

River East Transcona School Division

Potentially Sensitive Outcomes in Health Education

Kindergarten

K.5.K.D.1

Identify helpful and harmful substances found in the home and school (i.e., medications, vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products).

K.5.K.E.1a

Identify the major parts of the body by their appropriate names (e.g., head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts).

K.5.K.E.3a

Show the understanding that people have a right to privacy (e.g., in reading corners, time-out zones, washrooms).

S.5.K.A.4

Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e., do not eat or drink anything without permission).

Grade 1

K.3.1.B.6a

Identify unsafe situations (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).

K.5.1.D.1

Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) **or harm the body** (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol).

S.5.1.A.4

Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Halloween candy; taking proper dosage of prescribed medication).

Grade 2

K.5.2.E.1a

Identify basic changes in growth and development from birth to childhood (e.g., changes to teeth, brain, height, body, weight, clothes size).

K.5.2.E.1b

As recommended by the Board of Trustees (May 2002) this outcome will not be taught.

K.5.2.E.1c

Determine the differences and similarities between self and others (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).

K.5.2.E.2a

Describe how human beings express their emotions for people about whom they care (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).

K.5.2.E.3a

Identify ways family or caregivers provide support and nurturing for personal growth and development (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...).

K.5.1.E.3c

Discuss the responsibilities (e.g., respect, private spaces and private parts...) **associated with gender differences.**

S.5.2.A.5

Use appropriate language regarding private and sensitive issues (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...).

Grade 3

K.3.3.B.6a

Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts (e.g., unwanted touching of the private parts, sex-related Internet sites, exploitive advertisements...).

K.5.3.D.1

Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) **in the community.**

K.5.3.D.2

Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) **and their effects on a healthy body** (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapors from dangerous products harms the body or causes death...).

K.5.3.D.3

Recognize the factors (e.g., peer pressure, media influence...) **that can influence making decisions regarding substance use** (i.e., smoking).

S.5.3.A.4

Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) **in scenarios related to potentially dangerous situations.**

Grade 5

K.3.5.B.6a

Identify safety guidelines to protect self and others in potential sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...).

K.3.5.B.6b

Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).

K.5.5.D.1

Distinguish between medicinal and non-medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/ puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement ...).

K.5.5.D.2

Describe effects and consequences of substance use (e.g., alcohol and tobacco, street drugs...) **on body systems** (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person's behaviour and cause harmful physical effects and may cause death...).

K.5.5.D.3

Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).

K.5.5.E.1a

Describe the structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...).

K.5.5.E.1b

Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).

K.5.5.E.1c

Describe how heredity (e.g., chromosomes, DNA...) **influences growth and characteristics that contribute to personal identity** (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...).

K.5.5.E.2

Identify the social- emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...).

K.5.5.E.3a

Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles**.

K.5.5.E.3b

Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions).

K.5.5.E.3c

Identify the responsibilities (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) **associated with physical, social, and emotional changes during puberty** (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).

K.5.5.E.4a

Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) **and effects of HIV and AIDS on the immune system** (e.g., destroys specific white cells...).

S.5.5.A.4

Apply strategies (i.e., using the decision-making model, practising saying no, walking away, getting help from a safe adult) **for preventing or avoiding substance use and abuse** (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) **in different case scenarios.**

S.5.5.A.5

Apply a decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).

Grade 7

K.3.7.B.6a

Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest, stalking, prostitution, sexual assault...).

K.3.7.B.6b

Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness, anger management skills) **in dealing with case scenarios related to sexually abusive situations and ways to seek help.**

K.5.7.D.1

Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medication/someone else's medication; correct/ incorrect dosage, addiction) **of medicinal and non-medicinal substances** (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).

K.5.7.D.2

Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), **of taking harmful and beneficial drugs or other substances** (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).

K.5.7.D.3

Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) **that may influence avoidance and/or use of substances** (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).

K.5.7.E.1a

Describe the human reproductive systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).

K.5.7.E.1b

Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...).

K.5.7.E.1c

Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...).

K.5.7.E.2a

Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) **and their effect on personal well-being** (e.g., fatigue, shyness, lower or greater self-confidence...).

K.5.7.E.2b

Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).

K.5.7.E.3a

Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).

K.5.7.E.3b

Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewelry; cultural rituals; gender equity; harassment, nudity; violence against women...) **on sexuality and gender roles.**

K.5.7.E.3c

Identify responsibilities (e.g., respect, abstinence...) **and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**

K.5.7.E.4a

Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...) **and methods of prevention of AIDS and HIV infection** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).

K.5.7.E.4b

Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), **their symptoms, and**

means of prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).

S.5.7.A.4

Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).

S.5.7.A.5

Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...).

Senior 1

Personal Safety

K.3.S1.B.6a page S1-92

Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).

K.3.S1.B.6b page S1-94

Identify skills (e.g., assertiveness, problem solving...) **and community resources for addressing problems associated with sexually abusive behaviours.**

Substance Use and Abuse Prevention

K.5.S1.D.1 page S1-132

Explain the meaning of addiction (i.e., gambling) **and substance dependence** (e.g., alcoholism, nicotine, street drugs...) , **and the possible effects on self and/or others.**

K.5.S1.D.2 page S1-134

Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) **and potential consequences on personal health and well-being** (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).

K.5.S1.D.3 page S1-138

Identify community agencies and resources available to support (e.g., addictions counselling services...) **the prevention of substance use and abuse.**

S.5.S1.A.4 page S1-156

Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...).

Human Sexuality

K.5.S1.E.1a page S1-140 *Human Sexuality Document p. 17*

Review the anatomy and physiology of the reproductive system of human beings.

K.5.S1.E.1b page S1-142 *Human Sexuality Document p. 21*

Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS...) **and different types of contraceptive methods** (e.g.,

K.5.S1.E.1c page S1-144 *Human Sexuality Document p. 25*

Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...).

K.5.S1.E.2a page S1-144 *Human Sexuality Document p. 13*

Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love...).

K.5.S1.E.2b page S1-146 *Human Sexuality Document p. 21*

Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation...) , **and responsibilities regarding prevention** (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...).

K.5.S1.E.3a page S1-146 *Human Sexuality Document p. 29*

Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).

K.5.S1.E.3b page S1-148 *Human Sexuality Document p. 29*

Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**

K.5.S1.E.3c page S1-150 *Human Sexuality Document p. 29*

Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**

K.5.S1.E.4a page S1-152 *Human Sexuality Document p. 33*

Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms...) , **and behaviours that increase the risk of contracting HIV** (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).

K.5.S1.E.4b page S1-154 *Human Sexuality Document p. 33*

Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...).

S.5.S1.A.5 page S1-158 *Human Sexuality Document p. 13*

Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).

Senior 2

Substance Use and Abuse Prevention

K.5.S2.D.1 page S2-134

Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) **concerning the use and abuse of legal and illegal substances** (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).

K.5.S2.D.2 page S2-136

Evaluate the legal aspects and consequences of substance use and abuse and addiction (e.g., drinking and driving, street drugs, inhalants...).

K.5.S2.D.3 page S2-138

Examine current statistics on substance use as it affects healthy living, locally and nationally.

S.5.S2.A.4 page S2-164

Analyze effective responses (e.g., refusal statements, avoidance statements...) **to problems regarding substance use and abuse** (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs, inhalants...) **by self or others.**

Human Sexuality

K.5.S2.E.1a page S2-140 *Human Sexuality Document p. 59*

■■■▶ K.5.S1.E.1a **Review the anatomy and physiology of the reproductive system of human beings.**

K.5.S2.E.1b page S2-142 *Human Sexuality Document p. 59*

Identify and assess the advantages and/or disadvantages of different contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).

K.5.S2.E.1c page S2-144 *Human Sexuality Document p. 63*

Describe the importance of and conditions for a healthy pregnancy (e.g., avoidance of alcohol and tobacco, proper nutritional intake...).

K.5.S2.E.2 page S2-146 *Human Sexuality Document p. 55*

Analyze the components (e.g., communication, decision making, sharing, managing sexual feelings and desires...) **in different case scenarios for building and maintaining healthy relationships** (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).

K.5.S2.E.3a page S2-148 *Human Sexuality Document p. 67*

Examine sexuality as it is portrayed in the media (e.g., fashion magazines, music videos, advertisements, movies, songs...).

K.5.S2.E.3b page S2-150 *Human Sexuality Document p. 67*

III► **K.5.S1.E.3b Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**

K.5.S2.E.3c page S2-152 *Human Sexuality Document p. 67*

III► **K.5.S1.E.3c Review personal responsibilities and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**

K.5.S2.E.4a page S2-152 *Human Sexuality Document p. 73*

Explain health issues related to HIV/AIDS (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).

K.5.S2.E.4b page S2-154 *Human Sexuality Document p. 73*

Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).

S.5.S2.A.5 page S2-166 *Human Sexuality Document p. 55*

Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.

Senior 3

Substance Use and Abuse Prevention

Legal and Illegal Substances

- 11.SU.1** Explain ways in which drugs and other substances are classified.
- 11.SU.4** Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse.

Stages of Substance Use and Addiction

- 11.SU.2** Explain the stages of involvement in substance use or abuse.
Includes: non-involvement, irregular involvement, regular involvement, harmful involvement, and dependent involvement.

Risks and Consequences of Substance Use

- 11.SU.3** Examine factors that influence decisions regarding substance use and abuse.
- 11.SU.4** Use reliable information in making healthy decisions for helping self and/or others regarding substance use and abuse.

Advocacy against Substance Use and Abuse

- 11.SU.4** Use reliable information in making healthy decisions for self and/or others regarding substance use and abuse.