

**PRIMARY**  
**K-3**  
Adopted 8-10-10

**I. Human Growth & Development**

- A. Proper anatomical names (2-3)
- B. Stages in basic growth process (Introduce Gr. 3)
- C. Understanding body parts (K-3)

**II. Disease/Safety**

- A. Personal hygiene (K-3)
- B. The concept of communicable/non-communicable diseases (K-3)
- C. Behaviors that reduce the spread of communicable diseases (K-3)
  - 1. Washing hands
  - 2. Not sharing utensils
  - 3. Using Kleenex
- D. Recognize risk behaviors and methods of prevention (K-3)
  - 1. Blood
  - 2. Saliva
  - 3. Mucous
- E. Recognized unsafe objects (K-3)
  - 1. Picking up trash
  - 2. Know what not to pick up
  - 3. Wear gloves
  - 4. Avoiding needles
  - 5. Broken glass

**III. Social Development**

- A. Individual character development (K-3)
  - 1. Safe
  - 2. Responsible
  - 3. Respectful
- B. Accepting of their uniqueness and a positive regard for selves and others (K-3)
- C. Appropriate/inappropriate touch i.e. “no means no” (K-3)
- D. Refusal skills i.e. role playing “no means no” (K-3)

**ELEMENTARY**  
**Grades 4-5**

**I. Human Growth & Development**

- A. Biological explanation of the anatomy (4-5)
- B. Physiology of maturation (4-5)
- C. Endocrine system (4-5)
- D. Biological explanation of the anatomy (5)
- E. Physiology of reproduction, HIV and infectious diseases (5)
- F. Puberty, menstrual cycle, physical and emotional changes (keep materials the same but present to both girls and boys independently) (5)
- G. Provide students with the opportunity to anonymously ask questions (4-5)

**II. Disease/Safety**

- A. Personal hygiene (4-5)
- B. Communicable/non communicable diseases (4-5)
- C. Infection control, hand washing (4-5)
- D. Blood borne HIV/STI risk (4-5)
- E. HIV/STI risk and prevention (5)
- F. Recognize risk behaviors and methods of prevention
  - 1. Avoiding blood, saliva and mucous (4-5)
  - 2. Include semen and vaginal fluid (5)
- G. Recognize unsafe object such as: needles, syringes, broken glass (4-5)
- H. Children are not ready for sex (4-5)

**III. Social Development**

- A. Refusal skills, role playing “no means no” (4)
- B. Various refusal skills—ways to say “no” (5)
- C. Developing healthy attitudes about oneself and others (4-5)
- D. Gender respect i.e. boy/girl relationships (4-5)
- E. Realistic body image (4-5)
- F. Media influence (4-5)
- G. Discussion of different types of relationships (4-5)
  - 1. Friendship
  - 2. Family
  - 3. Romantic

**MIDDLE SCHOOL**  
**Grades 6-8**

**I. Growth & Development**

- A. Personal hygiene (6-8)
- B. Physical changes of adolescence (6-8)
- C. Reproductive health (6-8)
- D. Menstrual Cycle (6-8)
- E. Conception (6-8)
- F. Pregnancy and childbirth (birds and bees) (6-8)

**II. Disease/Safety**

- A. Define: HIV/STI's and the immune system (6-8)
  - 1. Symptoms
  - 2. Testing
  - 3. Self examination.
  - 4. Include: chain of infection, disease treatment, past/present/future research
- B. Define contraception (6-8)
- C. Disease prevention methods (6-8)
- D. Practicing abstinence is the safest and most effective method to prevent HIV/STI's and unintended pregnancy. Include reasons to practice abstinence (6-8)
- E. Introduce sexual assault
  - 1. Define
  - 2. Utilize community law enforcement

**III. Social Development**

- A. Teenagers need to talk to their parent(s) or other trusted adult about sexual intercourse and the sexual risk behaviors, seeking reliable advice (6-8)
- B. Young teenagers are not physically or emotionally prepared for a responsible sexual relationship. (6-8)
- C. There are many ways to give and receive romantic attention, other than engaging in sexual activity. Sexual expression is a healthy activity for adults. (6-8)
- D. Responsibility and respect for oneself and others (6-8)
  - 1. Sexual harassment
  - 2. Resisting and effectively dealing with negative pressures
- E. Skills for making responsible decisions and choices (6-8)
  - 1. Communication and asserting personal boundaries
  - 2. Appropriate/inappropriate touch
  - 3. Refusal skills
- F. Social issues regarding gossip, peer pressure, and labeling (6-8)
- G. Positive body image (6-8)
- H. Influence of media (6-8)
  - 1. Sexting
  - 2. Social networking
  - 3. Internet
  - 4. Television

**HIGH SCHOOL**  
**Grades 9-12**

**I. Growth & Development**

- A. Positive body image: male and female (9-12)
- B. Male and female anatomy, reproduction and menstrual cycle (9-12)
- C. Defining sexual orientation (9-12)
- D. Define sexual activities: vaginal, anal, oral (9-12)

**II. Disease/Safety**

- A. Define STI's, such as chlamydia, herpes, gonorrhea, HPV/HIV/AIDS (9-12)
- B. Identify symptoms, testing, self-examination, prevention and treatment of STI's/HIV/AIDS (9-12)
- C. Accessing community resources for disease prevention and contraception (9-12)
  - 1. Parent
  - 2. Trusted adult
  - 3. Public health department or health care professional
- D. Sexual assault
  - 1. Define
  - 2. Law
  - 3. Victim resources

**III. Social Development**

- A. Teenagers need to talk to their parent(s) or other trusted adult about sexual intercourse and sexual risk behaviors, seeking reliable advice (9-12)
- B. There are many ways to give and receive romantic attention, other than engaging in sexual activity. (9-12)
- C. Recognizing the advantages of making choices right for you. The choices are freely made and should fit within your personal beliefs and boundaries. (9-12)
- D. Promoting gender respect, respect for oneself, others, and individual differences (9-12)
- E. Refusal and communication skills to maintain sexual limits and healthy relationships (9-12)
- F. Social issues regarding gossip, peer pressure, and labeling (9-12)
- G. Influence of media (9-12)
  - 1. Sexting
  - 2. Social networking
  - 3. Internet
  - 4. Television