



**Grade by Grade: What to Teach**  
**K-GRADE 10 CURRICULUM IN DETAIL**  
**PERSONAL AND SEXUAL HEALTH**  
**PHYSICAL HEALTH EDUCATION CURRICULUM**  
**2018**

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The goal of comprehensive sexual health education is for all people to gain the skills and knowledge required to maintain healthy bodies, healthy relationships, a healthy body image, and to know what to do in unsafe situations. (Sexual Information Education Council of Canada <http://sieccan.org/sexual-health-education>).

Quality sexual health education has a direct impact on preventing negative outcomes, and promoting positive ones. McCreary Centre Society (BC Adolescent Healthy Survey <https://www.mcs.bc.ca/>).

Most personal safety and sexual health content can be found in Physical Health Education (PHE). Broader topics of social justice and development are found in Social Studies (SS) and Science (SC). Topics such as honouring diversity and creating safe, caring and inclusive environments are everyone's responsibility to address.

An adequate amount of time must be dedicated to this mandated curriculum with at least a minimum of 6-11 lessons required per year to address all 'personal and sexual health' content found in PHE.

It is standard practice (Canadian Guidelines for Sexual Health Information) to have all genders in class together. This builds empathy and combats mis-information or shame people sometimes perceive about the opposite sex. In addition to that, it creates an inclusive environment that doesn't put kids 'on the spot' if, perhaps, they don't identify as the gender others assume.

Sexual health education in Grade K-3 is about personal safety and empowerment:

- Based on research and evidence by the National Safety Education Program: Canadian Centre for Child Protection (Kids in the Know), one of the best ways to prevent and stop abuse or exploitation in children is to:
  - Teach the scientific names for their body parts including their genitals to teach them their body belongs to them and that no one can touch their private parts unless it's a doctor or a safe adult (helping wash or wipe).
  - Use a diagram or drawing of a child's body and have students label the names of body parts. They can then draw a bathing suit that covers the private parts to demonstrate the learning concretely.

More information can be found at:

<https://curriculum.gov.bc.ca/curriculum>



**Kindergarten, Grade 1 (Supplemented by Kids in the Know);** please see:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Emotions and their causes and effect

- To be able to identify and label feelings
- To promote awareness of emotions and explaining how to recognize and express feelings in one's self and others (body language, expression, saying "I feel....when...")

Caring behaviours in groups and families

- Nurturing, guidance, love, respect  
All individuals, and families are different (honour diversity): **Social Studies Curriculum (SS)**
- Including adoptive, same sex, single parent etc.  
Reliable sources of health information (safe adults)
- To identify a Safe Adult – at school, home, and in the community they can talk to in the event they are worried, scared, lost, or harmed.

Hazards and Potentially Unsafe situations

- Focus on sexual abuse prevention strategies
  - Names for body parts including genitals (private parts) and mouth
    - Penis, testicles, scrotum, vulva, vagina, anus, clitoris, breast, nipple, areola
      - Parts that your bathing suit covers
    - Rules about kissing: quick simple peck on the dimple, closed mouth kiss only for family and only if you/other person wants to (consent), not appropriate to kiss friends, and your mouth belongs to you
  - Use assertiveness skills – teaching children to say "No, Stop, I don't like this" to someone who makes them feel confused or uncomfortable. It is Okay to say "No" to adults and grown-ups

Appropriate and inappropriate ways of being touched (safe vs. unsafe vs. secret)

- Safe: makes you feel safe, calm, happy,
  - Some safe touch we don't like but is necessary: medical checkups, washing in the bath, wiping after using toilet
- Unsafe: cause hurt, pain, damage, ex: kick genitals, pinch nipples, tickle or wrestling when we don't want to
- Secret: No one is allowed to touch under where your bathing suit would cover, you are not allowed to keep secrets about touch, secrets about touching are Not Okay. It is never a child's fault if someone breaks these rules:
  - Promote disclosure by teaching children what type of touching is Okay and Not Okay
  - To understand that secrets about pictures are Not Okay
    - Address the connection between child pornography and sexual abuse by promoting the disclosure of secretive picture taking.



## **Grade 2 and Grade 3 (Supplemented by Kids in the Know);** Please see:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Managing and expressing emotions

Relationship between worries and fears (gr 3)

Hazards and Potentially Unsafe situations

- Focus on sexual abuse prevention strategies
  - Names for body parts including genitals (private parts) and mouth
    - Penis, testicles, scrotum, vulva, vagina, anus, clitoris, breast, nipple/areola
      - Parts that your bathing suit covers
  - Rules about kissing: quick simple peck on the dimple, closed mouth kiss only for family and only if you/other person wants to (consent), not appropriate to kiss friends, and your mouth belongs to you
- Use assertiveness skills – teaching children to say “No, Stop, I don’t like this” to someone who makes them feel confused or uncomfortable. It is Okay to say “No” to adults and grown-ups
  - Calling out for help, getting away, report to trusted/safe adults
  - Not giving out personal info (strangers/internet)

Appropriate and inappropriate ways of being touched (safe vs. unsafe vs. secret)

- Safe: makes you feel safe, calm, happy,
  - Some safe touch we don’t like but is necessary: medical checkups, washing in the bath, wiping after using toilet
- Unsafe: cause hurt, pain, damage, ex: kick genitals, pinch nipples, tickle or wrestling when we don’t want to
- Secret: No one is allowed to touch under where your bathing suit would cover, you are not allowed to keep secrets about touch, secrets about touching are Not Okay. It is never a child’s fault if someone breaks these rules:
  - Promote disclosure by teaching children what type of touching is Okay and Not Okay
  - To understand that secrets about pictures are Not Okay
    - Address the connection between child pornography and sexual abuse by promoting the disclosure of secretive picture taking.

Strategies for accessing health information

- Reporting to safe/trusted adults, medical professionals, health/safety signs

Factors that influence self-identity

- All families are different; everyone is unique and should be respected and valued; honor diversity
  - Grade 2: E.g. self-esteem, efficacy, cultural heritage, body image
  - Grade 3: E.g. cultural heritage, interests, media, peers

Nature and consequences of bullying (Grade 3)

- Acknowledging similarities and differences (honouring diversity)
- Describe and apply strategies for developing and maintaining positive relationships



**Grade 4 Supplemented by Kids in the Know, [teachingsexualhealth.ca](http://teachingsexualhealth.ca), puberty guides, and SOGI123;** Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Sources of health information and support services

- Medical professionals, safe adults, medical clinics, community services ([www.kidshealth.org](http://www.kidshealth.org), **Kids Help Phone 1-800-668-6868, VI Crisis Line**)

Identifying common lures or tricks used by potential abusers

- Special attention/compliments, saying they know a family member, using internet to get info

Strategies and skills to use in potentially hazardous, unsafe or abusive situations

- Strong voice: 'No', 'Stop', 'I don't like this'
- Calling out for help, getting away, report to trusted/safe adults
- Not giving out personal info (strangers/internet)

Strategies for responding to bullying, discrimination, and violence

- Assess, avoid, be assertive, report, seek help
- Everyone has a right to live/go to school in an environment free from discrimination regardless of orientation or gender identity

Explore strategies for maintaining mental wellbeing through puberty including:

- Physical; development of bodies is normal including height, voice, menstruation, hair growth, body odour, erections, nocturnal emissions, breast development, weight and muscle gain (focus on building positive body image and self-esteem)
  - Hygiene: shower/bath regularly, wash with soap (rinse well), use deodorant, new underwear and socks daily, brush teeth, wash face, eat veggies/fruit, healthy fats/vitamin D, pro-biotics, omega fatty acids
- Emotional; changes in one's thoughts and feelings, mood swings from hormones:
  - Mads/sads/glads; discuss coping skills and outlets for managing emotions
- Social;
  - Qualities of a healthy vs unhealthy friendship, how relationships may change, how we feel about ourselves can be influenced by others' words or actions, consequences of receiving and sending messages about looks, clothes, beliefs, cultural background

Describe factors that positively influence mental wellbeing and identify during puberty including:

- Body image: social media and media messaging's effect on body image; health related messages communicated through internet, magazines, TV
- Sexuality: understanding one's capacity for sexual feelings (how to manage those feelings) while developing ways to maintain positive relationships in a safe and caring environment
- Sexual identity: component of one's identity that reflects sexual self-concept (gender identity/sexual orientation)



- Gender identity is a deep, internal sense of being a man, woman, and for some people neither or both. For many it corresponds to the sex assigned at birth, and for some it doesn't
- Orientation is romantic, sexual attraction someone has for another in relation to their gender
- Gender is a range of characteristics of masculinity, femininity, or non-binary

Communicable and non-communicable illnesses:

- spread/contracted vs ones that cannot be caught,
- some diseases and infections are spread from touch, fluids, proximity



## **Grade 5 Supplemented by Kids in the Know, teachingsexualhealth.ca, puberty guides, and SOGI123**

Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Sources of health information and support services

- Medical professionals, safe adults, medical clinics, community services  
**([www.kidshealth.org](http://www.kidshealth.org), Kids Help Phone 1-800-668-6868, VI Crisis Line)**

Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings:

- Understanding ones right not to be abused (or exploited), assertiveness, avoiding, internet safety,
- Tricks and lures of abusers: special attention/compliments, fame, gifts, emergencies, saying they know a family member, using internet to get info etc.

Responding to discrimination, bullying, stereotyping

- Past discrimination of government agencies (including trans and homophobia) **(SS)**
- human rights and how to respond to discrimination including LGBTQ2S+ rights, same sex marriage, gender equity etc., **(SS)**.

Explore strategies maintaining mental wellbeing through puberty which include:

- Physical; development of bodies is normal including height, voice, menstruation, hair growth, body odour, erections, nocturnal emissions, breast development, weight and muscle gain (focus on building positive body image and self-esteem)
- Hygiene: shower/bath regularly, wash with soap (rinse well), use deodorant, new underwear and socks daily, brush teeth, wash face, eat veggies/fruit, healthy fats/vitamin D, pro-biotics, omega fatty acids
- Emotional; changes in one's thoughts and feelings, mood swings from hormones: mads/sads/glads; discuss coping skills and outlets for managing emotions
- Social;
  - Qualities of a healthy vs unhealthy friendship, how relationships may change, how we feel about ourselves can be influenced by others' words or actions, consequences of receiving and sending messages about looks, clothes, beliefs, cultural background

Describe factors that positively influence mental wellbeing and identify during puberty including:

- Body image: social media and media messaging's effect on body image; health related messages communicated through internet, magazines, TV
- Sexuality: understanding one's capacity for sexual feelings (how to manage those feelings) while developing ways to maintain positive relationships in a safe and caring environment
- Sexual identity: component of one's identity that reflects sexual self-concept (gender identity/ sexual orientation)
  - Gender identity is a deep, internal sense of being a man, woman, and for some people neither or both. For many it corresponds to the sex assigned at birth, and for some it doesn't



- Orientation is romantic, sexual attraction someone has for another in relation to their gender
- Gender is a range of characteristics of masculinity, femininity, or non-binary

Basic function and structure of the digestive system (**Science curriculum: SC**)

Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses:

- washing hands
- covering mouth when coughing
- washing hands after sneezing and/or coughing
- resting when sick
- staying away from others when sick
- some diseases and infections are spread from touch, fluids, proximity



## **Grade 6 (Supplemented by Kids in the Know Program, [teachingsexualhealth.ca](http://teachingsexualhealth.ca), puberty and SOGI123)**

Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Sources of health information

- Magazines, internet, ads on TV, flyers services (**[www.kidshealth.org](http://www.kidshealth.org), Kids Help Phone 1-800-668-6868, VI Crisis Line**)

Basic principles for responding to emergencies

Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

- Understanding one's right not to be abused (or exploited); assertiveness skills, avoiding, internet safety,
- Tricks and lures of abusers: special attention/compliments, fame, gifts, emergencies, saying they know a family member, using internet to get info etc.

Consequences of bullying, stereotyping, and discrimination

- Global inequity issues including treatment of minorities (could include LGBTQ2S+) and the importance of social justice **(SS)**

Basic function and structure of the: excretory, reproductive, hormonal, nervous systems **(SC)**

Explore strategies maintaining mental wellbeing through puberty which include:

- Physical; development of bodies is normal including height, voice, menstruation, hair growth, body odour, erections, nocturnal emissions, breast development (focus on building positive body image and self-esteem)
  - Hygiene: shower/bath regularly, wash with soap (rinse well), use deodorant, new underwear and socks daily, brush teeth, wash face, eat veggies/fruit, healthy fats/vitamin D, pro-biotics, omega fatty acids
- Emotional; changes in one's thoughts and feelings, mood swings from hormones: mads/sads/glads, discuss coping skills and outlets for managing emotions
- Social; qualities of a healthy vs unhealthy friendship, how relationship may change, how we feel about ourselves can be influenced by others' words or actions, consequences of receiving and sending messages about looks, clothes, beliefs, cultural background

Describe factors that positively influence mental wellbeing and identify during puberty including:

- Body image and social media, media messaging and body image, health related messages communicated through internet, magazines, TV
- Sexuality: understanding one's capacity for sexual feelings (how to manage those feelings) while developing ways to maintain positive relationships in a safe and caring environment
- Sexual identity: component of one's identity that reflects sexual self-concept (gender identity/sexual orientation)
  - Gender identity is a deep, internal sense of being a man, woman, and for some people neither or both. For many it corresponds to the sex assigned at birth, and for some it doesn't
  - Orientation is romantic, sexual attraction someone has for another in relation to their gender





- Gender is a range of characteristics of masculinity, femininity, or non-binary
  - influences on individual identity: including sexual identity, gender, values, and beliefs

Practices that reduce the risk of contracting sexually transmitted infections (STI) and life-threatening communicable diseases

- Meningococcal C (practices: vaccination, not sharing drinks)
- Gonorrhea, chlamydia, herpes, HPV, HIV/AIDS, Hepatitis B/C (Practices: abstinence, regular testing, HPV vaccine in gr 6/9, limiting sexual partners, condoms, avoiding contaminated needles (drug use/tattoos etc.)
  - All types of sex carry risk of STIs
    - Mucous membranes (mouth, vulva, anus, penis, cuts in skin) in contact with fluids (blood, breast milk, semen, pre-ejaculate, rectal fluid, vaginal fluid) can lead to transmission



## **Grade 7(Supplemented by Kids in the Know Program, teachingsexualhealth.ca, puberty and SOGI123)**

Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Reliable sources of health information

- Medical professionals, pamphlets, eHealth, community services and clinics ([www.sexandu.ca](http://www.sexandu.ca), [www.optbc.org](http://www.optbc.org), \*811 Health Link BC)

Basic principles for responding to emergencies

Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

- Knowing one's right not to be abused (or exploited), assertiveness, avoiding, internet safety, social media, digital footprints
- Knowing tricks and lures of abusers: special attention/compliments, fame, gifts, emergencies, saying they know a family member, using internet to get info etc.

Describe and assess strategies for responding to bullying, stereotyping, and discrimination

Understand the influences of the changes experienced during puberty on identities and relationships

- Physical:
  - Development of bodies is normal including height, voice, menstruation, hair growth, body odour, erections, nocturnal emissions, breast development (focus on building positive body image and self-esteem)
  - Hygiene: shower/bath regularly, wash with soap (rinse well), use deodorant, new underwear and socks daily, brush teeth, wash face, eat veggies/fruit, healthy fats/vitamin D, pro-biotics, omega fatty acids
- Emotional: How thoughts and feelings evolve
  - Mood swings from hormones: mads/ sads/ glads, discuss coping skills and outlets for managing emotions
  - Signs and symptoms of stress, anxiety, and depression
    - Problems sleeping, restlessness, loss of appetite/energy, wanting to be away from friends/family, feeling 'foggy',
  - Managing mental wellbeing and problems related to substance abuse
- Social: How relationships and interactions evolve
  - Qualities of a healthy vs unhealthy friendship, how relationship may change, how we feel about ourselves can be influenced by others' words or actions, describe and apply strategies for maintaining healthy relationships
- Explore the impact of transition and change on identities
  - Factors of one's identity may be influenced by: culture, beliefs, values, biology, gender, relationships, environment, society, education, media etc.
    - Sexual identity: component of one's identity that reflects sexual self-concept (gender identity/ sexual orientation)
    - Gender identity is a deep, internal sense of being a man, woman, and for some people neither or both. For many it corresponds to the sex assigned at birth, and for some it doesn't



- Orientation is romantic, sexual attraction someone has for another in relation to their gender
- Gender is a range of characteristics of masculinity, femininity, or non-binary

Practices that reduce the risk of contracting STI and life-threatening communicable diseases

- Meningococcal C (practices: vaccination, not sharing drinks)
- Gonorrhea, chlamydia, herpes, HPV, HIV/AIDS, Hepatitis B/C (Practices: abstinence, regular testing, HPV vaccine in gr 6/9, limiting partners, condoms, avoiding contaminated needles (drug use/tattoos etc.)
  - All types of sex carry risk of STIs
    - Mucous membranes (mouth, vulva, anus, penis, cuts in skin) in contact with fluids (blood, breast milk, semen, pre-ejaculate, rectal fluid, vaginal fluid) can lead to transmission



## **Grade 8**

**Supplemented by Canadian Centre for Child Protection's 'Addressing Online Risks of Youth',  
[www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca) and SOGI123**

Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Influences of changes on identities and relationships:

- Physical (how our bodies change),
- Emotional (how our thoughts and feelings evolve),
  - Signs and symptoms of stress, anxiety, and depression
  - Resources that exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
- Social: how relationships and interactions with others evolve, and their effect on:
  - One's identity and relationships
    - The various changes you may be experiencing during adolescence influence your relationships with others
    - The changing ways in which you think about yourself and others influence your identity

Healthy sexual decision making:

- Knowing and respecting personal and family values
- Knowing boundaries and being able to communicate them
- Being aware of what to do in risky situations
  - Understanding risk of sexual touch includes: pregnancy, and STI
    - Reducing risk: abstain, knowing your partner, limiting number of sexual partners, condoms, contraception, regular STI testing,

Potential short-term and long-term consequences of health decisions

- Including protection from STI and unplanned pregnancies

Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

- How to avoid an unsafe or potentially exploitive situation on the Internet, social media, at school, and in the community (sample: sexual violence)
  - Telling a trusted adult
  - Being assertive
  - Avoiding potentially unsafe situations
  - Safe use of the internet
  - Identifying tricks and lures used by predators
  - Consent
  - Not being a bystander

Consequences of bullying, stereotyping, and discrimination

- What to do if you are being bullied and/or see someone else being bullied

Basic principles for responding to emergencies

Media and social influences related to potentially addictive behaviours: peer pressure, self-esteem, boundaries

- E.g. influences of exposure to pornography on developing unhealthy relationships



- Marketing and advertising tactics aimed at children and youth (sample: pornography and effects on body image, self-esteem, healthy relationships, consent)

Sources of health information (that are reliable)

- Medical professionals (**Doctor, walk in clinic, Options for Sexual Health, \*811**)
- Websites ([www.sexandu.ca](http://www.sexandu.ca), [www.optbc.org](http://www.optbc.org) , [www.kidshelpphone.ca](http://www.kidshelpphone.ca) )
- Magazine and TV advertisements (how to know what is valid and reliable)



**Grade 9** (Supplemented by CCCP's 'Kids in the Know', [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca), SOGI123 )

Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

Influences of changes on identities and relationships:

- Physical (how our bodies change),
- Emotional (how our thoughts and feelings evolve),
  - Signs and symptoms of stress, anxiety, and depression
  - Resources that exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use?
- Social: how relationships and interactions with others evolve, and their effect on:
  - One's identity and relationships
    - The various changes you may be experiencing during adolescence influence your relationships with others
    - The changing ways in which you think about yourself and others influence your identity

Healthy sexual decision making:

- Knowing and respecting personal and family values
- Knowing boundaries and being able to communicate them
- Being aware of what to do in risky situations
  - Understanding risk of sexual touch includes: pregnancy, and STI
    - Reducing risk: abstain, knowing your partner, limiting number of sexual partners, condoms, contraception, regular STI testing,

Potential short-term and long-term consequences of health decisions

- Including protection from STI and unplanned pregnancies

Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

- How to avoid an unsafe or potentially exploitive situation on the Internet, social media, at school, and in the community (sample: sexual violence)
  - Telling a safe adult
  - Being assertive
  - Avoiding potentially unsafe situations
  - Safe use of the internet
  - Identifying tricks and lures used by predators
  - Consent
  - Not being a bystander

Discriminatory policies, attitudes, and historical wrongdoings: sample topic: gender (**SS**)

- Consequences of bullying, stereotyping, and discrimination
  - What can you do if you are being bullied and/or see someone else being bullied

Basic principles for responding to emergencies

Media and social influences related to potentially addictive behaviours: peer pressure, self-esteem, boundaries:

- E.g. influences of exposure to pornography on developing unhealthy relationships
- Marketing and advertising tactics aimed at children and youth (sample: pornography and effects on body image, self-esteem, healthy relationships, consent)



Sources of health information (that are reliable)

- Medical professionals (**Doctor, walk in clinic, Options for Sexual Health, \*811**)
- Websites (**[www.sexandu.ca](http://www.sexandu.ca), [www.optbc.org](http://www.optbc.org) , [www.kidshelpphone.ca](http://www.kidshelpphone.ca) )**
- Magazine and TV advertisements (how to know what is valid and reliable)



## **Grade 10 (Supplemented by CCCP's Kids in the Know, [www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca), SOGI123)**

Please see: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/introduction>

### Influences of changes on identities and relationships:

- Physical (how our bodies change),
- Emotional (how our thoughts and feelings evolve),
  - Signs and symptoms of stress, anxiety, and depression
    - Resources that exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use
- Social changes (how relationships and interactions evolve)
  - Analyze the potential effects of **social influences** on health, social influences: could include:
    - Social media
    - Use of technology (e.g., gaming)
    - Peer pressure
    - How can i manage my use of technology
  - Develop skills for maintaining healthy relationships and responding to interpersonal conflict
    - **Skills:** could include:
    - Communication skills
    - Negotiation strategies
    - Conflict resolution techniques

### Consequences of bullying, stereotyping, and discrimination

- Discriminatory policies and injustices in Canada and the world (**SS**), Sample topics:
  - Women's rights:
    - Women's suffrage, the persons case
    - The royal commission on the status of women (RCSW)
    - Contraceptives and abortion
    - Sexism
  - LGBT2Q+:
    - Same-sex marriage
    - Decriminalization of homosexuality
    - LGBT2Q+ civil liberties
    - Sexism
  - Advocacy for human rights, sample topics:
    - BC Humans Rights Code (NLPS inclusion policy and SOGI Procedure)
    - Canadian bill of rights and Canadian charter of rights and freedoms
    - Supreme court challenges
    - International declarations (e.g., un declaration on the rights of the child)

### Healthy sexual decision making





- Knowing and respecting personal and family values
- Knowing boundaries and being able to communicate them
- Being aware of what to do in risky situations
  - Understanding risk of sexual touch includes: pregnancy, and STI
    - Reducing risk: abstain, knowing your partner, limiting number of sexual partners, condoms, contraception, regular STI testing,

#### Potential short-term and long-term consequences of health decisions

- Including protection from sexually transmitted infections and unplanned pregnancies
  - Responsibilities and realities of parenting

#### Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

- How to avoid an unsafe or potentially exploitive situation on the internet, social media, at school, and in the community (sample: sexual violence).
  - Telling a trusted adult
  - Being assertive
  - Avoiding potentially unsafe situations
  - Safe use of the internet
  - Identifying tricks and lures used by predators
  - Consent
  - Not being a bystander

#### Basic principles for responding to emergencies

#### Media and social influences related to potentially addictive behaviours: peer pressure, self-esteem, boundaries

- Sample topic, influences of exposure to pornography on developing unhealthy relationships
  - Marketing and advertising tactics aimed at children and youth (sample: pornography and effects on body image, self-esteem, healthy relationships, consent)

#### Sources of health information (that are reliable)

- Medical professionals (**doctor, walk in clinic, options for sexual health, \*811**)
- Websites (**[www.sexandu.ca](http://www.sexandu.ca), [www.optbc.org](http://www.optbc.org), [www.kidshelpphone.ca](http://www.kidshelpphone.ca) )**
- Magazine and TV advertisements (how to know what is valid and reliable)