

**Roanoke County Public Schools**

**Elementary  
Family Life Education  
Curriculum**

**Supplement to**

**Roanoke County Public Schools  
K-5 Health Education Curriculum**

Revised July 2015





# Elementary Family Life Education

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## **About this Document and Delivery of Instruction**

This document is to serve as a supplement to the *Roanoke County Public Schools Health Curriculum* which incorporates the Virginia State Standards of Learning for Health Education, and many of the Family Life Standards. Those Family Life Standards deemed sensitive in nature have been included in this particular document in an effort to provide easy identification for parental and community review. For instructors, it's a means of identifying those lessons that require special guidelines for delivery.

The standards covered in this guide are divided into two basic areas: human growth and development and personal safety.

Lessons in human growth and development have been developed by RCPS classroom teachers, school nurses and guidance counselors to correlate with the Virginia State Standards of Learning for Family Life Education. The delivery of instruction in this area will be done primarily by the school nurses in grades 4 and 5. Parents have the opportunity to review these lessons and teaching materials upon request and may choose to opt their child out of any or all of the lessons.

Lessons in personal safety have been developed by the RCPS Guidance Counselors and will be delivered as part of elementary school guidance program in grades K-5. These lessons correlate with the Virginia State Standards of Learning for Family Life Education and the Virginia Public Schools Standards of School Counseling Programs. Parents have the opportunity to review all guidance lessons and teaching materials upon request and may choose to opt their child out of any or all of the guidance program.

## **RCPS Philosophy of Family Life Education**

Roanoke County youth are growing up in a rapidly changing society wherein many traditional values are being challenged. To respond to these challenges, the emphasis is on helping students to cope with the environmental, social and physical pressures they will encounter throughout life. To that end, it is a goal of Roanoke County Public Schools to create an environment that nurtures the development of interpersonal skills, ethical and moral behavior, and physical and psychological well-being.

Although this education begins in the home and is primarily a function of the family unit, the schools will supplement the family by offering essential sexuality components within the general health curriculum in order to assist parents in this important growth process.

Such a program shall encompass education in sexuality identification, communication skills, respect for self and others with emphasis on abstinence, growth (inclusive of physical, mental, social, and emotional) and skills in decision-making. Inherent in this curriculum is a set of universal values, including honesty, respect and responsibility. Any health and family life education instruction initiated within the public schools should assist the student to critically evaluate cultural changes and develop an appreciation of traditional values.

## Family Life Education Guidelines

These guidelines have been developed to assist the schools and instructors in implementing an effective program of Family Life Education. Instructors should be keenly aware of their influence on the lives of their students and should strive to exemplify the highest moral character which is the ultimate goal of this program.

Due to the sensitive nature of this material the following procedures shall be observed.

### A. Opt-Out Policy

In compliance with the Board of Education's guidelines for Family Life Education, this curriculum is offered as an "opt-out" program.

1. Parents are to be notified through a standard RCPS form regarding the inclusion of FLE in our curriculum, the provisions for curriculum review and the procedures for opting out of those lessons.
2. The curriculum and instructional materials are to be made available for parental review.
3. All students will be included in the program unless their parent/guardian has requested they opt out using the appropriate form included in this document.
4. Students who opt out of the program are to be given an alternate health related topic that is meaningful to the child and relevant to the overall health curriculum.

### B. Teaching Techniques and Procedures

1. This curriculum has been designed for delivery by school counselors and nurses in collaboration with the classroom teachers.
2. Model lesson plans have been designed to guide instruction on the most sensitive topics included in this curriculum.
3. Instructors should not permit students to discuss private, personal, or intimate family experiences with the whole group. Students are encouraged to discuss problems individually with teachers or guidance counselors.
4. Instructors should expect students to use proper terminology but should avoid drill work in this area.
5. Since different grade levels and sexes may use the same classrooms, discretion should be used in materials displayed on bulletin boards.
6. Surveys and questionnaires concerning sensitive areas shall be avoided.
7. Instructors should not assign reports and projects within the sensitive areas.
8. Instructors should be sensitive to the modesty and privacy of each student.
9. Instructors should not feel compelled to answer all questions. They may answer students individually after class or refer them to their parents, counselors and ministers/priest for answers.
10. Only school district-approved materials may be used at grade levels for which they were designated.
11. The instructor will provide all students who have been "opted" from certain Family Life Education segments alternate units of health education.
12. All new and transfer students are to be given the parent letter explaining the Family Life Education program when they register.
13. Substitute teachers and student teachers shall not teach the sensitive topics of the Family Life Education program.
14. Boys and girls will be separated for instruction as indicated at each grade level.
15. Inherent within this guide is a core of universal values that instructors should promote when evident and appropriate. They include love and caring, honesty, trust, respect for self and others, self-control, responsibility for self, others and community, and abstinence.

# **Personal Safety Education**

## **Grades K-5**

from the

**Roanoke County Elementary School  
Counseling Curriculum**

These lessons in personal safety have been developed by the RCPS Guidance Counselors and will be delivered as part of elementary school guidance program in grades K-5. These lessons correlate with the Virginia State Standards of Learning for Family Life Education and the Virginia Public Schools Standards of School Counseling Programs. Parents have the opportunity to review all guidance lessons and teaching materials upon request and may choose to opt their child out of any or all of the guidance program.

## ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM

### Curriculum: Personal Safety Education - Kindergarten

Standards of Learning: FLE K.8 The student will recognize the elements of good and bad touches by others.

Correlates with EA 6 and EP 6 from the VA Public Schools Standards of School Counseling Programs

Descriptive Statement: The student will learn to protect his/her body by differentiating good vs. bad touches and identifying safe adults.

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
K	K.8	<p><u>Your Body Belongs to You</u> – Cornelia Spelman</p> <p><u>Berenstain Bears Learn About Strangers</u> book</p> <p><u>Berenstain Bears Learn About Strangers</u> video from RCPS Media Center</p> <p><u>Once Upon a Dragon: Stranger Safety for Kids</u> Jean E. Pendziwol &amp; Martine Gorbault</p> <p><u>Personal Space Camp</u> – Julia Cook</p> <p><u>Personal Space Camp Activity Guide</u></p> <p>Use hula hoops to demonstrate personal space</p>	<p>The student will understand that his/her body belongs to him/her.</p> <p>The student will understand that he/she has the right to protect his/her body from bad or secret touching.</p> <p>The student will identify good touches and bad touches and the difference between the two.</p> <p>The student will identify people who can help in abuse situations.</p>



## ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM

### Curriculum: Personal Safety Education - Kindergarten

Standards of Learning: FLE K.9 The student will demonstrate how to say 'no' to inappropriate approaches from family members, neighbors, strangers and others.

Correlates with EA 6 and EP 6 from the VA Public Schools Standards for School Counseling Programs

Descriptive Statement: The student will explain the difference between a 'don't know' and a 'kinda know' and a trusted adult and will practice saying 'no' in a variety of situations.

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
K	K.9	Flipchart about Don't Know's, Kinda Know's and Trusted Adults  NetSmartz Kids <a href="http://www.netsmartzkids.org">www.netsmartzkids.org</a>  Scribblez Activity book  Tell People 'No' lesson plan from Scribblez -situation cards activity	The student will demonstrate an understanding of the difference between 'don't know's', 'kinda knows', and trusted adults.  The student will learn and demonstrate saying 'no' in various situations.

**ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM**

**Curriculum: Personal Safety Education – First Grade**

Standards of Learning: FLE 1.12 The student will demonstrate strategies for response to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: The student will continue to develop continue to develop skills for saying 'no' to

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
1	1.12	<p>My Body Belongs to Me (1992) Sunburst RCPS Media Center</p> <p>Net Smartz Scribblez Pg. 13 My Rules For Real World Safety Pg. 23 Complete the Lyrics worksheet Pg. 21 Make a Scene worksheet</p> <p>Know the Rules video Net Smartz Kids <a href="http://www.netsmartzkids.org/videos/index.htm">www.netsmartzkids.org/videos/index.htm</a></p> <p>United Streaming Video – I Am The Boss of My Body Segment: Your Body is Your Very Own: Good &amp; Bad Touch</p> <p>Situation cards from Scribblez</p>	<p>The student will understand that his/her body belongs to him/her.</p> <p>The student will learn 4 rules for safety. 1)Check with a trusted adult first 2)Take a friend. 3)I can say 'no' 4)Tell a trusted adult</p> <p>The student will reinforce the skills of saying 'no'.</p>

## ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM

### Curriculum: Personal Safety Education – Second Grade

Standards of Learning: FLE 2.7 The student will advance in readiness to say ‘no’ and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian in private about inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: The student will work with his/her parent/guardian to identify safe adults and continue to develop assertiveness skills.

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
2	2.7	The Safe Side: Stranger Safety Video  Stranger Safety Quick Reference Guide download <a href="http://www.thesafeside.com">www.thesafeside.com</a>	The student will identify 3 “Safeside Adults”  The student will role-play situations where they need to say ‘no’.

## ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM

### Curriculum: Personal Safety Education – Third Grade

Standards of Learning: FLE 3.9 The student will demonstrate how to respond appropriately to good touches and how to handle inappropriate touches from family members, neighbors, strangers, and others.

Descriptive Statement: The student will continue to develop knowledge of good vs. bad touch, accidental and purposeful touches, and good vs. bad secrets. Students will learn when to report inappropriate behavior.

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
3	3.9	Good Touch/Bad Touch powerpoint by Dr. Kathleen Ninninger	<p>The student will continue to develop knowledge of good vs. bad touch.</p> <p>The student will review the concept of private areas.</p> <p>The student will differentiate between accidental and purposeful touches.</p> <p>The student will recognize inappropriate behaviors and touches which need to be reported.</p> <p>The student will develop an understanding of good vs bad secrets and will learn to talk to an adult if unsure about a situation.</p>

## ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM

### Curriculum: Personal Safety Education – Fourth Grade

Standards of Learning: FLE 4.7 The student will describe the factors surrounding child abuse and neglect.

Correlates to EP 10 from the VA Public Schools Standards of School Counseling Programs.

Descriptive Statement: Students will learn that abusive situations involve a myriad of feelings and emotional and/or physical responses. Students will discuss assertive responses including telling a trusted adult.

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
4	4.7	United Streaming video "When Should You Tell? Dealing with Abuse"  *teacher's guide and quiz available online	Students will recognize the variety of feelings associated with being a victim of abuse.  Students will learn that they need to keep telling their story until someone believes them.  The student will learn to recognize their body's reaction to an uncomfortable situation.  The student will continue to develop assertiveness skills.

## ROANOKE COUNTY ELEMENTARY SCHOOL COUNSELING CURRICULUM

### Curriculum: Personal Safety Education – Fifth Grade

Standards of Learning: FLE 5.11 The student will develop skill in saying ‘no’ to any social behavior or activity that he or she perceives as wrong for himself or herself.

Correlates with EP 10 from the VA Public Schools Standards for School Counseling Programs

Descriptive Statement: : Students will continue to develop and reinforce basic safety skills along with weapon safety and internet safety as well as reporting abuse to trusted adults. Student will learn how to advocate for a friend in a potentially abusive situation.

Grade Level	SOL's covered	Activity/Resources/Materials	Essential Knowledge and skills
5	5.11	<p>Staying Safe: Strangers, Cyberspace and More RCPS video</p> <p>Secret Situations Game from Friendly Persuasion unit</p>	<p>Student will learn strategies for:</p> <ol style="list-style-type: none"> <li>1) making good personal choices</li> <li>2) practicing refusal skills</li> <li>3) seeking help from adults</li> <li>4) being a good friend to others</li> </ol>

# **Human Growth and Development**

## **Grades 4-5**

Lessons in human growth and development have been developed by RCPS classroom teachers, school nurses and guidance counselors to correlate with the Virginia State Standards of Learning for Family Life Education. The delivery of instruction in this area will be done primarily by the school nurses in grades 4 and 5. Parents have the opportunity to review these lessons and teaching materials upon request and may choose to opt their child out of any or all of the lessons.

Objectives/Content	Resources
<p>FLE 4.1 <i>The student will develop an awareness of the human reproductive system.</i></p> <p>FLE 4.2 <i>The student will identify physical changes that begin to occur during puberty.</i></p> <p>FLE 4.7 <i>The student will describe the factors surrounding child abuse and neglect.</i></p> <p>Instructional notes: Human Growth and Development is to be taught in gender separated classes under the guidance of the school nurse within one to two 45 min. class periods.</p> <p>Personal safety is to be presented as part of the elementary guidance curriculum.</p>	<p><u>Puberty Education for 4<sup>th</sup> Grade Boys</u> – a RCPS PowerPoint presentation - on RCPS FLE resource disk</p> <p><u>Puberty Education for 4<sup>th</sup> Grade Girls</u> – a RCPS PowerPoint presentation - on RCPS FLE resource disk</p> <p>Videos: <u>Just Around the Corner for Boys</u> (boys only); Marsh Media –15 minutes run time; RCPS Media Center (V1058)</p> <p><u>Just Around the Corner for Girls</u> (girls only); Marsh Media – 15 minutes run time; RCPS Media Center (V1057)</p> <p>Roanoke County Elementary Counseling Curriculum: Personal Safety Education</p>



**Fourth Grade  
Family Life Curriculum  
Pre-Instruction Parent Letter**

A copy of this letter is available in Word format on the FLE Resource disc. Please personalize for each school and specific teachers.

Date \_\_\_\_\_

Dear Parent,

On \_\_\_\_\_, your child will be studying the subject of human growth and development at school. The content of the course has been carefully prepared and aimed at the comprehension level of your child. Boys and girls will be separated for all instruction.

This course will include information about:

- stages of growth from birth to adulthood.
- bodily changes that occur during puberty.
- human reproductive systems.
- responsibilities associated with growth and development.

The primary goal of this course is to provide students with a better understanding of themselves and others. The knowledge that the students gain will also help them develop their sense of responsibility for respecting the feelings and attitudes of other people and caring about other people.

The combination of information prepared for this course and student questions can help overcome much misinformation that some students may have about this subject. As a parent, you may wish to clarify or elaborate on questions that your child may ask at home and continue these discussions as your child grows and develops.

Feel free to contact me if you have any questions.

Sincerely,

Teacher

Objectives/Content	Resources
<p>FLE 5.1 <i>The student will develop an awareness of the structure and function of the endocrine system.</i></p> <p>FLE 5.2 <i>The student will identify the human reproductive organs in relation to the total anatomy.</i></p> <p>FLE 5.3 <i>The student will explain how human beings reproduce.</i></p> <p>FLE 5.5 <i>The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.</i></p> <p>FLE 5.6 <i>The student will identify reasons for avoiding sexual activity prior to marriage.</i></p> <p>FLE 5.7 <i>The student will describe the effects of personal hygiene on one’s self-concept.</i></p> <p>FLE 5.11 <i>The student will develop skill in saying “No” to any social behavior or activity that he or she perceives as wrong for himself or herself.</i></p> <p>FLE 5.12 <i>The student will recognize threatening or uncomfortable situations and how to react to them.</i></p> <p>Instructional notes: Human Growth and Development is to be taught in gender separated classes under the guidance of the school nurse within one to two 45 min. class periods.</p> <p>Personal safety is to be presented as part of the elementary guidance curriculum.</p>	<p><u>Puberty Education for 5<sup>th</sup> Grade Boys</u> – a RCPS PowerPoint presentation - on RCPS FLE resource disk</p> <p><u>Puberty Education for 5<sup>th</sup> Grade Girls</u> – a RCPS PowerPoint presentation - on RCPS FLE resource disk</p> <p>Video: <u>Everything You Wanted To Know About Puberty... For Girls</u>, Disney Education Productions, School Library</p> <p><u>Everything You Wanted To Know About Puberty... For Boys</u>, Disney Education Productions, School library</p> <p><u>Dr. D's Birds and Bees: Countdown to Baby!</u>, 18 minutes, CD United Streaming Video: on RCPS FLE resource disk</p> <p>Roanoke County Elementary Counseling Curriculum: Personal Safety Education</p>

**Fifth Grade  
Family Life Curriculum  
Pre-Instruction Parent Letter**

A copy of this letter is available in Word format on the FLE Resource disc. Please personalize for each school and specific teachers.

Date \_\_\_\_\_

Dear Parent,

On \_\_\_\_\_, your child will be studying the subject of human growth and development at school. The content of the course has been carefully prepared and aimed at the comprehension level of your child. Boys and girls will be separated for all instruction.

This course will include information about:

- stages of growth from birth to adulthood.
- bodily changes that occur during puberty.
- human reproductive systems.
- responsibilities associated with growth and development.
- pregnancy and the birth process.

The primary goal of this course is to provide students with a better understanding of themselves and others. The knowledge that the students gain will also help them develop their sense of responsibility for respecting the feelings and attitudes of other people and caring about other people.

The combination of information prepared for this course and student questions can help overcome much misinformation that some students may have about this subject. As a parent, you may wish to clarify or elaborate on questions that your child may ask at home and continue these discussions as your child grows and develops.

Feel free to contact me if you have any questions.

Sincerely,

Teacher



# Appendix



## FAMILY LIFE EDUCATION OPT-OUT FORM \*

ROANOKE COUNTY PUBLIC SCHOOLS

**NOTICE:** Unless this form is completed and returned to the teacher, your child will be permitted to receive instruction in all components of family life education included in the RCPS Curriculum.

\_\_\_\_\_  
School

\_\_\_\_\_  
Teacher

I have read the program overview and **do not** want my child to receive instruction in the Family Life Education topics listed below:

Please return this form to the teacher by \_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Grade

\*This form issued upon parent request only.