

Elementary Family Life Curriculum Framework

Overview

Virginia's standards for family life education provide a comprehensive, sequential K-12 curriculum. They include age-appropriate instruction in family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality, and human reproduction. 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. Parents have the right to review the complete family life curricula, including all supplemental materials used in any family life education program.

Standards of Learning

Although there is no applicable SOL test associated with Family Life Instruction, the SOLs are intended to provide school divisions with standards and guidelines to instruct students on a variety of issues, including family and community relationships, mental health, responsibility, and disease prevention. The Family Life Education program shall include and adhere to the following:

- I. A community involvement team, or school health advisory board, shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, a mental health practitioner, and others in the community.
- II. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review the curriculum and instructional materials prior to the beginning of actual instruction.
- III. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
- IV. A Family Life Education leader from each grade level shall be identified to assist in training teachers and individuals who will be teaching, to work with a community involvement team or school health advisory board, and to assist in program implementation and evaluation.
- V. Medical and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

- VI. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
- VII. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
- VIII. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
- IX. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.
- X. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.
- XI. A local curriculum plan shall use the *Family Life Education Standards of Learning* objectives approved by the Board of Education as a reference and shall provide age-appropriate, medically accurate instruction in relation to students' developmental stages and abilities.
- XII. The local curriculum shall be consistent with the guidelines set forth in section [§22.1-207.1](#) and curriculum components identified in section [§22.1-207.1:1](#) of the Code.
 - A. The Family Life Education program developed shall be comprehensive and sequential and include the following content areas, and may include others at the discretion of the local school board:
 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 that focus on the 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

Kindergarten Family Life Education

Essential Knowledge and Skills

- The student will identify that there are many different types of families.
- The student will be able to identify positive words and actions that convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.
- Students will understand the difference between good and bad touches.
- Students will understand that uncomfortable touching is not a secret, and they should be able to identify good and bad secrets.
- Students will be able to identify trusted adults.
- Students will learn how to say "no".

Key Terms

- Family
- Single-parent family
- Blended family
- Foster family
- Introduce family terminology (aunt, uncle, grandparent, cousin)
- Hugging
- Praising
- Respect
- Helping
- Celebration
- Good Touch
- Uncomfortable/comfortable
- Two-parent family
- Extended family
- Adoptive family
- Step parents
- Listening
- Touching
- Encouraging
- Affection
- Supporting
- Friendship
- Appropriate expressions
- Bad Touch
- Secret

Standards of Learning	Descriptive Statement	Unit Pacing
<p>K.1 The student will experience success and positive feelings about self.</p>	<p><u>Descriptive Statement:</u> The teacher provides these experiences through the climate of the classroom environment. They include, but are not limited to, success in school, effectively handling routines, self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences.</p>	<p>Lesson 1</p>
<p>K.2 The student will experience respect from and for others.</p>	<p><u>Descriptive Statement:</u> Teachers and other adults at school actively listen to and accept the child's feelings and opinions. They provide a classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others. The child also learns and practices courtesy and good manners.</p>	<p>Lesson 1</p>
<p>K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.</p>	<p><u>Descriptive Statement:</u> The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel, and parents are encouraged to continue such explanations at home. The student is introduced to the concept of privacy, especially in the use of bathroom facilities. The importance of privacy and boundaries of self and others is introduced, and tools are provided to support the child in respecting the personal privacy and boundaries of others. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the Internet, are introduced.</p>	<p>Lesson 1</p>

<p>K.4 The student will recognize that everyone is a member of a family and that families come in many forms.</p>	<p><u>Descriptive Statement:</u> This includes a variety of family forms: two-parent families, extended families, relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families or guardians, families with stepparents, and other blended families, as well as the value of family relationships.</p>	<p>Lesson 2</p>
<p>K.5 The student will identify members of his or her own family.</p>	<p><u>Descriptive Statement:</u> This refers to identifying the adult and child members of the student's family.</p>	<p>Lesson 2</p>
<p>K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.</p>	<p><u>Descriptive Statement:</u> The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection, and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping, and playing, the child will understand that rules are made for safety and protection.</p>	<p>Lesson 2</p>
<p>K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.</p>	<p><u>Descriptive Statement:</u> It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community. The student will begin to understand the differences between appropriate and inappropriate expressions of affection.</p>	<p>Lesson 2</p>
<p>K.8 The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.</p>	<p><u>Descriptive Statement:</u> Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.</p>	<p>Lesson 3</p>

<p>K.9 - The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.</p>	<p><u>Descriptive Statement:</u> This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.</p>	<p>Lesson 3</p>
<p>K.10 The student will identify "feeling good" and "feeling bad."</p>	<p><u>Descriptive Statement:</u> Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.</p>	<p>Lesson 3</p>
<p>K.11 The student will find help safely.</p>	<p><u>Descriptive Statement:</u> Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.</p>	<p>Lesson 3</p>

<h2>Unit Resources</h2>	
<p>Video Link</p>	<p>My Body Belongs To Me K-3</p>
<p>Presentation Links</p>	<p>none</p>
<p>Activity/Assessment Suggestions</p>	<ul style="list-style-type: none"> ● Picture of their family ● Discussion ● Drawing ● Orally identify ways to show love and affection. ● Describe ways to celebrate in various situations.

First Grade Family Life Education

Essential Knowledge and Skills

- The student will be able to realize that all families need loving parents or other responsible adults regardless of the type of family.
- The student will be able to identify the importance of all family members regardless of family type.
- The student will identify the roles that each member plays in order to contribute to the success of a functional family.
- The student will acknowledge that each member has a specific role (ex. Providing food, shelter, laundry, financial, repairs, purchasing clothing, recreational activities)
- The student will acknowledge that families may need to meet the needs of elderly or handicapped members.
- The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.
- Students will demonstrate strategies for avoiding inappropriate touching of their private parts.
- Students will identify the difference between good and bad touching.
- Students will learn to identify a trusted adult.
- Students will understand that abuse is never their fault.

Key Terms

- Family
- Single parent family
- Two parent family
- Extended family
- Adoptive family
- Foster family
- Blended family
- Step parents
- Previous marriage
- Divorce
- Widow/widower
- Family
- Provider
- Functional family (family works together to meet everyone's needs)
- Necessities
- Handicapped
- Elderly
- Listening
- Hugging
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions
- Good/bad touch
- Private parts

Standards of Learning	Descriptive Statement	Unit Pacing
<p>1.1 The student will experience continuing success and positive feelings about self.</p>	<p><u>Descriptive Statement:</u> The teacher continues to provide a classroom environment that fosters experiences of success in schoolwork, in self-acceptance of body image, in the handling of routine situations, and in group activities. Parents are encouraged to reinforce successful experiences, self-esteem, and good mental health practices at home.</p>	<p>Lesson 1</p>
<p>1.2 The student will experience continuing respect from others.</p>	<p><u>Descriptive Statement:</u> Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical, mental and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.</p>	<p>Lesson 1</p>
<p>1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.</p>	<p><u>Descriptive Statement:</u> The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings, and practices good mental health behaviors. The student is made aware of any behavior on his or her part that causes others to have hurt feelings.</p>	<p>Lesson 1</p>

<p>1.4 The student will develop an understanding of the importance of a family and of different family patterns</p>	<p><u>Descriptive statement:</u> The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family, the value of family relationships and its various forms at the first-grade level. The following family patterns are included: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and other blended families.</p>	<p>Lesson 2</p>
<p>1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.</p>	<p><u>Descriptive Statement:</u> The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members; and providing for fun and play.</p>	<p>Lesson 2</p>
<p>1.6 The student will realize that human beings and other mammals have babies and that the babies can be breastfed.</p>	<p><u>Descriptive Statement:</u> Content associated with this objective can be found in books, magazines, films, videos, and other materials, as approved by the school division. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.</p>	<p>Lesson 2</p>

<p>1.7 The student will use correct terminology when talking about body parts and functions.</p>	<p><u>Descriptive Statement:</u> Scientific terms such as urinate, bowel movement, penis, vulva, and breast will be introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.</p>	<p>Lesson 3</p>
<p>1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.</p>	<p><u>Descriptive Statement:</u> Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems. Positive mental health practices will be utilized.</p>	<p>Lesson 3</p>
<p>1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.</p>	<p><u>Descriptive Statement:</u> The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama. Positive mental health practices will be utilized.</p>	<p>Lesson 4</p>

<p>1.10 The student will experience the logical consequences of his or her behavior.</p>	<p><u>Descriptive Statement:</u> The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making and positive mental health at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.</p>	<p>Lesson 4</p>
<p>1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.</p>	<p><u>Descriptive Statement:</u> The child is reminded that appropriate expressions of affection are important for individual and family well-being. The student will begin to understand the differences between appropriate and inappropriate expressions of affection and the impact on individual mental health. The importance of privacy and boundaries for self and others is discussed and the student is provided with tools to support the student in demonstrating respect for their personal privacy and boundaries of others.</p>	<p>Lesson 4</p>
<p>1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.</p>	<p><u>Descriptive Statement:</u> Elements of good (positive, healthy) and bad (negative, unhealthy) touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and Internet will be discussed. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.</p>	<p>Lesson 4</p>

Unit Resources

Video Links

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Activity and Assessment Suggestions

- Identify their particular family pattern
- Draw their family
- Diagram / create a family tree List the responsibilities of each family member
- Describe your role in your family
- Plan a family outing
- Orally identify ways to show love and affection.
- Describe ways to celebrate in various situations.
- Write a story about a favorite celebration. (parent assistance)
- Class participation.

Second Grade Family Life Education

Essential Knowledge and Skills

- The student will be able to identify adults, other than parents, who provide care and support to children in their community. The student will be able to identify positive words and actions which convey care, protection, and guidance.
- The student will understand that rules are made for safety and protection.
- Students will demonstrate strategies for avoiding inappropriate touching of their private parts.
- Students will identify the difference between appropriate and inappropriate touching.
- Students will learn to identify a trusted adult.
- Students will understand that abuse is never their fault.
- Students will identify strangers.

Key Terms

- Foster parents
- Child care providers
- Extended family members
- Neighbors
- Family friends
- Personnel of community support agencies,
- Civic organizations
- Religious organizations
- Listening
- Hugging
- Private parts
- Touching
- Praising
- Encouraging
- Affection
- Respect
- Supporting
- Helping
- Friendship
- Celebration
- Appropriate expressions
- Appropriate/Inappropriate touching

Standards of Learning	Descriptive Statement	Unit Pacing
<p>2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.</p>	<p><u>Descriptive Statement:</u> The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment, the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.</p>	<p>Lesson 1</p>
<p>2.2 The student will realize that adults other than parents also provide care and support for children.</p>	<p><u>Descriptive Statement:</u> Adults, other than parents, who provide care and support for children include foster parents, child-care providers, day-care teachers, extended family members, neighbors, family friends, and personnel of community support agencies, civic organizations, and religious organizations.</p>	<p>Lesson 1</p>
<p>2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.</p>	<p><u>Descriptive Statement:</u> The purpose of this objective is to provide basic, age-appropriate, medically accurate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation</p>	<p>Lesson 3</p>
<p>2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.</p>	<p><u>Descriptive Statement:</u> Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior. The importance of privacy and boundaries for self and others is</p>	<p>Lesson 4</p>

	reinforced along with tools to ensure that the student respects the personal privacy and boundaries of others.	
2.5 The student will demonstrate appropriate ways of dealing with feelings.	<u>Descriptive Statement:</u> Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior, in response to pleasant and unpleasant feelings, is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.	Lesson 4
2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.	<u>Descriptive Statement:</u> The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.	Lesson 4
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.	<u>Descriptive Statement:</u> This is a review of the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.	Lesson 4

<p>2.8 The student will be conscious of how commercials use our emotions to make us want products.</p>	<p><u>Descriptive Statement:</u> Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self- esteem or body image.</p>	<p>Lesson 5</p>
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<h2>Unit Resources</h2>	
<p>Video Links</p>	<p>Healthy Habits for Life K-2</p>
<p>Activity and Assessment Suggestions</p>	<ul style="list-style-type: none"> ● List people that provide care to you, other than parents. ● Question / answer session ● Discussion ● Discuss appropriate contact within and outside of the family. ● Work with your parents to identify trusted people in your life. ● Work with your parents to identify a family plan to identify safe houses for when one feels frightened.

Third Grade Family Life Education

Essential Knowledge and Skills

- The student will understand that changes occur within the family including the addition or the birth of a sibling, the birth of a handicapped child, death, illness, separation, divorce, remarriage, and children leaving home.
- The student will understand that there are healthy coping strategies including physical activity, talking about feelings, and creative expressions.
- The student will understand that feelings should be expressed openly and in appropriate ways
- The student will understand and be able to apply the proper safety objectives when answering the telephone or door when no adult is present.
- Students and parents will develop safety precautions for use at home.
- Students will learn how to respond to good and/or bad touches.
- Students will learn to identify a trusted adult.
- Students will develop the ability to say "no."
- The student will understand the need to help, support and communicate with family members

Key Terms

- penis
- scrotum
- vaginal opening
- urethra
- anus
- sperm
- egg
- virtual groups
- personality traits
- problem solving
- positive mental health practices
- medically-accurate
- umbilical cord
- placenta
- Caesarean section
- aggression
- Embarrassing
- Lying
- Gossiping
- Cheating
- Stealing
- Promise breaking
- Family including all types of families
- Sibling
- Handicap
- Divorce
- Separation
- Examples of physical activity
- Creative expressions through art, music, drama, dance, role playing activities
- Responsibility
- Family obligations/participation
- Cooperation

Standards Of Learning	Descriptive Statement	Unit Pacing
<p>3.1 The student will demonstrate a sense of belonging in group work and play.</p>	<p><u>Descriptive Statement:</u> The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior and positive mental health practices. Participation in groups, such as the scouts, is encouraged. Students will be introduced to appropriate and inappropriate behavior of virtual groups on the Internet.</p>	<p>Lesson 1</p>
<p>3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.</p>	<p><u>Descriptive Statement:</u> Expressive media (for example, exercises, games, art, music, dance, Internet, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.</p>	<p>Lesson 1</p>
<p>3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.</p>	<p><u>Descriptive Statement:</u> Changes which occur include moving to a new home, the addition or birth of a sibling, the birth of a disabled child, death, illness, drug abuse, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving using positive mental health practices.</p>	<p>Lesson 2</p>
<p>3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.</p>	<p><u>Descriptive Statement:</u> An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. In order to foster positive mental health, it is important</p>	<p>Lesson 2</p>

	that feelings be expressed openly in appropriate ways.	
3.5 The student will identify and use correct terms for external body parts associated with reproduction and elimination.	<u>Descriptive Statement:</u> External genitalia are explained, including correct scientific terms such as penis, scrotum, vaginal opening, opening of the urethra, and anus.	(consider moving to 4th grade)
3.6 The student will recognize that while all human beings grow and develop in a given sequence, rates and patterns vary with individuals.	<u>Descriptive Statement:</u> The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Students are taught to be accepting of others' differences, including physical and mental differences.	Lesson 2
3.7 The student will become aware that both a male and a female are necessary to have a baby.	<u>Descriptive Statement:</u> The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate, medically-accurate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.	Lesson 3
3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.	<u>Descriptive Statement:</u> The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean	Lesson 3

	<p>section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.</p>	
<p>3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.</p>	<p><u>Descriptive Statement:</u> Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group. Positive mental health practices should be utilized when discussing behaviors.</p>	<p>Lesson 4</p>
<p>3.10 The student will practice safety rules in the home.</p>	<p><u>Descriptive Statement:</u> This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on appropriate use of communication devices such as the phone and Internet. Parents are encouraged to discuss and develop safety precautions at home.</p>	<p>Lesson 5</p>
<p>3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.</p>	<p><u>Descriptive Statement:</u> This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. This includes inappropriate approaches made by way of electronic devices such as the Internet or text messaging. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.</p>	<p>Lesson 5</p>

<p>3.12 The student will be conscious of how commercials use our emotions to make us want products.</p>	<p><u>Descriptive Statement:</u> Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-image, and alcohol, tobacco and other drug use.</p>	<p>Lesson 5</p>
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<h2>Unit Resources</h2>	
<p>Video Links</p>	<p>?</p>
<p>Activity and Assessment Suggestions</p>	<ul style="list-style-type: none"> ● List handicaps and ways to accommodate those with handicaps. ● Identify ways to express emotions in an appropriate way. ● List examples of appropriate ways to deal with feelings associated with change

Fourth Grade Family Life Education

Essential Knowledge and Skills

- The student will realize that there are differences in growth patterns associated with male and female sexual development.
- The student will be able to identify male growth characteristics which include: increased shoulder width, increased length of arms and legs, appearance of pubic, facial and auxiliary hair, changes in the voice, development of acne, and the role of the pituitary gland in growth and development.
- The student will be able to identify female growth characteristics which include: increased width and roundness of hips, breast development, appearance of pubic, auxiliary, and fine facial hair, development of acne, the onset of the menstrual cycle, and the role the pituitary gland plays in growth and development.
- The student will acknowledge the fact that the onset of these sexual changes and growth patterns vary widely with individuals and that this is natural.
- The student will identify sources of help and information about growth and development. (ex. School nurse)
- The student will demonstrate and acknowledge the importance of cleanliness in relation to these bodily changes.
- The student will understand and be able to explain how to protect oneself from child abuse, neglect, and sexual abuse.
- Students will be able to identify trusted adults.

Key Terms

The male reproductive organs

- Penis
- Testicles
- Scrotum
- Urethra

The female reproductive organs:

- Uterus
- Ovaries
- Vagina
- Fallopian tubes.

- Physical growth (in reference to maturity)
- Child Abuse
- Child Neglect
- Sexual Abuse
- Trusted Adult
- **Girls only:** Identify the various forms of feminine protection
- Pituitary gland
- Growth spurt
- Pubic hair
- Auxiliary hair

- Facial hair
- Hormones
- Menstrual cycle
- Menstruation
- Sexual changes
- Breasts
- Perspiration
- Deodorant
- Acne
- Uterus/womb
- Newborn
- Pregnancy/pregnant
- Expectant mother

Standards Of Learning	Descriptive Statement	Unit Pacing
<p>4.1 The student will be able to identify the human reproductive organs. (boys and girls separated)</p>	<p><u>Descriptive Statement:</u> Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.</p>	<p>Lesson 1</p>
<p>4.2 The student will identify physical changes that begin to occur during puberty.</p>	<p><u>Descriptive Statement:</u> The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and axillary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural and normal. Students are helped on an individual basis to avoid anxiety if their development is ahead of or behind their peers. The importance of postponing sexual activity is discussed as is the importance of delaying childbearing. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.</p>	<p>Lesson 2</p>
<p>4.3 The student will develop an awareness of human fertilization and prenatal development.</p>	<p><u>Descriptive Statement:</u> Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.</p>	<p>Lesson 1</p>

<p>4.4 The student will identify basic human emotions and effective ways of dealing with them.</p>	<p><u>Descriptive Statement:</u> Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive or abusive behavior by using positive mental health practices.</p>	<p>Lesson 3</p>
<p>4.5 The student will develop awareness and acceptance of his or her strengths and weaknesses.</p>	<p><u>Descriptive Statement:</u> This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.</p>	<p>Lesson 3</p>
<p>4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.</p>	<p><u>Descriptive Statement:</u> The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with family members who have physical or mental disabilities.</p>	<p>Lesson 3</p>
<p>4.7 The student will describe the factors surrounding child abuse and child neglect.</p>	<p><u>Descriptive Statement:</u> The terms child abuse and child neglect (including sexual abuse and electronic harassment) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.</p>	<p>Lesson 4</p>
<p>4.8 The student will identify factors contributing to the use of drugs.</p>	<p><u>Descriptive Statement:</u> Discussion includes examining the motivation for using alcohol, tobacco and other drugs, a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from emotional pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.</p>	<p>Lesson 4</p>

<p>4.9 The student will recognize the dangers of substance use and abuse.</p>	<p><u>Descriptive Statement:</u> The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance use and abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.</p>	<p>Lesson 4</p>
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<h2>Unit Resources</h2>	
<p>Video links</p>	<p style="text-align: center;"> Sample 4th Grade FLE Presentation Slides for Boys Slides for Girls </p>
<p>Activity and Assessment Suggestions</p>	<ul style="list-style-type: none"> ● Students and parents put together a personal care kit (soaps, deodorant, feminine hygiene products, extra underwear, razor, shaving cream, ibuprofen, wipes, hand sanitizers, small calendar). These items could be photographed, drawn, or listed to return to the teacher. ● Make a list of trusted adults ● With parents - Review parent/student safety plan (safe houses and trusted adults) ● Students will understand that babies grow inside the mother's body in a special place called the uterus.

Fifth Grade Family Life Education

Essential Knowledge and Skills

- The student will be able to identify male and female reproductive organs in relation to the total anatomy.
- The student will be able to identify and explain how human beings reproduce.
- Boys will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle.
- Boys only will understand physical changes including: erection, and nocturnal emissions.
- Boys will understand the importance of developing a positive attitude toward oneself during puberty, an appreciation for individual differences, and an understanding of the relationship between changes that occur during puberty.
- The student will identify the physical changes that occur during puberty.
- The student will realize that boys experience nocturnal emissions and erections as part of puberty.
- The students will realize that puberty is a sign that their bodies can reproduce at this point.
- The student will realize that girls experience menstruation and instability of emotions (mood swings) as part of puberty.
- The student will develop a positive attitude toward their own sexuality.
- The student will be able to identify bodily changes in puberty that require special attention to cleanliness.
- The student will be able to identify the relationship between a positive self-concept and acceptance from peers.
- **(This objective is taught to girls only.)** The student will be able to identify the serious consequences related to tampon use (Toxic Shock Syndrome).
- The student will review the rules of basic personal cleanliness.
- The student will be able to recognize that the media uses sexuality to sell products.
- The student will be able to identify the types of mass media used in advertising (printed materials, television, slogans on T-shirts, movies, music, video games, internet, cell phones, telemarketers)
- The student will be able to identify ways to avoid inappropriate media influences.
- The student will be able to identify that the goal of the media is to sell their products.
- The student will realize that the media will use various means to attract impressionable viewers.
- The student will identify inappropriate social behaviors in the media. (smoking, drinking, theft, vandalism, rude behavior, inappropriate language, premarital physical intimacy)
- The student will identify alternatives to inappropriate social behaviors as seen in the media.
- Students will learn how to protect themselves in dangerous situations such as:
 - walking alone
 - opening doors for strangers
 - receiving obscene telephone calls
 - experiencing sexual abuse or incest
 - those found in shopping malls and on the Internet (chat rooms, etc.)

Key Terms

- Acne
- Body odor
- Breasts
- Eggs/ova
- Genitals
- Gland
- Hormone
- Menstrual cycle
- Menstruation
- Ovaries
- Penis
- Pituitary gland
- Puberty
- Pubic hair
- Sanitary pad (briefly discussed)
- Sperm
- Testicles
- Antiperspirant/deodorant
- Female/male
- Perspiration
- Mood swings
- Hygiene
- Self-concept
- Toxic shock syndrome
- Tampon
- Sanitary napkins
- Appropriate feminine cleansing and deodorant products
- Mood swings
- Sperm ducts
- Vagina
- PenisCervix
- Egg cell (ovum)
- Fallopian tubes
- Reproduction
- Reproductive systems
- Scrotum
- Testicles
- Urethra
- Uterus
- Genitals
- Ovaries
- Ovulation
- Semen
- Sperm
- Abdomen
- Body odor
- Puberty
- Deodorant
- Acne
- Acne prevention and treatment
- Dental care
- Foot care
- Review basic rules of cleanliness (daily clothes change)
- Sexuality
- Mass media
- Social behavior
- exploitation
- Gender stereotyping
- Vandalism
- Theft
- Rude behavior
- Inappropriate language
- Inappropriate clothing (where and when)
- Drugs
- Alcohol
- Tobacco
- VandalismObscene
- Chat Room
- Incest
- Sexual Abuse
- Threatening/Non-threatening
- Obscene
- Chat Room
- Incest
- Sexual Abuse
- Threatening/Non-threatening

Standards Of Learning	Descriptive Statement	Unit Pacing
<p>5.1 The student will define the structure and function of the endocrine system.</p>	<p><u>Descriptive Statement:</u> The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.</p>	<p>Lesson 1</p>
<p>5.2 The student will identify the human reproductive organs in relation to the total anatomy.</p>	<p><u>Descriptive Statement:</u> Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.</p>	<p>Lesson 2</p>
<p>5.3 The student will explain how human beings reproduce.</p>	<p><u>Descriptive Statement:</u> Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the consequences of premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.</p>	<p>Lesson 2</p>
<p>5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.</p>	<p><u>Descriptive Statement:</u> Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.</p>	<p>Lesson 2</p>

<p>5.5 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.</p>	<p><u>Descriptive Statement:</u> This objective is incorporated into the nutrition component for the fifth-grade health curriculum.</p>	
<p>5.6 The student will identify reasons for avoiding sexual activity prior to marriage.</p>	<p><u>Descriptive Statement:</u> The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted infections are emphasized, as well as the impact on one's reputation, self-esteem, and mental health.</p>	<p>Lesson 3</p>
<p>5.7 The student will describe the effects of personal hygiene on one's self-concept.</p>	<p><u>Descriptive Statement:</u> Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Proper use of feminine hygiene products in relationship to cleanliness is included.</p>	<p>Lesson 3</p>
<p>5.8 The student will recognize the importance of contributing to a constructive group activity.</p>	<p><u>Descriptive Statement:</u> The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.</p>	<p>Lesson 4</p>
<p>5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.</p>	<p><u>Descriptive Statement:</u> The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the</p>	<p>Lesson 4</p>

	<p>emotional interactions involved in being a family member. Nontraditional roles of males and females are discussed, and options for the lifelong goals of men and women are presented.</p>	
<p>5.10 The student will examine the messages from mass media related to sexuality.</p>	<p><u>Descriptive Statement:</u> Printed materials, advertising, television, wearing apparel, Internet, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation, sexually explicit communication using electronic means, and sexual violence. Students will understand the appropriate use of cell phones and other social media. Students will understand how the media affects mental health issues related to sexuality.</p>	<p>Lesson 5</p>
<p>5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for him or herself.</p>	<p><u>Descriptive Statement:</u> Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital and unwanted sexual relationships.</p>	<p>Lesson 6</p>
<p>5.12 The student will recognize threatening or uncomfortable situations and how to react to them.</p>	<p><u>Descriptive Statement:</u> These situations may include walking alone, opening doors to strangers, experiencing sexual abuse or incest, being influenced or coerced into selling their bodies for financial gain, receiving obscene telephone calls or text messages, and facing dangers found in shopping malls. Methods of self-protection and recognition and reporting of threats are identified and stressed. The point is made, however, that most life situations are not threatening.</p>	<p>Lesson 6</p>
<p>5.13 The student will explain the effects of substance use and abuse on the body.</p>	<p><u>Descriptive Statement:</u> Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.</p>	<p>Lesson 6</p>

Unit Resources

Video Links/Presentations	<p style="text-align: center;">Sample 5th Grade FLE Presentation</p> <p style="text-align: center;">Slides for Boys Slides for Girls</p> <p style="text-align: center;">Always Changing - Boys Video Always Changing - Girls Video</p>
Activity and Assessment Suggestions	<ul style="list-style-type: none"> ● Class participation ● Have students bring in a picture of when they were a newborn or when mom was expecting. ● <i>Puberty Review</i> activity sheet ● Student questions (written and verbal) and "something I learned" from cards ● Lecture / Discussion ● Development of a personal hygiene package ● Develop a collage of pictures ● Develop a commercial or ad (skit) for a personal hygiene product that they may need to use at their age. ● Compare and contrast how a positive self-concept relates to acceptance from peers. ● Match products to hygiene concern/usage. ● Make their own commercial/roll play ● Identify inappropriate messages in ads ● Identify examples of exploitation ● Identify appropriate attire for various situations. (Refer to dress code)

PARENT/STUDENT ACTIVITY

- Discuss Internet safety
- Discuss parental controls for the Internet, telephone, and shopping experiences
- Distinguish rude behavior and examples of alternatives. (role play)
- Discuss ads with parents
- Watch TV together and find examples of inappropriate social behaviors. (discuss alternatives)
- Identify a song that includes at least two inappropriate social behaviors.
- Discuss and pre-select a show that is appropriate for all family members.
- Development of a personal hygiene package with parents.

Additional instructional Suggestions for 4th and 5th grade FLE

Start class with ground rules (project slide 2 from the slide show)

- No put downs
- No question is dumb
- It's all right to giggle, feel embarrassed, to blush or to be uncomfortable.
- It's all right for the teacher not to know answers to all questions.
- No asking personal questions
- It's all right to "pass" on answering questions.
- Confidentiality is a must!
- Accurately discuss issues raised in class with parents.

Hand out note cards for questions (collect at the end of the lesson)

- Everybody will get a note card to use as an exit slip for the end of class and to have during the movie we are going to watch to write down any question you may have.
- If you have a question concerning any information presented in the movie..neatly write your question on your note card using the most appropriate vocabulary possible.
- At the end of the class the cards will be taken up and if there is time we will go over some of the questions. If we run out of time or do not get to your question you are encouraged to go home and ask your parents.
- We can not discuss any questions that are not covered by the 5th grade FLE curriculum.

[Boys Video](#)

[Girls Video](#)

After showing the video, go through the slideshow provided.

[Slides for Boys](#)

[Slides for Girls](#)

(The above videos links and slide presentations are included in the curriculum framework document in the video links and presentation section)

FAMILY LIFE EDUCATION TRAINING SUPPLEMENT

RECOMMENDATIONS FOR DELIVERY OF FAMILY LIFE EDUCATION INSTRUCTIONAL UNITS

1. The family life curriculum will be infused into the existing health curriculum, taught by regular classroom teachers at grades K-5 and by the health/physical education teachers in grades 6 - 10. The health/physical education teachers, school nurses and guidance counselors will serve as resource teachers for all grade levels;
2. A family life teacher/coordinator will coordinate the implementation of the curriculum, K – 10, the inservice training of teachers, parent orientation, the identification and purchase of materials, and the identification of community resource people and agencies.
3. Any guest speakers for FLE must be approved by the Building Principal and the Assistant Superintendent of Curriculum and Instruction. Unless the Stafford County Health Department is being included to share current trends and data.

INFORMATION

Family Life Curriculum Guides and instructional materials must be available for review by parents. Specifically, parents must be informed of the units about to be taught in a particular grade level through both school newsletters and individual letters home. This system would aid in fostering an atmosphere of transparency between school and home and would offer parents a better basis for student placement decisions.

NOTES TO TEACHER:

- 1. Homosexuality, abortion and masturbation are not included in this curriculum and are not to be introduced into the discussions by the teacher. If these topics are brought up by a student, the student should be referred to parents or guardians.**
- Sensitivity on the teacher's part must be demonstrated in discussing family structures so that children will be comfortable within their own family situation.
- Care in presentations related to "appropriate" and "inappropriate touching" should be taken so that the child does not become fearful of giving and receiving affection. In certain situations, it may be appropriate to discuss a student's sensitive questions with the student after class to determine if the student requires counsel from the school nurse or guidance counselor, or if the parents should be notified.
- Postponing sex until marriage (abstinence) is to be the basis of discussion of human sexuality topics. Even in the lower grade levels the concept of abstinence can be introduced by having the Family Life Education teacher stress the importance of abstaining from such activities as smoking, drug and alcohol use and/or participating in any activity that is non-healthy or detrimental for oneself or for any other person. By introducing abstinence in this manner, the concept will not be a foreign one when it is used with sexuality-related issues.
- The Family Life Education curriculum incorporates the upholding of universal values. Attempt to assist students at all grade levels, with each Family Life Education strand, to identify the inherent universal value(s) at play.
- Developing "Critical Thinking Skills" is a cornerstone of the Family Life Education curriculum. In each lesson help students further develop their critical thinking skills and practice using them in problem-solving situations. The next section of this curriculum defines "Critical Thinking Skills" and the "Problem-Solving Process."
- Take every opportunity to encourage students to share with their parent(s) the topics discussed in Family Life Education.
- Approval by the principal must be obtained before invitations are extended to or engagements are made with outside speakers to appear at any school classroom or assembly. Make certain that all guest speakers are clear about which topics can be discussed at each grade level.
- Post the objective(s) for the day.
- Use only approved materials.
- Teachers are encouraged to review the Family Life Education curriculum on their own and with their peers. Teachers should contact the coordinator of health and physical education or family life education trainer with any questions concerning the curriculum in order to become comfortable with the material. This will help the teacher present the curriculum in a non-biased, factual manner without inserting personal opinions.

A Healthy Family...

1. communicates and listens;
2. affirms and supports one another;
3. teaches respect for others;
4. develops a sense of trust;
5. has a sense of play and humor;
6. exhibits a sense of shared responsibility;
7. teaches a sense of right and wrong;
8. has a strong sense of family in which rituals and traditions abound;
9. has a balance of interaction among members;
10. has a shared religious core;
11. respects the privacy of one another;
12. values service to others;
13. fosters family table time and conversation;
14. shares leisure time; and,
15. admits to and seeks help with problems.

ESTABLISHING A TRUSTING CLASS ATMOSPHERE

Add to the list any rules listed below that the students have not stated:

- No preaching, no "put-downs" on other's comments or views.
- No question is "dumb." (Questions indicate a desire for knowledge. They do not tell you anything about the person asking the question.)
- It is all right for students to giggle, feel embarrassed, or be uncomfortable.
- It is all right for the teacher to blush, feel uncomfortable, or not know answers to all questions.
- No asking personal questions of the teacher or of other class members.
- Everyone has the right to pass on answering questions they do not wish to answer. The teacher may choose not to answer a question in front of the class.
- No talking about class members outside of the classroom.
- The teacher will respect the confidentiality ground rule as well, except where he or she is required by law to disclose information. (Some teachers also include in this ground rule that they will not be able to maintain confidentiality if what is shared is illegal or dangerous to the student.)
- Discuss the issues raised in class with your parents and give an accurate accounting of what the class is about.

Ask the students if they all agree to stick to these guidelines. Ask them to help you make sure everyone abides by them. Post the ground rules in the classroom and review them with the students.

GROUND RULES

- NO "PUT-DOWNS"**

- NO QUESTION IS DUMB**

- ALL RIGHT TO GIGGLE, FEEL EMBARRASSED, TO BLUSH OR TO BE UNCOMFORTABLE**

- ALL RIGHT FOR TEACHER NOT TO KNOW ANSWERS TO ALL QUESTIONS**

- NO ASKING OF PERSONAL QUESTIONS**

- RIGHT TO "PASS" ON ANSWERING QUESTIONS**

- CONFIDENTIALITY**

□ **ACCURATELY DISCUSS ISSUES RAISED IN CLASS WITH PARENTS**

SUGGESTED GROUND RULES FOR CLASS SESSIONS

1. **ASK QUESTIONS.** No question is "dumb." Questions indicate a desire for knowledge or better understanding; they do not tell you anything else about the person asking the questions.
 2. **RESPECT THE OTHER PERSON.** Everyone in class, including the teacher, has the right to pass on activities or on answering questions they do not wish to answer.
 3. **ALL VIEWS ARE WORTHY.** All contributions and points of view are worthy of being discussed. There should be no put-downs of other's views and no preaching or moralizing.
 4. **USE CORRECT TERMINOLOGY.** When possible, correct terminology will be used. When a student does not know the correct term, he/she should use the known term. The teacher or other students can supply the correct term.
 5. **AVOID PERSONAL QUESTIONS.** There should be no asking personal questions of the teacher or a classmate.
 6. **PROTECT PERSONAL COMMENTS.** Those contributions and comments made by students in class should not be repeated outside of class.
 7. **TEACHERS RESPECT CONFIDENTIALITY.** The teacher will also respect the rule of confidentiality, except under those conditions or situations when he/she is required by law to disclose information; e.g. sexual abuse. (Teachers may want to warn students that they may not be able to maintain confidentiality if what is shared is illegal or dangerous to the students.)
 8. **SPEAK FOR YOURSELF.** Use "I" messages to state opinions or feelings rather than attribute your feelings to someone else.
 9. **REGISTER COMPLAINTS WITH THE TEACHER.** If you or someone you know has a complaint about the class, come directly to the teacher to discuss it.
 10. **DO NOT SENSATIONALIZE.** Feel free to discuss the issues raised in the class with your spouse, friends, partners, parents, etc. but be given an accurate accounting of what was said or discussed.
 11. **EMBARRASSMENT IS PERMITTED.** It is all right for the teacher or a class member to blush, feel embarrassed or not know the answers to all the questions.
 12. **PARTICIPATE.** Even if you do not like talking, class participation by listening, questioning or observing can be an important part of the learning process for you and others in the class.
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TYPES OF QUESTIONS STUDENTS MAY ASK

A. Questions Seeking Information

1. Be honest. If you don't know the answer, say so. Tell the group you will find the answer and get back to them or provide resources so they can find the answer.
2. Answer questions age appropriately. Pre and early adolescents need simpler and more concrete answers.
3. Don't give too much unnecessary information. Try to give simple answers using correct terminology.
4. If you aren't sure what the young person is really asking (in verbal questions only), you might ask, "What have you heard about that?" "Can you tell me what you already know about that?"
5. After answering the question, you might ask, "Does this answer the question?" Or if you want to check their understanding, ask them to tell you what they understand.
6. Sample question: "At what age can fertilization occur?"
Response: "That depends on maturation – it's different with each individual."

B. Value-Laden Questions

1. Do not impose your own personal values.
2. Do not enforce universal values (exploration is wrong, responsibility is good, etc.).
3. Discuss the range of values regarding a specific issue.
4. Even when participants ask informational questions about value-laden issues, it is appropriate to discuss the value components.
5. Encourage children to discuss values with their parents.

6. If participants bring up a value and only discuss one point of view, it is important for you to make sure other points of view are discussed.
7. Sample question: “What would you do if your daughter became pregnant?”
Response: “That is a family issue that you need to discuss with your parents.”

C. Personal Questions

1. Feel free not to answer personal questions. You and your participants have the right to privacy.
2. ***Never*** discuss your personal sexual behavior.
3. Remember, sharing about yourself should always be done for a reason -- to model appropriate sharing, to build group cohesion, to demonstrate empathy. It should not be done to meet your own needs.
4. Sample question: “Did you have sex before you were married?”
Response: “That is a personal question, which we don’t discuss.”

D. Am I Normal Questions

1. Try to recognize these questions. Sometimes they are disguised.
2. Discuss the range of normal and individual differences.
3. Use a reassuring and comforting tone.
4. Sample question: “Is it normal to have a period for ten days?”
Response: “Every girl is different – usually five to ten days.”

E. Other Considerations

1. Be aware of your nonverbal communication. It can communicate distaste and disagreement.
2. It is OK to let group members know that a question is a bit embarrassing. Let them know that you need a little time to think about the best way to answer it and that you will get back to them.
3. Allow children and teens to ask questions in their own language. They may use slang because they don't know scientific words. If they use slang, make sure that you check out their meaning. When you answer their questions, use the scientific language.
4. Try not to let "shock value" questions shock you. That simply reinforces participants' desire to embarrass you.

ADDITIONAL GUIDELINES FOR DEALING WITH SENSITIVE QUESTIONS:

1. It is important to recognize the grade level and/or level of maturity of students. What is appropriate for 10th grade students may not be appropriate for an earlier grade level.
2. The cultural mores and value systems in a given community or subculture need to be kept in mind.
3. Teachers need to know and feel the type of support system that is involved in teaching any aspect of sexuality or other "sensitive" issues. The approved policies and procedures of the school or institution should be well known and understood. There should be evidence of parental, community and administrative support for whatever is taught in classes.

REPORTING CHILD ABUSE OR NEGLECT
Stafford County Public Schools Policy 5-50.6

SUMMARY

Employees who have reason to suspect that a child is an abused or neglected child shall report the matter immediately to the principal.

Principals shall report such cases to the child abuse coordinator of the local welfare department as required by law.

School Personnel: Responsibility/Immunity

All persons making reports are immune from civil or criminal liability unless it is proven that such person acted in bad faith or with malicious intent. The referral form and name of the complainant will be considered confidential information unless the court directs it to be otherwise. School personnel shall cooperate with the coordinator of child protective services. Any person required to make a report of investigation may talk to any child suspected of being abused or any of his/her siblings without consent of his/her parent or guardian.

Failure to file a report within seventy-two hours of suspicion of child abuse or neglect will result in a fine no more than \$500 for the first failure and for any subsequent failures not less than \$100 nor more than \$1,000.

Definitions

An abused or neglected child, as defined by Virginia Code, is any child less than eighteen years of age:

1. Whose parents or other person responsible for his care creates or inflicts, threatens to create or inflict, or allows to be created or inflicted upon such child a physical or mental injury made by other than accidental means, or creates a substantial risk of death, disfigurement, impairment of bodily or mental functions;
2. Whose parents or other person responsible for his care neglects or refuses to provide care necessary for his health, however, no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child;
3. Whose parents or other person responsible for his care abandons such child;
4. Whose parents or other person responsible for his care commits or allows to be committed any act of sexual exploitation or any sexual act in violation of the law; or
5. Who is without parental care or guardianship caused by the unreasonable absence or the mental or physical incapacity of the child's parent, guardian, legal custodian or other person standing in loco parentis.

INDICATORS OF CHILD SEXUAL ABUSE

Children and adolescents who are sexually abused react in a variety of different ways. Often, two individuals may show completely different reactions, even if abused by the same person (e.g., one might get straight A's in school, while the other may appear apathetic and be frequently absent from class.)

The following indicators are not present in all children or adolescents who are being sexually abused. Likewise, some of these may be exhibited by children and adolescents who are not being abused. However, if several indicators are present, sexual abuse may be occurring.

Indicators in Children (10 and Younger)

- Telling someone they are being sexually abused
- Unusual interest in or knowledge of, sexual activities
- Sexually transmitted diseases
- Sleep disturbances, nightmares, etc.
- Excessive sexual play
- Bed wetting or other aggressive behavior
- Tugging at clothing, pulling at pants
- Reluctance to go to a particular place or be with a particular person
- Changes in eating habits
- Withdrawal from friends and family
- Sudden, unexplained, or recurring physical problems or complaints
- Changes in personality, irritability, weepiness, etc.
- Destructive or risk-taking behavior (fire- setting, animal cruelty, etc.)
- Difficulty relating to peers
- Unexplained or recurrent gifts (toys, money, candy, etc.)
- Changes in school performance

Indicators in Adolescents (10 and Older)

- Telling someone they are being abused
- Pregnancy or sexually transmitted diseases
- Suicide attempts, self-mutilation, or other self-destructive behaviors
- Prostitution or sexual promiscuity
- Sleep disturbances, nightmares, etc.
- Extreme self-consciousness about body (refusing to change for gym class, etc.)
- Bulimia, anorexia, or other eating problems
- Risk-taking or destructive behaviors (fire-setting, animal cruelty, etc.)
- Drug, alcohol, and other substance abuse (sniffing glue or solvents)
- Running away from home
- Criminal activity, including gang affiliations
- Difficulty in relating to peers
- Unexplained changes in school performance
- Withdrawal from family and friends
- Unexplained or recurring physical problems or complaints