

# Parent Information Night Health Standards

September 29, 2022



# Introductions

Superintendent: Dr. Jonathan Hart

Health and Physical Education Supervisor: Ms. Sarah Pauch

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# The New Standards

- The sex education standards are part of the 2020 Standards for Comprehensive Health and Physical Education. These standards include medically accurate and age-appropriate lessons about human growth and development in all grades. Parents and caregivers have the right to opt their children out of any of these lessons.
- The standards are categorized into grade bands (e.g. K-2) in which the material must be implemented by the end of that grade level. It is up to the individual schools to decide where within those grades the school will implement that standard.
- These standards are designed to ensure that children understand that everyone has the ability to live their life in the way that suits them, no matter their gender. They should also help children to understand that every person deserves respect, no matter how an individual expresses themselves.

Grades K-2

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

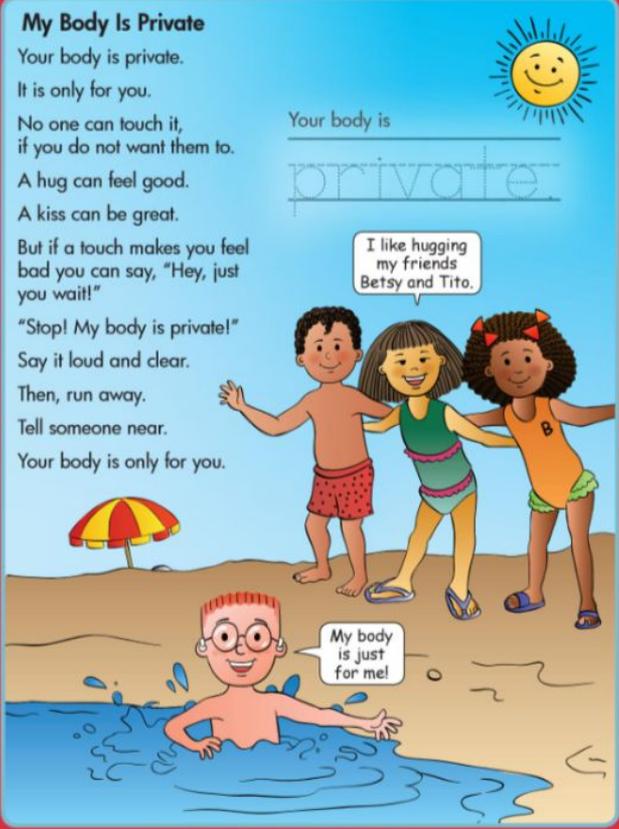
- K-1 Define the term private parts (covered by underwear or bathing suit).

**My Body Is Private**  
Your body is private.  
It is only for you.  
No one can touch it, if you do not want them to.  
A hug can feel good.  
A kiss can be great.  
But if a touch makes you feel bad you can say, "Hey, just you wait!"  
"Stop! My body is private!"  
Say it loud and clear.  
Then, run away.  
Tell someone near.  
Your body is only for you.

Your body is private

I like hugging my friends Betsy and Tito.

My body is just for me!



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**The Saying "NO!" Steps**  
If someone wants you to do something that is wrong or dangerous, remember the Saying "NO!" Steps.

1. Say **"NO!"** with words and with your body.
2. **Go** to a safe place.
3. **Tell** an adult you trust.



**Word Wise**  
**happy**—a feeling of joy  
**surprised**—unexpected  
**upset**—frustrated, sad  
**proud**—feeling great about oneself  
**mad**—angry  
**private**—only for you  
**sad**—unhappy

**Dear Dr. Smartstuff,**  
Can you read peoples' minds?  
Jorden  
Medford, OR



Dear Jorden,

Thank you for this great question! No, I cannot read minds. But, if I pay close attention to a person, like someone I know well, I can pick up clues as to what they are thinking or how they are feeling. I am sure you can do this, too! Think about it: maybe your older sister plays with her hair when she is nervous. Maybe your best friend folds his arms around his chest if he is feeling angry. These are both what we call social cues. As you get older, you will get better and better at seeing these cues. The trick is to pay attention to the people around you. After a while, you will almost be a mind-reader! I hope to hear from you again!

*Dr. Smartstuff*

If you have a question for Dr. Smartstuff or Dr. Theo, ask your teacher to send a letter to P.O. Box 7294 Wilton, CT 06897 or email DrSmartstuff@TheGreenBodyShop.net. Be sure your first name, grade, school, and school address are included.

**Read All About It**  
Some Parts are NOT for Sharing  
by Julia Federico  
Written by a former school counselor, this book helps children learn about personal boundaries.



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

Distinguish between “safe,” and “unsafe” touches.

Kindergarten - First Grade

Parent Letter:

Safe touches make us feel happy and good inside and out, like a hug or holding hands with someone we love.

Unsafe touches like hitting, kicking, or someone touching private parts are harmful. They make us feel sad, confused or scared.

Students identify trusted adults that they can go to for help.

### Happy, Sad, and In Between

This month in THE GREAT BODY SHOP, we talked about feelings. Your child learned to recognize different feelings and ways to express them. We ask you to help us by reinforcing these lessons at home.

- Lesson 1:** We Have Many Feelings
- Lesson 2:** Talking Helps Me Feel Better
- Lesson 3:** Cool Dude Gets Mad
- Lesson 4:** My Body Is Private

### Name That Feeling

With your child, look at the picture below. Have your child identify the feelings of the different people he or she sees. Ask your child to make up a story about why the person has that feeling. Ask your child to tell you about some of the things that make him/her feel happy, angry, proud, surprised, etc.

### Expressing Feelings

In Lesson 3, we talked about ways to express feelings, especially anger. We talked about appropriate ways to show anger and ways that are not appropriate.

- The next time your child is upset, help him/her find the real reason. Talking about the problem is the best way to find out what your child is feeling. For example, your child might say he/she “hates school.” After talking about the problem, you might find that your child really means that a classmate laughed at him/her or that he/she has been picked on while riding on the school bus.
  - Tell your child that it is natural to get angry. However, kicking, screaming, hitting, or calling others names is not the right way to show that anger. It is more helpful to talk to someone who can help with the problem. Your child can also talk to the person who is making him/her angry. Help your child practice expressing feelings by starting sentences with “It makes me angry (mad) when . . .” or “I feel sad when . . .” In this way, your child will learn to communicate emotions.
- Make sure your child knows he/she needs your permission before going places and that it is safer to take a buddy.
  - Encourage your child to trust his/her feelings.
  - If someone acts in a way that makes your child uncomfortable he/she can get away and come to you.
  - Use empowering language with your child letting him/her know that you are there to listen when he/she needs to talk. Instead of using language like, “you should tell me” or “you need to tell me,” use words like, “you can tell me.” It is a small but important shift. “Can” gives your child the power to know he/she can freely come to you. Using “should” or “need to” sends a blaming type of message that if they don’t tell then they are doing something wrong, causing them to possibly not come forward.
  - Practice the Saying “NO!” Steps with your child. Then, practice what he/she might say to you if someone tries to touch him or her in an unsafe way.

### Safe Touch, Unsafe Touch

In Lesson 4, we learned about personal safety, private body parts, and appropriate and inappropriate touching. It is estimated that one in ten children are sexually abused by the time they are 18. Approximately 90% of abusers are known to the child and include relatives, neighbors, babysitters, and family friends. This lesson provided students with knowledge, skills, practice in saying “No,” and identifying trusted adults to help keep one safe.

In class we learned the difference between safe, unsafe, and confusing touches. Safe touches make us feel happy and good inside and out, like a hug or holding hands with someone we love. Unsafe touches like hitting, kicking, punching, or someone touching private parts of another are harmful. They make us feel sad, confused, or scared. If a child is confused by a touch it probably means it is unsafe, but because it usually comes from someone the child knows it can also be confusing.

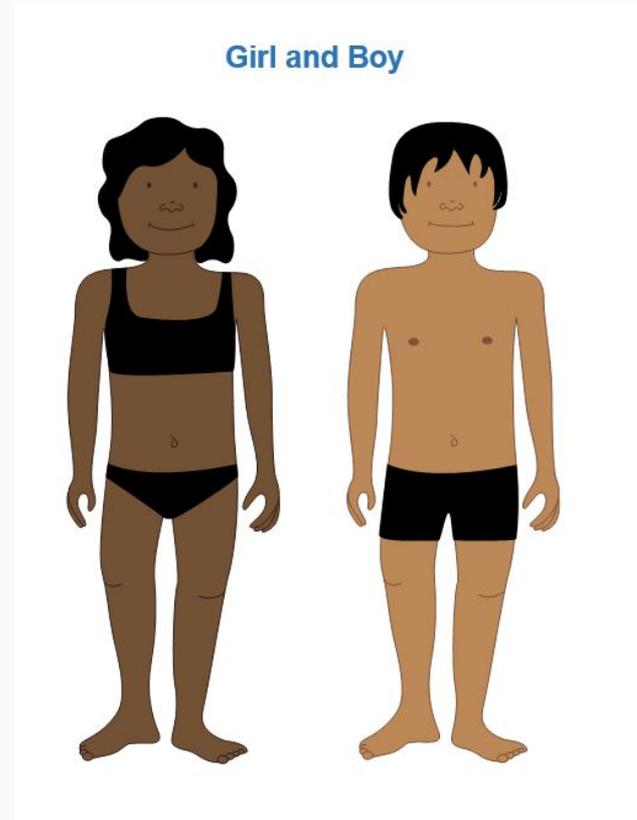
Your child practiced the Saying “NO!” Steps to use if someone tries to touch him or her in an unsafe way. Turn to page 7 to review these steps with your child. Students have also personally identified trusted adults, whom they could go to if they need help.

The following suggestions are designed to help support conversation with your son or daughter regarding this subject:



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

- Grade 2
  - Define private parts using the medically accurate names for genitals and explain the rights you have to keep your body “private” (e.g. penis/testicles, vagina).



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

### First Grade

- Define gender and gender role stereotypes.
  - Gender is male/man/boy and female/woman/girl.
  - A person's gender does not limit their choices for work or play.
- Why teach this? [Parent Video](#)
- [Student Video](#)

**Who Can Do What?**

NAME: \_\_\_\_\_

**INSTRUCTIONS:** What kinds of jobs can grown-ups have? Circle below to indicate which job you think can only be done by men, women or anyone. Color your sheet if you wish!

		
<b>Firefighter</b>	<b>School Custodian</b>	<b>Teacher</b>
Men   Women   Anyone	Men   Women   Anyone	Men   Women   Anyone
		
<b>Construction Worker</b>	<b>Doctor</b>	
Men   Women   Anyone	Men   Women   Anyone	

Grades 3-5

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 (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

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.

### Class Discussion Piece:

Today we are going to talk about Puberty. When you hear the word Puberty what comes to mind? Remember to be a mature audience when listening and participating.

**Possible Students answers:** Body Changes, BO, Hair Growth, Growth Spurt, Hormones

**Teacher-** yes, these are all correct. During puberty your body goes through many changes, starting with hormones. Your body starts to release hormones that tell you it's time to grow. During this growing time you will notice: B.O or Body Odor, Hair Growth in various parts of the body including your legs, arms, armpits, and pubic region, your voice may change and get deeper, breast growth, pimples may start to develop on your face, growth spurt (you may grow tall very quickly), and you may start to become interested in other people.

At this time during the lesson we dive into why personal hygiene is important. Taking showers everyday, washing your face, brushing your teeth.

### Human Development: What Happens When?

Instructions: At what age(s) do the following changes happen? Add in when they start on the timeline above. Draw a line to the right with an arrow for any that continue on.



#### CHANGES

Acne

Body hair grows (armpits, legs, around genitals)

Breasts grow

First boyfriend/girlfriend/partner

Growth spurt (get taller)

Mood swings

Muscle growth

Period begins

Sperm production begins

Sweat starts to smell

Voice cracks/deepens

Wet dreams

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

### What is Gender/Gender Identity?

- Combination of our body parts and chromosomes – and how we feel about having both.
- For some people, how they feel on the inside doesn't match their sexual body parts.
- The name for this is “transgender” or just “trans.”

### Gender Identity vs. Expression

- A person's gender identity is what they call themselves: Male, female, transgender, etc.
- It doesn't matter what other people call them, how they feel on the inside is what's most important.
- A person's gender expression is how they let people know the gender they are.
  - That can be by the name they use, the clothes they wear, the pronouns (he, she, they) they use, how they carry themselves, etc.

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

### What is “Sexual Orientation”?

The gender of the people to whom we are attracted, physically and romantically.

Gender identity is “how you feel” while sexual orientation is “who you love.”

Grades 6-8

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

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

- Abstinence first education
- Enable young people to protect and advocate for their health, well-being and dignity by providing them with a necessary toolkit of knowledge, attitudes and skills.
- It is a precondition for exercising full bodily autonomy, which requires not only the right to make choices about one's body but also the information to make these choices in a meaningful way.



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

- STIs are primarily transmitted through oral, anal, and vaginal sex. Oral sex is a person's mouth on a person's genitals, vaginal sex is a person's penis in a person's vagina, and anal sex is a person's penis in a person's anus.
- A sexually transmitted disease means a disease a person can get from another person when they do something sexual with that person. You can only get an STI from someone who has one.
- One of the things all these STIs have in common is that they can be transmitted through sexual behaviors. But some behaviors put people at higher risk than others.

### HIGH RISK FOR STDS

Unprotected vaginal sex

Unprotected anal sex

Unprotected oral sex

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 (e.g., abstinence, condom).

## Simulation activity

- Students are given index cards and are tasked with getting three other student signatures. Some index cards have a special mark unbeknownst to the student.
  - A dot making an STI, an “A” representing abstinence (that student will be given special instructions not to have anyone sign his/her card), a “C” representing the use of a condom. All other cards can be marked with random letters and objects.
- They must ask each student if they would like to sign their card before the person is allowed to sign (asking for consent).
- After getting 3 signatures, students are instructed to be seated.
- A class discussion will take place at this time about how quickly the transmission of STI’s can spread and the importance of using contraception.

# Parental Rights (Opt-out Options / Process)

**We value the importance of partnering with families as we educate students in the areas of health and physical education.**

- The Readington Township School District acknowledges that parents are the primary sexuality educators for their child/children.
- We invite parents/guardians to examine the FAQs Document and this slide deck which will be posted on the district website.
- While we encourage families to have their student(s) participate in these essential health topics, parents do have the option of excluding their child from “any part of instruction in health, family life education, or sex education that is in conflict with his/her conscience or sincerely held moral or religious belief.”
- A letter will be sent in the spring prior to the sexual education lessons informing parents of the content, including any links to videos and allowing parents to opt their child out of all or specific lessons.