

GRADE 4 - GRADE 5 (AGES 9 - 10)

Autonomy and Consent	Values and Rights	Interpersonal Relationships	Gender Norms, Roles, and Stereotypes	Gender and Sexual Orientation	Bodies and Development
Importance of consent to all types of interpersonal relationships and interactions (e.g., with peers, in public and private settings, etc.)	There are many kinds of human rights, including sexual rights	Strategies for creating and maintaining equitable, positive, and satisfying interpersonal relationships (e.g., communication skills, building trust and empathy, being honest and respectful, etc.)	What gender norms, roles, and stereotypes are; how gender norms, roles, and stereotypes impact the way we think about people and our own lives	Gender identity, gender expression, and sexual orientation are complex and varied (e.g., some people know from a young age, others know later in life; some people experience fluidity in their identities while others do not, etc.)	Physical, psychological, emotional, and social changes associated with puberty ¹
The link between consent and partnered sexual activity	There are many national and international documents that outline human rights (e.g., Convention on the Rights of the Child, Canadian Charter of Rights and Freedoms, etc.)	Key sources of support (e.g., friends, family, school, community organizations, etc.) and strategies for seeking support	How gender norms, roles and stereotypes can impact health and well-being (e.g., by contributing to gender-based violence; impacting who seeks help for health problems; impacting who can access health services, etc.)	It is wrong to discriminate based on a person's sexual orientation, gender identity, or gender expression	The role of hormones in how bodies change and grow ¹
Factors that impact autonomous decision-making (e.g., peer pressure, gender norms, culture, media, power dynamics, access to supports, etc.) and strategies for promoting autonomous decision-making in different settings (e.g., home, school, health settings, etc.)	Different ways in which human rights can be violated (e.g., gender-based violence; lack of access to information, privacy, education, or health services, etc.)	Impact of inequality within relationships (e.g., differences in age, gender, income, etc.)	Social attitudes and systemic factors (e.g., stigma, social norms, misogynistic beliefs, racism, ableism, transphobia, homophobia, biphobia, etc.) that contribute to outcomes that can negatively impact sexual health (e.g., sexually transmitted infections, gender-based violence, unintended pregnancies, relationship problems, etc.)	Diverse cultural conceptions of sexuality	People experience puberty at different times and in different ways; individual differences in psychological and emotional readiness to date or engage in sexual behaviours
	Human rights apply to both in-person and online spaces		Ways to challenge and change social attitudes that can contribute to negative sexual health outcomes (e.g., strategies for promoting gender equality and positive peer influence)	Indigenous perspectives on sexuality	There is both overlap in how bodies change during puberty and variation in people's experiences (e.g., differences in the timing of when puberty starts, differences related to body parts, hormones, disability, cultural ceremonies or traditions related to growing up; some people feel comfortable in their body during puberty and others do not, etc.)
	Importance of understanding one's own values related to relationships, sexuality, gender, and family			Different terms related to gender identity and sexual orientation (including discussions on asexuality)	Personal care behaviours (e.g., hygiene) associated with the onset of puberty
	People have different values related to relationships, sexuality, gender, and family; other people's values may differ from one's own values			Resources to help support gender and sexual identity development (e.g., having credible/accurate information on gender and sexual orientation, finding community organizations that support 2SLGBTQINA+ people, etc.)	Menstrual health, menstrual equity, and how to access menstrual products and supports
	Ethics in relationships (e.g., ethical aspects of consent, ethics of care in relationships)			Assumptions and misconceptions related to gender identity, gender expression, and sexual orientation (e.g., that gender and sexual orientation must be binary; that gender identity is only relevant to gender diverse people, etc.)	Bodies respond in a variety of ways to different kinds of sensory stimulation

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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
Reproductive systems of all sexes, how systems work, and variations in human bodies; being inclusive of intersex bodies and disabled bodies	What HPV is and why the HPV vaccine is important	People can feel joy and pleasure from many different types of activities (e.g., hugging, cuddling, kissing, different kinds of sensory activities and pressure); what feels good differs across people	Methods for sorting credible/accurate sources of information from unreliable/inaccurate sources of information (e.g., using fact-checkers, tracing claims to their source, verifying sources, checking against sources already known to be reliable, etc.)	What bystander intervention is; bystander intervention knowledge and skills (in-person and online environments)
Different approaches to conception (e.g., in vitro fertilization, surrogacy, certain types of sexual activity, etc.)	Some infections can be passed during sexual interactions	Sexual health encompasses the way we think about and care for our bodies, how we understand our identities, and how we interact with others	Media stereotypes related to gender, race, disability, sexual orientation, relationships, and bodies	Abuse (e.g., physical, sexual, emotional, etc.) within intimate relationships and strategies to seek help/support
Relationship between sexual activity and pregnancy and reproduction	Some infections can also be passed in other ways (e.g., through breastmilk, blood)	Sexuality is part of being human; people have different ideas about what sexuality means and how to express one's sexuality	Positive media representations related to gender, race, disability, sexual orientation, relationships, and bodies	Ways to respond when someone has experienced gender-based violence
Changes that occur during pregnancy (e.g., how long pregnancy typically lasts, how the body changes, etc.)		People have different degrees of interest in romantic and/or sexual relationships (e.g., some people are asexual or aromantic; some people are interested in sexual or romantic relationships with partners, etc.)	Media depictions of people and relationships do not necessarily reflect real life	Prevention of sexual exploitation and human trafficking
Using menstrual products should not be painful (e.g., insertion of tampons or menstrual cup); if a person experiences pain, they should talk to a healthcare provider		People have a range of intimate feelings (e.g., wanting to have friends, having “crushes,” wanting to date someone, etc.)	How to find needed information without accessing harmful content (e.g., content that is sexist, racist, ableist, etc.)	Grooming behaviours (e.g., manipulative behaviours that abusers use to gain access to victims, such as isolating the victim, sharing “secrets,” desensitization to touch and sexual content, etc.) and what those behaviours may look like in-person and online
Urination should not be painful; if a person experiences pain, they should talk to a healthcare provider		There are many reasons why people do/do not engage in sexual activity	Media literacy key concepts ² (e.g., media are constructions, media have commercial considerations, media communicates meaning, etc.); applying media literacy key concepts apply to sexuality, sexual health, and relationships	Myths related to gender-based violence (e.g., that it occurs primarily between strangers, that it does not happen in same-gender relationships, that it only occurs within the context of romantic partnerships, that it does not happen in public spaces, etc.)
People have different reproductive health needs (depending on their age, body, gender identity, etc.)		Factors that can positively impact health and well-being and strategies to support well-being during puberty or other body changes (e.g., chronic illness or disability)	How to manage emotions in online environments (e.g., taking breaks, building empathy, etc.)	Gender-based violence is a violation of human rights
			How technology can impact communication and the development and maintenance of interpersonal relationships.	

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

2 See MediaSmarts key concepts: <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/key-concepts-digital-media%2%A0literacy>