

Sexuality Health Education

Grade 3 (8-9 years old)



Comprises many dimensions



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

Many sources of information



...peers, family, media, etc.

Present from 0-99



...develops throughout our lives.

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

Approach

1

POSITIVE ROLE

not just focus on the "risks" or prevention

2

LEARNING LEVELS

prepare students for learning content over the different ages

3

ESTABLISH TRUST

that is conducive to sharing and discussions

Identity, Gender Stereotypes and Roles, and Social Norms

Identify stereotypes, regarding attitudes/preferences/appearance/activities, conveyed about girls/boys by family, peers and the media.

Children draw connections between gender stereotypes and their development of gender identity as a boy or girl. Their social behaviour is influenced by beliefs about conformity with expectations regarding peer acceptance (ex: boys playing with dolls, girls with trucks). There is a division between the world of boys and the world of girls that is greatly influenced by friends, values and personal preferences.

Why? They need to understand the influence of stereotypes because (1)gender identity is vital

to a child's psychosexual development. (2)Various agents of socialization provide guidelines, sometimes

stereotypical, regarding 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...foster gender equality by promoting awareness of the impact of stereotypical messages conveyed in the social environment about boys and girls.



SEXUAL ASSAULT

Recognize the different forms of sexual assault and develop an ability to apply safety rules to avoid a situation that puts you at risk or to stop sexual assault. Children at this age are taught what constitutes an assault. They are exposed to applying self-protection and self-defence skills (ex: asserting yourself, say no, run away, etc.), seeking solutions (ex: safety rules in certain situations, strategies to apply safety rules, and identifying people to confide in) and finally reporting the situation.

Why? Children between 6-10 years of age come into contact with diverse range of people (friends, sports, etc.) and are unsupervised for longer periods (ex: walking home from school). The number of cases of sexual assault by a family member is on the decline while cases involving someone outside the family circle are on the rise.

Approach...students are able to understand concepts related to prevention. As sexual health is a gradual learning over the ages this unit is consolidating what students have learned so far, and developing a sense of self-efficacy in students (i.e. recognize a risky situation, tools to deal with it to react effectively to ensure their safety)

