

4th & 5th graders

BUILDING A CURRICULUM USING SEX ED TO-GO

Here are our suggestions for which Sex Ed To-Go courses you can use with 4th-5th graders and in which order when you are building your curriculum. We also summarized the key messages to reinforce and ideas for follow-up questions, both to test their knowledge and to prompt deeper conversation.

Worried YOU can't answer the knowledge-check questions? That's okay! Role model how to look up answers. Go back to the Sex Ed To-Go course together and see if you can find the answer together. Model how to search for answers online from trusted sources (you know, NOT TikTok!).



COURSE TITLE

Puberty



CONTENT

- Why it's important to use correct terms for body parts
- When and how puberty starts
- Changes that most people experience during puberty
- How to take care of your body as it changes



KEY MESSAGES TO REINFORCE

- It's totally normal. Everyone experiences puberty even if their timeline or experience is a little different. (Normalize for young people who are both developing more quickly and more slowly than others.)
- It's okay to be a little nervous or not look forward to some changes. You're still you even though your body is changing.
- It gets easier. Puberty can seem overwhelming at first, but your body is adjusting to prepare you for adulthood, and as you grow older, you'll feel more confident and in control.



IDEAS FOR FOLLOW-UP QUESTIONS

TESTING UNDERSTANDING

- What are some of the changes you heard happen in bodies during puberty?
- What's one thing you already knew that this course covered? What's one thing you learned?

OPENING CONVERSATION

- Which of the changes in bodies have you seen in your own body or in your friends' bodies?
- Which changes are you most excited about? Which are you most nervous about?
- What's one thing you wonder about after taking this course?



COURSE TITLE

Relationship Basics



CONTENT

- What makes a relationship (including friendships) healthy or unhealthy
- Types of communication
- Who can support you
- Boundaries and consent



KEY MESSAGES TO REINFORCE

- Everyone deserves to feel safe and cared for in all of their relationships (with friends or romantic partners).
- Everyone has the right to set their own boundaries and have those boundaries respected. In healthy relationships, no one pressures or shames others to do or not do specific activities.
- "I" statements ("I feel ___ when you ___. I need ___") are powerful ways to express your needs and avoid shaming or blaming others.



IDEAS FOR FOLLOW-UP QUESTIONS

TESTING UNDERSTANDING

- What are three examples of healthy behaviors in a friendship or romantic relationship? And three examples of unhealthy behaviors?
- Give me an example of an "I" statement.
- What are some examples of consent?

OPENING CONVERSATION

- What is important to you in a relationship or friendship? What values do you look for in a friend? What behaviors are particularly important to you?
- What values or behaviors would cause you to "break up" with someone, either as a friend or someone you are dating?
- When have you seen someone pressure someone else into doing something they didn't want to do? What could that person say? What could you say if you see it?