

# Sexuality Health Education

## Grade 1 (6-7 years old)



### Identity, Gender Stereotypes and Roles, and Social Norms

Becoming aware of the different ways you express your identity as a girl or a boy

Children will learn about gender roles that are associated with girls and boys. It could be in the form of an activity, occupation, personality trait, appearance or temperament. They will be introduced to the concept of stereotyping, how it can determine their actions, and ways of dealing with gender stereotyping. They will be introduced to the concept of femininity and masculinity, how this can be expressed, and how it might change with age and maturity. They will discuss preferences of girls and boys in choosing their activities and interests, and how a respect for different choices is important.

1

#### POSITIVE ROLE

not just focus on the "risks" or prevention

2

#### LEARNING LEVELS

prepare students for learning content over

3

#### ESTABLISH TRUST

that is conducive to sharing and discussions

Comprises many dimensions



...biological, social, cultural, ethical, moral physical, etc.

Many sources of information



...peers, family, media, etc.

Present from 0-99



...develops over ages.

**Why?** Children need to understanding the influence of stereotypes because (1) gender identity is vital to a child's psychosexual development. (2) Various influences of socialization, sometimes stereotypical, shape a child's understanding of gender roles. (3) Children develop stereotypical preferences and behaviours based on gender early in childhood. Some information gathered by children can limit them and create a divide between boys and girls.

**Approach**...broaden a students' understanding of gender roles that can be assumed by boys and girls, moving beyond stereotypes, and learning a respect for differences.

## Sexual Assault

Children will learn to recognize the different forms of sexual assault and develop an ability to apply safety rules. This can help children avoid a situation that puts them at risk and help to stop a potential sexual assault.

Children at this age are taught that a sexual assault can be committed by someone they know, someone they don't know well, or by a stranger. Children will discuss self protection skills (ex: say no, run away, etc.), and how to report an incident. The students will also discuss different feelings that could arise in a situation of sexual assault.

**Why?** Children under the age of 11 who have been assaulted, most often have been so by someone they know. According to studies this reaches 50% for children aged 6 and under. Young children have difficulty knowing if a touch is appropriate or inappropriate and they do not possess the skills to know how to protect themselves. They generally trust their caregivers and need to be taught safety rules in order to recognize a potential harmful situation.

**Approach...** activities should allow children to safely and comfortably develop skills to recognize sexual assault, know when and how to use self protection skills, and know who they can go to for help and safety.

## General Understanding of Sexuality

**Become aware that there are different aspects to sexuality**

Children are made up of mind, body and heart. They are inquiring in mind, changing in body and reacting with emotions. Children are in a constant state of interacting with their peers, observing their environment and acting upon what they are experiencing.

**Why?** They need sexuality health education that presents them with facts and a positive view of sexuality and all its dimensions.

**Approach...** should focus on positive aspects of sexuality not just on prevention and risk factors. Begin the foundation for what children will be learning over the years of schooling. Demonstrate an environment of trust that will encourage children to ask questions and seek factual information.