

Connections to Healthy Relationships and Consent

I preferred to do nothing without your consent, in order that your good deed might be voluntary and not something forced.

Philemon 1: 14

Curriculum expectations regarding **healthy relationships** and **consent** and are explicitly stated in every grade of the *Ontario Health and Physical Education Curriculum (1-12)*. This Healthy Relationships in a Digital World resource document demonstrates how keeping students safe and healthy and making curriculum connections is everyone's responsibility.

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| 1 A1.4* | Practise relationship skills: empathy, respect, attention, active listening, communication |
| 1 D2.3 | Benevolence; understanding consent ; healthy/unhealthy relationships |
| 2 D2.3 | Consent , assert oneself, defend; limits; denounce; inappropriate touching |
| 2 D3.1 | Interact positively; inclusion; sharing; good friend; intervene |
| 3 A1.4 | Practise relationship skills; empathy, communication, teamwork |
| 3 D1.4 | Characteristics of healthy relationships ; consent ; types of relationship |
| 4 A1.4 | Practise relationship skills: empathy, communication, cooperation |
| 4 D1.2 | Use of technologies; benefits, risks, precautions, hazards |
| 4 D1.3 | Types of bullying, non-consensual behaviours, ways to help |
| 4 D2.2 | Decision-making process; false information, privacy, consent |
| 5 A1.4 | Practise relationship skills: collaborate, respect, cultures, congratulate |
| 5 D2.2 | Social and emotional skills in dealing with threatening situations; witness |
| 6 A1.4 | Practise relationship skills; respect, types of support |
| 6 D1.1 | Benefits of inclusion, respect, and tolerance; welcoming school |
| 6 D1.3 | Pornography repercussions, misleading relationships , wrong model (consent or not) |
| 6 D2.5 | Influence of changes in adolescence on healthy relationships |
| 6 D2.6 | Respect for self and others, consent , judicious choice in one's relationships ; know oneself |
| 7 A1.4 | Practise relationship skills, empathy, homophobic/racist remarks |
| 7 D1.1 | Technology: benefits, dangers, security measures, consent |
| 7 D1.3 | Clear dialogue, decision-making, consent , loving relationship |
| 7 D3.3 | Puberty and sexual health/interpersonal relationships |
| 8 A1.4 | Practise relationship skills ; the pros/cons of intimate relationships |
| 8 D1.3 | Warning signs of substance use and consequences, relationships |
| 8 D1.4 | Factors that influence decisions (consent , values, limits) |
| 8 D2.3 | Consent and healthy and safe decisions/sexual activity |
| 8 D3.3 | Benefits of healthy relationships , consent at each stage |
| 9 C1.2 | Benefits and risks associated with technologies |
| 9 C2.2 | Skills/strategies for building healthy and intimate relationships |
| 9 C2.3 | Sexual boundaries, consent , making choices |
| 9 C3.3 | Skills/strategies, building/maintaining, warnings unhealthy/violent, relationships , consent |
| 9 HI 1.4 | Interpersonal skills |
| 10 C3.5 | Analyze the repercussions of an intimate relationship on other relationships (friends, family) |
| 11 A2.1 | Quality social network; counter cyberviolence |
| 11 C3.4 | Personal and interpersonal skills; managing a stressful situation |
| 11 B1.2 | Personal factors for well-being, an active and healthy life |
| 12 A3.1 | Communication skills for healthy relationships |
| 12 A3.2 | Interpersonal skills and strategies to minimize conflict |
| 12 C1.1 | Effects of various forms of violence (cyberbullying) |
| 12 C2.2 | Communication skills, coping skills, conflict resolution strategies, available resources |
| 12 C3.2 | Forms of violence, harassment, abuse/resources |

*A1.4 Students will learn skills to build relationships and communicate effectively • So that they can support healthy relationships and respect diversity pg.294
 Ontario Health and Physical Education Curriculum (2019) – [Grades 1 to 8](#)
 Ontario Health and Physical Education Curriculum (2015) – [Grades 9 - 12](#)