

# Alexandria City Public Schools

## Family Life Education in Kindergarten

**Right to Review:** Parents and guardians have the right to review the Family Life Education Program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of Family Life Education instruction.

**Program Goals:** The APCS Family Life Education curriculum is designed to provide a comprehensive, sequential K-12 program that includes age-appropriate instruction in family living and community relationships. Instruction is designed to promote parental involvement, foster positive self-concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities.

**Program Sequence:** As directed by the Virginia Department of Education, the Family Life Education Curriculum for grades K-10<sup>th</sup> in ACPS includes instruction in the following content areas based on the [Standards of Learning](#):

1. Family living and community relationships;
2. The value of family relationships;
3. The value of postponing sexual activity;
4. Abstinence education;
5. The benefits, challenges, responsibilities, and the value of marriage for men, women, children, and communities;
6. Human sexuality;
7. Human reproduction;
8. The benefits of adoption as a positive choice in the event of an unintended pregnancy;
9. The etiology, prevention, and effects of sexually transmitted diseases;
10. The prevention of human trafficking;
11. Dating violence, which shall include a focus on informing high school students that consent is required before a sexual act, the characteristics of abusive relationships, steps to take to deter a sexual assault, the availability of counseling and legal resources, and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, as well as the requirements of the law; and
12. Mental health education and awareness.

**Curriculum Strands:** The curriculum is built around six measurement topics, which are thematic strands and process standards which focus on enduring understandings and fundamental processes at the heart of the program.

1. Developing a sense of self
2. Developing healthy relationships
3. Maintaining personal health and wellness
4. Maintaining personal safety
5. Understanding anatomy and physiology
6. Analyzing Influences

Transfer goals and performance assessments for each unit are aligned with these measurement topics.

**Curriculum At-a-Glance:** The following topics are addressed during the kindergarten FLE instruction.

## Kindergarten Family Life Education

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	<p><b>Unit 1: Creating Our Kindergarten Community</b></p> <p>During this unit, students begin to develop a sense of self, learn how to develop healthy relationships, and maintain their personal safety.</p> <ol style="list-style-type: none"> <li>1. <b>Lesson 1: I Can Play It Safe</b> - Identify personal safety rules; recite full name, address, and a parent/guardian's telephone number; describe how to find reliable help if lost in a store or other public place.</li> <li>2. <b>Lesson 2: Respecting Each Other's Privacy</b> - Demonstrate respect for privacy when using the bathroom; demonstrate proper personal hygiene while using the bathroom; demonstrate how to maintain a safe, healthy, and clean environment.</li> </ol>	<p style="text-align: center;"><b>Standards of Learning:</b> K.1, K.2, K.3, K.10, K.11</p>
	<p><b>Unit 2: We Are Different and the Same</b></p> <p>In this unit, students will continue to develop a sense of self and see themselves within a family unit and school community.</p> <ol style="list-style-type: none"> <li>1. <b>Lesson 1: Families - Different and the Same</b> - Identify characteristics common to all families; exhibit pride in their own families without judging others' families.</li> <li>2. <b>Lesson 2: The Relatives Came</b> - Identify the positive ways in which families interact to show love, affection, respect, and appreciation for one another.</li> </ol>	<p style="text-align: center;"><b>Standards of Learning:</b> K.4, K.5, K.6, K.7</p>
	<p><b>Unit 3: Who's in Charge? I'm in Charge!</b></p> <p>During this unit, students will develop strategies to maintain their personal safety in a variety of settings.</p> <ol style="list-style-type: none"> <li>1. <b>Lesson 1: My Body Belongs to Me</b> - Recognize the elements of good (positive and healthy) and bad (negative and unhealthy) touches by others; demonstrate how to say "no" to inappropriate touches and to find help safely.</li> <li>2. <b>Lesson 2: Talk PANTS and You've Got it Covered</b> - Demonstrate what to say and how to respond to uncomfortable or unhealthy touches; describe the "underwear rule" using the PANTS acronym.</li> </ol>	<p style="text-align: center;"><b>Standards of Learning:</b> K.8, K.9, K.10, K.11</p>