

Grade 7 - Wellness/Health Unit 5: Sexual Readiness and Boundaries

Massachusetts Learning Standards

- **8.1.HR.1** Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors). [HE; SE]
- **8.1.HR.2** Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being. [HPE; SE]
- **8.1.HR.7** Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]
- **8.1.SH.5** Articulate the benefits of postponing sexual activity and setting personal limits, including to avoid early or unintended pregnancy and to reduce the risk of sexually transmitted infections, based on personal beliefs and values. [HE]
- **8.1.SH.6** Analyze personal beliefs (including level of readiness) and values related to sexual activity and sexual health. [HE]
- **8.1.SH.7** Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions. [HE]
- **8.1.SH.8** Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]
- **8.3.HR.2** Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]
- **8.3.HR.3** Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].
- **8.3.HR.4** Explain why consent and respecting a person's boundaries are important. [HPE; SE]
- **8.3.HR.5** Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]
- **8.3.HR.6** Recognizing when boundaries are being violated and identifying tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule). [HE; SE]

- **8.3.HR.7** Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]
- **8.3.HR.10** Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings. [HPE; SE]
- **8.3.SH.5** Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expressions, and sexual orientations. [HPE]