**Guide to Changes in the New Jersey Department of Education**
**2020 Comprehensive Physical Education and Health Standards**
***Updated September 2025***

This guide was created to provide information regarding state mandated changes to the New Jersey Student Learning Standards impacted the district's curriculum effective September 2022. Some parents/guardians have asked for more information on the *Health* portion of these standards. As in the past, parents/guardians will be able to choose an alternative unit of study if they wish to not have their child(ren) study an area of our health curriculum. This guide highlights the standards that some parents may want to review. These standards are taught in Grades 2, 5, 7 and 8. Health is taught in grade 2 by Mr. Neuhs, in grades 5-8 by Mr. Lobb, and in grades K-8 by Ms. Sconda.

The standards focused on in this guide are:
*(2.1) Social and Sexual Health, Pregnancy and Parenting, Community Health Services and Support, Personal Growth and Development*
*(2.3) Personal Safety; Health Conditions, Diseases and Medicine*

Below is the user-friendly guide intended to help parents/guardians locate some health standards more easily. We hope you find this document helpful. Standards have been broken down by grade level in this guide. Additional information on how to choose an optional unit of study for your child will be provided to you in January 2026, prior to the units being taught in the spring of the 2025-2026 school year.

If you would like to read the entire New Jersey Department of Education document on the NJ Student Learning Standards for Health, please click here. If you would like to read the Tewksbury School curriculum for health courses K-8, please click this link: https://www.tewksburyschools.org/domain/375.

Thank you,

Jennifer Shouffler, Ed.D.

# ***Grade 2***

***Taught in the Grade 2 "Character Education" Unit in Tewksbury's Health Program throughout the month of May 2026***

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreement or conflicts with others

2.1.2.SSH.9 Define bullying and teasing and explain why they are wrong and harmful

***Taught in the Grade 2 "Abuse Awareness and Prevention" Unit in Tewksbury's Health Program throughout the month of April 2026***

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors

2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community

2.3.2.PS.4 Develop an awareness of warning symbols and their meaning

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.

2.1.2.PGD.5: List medically accurate names for body parts, including genitals

# ***Grade 5***

***Taught in the Grade 5 "Human Relationships and Sexuality" Unit in Tewksbury's Health Program taught during the month of May 2026 (Two Lessons)***

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones.

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

***Taught in the Grade 5 "Child Abuse Prevention" Unit in Tewksbury's Health Program during the month of May 2026 (Two Lessons)***

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

# ***Grade 7***

***Taught in the Grade 7 "Human Relationships and Sexuality" Unit in Tewksbury's Health Program taught during the month of May 2026 (Two Lessons)***

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families

2.1.8.PP.5: Identify resources to assist with parenting

# ***Grade 8***

***Taught in the Grade 8 "Human Relationships and Sexuality" Unit in Tewksbury's Health Program taught during the month of May 2024 (Two Lessons)***

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their function, and the natural variations that exist in human bodies

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

2.1.8.PP.5: Identify resources to assist with parenting.

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.

2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.

2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity

2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them.

2.1.8.CHSS.5: Identify medically accurate resources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PREP and PEP, testing, and treatment resources

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence to determine the potential risk of pregnancy and/or STIs (including HIV) transmission

***Taught in the Grade 8 "Child Abuse Prevention" Unit in Tewksbury's Health Program during the month of May 2024 (Two Lessons)***

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships

2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships

2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activities

2.1.8.SSH.9: Define vaginal, oral, and anal sex.

2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.