

**Elementary School Program**  
**Located within the Maryland State Comprehensive Health Education Framework**

**Standard 5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.**

*Kindergarten*

*D. Abuse and Assault*

**1. Identify positive and negative behaviors in relationships.**

- a. Describe healthy families, healthy family environments, and healthy relationships.
- b. Identify appropriate displays of affection between people and in a variety of situations, including physical touch and verbal interactions.
- c. Identify trusted adults/helpers who can provide help with feelings and solving problems.
- d. Demonstrate the ability to seek help from trusted adults.
- e. Define age-appropriate privacy and setting and respecting healthy boundaries.
- f. Identify those parts of the bodies that are considered private on themselves or others.

**2. Describe actions to stay safe around people.**

- a. Identify how familiar people or people in authority can help or harm children.
- b. Identify how to respond when asked to keep an uncomfortable secret.
- c. Identify appropriate boundaries when using technology and the internet.

*1<sup>st</sup> Grade*

*D. Abuse and Assault*

**1. Identify personal safety skills.**

- a. Demonstrate refusal skills and other ways to take action if someone is making you feel uncomfortable, unsafe, or disrespected.
- b. Identify age-appropriate privacy and setting and respecting healthy boundaries online and face-to-face.
- c. Explain the importance of sharing all information with parent(s)/guardian(s)/trusted adult(s).
- d. Explain that everyone has the right to tell others not to touch their body when they do not want to be touched.
- e. Identify and access adults who can help children.
- f. Practice talking to adults about personal safety and feelings.
- g. Identify how familiar people or people in authority can help or harm children.

h. Identify appropriate boundaries when using technology and the internet.

**2. Show compassion for victims of abuse and assault.**

a. Explain that it is never a person's fault if someone causes them to feel unsafe.

**3. Use communication skills to express feelings.**

a. Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people.

*2<sup>nd</sup> Grade*

**D. Abuse and Assault**

**1. Identify ways to stay physically safe.**

a. Model actions to stay safe around strangers.

b. Describe actions to stay safe around familiar people.

**2. Use communication skills to respond to safety concerns.**

a. Model ways to tell someone when feeling unsafe.

b. Practice telling trusted adults about feelings.

c. Identify appropriate interactions with personal strangers in roles that help children (i.e. nurse, teacher, police officer, and crossing guard).

d. Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people.

e. Demonstrate age-appropriate privacy and setting and respecting healthy boundaries online and face-to-face.

f. Explain the importance of sharing all information with parent(s)/guardian(s)/trusted adult(s).

**3. Show compassion for victims of abuse and assault.**

a. Explain that it is never a person's fault if someone causes them to feel unsafe.

*3<sup>rd</sup> Grade*

**D. Abuse and Assault**

**1. Identify actions to stay safe around people.**

a. Describe strategies to follow when approached by a stranger in a variety of situations.

b. Explain how familiar people or people in authority can help or harm children.

**2. Show compassion for victims of abuse and assault.**

a. Explain that it is never a person's fault if someone causes them to feel unsafe.

**3. Assess and respond to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).**

- a. Identify behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.
- b. Demonstrate how a positive bystander is able to access help from police, a teacher, a nurse, a guidance counselor, a parent/guardian, or another trusted adult to help a friend who is feeling unsafe, uncomfortable, or disrespected.
- c. Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people or people of authority.
- d. Explain age-appropriate privacy and demonstrate how to set and respect healthy boundaries online and face-to-face.
- e. Explain the importance of sharing all information with parent(s)/guardian(s)/trusted adult(s).

#### *4<sup>th</sup> Grade*

##### *D. Abuse and Assault*

###### **1. Assess and respond to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).**

- a. Demonstrate what to say and do when witnessing or experiencing something that feels uncomfortable, unsafe, or disrespectful.
- b. Create a list of trusted people and/or community resources to notify/contact if sexual mistreatment, grooming, harassment, abuse, assault, and/or exploitation occur.
- c. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or harmful situations in the home, school or community.
- d. Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people.
- e. Explain age-appropriate privacy.
- f. Demonstrate how to set and respect healthy boundaries online and face-to-face.
- g. Explain the importance of sharing all information with parent(s)/guardian(s)/trusted adult(s).

###### **2. Show compassion for victims of abuse and assault.**

- a. Explain that it is never a person's fault if someone causes them to feel unsafe.

#### *5<sup>th</sup> Grade*

##### *D. Abuse and Assault*

###### **1. Identify abuse and assault as a form of violence.**

- a. Define sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.
- b. Explain the effects sexual mistreatment, grooming, harassment, abuse, assault, and exploitation on personal well-being and that these actions are never the victim's fault.
- c. Identify strategies to respond to sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.

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**2. Assess and respond to situations that threaten personal safety and may result in abuse (physical, emotional, verbal, and sexual).**

- a. Demonstrate what to say and do when witnessing or experiencing potential harmful or unsafe situations.
- b. Describe how culture, media, family, friends, and society may influence the attitudes, behaviors and decisions of young people.

**3. Use communication skills to respond to safety concerns.**

- a. Create a list of trusted people and/or community resources to notify/contact if assault or abuse occurs.
- b. Demonstrate refusal skills and other ways to take action if someone is talking to you or touching you in a way that makes you feel uncomfortable, unsafe, or disrespected.

**4. Recognize age-appropriate privacy and setting and respecting healthy boundaries.**

- a. Explain the importance of sharing all information with parent(s)/guardian(s)/trusted adult(s).
- b. Identify the ways in which technology and social media can impact physical and emotional safety.
- c. Learn and follow computer, internet and social media safety.

**Middle School Program**  
**Located within the Maryland State Comprehensive Health Education Framework**

**Standard 5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.**

*Grade 6*

*D. Abuse and Assault*

**1. Recognize various forms of intimidating behaviors and classify abusive behaviors as physical, emotional, verbal or sexual.**

a. Identify verbal and/or non-verbal actions that constitute sexual mistreatment, grooming, harassment, abuse, assault, and exploitation.

b. Identify and describe healthy relationships between children and others (i.e. persons in authority, coaches, teachers, clergy, etc.)

c. Examine and model appropriate, respectful, and healthy ways to express affection, love, and friendship between people and in various situations.

d. Describe the positive and negative ways in which technology and social media can impact physical and emotional safety.

**2. Show compassion for victims of abuse and assault.**

a. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.

**3. Use interpersonal communication skills to avoid or reduce health risks and contribute to their sexual health safety.**

a. Demonstrate effective ways to express needs, wants, and feelings, including the setting of and respecting of personal limits and boundaries.

b. Explain the role of positive bystanders in escalating, preventing, or stopping violence, or supporting the victim.

*Grade 7*

*C. Harassment*

**1. Recognize contributors to harassment and intimidating behaviors.**

a. Identify examples of harassment and intimidating behaviors in media.

b. Analyze the impact of media influences on harassing and intimidating behaviors.

c. Recognize the inappropriate use of technology as it relates to harassment, stalking, and other intimidating behaviors.

d. Analyze the influence of peer groups as they relate to harassing and intimidating behaviors.

- e. Identify the process of reporting incidents of harassment, stalking, and other intimidating behaviors.
- f. Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human trafficking that are designed to protect young people.

#### *D. Abuse and Assault*

##### **1. Recognize contributors to abuse and assault.**

- a. Demonstrate ways to be a positive bystander by responding or reporting if someone is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.
- b. Identify a source of support that a student can go to if they or someone they know is being sexually mistreated, groomed, harassed, abused, assaulted, or exploited.
- c. Identify power differences in relationships between potential abusers and their victims.

##### **2. Show compassion for victims of abuse and assault.**

- a. Explain that it is never the fault of a person if they are made to feel unsafe.
- b. Identify the need to empower and support people who are being harassed or abused.

#### *Grade 8*

#### *C. Harassment*

##### **1. Demonstrate healthy and safe ways to respond to verbal and/or non-verbal interactions.**

- a. Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions.
- b. Identify and model behaviors of response to sexual harassment of self and others.

#### *D. Abuse and Assault*

##### **1. Practice health-enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.**

- a. Define affirmative consent.
- b. Explain the importance of setting and respecting personal limits/boundaries.
- c. Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.
- d. Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations.
- e. Identify situations where physical, emotional, verbal, or sexual abuse occurs in a person's family including domestic violence.
- f. Demonstrate the ability to recognize and respond to situations that threaten sexual health safety.
- g. Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images.

##### **2. Show compassion for victims of abuse and assault.**

a. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.

**3. Identify ways to identify community supports.**

a. Identify a source of support that a student can go to if they or someone they know is being abused or assaulted.

b. List qualities of an adult whom a student can rely upon for support.

# Maryland Framework – Health Education

## High School

### ½ required credit

**Standard 5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.**

#### *C. Harassment*

**1. Demonstrate appropriate responses to harassment and other violent behaviors.**

- a. Distinguish between healthy and unhealthy verbal and/or non-verbal interactions.
- b. Assess ways to deter bullying and sexual harassment.
- c. Practice effective communication to request that bullying and sexual harassment stop.
- d. Identify multiple ways to report bullying, sexual harassment, and other violent behaviors.
- e. Advocate for safe environments that encourage dignified and respectful and appropriate self-behavior.
- f. Describe strategies to use social media and technology safely and respectfully.

**2. Recognize contributors to harassment, intimidating behaviors, and violence.**

- a. Describe examples of harassment and other intimidating behaviors in media.
- b. Analyze the impact of media influences on harassing and intimidating behaviors.
- c. Differentiate between healthy and unhealthy use of technology including social media, messaging and telephone/cell phones as it relates to harassment and intimidating behaviors.
- d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.
- e. Identify the influence of power and cultural differences on interpersonal relationships.

#### *D. Abuse and Assault*

**1. Practice health-enhancing behaviors to avoid the risk of, and work to prevent and raise awareness of sexual abuse and assault.**

- a. Define and identify affirmative consent, sexual coercion and situations when an individual can and cannot give consent.
- b. Analyze how physical, social, cultural, and emotional environments may contribute to sexual violence.
- c. Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited.
- d. Analyze the effectiveness of communicating and respecting clear expectations, boundaries, personal safety strategies, clear limits, and affirmative consent on sexual behaviors.

e. Investigate community resources for victims of sexual violence.

f. Identify multiple ways to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and human sex trafficking.

g. Analyze laws, policies, and consequences related to sexual mistreatment, grooming, harassment, abuse, assault, exploitation, child sexual abuse images (child pornography), and human sex trafficking that are designed to protect young people.

**2. Show compassion for victims of abuse and assault.**

a. Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault.