

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Self and Interpersonal Relationships– Grade 7 – TERM 1

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS1 Examine the nature of self, family, school, and community to build strong, healthy relationships.</p>	<p>1. Analyse the influences that impact on personal and social development (media, peers, family, significant others, community, etc.).</p> <p>2. Identify factors within self which lead to healthy relationships.</p>	1. Understanding Self	<p>1. Personal Growth and Development</p> <p>2. Building Healthy Relationships</p>	<ul style="list-style-type: none"> • Adolescence: Big Change! Big Challenge! • The I in ME • Appreciating the Skin I am In • Defining Self: Maintaining Relationships • Relating to family, friends and others
<p>RS2 Acquire coping skills which will enable them to shun behaviours and life styles associated with crime, drugs, violence motor vehicle accidents and injury.</p>	<p>1. Develop resilience for coping with adverse situations (death, grief, rejection and separation).</p> <p>2. Analyse the impact of alcohol and other illicit drugs on behaviour and lifestyle.</p> <p>3. Demonstrate skills to cope with violence at home, school and in relationships.</p>	2. Coping with Risk and Adversity	<p>1. Building Resilience</p> <p>2. Reducing Risky Behaviours</p> <p>3. Conflict Management</p>	<ul style="list-style-type: none"> • Feelings are Important • Stay Positive: Be Drug Free • I am Alcohol Free • Conflict: Where do I stand? • No Bullies Allowed
<p>RS3 Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values</p>	<p>1. Assess ways in which personal and group efforts can be enhanced by the interactions and contributions of persons of diverse cultural and ethnic groupings.</p> <p>2. Recognise the value of personal Commitment and hard work to the improvement of self, others and the wider community.</p> <p>3. Assess how the diversity of ethnic groups can enhance development of the Caribbean. e.g. sports and games.</p>	3. Respect and Tolerance For Self and Others	1. Embracing Diversity	<ul style="list-style-type: none"> • Out of Many One People

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Self and Interpersonal Relationships– Grade 8 – TERM 1

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS SIR 1: Examine the nature of self, family, school, and community and their influences to build strong healthy relationships.</p>	<p>1. Demonstrate ways to use adverse experiences for personal growth and development.</p> <p>2. Recognise risks to mental and emotional wellbeing.</p> <p>3. Demonstrate an understanding of issues that impact on relationships within the family, school and community.</p>	1. Understanding Self	<p>1. Personal Growth & Development</p> <p>2. Building Healthy Relationships</p>	<ul style="list-style-type: none"> • Boosting My Emotional Health • My Bounceback-ability • My Relationships Support Me Positively
<p>RS SIR 2: Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.</p>	<p>1. Demonstrate skills to avoid high-risk situations and pressure to use alcohol and other illicit substances.</p> <p>2. Display skills to prevent the escalation of violence at home, school and the community.</p>	2. Coping with Risk and Adversity	<p>1. Reducing Risky Behaviour</p> <p>2. Conflict Management</p>	<ul style="list-style-type: none"> • Preserving Me from Self-Injury • Why I Stay Drug Free • Take the Lead: Don't Do Weed • Letting Go • My Anger Does Not Control Me • Conflict Free
<p>RS SIR 3: Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.</p>	<p>1. Critically examine how relationships can be affected by personal prejudices and biases.</p> <p>2. Recognise that the development of the region depends on individual and collective efforts at all levels of society.</p>	3. Respect and Tolerance for Self and Others	1. Embracing Diversity	<ul style="list-style-type: none"> • Respecting Differences

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Self and Interpersonal Relationships- Grade 9 – TERM 1

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS SI1: Examine the nature of self, family, school, and community and their influences to build strong healthy relationships.	<ol style="list-style-type: none"> 1. Recognize the relationship between self-concept (perception of self) and mental and emotional well-being. 2. Demonstrate social competence in dealing with different types of relationships and situations. 3. Demonstrate tolerance in relationships with others. 	1. Understanding Self	<ol style="list-style-type: none"> 1. Personal Growth and Development 2. Building Healthy Relationships 	<ul style="list-style-type: none"> • Developing Positive Self Concept • Appreciating My Body Image • Effective Communication with My Family and Peers
RS SI2: Acquire coping skills which will enable them to shun behaviours and lifestyles associated with crime, drugs, violence, motor vehicle accidents, and other injuries.	<ol style="list-style-type: none"> 1. Design and implement strategies for fostering positive behaviours in the school, home and community. 2. Collaborate with community and social programmes / activities that steer individual away from risky behaviour and situations. 3. Assess the availability and capacity of public and private (NGO's) institutions to meet the needs of at risk youth. 	2. Coping with Risk and Adversity	<ol style="list-style-type: none"> 1. Developing Emotionally 2. Conflict Management 3. Reducing Risky Behaviours 	<ul style="list-style-type: none"> • Stress Management – Take a Deep Breath • Teen Suicide Prevention • Conflict Resolution -- I am Part of the Solution • Preventing Youth Violence • Alcohol: The Worst Drug of All • Gambling: Don't Bet Your Life on It!
RS SI3: Respect the rich diversity that exists among Caribbean peoples as a valuable resource for sustainable development of the region within the framework of democratic and ethical values.	<ol style="list-style-type: none"> 1. Appreciate the value of harmonious relationships in contributing to regional integration and sustainable development. 2. Advocate for acceptance and inclusion of persons from diverse groupings at all levels of society. 3. Demonstrate the ability to access opportunities presented by regionalism (CARICOM Single Market and Economy) and globalization. 	3. Respect and Tolerance for Self and Others	1. Embracing Diversity	<ul style="list-style-type: none"> • The Road to Tolerance for Caribbean People

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Safety and Security -Grade 7 – TERM 1

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>NS 1 Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.</p>	<p>1. Demonstrate awareness of their rights and responsibilities in relation to Protection, Safety and Security (self, family and school).</p> <p>2. Incorporate safety principles to respond appropriately to risky situations</p> <p>3. Appreciate the personal and collective responsibilities of students and their families in reducing exposure to community safety and security risks</p>	<p>1. Exploring Concepts of Protection, Safety and Security</p>	<p>1. Understanding my Rights as a Child within the Family and Society</p> <p>2. Protection from Harm</p>	<ul style="list-style-type: none"> • Preserve and Protect (My Rights: My Responsibilities) • Be Wise. Open your Eyes. Spot Them. Stop Them Report Them. Overcoming Truancy • Be a Hard Target
<p>NS2 Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety and security.</p>	<p>1. Assess the impact of sociocultural influences on anti-social behaviours.</p> <p>2. Make appropriate choices with respect to minimizing the opportunities to breach safety of self and others.</p> <p>3. Display skills to prevent the escalation of maladaptive behaviours at home, school and the community.</p>	<p>2. Factors influencing Behaviours Related to Safety and Security</p>	<p>1. Risk Factors to Protection, Safety and Security.</p> <p>2. Reducing Risky Behaviours</p>	<ul style="list-style-type: none"> • Internet Safety: My Choice • My Digital Footprint • Scamming: Where do I Stand? • Cyber bullying is a No! No! • Speak up! Speak out! (Reporting Abuse) • Say No to Gangs • Eradicate Extortion

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>NS 3 Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of issues that impact survival and development. 2. Demonstrate the ability to locate and utilise community 3. resources that support protection, safety and security. 	<p>3. Safeguards for Protection, Safety and Security</p>	<p>Minimizing My Risks</p>	<ul style="list-style-type: none"> • Am I Safe or Am I Safe? • Protection: Safety= Security: #myresponsibiity
--	---	--	----------------------------	---

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Safety and Security – Grade 8 – TERM 1

Regional Standards	Core Outcomes	Modules	Unit	Topics
NS SS 1: Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.	1. Recognize rights and responsibilities in relation to protection, safety and security of self, family, school and community. 2. Demonstrate the ability to respond appropriately in situations which threaten their safety and security. 3. Apply safety principles to prevent injury to self and others in cases of accidents.	1. Exploring Concepts of Protection, Safety and Security	1. Understanding Rights and Responsibilities 2. Protection from Harm	<ul style="list-style-type: none"> • My Rights, My Responsibilities • My Digital Me • Hard Target: Defence Tactics • Move Over Bully! • No Victim to Trafficking • First Aider – How Can I Help
NS SS 2: Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety and security.	1. Critically analyse the personal, social and economic factors that promote anti-social behaviour. 2. Demonstrate skills to counter negative influences on lifestyle choices and behaviours.	2. Factors Influencing Behaviours Related to Safety and Security	1. Risk Factors to Protection, Safety and Security 2. Reducing Risky Behaviours	<ul style="list-style-type: none"> • My Choices Make Me Safe and Secure • Cyber-Crimes and Me • Inform to Reform – Tell it, Don't Hide it!
NS SS 3: Develop action competence and build capacity to minimize factors affecting protection, safety and security within all contexts	1. Demonstrate appropriate skills to protect life and reduce risk in situations that threaten safety and security. 2. Make responsible choices to avoid risks associated with gangs, violence and extortion. 3. Demonstrate an understanding of issues that impact environmental safety. 4. Access appropriate sources of information and services related to protection, safety and security.	3. Safeguards for Protection, Safety & Security	1. Minimizing My Risk 2. Disaster Management 3. Accessing Safety and Security Information	<ul style="list-style-type: none"> • Gangs Are Not for Me • Extortion Ends with Me • Mass Casualty Management System • Disaster Preparedness Ambassador • Exercising My Rights and Responsibilities

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Safety & Security - Grade 9 – TERM 1

Regional Standards	Core Outcomes	Modules	Unit	Topics
NS SS1: Examine rights and responsibilities in relation to Protection, Safety and Security to preserve self, family, school and community.	<ol style="list-style-type: none"> Critically analyse the impacts of rights and responsibilities to preserving self and being protected at school. Collaborate with community programmes to utilize rights and responsibilities to promote Safety and Security. 	1. Exploring Concepts of Protection, Safety and Security	<ol style="list-style-type: none"> Understanding Rights and Responsibilities Exploring Rights and Responsibilities 	<ul style="list-style-type: none"> Self-Protection: My Right, My Responsibility Ensuring My Protection at School Safety Within My Community
NS SS2: Analyse the influence of socio-cultural, economic factors and personal beliefs on lifestyle choices related to protection, safety and security.	<ol style="list-style-type: none"> Demonstrate an understanding of the relationship among socio-cultural and economic factors as well as personal beliefs impacting an individual's protection, safety and security. Respond appropriately to risky situations impacting protection, safety and security. Evaluate and adjust decisions made for lifestyle choices that will negatively impact protection, safety and security. 	2. Factors Influencing Behaviours Related to Safety and Security	<ol style="list-style-type: none"> Factors Affecting Safety and Security Reducing Risky situations 	<ul style="list-style-type: none"> Speak Up and Protect! Anti-Corruption: That's Me! No Gangs for The Youth Runaway Prevention Beware of Traffickers!
NS SS3: Develop action competence and build capacity to minimize factors affecting protection, safety and security.	<ol style="list-style-type: none"> Display appropriate social skills to minimize the effects of situations that threaten safety and security. Develop and implement an action plan to mitigate safety and security threats in school and community Access and utilize valid and reliable sources of information regarding protection, safety and security 	3. Safeguards for Protection, Safety and Security	<ol style="list-style-type: none"> Sustaining Protection, Safety and Security Accessing Safety and Security Information 	<ul style="list-style-type: none"> Online Self-Defence Casualty Agent Be in the Know: Knowledge is Safety!

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Sexuality and Sexual Health – Grade 7 – TERM 2

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS SSH 1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.</p>	<ol style="list-style-type: none"> 1. Display knowledge of the various components of human sexuality. 2. Developing strategies for coping with the various changes associated with puberty. 3. Assess traditional role expectations of boys and girls in our changing society. 4. Assess ways in which behaviour can be interpreted as being “sexual”. 	<ol style="list-style-type: none"> 1. Differentiating Between Sex and Sexuality 	<ol style="list-style-type: none"> 1. My Body 2. My Sexuality 3. Exploring Gender Issues 	<ul style="list-style-type: none"> • Changes During Puberty • Sexuality is Not Just About Sex • Changing Gender Roles
<p>RS SSH 2: Students will analyse the influence of socio-cultural and economic factors as well as personal beliefs on the expression of sexuality choices.</p>	<ol style="list-style-type: none"> 1. Critically analyse the key factors influencing sexual choices and experiences 2. Demonstrate skills in communicating sexual issues with parents and peers 	<ol style="list-style-type: none"> 2. Sociocultural Influences on Sexual Behaviour 	<ol style="list-style-type: none"> 1. Factors that Influence Expression of Human Sexuality 	<ul style="list-style-type: none"> • What influences My Sexuality • The Media Speaks About Sexuality • Dangers of Sexual Grooming
<p>RSSH 3: Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.</p>	<ol style="list-style-type: none"> 1. Critically analyse the risk that impact on reproductive health 2. Demonstrate an awareness of actions that can prevent injury to the reproductive organs 3. Demonstrate knowledge of the potential challenges which face adolescence parents and their families in raising a child 4. Understand risk associated with HIV, Cervical cancer, and STIs 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 1. Reproductive Health 	<ul style="list-style-type: none"> • STIs Are Real • Risky Behaviours: Serious Consequences • I Will Abstain

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

	<p>5. Set personal goals to minimise their risk of contracting HIV and other STIs.</p> <p>6. Demonstrate knowledge of risk to reproductive health associated with contracting HIV and other STIs</p>			
<p>RS SSH 4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.</p>	<p>1. Demonstrate the ability to locate and utilise community resource that support the health, social, and needs of families.</p>	<p>4. Access Sources of Health Information and Services</p>	<p>1. Exercising My options</p>	<p>• Available Health Services for Adolescents</p>

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Sexuality and Sexual Health – Grade 8 – TERM 2

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS SSH 1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.</p>	<ol style="list-style-type: none"> 1. Assess the capacity to enter intimate sexual relationships 2. Demonstrate use of strategies for recognizing and managing sexual feelings and behaviours. 3. Display adequate social skills to refuse and reject unwelcomed and abusive sexual advances to self and others 	<ol style="list-style-type: none"> 1. Differentiating Between Sex and Sexuality 	<ol style="list-style-type: none"> 1. My Sexuality 	<ul style="list-style-type: none"> • Me and My Healthy Sexuality • Don't Touch Me There
<p>RS SSH 2: Students will analyse the influence of sociocultural and economic factors as well as personal beliefs on the expression of sexuality choices.</p>	<ol style="list-style-type: none"> 1. Critically analyse the impact of personal beliefs, media, money, technology, and entertainment on early sexual involvement. 2. Demonstrate skills to counter the negative influences reaching youth through personal beliefs, media, money, marketing, and technology. 	<ol style="list-style-type: none"> 2. Sociocultural Influences on Sexual Behaviour 	<ol style="list-style-type: none"> 1. Factors that Influence the Expression of Human Sexuality 2. Exploring Gender Issues 	<ul style="list-style-type: none"> • Sociocultural Influences • Social Media Can Be Harmful • Gender Stereotyping • Respecting Persons who are different
<p>RS SSH 3: Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.</p>	<ol style="list-style-type: none"> 1. Evaluate the social and biological factors that support healthy pregnancy and child rearing. 2. Critically examine abstinence, fidelity, and condom use (if permitted) as preventive methods in transmission of HIV and STIs. 3. Make responsible sexual choices to avoid risk associated with contracting HIV, cervical cancer, and STIs 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 1. Reproductive Health 2. Caring for My Body 	<ul style="list-style-type: none"> • Why Risk It? • Pregnancy and Parenting • Myths about HIV • Personal Hygiene

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

	<p>4. Critically examine social norms and personal beliefs considering current knowledge of the transmission and spread of HIV/AIDS and other STIs.</p> <p>5. Advocate for reducing the stigma and discrimination associated with HIV, cervical cancer, and STIs.</p>			
<p>RS SSH 4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.</p>	<p>1. Evaluate the availability and appropriateness of the resources to address reproductive health and parenting issues.</p> <p>2. Demonstrate an understanding of the basic tenets that address the sexual health of children and youth.</p>	<p>4. Access Sources of Health Information and Services</p>	<p>1. Exercising My Options</p>	<p>• Our Rights – Be Protected</p>

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Sexuality and Sexual Health – Grade 9 – TERM 2

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS SSH 1: Demonstrate an understanding that the concept of human sexuality as expressed throughout the life cycle, is an integral part of every individual.</p>	<ol style="list-style-type: none"> 1. Display knowledge of the various components of human sexuality. 2. Respond appropriately to various components of human sexuality. 3. Critically analyse the consequences of intimate sexual relationships. 4. Demonstrate the ability to respond to intimacy in developmentally appropriate ways. 	<ol style="list-style-type: none"> 1. Differentiating Between Sex and Sexuality 	<ol style="list-style-type: none"> 1. My Sexuality 	<ul style="list-style-type: none"> • Sexuality: More than Sex • Adolescent Dating
<p>RS SSH 2: Students will analyse the influence of sociocultural and economic factors as well as personal beliefs on the expression of sexuality choices.</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to evaluate individual readiness to engage in sexual relationships. 2. Respond appropriately to the impact of social determinants (personal beliefs, poverty, negotiating power, technology and entertainment) on sexual behaviours and choices. 3. Demonstrate skills that evaluate individual readiness to engage in sexual relationship. 	<ol style="list-style-type: none"> 2. Sociocultural Influences on Sexual Behaviour 	<ol style="list-style-type: none"> 1. Factors that Influence the Expression of Human Sexuality 2. Understanding Gender Issues 	<ul style="list-style-type: none"> • Sociocultural Influences • Human Trafficking • Technology Crisis: Sexting & Revenge Pornography! • Gender Based Violence • Respect for All
<p>RS SSH 3: Students will develop action competence and build capacity to recognize the basic criteria and conditions for optimal reproductive health and reduce vulnerability to priority problems including HIV/AIDS, cervical cancer and STIs.</p>	<ol style="list-style-type: none"> 1. Make appropriate health, social and emotional choices to avoid risks to reproductive health and teenage pregnancy. 2. Explore the relationship between optimal reproductive health and its impact on individual family and national development. 	<ol style="list-style-type: none"> 3. Managing Reproductive Health 	<ol style="list-style-type: none"> 1. Reproductive Health 2. Sexually Transmitted Infections 	<ul style="list-style-type: none"> • Contraceptives-What I Should Know? • Abstinence Still Makes Sense • Pregnancy and Parenting- So Not Ready! • Reducing My Risk for HIV, STIs and Cervical Cancer • Living with HIV and AIDS

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

	<p>3. Engage in appropriate social action among peers and community in response to research on HIV and AIDS and other STIs.</p> <p>4. Formulate sexual health goals for the maintenance of optimal sexual health.</p> <p>5. Evaluate the practice of abstinence, condom use and other methods of contraception in relation to spirituality, parental values, social and cultural pressures/practices and individual sexual goals.</p> <p>6. Analyse the physical, economic, social and cultural demands of raising a child.</p>			
<p>RS SSH 4: Students will utilize knowledge and skills to access age-appropriate sources of health information, products, and services related to sexuality and sexual health.</p>	<p>1. Locate and utilize available services that support the health needs of adolescence.</p> <p>2. Analyse the appropriateness of these services in response to adolescent needs in your community or country.</p> <p>3. Evaluate and adjust sexual health goals and advocate for adolescent-friendly services to achieve these goals.</p>	<p>4. Access Sources of Health Information and Services</p>	<p>1. Exercising My Options</p>	<p>• Utilizing Health Services</p>

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Appropriate Eating and Fitness – Grade 7 – TERM 3

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS AEF1: Demonstrate the capacity to make healthy food and eating choices throughout the life cycle to reduce the risk factors associated with the development of chronic diseases.	<ol style="list-style-type: none"> 1. Assess personal eating habits. 2. Appreciate the importance of selecting nutritious foods for a healthy lifestyle. 3. Make appropriate food choices to avoid risky factors associated with lifestyle diseases (e.g., excess salts, sugars, and fats). 4. Apply safe food-handling principles. 	1. Making Healthy Choices	<ol style="list-style-type: none"> 1. Healthy Eating Habits 2. Safe Food Handling Principles 	<ul style="list-style-type: none"> • Nutritional Fact • Small Changes Can Make a Big Difference • Safe Food handling Practices • Enough to Eat
RS AEF2: Demonstrate an understanding of ‘fitness’ and its relationship to good health and quality of living.	<ol style="list-style-type: none"> 1. Differentiate between exercise (aerobic capacity, flexibility, muscular strength, and endurance), sport fitness, and physical activity. 2. Make appropriate choices with respect to physical activity, and exercise to attain and maintain a healthy lifestyle. 3. Incorporate safety principles when engaged in physical fitness. 4. Design and implement an age-appropriate 	2. Good & Healthy Quality Living	1. The Healthy Body	<ul style="list-style-type: none"> • Physical Activity: Healthy Body • Safe and Active
RS AEF3: Analyse the influence of sociocultural and economic factors, as well as personal beliefs on lifestyle choices related to eating and fitness.	<ol style="list-style-type: none"> 1. Recognise the impact of socio-cultural and economic factors, as well as personal beliefs and choices related to eating and fitness behaviours. 2. Assess the nutritional value of culturally diverse foods. 3. Make varied choices to broaden experiences related to eating and fitness 	3. Factors Influencing Eating & Fitness	1. Lifestyle Choices	<ul style="list-style-type: none"> • What Influences My Food Choices? • Factors affecting fitness

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>RS AEF4: Develop knowledge and skills to access age appropriate sources of information, products, and services related to eating and fitness</p>	<p>1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, regarding eating and fitness.</p>	<p>4. Sourcing Information</p>	<p>1. Accessing accurate health related information</p>	<ul style="list-style-type: none">• Where do I go for Help?
---	---	--------------------------------	---	---

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Appropriate Eating and Fitness – Grade 8 – TERM 3

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS AE&F1: Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of lifestyle diseases.	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the relationship between types and uses of nutrients in food and overall health. 2. Develop diets applying multi-mix principle and using food-based dietary guidelines. 3. Explain and practice food preservation and food safety principles. 	1. Making Healthy Choices	<ol style="list-style-type: none"> 1. Healthy Eating Habits 2. Food Security 	<ul style="list-style-type: none"> • My Healthy Plate Tracking My Snacking • Food Fit to Eat Food Security
RS AE&F2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.	<ol style="list-style-type: none"> 1. Critically analyse the complementary nature of a healthy lifestyle (i.e., eating right, daily physical exercise/fitness, sleep, school/work and leisure activities). 2. Incorporate safety principles when engaged in physical fitness. 3. Design and implement an age-appropriate physical fitness plan. 	2. Good Health and Quality Living	1. The Healthy Body	<ul style="list-style-type: none"> • Healthy Eating, Active Living Active and Safe
RS AE&F3: analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.	<ol style="list-style-type: none"> 1. Analyse social, emotional, and economic influences on personal choices of food and fitness. 2. Make varied choices to broaden experiences related to eating and fitness. 3. Set personal eating and fitness goals for optimum health. 	3. Factors influencing Eating & Fitness	1. Influences on Eating and Fitness Habits	<ul style="list-style-type: none"> • My Eating and Fitness Choices • Investing in My Health

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>RS AE&F4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.</p>	<p>1. Evaluate the validity and appropriateness of the eating and fitness resources. 2. Make informed decisions regarding eating and fitness information, products, and services</p>	<p>4. Sourcing Information</p>	<p>1. Accessing Accurate Health-related Information</p>	<p>• Sourcing Information on Health and Physical Activity</p>
---	---	--------------------------------	---	---

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Appropriate Eating and Fitness – Grade 9 – TERM 3

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS AE&F1: Build individual capacity to make healthy eating choices throughout the life cycle and reduce the risk factors associated with the development of lifestyle diseases.</p>	<p>1. Critically assess the relationship between eating and the impact on the overall health and development of the individual, family, community and country.</p> <p>2. Advocate for food establishments to adhere to food guidelines in support of healthy public policies and practices.</p> <p>3. Apply safe food handling principles.</p>	<p>1. Making Healthy Choices</p>	<p>1. Healthy Eating Habits</p> <p>2. Food Safety</p>	<ul style="list-style-type: none"> • Nutrients and the Body • Proper Food Intake • Addressing Health Risks • Hey You! Protect My Food!
<p>RS AE&F2: Demonstrate an understanding of fitness and its relationship to good health and quality of living.</p>	<p>1. Design and implement fitness interventions utilizing safety principles for individuals, peers, family, and community.</p> <p>2. Assess individual and family vulnerability to lifestyle related diseases.</p> <p>3. Evaluate and adjust nutrition and fitness plans.</p>	<p>2. Good Health and Quality Living</p>	<p>1. The Healthy Body</p>	<ul style="list-style-type: none"> • Engaged to Physical Activity • The FITT Principle
<p>RSAE&F3: Analyse the influence of socio-cultural and economic factors, as well as personal beliefs and choices related to appropriate eating and fitness.</p>	<p>1. Demonstrate an understanding of the relationship among balanced meal, food prices, values and beliefs, including religion.</p> <p>2. Respond appropriately to the impact of social determinants (poverty etc.) on appropriate eating and fitness.</p> <p>3. Evaluate and adjust personal eating and fitness goals for optimum health.</p>	<p>3. Factors Influencing Eating & Fitness</p>	<p>1. Food Security</p> <p>2. Influences on My Eating and Physical Activity Habits</p>	<ul style="list-style-type: none"> • Enhancing My Food Security • Social Ills Affecting Eating and Fitness

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>RSME4: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to eating and fitness.</p>	<ol style="list-style-type: none"> 1. Access and utilize valid and reliable sources of information regarding eating and fitness. 2. Acquire skills to evaluate, monitor and influence the availability of relevant information and quality services and products related to appropriate eating and fitness. 	<p>4. Sourcing Information</p>	<p>1. Accessing Accurate Health-related Information</p>	<ul style="list-style-type: none"> • Fact or Fiction?
--	---	--------------------------------	---	--

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Managing the Environment– Grade 7 – TERM 3

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS ME1 Demonstrate an understanding of the inter-relationships of a sustainable natural environment.</p>	<ol style="list-style-type: none"> 1. Describe basic functions and characteristics of a sustainable environment. 2. Recognise ways human behaviour affects a sustainable environment. 3. Appreciate the value of a sustainable environment 	1.Maintaining My Environment	1.Maintaining a Healthy Environment	<ul style="list-style-type: none"> • Shrink That Footprint • Food Consumption and Sustainability
<p>RSI ME2 Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.</p>	<ol style="list-style-type: none"> 1. Explore how the main factors contribute to the priority environmental health threats (e.g., agents, vectors, and host). 2. Appreciate the personal and collective role of students, their families, and communities in either increasing or reducing exposure to environmental health risks. 	2.Environmental Threats	1.Reducing Environmental Treats	<ul style="list-style-type: none"> • Working to Keep My Environment Clean • Vector Free Zone
<p>RSI ME3 Analyse the relationship between a sustainable and healthy environment, and the social and economic well-being of students, schools, and communities.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the relationship between a healthy, sustainable environment and the quality of life in the school and community. 2. Describe the benefits of a healthy, sustainable environment as it relates to the socioeconomic well-being of students, family, school, and community 	3.Health & Wealth	1.Public Sanitation	<ul style="list-style-type: none"> • Solid Waste Management Practices • Keeping Rivers, Gullies and Drains Clean

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>RS ME4 Demonstrate scientifically sound and affordable responses to the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.</p>	<ol style="list-style-type: none"> 1. Demonstrate skills to select appropriate responses for reducing threats to the environment and priority environmental threats. 2. Describe benefits of adopting sound practices for reducing environmental health threats in the home, school, and community. 3. Develop an age-appropriate plan to reduce environmental threats in the home and school. 4. Appreciate the need for students, families, and schools to work together to contribute to a healthy environment. 	<p>4. Sustaining the Environment</p>	<p>1. Healthy Sustainable Environment</p>	<ul style="list-style-type: none"> • Reducing My Impact on the Environment • Environmental Health is My Business
<p>RS ME5 Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to locate and utilise accurate, age-appropriate resources within the community, regarding managing the environment. 	<p>5. Sources of Information</p>	<p>1. Access to Sources of Environmental Information</p>	<ul style="list-style-type: none"> • Resources to Keep the Island Clean

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Managing the Environment –Grade 8 – TERM 3

Regional Standards	Core Outcomes	Modules	Unit	Topics
<p>RS ME 1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.</p>	<p>1. Analyse the interaction of basic environmental systems and implications for environmental risks.</p> <p>2. Critically analyse community policies and actions as these relate to a sustainable environment.</p> <p>3. Value the importance of a sustainable environment.</p>	1. Maintaining My Environment	1. Maintaining Environmental Resources and Ecosystems	<ul style="list-style-type: none"> • Jamaica’s Treasure Trove Biodiversity • Caring For Our Beauty
<p>RS ME 2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.</p>	<p>1. Analyse the key factors in priority environmental health issues in the school and community setting (e.g., malaria risk increased in the school/community by an infestation of the carrying mosquito in a mangrove swamp).</p> <p>2. Appreciate the importance of individuals, school, community, and nation to advocate for a healthy environment.</p>	2. Environmental Threats	1. Reducing Environmental Threats	<ul style="list-style-type: none"> • Disposing My Waste • Going Green
<p>RS ME 3: Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, families, and communities.</p>	<p>1. Critically analyse how the quality of the environment can impact on personal, social, and economic well-being in schools, communities, and the nation.</p> <p>2. Appreciate the relationship between a healthy, sustainable environment and well-being.</p>	3. Health and Wealth	1. The Environment and My Health	<ul style="list-style-type: none"> • Am I a polluter? • Bug Off!

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>RS ME 4: Demonstrate scientifically sound and affordable strategies for the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community and region.</p>	<ol style="list-style-type: none"> 1. Critically assess options for maintaining a healthy and sustainable environment and reducing environmental health risks. 2. Implement an age-appropriate plan to reduce environmental health threats in the school or community. 3. Appreciate efforts made by public sector agencies in reducing environmental health threats. 	<p>4. Sustaining the Environment</p>	<ol style="list-style-type: none"> 1. Minimizing Environmental Risks 2. Conserving Our Natural Resources 	<ul style="list-style-type: none"> • Planet Protector • Saving our Beaches • Environmental Conservationist
<p>RE ME 5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.</p>	<ol style="list-style-type: none"> 1. Evaluate and validate the appropriateness of resources for managing the environment. 2. Make informed decisions regarding environmental information, products, and services. 	<p>5. Sources of Information</p>	<p>1. Environmental Protection Laws and Agencies</p>	<ul style="list-style-type: none"> • The Environment Needs Laws Too

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

Managing the Environment– Grade 9 – TERM 3

Regional Standards	Core Outcomes	Modules	Unit	Topics
RS ME1: Demonstrate an understanding of the inter-relationships of a sustainable natural environment.	<ol style="list-style-type: none"> Analyse personal and community responses to environmental factors. Advocate for the development/ adherence to existing policies regarding sustainable environments 	1. Maintaining a Healthy Environment	1. Environment Preservation	<ul style="list-style-type: none"> Human Explosion and the Environment
RS ME2: Demonstrate an understanding of the environmental threats to the health and well-being of students, families, schools, and communities.	<ol style="list-style-type: none"> Demonstrate resilience skills to minimize the effects of environmental threats and disasters on individual, family and community. Demonstrate civic pride in daily interaction with the environment and security. 	2. Environmental Threats	1. Combating Environmental Threats	<ul style="list-style-type: none"> Pollution Alert! Countering Global Warming
RS ME3: Analyse the relationship between a sustainable and healthy environment and the social and economic well-being of students, schools, families, and communities	<ol style="list-style-type: none"> Develop and implement an action plan mitigating the environmental health threats in school and community. Advocate for new legislation and enforcement of existing laws pertaining to the environment. Assess the environmental health threats in each Caribbean country in relation to main economic activity. 	3. Health and Wealth	1. Responsible Earthlings	<ul style="list-style-type: none"> Keep the Island Clean: Nuh Dutty Up Jamaica! Protect the Land!

HEALTH & FAMILY LIFE EDUCATION CURRICULUM SCOPE & SEQUENCE - GRADES 7 TO 9

<p>RS ME4: Demonstrate scientifically sound and affordable strategies the creation of healthy and sustainable environments and the reduction of environmental health threats in the home, school, community, and region.</p>	<ol style="list-style-type: none"> 1. Collaborate with public sector agencies in reducing environmental health threats. 2. Advocate for the development of school protective policies to improve and maintain a healthy physical environment (policies to address all aspects of physical environment e.g. air, water, sanitation, waste, hazardous chemicals, food, disease vectors etc.) 3. Implement and enforce school environmental policies. 	<p>4. Sustaining the Environment</p>	<p>1. Reducing Environmental Health Threats</p>	<ul style="list-style-type: none"> • Deadly Vectors • Help! I Can't Breathe!
<p>RS ME5: Develop knowledge and skills to access age-appropriate sources of information, products, and services related to managing the environment.</p>	<ol style="list-style-type: none"> 1. Incorporate scientific principles in sourcing and utilizing information on the environment. 2. Collaborate with the private/public sector in utilizing information, products and services relating to the management of the environment. 3. Compile sources of relevant and scientific information /data from each Caribbean country in relation to maintaining a healthy sustainable environment. 	<p>5. Sources of Information</p>	<p>1. Environmental Resources</p>	<ul style="list-style-type: none"> • Environmental Wisdom