

Askable Adult Workshop

Sexual Health



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FAMILY 

5 minute Reflection Activity



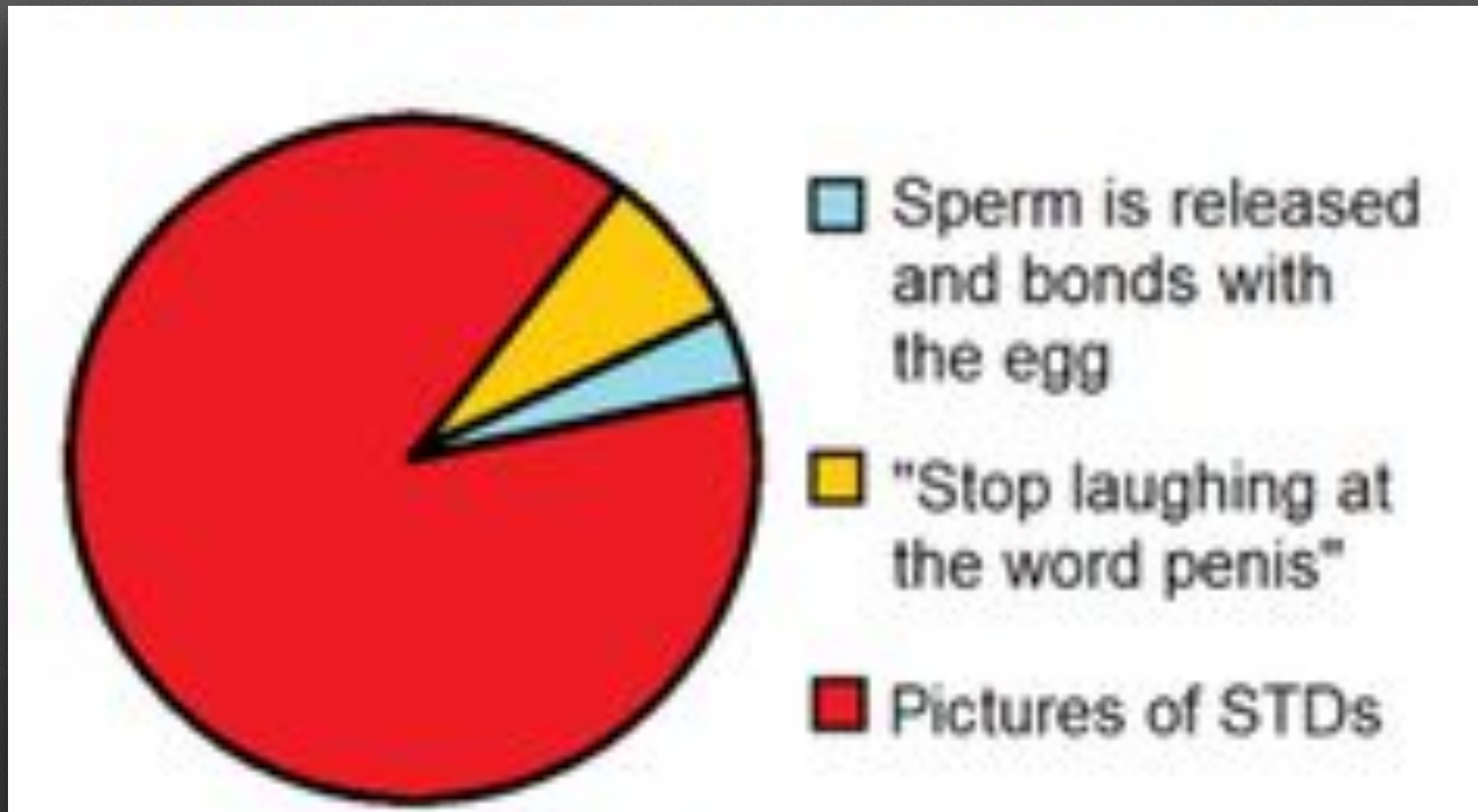
Stand up if...

Welcome to our information session on Education for Sexual Health

What we hope to cover today:

- Understanding the importance of SH and Body Science in early years
- Clarification of what to expect in SH K through 5 (and beyond?)
- Resources for and input from parents

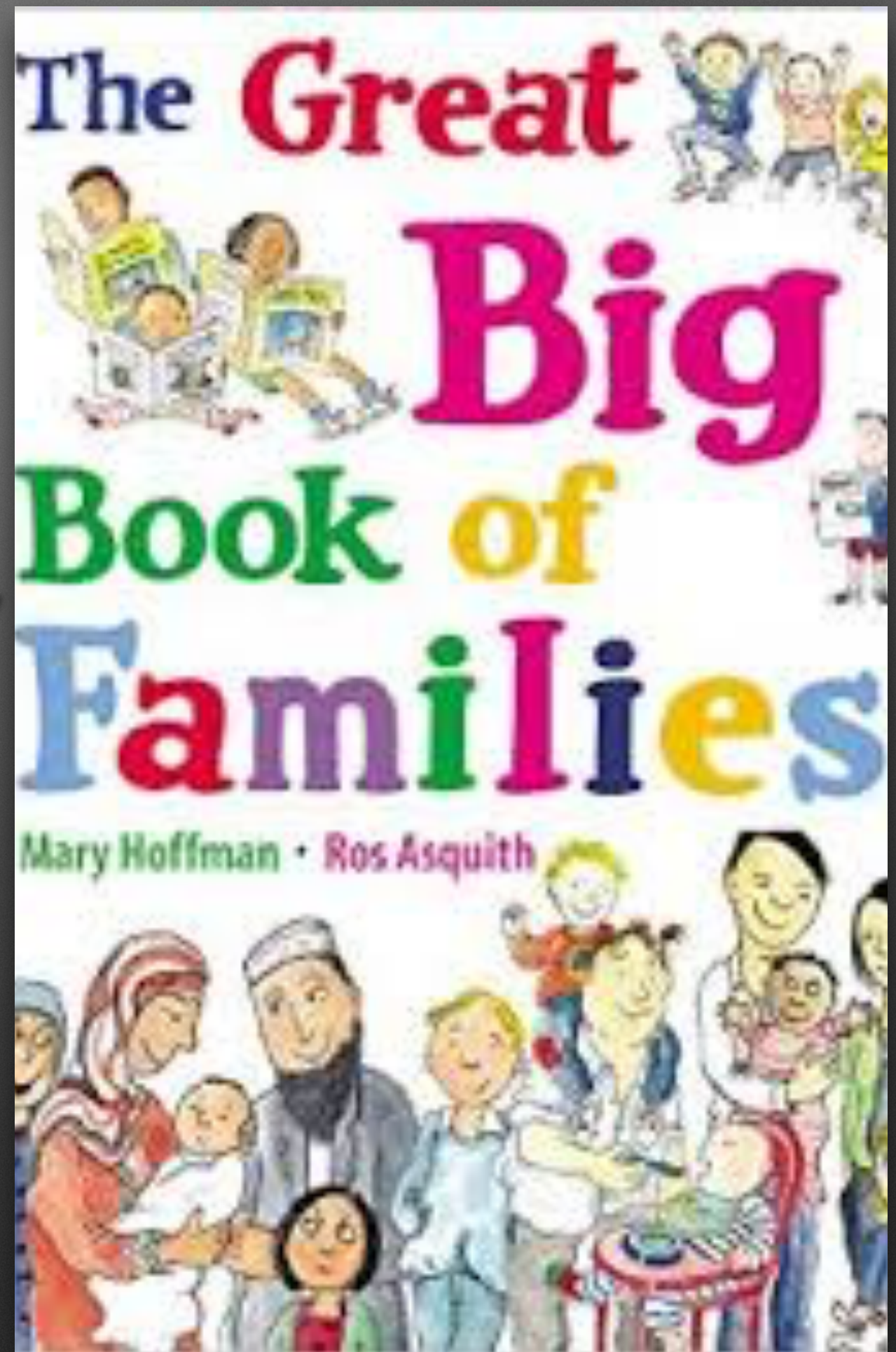




When young people don't get sexual health information early, and it is taught "old school" style...

5 minute Writing activity

1. What do you think is essential in a child's elementary years education around body science, maturation, and personal health and safety?
2. What are your fears about what is or is not being taught?



Important considerations

- Parents or guardians are the first and primary sexual health educators of children.
- Sexual Health Education in schools is not new. It is and has been part of the mandatory curriculum for decades, but the content and how it is delivered is evolving



~~Honesty~~ is the best policy
IGNORANCE

Knowledge is ~~Power~~
BAD

~~Always~~ be Prepared
NEVER



**If we believe that honesty,
knowledge, and preparation helps
empowered decision making...**

**...then we'd better get correct and
accessible information out there!**

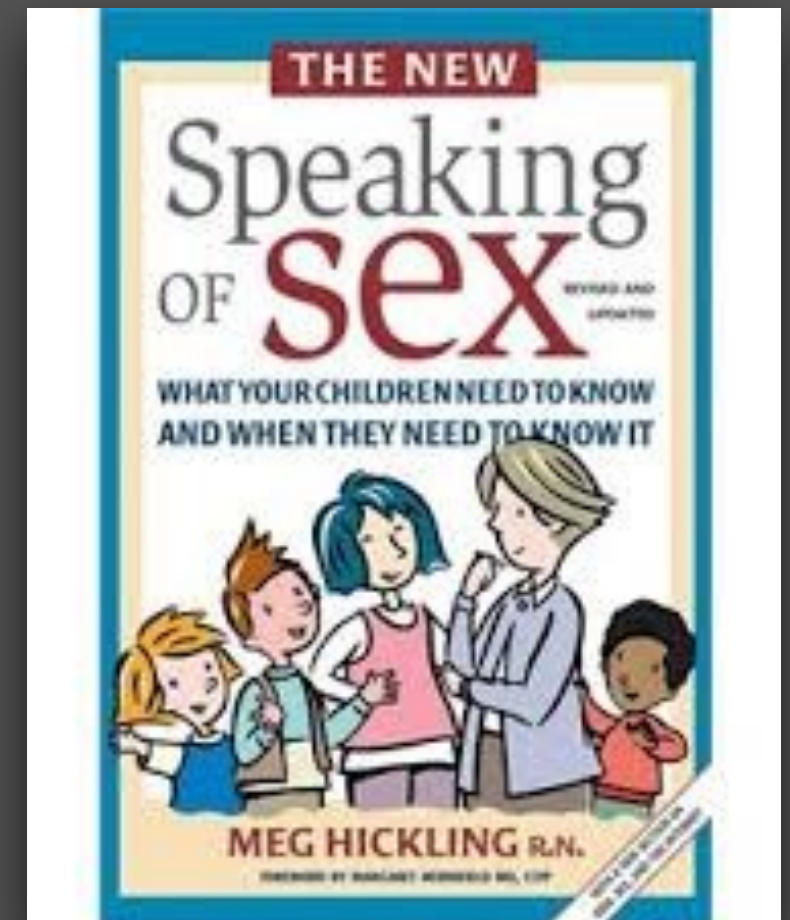
SH Curriculum is covered in Physical Education and Health

- it is cumulative, and builds on the same basic “Big Ideas”:
 - healthy living & choices
 - learning about ourselves & others
 - healthy relationships/consent culture
 - knowing our bodies & keeping them healthy
 - Good health comprises physical, mental & emotional well-being



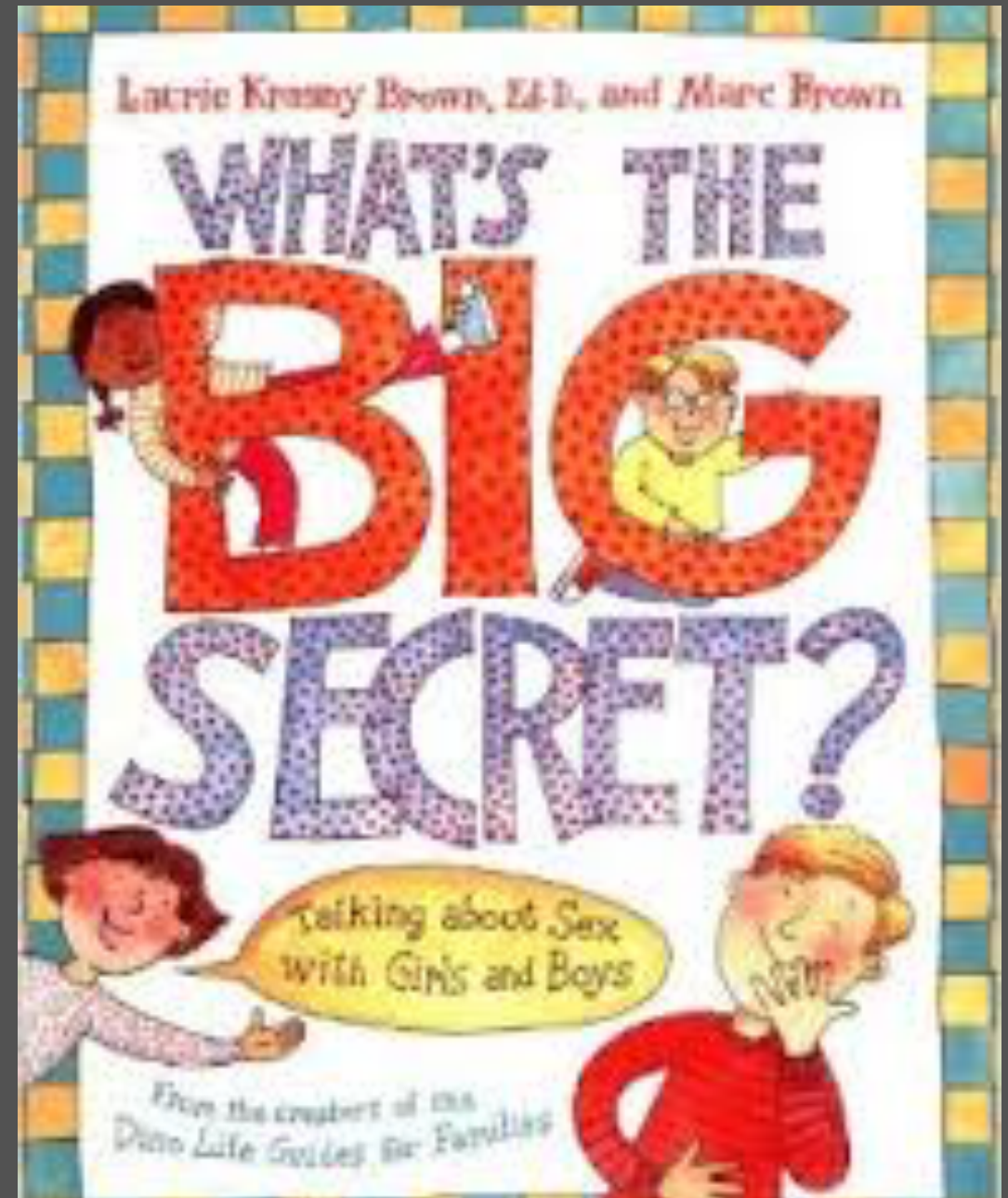
Big Ideas Kindergarten

- body science (scientific names of body parts)
- appropriate and inappropriate ways of being touched & how to respond
- sources of support & assistance in different situations



Grade 1 Big Ideas

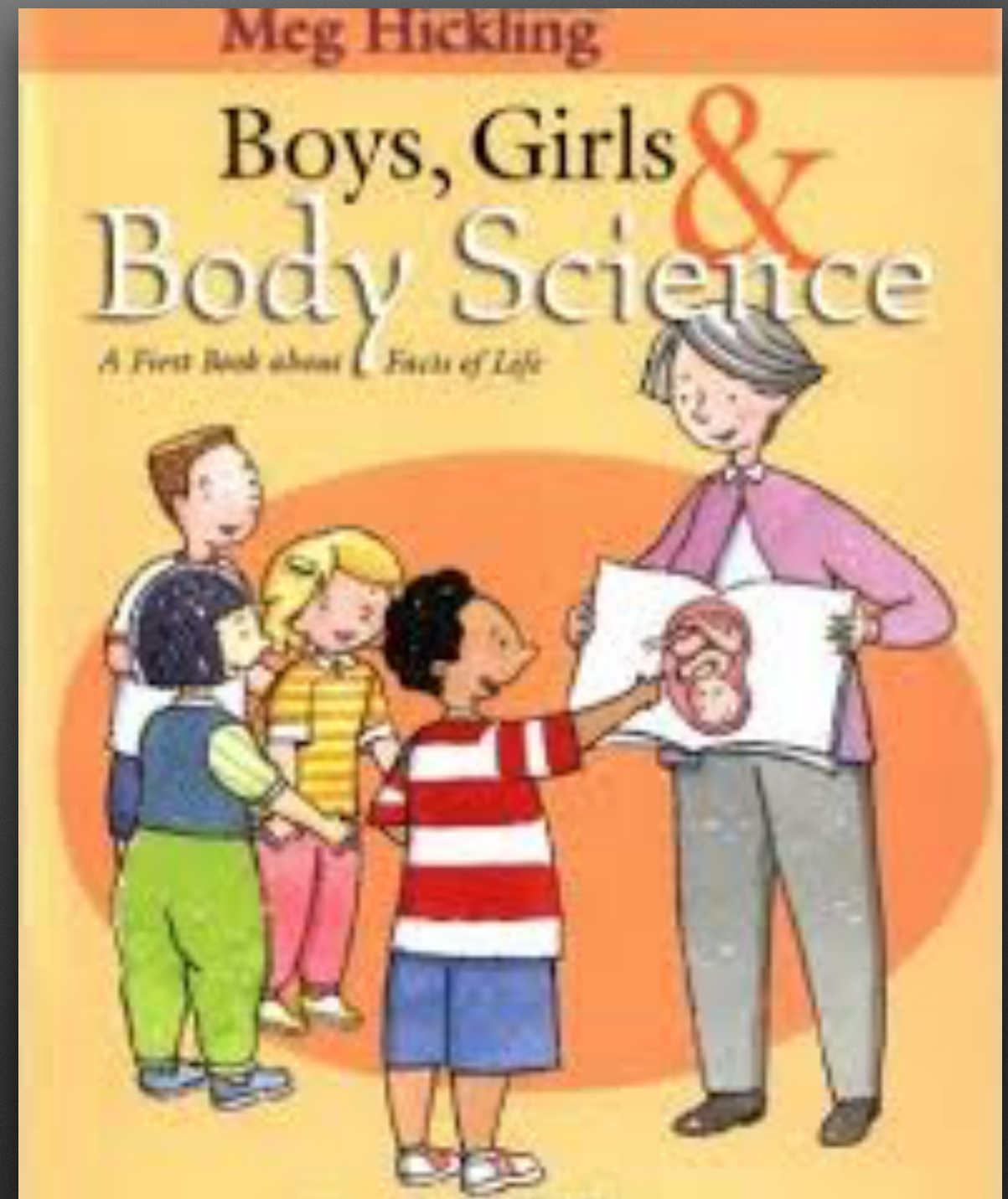
- body science
- practices...that help prevent spread of communicable illnesses
- appropriate and inappropriate ways of being touched
- strategies to respond to unsafe situations, uncomfortable feelings, and to express feelings



Grade 2 Big Ideas

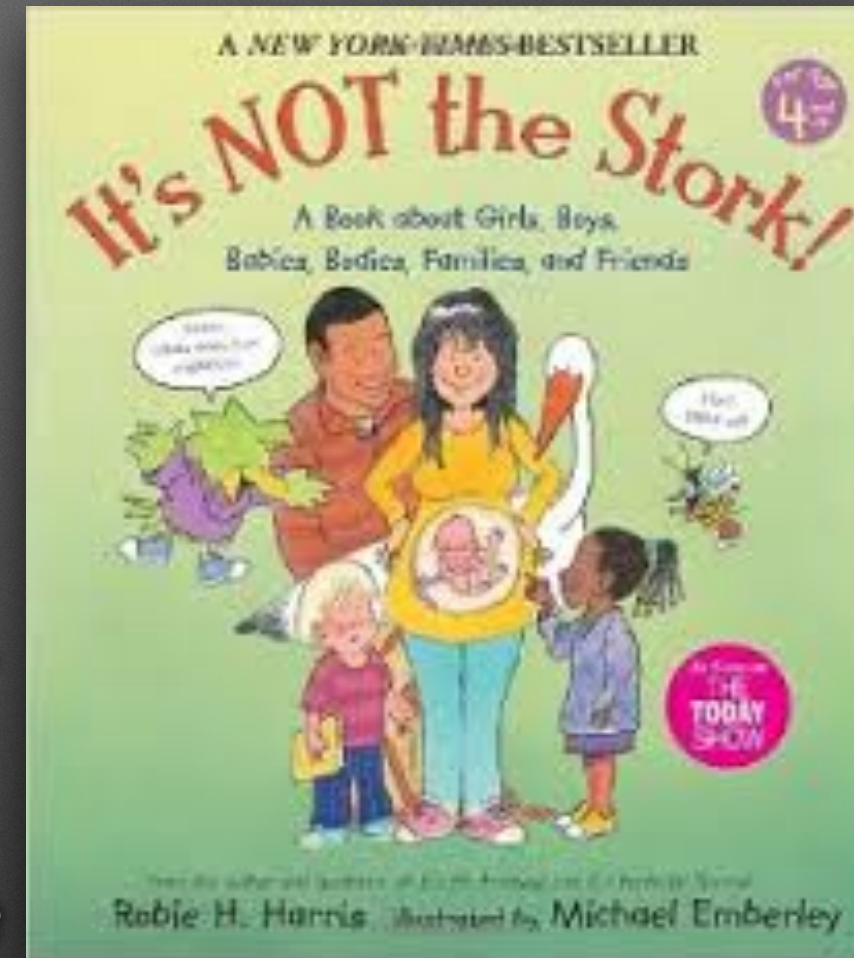
- add ability to avoid or assert strategies to respond to unsafe/uncomfortable/abusive situations
- where to get help if needed
- personal identity
- Preventing the spread of sickness

https://curriculum.gov.bc.ca/curriculum/search?type%5B%5D=big_idea&type%5B%5D=concept_content&type%5B%5D=curricular Competency&field_subject_range_value%5B%5D=Physical+and+Health+Education&field_grade_range_value%5B%5D=2&keys=



Grade 3 Big Ideas

- adopting healthy personal practices and safety strategies protects ourselves and others
- having good communication skills and managing our emotions enables us to develop and manage healthy relationships
- strategies/skills to use in potentially unsafe or abusive situations
- conflict resolution strategies (nature and consequences of bullying)
- factors that influence self-identity



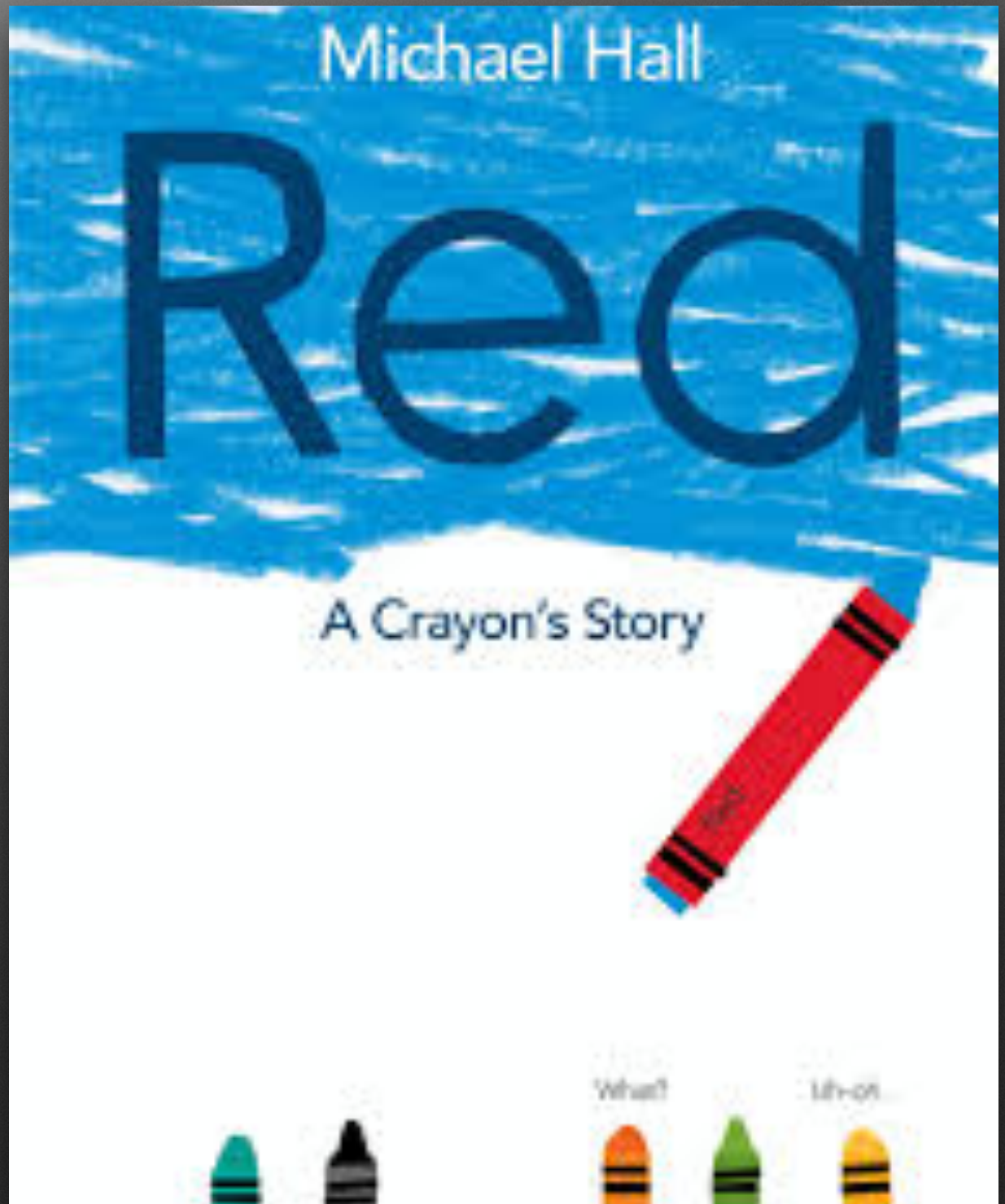
Grade 4 Big Ideas

- illness prevention; communicable and non-communicable illnesses
- factors that influence self identity, including: body image and media messaging
- abusive or potentially abusive situations, including common lures or tricks used by potential abusers
- strategies for responding to bullying, discrimination, and violence
- physical, emotional, and social changes that occur during puberty, including an awareness of sexuality and sexual identity and changes to relationships
- ways to access helpful info and support services for a variety of health topics
- risks associated with substance use; prevention and avoidance strategies



Grade 5 Big Ideas

- strategies to protect themselves and others from potential abuse, exploitation and harm (knowing their right not to be abused, assertive skills, avoiding unsafe situations, safe use of internet)
- awareness of sexuality and sexual identity and changes to relationships (how bodies are growing and changing during puberty, how relationships might evolve or change during puberty, having sexual feelings, identity and sexual self concept)



Our Young People have the right to:

1. A realistic and sufficient amount of time and resource devoted to SH, K-12
2. Effective, shame-free delivery of material from trained, well-informed SHEducators
3. Teaching strategies that are inclusive and support the diversity of our children and youth

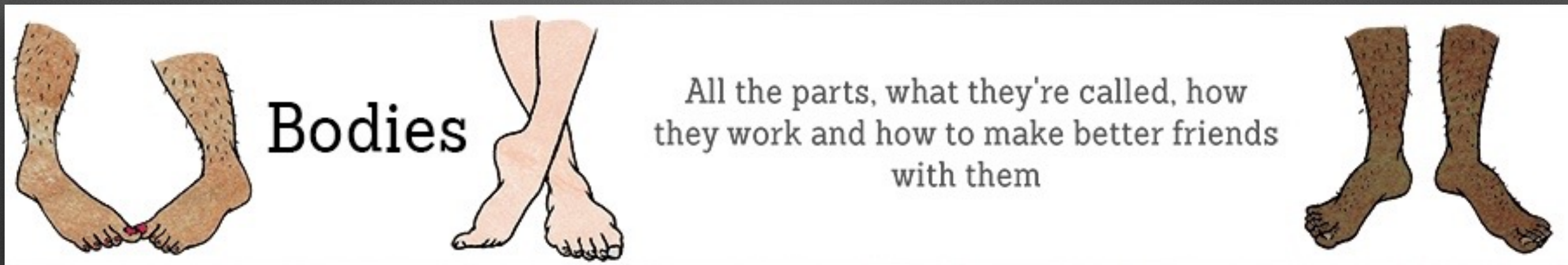
Alternate Delivery option:

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/alternative-delivery-for-health-and-career-education-curriculum>

Strategies

On each table there is a piece of paper with a question from a child, as a table strategize ways you could answer the questions for the ages listed.





Writing Exercise

Questions, comments &
review of resources



ALL GENDER RESTROOM

Anyone can use this restroom,
regardless of gender identity
or expression



That's all for tonight
Thanks for coming!