

# RyeNeck Schools

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## Curriculum Presentation



Health and Wellness



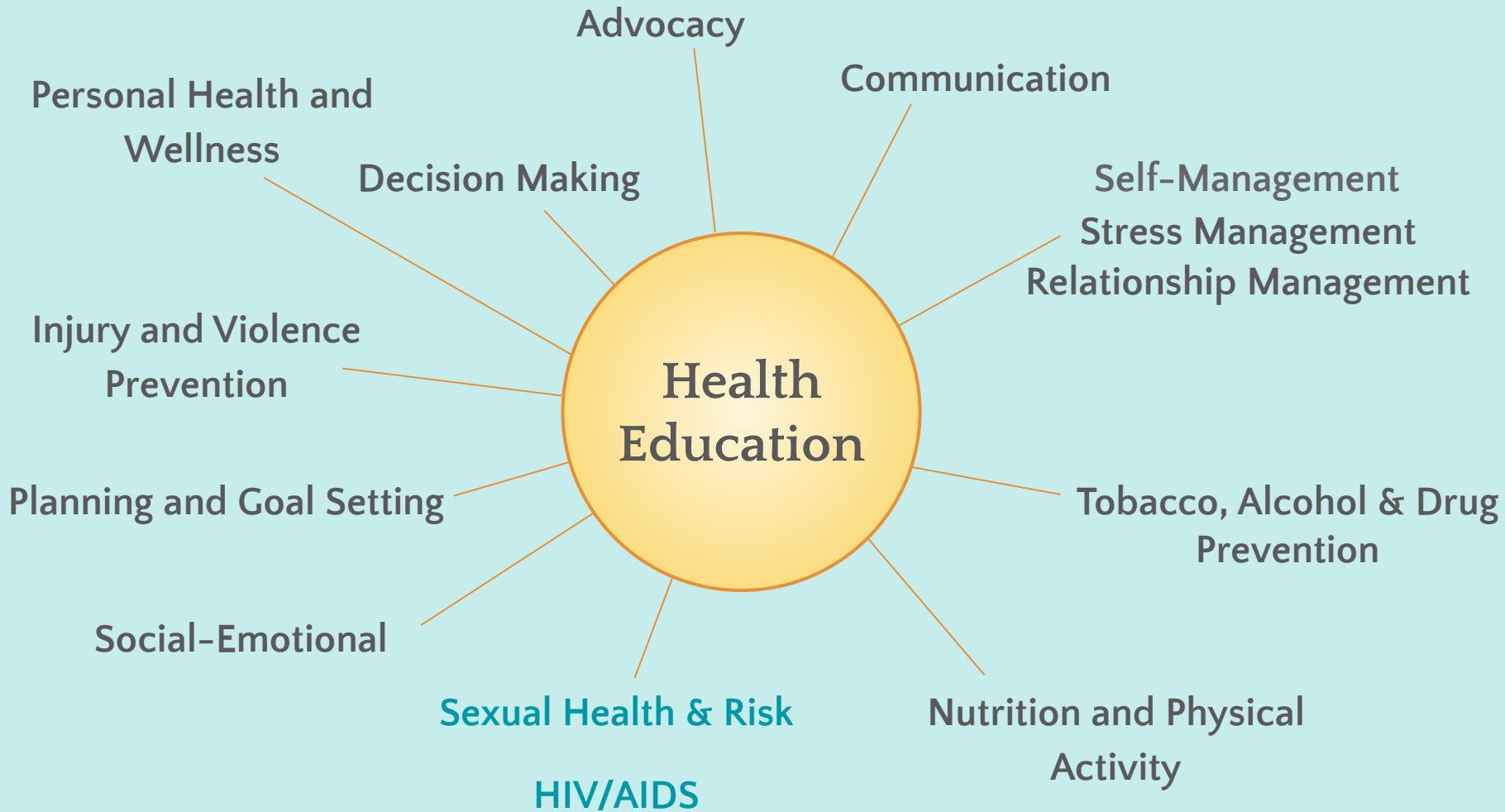
October 16, 2019



# Health Education Advisory Council



- Examine Rye Neck's current health education curriculum—including AIDS instruction and sex education—to learn what topics are currently covered, what materials are used for instructional purposes, and when students at various grade levels receive instruction in these topics.
- Evaluate Rye Neck's health education curriculum to determine if it meets the regulatory requirements of the New York State Education Department.
- Recommend potential changes and enhancements to the health education curriculum to the Board and administration.



# District Curriculum Overview



# Good Touch/Bad Touch Lessons

## Kindergarten

All students, K-5, will be taught the difference between safe and unsafe touch.

## 1 First Grade

## 2 Second Grade

Facilitated by DW and F.E. Bellows school psychologists.

## 3 Third Grade

Parent notification and resources will be sent home to families.

## 4 Fourth Grade

\*Instructional materials reviewed and updated to reflect current content from NYSED and online resources: *KidSmartz.org*

## 5 Fifth Grade

# Puberty Workshop

Previously taught:

June of 5th Grade

Single lesson (*Viewing of Always Changing Video*)

Students watch with their own gender and the video pertaining to their own gender.



## Spring of 4th Grade

Puberty Video followed by a facilitated discussion and Q & A session

Students view separated by gender.

Students view video pertaining to their own gender.

## Fall/Winter of 5th Grade

Puberty Video followed by a facilitated discussion and Q & A session

Students view separated by gender.

Students view BOTH gender videos.

Letter is sent home to families to collect permission and opt-out requests. Link is shared to preview video.

# Elementary Schools-Daniel Warren and F.E. Bellows

## K-5 Health and Wellness Curriculum Liaisons:

- Teacher Guides, K-5
  - Student Resources
- Take-Home Family Sheets
  - “Table Talk” ~ “Got a Minute”



# Middle School Health

## 6th Grade:

- Character Education course (1 day per 6-day cycle)
  - Skills to help promote mental wellness
  - Ways to build and maintain meaningful relationships
  - Stress management
  - Knowledge of support systems and how to help self and others
- 6th grade Science class (everyday core course)
  - Cardiovascular system, blood types, white cells/immune system
  - Microbiome, bacteria- effect on immune system
  - Physical growth and development, reproduction at the cellular level
- Nurse visits to Flex classes
  - Health through hygiene, handwashing, disease prevention



# Middle School Health

## 7th Grade:

- Male/female anatomy
- Puberty
  - Introduction: What causes puberty?
  - Puberty in Males (physical, mental and emotional changes)
  - Puberty in Females (physical, mental and emotional changes)
  - Similar Changes
- Personal Hygiene

## 8th Grade:

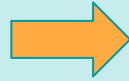
- Healthy/Unhealthy relationships
  - Warning signs
  - When and how to ask for help
- Setting boundaries with a partner
  - Emotional, physical, digital respect
  - Communicating assertively
- Male/Female Anatomy
  - Ovulation/Menstruation/Sperm Production/Reproductive system wellness
- Abstinence/HIV/AIDS/STIs
  - Infection and pregnancy prevention
  - Risk factors
  - Common myths vs. facts

Students have health class for two marking periods during the 7th and 8th grades. If students do not have health during marking period 1 & 2, they will have health during marking periods 3 & 4.

# High School Health

Family Life and Sexual Health (Human Sexuality)-

Taught in April/May during  
10th Grade HS Health Class



Now to be taught in **OCTOBER/NOVEMBER**  
during 10th Grade HS Health Class

*Topics as outlined by the NYS Guidance Document on  
Health Education*

- Healthy Relationships/ Abusive Relationships
- HIV / AIDS
- STI's (Viral vs. Bacterial, Transmission details, etc.)
- Contraception and STI Infection prevention
- Pregnancy and Reproductive Systems
- Consent
- Gender Identity

# Pride Survey

Use of the standard form to investigate and identify trends in alcohol, tobacco/nicotine, and other drug (ATOD) use

- Student perceptions
- Frequency of use
- When & where they are used
- Friends' use
- Age of onset
- Availability

Currently administered to select MS & HS grades (1 MS, 2 HS)



Moving forward:

- Form will be adapted to include questions about sexual behaviors and perceptions of students
- Explore the use of survey to additional MS/HS grades

# The Invisible Line

To be reviewed continually, so that it reflects current student needs and trends. Students will have input into the topics covered.

## *Senior Transition*

### Goal:

To continue to develop students' social and emotional learning through group work and reflection as they learn to become responsible young adults as they pursue their post-high school pathways.

### Topics covered:

- Post High School Plans
- Relationships: Family, Friend, Romantic, Professional
- Sexual Harassment
- Date Rape
- Consent
- Independent Living: cooking, cleaning, laundry, etc. . . .
- Etiquette
- Dress Attire
- Academics
- Law

# The Invisible Line

## *8th Grade Transition*

### Goal:

To continue to develop students' social and emotional learning through group work and reflection as they learn to become responsible young adults in their communities.

- The first session includes a values auction where groups of students bid on items (values) based on their bidding strategy (belief system).
- The second session included a reflection of the auction and a discussion of how values connect to goals, expectations, pressures, relationships, and responsibility. This year, the second session will be an Invisible Line social media scenario. The students will be faced with situations that they may have participated in and will have to decide if and how they “crossed the line” into the inappropriate.

PTSA



Website



Parent  
Resources

Principal's  
Advisory  
Committee (PAC)

School  
Mailings

