

KINDERGARTEN - GRADE 3 (AGES 4 - 8)

Autonomy and Consent	Values and Rights	Interpersonal Relationships	Gender Norms, Roles, and Stereotypes	Gender and Sexual Orientation
Bodily autonomy, setting and respecting personal boundaries (e.g., asking for a hug, respecting a person's "yes" or "no"), and a person's right to privacy	Everyone has and should respect human rights (including the right to privacy, education, autonomy, safety, and self-defence)	Different types of relationships, families, and communities; different kinds of love	Our social environment impacts the way we think about our lives (e.g., specific social and cultural ideas or "rules" about how different genders are supposed to be/act; media can impact how we think about gender, family, and relationships)	Each person has a gender identity and should be treated with respect and dignity
What privacy is (e.g., something that you choose to keep just for you; all body parts are private) and the difference between private (e.g., bathroom) and public spaces (e.g., school, shared living areas, etc.)	Importance of understanding one's own feelings and the feelings of others (e.g., peers, siblings, etc.)	All people should be treated with dignity and respect (inclusive of gender, ethnicity, race, disability, income, age, illness or health status, immigration status, family configuration, etc. and the intersection of these identities and circumstances)	Some people are treated differently and/or unfairly due to their gender identity, gender expression, sexual identity, racial identity, ethnicity, disability status, etc. and/or a combination of these and other factors	Each person has a sexual orientation and should be treated with respect and dignity
Consent in the context of interpersonal relationships (e.g., asking a friend if they want to be tickled, asking a classmate if they would like help putting on their jacket; asking if someone wants their photo taken, etc.)	Social-emotional learning strategies to process/manage feelings (e.g., developing empathy, self-regulation when experiencing anger or disappointment, seeking help when anxious or sad, etc.)	Importance of communication in all interpersonal relationships	Our social environment (e.g., peers, family members, community, media, etc.) can impact how we behave and treat others (e.g., through peer pressure or by being positive role models)	Gender identity, gender expression, sex assigned at birth, and sexual orientation are different concepts
Components of verbal and nonverbal communication	Social-emotional skills and values for engaging in healthy relationships (e.g., empathy, respect, care for self and others, etc.)	Characteristics of equitable, positive, and satisfying relationships (e.g., mutual respect, healthy communication, trust, honesty, non-violent conflict resolution, etc.)		There are a range of gender identities, gender expressions, and sexual orientations
Safe touch, body safety, and unsafe, unwanted, and inappropriate touch	Our social environment (e.g., our community, culture, religion, family members, etc.) impacts our values related to gender, relationships, and family (e.g., the kinds of relationships we value, how we treat others, etc.)	Strategies for building community (e.g., friendships, family, community activities, etc.)		Diverse cultural conceptions of gender
Trusted adults who young people can ask questions about health and well-being (e.g., parents, caregivers, health care professionals, teachers, etc.)		Conflict resolution skills (e.g., learning that language matters and words can hurt, identifying solutions, etc.)		Indigenous perspectives on gender
Situations where a young person may need a trusted adult to help them make decisions related to health and well-being (e.g., taking medications, personal care such as using the bathroom or for hygiene, etc.)		Difference between expressing feelings in respectful/caring ways and disrespectful/uncaring ways		How the people in one's life identify themselves and how to be respectful of people's identities (e.g., using the person's stated pronouns, learning how to pronounce their names, etc.)
				Importance of self-esteem, self-acceptance, self-respect, and having a positive self-concept

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Bodies and Development	Reproductive Health	Sexually Transmitted Infection (STI) Prevention and Support	Sexual Health Enhancement and Well-being	Digital Media Literacy and Technology	Gender-Based Violence Awareness and Prevention
Accurate names for all body parts, including genitals ²	People have a right to choose when or if they have children and how many children they want to have	What vaccines are; what vaccines do	Joy and pleasure are normal feelings that people experience across their lifetime	Consent with regard to digital images (e.g., asking friends if they want to have their photo taken; consent to have your own photo taken, etc.)	How to engage in and recognize help-seeking behaviours
Growing up includes many overlapping and varied physical, emotional, social, mental, and/or spiritual changes (e.g., people grow and change at different rates)	Some families have children and some families do not	What germs are; how germs can be shared/transmitted	Positive sensory and emotional experiences in the body (e.g., feeling relaxed during calming activities, feeling excited during fun activities, feeling joy when spending time with friends, etc.)	Communicating respectfully with others online	What is meant by a trusted adult and how to identify trusted adults in one's life
All bodies are different and should be respected	Different ways that a child can join a family (e.g., adoption, fostering, pregnancy, etc.)		Different components of health (e.g., physical health, mental health, etc.) that are interconnected and need to be cared for	Limiting who is able to communicate with us online	Difference between privacy (e.g., choosing to keep something to/for yourself), surprises (e.g., birthday gift for a friend), and secrecy (e.g., someone asking you not to tell trusted adults about something, such as photos being taken or touching, etc.)
All bodies have a range of experiences (e.g., joy, pleasure, pain, being sick, etc.); how to communicate feelings about one's body (e.g., feeling good about one's body, feeling curious about one's body and how it works, etc.)	If a child experiences pain or discomfort in their genitals, they should talk to a trusted adult			Seeking help to deal with online problems	How to identify unsafe situations/relationships
Importance of caring for and developing self-esteem, self-acceptance, and respect for one's body				What private information is and the potential impacts of sharing private information (both a person's own private information and someone else's private information)	Recognize forms of discrimination, abuse, and violence (e.g., bullying, sexual abuse, racism)
Ways to support and care for one's body as it grows and changes				Resources for finding credible online information (e.g., asking a trusted adult, using credible websites suggested by trusted adults, etc.)	How to disclose experiences of abuse and the limits of confidentiality
				Media representations can influence the way we think about our lives (including gender, sexuality, and relationships) in positive and negative ways	Gender-based violence can occur in different places (e.g., school, home, online) and in different kinds of relationships (e.g., peers, family, etc.)
				Stereotypes in media can impact the way a person feels about themselves and others	Peer pressure related to gender-based violence (including harmful comments) and strategies for handling peer pressure

¹ See Silverberg (2015) for language on privacy.

² Educators should be aware of and inclusive to variations in reproductive or sexual anatomy, including intersex (see Brömdel et al, 2021; Holmes, 2022)