

January 28th, 2019

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION – KINDERGARTEN

Note: See the document Possible Connections Between the Learning Content of Sexuality Education and the Québec Education Program for information on how to integrate learning content into the students' timetable.

Submitted to Julie Greig by K-4 and K-5 teachers

	Learning Content in Kindergarten	WHO? Person(s) responsible for the activity (collaboration if applicable)	WHEN? When the activity will be carried out with the students	HOW? Methods for integrating learning content into the students' schedule. Materials and tools selected for the activity	Other useful information or comments related to the planning
SEXUAL GROWTH AND BODY IMAGE	1) Identify the parts of the body of girls and boys <ul style="list-style-type: none"> • Parts of the body that both girls and boys have • Parts of the body specific to girls or boys • Differences among girls' bodies; differences among boys' bodies • Importance of taking good care of your body (hygiene, appreciating your body) 2) Give examples of what you can feel and express with your body <ul style="list-style-type: none"> • Feeling • Sharing your needs and wishes with others (e.g. friends, adults in your life) 	K4 K5 teachers	Fall ongoing	AIM Gestures and a feelings chart	-during circle time and group discussions (ongoing).
PREGNANCY AND BIRTH	1) Briefly explain, in your own words, the steps involved in making a baby <ul style="list-style-type: none"> • Union of an egg and a sperm • Development of the fetus • During the pregnancy • Childbirth 2) Name ways of welcoming a baby into a family <ul style="list-style-type: none"> • Different family models • Welcoming a baby 	teachers	Spring	Life cycles Ex: butterflies, plants, chicks, babies	-Comparing life cycles to enhance the understanding, how life is created, how different life forms grow.

Books and reference '11's
 -Families, Families Families
 by Susan & Max Lang
 -My Body by Andrea Pinnington
 -Where do Chicks Come From
 (Part of sound prints)