Property of the Parkway School District
SY 2025-2026

Parkway School District Health and Physical Education
Healthy Relationships & Sexual Health Curriculum
10th Grade (Health and Wellness Course)

Health Relationships and Sexual Health Unit & Lesson Details

Unit Enduring Understandings

1. A positive self-image of one's sexuality is important in the development of all dimensions of health.
2. The decisions you make in various aspects of their lives will affect their relationships both now and in the future.
3. Human relationships are important to our emotional need to belong and healthy relationships can contribute to a fulfilling life.
4. Everyone is different and expresses themselves in different ways according to many aspects of their personality and sexuality.
5. Sexual violence laws and policies are developed for the sake of assuring the health and safety of all people.

Unit Essential Questions

1. What might put one person at a higher risk for contracting an infectious disease than another?
2. How can abstinence positively affect my sexual health?
3. How does good sexual health lead to good overall health?
4. Why do some teens make decisions that lead to STI's, including HIV, and others don't?
5. What influences my sexual health?

Unit Learning Targets

1. I can create health messages that promote abstinence to influence and support others. (*HPE 5-1, HPE 6g-14*)
2. I can analyze my goals and the outcomes of my sexual health practices and how they may impact my mental, emotional, social and physical future health. (*HPE 5-4, HPE 6e-12*)
3. I can distinguish facts vs myths of STI, including HIV, transmission and prevention, and I can formulate a plan to maintain or improve my sexual health. (*HPE 5-2, HPE 6f-13*)
4. I can evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. (*HPE 5-3, HPE 6b-8*)
5. I can investigate the laws regarding sexual consent and harassment, and demonstrate refusal skills to avoid negative situations. (*HPE 5-5, HPE 6c-10*)

6. I can access valid information and community resources regarding the male and female reproductive systems to manage my sexual health. (*HPE 5-6, HPE 6b-9*)
7. I can analyze how different influences in my life impact healthy and unhealthy sexual behaviors and relationships. (*HPE 6a-7*)
8. I can develop a logical argument for the use of abstinence, and distinguish when it's appropriate to have a romantic and/or sexual relationship. (*HPE 6d-11*)

Recommended Lesson Sequence & Learning Outcomes

Lesson Title	Lesson Overview	Lesson Objectives	Knowledge (K) and Skills (S)
The Human Reproductive System	In this lesson, students will review the human reproductive system, its parts and functions, and ways to protect their reproductive health. Group discussions and learning activities will help students develop an awareness and appreciation for their body and the importance of applying health practices for preventing disease and/or injury to their reproductive system (e.g., self-exams, hygiene practices, protective clothing/equipment, doctor visits). Students will analyze various health risk situations and develop a plan for protecting their sexual health.	● Students will learn about the internal and external organs of the human reproductive system and how they function. ● Students will learn how reproduction occurs through the fertilization of the egg cell by the sperm cell. ● Students will learn various health and safety practices that help protect their reproductive health (i.e., Breast self-exam/females and Testicular self-exam/male).	● Describe the human reproductive system, its purpose, how it functions, and how to protect it. (K) ● Determine when professional health services may be needed for seeking advice or treatment for sexual health concerns or issues, and understand options that are appropriate for you. (S) ● Assess sexual health care practices and set goals when applicable, that address potential sexual health needs and risks. (S) ● Ability to find resources that demonstrate ways to maintain or improve the sexual health of self and others, such as preventive screenings. (S)
HIV/AIDS FACTS	In this lesson, students will learn scientific research information about HIV/AIDS and the impact of HIV/AIDS on a person's sexual health. Group discussions and learning activities will help students understand how HIV is transmitted and the threats it poses to a	● Students will learn facts about the HIV virus and the AIDS disease. ● Students will learn the ways to prevent HIV infection through abstinence, limiting your partners, and protecting yourself. ● Students will learn how to seek	● Describe how STIs, including HIV, are transmitted, the health risks they present, and how they can be prevented. (K) ● Determine when professional health services may be needed for

	person's health, as well as clarify misconceptions. Students also learn how to prevent and/or reduce the risk of HIV infection through positive health behaviors, such as remaining abstinent or limiting sexual partners, and proper protection if sexually active. Students will learn the importance of communicating with health and/or medical professionals and to their sexual partners if they feel they have been exposed to HIV.	medically-accurate information and identify reliable sources for HIV information. ● Students will learn about the importance of AIDS awareness and prevention efforts.	seeking treatment or advice for sexual health issues or concerns and understand options that are appropriate for you. (S) ● Assess sexual health care practices and set goals that address potential sexual health needs and risks. (S) ● Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings. (S)
Sexually Transmitted Infections	In this lesson, students will be provided basic information about sexually transmitted diseases/infections. Group discussions and learning activities will teach students how to prevent and/or reduce the risk of STI through positive health behaviors, such as remaining abstinent or limiting sexual partners, and using proper protection if sexually active. Students will learn the importance of communicating with health and/or medical professionals and to their sexual partners if they feel they have been exposed to an STI.	● Students will learn how to identify and treat various types of sexually transmitted infections. ● Students will learn the ways to prevent STI through abstinence, limiting your partners, and protecting yourself. ● Students will learn how to seek medically-accurate information and identify reliable sources for STI information.	● Describe how STIs, including HIV, are transmitted, the health risks they present, and how they can be prevented. (K) ● Determine when professional health services may be needed for seeking treatment or advice for sexual health issues or concerns, and understand options that are appropriate for you. (S) ● Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings. (S)
Abstinence	In this lesson, students define and explore the concept of sexual abstinence and consider how it can apply to their lives. Students will be involved in class discussions and learning activities which allow them to examine the potential	● Students will learn physical, mental, emotional and social health consequences of being sexually active. ● Students will learn the value of abstinence in building and maintaining a healthful relationship.	● Abstinence is a healthy choice for young people, and the only 100% way to prevent unwanted pregnancy and sexually transmitted diseases. (K) ● Describe the impact of becoming

	physical, mental, emotional, and social challenges and consequences of becoming sexually active. Abstinence is presented as the only 100% method of preventing unwanted pregnancies and sexually transmitted diseases. Students will develop an appreciation for abstinence which allows individuals to build and maintain healthful relationships.	● Students will learn about the effectiveness of abstinence in preventing sexual health risk factors.	sexually active impacts on the emotional, mental, and physical health of youth. (K) ● Using the decision making model, discuss the process of choosing between and entering into a romantic and/or sexual relationship. (S) ● Demonstrate ways to influence and support others to make positive sexual health choices. (S)
Pregnancy and Pregnancy Prevention	In this lesson, students will become familiar with the different ways of preventing pregnancy. Group discussions and learning activities will include information about pregnancy and the many responsibilities that come with having a child, as well as the various methods of contraception and birth control. Students will be presented with medically-accurate statistics of the ineffectiveness rates of various methods of pregnancy prevention. Abstinence is emphasized as the only 100% sure way of avoiding a pregnancy.	● Students will be able to identify signs and symptoms of fertility during the female menstrual cycle. ● Students will be able to identify methods of contraception by barrier or hormonal method. ● Students will learn current, medically accurate information on effectiveness ratings of various contraceptives for protecting a person from pregnancies and STIs. ● Students will understand that choosing a method of contraception is a very personal, individual choice that should be considered thoughtfully. ● Students will learn about responsibilities and options when having a child, including advantages of adoption.	● Identify methods of contraception, and their usefulness in preventing unplanned pregnancies and STIs. (K) ● Evaluate the pros and cons of various health care products (methods of contraception) for sexual health care, using resources from home, school, Internet, and/or community. (S) ● Determine when professional health services may be needed for seeking treatment or advice for sexual health concerns or issues, and understand options that are appropriate for you. (S) ● Assess sexual health care practices (Am I practicing safe sex or not?) and set goals that address potential sexual health needs and risks. (S) ● Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful

			relationships, and preventive screenings. (S)
Sexual Consent & Safety	In this lesson, students will be introduced to the legal definitions of sexual consent and harassment, as well as the importance respectful behaviors and attitudes play in developing healthful relationships. Group discussions and learning activities will allow students to recognize inappropriate sexual behaviors and develop ways to effectively communicate unwanted sexual advances or threats to their sexual health. In addition, ways to recognize and respond to acts of sexual violence issues, such as sexual harassment, sexual abuse, sexual assault, and rape will be covered.	● Students will learn specifics about Missouri Laws regarding Sexual Harassment, and Sexual Assault/Rape. ● Students will learn how to respond to unwanted sexual advances. ● Students will learn situations in which a person is unable to consent to sexual activity. ● Students will learn how to communicate and receive consent.	● Understand laws regarding sexual consent and harassment. (K) ● Analyze how personal attitudes, values, and beliefs impact healthy and unhealthy sexual behaviors and relationships. (S) ● Demonstrate refusal skills to avoid situations that pose personal threats to one's sexual health. (S) ● Using the decision making model, discuss the process of choosing between abstinence and entering into a romantic and/or sexual relationship. (S) ● Demonstrate how to influence and support others to make positive sexual health choices. (S)
Online Safety and Sexting	In this lesson, students will develop background knowledge and strategies for responsible online behavior and protecting themselves from inappropriate online threats. Students will define "sexting" and "online predators" and associated laws and legal issues. Group discussions and learning activities will allow students to become informed on what makes a picture sexually explicit and the risk-taking behaviors attached to sexting. Students will explore concepts such as privacy and how violations of privacy can be impacted by social media behaviors.	● Students will define "sexting" and "online predators". ● Students will learn laws and policies regarding inappropriate social media behavior, via cell phone and/or the Internet. ● Students will learn ways to respond to inappropriate online material that threaten them and their sexual health. ● Students will learn about the potentially positive and negative roles of technology and social media related to relationships.	● Understand the laws which serve to protect our personal and sexual health, such as age of sexual consent, sexual harassment, sexting, etc.(K) ● Demonstrate skills to avoid and refuse situations that are unwanted and/or pose threats/risk to one's sexual health. (S) ● Demonstrate effective communication skills for enhancing relationships with family, peers, and close/romantic friendships. (S) ● Demonstrate ways to influence and support others to make

			positive choices which impact the sexual health of self and others. (S)
Healthy Relationships	In this lesson, students will be introduced to seven qualities of a healthy relationship and contrast those with the warning signs of an unhealthy relationship. Group discussions and learning activities will allow students to identify and analyze personal skills that contribute to a healthful relationship.	● Students will learn seven qualities of a healthy relationship. ● Students will learn effective communication skills for expressing feelings, thoughts, ideas, and expectations. ● Students will learn specifics about Missouri Laws regarding Sexual Harassment, and Sexual Assault/Rape. ● Students will learn how to reduce risks and protect themselves from sexual violence, as well as how to respond when such acts occur.	● Identify the differences between healthy versus unhealthy relationships.(K) ● Analyze how personal attitudes, values, and beliefs are influenced by family, peers, social norms, and media, and how those influences impact relationships and sexual behaviors. (S) ● Demonstrate effective communication skills for enhancing relationships with family, peers, and close/romantic friendships.(S)
Human Sexuality	In this lesson, students will explore various aspects of sexuality and how it is part of your personality and how you express yourself. Group discussions and learning activities will allow students to better understand how a person's sexuality is comprised of four parts – biological sex, gender identity, sexual orientation, and gender expression. Students will also gain perspective on facts regarding a person's sexuality, as well as health risks related to social pressures and influences.	● Students will learn about the various aspects that form a person's sexuality - biological sex, gender identity, sexual orientation, and gender. ● Students will learn facts and myths regarding people who identify themselves as LGBTQ and associated health risks. ● Students will identify influences upon their sexuality, and ways these influences positively or negatively impact their sexual health. ● Students will learn the benefits of respecting individual differences in aspects of sexuality.	● Explain the many aspects of human sexuality and its impact on a person's health. (K) ● Analyze how personal attitudes, values, and beliefs are influenced by family, peers, social norms, and media, and how those influences impact relationships and sexual behaviors.(S) ● Demonstrate ways to maintain or improve the sexual health of self and others, such as STI prevention, respectful relationships, and preventive screenings. (S) ● Demonstrate ways to influence and support others to make positive choices which impact the sexual health of self and others.

Recommended Resources:

- *Glencoe Health. McGraw Hill (2015)*
- *Human Sexuality. Glencoe (2015).*
- *Advocates for Youth - Rights, Respect, Responsibility*
- *Centers of Disease Control (CDC)*
- *TeensHealth (Nemours)*
- *Respect Me, Don't Sext Me (SECASA)*

Recommended Multimedia:

- *Breast Self-Exam (Howcast)*
- *Testicular Self-Exam*
- *Help Stop the Virus*
- *HHS.gov*
- *Centers of Disease Control (CDC)*
- *TeensHealth (Nemours)*
- *Promoting Parent Engagement in Schools to Prevent HIV and Other STD's Among Teens*
- *"The Latest About HIV and AIDS: What Every Student Still Needs To Know"* – Human Relations Media
- *"STDs: Lifetime Consequences"* New Dimension Media
- *"AIDS UPDATE: The Latest Facts About HIV and AIDS" – Human Relations Media*
- *"Straight Talk: The Truth About STDs"* – Human Relations Media
- *"Thinking About Abstinence"* – Human Relations Media
- *"Cup of Tea"* – Video About Consent
- "*Megan's Story*" *-Think You Know*
- "*What If?*"Sexting PSA
- "*Unhealthy Relationships" – Sarah Dolan*
- *Healthy Relationships (USHHS)*
- *Healthy Relationships (girlshealth.gov)*
- *"Defining Sexual Assault"* – Human Relations Media
- *"Digital Smarts*: *Protecting Your Online Reputation and Safety"* – Human Relations Media

Property of the Parkway School District
SY 2025-2026

- *"Gender Stereotypes"* *Break the Box*
- *"Sexual Identity"* – Human Relations Media
- *"Scarecrow' video"* *by Melissa Etheridge*
- *Classroom.kidshealth.org - https://classroom.kidshealth.org/classroom/6to8/body/systems/female_reproductive_handout1.pdf*
- *https://classroom.kidshealth.org/classroom/6to8/body/systems/male_reproductive_handout1.pdf*
- *www.aids.gov*
- *www.educatingteens.org*
- *Abstinence (StayTeen)*
- *Lawyers.com*
- *American Adoption*
- *Mayo Clinic Sexual Health Page*
- *DiscoveryEducation*
- *RAINN*
- *TeenTalk*
- *AgeofConsent*
- *Mobilemediaguard*
- *The GoodMen Project*
- *Laws -Sex Crimes*
- Sexual Harassment in Schools
- *Findlaw*
- *ASCD*
- *Missouri Statutes*
- *What should you do if you are being cyberbullied?* (Cybersafetysolutions)
- *Do's and Don'ts for cyberbullying victims* (Puresight)
- *"Sexting: How Teens Can Stay Safe."* National Crime Prevention Council
- *"Got NetSmartz"*
- *Delete Digital Dating Abuse* -Thats Not Cool
- *Electronic Aggression*
- *Teen Sexting* Missouri Criminal Law
- Puresight.com Online Child Safety
- *Teaching Tolerance*
- HealthyChildren.org (American Academy of Pediatrics)
- Student Action (GLSEN)

Property of the Parkway School District
SY 2025-2026