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Overview for Parents / Guardians / Trusted Adults: 5th Grade is Puberty Education

Updated October 2026

Several of the materials and activities included were curated for distance learning. As of 2021, supplemental materials from Rights, Respect, Responsibility Curriculum were added to update our existing lessons for compliance with the California Healthy Youth Act. Great care has been taken to maintain the same tone and content as our existing lessons.

This is a 4-day unit. As all good teachers do, they may add sentence frames, include partner or group activities, etc. to meet the needs of their students. However, the standards and learning goals for each day are stated below. Teachers are advised to remind students to talk to a trusted adult with questions that are beyond the scope of the 5th grade course, as the focus is on Puberty Education. Most classes use an anonymous question box or anonymous google form so students can ask questions and teachers can view them ahead of time.

Please note that if your child misses Day 1 for any reason (sick, field trip, etc.), they will not be able to attend further sessions in the CSHE unit. Day 1 is critical in developing agreements and a safe and comfortable environment for all students. A student who is absent on Day 1 will attend an alternative location for the remainder of the unit.

Day 1 - Ground Rules; Gender Roles, Identity, and Expression; Importance of Parents/Guardians and Trusted Adults
Gender Identity/Expression is new and is required under the California Healthy Youth Act.

Standards and Learning Goals:

- 1.3.G I will identify the physical, social, and emotional changes that occur during puberty.
- 2.3.G I will discuss how changes during puberty affect thoughts, emotions, and behaviors.
- 3.1.G I will recognize parents, guardians, and other trusted adults as resources for information about puberty.
- 3.2.G I will differentiate between reliable and unreliable sources of information about puberty
- 1.1.G I will describe the human cycle of reproduction, birth, growing, aging, and death.

- 1.6.G I will recognize that there are individual differences in growth and development, physical appearance, and gender roles
- **With updates from the 2016 California Healthy Youth Act (Education Code Sections 51930-51939 (AB 329).**

Suggested Activities for Day 1:

Create agreements (no personal questions, be respectful, etc.)

Gender Snowperson

GenderRolesGenderExpectations

Amaze Video: Expressing Myself, My Way (4 minutes)

Day 2 - Puberty, Hygiene and Self-Image. - Puberty and You. This video teaches about the reproductive systems, puberty changes, and hygiene. The video is gender neutral.

Standards and Learning Goals:

- 1.3.G I will identify the physical, social, and emotional changes that occur during puberty.
- 2.3.G I will discuss how changes during puberty affect thoughts, emotions, and behaviors.
- 3.1.G I will recognize parents, guardians, and other trusted adults as resources for information about puberty.
- 1.2.G I will explain the structure, function, and major parts of the reproductive system.
- 6.1.G I will identify steps to achieve and maintain a healthy and accurate body image.
- 6.2.G I will develop plans to maintain personal hygiene during puberty.
- **With updates from the 2016 California Healthy Youth Act (Education Code Sections 51930-51939 (AB 329).**

Suggested Activities for Day 2:

Puberty and You Video - 13 minutes

Copy of 2-PPT-ChangeIsGood - Rev.pptx

For Parents to View - Change Is Good

Day 3 - Refusal Skills/ Effective Communication

Standards and Learning Goals:

- 4.3.G I will demonstrate refusal skills to protect personal boundaries.
- 5.1.G I will describe the importance of identifying personal boundaries.
- **With updates from the 2016 California Healthy Youth Act (Education Code Sections 51930-51939 (AB 329).**

Suggested Activities for Day 3:

3Rs Being Clear With Your Friends Slides

Video: Consent for Kids (English) (3 mins)

Day 4 - HIV/ AIDS -The information presented says HIV is spread by bodily fluids like blood, semen, or vaginal fluids . Refer students to their families or a trusted adult for further explanation.

Standards and Learning Goals:

- 1.4.G I will define sexually transmitted diseases (STDs), including human (HIV) and acquired immunodeficiency syndrome (AIDS).
- 5.2.G I will analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
- 7.2.G I will describe ways people can protect themselves against serious blood borne communicable diseases.
- **With updates from the 2016 California Healthy Youth Act (Education Code Sections 51930-51939 (AB 329).**

Suggested Activities for Day 4:

For Parents - 5th grade AIDS ppt