

# Rhode Island Sexual Health Education Requirements SUMMARY



Rhode Island  
Coordinated  
School Health



## RI HEALTH EDUCATION REQUIREMENTS

Health Education is required for all students in grades K-12 according to RI General Laws. Students should receive an average of 100 minutes per week of health and physical education. This does not include recess, free play, or after-school activities.

~ [From thrivers.org](http://Fromthrivers.org), website for RI Coordinated School Health

### **THREE DOCUMENTS** DICTATE HEALTH EDUCATION STANDARDS, REQUIREMENTS AND EDUCATIONAL OUTCOMES IN RHODE ISLAND FOR GRADES K-12.

*Health education curriculum must be aligned with:*

**Document 1:** [Health Literacy for All Students: The Rhode Island Health Education Framework](#)

**Document 2:** [Comprehensive Health Instructional Outcomes](#)  
(section 5 for **Sexuality and Family Life**)

*Specific requirements for health education are outlined here:*

**Document 3:** [Rules and Regulations for School Health Programs](#)  
(section 4.7 (A.7, A.8 and A.15b) for **Sexuality and Family Life** topics)

Sections specific to **Sexuality and Family Life** topics for **Documents 2 & 3** are included in the following pages.



It is very important to note that Sexuality and Family Life integrates with other mandated instructional outcome areas including personal health, disease prevention, injury prevention and substance use and prevention.

Sexuality and Family Life is not a stand-alone topic and should be taught within the context of a complete, comprehensive health education, mandated by statute, which includes:

1. Personal Health
2. Mental and Emotional Health
3. Injury Prevention
4. Nutrition
5. **Sexuality and Family Life**
6. Disease Prevention and Control
7. Substance Use and Prevention.



# **Document 1: HEALTH LITERACY FOR ALL STUDENTS: THE RHODE ISLAND HEALTH EDUCATION FRAMEWORK**

The intention ... is that this document be used by school districts to align their health education curriculum, instruction, assessment, and professional development practices to the high standards it represents. The Rhode Island Department of Education strongly recommends that all school districts use this document, as well as other established resources including the mandated Rhode Island [Comprehensive Health Instructional Outcomes \(Document 2\)](#), to guide district-level review, revision, and development of local health education curricula.

## **A VISION FOR HEALTH EDUCATION**

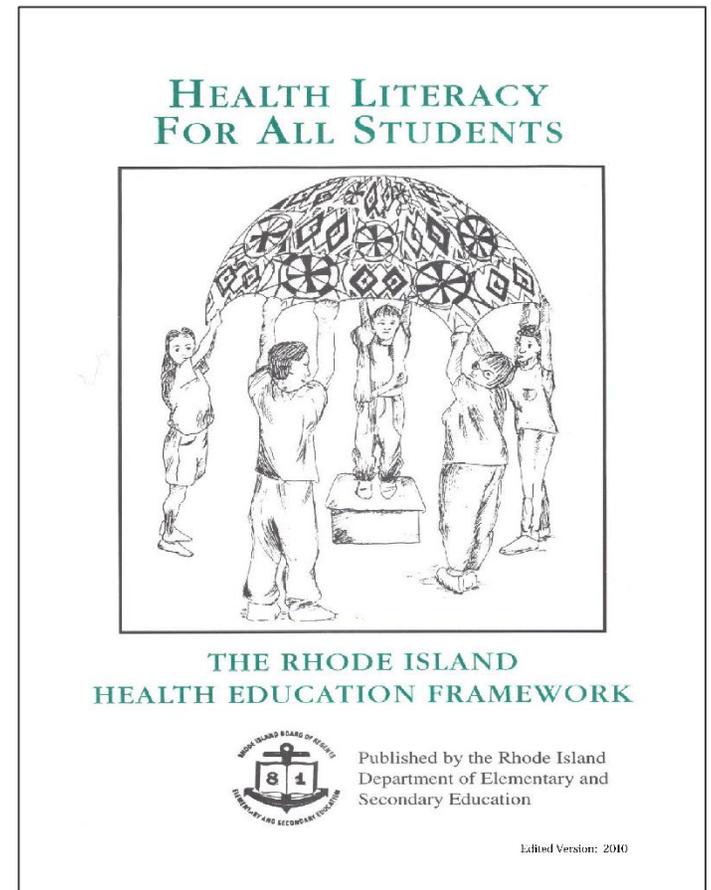
Our vision for health education in Rhode Island is a comprehensive, sequential kindergarten through grade 12 program, resulting in students who choose to live healthy lifestyles. The task force envisioned what health education might look like when this vision is a reality.

- Health is recognized as a core content area in the curriculum - on a level with science and mathematics
- Daily health education activities are taught by qualified health educators
- School and community advocate for the crucial role of health education
- Schools are safe and healthy
- Adults in schools are modeling healthy behaviors
- Parents are involved in student health education curricula and activities
- The community serves as a resource and reinforcement of health education

Inherent in our vision for healthy schools and healthy young people are communities actively involved in furthering public health. Effective, lasting health education in the schools depends on reinforcement by the home and community. As families and community institutions provide moral and financial support, time and resources to our students, we can anticipate students will return that investment to the family, school and community.

This Framework can be one means to encourage dialogue among students, teachers, families and community members who are the key stakeholders in supporting efforts to raise the health status of Rhode Island students.

**The seven Rhode Island standards for health education state what all Rhode Island students should know and be able to do as a result of K - 12 health education.**



**Document 1: THE RHODE ISLAND HEALTH EDUCATION FRAMEWORK: RI'S HEALTH EDUCATION STANDARDS K-12**

<b>Standard 1</b>	Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.	This standard deals with the fundamental aspects of personal health and disease. This standard is probably the most dense standard in terms of health content.
<b>Standard 2</b>	Students will demonstrate the ability to access valid health information and health-promoting products and services.	This standard deals with the external sources that are directly focused on an individual's well-being, including specific health focused information (e.g. the food pyramid), products (e.g. cough medicine), and services and service providers (e.g. doctors).
<b>Standard 3</b>	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	This standard focuses on health-fostering behaviors that will preserve the individual.
<b>Standard 4</b>	Students will analyze the influence of culture, media, technology and other factors on health	This standard focuses on the individual's ability to interpret how culture, media, technology and other factors that are not always defined as having a health focus can influence the individual's well-being (for example, the increasing amount of violence on TV has an impact on how society functions and in turn can affect individual behaviors as well as actions).
<b>Standard 5</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health.	This standard focuses on effective communication which is fundamental to ensuring healthy relationships and interpreting one's own state of health.
<b>Standard 6</b>	Students will demonstrate the ability to use goal-setting and decision-making to enhance health.	This standard deals directly with goal setting and decision-making, both of which are fundamental in taking control over the direction of one's health.
<b>Standard 7</b>	Students will demonstrate the ability to advocate for personal, family, community, and environmental health.	This standard deals specifically with a student's ability to use advocacy skills to maintain and improve his/her personal health as well as that of her/his family, community and environment.

Please reference the complete [Health Education Framework](#) for more information/explanation of health education standards.

The following 9 pages is taken from  
**Document 2: RIDE Comprehensive Health Instructional Outcomes**  
 specifically for Sexuality and Family Life instructional outcomes.



RHODE ISLAND DEPARTMENT OF EDUCATION  
 COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

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REVISED 2003; 2012; 2015

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and **SEXUALITY AND FAMILY LIFE** INSTRUCTIONAL OUTCOMES

GRADES K-4 page 1 of 2

**Overall Instructional Goal:** Students will comprehend basic concepts including roles and values of families, the beginning of life, and respect of self and others.

G R A D E S  K-4	Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health	Standard 6: Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.	Standard 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health
<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>							
	<p><b>1.3. describe the basic structure and functions of the body systems relating to reproduction.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>male and female reproductive anatomy (including correct terminology -- e.g. breast, vulva, penis)</li> <li>basic plant and animal reproduction</li> <li>puberty and its basic physical, mental and emotional changes</li> <li>human fertilization which occurs through a process named intercourse</li> <li>pregnancy</li> </ol> <p><b>1.4. describe how physical, social, emotional, and family environments influence personal health.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>gender roles</li> <li>personal choices regarding play, work, clothes, hobbies, sports, etc.</li> <li>roles of families</li> <li>roles of family members</li> <li>differences found in human families - e.g. single parent, extended families</li> <li>parenting issues and responsibilities</li> <li>friendship</li> <li>roles and responsibilities of friends</li> <li>ways to show caring in families and in friendships</li> </ol>	<p><b>2.2. locate resources from home, school and community that provide valid health information about growth and development.</b></p> <p><b>2.4. locate school and community health helpers.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends, and/or feelings</li> </ol>	<p><b>3.4. use strategies to improve or maintain personal health.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>good health habits which can improve the way a person looks and feels. (e.g. diet, exercise, sleep)</li> </ol> <p><b>3.6. identify and use ways to avoid and/or reduce threatening situations, including ways to deal with someone who is trying to harm a child or pressure them into doing something he or she does not want to do.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>resistance skills</li> <li>sexual abuse prevention strategies, knowing how to say no to any unwanted touch, etc.</li> </ol>	<p><b>4.1. discuss the influence culture has on family values, health behaviors, and practices.</b></p> <p><b>4.1. recognize the value and influence of cultural differences.</b></p> <p><b>4.2. describe how the media and other forms of technology (e.g. TV, movies, Internet, etc.) can influence a person's thoughts, feelings, and behaviors about families and friends.</b></p>	<p><b>5.3. use healthy ways to express needs, wants and feelings.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>skills for talking to trusted adults</li> <li>respecting others when expressing feelings</li> <li>positive ways to express different feelings (e.g. like, love, anger, happiness, frustration etc.)</li> </ol> <p><b>5.4. use positive ways families can communicate, show consideration, and take care of each other.</b></p> <p><b>5.3. use appropriate forms of communication when expressing personal feelings.</b></p>	<p><b>6.1. explain how males and females have many different choices throughout their life span.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>gender roles</li> <li>personal choices regarding play, work, clothes, hobbies, sports, etc.</li> </ol> <p><b>6.1. apply a decision-making process to issues regarding family, friends, and feelings.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>everyone makes decisions</li> <li>all decisions have consequences.</li> </ol>	<p><b>7.1. discuss accurate information and express opinions about health issues relating to growth and development.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>important for pregnant females to take care of their health during pregnancy</li> <li>role of diet and exercise</li> <li>prenatal care, effects of smoking, alcohol, and other drugs, role of proper rest etc.</li> </ol> <p><b>7.4. influence and support others in making positive health choices.</b></p> <p><b>REQUIRED TOPICS:</b></p> <ol style="list-style-type: none"> <li>how families and friends can help pregnant females during pregnancy</li> </ol>

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES

GRADES K-4 page 2 of 2

**Overall Instructional Goal:** Students will comprehend basic concepts including roles and values of families, the beginning of life, and respect of self and others.

G R A D E S  K-4	Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health	Standard 6: Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.	Standard 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health
<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>							
	<p><b>1.1. describe why it is good to have and express many kinds of feelings.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. benefits of expressing feelings to parents, siblings, friends, teachers, trusted adults</li> </ol> <p><b>1.5. recognize that all people, including children have rights and a child is never at fault if someone touches him/her in a way that is wrong or uncomfortable.</b></p> <p><b>1.6. differentiate between good and bad touch.</b></p> <p><b>1.7. discriminate between people who care for you and people who may try to harm you.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. sexual abuse</li> <li>2. people who care for you should not make you do something that may harm you</li> <li>3. both boys and girls can be sexually abused</li> </ol>		<p><b>3.7. demonstrate specific sexual abuse prevention techniques including yelling at the person, leaving the situation, and/or telling a parent or a trusted adult who will listen.</b></p>			<p><b>6.2. explain when it is appropriate to ask for assistance in making health-related decisions.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. role of parents and trusted adults</li> <li>2. why children need help from adults when making decisions</li> </ol>	<p><b>7.4. influence or support others in making positive choices about feelings, friends and family.</b></p> <p><b>7.2. explain why it is necessary to respect an individual's rights and wishes concerning their body.</b></p>

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES

GRADES 5-8 page 1 of 3

**Overall Instructional Goal:** To develop an understanding of the emotional and physical issues related to families, the beginning of life, birth, friendship, puberty, adolescence and growing up.

<b>G R A D E S  5-8</b>	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health.	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p><b>1.2. describe the interrelationships of mental, emotional, social and physical health which males and females experience during puberty and adolescence.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. how body image affects feelings and behaviors</li> <li>2. feelings about body changes</li> <li>3. role of heredity, environment and health habits in personal appearance</li> <li>4. development of sexual and romantic feelings in many people during puberty</li> <li>5. gender roles and gender role stereotyping</li> <li>6. how talents, characteristics, strengths and hopes are equally found in boys and girls</li> <li>7. sexual health including its enhancement of life and relationships</li> <li>8. people as sexual beings with a sexual identity</li> <li>9. definition of masturbation</li> <li>10. definition of sexual orientation, gender identity/expression</li> <li>11. theories which explain sexual orientation, gender identity/expression, coming out, homophobia</li> <li>12. value of non-sexual relationships</li> <li>13. characteristics of good friends</li> <li>14. dating and types of dating</li> <li>15. family views regarding dating</li> <li>16. difference between like, infatuation and love</li> </ol>	<p><b>2.2. identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up, and family/relationship issues; sexuality issues such as sexual activity, sexual orientation, gender identity/ expression etc.</b></p> <p><b>2.6. describe situations requiring professional services.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. pregnancy</li> <li>2. assistance with issues surrounding dating violence, rape, sexual abuse, etc.</li> </ol>	<p><b>3.1. explain the importance of assuming responsibility for personal health behaviors related to puberty and reproductive health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. ways for males and females to maintain healthy habits during puberty</li> <li>2. good health behaviors for a woman who is pregnant</li> </ol> <p><b>3.2. analyze personal health habits to determine health strengths and risks.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. ways people can be proud of their special qualities</li> <li>2. impact of body image on emotions and behaviors</li> <li>3. assuming responsibility for personal behaviors, including sexual behaviors</li> </ol>	<p><b>4.1. describe the influence of different cultural and religious beliefs in the US on health behaviors and practices.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. marriage, divorce, relationships, parenthood</li> <li>2. factors which have significantly influenced family patterns through time health behaviors and utilization of health services regarding sexual and reproductive health</li> <li>3. use of contraception</li> <li>4. prenatal care</li> </ol>	<p><b>5.1. use effective verbal and non-verbal communication skills to enhance health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. explain that personal choices of expression should be respected for all individuals</li> <li>2. ways for preteenagers and teens to talk with their parents, other trusted adults and significant others about questions or concerns regarding sexuality issues</li> </ol> <p><b>5.2. describe how the behavior of family and peers affects interpersonal communication.</b></p>	<p><b>6.1. apply different strategies when making decisions regarding puberty and sexual health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. abstinence from sexual intercourse</li> <li>2. responsible contraceptive use</li> <li>3. steps involved in sexual decision making</li> <li>4. role of parents and trusted adults</li> </ol>	<p><b>7.1. discuss accurate information about sexual health issues.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>1. heterosexual, homosexual, and bisexual people are alike except for their sexual attraction</li> <li>2. immediate and long-term impacts of adolescent pregnancy on the individual, family and community</li> </ol>
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# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES

GRADES 5-8 page 2 of 3

**Overall Instructional Goal:** To develop an understanding of the emotional and physical issues related to families, the beginning of life, birth, friendship, puberty, adolescence and growing up.

<b>G R A D E S  5-8</b>	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health.	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p><b>1.3. explain how reproductive health is influenced by the interaction of body systems.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>the components of the male and female reproductive systems</li> <li>the role these structures have in reproduction (testes, urethra, penis, accessory glands, uterus, ovaries, fallopian tubes, vagina, etc.)</li> <li>role of endocrine system</li> <li>secondary sex characteristics</li> <li>range of puberty</li> <li>menstruation</li> <li>nocturnal emissions</li> <li>pregnancy</li> <li>possibility of pregnancy with genital intercourse</li> <li>fertilization, prenatal development and human birth</li> <li>role of X and Y chromosomes in determining baby's gender</li> </ol> <p><b>1.4a. describe how family, peers and environment influence the health of adolescents.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>families in present-day society</li> <li>patterns in US</li> <li>separation, divorce and how children deal with their feelings about it</li> <li>responsibilities and privileges inherent in family</li> <li>responsible parenting</li> <li>seriousness and long-term nature of having and/or raising a child</li> <li>why some people choose not to have children</li> </ol>	<p><b>2.7. explain the role of health care providers (e.g. physicians, nurses, etc.) in puberty, maturing, contraceptive decision making and other reproductive health, sexuality and family life issues.</b></p> <p><b>2.7. identify trusted adults, professional health care providers, faith communities and other resources available for someone with questions about sexuality and growing up.</b></p>	<p><b>3.1. explain the value of young people postponing sexual activity (e.g. reducing consequences associated with early onset of sexual activity).</b></p> <p><b>3.3. distinguish between safe and risky or harmful behaviors.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>abstinence from sexual intercourse is the best way to prevent pregnancy</li> <li>social, emotional, economic and physical risks of adolescent pregnancy and parenthood for both males and females</li> <li>there are many kinds of relationships based on love and like but no one should expect you to do anything sexual as an outcome of the relationship</li> </ol> <p><b>3.4. apply strategies to improve or maintain personal and family relationships.</b></p>	<p><b>4.2. analyze why individuals need to examine positive and negative messages received from media, culture and peers.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>decision-making about sexual health</li> <li>peer influence on health choices</li> <li>establishing guidelines for one's own sexual behavior</li> <li>influence of media, peers and community on one's understanding of healthy relationships</li> <li>similarities and differences in male and female gender roles</li> <li>masculinity, femininity, choices and opportunities for males and females</li> <li>unrealistic or negative images presented in gender role stereotyping</li> </ol>	<p><b>5.3. use healthy ways to express needs, wants and feelings.</b></p> <p><b>5.4. communicate care, consideration and respect of self and others.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>importance of respecting different value systems in friends and families</li> <li>respect of others regardless of personal choice of expression</li> </ol>	<p><b>6.2. analyze how decisions relating to puberty and sexual health are influenced by individuals, family and/or community values.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>how parents and other trusted adults can help children with decisions regarding puberty and their personal health</li> <li>role of self-esteem, personal goals, family values in responsible sexual decision-making</li> <li>responsibilities in family change as individuals mature</li> <li>changes in family structure and influence on relationships</li> </ol>	<p><b>7.3. identify barriers to effective communication of information, ideas, feelings and opinions about sexuality, family and relationship issues.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>various methods for people to access help with personal questions or concerns about sexuality or relationships</li> </ol>
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# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES

GRADES 5-8 page 3 of 3

**Overall Instructional Goal:** To develop an understanding of the emotional and physical issues related to families, the beginning of life, birth, friendship, puberty, adolescence and growing up.

<b>G R A D E S  5-8</b>	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community and environmental health
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<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>							
	<p><b>1.5. describe ways to reduce risks related to sexual health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>abstinence from sexual intercourse as the acceptable form of sexual expression for preteenagers and adolescents</li> <li>need for adolescents to set limits regarding sexual expression</li> </ol> <p><b>1.6. explain how appropriate health care can enhance health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>contraception as a means to prevent pregnancy methods</li> <li>advantages and disadvantages, etc.</li> <li>choices when a woman is faced with an unintended pregnancy - e.g. raise the child, adoption, abortion</li> <li>the crime of rape as forced intimate sexual conduct</li> </ol>		<p><b>3.6. identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault.</b></p>	<p><b>4.2. analyze the influence of media on sexual health behaviors.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>gender roles</li> <li>body image</li> <li>use of contraceptives, etc.</li> </ol> <p><b>4.3. analyze the influence of technology on sexual health behaviors</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>genetics</li> <li>alternative fertilization methods</li> <li>reproductive technology</li> </ol> <p><b>4.4. analyze how information from the community influences behaviors regarding sexual and reproductive health.</b></p>	<p><b>5.5. use communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>pressure to date and/or be sexually active</li> <li>saying no and communicating limits, etc.</li> </ol>	<p><b>6.3. predict how decisions regarding sexual behaviors have consequences for self and others.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>couples have choices regarding sharing sexual feelings with each other</li> </ol> <p><b>6.4. identify how people can help protect themselves against the possibility of rape.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>self-defense, assessing situations, avoiding drugs and alcohol, etc.</li> </ol>	<p><b>7.4. to influence and support others in making positive personal health choices about family issues, relationships, sexuality and growing up.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>how people and communities can help homosexual and bisexual people who are often mistreated, called hurtful names, or denied their rights because of their sexual orientation, gender identity/ expression</li> </ol>

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and **SEXUALITY AND FAMILY LIFE** INSTRUCTIONAL OUTCOMES

GRADES 9-10 page 1 of 2

**Overall Instructional Goal:** Students will gain an understanding of those elements inherent in healthy sexual development and maturation including: family communication, relationships, sexual identity, human sexual response cycle, and sexual decision making

G R A D E  S	Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health	Standard 6: Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.	Standard 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health
9-10							
<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>							
	<p><b>1.1. analyze how behavior can impact reproductive health maintenance.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>need for contraception during intercourse unless pregnancy is planned</li> <li>advantages and disadvantages of various methods of contraception</li> <li>fetal development</li> <li>childbirth</li> <li>role of mother, father, coach during labor and delivery</li> <li>definition of legal abortion</li> </ol> <p><b>1.2. describe the interrelationships of mental, emotional, social and physical health throughout young adulthood.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>function of sexual and reproductive anatomy</li> <li>facts vs. myths</li> <li>human sexual response cycle</li> <li>sexual feelings and desires throughout life</li> <li>role of hormones in growth and development and reproductive and sexual functioning</li> <li>people with disabilities have sexual feelings, needs and desires</li> <li>dating readiness and interest varies among individuals</li> <li>sexual expression as an important component of individual's sexual identity</li> <li>homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.</li> </ol>	<p><b>2.1. evaluate the validity of health information products and resources.</b></p> <p><b>2.2. analyze appropriate resources from home, school, community which can assist an individual and/or couple with issues such as sexuality, family life, feelings and/or relationships.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>sexual health and sexual identity/orientation</li> <li>sexual activity, gender role stereotyping</li> <li>sexual assault and harassment</li> <li>finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, gay/lesbian community resources</li> </ol>	<p><b>3.1. analyze the role of individual responsibility for enhancing health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>abstinence from sexual intercourse is the preferred sexual behavior for adolescents</li> <li>responsible behaviors such as contraceptive use, condom use, etc.</li> </ol> <p><b>3.2. explain why it is important to talk with one's partner/other trusted adults about contraception prior to deciding to use it.</b></p> <p><b>3.3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>sexual intercourse not a way to achieve adulthood</li> <li>various ways to express affection within a relationship including adolescent dating relationships</li> </ol>	<p><b>4.1. analyze how cultural diversity may enrich or challenge health behaviors.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>why in some cultures some assertive behaviors are considered impolite or inappropriate</li> <li>beliefs about abortion and contraception are based on religious, cultural, family and societal values</li> </ol>	<p><b>5.1. demonstrate skills for communicating effectively with the family, peers and others.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>verbal and non-verbal assertiveness techniques</li> <li>individuals' right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not be intimidated regarding sexuality issues</li> </ol> <p><b>5.2. analyze how interpersonal communication affects relationships.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>value of communication</li> <li>outcomes of poor communication (confusing messages, unwanted behaviors and emotional stress)</li> </ol>	<p><b>6.1. use multiple strategies when making decisions related to sexuality and family life issues.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy</li> <li>dating relationships</li> </ol> <p><b>6.3. predict immediate and long term impact of health decisions about sexual health on the individual, family and community.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>benefits of postponing childbearing</li> </ol>	<p><b>7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about sexual health issues such as contraception, abortion, sexual expression (regardless of sexual orientation, gender identity/expression).</b></p> <p><b>7.4. influence and support others when making positive health choices regarding sexuality issues (regardless of sexual orientation, gender identity/expression).</b></p>

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and **SEXUALITY AND FAMILY LIFE** INSTRUCTIONAL OUTCOMES

GRADES 9-10 page 2 of 2

**Overall Instructional Goal:** Students will gain an understanding of those elements inherent in healthy sexual development and maturation including family communication, relationships, sexual identity, human sexual response cycle, and sexual decision making

<b>G R A D E S  9-10</b>	<p><b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p>	<p><b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p><b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.</p>	<p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health</p>	<p><b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.</p>	<p><b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community and environmental health</p>
<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>							
	<p><b>1.3. analyze the impact of adolescent sexual health behaviors on the individual, families, the community and society.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>adolescent pregnancy</li> <li>STDs</li> <li>sexual harassment and sexual assault</li> <li>relationship between sexual behaviors and sexual violence</li> </ol> <p><b>1.4. analyze how the family, peers, community, and environment influence the health of individuals.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>various reasons people date, such as companionship, to share an experience with someone, friendship and love</li> <li>expression of feelings, including love, is a matter of choice and should not go against personal values</li> <li>parental concerns</li> <li>compromising feelings</li> <li>types of families</li> <li>factors affecting family functioning (e.g. mobility, divorce, death)</li> <li>interaction of heredity, the environment and the family</li> </ol>	<p><b>2.4. access school and community resources for self and others.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults</li> </ol> <p><b>2.6. analyze situation requiring professional services for teens.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>Using health professionals (e.g. gynecologist, obstetrician, urologist, community agencies, etc.)</li> <li>dealing with sexual harassment/assault</li> </ol>	<ol style="list-style-type: none"> <li>factors having an adverse effect on fetal and infant health</li> <li>methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care proper nutrition parental responsibility, etc.)</li> </ol> <p><b>3.4. use strategies that improve or maintain sexual health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc.)</li> </ol> <p><b>3.5. develop strategies for preventing injury to self and others.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>inappropriate expectations and/or behaviors in a relationship</li> <li>appropriate sexual behaviors for adolescents</li> <li>coercion and emotional pressure not acceptable in a sexual relationship</li> </ol>	<p><b>4.2. evaluate the effect of media, technology and other factors on relationships, sexuality, and other aspects of personal and community health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>media portrayal of sexuality realistic and unrealistic images of adolescent and adult relationships</li> <li>role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression</li> </ol>	<p><b>5.4. communicate care, consideration and respect of self and others.</b></p> <p><b>5.5. use strategies that solve interpersonal conflicts without harming self or others.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial</li> </ol> <p><b>5.6. use strategies that enhance relationships and avoid potentially harmful situations.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>negotiation and collaboration skills</li> <li>refusing pressure from another person to engage in sexual activity</li> </ol>	<p><b>6.4. describe how sexual decision-making for adolescents and adults is influenced by changes in information, abilities, priorities, responsibility.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>role of significant others, culture, media, peers</li> </ol> <p><b>6.5. compare and contrast a variety of plans for individuals and couples to evaluate their sexual expression taking into consideration personal strengths, needs and health risks.</b></p>	<p><b>7.5. work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.</b></p>

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and **SEXUALITY AND FAMILY LIFE** INSTRUCTIONAL OUTCOMES

GRADES 11-12 page 1 of 2

**Overall Instructional Goal:** Students will gain an understanding of the importance of human sexuality and that healthy sexuality throughout one's life is dependent on respect and understanding of self, families, sexual growth and development, sexual identity and interpersonal relationships.

<b>G R A D E  S</b>	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community and environmental health
<b>11-12</b>	<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>						
	<p><b>1.1. analyze the interrelationships of mental, emotional, social and physical health throughout life.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>multifaceted nature of human sexuality with biological, social, psychological, ethical and cultural dimensions</li> <li>human sexuality throughout the lifespan</li> <li>committed relationships vs. "falling in love"</li> <li>dating as a way for some people to learn about others and relationships</li> <li>statistics on teen pregnancy and parenting</li> <li>marriage and lifetime commitments</li> <li>relationship choices</li> <li>value of communication, choices, trust and friendships in a relationship</li> <li>mutual support for continued development as individuals in a relationship</li> <li>influence of social and cultural environments on the way individuals learn about and express their sexuality</li> <li>gays and lesbians can establish fulfilling committed relationships</li> </ol>	<p><b>2.1. evaluate resources from home, school and community that provide valid sexuality and family life information for self and others.</b></p> <p><b>2.2. evaluate factors which influence personal selection of health products and services.</b></p> <p><b>2.3. evaluate situations requiring professional services and identify appropriate services.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>identification of various professional services for human sexuality and family life issues</li> <li>STDs</li> <li>sexual decision-making</li> <li>sexual dysfunction</li> <li>sexual harassment or assault</li> <li>victimization</li> <li>sexual orientation, gender identity/ expression</li> <li>teen pregnancy and parenting</li> <li>family crises</li> <li>marriage/partner relationship difficulties</li> </ol>	<p><b>3.1. evaluate the effect of sexual behaviors on self, others and the community.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>Impact of adolescent alcohol/drug use combined with sexual activity including assault</li> <li>date rape</li> <li>STDs, pregnancy, fetal and infant problems or mortality</li> <li>importance of caring for one's reproductive health to assure health of future offspring</li> <li>behaviors for perinatal (before, during, after pregnancy) health</li> <li>factors and skills contributing to positive, consistent parenting</li> <li>impact of sexual violence on an individual including sexual abuse, rape, and date rape</li> </ol>	<p><b>4.1. research a school or community sexuality or family life issue resulting from the influence of media, culture, technology and other factors.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>influence on thoughts, feelings, behaviors related to human sexuality</li> <li>how relationships are different than those modeled by media</li> <li>relationship of personal and family values regarding sexuality</li> <li>American society's diversity of sexual attitudes and behaviors</li> <li>discrimination related to sexual orientation, gender identity/ expression</li> </ol>	<p><b>5.1. evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>ways to verbalize personal views about sexuality to partners, friends, family</li> <li>how communication about sexual feelings, desires, and limits improves sexual relationships</li> <li>negotiating decisions about sexual behaviors and limits</li> <li>responsibility for quality of a relationship is shared by both dating partners</li> <li>how teens can express their sexual feelings without engaging in sexual intercourse</li> </ol>	<p><b>6.1. evaluate different strategies to use when making decisions related to sexual health, family life and potential risks of young adults.</b></p> <p><b>6.2. design and evaluate a personal plan to promote sexual health.</b></p>	<p><b>7.1. discuss accurate information and express opinions about human sexuality and family life issues.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>people who are still denied equal treatment on the basis of gender even though laws prohibit this</li> <li>how one can help fight STD/HIV by serving as an accurate source of information, by being a responsible role model and promoting healthy peer norms</li> </ol> <p><b>7.3. influence and support others in making positive health choices.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>responsibility of adults and adolescents to help younger children avoid or deal effectively with negative influences (e.g. in the media) surrounding human sexuality</li> <li>supporting others' positive choices about dating relationships</li> <li>how one can be a support system to gay and lesbian individuals when they decide to "come out"</li> </ol>

# Document 2: RIDE COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

HEALTH EDUCATION STANDARDS and **SEXUALITY AND FAMILY LIFE** INSTRUCTIONAL OUTCOMES

**GRADES 11-12** page 2 of 2

**Overall Instructional Goal:** Students will gain an understanding of the importance of human sexuality and that healthy sexuality throughout one's life is dependent on respect and understanding of self, families, sexual growth and development, sexual identity and interpersonal relationships.

<b>G R A D E  11-12</b>	<p><b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p>	<p><b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>	<p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p><b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health.</p>	<p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health</p>	<p><b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.</p>	<p><b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community and environmental health</p>
<b>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</b>							
	<p><b>1.3. describe how to delay onset and reduce risks of potential life-long reproductive health problems.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>Importance of preventive health behaviors including regular check-ups, breast and testicular self-exams</li> <li>prevention of unwanted pregnancy and sexually transmitted diseases</li> </ol> <p><b>1.4. analyze the relationship between public health policies, government regulations, health promotion and disease prevention.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>issues such as abortion/contraception</li> <li>definition of abortion as a medical intervention which terminates pregnancy and not a method of contraception</li> <li>issues involved in choosing a method of contraception including advantages, disadvantages, motivation, cost, effectiveness, comfort, religious beliefs, parent/family values</li> <li>prevention of STDs, HIV transmission; laws</li> <li>regarding sexual harassment/sexual assault</li> </ol>		<p><b>3.3. design a plan with recommended strategies for individuals, schools and communities to reduce the incidence of sexual abuse, rape, and sexual harassment.</b></p> <p><b>3.3. identify strategies which can aid in the prevention of unplanned pregnancy.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>Role of education, sexual decision making, positive self-esteem, etc.</li> </ol>	<ol style="list-style-type: none"> <li>various cultural beliefs and practices regarding dating, marriage, committed relationships</li> <li>role of culture on person's decisions regarding sexual relationships and other human sexuality issues</li> <li>how faith communities address various current human sexuality issues</li> </ol> <p><b>4.1. research how media, culture and technology influences thoughts, feelings and behaviors regarding human sexuality.</b></p> <p><b>4.2. propose a plan for personal and community response to the media's portrayal of sexual issues</b></p>	<p><b>5.2. apply strategies to a selected situation that facilitate effective communication among individuals or groups.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>skills to enhance relationships</li> <li>barriers to communication with parents, friends and significant others regarding human sexuality issues</li> <li>constructive ways of dealing with sexual harassment</li> </ol>	<p><b>6.3. evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum sexual health.</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>making personal choices about appropriate roles for oneself</li> <li>need for couples contemplating lifetime commitment to be realistic, honest and accepting of their partner prior to making decision to commit</li> </ol>	<p><b>7.4. work cooperatively when advocating for healthy sexuality and advocating for rights of individuals with HIV/AIDS</b></p> <p><u>REQUIRED TOPICS:</u></p> <ol style="list-style-type: none"> <li>proposing solutions to reduce the incidence of homophobic acts such as discrimination and violence against homosexual and bisexual people because of their sexual orientation, gender identity/expression</li> <li>understanding the impact of rape on the victim, the victim's family and society</li> <li>long-term effects</li> <li>portrait of rapists, reporting, investigation, trial, etc</li> </ol> <p><b>7.5. evaluate community health services and systems currently in place and make recommendations for improving those systems and services with regard to sexual health and family life.</b></p>

## Document 3: RULES AND REGULATIONS FOR SCHOOL HEALTH PROGRAMS (for Sexual Health Education topics)

### 4.7 Mandated Health Instructional Outcomes

- A. Pursuant to R.I. Gen. Laws § 16-22-4, the health education curriculum must be based on the **Rhode Island Health Education Framework: Health Literacy for All Students** standards and consistent with the mandated health instructional outcomes incorporated at §§ 4.2(A) and (B) of this Part. These outcomes must pertain to no less than the following required content area topics appropriate to grade or developmental level:
7. **Family Life and Sexuality:** responsibilities of family membership and adulthood, issues related to reproduction, abstinence, dating and dating violence, marriage, parenthood, information about sexually transmitted diseases, sexuality and sexual orientation, as part of comprehensive sexuality education pursuant to R.I. Gen. Laws § 16-22-18.
  8. **HIV (Human Immunodeficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome):** the causes, effects, treatment, and prevention, pursuant to R.I. Gen. Laws § 16-22-17.
  15. **Safety and Injury Prevention:** the causes, effects, treatment, and prevention of behaviors that can result in unintentional or intentional injury; and:
    - b. Teen Dating Violence (grades 7 through 12): defining dating violence, recognizing dating violence warning signs and characteristics of healthy relationships, as stipulated in R.I. Gen. Laws § 16-22-24, and as defined in this Part.
      - (1) Students must be provided with the school district’s dating violence policy in accordance with R.I. Gen. Laws § 16-21- 30(c).
      - (2) Upon written request to the school principal, and within a reasonable period after the request is made, a parent or legal guardian of a pupil less than eighteen (18) years of age must be permitted to examine the dating violence education program instruction materials at the school in which the student is enrolled.

216-RICR-20-10-4

#### TITLE 216 - DEPARTMENT OF HEALTH

#### CHAPTER 20 - COMMUNITY HEALTH

#### SUBCHAPTER 10 - SCREENING, MEDICAL SERVICES, AND REPORTING

#### PART 4 – School Health Programs

#### 4.1 Authority

These regulations are promulgated pursuant to the authority conferred under R.I. Gen. Laws §§ [16-21-7\(a\)](#) and [23-1-18\(4\)](#), and are established for the purpose of adopting prevailing standards pertaining to school health programs.

#### 4.2 Incorporated Materials

- A. These regulations hereby adopt and incorporate the [Rhode Island Health Education Framework: Health Literacy for All Students](#) (2010) standards by reference, not including any further editions or amendments thereof and only to the extent that the provisions therein are not inconsistent with these regulations.
- B. These regulations hereby adopt and incorporate the RIDE [Comprehensive Health Instructional Outcomes](#) (2015) by reference, not including any further editions or amendments thereof and only to the extent that the provisions therein are not inconsistent with these regulations.
- C. These regulations hereby adopt and incorporate the [Rhode Island Physical Education Framework](#) standards (2003) by reference, not including any further editions or amendments thereof and only to the extent that the provisions therein are not inconsistent with these regulations.
- D. These regulations hereby adopt and incorporate the Substance Abuse and Mental Health Services Administration (SAMSA) National Registry of [Evidence Based Programs and Practices](#) (2014), by reference, not including any further editions or amendments thereof and only to the extent that the provisions therein are not inconsistent with these regulations.
- E. These regulations hereby adopt and incorporate the Occupational Safety and Health Administration (OSHA) [Toxic and Hazardous Substances Standard - 29 C.F.R. 1910-1450](#) (2012) by reference, not including any further editions or amendments thereof and only to the extent that the provisions therein are not inconsistent with these regulations.