HPE6a (Analyzing Influences)	None
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify adults who can help you with your health questions and needs.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Demonstrate ways to show respect for self and others. Identify different healthful ways to express feelings to another person.
HPE6d (Decision-Making)	None
HPE6e (Goal Setting)	None
HPE6f (Self-Management)	<ul style="list-style-type: none"> Explain ways to keep the body healthy through exercise, rest, nutrition, and hygiene practices.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Demonstrate how to say “no” or report a person who is invading your space and/or privacy.

1 st Grade HRSH Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Identify parts of the body, including areas that are private. Describe characteristics of a friend. Explain what bullying and teasing are and why it is wrong to do. Identify ways in which people are different and unique. Identify basic grooming and hygiene practices.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Explain how peers can influence your behaviors and feelings.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify adults who can provide help when you or someone you know is being bullied or teased.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Demonstrate ways to communicate feelings and emotions in a healthful way.

Parkway Sexual Health Curriculum Frameworks (K-12)

HPE6d (Decision-Making)	<ul style="list-style-type: none"> Determine ways to communicate in resolving common problems and conflicts when working or playing with others.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Identify strategies for reducing bullying.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Explain how regular health practices can lead to health habits and contribute to healthy growth.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Share a positive way for making friends or creating a caring classroom community.

2 nd Grade HRSH Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Identify characteristics of family structures and how they play a role in the family unit. Explain what “safe touch” is and the right to tell others not to touch their body. Describe what a “trusted adult” is and how they can help you. Explain how a positive self-concept is important to a healthy person.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Provide examples of how families help guide your decisions about health attitudes and behaviors.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify adults in your school or community who you can trust to go to for help.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Demonstrate ways to communicate to others when you feel threatened. Identify ways family members share their feelings and values.
HPE6d (Decision-Making)	<ul style="list-style-type: none"> Determine ways to respond when someone is threatening you and the potential outcomes based upon your response.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Make a plan for something that you can do to help in your household.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Demonstrate how to use refusal skills when faced with uncomfortable and/or threatening situations.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Share how you are proud of yourself and your differences.

3 rd Grade HRSH Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Identify positive character traits. Identify stages of the life cycle. Identify different body systems and their functions. Identify guidelines for making responsible decisions. Describe the characteristics and benefits of healthy relationships. Explain how teasing and bullying is hurtful and why it is wrong. Identify common stereotypical roles of males and females and explain the importance of respecting various personalities and expressions.

Parkway Sexual Health Curriculum Frameworks (K-12)

HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Describe how peers, family, and society influence health behaviors and relationships.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Explain ways parents and other trusted adults can help a person being teased or bullied.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Identify common statements that are stereotypical and biased, and explain how they can be hurtful to others.
HPE6d (Decision-Making)	None
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Identify a personal goal and plan for treating peers and friends with respect.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Demonstrate ways to treat others with dignity and respect.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Demonstrate ways to be an ally for another person being bullied.

4th Grade HRSH Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Identify the different stages of development and ways it can vary. Identify organs that make up the reproductive system and describe their function. Explain the physical, social, and emotional needs and changes that occur during puberty. Identify ways to care for your body and protect the reproductive system. Identify health products that help with grooming and personal body care. Identify characteristics of healthful peer and family relationships.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Explain how parents and family influence health decisions. Describe how friends, family, media, and society can influence perceptions about body image.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify appropriate resources (i.e., nurses, doctors, parents, CDC) that can provide medically-accurate and valid information to promote personal health. Explain how parents and other trusted adults can provide helpful, personalized information about health care.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Demonstrate safe ways to communicate when using social media. Demonstrate positive ways to communicate differences of opinion with friends or peers.
HPE6d (Decision-Making)	<ul style="list-style-type: none"> Choose responsible ways for making decisions about behaviors to avoid health risks.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Identify a health behavior that you would like to improve, set a personal health/hygiene goal, and track progress.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Practice personal hygiene behaviors that help keep the body clean and feeling good.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Communicate to others ways to say “no” to pressures to perform risky behaviors and suggest alternative healthy options.

Parkway Sexual Health Curriculum Frameworks (K-12)

5 th Grade HRSB Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> • Explain physical, social, and emotional changes that occur during puberty and adolescence and why this occurs. • Identify organs that make up the male and female reproductive system. • Describe the function of the human reproductive system. • Identify health products that help with grooming and personal body care. • Explain how traits and genes are inherited. • Explain how bloodborne diseases are transmitted and the effects on the body's immune system. • Explain how personality is shaped by character traits and personal values. • Identify steps to making a wise decision.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> • Explain the types of influences upon a person's personality and character.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> • Identify age-appropriate that can provide medically-accurate and valid information regarding your sexual health. • Identify parents and other trusted adults who you can ask questions about puberty and sexual health issues.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> • Demonstrate refusal skills (e.g., saying no) to peer pressures that present sexual health risks. • Demonstrate behaviors that model good character and respects others.
HPE6d (Decision-Making)	<ul style="list-style-type: none"> • Choose and analyze responsible ways for making decisions to avoid risks to personal health.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> • Identify a health behavior that you would like to improve, set a personal goal, and track progress.
HPE6f (Self-Management)	<ul style="list-style-type: none"> • Explain ways to manage the physical and emotional changes associated with puberty. • Select health products that help with grooming and personal body care.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> • Demonstrate how to persuade others to avoid teasing or stigmatizing others based on personal growth rate differences.

Parkway Sexual Health Curriculum Frameworks (K-12)

6 th Grade HRS Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Describe the physical, social, and emotional changes during puberty and signs of possible disorders. Identify the parts and functions of the human reproduction system. Describe characteristics of a healthy peer relationship. Define bullying and harassment and identify its impacts on personal health. Describe characteristics of the stages of life. Describe the importance of taking personal care of your body parts through good hygienic practices. Identify the role of the endocrine system in growth and development during puberty and adolescence. Identify different types of communication.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Identify positive and negative influences from family and peers that impacts sexual health.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify things to consider when accessing valid and medically accurate information regarding sexual health/hygiene products.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Explain the importance of good communication skills with a trusted adult and/or physicians to reduce and avoid sexual health risks and disease. Identify strategies for effective communication with a parent or trusted adult.
HPE6d (Decision-Making)	<ul style="list-style-type: none"> Formulate different ways to stop bullying by being an up stander versus a bystander. Identify your limits and when you need to say “no” to peer pressure.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Make a personal commitment to practicing health behaviors that protect your sexual health.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Identify healthful ways to respond to changes that occur during puberty to manage personal health. Develop hygienic behaviors to enhance personal health and protect your sexual health. Distinguish between positive and negative behaviors that will affect relationships.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Demonstrate ways to take a stand for peers and/or self, when bullied or harassed.

7 th Grade HRS Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Define abstinence and describe its’ benefits. Describe various aspects of attraction and initial sexual feelings. Explain the importance of respect for various gender identities and expressions. Identify the anatomy and function of Male and Female Reproductive system. Identify contraception methods and associated risks. Identify types of STIs and describe its’ transmission, symptoms and consequences. Explain the concept of personal limits and boundaries. Identify various health risks to being sexually active. Define sexuality and describe how it relates to your personal growth. Describe positive health practices that protect sexual health.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Identify positive and negative influences from family, peers, media, culture and technology on sexual behaviors. Describe how your sexuality is influenced by your personality and the way you feel about yourself.

Parkway Sexual Health Curriculum Frameworks (K-12)

HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify reputable health/medical websites and organizations to access information to your sexual health questions. Separate myths from facts about sexual health risks.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Demonstrate proper ways to respectfully communicate with and about people of all gender identities, expressions, and sexual orientations. Develop communication skills with a trusted adult and/or physicians to reduce and avoid sexual health risks and disease.
HPE6d (Decision-Making)	<ul style="list-style-type: none"> Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, pregnancy).
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Make a personal commitment to practice abstinence in consideration of academic, and personal goals, and family values.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Identify and develop hygienic behaviors to practice or avoid that will enhance health or reduce health risks. Identify health risks and consequences of teenage sexual activity.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Demonstrate ways to be supportive and respectful towards friends in displaying their sexuality.

8 th Grade HRSH Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> Describe why sexual abstinence is the safest, most effective sexual risk avoidance method. Define and distinguish between gender identity, gender expression and sexual orientation. Identify key aspects of laws regarding consent and harassment, including sexting and social media communication (minors and adults). Describe various aspects of sexual and romantic feelings (i.e., attraction, love, infatuation). Identify the short-term and long-term consequences teen pregnancy. Identify the harmful health effects of sexting or other inappropriate social media communication.
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> Identify positive and negative influences from family, peers, media, culture and technology on one's own values regarding personality and sexuality.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> Identify reputable sources and resources for support and information on various sexual health topics.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> Recognize responses to sexual advances and demonstrate effective ways for communicating feelings and desires (e.g., consent). Demonstrate appropriate ways to respond to unwanted social media messages and healthful ways to respond to those reactions (e.g., sexual predators).
HPE6d (Decision-Making)	<ul style="list-style-type: none"> Explain the importance of sexual consent in making decisions with regards to creating/maintaining healthful relationships.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> Evaluate short and long term life goals as it relates to your personal values and decisions that impact your sexual health.
HPE6f (Self-Management)	<ul style="list-style-type: none"> Identify strategies for exercising self-control and self-discipline in an effort to avoid situations that place one at risk to their sexual health.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> Express intentions to be save and reduce sexual health risks.

10 th Grade HRS Learning Outcomes	
HPE5 (Core Concepts)	<ul style="list-style-type: none"> • Explain the many aspects of human sexuality and its role in developing overall health and wellness. • Explain that abstinence is a healthy choice for young people, and the only 100% way to prevent unwanted pregnancy and STIs. • Describe how STIs, including HIV, are transmitted, the health risks they present, and how they can be prevented. • Identify methods of contraception, and their usefulness in preventing unplanned pregnancies and STIs. • Describe the impact of becoming sexually active on the emotional, mental, and physical health of youth. • Explain the laws regarding inappropriate sexual interactions including sexual consent, sexual assault, rape and sexual harassment. • Describe the human reproductive system, it's purpose, how it function, and how to protect it. • Identify the difference between healthy versus unhealthy relationships (e.g., abuse, bullying, and manipulation).*
HPE6a (Analyzing Influences)	<ul style="list-style-type: none"> • Analyze how personal attitudes, values, and beliefs are influenced by family, peers, social norms, and media, and how those influences impact relationships and sexual behaviors.
HPE6b (Accessing Information)	<ul style="list-style-type: none"> • Evaluate the pros and cons of various healthcare products (e.g., contraception options) for sexual health care using resources from home, school, internet, and/or community. • Determine when professional health services may be needed for seeking advice, and/or treatment for STIs or other sexual health issues, in addition to understanding options that are appropriate for you.
HPE6c (Interpersonal Communication)	<ul style="list-style-type: none"> • Demonstrate skills to avoid and refuse situations that are unwanted and/or pose threats/risk to one's sexual health. • Demonstrate effective communication skills for enhancing relationships with family, peers, and close/romantic friendships.*
HPE6d (Decision-Making)	<ul style="list-style-type: none"> • Use the decision-making model to defend the decision of being abstinent or entering into a romantic and/or sexual relationship, considering health implications and personal values/beliefs.
HPE6e (Goal Setting)	<ul style="list-style-type: none"> • Assess sexual health care practices and set goals that address potential sexual health needs and risks.
HPE6f (Self-Management)	<ul style="list-style-type: none"> • Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings.
HPE6g (Advocacy & Leadership)	<ul style="list-style-type: none"> • Demonstrate ways to influence and support others to make positive choices which impact the sexual health of self and others.

PRIORITY TOPICS & SEQUENCE

The following tables identify the sequencing of priority topics that are discussed in the My Growing Body Units (K-2), Growth and Development Units (3-5), Healthy Relationships and Sexual Health Units (6-8 & 10).

My Growing Body Topical Scope & Sequence (K-2)

Strand/Grade	K	1	2
Personal Traits	<ul style="list-style-type: none"> Expressing Feelings 	<ul style="list-style-type: none"> Feelings & Self-expression Everybody is Different/Unique 	<ul style="list-style-type: none"> Developing Character Traits Body Acceptance
Growth & Development	<ul style="list-style-type: none"> Body Parts 	<ul style="list-style-type: none"> Body Parts 	<ul style="list-style-type: none"> Body Parts
Reproduction & Pregnancy	None	None	None
Family Life	None	None	<ul style="list-style-type: none"> Types of Family Structures
Healthy Relationships	None	<ul style="list-style-type: none"> Characteristics of a Friend Ways to resolve conflicts Harmful Effects of Teasing & Bullying Adult Helpers 	<ul style="list-style-type: none"> Trusted Adults Healthy Family Relationships Unsafe and Safe Touch
Disease Prevention & Health Promotion	<ul style="list-style-type: none"> Caring for Your Body Through Daily Health Practices (Exercise, Nutrition, Rest, Hygiene) Reporting unsafe situations 	<ul style="list-style-type: none"> Caring for Your Body Through Daily Health Practices (Exercise, Rest, Hygiene) 	<ul style="list-style-type: none"> Preventing Spread of Germs

Parkway Sexual Health Curriculum Frameworks (K-12)

Growth & Development Topical Scope & Sequence (3-5)

Strand/Grade	3	4	5
Personal Traits	<ul style="list-style-type: none"> • Personal & Character Traits • Gender Roles & Stereotyping 	<ul style="list-style-type: none"> • Personal & Character Traits 	<ul style="list-style-type: none"> • Personal & Character Traits
Growth & Development	<ul style="list-style-type: none"> • Stages of Life Cycle • Body Systems 	BOYS <ul style="list-style-type: none"> • Male Reproductive System • Changes During Puberty 	BOYS <ul style="list-style-type: none"> • Male/Female Reproductive Systems • Changes During Puberty
		GIRLS <ul style="list-style-type: none"> • Female Reproductive System • Changes During Puberty 	GIRLS <ul style="list-style-type: none"> • Male/Female Reproductive Systems • Changes During Puberty
Reproduction & Pregnancy	None	None	<ul style="list-style-type: none"> • Egg Fertilization
Family Life	<ul style="list-style-type: none"> • Trusted Adults • Family Influences 	<ul style="list-style-type: none"> • The Role of the Family • Characteristics of responsible family members 	<ul style="list-style-type: none"> • Healthy Family Relationships • Genetics & Inherited Traits
Healthy Relationships	<ul style="list-style-type: none"> • Characteristics of healthy peer relationships • Bullying/Teasing 	<ul style="list-style-type: none"> • Healthy Relationships with friends and family. 	<ul style="list-style-type: none"> • Healthful Peer Relationships (Bullying & Harassment)
Disease Prevention & Health Promotion	<ul style="list-style-type: none"> • Communicable & Non-communicable Diseases 	<ul style="list-style-type: none"> • Personal Hygiene • Preventing Infectious Diseases 	<ul style="list-style-type: none"> • Personal Hygiene • HIV/AIDS • Immune System

Parkway Sexual Health Curriculum Frameworks (K-12)

Healthful Relationships & Sexual Health Topical Scope & Sequence (6-8)

Strand/Grade	6	7	8
Growth & Development	<ul style="list-style-type: none"> Stages of Life (Puberty & Adolescence) Male/Female Reproductive Systems 	<ul style="list-style-type: none"> Changes During Adolescence Male/Female Reproductive Systems Teen Pregnancy 	None
Human Sexuality	None	<ul style="list-style-type: none"> Human Sexuality Benefits of Abstinence Sexual Intercourse Sexual Consent Gender Identity & Expression** Sexual Orientation** 	<ul style="list-style-type: none"> Benefits of Abstinence Expressing Affection, Love, & Friendship Sexual Consent
Family Life	<ul style="list-style-type: none"> Trusted Adult Parental Communication 	<ul style="list-style-type: none"> Prenatal Practices 	<ul style="list-style-type: none"> Family & Cultural Values Parental Communication Teenage Pregnancy Family Planning
Healthy Relationships	<ul style="list-style-type: none"> Characteristics of Healthy Peer and Family Relationships Types of Communication Bullying/Teasing Sexual Harassment 	<ul style="list-style-type: none"> Communicating with Your Physician Effective Peer Resistance to Avoid Sexual Activity and Risk Behaviors 	<ul style="list-style-type: none"> Qualities of a Healthy Dating Relationship Sexual Harassment Staying Safe With Social Media Laws and Sexting
Disease Prevention & Health Promotion	<ul style="list-style-type: none"> Personal Hygiene 	<ul style="list-style-type: none"> Transmission, Symptoms, on consequences of STIs (HIV,HPV) Forms of Contraception Benefits and Risks of Immunizations Reproductive Health Care Valid and Reliable Sexual Healthcare Products & Services 	<ul style="list-style-type: none"> Sexual Risk Behaviors (e.g., alcohol use, drug use)

Parkway Sexual Health Curriculum Frameworks (K-12)

Healthful Relationships & Sexual Health Topical Scope & Sequence (9-12)

The Healthy Relationships and Sexual Health Unit is presented in the required Health and Wellness course typically taken by students during the sophomore year. Other sexual health content is included in the Child Development course, which is an elective course. The learning outcomes for the Child Development course is not identified on the table below as this is not part of the guaranteed curriculum offered to Parkway students.

Strand/Grade	9	10	11-12
Growth & Development	None	<ul style="list-style-type: none"> • Male & Female Reproductive Systems • Human Reproduction 	
Human Sexuality	None	<ul style="list-style-type: none"> • Influences on Human Sexuality • Gender Identity# • Sexual Orientation## 	
Family Life	None	<ul style="list-style-type: none"> • Fertilization & the Menstrual Cycle • Pregnancy & Family Planning 	
Healthy Relationships	None	<ul style="list-style-type: none"> • Qualities of Healthy Relationships • Effective Communication • Love vs. Infatuation • Types of Relationships • Laws of Sexual Consent & Sexual Violence (Harassment, Sexual Assault, Rape) 	
Disease Prevention & Health Promotion	None	<ul style="list-style-type: none"> • Benefits of Abstinence • Chain of Infection • Sexually Transmitted Diseases (Symptoms & Treatment) • HIV/AIDs • Methods of Contraception • Self-Exams • Medical Exams • Online Safety & Sexting Laws & Protection 	

Embedded in Personal Wellness Unit. Discussed in Mental Illness and Self-Esteem lesson.

Embedded in Personal Wellness Unit. Discussed with bullying topic.

UNIT/LESSON DEVELOPMENT

Lessons have been developed utilizing identified scientific-based and/or evidence-based curriculum which aligns to Parkway learning outcomes, and designed using the district-approved *Understanding by Design* format. The following curriculum resources, recommended by various health education associations and health organizations as quality curriculum resources, were adapted to meet the grade level learning outcomes and intentions of the identified Parkway lesson overviews and objectives. Selected lessons were chosen from the curriculum resources and modified by Parkway curriculum writers to meet the HRSB learning outcomes and unit details. These resources were not used in their entirety.

- *F.L.A.S.H.* (Family Life and Sexual Health) by King County
- *Glencoe Health* by McGraw-Hill Education
- *Ready, Set, Respect! Elementary School Toolkit* by GLSEN
- *Health Smart* by ETR (Educating, Training, and Research)
- *Rights, Respect, Responsibility* by Advocates for Youth
- *When I'm Grown* by Advocates for Youth

(See Appendix E for complete list of Parkway HRSB lessons, which includes lesson overviews and objectives.)

CURRICULUM SUPPLEMENTAL RESOURCES & SERVICES

Curriculum supplemental resources (i.e., videos, curriculum kits) and services for the K-12 sexual health units will be identified during the curriculum development process. The following rubric will be used to help identify key criteria to assist in the selection of appropriate resources. Appropriate resources and services will be identified in Stage 3 of the Parkway On-line Curriculum Guide (OCG). Teachers using resources and services not on the approved resource list are required to seek the approval of the Department Coordinator for inclusion in health units/lessons.

Parkway Sexual Health Curriculum Frameworks (K-12)

The rubric for supplemental resources and services includes the following criteria:

Category	Does Not Meet Expectation	Meets Expectation
Content/Topics	Content is not predominately aligned with the essential learnings and vocabulary identified in Stage 1 of the Parkway OCG.	Content is predominately aligned with the essential learnings and vocabulary identified in Stage 1 of the Parkway OCG. Content must also adhere to other criteria in this rubric
Age-appropriateness	Lessons, activities, and/or images are not appropriate for the age level.	Lessons, activities, and/or images are age-appropriate and meet the requirements of the district.
Medical-Accuracy*	Information and data is not medically-accurate and/or research is presented in a subjective way by non-neutral parties.	Content is presented in a medically-accurate, objective, and neutral way.
Non-biased Presentation	Content is presented in a way that provides a slanted view or perspective on health issues. Personal, organizational, and/or religious opinion and views are promoted.	Content is free from promoting bias against any person and does not impose or promote political views, personal perspectives, and/or religious doctrine.
Affiliations	Organization and/or publisher is a provider of abortion services (e.g., Planned Parenthood).	Organization and/or publisher is not a provider of abortion services.
Inclusive	Learning activities are not inclusive and respectful of all cultures, gender, and abilities.	Learning activities are inclusive and respectful of all cultures, gender, and abilities. Discussions allow students to express personal views and values.
Updated Information	Content is outdated and does not reflect current health practices, trends, and issues.	Content contains information that is updated and addresses current health practices, trends, and issues.
Professionalism	Speaker and/or organization does not possess the proper qualifications and/or accreditations in the subject being presented.	Information is presented by knowledgeable people/organization who possess qualifications verifiable by a degree in a relevant subject from an accredited university or specialized training certificate.

(*)"Medically accurate" means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists, United States Surgeon General, and the National Academy of Sciences.

Any partnerships and collaborations with external organizations will be fully disclosed and publicly identified on the Parkway Sexual Health Curriculum webpage.

TEACHER TRAINING/DEVELOPMENT

Professional development is instrumental to developing teacher competency (both content and cultural) and the delivery of quality instruction in the area of sexual health. Health educators, as well as other district staff involved in teaching the Healthy Relationships & Sexual Health Curriculum (i.e., school nurses, school counselors, classroom teachers), will be expected to participate in annual professional development which covers the content of the Parkway HRSB Curriculum. Professional development will include:

- Initial sexuality education training provided for any new instructor of the HRSB Curriculum. Topics should include:
 - The Parkway Healthy Relationships and Sexual Health Curriculum essential learnings.
 - Missouri Law and Parkway Policy regarding the teaching of sexual health and acts of sexual violence.
 - Medically-accurate information on sexual risk behaviors, including sexually transmitted diseases and the effectiveness of contraception methods (middle and high only).
 - Characteristics of effective sexuality education and appropriate teaching practices.
 - How to teach about abstinence and sexual health risk reduction.
 - Knowledge of teaching practices that promote a culturally and LGBTQ-inclusive classroom environment.
 - Tips and strategies for teaching sensitive topics and responding to student questions.
 - Strategies for facilitating value-neutral discussions, respecting family/cultural values, and promoting parent-student conversations regarding sexual health, while preserving the dignity and respect of all individuals and groups of people.
- Annual sexuality education updates provided for experienced instructors of the HRSB Curriculum developing competency with various sexual health topics.

PARENT COMMUNICATION/SUPPORT

Parents/Guardians/Care-givers will be notified of the inclusion of sexual health content in health education lessons. Below is a list of specific ways in which Parkway health education teachers will reach out and provide clear communication regarding the teaching of sexual health education at their school. Health educators, along with school officials, will determine the most effective way (e.g., school meetings, hard copy of letter, parent email) to communicate to parents, about the sexual health curriculum. Below are additional guidelines which will be followed for promoting parent communication and supporting parents in supporting their child's healthy growth and development.

- Specific information regarding Sexual Health unit and lessons (e.g., topics, dates of lessons, video resources) shared with parents at least three weeks prior to the unit/lessons being taught.
- Parents provided an opportunity to preview any videos, on-line resources, or other curriculum resources used in any unit/lessons with sexual health content.
- Parent notification of their right to opt out of any or all of the lessons that pertains to human sexuality, as well as their option for requesting an alternative learning experience and space, as agreed upon between parent, teacher, and school administration.
- Parent-student activities integrated into the unit and lessons which promote communication about family, religious, and cultural values.
- Parent resources listed on the Parkway Healthy Youth Programs Department webpage. Teachers should link this webpage to their school's HPE department webpage.

Parkway Sexual Health Curriculum Frameworks (K-12)

- Parent workshops provided regularly to help support parents in communicating with their child(ren) about sexual health topics.
- District curriculum night offered once a year to provide parents information about the Parkway Healthy Relationships and Sexual Health Curriculum.
- A district webpage with parent information regarding the Parkway Healthy Relationships and Sexual Health Curriculum will be developed and maintained to include:
 - Curriculum overview and goals
 - Lesson overviews and objectives
 - Student opt-out forms (See Appendix F)
 - Parent grade level informational flyers
 - List of resources (i.e., videos, curriculum materials, speakers)

SEXUAL HEALTH CURRICULUM REVIEW PROCESS

The Parkway Health and Physical Education Department will continue to utilize an advisory committee, comprised of teachers, parents, students, health agency reps, and district/school administrators, to regularly review the effectiveness of the sexual health component of the health education curriculum. This committee will be charged with reviewing feedback, recommending enhancements to the curriculum and programming, and reviewing resources. The HPE Advisory will continue to meet a minimum of four times each year.

The HPE Coordinator will administer regular assessments to determine the effectiveness of the implementation of the sexual health curriculum. This feedback will be shared with the HPE Advisory Council and used as consideration for future curriculum updates. Curriculum updates will be part of the Parkway curriculum review process.

APPENDIX A

Missouri Revised Statutes

Chapter 170
Instruction--Materials and Subjects

[←170.014](#)

Section 170.015.1

[170.017→](#)

August 28, 2015

Human sexuality and sexually transmitted diseases, instruction in, requirements--policies, school boards' duties--certain course materials on human sexuality prohibited, when.

170.015. 1. Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

(1) Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;

(2) Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases;

(3) Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;

(4) Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;

(5) Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure;

APPENDIX A

(6) Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of chapter 566 pertaining to statutory rape;

(7) Teach pupils about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and instant messaging programs. Pupils shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing & Exploited Children's CyberTipline; and

(8) Teach pupils about the consequences, both personal and legal, of inappropriate text messaging, even among friends.

2. Policies concerning referrals and parental notification regarding contraception shall be determined by local school boards or charter schools, consistent with the provisions of section 167.611.

3. A school district or charter school which provides human sexuality instruction may separate students according to gender for instructional purposes.

4. The board of a school district or charter school shall determine the specific content of the district's or school's instruction in human sexuality, in accordance with subsections 1 to 3 of this section, and shall ensure that all instruction in human sexuality is appropriate to the age of the students receiving such instruction.

5. A school district or charter school shall notify the parent or legal guardian of each student enrolled in the district or school of:

(1) The basic content of the district's or school's human sexuality instruction to be provided to the student; and

(2) The parent's right to remove the student from any part of the district's or school's human sexuality instruction.

6. A school district or charter school shall make all curriculum materials used in the district's or school's human sexuality instruction available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.

7. No school district or charter school, or its personnel or agents, shall provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

8. As used in this section, the following terms mean:

(1) "Abortion", the same meaning as such term is defined in section 188.015;

(2) "Abortion services":

(a) Performing, inducing, or assisting in the performance or inducing of an abortion which is not necessary to save the life of the mother;

APPENDIX A

(b) Encouraging a patient to have an abortion or referring a patient for an abortion, which is not necessary to save the life of the mother; or

(c) Developing or dispensing drugs, chemicals, or devices intended to be used to induce an abortion which is not necessary to save the life of the mother.

APPENDIX B

National Health Education Standards

- Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8** Students will demonstrate the ability to advocate for personal, family, and community health.

Source: Centers for Disease Control and Prevention (<http://www.cdc.gov/healthyyouth/ser/standards>)

APPENDIX C

National Sexuality Education Standards

National Sexuality Standards were developed as part of a recommendation from the SIECUS Strategic Plan for *Creating a Sexually Healthy America*. The National Sexuality Education Standards were developed in 2012 by a joint effort between the American School Health Association, the American Association for Health Education, the National Education Association Health Information Network, and the Society of State Leaders of Health and Physical Education. The following link provides the document, published by Future of Sex Education, which identifies core content and skills for K-12.

<http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

APPENDIX D

Characteristics of Effective Sexuality Education

(Developed by Future of Sex Education and adapted from CDC Characteristics of Effective Health Education).

- Focuses on specific behavioral outcomes.
- Addresses individual values and group norms that support health-enhancing behaviors.
- Focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors, as well as reinforcing protective factors.
- Addresses social pressures and influences.
- Builds personal and social competence.
- Provides functional knowledge that is basic, accurate and directly contributes to health-promoting decisions and behaviors.
- Uses strategies designed to personalize information and engage students.
- Provides age- and developmentally-appropriate information, learning strategies, teaching methods and materials.
- Incorporates learning strategies, teaching methods and materials that are culturally inclusive.
- Provides adequate time for instruction and learning.
- Provides opportunities to reinforce skills and positive health behaviors.
- Provides opportunities to make connections with other influential persons.
- Includes teacher information and plan for professional development and training to enhance effectiveness of instruction and student learning.

APPENDIX E

Kindergarten Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
My Body Parts & How They Work	Students will develop an awareness of their body and how to care for it. Students will participate in lessons that help them identify different parts of their body and how they work, as well as how they show respect for themselves and others in how they treat their body.	<ul style="list-style-type: none"> Students will learn general names for various parts of their body. Students will learn basic functions of various parts of their body. 	<ul style="list-style-type: none"> Identify various parts of the body (i.e., Head, Shoulders, Chest, Arms, Hands, Legs, Feet) and how they are related. Demonstrate how to say “no” to a person and report a person who is invading your space and/or privacy. Demonstrate ways to show respect to self and others.
Caring for & Respecting My Body	Students will develop an awareness of their body and how to care for it. Students will participate in discussions and activities that help them identify how to care for their body, as well as how they show respect for themselves and others in how they treat their body.	<ul style="list-style-type: none"> Students will learn how to take care of their body: exercise, cleanliness, healthy foods, and rest. Students will learn how to show respect for others. 	<ul style="list-style-type: none"> Explain ways to care for their body to keep it healthy through exercise, rest, nutrition, and hygiene practices. Identify adults who can help you with your health questions and needs.
Expressing My Feelings Healthfully	Students will develop an awareness of their body and how to care for it. Students will participate in discussions and activities that help them to express feelings of happiness, joy, sadness, anger, and frustration, in healthful ways.	<ul style="list-style-type: none"> Students will learn how to express and manage feelings appropriately and respectfully. Students will learn how to say “no” to inappropriate behaviors that invade their space and/or body. Students will learn when and why to report situations to an adult when they feel unsafe or threatened. 	<ul style="list-style-type: none"> Identify different healthful ways to express feelings to another person. Identify situations where you should say “no” or report to another person who is invading your space and/or privacy.

APPENDIX E

1 st Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
My Body & How It Grows	Students will learn about the human body, its different systems, and its purpose. Students will participate in learning activities that help them learn the parts that make up their body and how they work together. Students will develop an appreciation for how everyone is unique in their appearance and growth.	<ul style="list-style-type: none"> • Students will learn different body parts and organs. • Students will learn the importance of respecting everyone's differences. • Students will learn how their body changes at it ages. 	<ul style="list-style-type: none"> • Identify parts of the body, including areas that are private. • Identify ways in which people are different and unique. • Explain how regular health practices can lead to health habits and contribute to healthy growth.
Keeping My Body Healthy	In this lesson, students will explore the benefits of proper care of the body through good habits such as grooming, sufficient sleep, exercise, and hygiene.	<ul style="list-style-type: none"> • Students will learn the importance of keeping the body healthy and ways to keep the body clean and strong. 	<ul style="list-style-type: none"> • Identify basic grooming and hygiene practices. • Explain how regular health practices can lead to health habits and contribute to healthy growth.
Our Classroom Community	In this lesson students will develop an understanding of and connection with their fellow students/peers, by exploring ways that they are alike and different. Students will participate in learning activities that help them develop an early appreciation of the diversity around them and how members of a community help support each other and work together.	<ul style="list-style-type: none"> • Students will explore ways in which they are alike and different from one another. • Students will build a sense of pride in their own unique identities (i.e., talents, interests, personality). • Students will identify ways in which members in communities can support one another. 	<ul style="list-style-type: none"> • Identify ways in which people are different and unique. • Share a positive way for making friends or creating a caring classroom community. • Demonstrate ways to communicate feelings and emotions in a healthful way.
Building Friendships	In this lesson, students will explore the characteristics of a good friend. Students will be engaged in learning activities that help them understand the importance of good friendships and how to maintain healthful friendships. Students will also be introduced to teasing and bullying, ways to recognize these behaviors, and why they are inappropriate and hurtful behaviors.	<ul style="list-style-type: none"> • Students will learn ways to be a good friend. • Students will learn to differentiate bullying from daily conflict situations people face. • Students will learn positive ways to resolve conflicts. • Students will learn about teasing and bullying, and why they are hurtful. • Students will learn how friends can influence them positively or negatively. 	<ul style="list-style-type: none"> • Describe characteristics of a friend. • Explain what bullying and teasing are and why it is wrong to do. • Explain how peers can influence your behaviors and feelings. • Identify adults who can help you when you or someone you know is being bullied or teased. • Identify strategies for reducing bullying. • Determine ways to

Parkway Sexual Health Curriculum Frameworks (K-12)

			communicate in resolving common problems and conflicts when working or playing with others.
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APPENDIX E

2 nd Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Being a Healthy You	In this lesson students will learn how each person and their body is unique and special. Students will identify the things they like about themselves and show acceptance of their bodies.	<ul style="list-style-type: none"> • Students will learn ways to achieve good health (sharing feelings, getting along with others, taking care of your body and mind). • Students will learn about the importance of a healthy body image and self-concept. • Students will identify how their body is unique and special. 	<ul style="list-style-type: none"> • Explain how a positive self-concept is important to a healthy person. • Share how they are proud of themselves and their differences.
The Family Unit	In this lesson, students explore the definition of a family, the role of the family, and the responsibilities of family members. Students explore what makes their own family special and develop an appreciation for the different kinds of families, as well as the ways that families function and work together.	<ul style="list-style-type: none"> • Students will learn about the importance of belonging to a family. • Students will learn ways families are alike and different. • Students will learn how families grow and change. 	<ul style="list-style-type: none"> • Identify characteristics of family structures and how they play a role in the family unit. • Provide examples of how families guide your decisions about health attitudes and behaviors. • Identify ways family members share their feelings and values. • Make a plan for something that you can do to help in your household.
Keeping My Body Safe	In this lesson students will develop vocabulary and skills to deal with a variety of people and situations where they might feel threatened by a person who they feel physically threatened by. Class discussions and learning activities will include defining “safe touch” and “unsafe touch”, personal safety rules about touch and ways to respond when they feel uncomfortable. Students will also identify common characteristics of adults that they can go to when they need help and/or advice.	<ul style="list-style-type: none"> • Students will learn about safe and unsafe touches. • Students will learn how to respond when they feel unsafe or threatened by another person. • Students will learn about the importance of having an adult they can count on if they have questions or need help with a problem. 	<ul style="list-style-type: none"> • Explain what “safe touch” is and the right to tell others not to touch their body. • Identify adults in your school or community who you can trust to go to for help. • Describe what a “trusted adult” is and how they can help you. • Everyone has the right to say “no” to unwanted or uncomfortable situations. • Identify ways to communicate to others when you feel

Parkway Sexual Health Curriculum Frameworks (K-12)

			<p>threatened.</p> <ul style="list-style-type: none">• Identify ways to respond to threatening situations and possible outcomes.• Demonstrate how to use refusal skills when faced with an uncomfortable and/or threatening situation.
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APPENDIX E

3 rd Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Character and You	In this lesson, students will explore the traits that make up good character and how it is reflected in your actions and interactions with others. Class discussions and learning activities will allow students to explore ways to show good character, such as respect for others and being truthful.	<ul style="list-style-type: none"> Students will learn the traits of good character and how they benefit a person’s health. Students will learn how to make responsible decisions that are safe and healthful. 	<ul style="list-style-type: none"> Identify positive character traits. Identify a personal goal and plan for treating peers and friends with respect. Demonstrate ways to treat others with dignity and respect. Identify guidelines for making responsible decisions.
Stages of Development	In this lesson, students will be introduced to the stages of life that make up the life cycle. Lesson activities will focus on the stage of childhood and the physical, mental/emotional, and social changes to anticipate as they grow older. Students will also be introduced to the major body systems and their purpose.	<ul style="list-style-type: none"> Students will learn about the five main stages of life. Students will learn about changes to their body as it grows. Students will learn about the types and functions of the major body systems. 	<ul style="list-style-type: none"> Identify the stages of the life cycle. Identify different body systems and their functions.
Accepting Yourself and Others	This lesson will help students develop an appreciation of their personal characteristics and pride in being themselves. Class discussions and learning activities will identify ways that society influences gender roles and how gender stereotypes might lead to hurtful words and actions. The main outcome of this lesson is to encourage students to have the confidence to be themselves and treat everyone with respect, despite if they are different than you.	<ul style="list-style-type: none"> Students will learn about stereotypes and how they can be harmful. Students will learn that their interests do not have to be determined by whether they are male or female. Students will learn how societal expectations of male and female roles are shaped by our family, friends, and society. 	<ul style="list-style-type: none"> Explain how teasing and bullying is hurtful and why it is wrong. Explain the meaning of stereotypes and they can be hurtful to people. Identify common statements that are stereotypical and biased, and can be hurtful to others. Describe how peers, family, and society influence how you think of yourself and how you treat others Demonstrate ways to treat others with dignity and respect. Identify common

			<p>stereotypes of males and females and explain the importance of respecting various personalities and expressions.</p>
<p>Healthful Friendships</p>	<p>This lesson will help students identify the characteristics and traits of a good friend. Students will participate in class discussions and learning activities help them identify actions and behaviors that are important to a healthful peer relationship. Students will empathize with how peer pressure and bullying can be harmful and hurtful and will explore strategies for responding to bullying situations.</p>	<ul style="list-style-type: none"> • Students will learn ways to make a healthful peer relationship. • Students will learn ways to show respect for others. • Students will learn how to resolve a conflict. • Students will learn two types of peer pressure - positive and negative. • Students will learn how to respond to situations of bullying. 	<ul style="list-style-type: none"> • Describe the characteristics and benefits of healthy relationships. • Explain how teasing and bullying is hurtful and why it is wrong. • Describe how peers, family, and society influence health behaviors. • Explain ways parents and other trusted adults can help a person being teased or bullied. • Identify common statements that are stereotypical and biased, and can be hurtful to others. • Identify a personal goal and plan for treating peers and friends with respect. • Demonstrate ways to treat others with dignity and respect. • Demonstrate ways to be an ally for another person being bullied.

APPENDIX E

4 th Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
My Future Growth	In this lesson, students will be introduced to changes that they should expect during the adolescent and pre-teen years. Class discussions and learning activities will allow students to explore the hardest things and best things of growing up. Students will learn about various ways they will change – socially, physically, and mentally/emotionally – and ways to cope with these changes.	<ul style="list-style-type: none"> • Students will learn positive and difficult things about growing up. • Students will learn healthy responses to challenges in growing up. 	<ul style="list-style-type: none"> • Identify the different stages of development and ways it can vary. • Explain the physical, social and emotional needs and changes that occur during puberty. • Identify a health behaviors that you would like to improve, set a personal goal, and track progress.
Family & Peer Relationships	This lesson will introduce ways in which families and friends contribute to a healthy person. Class discussions and learning activities will share the different types of family structures and the common traits and purposes that they all have in common. They will learn how the support and care of a family and show respect for each other. Students will explore how your self-confidence and sense of well-being. Students will also explore the importance of peer relationships and the actions they can take to building healthful ones.	<ul style="list-style-type: none"> • Students will learn the role of the family in supporting their growth and well-being. • Students will learn ways to have healthful relationships with family and peers. • Students will learn how to assess a good friend/friendship. 	<ul style="list-style-type: none"> • Identify characteristics of healthful peer and family relationships. • Explain how parent and family influence health decisions. • Describe how friends, family, media, and society can influence ideas about body image. • Identify appropriate resources that can provide medically-accurate and valid information to promote personal health. • Explain how parents and other trusted adults can provide helpful, personalized information about health care. • Identify ways that social media might be risky for communicating with other friends. • Demonstrate positive ways to communicate differences of opinion with family, friends and peers. • Communicate to others ways to say “no” to pressures to perform risky behaviors.

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<p>Personal Hygiene</p>	<p>In this lesson, students will be introduced to personal hygiene practices that are important during puberty. Class discussions and learning activities will help students appreciate the importance of keeping the body clean and utilizing health care products to keep the body well-groomed and smelling good.</p>	<ul style="list-style-type: none"> • Students will learn ways to care for their skin, hair, and nails and how to choose grooming products. • Students will learn about the changes their body will go through during puberty. • Students will learn how certain personal hygiene practices are important during puberty. 	<ul style="list-style-type: none"> • Identify ways to care for and protect the reproductive system. • Identify health products that help with grooming and personal body care. • Identify appropriate resources that can provide medically-accurate and valid information regarding health care product. • Identify a health behavior that you would like to improve, set a personal health/hygiene goal, and track progress. • Practice personal hygiene behaviors that help keep the body clean and feeling good. • Choose responsible ways for making decisions about health to avoid health risks.
<p>Puberty</p>	<p>In this lesson students will be introduced to the physical, mental emotional, and family/social changes that occur during puberty and early adolescence. Class discussions and learning activities will teach students about the human reproductive system and its functions, as well as healthy habits to care for it. Students will also learn about positive ways to deal with the changes.</p>	<ul style="list-style-type: none"> • Students will learn about the changes that occur during adolescence and adulthood. • Students will develop an awareness of body parts that make up the reproductive system. • Students will learn about health habits to practice for good growth and hygiene. 	<ul style="list-style-type: none"> • Identify the different stages of development and ways it can vary. • Identify organs that make up the reproductive system and describe their function. • Explain the physical, social, and emotional changes that occur during puberty. • Choose responsible ways for making decisions about behaviors to avoid health risks. • Identify appropriate resources that can provide medically-accurate and valid information regarding health care product.

APPENDIX E

5 th Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Character and Self-Respect	In this lesson, students will learn how one’s personality and character are reflected by the choices that a person makes. Class discussions and learning activities will define “character” and identify traits to good character. Students will also explore how their personality is a blend of their traits, talents, and actions. Students will understand the importance of positive “self-concept” and “self-esteem” and how it is influenced.	<ul style="list-style-type: none"> • Students will learn ways that promote self-respect. • Students will learn steps to making a responsible decision. • Students will learn ways to develop a healthful self-concept. 	<ul style="list-style-type: none"> • Explain how personality is developed by character traits, which help you feel good about yourself and help others feel proud of you. • Explain the types of influences upon person’s personality and character. • Demonstrate behaviors that model good character and respects others. • Demonstrate how to persuade others to avoid stigmatizing others based on their personal growth rates/differences. • Identify steps to making a wise decision.
Personal Health Care	This lesson focuses on how important hygiene is during puberty/adolescent years. Class discussions and learning activities identify grooming and hygienic practices that keep your body looking, smelling, and feeling good, as well as safety practices that help protect the reproductive system. Students will also learn the importance of identifying trustworthy support for finding medically-accurate information for promoting personal health.	<ul style="list-style-type: none"> • Students will learn about good hygienic behaviors important to healthful growth during puberty and adolescence. • Students will learn new safety practices that protect delicate body parts from injury. • Students will learn about the importance of getting trustworthy support (i.e., parents, physicians/nurses, counselors, teachers, etc.) and accurate information as they go through puberty. 	<ul style="list-style-type: none"> • Identify healthcare products that help with grooming and personal body care. • Select health products that help with grooming and personal body care. • Distinguish age-appropriate resources that can provide medically-accurate and valid information regarding sexual health. • Identify parents and other trusted adults who you can ask questions about puberty and sexual health issues. • Choose and analyze responsible ways for making decisions about your health in order to avoid health risks. • Identify health behaviors that need attention, set a personal goal, and track

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			<p>progress.</p> <ul style="list-style-type: none"> • Demonstrate refusal skills to peer pressures that present sexual health risks.
Human Growth & Development (Part I)	<p>This lesson will explain medically accurate facts about the physical changes that take place during puberty and adolescence. Class discussions and learning activities will present developmentally appropriate knowledge about various body parts and functions of the male and female reproductive systems and healthful practices for caring and protecting it. Students will also be introduced to the way that a female egg is fertilized by the male sperm. Sexual intercourse and ways to have sex are not discussed in this lesson or at this grade level.</p>	<ul style="list-style-type: none"> • Students will develop an awareness of bodily changes that occur during puberty and adolescence. • Students will learn about the parts and functions of the male and female reproductive systems. • Students will learn hygienic practices to care for the body and ways to protect the reproductive system. 	<ul style="list-style-type: none"> • Explain physical, social, and emotional changes that occur during puberty and adolescence. • Identify organs that make up the male and female reproductive system. • Describe the function of the human reproductive system. • Identify age-appropriate resources that can provide medically-accurate and valid information regarding sexual health. • Identify parents and other trusted adults who you can ask questions about puberty and sexual health issues. • Explain ways to manage the physical and emotional changes associated with puberty.
Human Growth & Development (Part II)	<p>This lesson will explain medically accurate facts about the physical changes that take place during puberty and adolescence. This lesson also presents developmentally appropriate knowledge about various body parts and functions of the male and female reproductive systems and how inherited traits are passed down from parent to child.</p>	<ul style="list-style-type: none"> • Students will develop an awareness of bodily changes that occur during puberty and adolescence. • Students will learn about the parts and functions of the organs in the male and female reproductive systems. • Students will learn how inherited traits are passed from parents to child. 	<ul style="list-style-type: none"> • Physical, social, and emotional changes that occur during puberty and adolescence. • Organs that make up the male and female reproductive system. • The function of the human reproductive system. • How traits and genes are inherited during fertilization. • Distinguish age-appropriate resources that can provide medically-accurate and valid information regarding sexual health.

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			<ul style="list-style-type: none"> • Identify parents and other trusted adults who you can ask questions about puberty and sexual health issues. • Explain ways to manage the physical and emotional changes associated with puberty.
<p>The Immune System and Disease Prevention</p>	<p>In this lesson, students will learn about various methods in which bloodborne disease is transmitted, and how to protect themselves from such diseases. Class discussions and learning activities will introduce to the immune system and its role in fighting off infections. Students will be introduced to the bloodborne diseases of Human Immunodeficiency Virus (HIV) and Hepatitis and their dangers to a person's health.</p>	<ul style="list-style-type: none"> • Students will learn about various non-sexual methods of bloodborne disease transmission, including HIV and Hepatitis. • Students will learn about the importance of the immune system in protecting the body against disease and your body's response to these infections. • Students will learn behaviors that are safe and will not spread bloodborne diseases. 	<ul style="list-style-type: none"> • Explain how bloodborne diseases are transmitted and the effects on the body's immune system. • Distinguish age-appropriate resources that can provide medically-accurate and valid information regarding sexual health. • Choose and analyze responsible ways for making decisions about your health in order to avoid health risks. • Identify health behaviors that need attention, set a personal goal, and track progress.

APPENDIX E

6 th Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Changes During the Teen Years	In this lesson, students will review information about the physical, mental/emotional, and social changes occurring with pre-teens during the stage of puberty. Class discussions and learning activities will help students develop an awareness of the role hormones, such as testosterone and estrogen, play in the development of the reproductive system and the physical and emotional changes that are caused.	<ul style="list-style-type: none"> • Students will learn about physical, emotional, and social changes that will take place during their pre-teen and teen years. • Students will learn the role of hormones in the growth and development of the body. • Students will learn healthful ways to respond to changes that occur during puberty. 	<ul style="list-style-type: none"> • Describe the physical, social, and emotional changes during puberty and signs of possible disorders. • Identify the role of the endocrine system in growth and development during puberty and adolescence. • Identify healthful ways to respond to changes that occur during puberty to manage personal health. • Describe characteristics of the stages of life.
The Human Reproductive System	This lesson teaches students about the male and female reproductive system. Class discussions and learning activities will continue to develop student awareness of their body, in particular the internal and external organs of the reproductive system, and ways to care for and protect it.	<ul style="list-style-type: none"> • Students will learn the names, locations, and functions of the different organs that make up the male and female reproductive systems. • Students will learn about the human reproductive system organs and functions. • Students will learn health problems that can occur with the male and female reproductive systems and preventive care actions. 	<ul style="list-style-type: none"> • Identify the parts and functions of the human reproductive system. • Describe the importance of taking personal care of your body parts through good hygienic practices. • Make a personal commitment to practice health behaviors that protect sexual health. • Identify things to consider when accessing valid and medically accurate information regarding health and hygiene products.
Communication Skills	In this lesson, students will learn about the importance of good communication in maintaining healthful relationships with peers and family. Class discussions and	<ul style="list-style-type: none"> • Students will learn different types of communication – passive, assertive, and aggressive. • Students will learn the 	<ul style="list-style-type: none"> • Explain the importance of good communication skills with a trusted adult and/or physician to reduce and avoid

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	<p>learning activities will allow students to explore various ways to communicate effectively through speaking, listening, and writing. Students will practice using “I-statements” and develop their communication skills in order to promote health behaviors and reduce health risk factors.</p>	<p>different types of skills necessary for good communication.</p> <ul style="list-style-type: none"> • Students will learn about verbal and non-verbal communication. 	<p>sexual health risks and disease.</p> <ul style="list-style-type: none"> • Identify different types of communication. • Identify strategies for effective communication with a parent or trusted adult.
<p>Healthful Peer & Family Relationships</p>	<p>In this lesson, students will explore characteristics and qualities that make up a healthful peer and family relationship. Class discussions and learning activities will allow students to understand the importance of friends, peers, and family members to the overall health of a person and supporting good health behaviors.</p>	<ul style="list-style-type: none"> • Students will learn characteristics (i.e., communication skill; active listening) of a healthful relationship. • Students will learn about ways their attitudes and behaviors are influenced by peers, family, and media. • Students will learn the meaning of bullying and sexual harassment and what it looks like. 	<ul style="list-style-type: none"> • Describe characteristics of a healthy peer relationship. • Define bullying and harassment and identify its impacts on personal health. • Identify strategies for effective communication with a parent or trusted adult. • Identify limits and when they need to say “no” to peer pressures. • Distinguish between positive and negative behaviors that will affect relationships.
<p>Bullying & Peer Pressure</p>	<p>In this lesson, students are introduced to bullying and harassment. Class discussions and learning activities will cover bullying and discriminatory harassment laws and school policies. Students will learn about the difference between an “Upstander” and “Bystander”, as well as learn skills for responding healthfully to bullying and harassment behaviors. Students will also be introduced to “Cyberbullying” and ways to protect themselves online.</p>	<ul style="list-style-type: none"> • Students will learn the meaning of bullying and harassment and what it looks like. • Students will learn about positive and negative peer pressure. • Students will learn ways to prevent and stop bullying and harassment. 	<ul style="list-style-type: none"> • Define bullying and harassment and identify its impacts on personal health. • Identify positive and negative influences from family and peers that impacts sexual health. • Identify limits and when they need to say “no” to peer pressures. • Formulate different ways to stop bullying by being an upstander versus a bystander. • Praise ways to take a stand for peers who are bullied or harassed.

APPENDIX E

7 th Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
An Intro to Human Sexuality	In this lesson, students are introduced to the topic of teen sexuality. Students develop groundrules for discussion, then look at different aspects of sexuality. Students will discuss why expressing their sexuality and talking about sexuality is important to their sexual health. Discussions will also include the influences to a person's sexuality.	<ul style="list-style-type: none"> • Students will learn how a positive view of sexuality is an important part of their overall health. • Students will learn various types of influences on their sexuality. • Students will learn myths and facts about various aspects of sexuality. 	<ul style="list-style-type: none"> • Define sexuality and describe how it relates to your sexual health. • Identify positive and negative influences from family, peers, media, culture and technology on sexual behaviors. • Describe how your sexuality is influenced by the way you feel about yourself. • Separate myths from facts about sexual health risks.
Understanding Gender	In this lesson, students are encouraged to develop their own critical intelligence with regard to culturally inherited stereotypes, and to the images presented in the media. Students take a look at their own assumptions about what it means to be a boy/man, and what it means to be a girl/woman. Students will see how stereotypes can lead to biased behaviors, and even can result in violent actions towards others, which ultimately have health implications on everyone.	<ul style="list-style-type: none"> • Students will learn about the importance of respecting various gender identities and expressions. • Students will learn gender-role stereotypes associated with males and females. • Students will learn about pressures people face to conform to gender roles, and potentially harmful effects to gender nonconforming individuals. 	<ul style="list-style-type: none"> • Explain the importance of respect for various gender identities and expressions. • Describe how sexuality is influenced by your personality and the way you feel about yourself. • Demonstrate proper ways to respectfully communicate with and about people of all gender identities, expressions, and sexual orientations. • Demonstrate ways to be supportive and respectful towards friends in displaying their sexuality.
Human Anatomy & Reproduction	In this lesson, students will review the organs and functions of the male and female reproductive systems. Discussions and learning activities will help them develop an understanding	<ul style="list-style-type: none"> • Students will learn the names and functions of the human reproductive system. • Students will learn health practices to protect their 	<ul style="list-style-type: none"> • Identify the anatomy and function of the male and female reproductive system. • Describe positive health practices that protect sexual health.

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	of the human reproductive system and ways to better care for their reproductive health (i.e., check-ups, athletic support, protection, self-exams, cleanliness practices).	reproductive health.	<ul style="list-style-type: none"> Identify reputable health/medical websites and organizations to access information about your sexual health questions. Separate myths from facts about sexual health risks.
Abstinence from Sexual Activity	In this lesson, students weigh the health benefits of being sexually abstinent versus the health risks of being sexually active. Discussions and learning activities help students to identify various positive and negative influences on the choice to be abstinent. They will also examine the impact of being sexually active upon their health, as well as their personal values, beliefs and life goals.	<ul style="list-style-type: none"> Students will learn the health benefits of being sexually abstinent and risk factors of being sexually active. Students will learn about the various influences that protect against engaging in sexual risk factors and how to resist negative influences that threaten the choice to be sexually abstinent. 	<ul style="list-style-type: none"> Define abstinence and describe its benefits. Analyze short-term and long-term effects of decisions regarding sexual health. Make a personal commitment to practice abstinence in consideration of academic and personal goals, as well as personal and family values. Identify various health risks and consequences to being sexually active.
Sexual Health & Hygiene	In this lesson, students learn about taking care of their sexual health through good hygiene practices for promoting health and positive social relationships. Group discussions and learning activities will help students identify health products and information that are supported by medical and health professionals.	<ul style="list-style-type: none"> Students will learn health practices that help keep the body clean and healthy, including the reproductive body parts. Students will learn how to identify medically-accurate and factual sources of information for sexual health care. Students will learn ways to seek help for sexual health issues. 	<ul style="list-style-type: none"> Describe positive health practices that protect a person's sexual health. Identify reputable website and health organizations to further develop your understanding of sexual health questions. Identify and develop hygienic behaviors to practice or avoid that will enhance health or reduce health risks.
Risks of Sexual Activity - Pregnancy	This lesson introduces facts about reproduction and pregnancy. Students will learn about how fertilization occurs and the risks of pregnancy as a result of a sexually active	<ul style="list-style-type: none"> Students will learn how pregnancy occurs. Students will learn about the risks of pregnancy from 	<ul style="list-style-type: none"> Identify health risks of being sexually active. Identify positive and negative influences from family, peers,

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	lifestyle, especially unprotected sex. Students discuss the mental, emotional, and social impact of teenage pregnancy and parenthood.	<p>unprotected sex.</p> <ul style="list-style-type: none"> Students will learn the health consequences of teen pregnancy. 	<p>media, culture and technology on sexual behaviors.</p> <ul style="list-style-type: none"> Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, pregnancy).
Sexual Health Risks - STIs	In this lesson, students will learn about how certain diseases can be spread through sexual activity and ways to reduce its chances of being transmitted. Group discussions and learning activities will enable students to identify symptoms, various methods of transmission, and treatment for various types of STIs (e.g., Gonorrhea, Syphilis, Chlamydia, HPV, Herpes, Pubic Lice), as well as the health consequences of acquiring an STI.	<ul style="list-style-type: none"> Students will learn three categories of sexually transmitted diseases. Students will learn about ways STIs are transmitted and how they can protect themselves from acquiring an STI. Students will learn symptoms of the most common sexually transmitted diseases. Students will learn the importance of communicating with a parent, caregiver, and/or medical/health professional regarding concerns about possible infections or diseases. 	<ul style="list-style-type: none"> Identify contraception methods and associated risks. Identify types of STIs and describe its transmission, symptoms, and consequences. Identify various health risks and consequences to being sexually active. Separate myths from facts about sexual health risks. Analyze short-term and long-term effects of decisions regarding sexual health. Develop communication skills with a trusted adult and/or physician to reduce and avoid sexual health risks and disease.
Sexual Health Risks - Contraception	In this lesson, students will learn about various method of contraception for the purpose of reducing chance of pregnancy and acquiring a sexually transmitted infection. Group discussions and learning activities will present factual and medically-accurate information about the effectiveness rates of common barrier (e.g., condoms) and non-barrier methods of contraception (e.g., The Pill). Abstinence will be emphasized as the only 100%	<ul style="list-style-type: none"> Students will learn methods of STI transmission through vaginal, anal, and oral sex. Students will learn types of common barrier and non-barrier methods of contraception. Students will learn medically-accurate rates of effectiveness for various methods of 	<ul style="list-style-type: none"> Identify contraception methods and associated risks. Separate myths from facts about sexual health risks. Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, HIV/AIDS).

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	effectiveness for preventing pregnancy and STIs.	contraception.	
Risks of Sexual Activity - HIV/AIDS	In this lesson students will understand the difference between HIV and AIDS and how it affects the immune system. Students will be able to recognize and describe the signs and symptoms of HIV and how HIV is transmitted. Prevention and treatment will also be explained, with information being provided that there is no cure for HIV/AIDS and that the treatment is costly and with an array of side effects. Lastly, students will gain an understanding of a respectful treatment of those living with HIV/AIDS.	<ul style="list-style-type: none"> • Students will learn the purpose and functioning of the body's immune system. • Students will learn how HIV/AIDS is spread and how to prevent its transmission. • Students will learn the importance of treating people who have been infected with HIV in a respectful way. 	<ul style="list-style-type: none"> • Identify types of STIs and describe its transmission, symptoms, and consequences. • Separate myths from facts about sexual health risks. • Analyze the short-term and long-term effects of decisions regarding sexual health (e.g., STIs, HIV/AIDS). • Develop communication skills with a trusted adult and/or physician to reduce and avoid sexual health risks and disease. • Identify various health risks and consequences to being sexually active.

APPENDIX E

8 th Grade Lesson Sequence			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Healthful Dating Relationships	This lesson will help students understand the importance of respecting their self and their partner in a romantic relationship. Class discussions and learning activities will address the types of touch and everyone’s right to refuse unwanted or uninvited touches. Students will be introduced to the concepts of love and affection and how to communicate feelings in a healthful, safe, and respectful way. Dating violence and ways to end a relationship will also be discussed.	<ul style="list-style-type: none"> • Students will learn about characteristics of healthy relationships and unhealthy relationship warning signs. • Students will learn the difference between romantic behaviors that might present more comfort (safe zone) versus those that might be too risky or uncomfortable (Danger zone). • Students will learn the importance of setting limits, communicating boundaries, and displaying sexual integrity. • Students will learn what it means to have self-worth and self-respect. 	<ul style="list-style-type: none"> • Recognize responses to sexual advances and demonstrate effective ways for communicating feelings and desires (e.g., consent). • Analyze the short-term and long-term effects of various sexual risk behaviors (e.g. sexting, teenage pregnancy). • Evaluate short and long-term life goals as it relates to your personal values and decisions that impact your sexual health.
Sexual Orientation & Relationships	This lesson will introduce students to various types of attractions and relationships, including LGBTQ relationships. Group discussions and learning activities will include medically-accurate information about the different types of relationships allow students to develop an understanding of the common characteristics of all relationships.	<ul style="list-style-type: none"> • Students will learn about various types of sexual feelings, attractions, and relationships. • Students will learn how opinions, cultural and family values, religious views, comfort levels, and personalities affect feelings of attraction. • Students will learn the harmful health effects of discriminating and biased behaviors and the importance of respecting all people. 	<ul style="list-style-type: none"> • Define and distinguish between gender identity, expression, and sexual orientation. • Describe various aspects of sexual and romantic feelings (e.g., attraction, love, infatuation). • Identify positive and negative influences from family, peers, media, culture and technology on one’s own values regarding your personality and sexuality. • Express intentions to be safe and reduce sexual health risks.
Resisting Sexual Pressures	This lesson will help students recognize dating/romantic relationships situation that are not safe and appropriate. Group discussions and learning activities will teach students steps to resist and communicate unwanted sexual pressures. Students will be introduced to the term	<ul style="list-style-type: none"> • Students will learn about the laws of sexual consent. • Students will learn assertive communication skills that establish clear boundaries. • Students will learn how to be respectful to boundaries and not to 	<ul style="list-style-type: none"> • Describe why sexual abstinence is the safest most effective sexual risk avoidance method. • Explain the importance of sexual consent in making decisions with regards to creating and maintaining healthful relationships. • Evaluate short and long-term

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	<p>“consent” in context of romantic and sexual relationships. Classroom discussions and learning activities will help develop the communication skills between two partners to establish boundaries and draw the line between invited and uninvited behaviors.</p>	<p>pressure their partner.</p>	<p>life goals as it relates to your personal values and decisions that impact your sexual health.</p> <ul style="list-style-type: none"> • Identify strategies for exercising self-control and self-discipline in an effort to avoid situations that place one at risk to their sexual health. • Express intentions to be safe and reduce sexual health risks. • Identify key aspects of laws regarding consent and harassment, including sexting and social media.
<p>Sexting and Online Safety</p>	<p>This lesson will help students understand the dangers of inappropriate texting that includes sexual content. Students will develop a better understanding of the “dos” and “don’ts” of online communication and messaging.</p>	<ul style="list-style-type: none"> • Students will learn about online risks to their sexual health and how to protect yourself. • Students will learn about the laws regarding sexting and cyberbullying. • Students will learn about the harmful health effects of inappropriate online communication. 	<ul style="list-style-type: none"> • Identify the harmful effects of sexting or other inappropriate social media communication. • Identify key aspects of laws regarding consent and harassment, including sexting and social media. • Demonstrate appropriate ways to respond to unwanted social media messages and healthful ways to respond to those reactions (e.g., sexual predators). • Analyze the short-term and long-term effects of various sexual risk behaviors (e.g. sexting, teenage pregnancy). • Express intentions to be safe and reduce sexual health risks.
<p>Sex and the Media</p>	<p>This lesson will introduce to students the sexual influences on youth by various media (i.e., television, the Internet, magazines, music). Students will explore how media message target their age group and ways that these messages impact the perceived norm of youth sexuality.</p>	<ul style="list-style-type: none"> • Students will learn about various media influences that target youth sexuality. • Students will learn the importance of a healthy body image and how media images and perceived norms can impact one’s body image. • Students will learn the health effects of viewing sexual content on a person’s sexual health. 	<ul style="list-style-type: none"> • Identify positive and negative influences from family, peers, media, culture, and technology on one’s own values regarding your personality and sexuality. • Express intentions to be safe and reduce sexual health risks.

APPENDIX E

10 th Grade Health & Wellness Lesson Sequence (Healthy Relationships Unit)			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
The Human Reproductive System	In this lesson, students will review the human reproductive system, its parts and functions, and ways to protect their reproductive health. Group discussions and learning activities will help students develop an awareness and appreciation for their body and the importance of applying health practices for preventing disease and/or injury to their reproductive system (e.g., self-exams, hygiene practices, protective clothing/equipment, doctor visits). Students will analyze various health risk situations and develop a plan for protecting their sexual health.	<ul style="list-style-type: none"> • Students will learn about the internal and external organs of the human reproductive system and how they function. • Students will learn how reproduction occurs through the fertilization of the egg cell by the sperm cell. • Students will learn various health concerns related to the reproductive system and ways to prevent disease and injury. • Students will learn various health and safety practices that help protect their reproductive health. 	<ul style="list-style-type: none"> • Describe the human reproductive system, its purpose, how it functions, and how to protect it. • Evaluate the pros and cons of various healthcare products for sexual health care, using resources from home, school, the Internet, and/or community. • Determine when professional health services may be needed for seeking advice or treatment for sexual health concerns or issues, and understand options that are appropriate for you. • Assess sexual health care practices and set goals that address potential sexual health needs and risks. • Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings.
HIV/AIDS	In this lesson, students will learn scientific research information about HIV/AIDS and the impact of HIV/AIDS on a person’s sexual health. Group discussions and learning activities will help students understand how HIV is transmitted and the threats it poses to a person’s health, as	<ul style="list-style-type: none"> • Students will learn the myths and facts about the HIV virus and the AIDS disease. • Students will learn the ways to prevent HIV infection through abstinence, limiting your partners, and 	<ul style="list-style-type: none"> • Describe how STIs, including HIV, are transmitted, the health risks they present, and how they can be prevented. • Determine when professional health

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	<p>well as clarify misconceptions. Students also learn how to prevent and/or reduce the risk of HIV infection through positive health behaviors, such as remaining abstinent or limiting sexual partners, and proper protection if sexually active. Students will learn the importance of communicating with health and/or medical professionals and to their sexual partners if they feel they have been exposed to HIV.</p>	<p>protecting yourself.</p> <ul style="list-style-type: none"> • Students will learn how to seek medically-accurate information and identify reliable sources for HIV information and testing. • Students will learn about the importance of AIDS awareness and prevention efforts. 	<p>services may be needed for seeking treatment or advice for sexual health issues or concerns and understand options that are appropriate for you.</p> <ul style="list-style-type: none"> • Assess sexual health care practices and set goals that address potential sexual health needs and risks. • Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings.
<p>Sexually Transmitted Diseases</p>	<p>In this lesson, students will be provided basic information about sexually transmitted diseases/infections. Group discussions and learning activities will teach students how to prevent and/or reduce the risk of STI infection through positive health behaviors, such as remaining abstinent or limiting sexual partners, and using proper protection if sexually active. Students will learn the importance of communicating with health and/or medical professionals and to their sexual partners if they feel they have been exposed to an STI.</p>	<ul style="list-style-type: none"> • Students learn various types of sexually transmitted diseases. • Students will learn how to identify and treat various types of sexually transmitted diseases. • Students will learn the ways to prevent STI infection through abstinence, limiting your partners, and protecting yourself. • Students will learn how to seek medically-accurate information and identify reliable sources for STI information. 	<ul style="list-style-type: none"> • Describe how STIs, including HIV, are transmitted, the health risks they present, and how they can be prevented. • Determine when professional health services may be needed for seeking treatment or advice for sexual health issues or concerns, and understand options that are appropriate for you. • Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings.

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<p>Abstinence</p>	<p>In this lesson, students define and explore the concept of sexual abstinence and consider how it can apply to their lives. Students will be involved in class discussions and learning activities which allow them to examine the potential physical, mental, emotional, and social challenges and consequences of becoming sexually active. Abstinence is presented as the only 100% method of preventing unwanted pregnancies and sexually transmitted diseases. Students will develop an appreciation for the practice of abstinence in allowing individuals to build and maintain healthful relationships.</p>	<ul style="list-style-type: none"> • Students will learn physical, mental, emotional and social health consequences of being sexually active. • Students will learn the value of abstinence in building and maintaining a healthful relationship. • Students will learn about the effectiveness of abstinence in preventing sexual health risk factors. 	<ul style="list-style-type: none"> • Explain that abstinence is a healthy choice for young people, and the only 100% way to prevent unwanted pregnancy and sexually transmitted diseases. • Describe the impact of becoming sexually active on the emotional, mental, and physical health of youth. • Use the decision-making model to defend the decision of being abstinent or entering into a sexual relationship, considering health implications and personal values/beliefs. • Demonstrate ways to influence and support others to make positive sexual health choices.
<p>Pregnancy & Pregnancy Prevention</p>	<p>In this lesson, students will become familiar with how pregnancy occurs and the different ways of preventing pregnancy. Group discussions and learning activities will include information about pregnancy and the many responsibilities that come with having a child, as well as the various methods of contraception and pregnancy prevention. Students will be presented with medically-accurate statistics of the ineffectiveness rates of various methods of pregnancy prevention. Abstinence is emphasized as the only 100% sure way of avoiding a pregnancy.</p>	<ul style="list-style-type: none"> • Students will identify signs and symptoms of fertility during the menstrual cycle for the purpose of understanding natural methods of pregnancy prevention. • Students will be able to identify methods of contraception by barrier or hormonal method. • Students will be given current, medically accurate information on effectiveness ratings. • Students will understand that choosing a method of 	<ul style="list-style-type: none"> • Identify methods of contraception, and their usefulness in preventing unplanned pregnancies and STIs. • Evaluate the pros and cons of various healthcare products for sexual health care, using resources from home, school, Internet, and/or community. • Determine when professional health services may be needed for seeking treatment or advice for sexual health concerns or issues, and understand

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		<p>contraception is a very personal, individual choice that should be considered thoughtfully.</p> <ul style="list-style-type: none"> • Students will learn about responsibilities and options when having a child, including the advantages of adoption. 	<p>options that are appropriate for you.</p> <ul style="list-style-type: none"> • Assess sexual health care practices and set goals that address potential sexual health needs and risks. • Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings.
Sexual Consent & Harassment	<p>In this lesson, students will be introduced to the legal definitions of sexual consent and harassment, as well as the importance respectful behaviors and attitudes play in developing healthful relationships and protecting sexual health. Group discussions and learning activities will allow students to recognize inappropriate sexual behaviors and develop ways to effectively communicate unwanted sexual advances or threats to their sexual health.</p>	<ul style="list-style-type: none"> • Students will learn specifics about state laws and school policy regarding sexual consent and harassment. • Students will learn how to respond to sexual harassment and unwanted sexual advances. • Students will learn situations in which a person is unable to consent to sexual activity. • Students will learn how to communicate and receive affirmative consent. 	<ul style="list-style-type: none"> • Analyze the difference between health and unhealthy relationships. • Explain the laws regarding inappropriate sexual interactions including sexual consent, sexual assault, rape and sexual harassment. • Analyze how personal attitudes, values, and beliefs are influenced by family, peers, social norms, and media, and how those influences impact relationships and sexual behavior.
Online Safety & Sexting	<p>In this lesson, students will develop background knowledge and strategies for responsible online behavior and protecting themselves from inappropriate online threats to their sexual health. Students will define “sexting” and “online predators” and associated laws and legal issues. Group discussions and learning activities will allow students to explore what makes a picture sexually explicit and</p>	<ul style="list-style-type: none"> • Students will define “sexting” and “online predators”. • Students will learn laws and policies regarding inappropriate social media behavior, via cell phone and/or the Internet. • Students will learn ways to respond to inappropriate online 	<ul style="list-style-type: none"> • Explain the laws which serve to protect our personal and sexual health, such as age of sexual consent, sexual harassment, sexting, etc. • Demonstrate skills to avoid and refuse situations that are unwanted and/or pose threats/risk to

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	<p>the risk-taking behaviors attached to sexting. Students will explore concepts such as privacy and how violations of privacy can be impacted by social media behaviors.</p>	<p>material that threaten them and their sexual health.</p> <ul style="list-style-type: none"> Students will learn about the potentially positive and negative roles of technology and social media related to relationships. 	<p>one’s sexual health.</p> <ul style="list-style-type: none"> Demonstrate effective communication skills for enhancing relationships with family, peers, and close/romantic friendships. Demonstrate ways to influence and support others to make positive choices which impact the sexual health of self and others.
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10 th Grade Health & Wellness Lesson Sequence (Personal Wellness Unit)			
Lesson Title	Lesson Overview	Lesson Objectives	Knowledge and Skills
Healthy Relationships	<p>In this lesson, students will be introduced to seven qualities of a healthy relationship and contrast those with the warning signs of an unhealthy relationship. Group discussions and learning activities will allow students to identify and analyze personal skills that contribute to a healthful relationship. In addition, ways to recognize and respond to acts of sexual violence issues, such as sexual harassment, sexual abuse, sexual assault, and rape will be covered.</p>	<ul style="list-style-type: none"> Students will learn seven qualities of a healthy relationship. Students will learn effective communication skills for expressing feelings, thoughts, ideas, and expectations. Students will learn specifics about Missouri Laws regarding Sexual Harassment, and Sexual Assault/Rape. Students will learn how to reduce risks and protect themselves from sexual violence, as well as how to respond when such acts occur. 	<ul style="list-style-type: none"> Analyze the difference between healthy versus unhealthy relationships. Analyze how personal attitudes, values, and beliefs are influenced by family, peers, social norms, and media, and how those influences impact relationships and sexual behaviors. Demonstrate effective communication skills for enhancing relationships with family, peers, and close/romantic friendships.
Human Sexuality	<p>In this lesson, students will explore various aspects of sexuality and how it is part of your personality and how you express yourself. Group discussions and learning activities will allow students to better understand how a person’s sexuality is comprised</p>	<ul style="list-style-type: none"> Students will learn about the various aspects that form a person’s sexuality - biological sex, gender identity, sexual orientation, and gender. 	<ul style="list-style-type: none"> Explain the many aspects of human sexuality and its impact on a person’s health. Analyze how personal attitudes, values, and beliefs are influenced

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	<p>of four parts – Biological Sex, Gender Identity, Sexual Orientation, and Gender. Students will also gain perspective on facts and myths regarding a person’s sexuality, as well as health risks related to social pressures and influences.</p>	<ul style="list-style-type: none"> • Students will learn facts and myths regarding people who identify themselves as LGBTQ and associated health risks. • Students will identify influences upon their sexuality, and ways these influences positively or negatively impact their sexual health. • Students will learn the benefits of respecting individual differences in aspects of sexuality. 	<p>by family, peers, social norms, and media, and how those influences impact relationships and sexual behaviors.</p> <ul style="list-style-type: none"> • Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings. • Demonstrate ways to influence and support others to make positive choices which impact the sexual health of self and others.
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APPENDIX F

Parkway School District Sexual Health Education

Grade Four: Growth & Development

OPT-OUT REQUEST FORM

This form is provided to assist parents in identifying lesson content and timeline for implementation of the K-12 Healthy Relationships & Sexual Health (HRSH) Curriculum. This form is specifically for the Fourth Grade Growth & Development Unit which is incorporated within the Health and Physical Education Curriculum. Three of the four lessons are designed for a co-ed group, with the exception of the fourth lesson – Puberty – which will be taught in gender-separate classes.

You should be receiving this letter at least three weeks prior to the beginning of the HRSH Growth & Development Unit. If you wish to opt your child out of all or some of the grade four HRSH Growth and Development lessons, please complete this form and return it to your child’s Health and Physical Education Teacher by the date indicated below. You are welcome to preview the lesson content which is posted on the Parkway Healthy Youth Programs website. Any videos that are shown as part of any of these lessons will also be available for preview by making an appointment at the school office. The curriculum and videos can also be previewed at the annual Parkway HRSH Curriculum Night which is held every January. See the Healthy Youth Programs website (www.pkwy.info/ParkwayHYP) for the next curriculum night evening.

CHILD’S NAME _____ (Please print clearly.)

CLASSROOM/HOMEROOM TEACHER _____

PARENT/GUARDIAN NAME _____ (Please print clearly.)

APPENDIX F

Growth and Development Lesson Overviews

I wish to opt my child out of the following lesson(s):

(Please mark “Y” next to lesson if you DO NOT want your child to take part in the lesson.)

Opt Out? Y	Lesson #	Lesson Overview	Lesson Objectives	Date of Lesson
	1 – My Future Growth	In this lesson, students will be introduced to changes that they should expect during the adolescent and pre-teen years. Class discussions and learning activities will allow students to explore the hardest things and best things of growing up. Students will learn about various ways they will change – socially, physically, and mentally/emotionally – and ways to cope with these changes.	<ul style="list-style-type: none"> • Students will learn positive and difficult things about growing up. • Students will learn healthy responses to challenges in growing up. 	
	2 Family & Peer Relationships	This lesson will introduce ways in which families and friends contribute to a healthy person. Class discussions and learning activities will share the different types of family structures and the common traits and purposes that they all have in common. They will learn how the support and care of a family and show respect for each other. Students will explore how your self-confidence and sense of well-being. Students will also explore the importance of peer relationships and the actions they can take to building healthful ones.	<ul style="list-style-type: none"> • Students will learn the role of the family in supporting their growth and well-being. • Students will learn ways to have healthful relationships with family and friends. • Students will learn how to assess a good friend/friendship. 	
	3 Personal Hygiene	In this lesson, students will be introduced to personal hygiene practices that are important during puberty. Class discussions and learning	<ul style="list-style-type: none"> • Students will learn ways to care for their skin, hair, and nails and how to choose grooming products. 	

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		activities will help students appreciate the importance of keeping the body clean and utilizing health care products to keep the body well-groomed and smelling good. (Taught in a co-ed environment.)	<ul style="list-style-type: none"> • Students will learn about the changes their body will go through during puberty? • Students will learn how certain personal hygiene practices are important during puberty. 	
	4 Puberty	In this lesson students will be introduced to the physical, mental emotional, and family/social changes that occur during puberty and early adolescence. Class discussions and learning activities will teach students about the human reproductive system and its functions, as well as healthy habits to care for it. Students will also learn about positive ways to deal with the changes. Emphasis is placed on the fact that the onset of changes in puberty varies with individuals, and the development of a positive attitude toward oneself and others during this stage of life is most important. (Taught in gender-separate groups.)	<ul style="list-style-type: none"> • Students will learn about the changes that occur during adolescence and adulthood. • Students will develop an awareness of body parts that make up the reproductive system. • Students will learn about health habits to practice for good growth and hygiene. 	

For any of the “opt-out” lessons identified above, special arrangements will be made for your child. Please identify your preference for accommodations for your child when these lessons are presented. The Health and Physical Education staff will notify you of these accommodations.

- An alternative self-study learning activity about Growth & Development.
- An alternative self-study assignment on a health topic other than Growth & Development.
- An alternative location for personal reading or homework time.

Parent/Guardian Signature

Date