

Family Life Education

Years 1-12

SAMOA PRIMARY AND SECONDARY SCHOOL CURRICULUM

Family Life Education. Years 1–12
Samoa Secondary School Curriculum

Curriculum Design and Materials Division
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Introduction

Family Life Education is a new curriculum area in the Samoa National Curriculum. While this curriculum statement provides for a Family Life Education Curriculum Guidance, in practice, Family Life Education or FLE is intended to be integrated in two main carrier subjects which are Health and Physical Education and Social Studies. There are also other subjects which would benefit from the integration of appropriate FLE lessons, such as Food and Textiles Technology in the secondary school, and Science in both primary and secondary curricula.

In the context of the Family Life Education Curriculum, there are pivotal concepts that are of critical importance.

Holistic Approach

Family Life Education is holistic in nature. FLE is taught throughout the 12 years of school education and promotes lifelong learning. It embodies the whole concept of wellness including being physically, mentally, emotionally, socially, sexually and spiritually healthy. The holistic health and well-being of all Samoans is vital in ensuring a productive economy and a dynamic society. The rising incidences of lifestyle diseases (obesity, diabetes, hypertension, heart disease etc.) and social health issues such as child and sex abuse, HIV/AIDS and young crime offenders threaten the stability, vitality and coherence of the Samoan community. Hence the critical importance of being holistic in learning as the child progresses through the life cycle especially in the years of schooling.

Rights Approach

A rights based approach in education not only emphasizes human rights but more so it gives

credence to the importance of children's rights to education and protection, and their understanding of how these rights are given importance especially in learning and understanding through activities and behavior that protect them in families, in school and in communities. A rights based approach to education demand that children are given the knowledge and skills and develop attitudes that enable them to get information to enable them to make informed choices about their lives including sexual choices based on positive values and beliefs.

The choices people make can have an impact on their health and well-being as well as that of their family and others in their community. It is therefore of great importance that students learn how their choices affect their relationships, what they eat, the type of activities they are involved in, and the environment in which they live. Students need to gain appropriate knowledge, relevant skills and attitudes to make informed decisions. Such knowledge, skills and attitudes enable them to contribute to their well-being, the well-being of others in their families and that of the Samoan community as a whole.

Gender Equality

Gender equality is SDG 5. It is one of the UN 17 Sustainable Development Goals which has been adopted and endorsed by Samoa. Achieving gender equality is a 'moral imperative' and for FLE this is of critical importance as gender roles and gendered notions are ascribed by society and learned by the children. It is important therefore that students are provided information about how gender norms function in society, in family relations, schooling, in peoples' experience of violence and everywhere else. Gender roles also affect sexuality and sexual health and students must understand these in order to think critically and reflect upon their own values and attitudes to gender in a meaningful way.

The Family Life Education curriculum provides opportunities for young people to learn about their rights as human beings, the characteristics

of healthy relationships, making the right choices for their health and wellbeing, and to practice health-enhancing behaviors. It provides opportunities for them to demonstrate health-care skills, and to develop a sense of responsibility for personal and social health especially sexual

health. Being physically fit as well as mentally and spiritually healthy help to create positive feelings about oneself and raise the student's feeling of self-worth and sense of belonging to a family, community and country.

Key Educational Principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Samoan education system including the development of the curriculum.

Equity

Equity requires that the system treats all individuals fairly and justly in the provision of educational opportunities. Policies and practices that advantage some social groups and disadvantage others will be avoided, while those that address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behavior, and results from the complex interplay of professional and technical factors, and social cultural practices. Policies promoting these will focus on the learning institutions specifically on the day to day classroom practices including monitoring, assessment and reporting of students outcomes and teacher effectiveness.

Relevance

Relevance in education implies a system which is meaningful, recognized, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation,

Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources – human, financial and material – at all levels, efficient service delivery, effective communication and coordination and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values of trust, integrity and a sense of responsibility for the common good in local and national development will be promoted.

Curriculum Principles in the National Schools Curriculum Framework

This curriculum is based on the Curriculum Principles in the National Schools Curriculum Framework. The principles emphasise the notion that the individual student is at the center of all teaching and learning, which lends itself to an outcomes-based curriculum, and that the curriculum will be of the highest quality. In planning and implementing their programmes, teachers must take the principles promoted in the National Schools Curriculum Framework into account. These are as follows.

- **All students can be successful learners.**

- All students can be successful learners when they are provided with sufficient time and support.
- The Curriculum provides a challenge for all students and reflects the need to be inclusive and allows for individual differences.
- The Curriculum promotes the presentation of essential knowledge by means of a systematic bilingual methodology.

- **Students need to be engaged.**

- For students to succeed, teaching and learning experiences must relate to student interests, needs and learning styles in order to engage students in their learning.
- The Curriculum promotes language learning and communication skills in all areas of the curriculum to show the interrelationships of disciplines.

- **Programmes must be planned.**

- For students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.
- The Curriculum provides for flexibility taking into account the context in which schools operate and the resources available to them.

- **Programmes must develop the whole person.**

- Programmes must be broad, balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and/or further studies.
- The Curriculum fosters and enhances the self-concept of all students, and encourages them to be self-directed in their learning.
- The Curriculum establishes a direction for learning and ensures that each student's school experience progresses in a systematic and coherent way.

- **Assessment must inform practice.**

The Curriculum recognizes the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.

- **Teachers make a difference.**

The Curriculum recognizes the centrality of highly effective teaching in ensuring quality outcomes for students.

- **Community involvement assists learning.**

- The Curriculum recognizes that the 'faasāmoa' must be upheld and that the community plays a large role in the education of students.

- **A sustainable future is key.**

- The Curriculum emphasizes the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

- The Curriculum will be responsive to change so that it is relevant to the needs of the individual student, to the well-being of the community and ultimately to national development.

The Family Life Education Curriculum further:

- upholds the rights of children to a good, healthy, fit, enjoyable and safe life within families and in the community;
- promotes the safety and protection of children in any and all environments;

- promotes and encourages the development of safe space for learning for all children in the school setting; and
- encourage beneficial outcomes in the cognitive, affective, and mental health domains of each child.
- encourages the beneficial outcomes in the development of the learner as a member of the family and the community.

Structure of the Family Life Education Curriculum Guidance

The Family Life Education Curriculum Guidance sets out the progression of skills and knowledge for students from primary to secondary schools in Sāmoa. This curriculum guidance applies to:

- all primary and secondary schools in Samoa;
- all students irrespective of gender, ethnicity, race, belief, ability, sexual orientation, social or cultural background; and
- Years 1-8 of primary schooling and 9-12 of secondary schooling.

Each school provides programs of learning based on the national curriculum in response to local needs, priorities and resources. The Family Life Education Curriculum Guidance provides a basis for teachers to plan and implement **lessons in Family Life Education that are integrated into the Health and Physical Education and Social Studies curriculum subjects**. These are the two main carrier subjects for FLE. However, some lessons from specific strands may also be integrated into Food and Textiles Technology in the secondary curriculum or in the Science primary and secondary curriculum subjects.

All national subject curriculum statements are organized to show the:

1. General Aims
2. Organizing Strands
3. Sub-strands
4. Major Learning Outcomes and Key Learning Outcomes
5. Specific Learning Outcomes at each year level

For the FLE curriculum however, the specific learning outcomes are designed for cohorts of classes i.e. Years 1-4, Years 5-8 and Years 9-12. Teachers select the age appropriate lessons to be integrated in the teaching of the carrier subjects i.e. HPE, Social Studies, Science or Food Textiles and Technology in the specific levels in the cohorts of classes specified.

It is important to note particularly that FLE is not a specific subject but for purposes of coherence so that teachers will find integration relatively easier, the content of FLE is thus organized in the details that follow in this curriculum guidance.

Organisation of the FLE Curriculum

General Aims

The general aim of Family Life Education in Samoa is to enable all learners in school or out of school to acquire age appropriate knowledge and information on healthy relationships in the family, village and community and comprehensive sexuality education. This includes:

- the core universal values of human rights and responsibility;

- an integrated focus on gender,
- an emphasis on scientifically supported information;
- the skills of communication and critical thinking to enable decision-making that supports students development physically, spiritually and intellectually in order to contribute to the enhancement of their families and their communities.

Organising Strands

There are seven Strands in the FLE curriculum which are:

Strand 1: RELATIONSHIPS

Major Learning Outcome: students will acquire the knowledge, skills and attitudes to recognize and value healthy relationships in the home, at school and in the community.

Strand 2: VALUES, RIGHTS, CULTURE AND SEXUALITY

Major Learning outcome: students will explore and understand the importance of values and human rights in determining behaviour including sexual behaviour in everyday life within Samoan culture and society

Strand 3: UNDERSTANDING GENDER

Major learning Outcome: students will acquire the knowledge, skills and attitudes to appreciate and understand various aspects of gender such as gender norms, gender roles, gender equality, stereotypes and bias and gender based violence

Strand 4: VIOLENCE AND STAYING SAFE

Major Learning Outcome: students will be able to explore the nature of violence, identify potential situations of violence and be able to take action to stay safe and protected in the home, at school and in the community.

Strand 5: SKILLS FOR HEALTHY LIVING AND WELLBEING

Major Learning Outcome: students will gain knowledge, and skills to enable them to make healthy and wholesome choices about the food they eat, hygiene practices for health and understand the importance of spiritual; and mental health for holistic well-being.

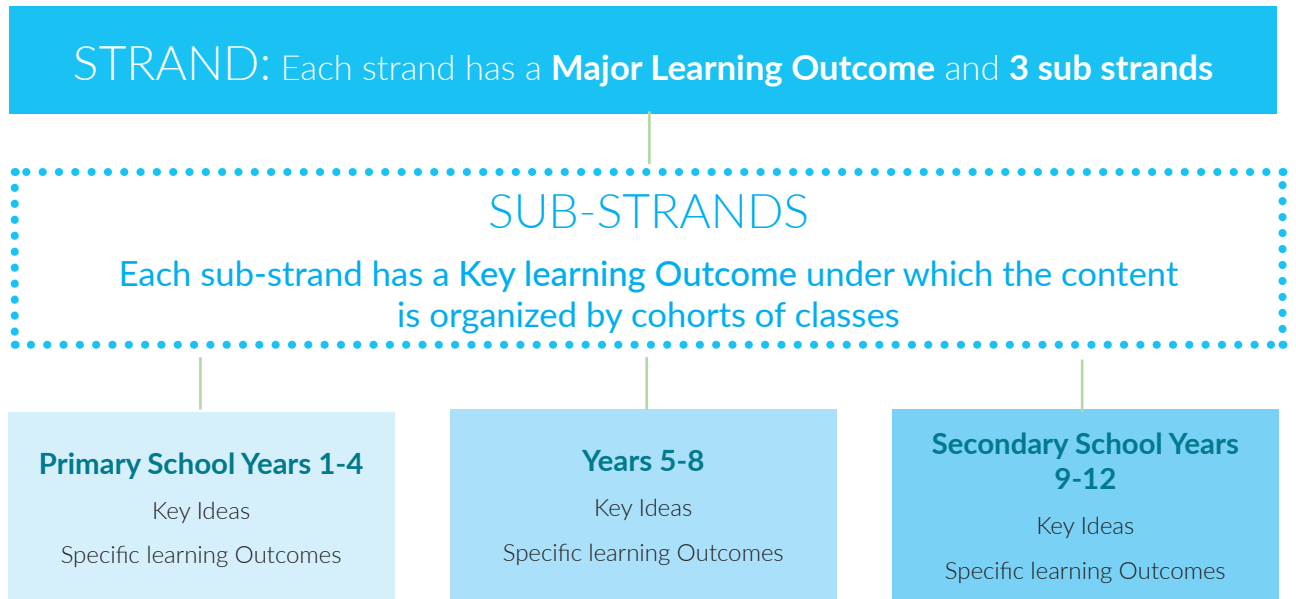
Strand 6: MY BODY AND DEVELOPMENT

Major Learning Outcome: students will acquire the knowledge, skills and attitudes to understand and appreciate their growth and development, the changes that occur during puberty, their sexual and reproductive anatomy and physiology and how to take care of themselves to meet these changes.

Strand 7: REPRODUCTIVE HEALTH, CARE AND PREVENTION

Major Learning Outcome: students will acquire the knowledge, skills and attitudes to explore and understand issues regarding reproduction, the risk of STIs and HIV and taking care of one's body.

Each Strand is further organized as follows:



The Learning Outcomes may also be woven together into learning situations that enable teachers to develop units of work which best meet and

enrich the students' needs and experiences that integrate learning in the carrier subject and FLE.

STRAND 1: RELATIONSHIPS

Major Learning Outcome

Students will acquire the knowledge, skills and attitudes to recognize and value healthy relationships in the home, at school and in the community.

SUB-STRAND 1.1: Families

Key Learning Outcome

Students will understand that there are many different kinds of families that exist with each member having rights, roles and responsibilities.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Family members have roles and responsibilities.	Describe different kinds of families, e.g., nuclear family, single parent, extended family.	Knowledge
		Express respect for different kinds of families.	Attitudinal
		Demonstrate ways to show respect for different kinds of families.	Attitudinal
	The roles and responsibilities of different members in a family especially between boys and girls, men and women often reflect gender differences which result in gender inequality.	Identify the different roles and responsibilities of fathers, mothers, uncles, aunties, sisters, brothers, grandmother/grandfather etc.	Knowledge
		Explain how family members take care of each other, especially the 'feagaiga' between brothers and sisters.	Attitudinal
		Communicate their needs and the roles that they play in the family.	Skill
		List differences in the roles and responsibilities of men and women in a family.	Knowledge
		Describe ways that these differences can affect what each can or cannot do.	Knowledge
		Reflect on why there are these differences and how they affect family peace and harmony.	Attitudinal
		Reflect on their own roles and their feelings about boys and girls, women and men's roles within the family.	Knowledge
	Family members are important in teaching values to children.	Define what values are.	Knowledge
		List values that they and their families care about.	Attitudinal
		Understand that family members values affect children's values.	Attitudinal
		Express a personal value.	Skill
	Years 5 – 8	Parents, elders and other family members help children acquire values and guide and support their children's decisions.	Describe ways that parents and elders and other family members support /or not, their children's decisions.
Acknowledge that parents/elders and family members influence their decisions.			Attitudinal
Reflect on how a family value guided a decision that they made.			Skill

Years 5 – 8	Families can promote or hinder gender equality in the values they hold and the roles and responsibilities that are encouraged in the family.	Identify the roles, rights and responsibilities of different members of the family.	Knowledge
		Describe how parents and children can support equal treatment of girls and boys , men and women in families.	Knowledge
		Reflect on how they can support equal treatment of boys and girls in families and equitable distribution of responsibilities in a family.	Skill
	Health and Illness can affect families in terms of their structure, capacities and responsibilities.	Describe ways that health and illness can affect families in terms of members' roles and responsibilities.	Knowledge
		Recognize that illness and health can affect how a family functions.	Attitudinal
		Demonstrate empathy for families affected by illness.	Skill
Years 9 – 12	Growing up means taking responsibility for oneself and others.	Identify and examine new responsibilities that they have for themselves and others as they grow up.	Knowledge
		Acknowledge that as they grow up, their world and affections expand beyond the family and friends and peers become particularly important.	Attitudinal
		Assess and take on new responsibilities and relationships.	Skill
	Conflict and misunderstandings between parents, elders and children are common, especially during adolescence and are usually resolvable.	List conflicts and misunderstandings that commonly happen between parents and children.	Knowledge
		Describe ways to resolve conflicts and misunderstandings with parents.	Knowledge
		Acknowledge that while conflicts and misunderstandings with parents are common during adolescence, they are usually resolved.	Attitudinal
		Apply strategies for resolving conflicts and misunderstandings with parents or other elders.	Skill
	Love, Cooperation , equal treatment of girls and boys ,men and women, mutual caring and mutual respect are important for healthy family functioning and relationships.	Identify characteristics of healthy family functioning.	Knowledge
		Justify why these characteristics are important to healthy family functioning.	Attitudinal
		Assess their contribution to healthy family functioning.	Skill
	Family relationships may change as a result of issues that arise due to sexuality related matters.	Examine how roles and relationships may change as a result of certain happenings eg. A family member discloses that she is pregnant, wants to get married or is HIV positive or has experienced sexual abuse.	Skill
		Reflect on how their role and relationships may change when they disclose or share information related to sexual relationships or health status.	Attitudinal
		Reflect on what services are available to support a family member going through a crisis.	Attitudinal

SUB-STRAND 1.2: Friendships, Love and Romantic Relationships				
Key Learning Outcome Students will be able to identify and explain the characteristics of healthy relationships in families, friendships or romantic relationships.				
Year Levels	Key Learning Ideas	Learning Objectives	Prospect	
Years 1 – 4	There are different kinds of friendships.	Define a friend.	Knowledge	
		Value friendships.	Attitudinal	
		Recognize that gender, disability or someone’s health does not get in the way of becoming a friend.	Attitudinal	
		Develop a diversity of friendships.	Skill	
	Friendships are based on trust, sharing, respect, support and empathy.	Describe key components of friendships e.g., trust.	Knowledge	
		Demonstrate ways to show trust.	Attitudinal	
	Relationships involve different kinds of love e.g., love between friends and love between parents and children and love between mother and father	Identify different kinds of love and ways that love can be expressed.	Knowledge	
		Express love within a friendship.	Attitudinal	
	Years 5 – 8	Friendship and love help people feel positive about themselves.	List the benefits of love and friendship.	Knowledge
			Express friendship and love in a way that makes someone feel good about themselves.	Skill
Friendship and love can be expressed differently as children become adolescents.		To describe different ways friendship and love can be expressed to another person as they are growing up.	Knowledge	
		Recognize that there are many ways to express friendship and love to another person.	Attitudinal	
		Reflect on the way in which they express friendship and love to another person as they grow older.	Skill	
There are healthy and unhealthy relationships.		List characteristics and signs of healthy and unhealthy relationships.	Knowledge	
		Define good touch and bad touch.	Knowledge	
		Perceive that there are healthy and unhealthy friendships.	Attitudinal	
		Develop and maintain healthy friendships.	Skill	

Years 9 – 12

	Friends can influence one another positively and negatively.	Compare how friends can influence one another positively and negatively.	Knowledge
		Acknowledge that friends can positively and negatively influence their behavior.	Attitudinal
		Demonstrate ways to avoid being negatively influenced by a friend.	Attitudinal
	There are different kinds of relationship and love e.g., romantic relationships.	Identify different kinds of relationship.	Knowledge
		Distinguish between emotions associated with love, friendship, infatuation, and sexual attraction.	Knowledge
		Discuss how a close relationship such as friendship can sometimes become sexual.	Skill
		Demonstrate ways to manage emotions associated with different kinds of relationships.	Skill
	Romantic relationships can be strongly affected by differences in power due to gender, age, economic, social or health status.	Analyse how differences in power due to gender (i.e. man over woman), age (older person over younger person) economic (have money and resources over none), social (person with status over a person without), health (able bodied over a sick person) affect romantic relationships.	Skill
		Recall how gender norms (boys should/girls should not) and gender stereotypes (boys are masculine while girls are feminine) can impact romantic relationships.	Knowledge
		Recognize that differences due to unequal power between men and women can be harmful to relationships.	Attitudinal
		Assess equality and balance of power within a relationship.	Skill
	There are healthy and unhealthy sexual relationships.	Compare characteristics of healthy and unhealthy sexual relationships.	Knowledge
Perceive that sexual relationships can be healthy and unhealthy.		Attitudinal	
Demonstrate ways to avoid unhealthy sexual relationships.		Skill	
Identify trusted adults and demonstrate how to access places to seek help if in an unhealthy sexual relationship.		Skill	
There are different ways to express affection and love as one matures.	Describe a range of ways to express affection within a healthy sexual relationship.	Knowledge	
	Recognize that sexual behavior is not a requirement for expressing love.	Attitudinal	
	Express affection and love in appropriate ways.	Skill	

SUB-STRAND 1.3: Tolerance Inclusion and Respect			
<p style="text-align: center;">Key Learning Outcome</p> <p style="text-align: center;">Students will be able to explain behaviour that demonstrates tolerance of other people, having an attitude of inclusion and being respectful in relationships.</p>			
Year Levels	Key Learning Ideas	Learning Objectives	Prospect
Years 1 – 4	Every person is unique, is valuable to the community and has a right to be respected.	State what is meant by - to treat parents, siblings, friends and other children with respect and fairness.	Knowledge
		Identify how each person plays a valuable role to build a family, or a school, and develop a community.	Knowledge
		List ways that making fun of people, or bullying them is harmful.	Knowledge
		Recognize that all people have a right to be treated with respect and that they should treat other as they would like to be treated.	Attitudinal
		Demonstrate ways to show tolerance, inclusion and respect for others.	Attitudinal
Years 5 – 8	Discrimination and stigma are harmful practices and should not be tolerated.	Define discrimination and stigma and explain why they are harmful and should not be practiced.	Knowledge
		Identify behavior that discriminate and exclude other people and state the harm that they do.	Knowledge
		Acknowledge that it is important to show tolerance, inclusion and respect for others.	Attitudinal
		Demonstrate tolerant ways to include people who are discriminated against in a group.	Knowledge
	It is disrespectful and hurtful to harass or bully anyone for whatever reason.	Explain the meaning of harassment and bullying.	Knowledge
		Describe why harassing and bullying others is hurtful and disrespectful.	Knowledge
		Acknowledge that everyone has a responsibility to speak out against bullying and harassment.	Attitudinal
		Demonstrate ways to counter harassment and bullying.	Attitudinal
Years 9 – 12	Stigma and discrimination on the grounds of differences e.g., HIV status, pregnancy, economic status, race, gender or sexual orientation is disrespectful, harmful to wellbeing and a violation of human rights.	Recall and explain what is meant by stigma, discrimination, prejudice, intolerance and exclusion.	Knowledge
		Examine the consequences of stigma and discrimination on people's sexual and reproductive health and rights.	Knowledge
		Appreciate the importance of inclusion, non-discrimination and diversity.	Attitudinal
		Seek support if experiencing stigma and discrimination.	Skill
		Practice speaking out for inclusion, non-discrimination and respect for diversity.	Skill
	It is important to challenge stigma and discrimination and promote inclusion, non-discrimination and diversity.	Analyze how stigma and discrimination impact negatively upon individuals and communities and society.	Knowledge
		Summarize existing laws against stigma and discrimination.	Attitudinal
		Acknowledge that it is important to challenge discrimination against others.	Attitudinal
		Demonstrate support for someone being excluded.	Attitudinal
		Advocate against stigma and discrimination and for inclusion, non-discrimination and respect for diversity.	Skill

STRAND 2: VALUES, RIGHTS, CULTURE AND SEXUALITY

Major Learning Outcome

Students will be able to explore and understand the importance of values and human rights in determining behaviour in everyday life within Samoan culture and society.

SUB-STRAND 2.1: Values and Principles

Key Learning Outcome

Students will gain knowledge, skills and attitudes about the importance of values and principles that determine behaviour in everyday living.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Values and principles are strongly held beliefs held by families and societies about important issues.	Define values and principles.	Knowledge
		Identify common values such as that of fa'aaloalo for elders; alofa for parents, siblings, friends, obedience of people of trust.	Knowledge
		Recognize the importance of knowing and having people they trust i.e., parents, teachers, faifeau.	Attitudinal
		Talk about a person they trust and why.	Skill
Years 5 – 8	Appreciate that the values and attitudes learned from families and communities are sources of learning about who we are and influence our personal behavior and decision making.	Identify sources of values and attitudes that inform their behavior generally.	Knowledge
		Identify sources of values and attitudes that inform what we learn about sex and sexuality i.e., parents, other relatives, people in the community, teachers and peers.	Knowledge
		Describe ways that some parents and others teach and explain their values to their children.	Knowledge
		Describe values that affect gender role expectations and equal treatment of people.	Knowledge
		Recognize that values and attitudes of families and communities impact behavior and decision-making.	Attitudinal
		Reflect on a value that they have learned from their family.	Attitudinal
Years 9 – 12	It is important to know one's own values, beliefs and attitudes and how they impact on the rights of others.	Describe their own personal values in relation to relationships with family members and peers.	Knowledge
		Describe their own personal values to a range of sexuality and reproductive health issues.	Knowledge
		Illustrate how their own personal values affect their decisions and behavior.	Knowledge
		Identify ways that their personal values might affect the rights of others.	Knowledge
		Recognize the importance of being tolerant and having respect for different values, beliefs and attitudes.	Attitudinal
		Defend their personal values.	Skill

Years 9 – 12	It is important to know how to stand up to one's own values and know how to get rid of negative values.	Compare and contrast behavior that are not consistent with their own values, generally and related to sexuality and reproductive health.	Skill
		Adopt behavior generally and sexual behavior that are guided by their values.	Skill
		Differentiate between values that they hold generally and that their parents or members of their family generally and about sexual knowledge.	Knowledge
		Acknowledge that their values may be different from their parents or other adults in their family.	Attitudinal
		Demonstrate ways to resolve conflict with family members due to differing values.	Skill

SUB-STRAND 2.2: Human Rights, Needs and Wants, Sexuality and Responsibility

Key Learning Outcome

Students will gain understanding of their rights as children and as young people and acknowledge that people's needs are the same but that their wants may differ. They will also acquire knowledge and skills that enable them to understand that responsibility is very important in the exercise of their rights especially in response to their needs and wants in matters of sexuality.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Values and principles are strongly held beliefs held by families and societies about important issues	Define needs, wants and human rights.	Knowledge
		Acknowledge that everyone has basic needs which are human rights and that these should be respected.	Attitudinal
		Acknowledge that wants may encroach on other people's human rights and these must be resolved.	Attitudinal
		Recognize that the human right to reproduce is a basic need and sexuality is a tool for human reproduction.	Attitudinal
		Express support for people's human rights.	Skill
Years 5 – 8	Values are strong beliefs held by individuals, families and communities about important issues. Values guide people's sense of what is right or wrong and influence personal choices	Define values.	Knowledge
		Identify important personal values such as respect, fairness, caring, compassion and equality.	Knowledge
		Explain ways that values and beliefs guide decisions about life and relationships.	Knowledge
		Reflect and share a value that they hold.	Knowledge

Years 9 – 12	Personal values affect personal decisions and behaviour.	Recall the definitions of needs & wants and of human rights and how they apply to everyone.	Knowledge
		Name national and international agreements that identify human universal human rights and those ratified by Samoa.	Knowledge
		Define their own personal values in relation to a range of sexuality and reproductive health issues.	Knowledge
		Defend their personal values.	Skill
		Compare and contrast behaviours that are not consistent with their own values related to sexuality and reproductive health.	Knowledge
		Demonstrate ways to resolve conflict with family members due to differing values.	Skill
		Adopt sexual behaviours that are guided by their values.	Skill
		Recognize the importance of being tolerant of and having respect for different values, beliefs and attitudes.	Attitudinal

SUB-STRAND 2.3: Culture, Society and Sexuality			
Key Learning Outcome			
Students will gain knowledge skills and attitudes that demonstrate their understanding that in a society, everyone has human rights which include rights that impact their sexual and reproductive rights. Students will also gain understanding of how culture and religion influence our understanding of sexuality and the factors that influence what is acceptable or unacceptable sexual behaviour from time to time.			
Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	It is important to understand one's human rights in order to determine when their rights are violated.	Define human rights.	Knowledge
		Express their human rights.	Knowledge
		Express support for people's human rights.	Skill
		State right to personal privacy especially in decisions that concern one's body.	Skill
		List sources of information and people that help them to understand themselves, their feelings and their bodies.	Skill
		Identify a trusted adult and demonstrate how they would ask questions they may have about their feelings and their bodies.	Skill

Years 5 – 8	There are diverse beliefs that exist about sexuality and each person must have basic values upon which sexuality decisions are made.	Recall the definition of human rights and how they apply to everyone.	Knowledge
		Recognize children’s rights that are outlined in national laws and international agreements e.g., <i>Universal Declaration of Human Rights</i> and <i>Convention on the Rights of the Child</i> .	Knowledge
		Reflect on the rights that they enjoy.	Skill
		Appreciate human rights and that human rights apply to everyone.	Attitudinal
		Identify examples of how culture, religion and society affect our understanding of sexuality.	Knowledge
		Describe different rites of passage to adulthood that are local and across different cultures.	Knowledge
		Acknowledge that there are diverse beliefs regarding sexuality.	Attitudinal
Years 9 – 12	There are diverse practices that relate to sexuality determined largely by cultural values and beliefs in a society. It is important that students develop their own perspectives on positive sexual behaviour.	Acknowledge that there are diverse practices that are related to sexuality and people’s human rights.	Skill
		Define social and cultural norms in Samoan society.	Knowledge
		Examine social and cultural norms that impact sexual behaviour in society and how they change over time.	Knowledge
		Question social and cultural norms that impact sexual behaviour in society.	Skill
		Recognize that social and cultural norms can change over time.	Attitudinal
		Compare and contrast social and cultural norms that positively and negatively influence sexual behaviour and sexual health.	Knowledge
		Appreciate the importance of developing their own perspectives on sexual behaviour.	Attitudinal

STRAND 3: UNDERSTANDING GENDER

Major Learning Outcome

Students will acquire the knowledge, skills and attitudes to appreciate and understand various aspects relating to gender like gender norms, gender roles, gender equality, stereotypes and bias and gender-based violence.

SUB-STRAND 3.1: Understanding Gender and Gender Norms

Key Learning Outcome

Students will understand the difference between gender and biological sex and the different factors that influence gender roles.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	It is important to understand the difference between biological sex and gender.	Define gender and biological sex and describe how they are different.	Knowledge
		Reflect on how they feel about their biological sex and gender.	Skill
	Families, individuals, peers and communities are sources of information about sex and gender.	Identify sources of information about sex and gender.	Knowledge
		Acknowledge that perceptions about sex and gender are influenced by many different sources.	Attitudinal
Years 5 – 8	Social and cultural norms and religious beliefs are some of the factors which influence gender roles.	Define gender roles.	Knowledge
		Identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles.	Knowledge
		Acknowledge that many factors impact gender roles.	Attitudinal
		Reflect on social, cultural and religious beliefs that impact on how they view gender roles.	Skill
	The way that individuals think of themselves, or describe themselves to others in terms of their gender, is unique to them and should be respected.	Define gender identity.	Knowledge
		Explain how someone's gender identity may not match their biological sex.	Attitudinal
		Acknowledge that everyone has a gender identity.	Attitudinal
		Reflect on social, cultural and religious beliefs that impact on how they view gender roles.	Skill
Years 9 – 12	Gender roles and gender norms influence people's lives.	Identify how gender norms shape identity, desires, practices and behavior.	Knowledge
		Examine how gender norms can be harmful and can negatively influence people's choices and behavior.	Knowledge
		Recognize that beliefs about gender norms are created by societies.	Attitudinal
		Acknowledge that gender roles and expectations can be changed.	Attitudinal
		Practice everyday actions to influence more positive gender roles in their homes, schools and communities.	Skill

Years 9 – 12	Romantic relationships can be negatively affected by gender roles and gender stereotypes.	Analyze the impact of gender norms and gender stereotypes on romantic relationships (both norms relating to masculinity and femininity).	Knowledge
		Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes.	Knowledge
		Recognize the impact of harmful gender roles and gender stereotypes on relationships.	Attitudinal
		Question gender roles and gender stereotypes within relationships.	Skill

SUB-STRAND 3.2: Gender Equality, Stereotypes and Bias

Key Learning Outcome

Students will understand that all people have value regardless of their gender and gender differences and inequalities.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	All persons are equally valuable, regardless of their gender.	Identify how people may be treated unfairly and unequally because of their gender.	Knowledge
		Describe ways to make relationships between genders more fair and more equal in their home, school and communities.	Knowledge
		Recognize that unfair and unequal treatment of people of different genders is wrong and against their human rights.	Attitudinal
		Recognize that it is important to respect the human rights of others, regardless of differences in gender.	Attitudinal
		Appreciate that all persons are equally valuable regardless of gender.	Attitudinal
Years 5 – 8	Gender inequalities and differences in power exist in families, friendships, relationships, communities and society.	Define gender inequality.	Knowledge
		Describe how gender inequality is linked to differences in power between people within families, friendships, communities and society.	Knowledge
		Recall negative consequences of gender inequality and power differences in relationships (e.g., GBV).	Knowledge
		Foster a belief that everyone has a responsibility to overcome gender inequality.	Attitudinal
		Demonstrate ways of promoting gender equality in their relationships at home, school and in the community.	Skill
	Stereotypes about gender can lead to bias and inequality.	Define stereotypes and bias related to gender.	Knowledge
		Recognize that gender stereotypes and expectations have a strong influence on how people live their lives, both positive and negative.	Knowledge
		Acknowledge that differences due to gender may lead to exploitation or unequal treatment, especially if people behave differently from the expected norm.	Attitudinal
		Question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result.	Skill

Years 9 – 12	Gender stereotypes and bias impact how men, women and people of diverse sexual orientation and gender identity are treated and the choices they can make.	Recall social norms that shape how society portrays men, women and people of diverse sexual orientation and gender identity.	Knowledge
		Illustrate examples of gender bias in all its forms.	Knowledge
		Acknowledge the importance of treating all people equally.	Attitudinal
		Recognize that bias against persons that do not conform to gender norms can negatively impact their ability to make choices, including about their health.	Skill
		Demonstrate ways to treat people without gender bias.	Skill
		Reflect on how their values can impact their beliefs and gender bias.	Skill
	Gender equality can promote equal decision-making about sexual behaviour and life planning.	Describe characteristics of gender equality within a sexual relationship.	Knowledge
		List ways that gender roles affect decisions about sexual behavior, contraceptive use and life-planning.	Knowledge
		Analyze how more gender equitable roles can contribute to a healthier sexual relationship.	Knowledge
		Defend why gender equality is a part of healthier sexual relationships.	Attitudinal
Build relationships that are grounded in gender equality.		Skill	

SUB-STRAND 3.3: Gender-based Violence (GBV)

Key Learning Outcome

Students will understand and know what Gender based violence is, the gender stereotypes that may cause violence and discrimination and how all forms of GBV can be a violation of human rights.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	It is important to know what GBV is and where to go for help.	Define GBV and recognize that it can take place in different locations e.g., school, home or in public.	Knowledge
		Understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence.	Knowledge
		Acknowledge that all forms of GBV are wrong.	Attitudinal
		Identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school.	Skill

Years 5 – 8	All forms of GBV are wrong and a violation of human rights.	List examples of GBV (e.g., bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEFM, homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online.	Knowledge
		Acknowledge that all forms of gender-based violence are a violation of human rights.	Attitudinal
		Identify and demonstrate ways to talk to a trusted adult if they or someone they know is experiencing gender-based violence or if they are concerned that they may engage in gender-based violence.	Skill
	Gender Stereotypes can be the cause of violence and discrimination.	Explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence.	Knowledge
		Explain that sexual abuse and GBV are crimes about power and dominance, not about one’s inability to control one’s sexual desire.	Knowledge
		Recognize that gender inequality and gender-role stereotypes contribute to gender-based violence.	Attitudinal
Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV.		Skill	
Appreciate that all forms of GBV are wrong and a violation of human rights.		Attitudinal	
Years 9 – 12	All forms of GBV by adults, young people and people in positions of authority are a violation of human rights.	Recall the sexual abuse and GBV, including intimate partner violence and rape, are crimes about power and dominance, not about one’s inability to control one’s sexual desire.	Knowledge
		Formulate specific strategies for recognizing and reducing GBV.	Knowledge
		Recognize that bystanders and witnesses to violence can take some safe steps to intervene, and may also feel affected by the violence.	Knowledge
		Acknowledge that GBV can be carried out by adults, people in positions of power and young people, and is always wrong.	Attitudinal
		Demonstrate ways to approach trusted adults and services that support prevention of GBV and survivors of GBV.	Skill
		Appreciate that all forms of GBV by adults, young people and people in positions of authority are a violation of human rights.	Attitudinal

STRAND 4: VIOLENCE AND STAYING SAFE

Major Learning Outcome

Students will be able to explore the nature of violence, identify potential situations of violence and be able to take action to stay safe and protected in the home, at school and in the community.

SUB-STRAND 4.1: Understanding Violence and Types of Bullying

Key Learning Outcome

Students will acquire knowledge about bullying, verbal abuse, physical and sexual abuse, cyber bullying as well as the skills to recognize and avoid situations of potential abuse and identify people of trust to which they can seek help if they experience violence.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect	
Years 1 – 4	It's important to be able to recognize bullying and violence, and understand that these are wrong.	Define types of bullying (teasing, mocking, name calling, intimidation etc.) and violence.	Knowledge	
		Acknowledge that bullying and violence acts are wrong.	Attitudinal	
		Demonstrate safe actions that they can take to respond to bullying and violence amongst their family members and peers.	Skill	
	It is important to be able to recognize that there are different types of discipline in Samoan way of life and that some form of discipline may lead to child abuse.	Identify appropriate and inappropriate types of discipline.	Knowledge	
		Identify acts of child sexual abuse carried out by an adult, someone known and trusted, or even a family member.	Knowledge	
		Acknowledge that sexual abuse is never the victim's fault.	Attitudinal	
		Demonstrate actions they can take if an adult tries to sexually abuse them (e.g., say no or go away and talk to a trusted adult).	Skill	
	Years 5 – 8	Sexual abuse, sexual harassment and bullying (including cyberbullying) are harmful and it is important to seek support if experiencing them.	Describe examples of inappropriate behavior by adults or peers (including rape, incest, and online sexual exploitation) sexual harassment and bullying (include cyberbullying).	Knowledge
			Reflect on preventative measures and safe behaviors to protect self from inappropriate behaviors.	Attitudinal
			Recognize that child sexual abuse and sexual harassment are illegal and that there are authorities and services available to assist those who have experienced it.	Knowledge
Acknowledge the importance of seeking support if experiencing sexual abuse, sexual harassment, incest or bullying.			Attitudinal	
Demonstrate effective ways to respond when someone who is being bullied, sexually abused harassed.			Skill	
Demonstrate ways to seek help for themselves or someone they know in the case of sexual abuse, harassment, incest and bullying.			Skill	
Violence between family members is wrong and it is important to seek support if witnessing it.		Define domestic violence.	Knowledge	
		Describe types of domestic violence.	Knowledge	
		Recognize that domestic violence is wrong and that children who see this can benefit from getting support.	Attitudinal	
		Demonstrate how they would support if they are witnessing this type of violence in their family.	Knowledge	

Years 9 – 12	Sexual abuse, sexual assault, domestic violence and bullying are a violation of human rights.	Compare and contrast bullying, psychological violence, physical violence, sexual abuse, sexual assault, domestic violence.	Knowledge
		Acknowledge that sexual abuse, sexual assault, domestic violence, and bullying by adults, young people and people in position in power are never the victim's fault and are always a violation of human rights.	Attitudinal
		Demonstrate how to report sexual abuse, sexual assault, domestic violence and bullying.	Skill
		Demonstrate ways to approach trusted adults and services that support survivors and prevention of sexual abuse, sexual assault, domestic violence and bullying.	Skill
	Everyone has a responsibility to advocate for people's health and well-being free from violence.	Analyze successful examples of efforts to reduce different forms of violence including physical, psychological and sexual.	Knowledge
		Explain the importance of speaking out against violence and human rights violations in all spaces including at school, in the home, online and within all spaces including at school, at home, online and within the community.	Attitudinal

SUB-STRAND 4.2: Consent and Privacy

Key Learning Outcome

Students will be able to understand the importance of their human right of privacy pertaining to their bodies and that of consent and recognize when they might be abused by others.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Everyone has the right to decide who can touch their body, where and in what way.	Identify which parts of the body are private.	Knowledge
		Demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g., say no, go away, and talk to a trusted adult).	Skill
		Describe how they would talk to a parent/ guardian or trusted adult if they are feeling uncomfortable about being touched.	Skill
Years 5 – 8	It is important to understand what unwanted sexual attention is and the need for privacy when growing up.	Define sexual attention.	Knowledge
		Explain that during puberty, privacy about one's body and private space become more important for both boys and girls, particularly access to toilets.	Knowledge
		Recognize that unwanted sexual attention towards both boys and girls is a violation of privacy, dignity and personal safety.	Attitudinal
		Communicate assertively to maintain privacy and counter unwanted sexual attention.	Skill

Years 9 – 12	Everyone has the right to privacy and personal integrity.	Describe what is meant by the right to privacy and personal integrity.	Knowledge
		Acknowledge that everyone has the right to privacy and personal integrity.	Attitudinal
		Describe how they feel about their rights to privacy and personal integrity.	Skill
	Everyone has the right to be in control of what they will and will not do sexually and should actively communicate and recognize consent from their partners.	Define consent and explain its implications for sexual decision making.	Knowledge
		Acknowledge the importance of giving and perceiving sexual consent.	Attitudinal
		Express consent and not giving consent in relation to their personal boundaries regarding sexual behavior.	Skill

SUB-STRAND 4.3: Safe Use of Information and Communication Technologies (ICTs)

Key Learning Outcome

Students are able to assess the usefulness as well as the harmful effects of information technology especially the internet and social media so that they are protected from the harmful effects of ICTs.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	The internet and social media are ways of finding out information and connecting with others which can be done safely but can also put people including children, at risk of harm.	Describe what are internet and social media.	Knowledge
		List benefits of potential dangers of the internet and social media.	Knowledge
		Appreciate the internet and social media while recognizing that they can be unsafe.	Attitudinal
		Identify and demonstrate ways to talk to a trusted adult if something they have done or seen on the internet or social media makes them feel uncomfortable or scared.	Skill
Years 5 – 8	Internet and social media use require special care and consideration.	Describe examples of the benefits and possible dangers of the internet and social media.	Knowledge
		Recognize the importance of being careful about how they use the internet and social media.	Knowledge
		Demonstrate how to decide what information to share with whom on social media.	Skill
Years 9 – 12	The internet, cell phones and social media can be sources of unwanted sexual attention.	Identify negative tendencies of people that the internet and social media exploits.	Knowledge
		Illustrate ways that the internet, cell phones and social media can be sources of unwanted sexual attention.	Knowledge
		Acknowledge that there are ways to counter unwanted sexual attention that can come from the internet, cell phones and social media.	Attitudinal
		Develop and practice a plan to stay safe when using the internet and social media.	Skill

Sexually explicit media and images can be sexually arousing and can lead to potentially harmful behaviour.	Analyze why sexually explicit media (pornography) is so common.	Knowledge
	Summarize ways that sexually explicit media can be harmful and where to report these incidents and get help.	Knowledge
	Recognize that sending, receiving, purchasing or be in the possession of sexually explicit images is illegal for minors.	Attitudinal
	Recognizing the importance of knowing the laws, with respect to sharing or securing sexually explicit images.	Attitudinal

STRAND 5: SKILLS FOR HEALTHY LIVING AND WELLBEING

Major Learning Outcome

Students will gain knowledge and skills to enable them to make healthy and wholesome choices about the food they eat, hygiene practices for health, and understand the importance of spiritual and mental health for holistic wellbeing.

SUB-STRAND 5.1: Nutrition and Hygiene

Key Learning Outcome

Students will gain knowledge and skills to differentiate between nutritious food and junk food and between good and bad hygiene practices and make the appropriate choices.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Nutritious food and hygiene practices are critical for wellness.	Differentiate nutritious food from junk food.	Knowledge
		Identify nutritious foods that are available in the home and school environment.	Knowledge
		Describe healthy living according to our everyday practices	Knowledge
		Define what is meant by wellbeing.	Knowledge
	Living in a healthy environment is everyone's responsibility.	Identify ways to live in a healthy environment.	Knowledge
		Describe their responsibilities to ensure healthy and hygienic living.	Knowledge
Discuss ways to sustain healthy and hygienic living.		Skill	
Years 5 – 8	Types of locally produced and imported foods.	Classify the types of foods that are locally processed and those that are imported.	Skill
		Categorize the locally processed and imported foods using the 3 group foods.	Skill
		Discuss the difference between fresh foods and preserve foods.	Knowledge
		Prepare a nutritious lunch for 9 to 13 year old children.	Skill
	Different foods have different functions for health.	Identify foods that are needed for energy, body building and protection.	Knowledge
		Describe nutrients that are common in each of the 3 food groups.	Knowledge
	Food safety is important for health and well being.	Describe the importance of personal hygiene practices.	Knowledge
		Identify methods of food safety and investigate conditions that causes food spoilage.	Knowledge
		Discuss and apply present and past methods of preserving foods.	Knowledge

Years 9 – 12	The value of seasonal food.	Identify the seasonal foods in Samoa.	Knowledge
		Explain the different methods of preserving seasonal produces.	Knowledge
		Discuss advantages and disadvantages of consuming seasonal foods.	Knowledge
	Preservation of food domestically and commercially.	Explain the preservation methods used for food in the past and present.	Knowledge
		Discuss the causes of food borne illness e.g., bacteria, viruses, chemicals etc.	Knowledge
		Compare nutritional value of fresh and preserved food e.g. canned food, frozen food.	Knowledge
	Consumers' food choice and impact of commercial preservation to wellbeing.	Compare the functions and nutrients consequences of commercial preserved food (e.g., freezing, canning and dehydration).	
		Apply hygiene and safety regulations for the food industry when preparing or packaging to keep food safe.	
		Evaluate food products against a range of criteria e.g., cost, flavor, appearance, taste, texture, nutrition, labelling etc.	

SUB-STRAND 5.2: Physical, Mental and Spiritual Health

Key Learning Outcome

Students will acquire knowledge, skills and attitudes that enable them to make informed choices that enhance their physical as well as mental and spiritual health.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	A person has a physical body, a mind that thinks and a spirit that feels and believes. All should be equally healthy for a person's well being.	Describe and discuss what physical, mental and spiritual health means. (Soifua Maloloina o le tino, mafaufau, agaga.)	Knowledge
		Identify and describe positive attitudes, beliefs, practices that improve one's health.	Knowledge
		Make a list and explain all the kinds of emotions a person can feel.	Skill
		Appreciate that they are responsible for learning and practicing good habits, cleanliness and practicing positive things like laughter, compassion, beliefs, kindness and respect to maintain wellbeing.	Attitudinal
Years 5 – 8	It is important to have good friends that you trust and have positive attitudes and beliefs to maintain good mental health.	Discuss how personal beliefs and faith in God can help their mental health.	Knowledge
		Describe how family support and friends keeps a person healthy mentally.	Knowledge
		Recognize and share the importance of good communication, positive words and caring attitudes towards one another.	Skill
		Identify the value of having loyal and trustworthy friends to talk to.	Skill

		Describe the characteristics of a good friend.	Knowledge
		Recognise peer pressure and ways of challenging negative peer pressure and promote positive influence.	Skill
		Discuss and identify people they trust in their lives and that they seek help from.	Knowledge
Years 9 – 12	Maintaining a good healthy lifestyle, being able to cope with stress and knowing who to turn to for help and support all help to maintain good mental and spiritual health.	Identify and list factors that cause stress in a student’s life.	Knowledge
		Describe the ways that one can use to cope with these stresses.	Knowledge
		Reflect on a way that they used to cope with a stressful situation.	Skill
		Describe how one’s faith and beliefs can help to alleviate stress from worry, shame or guilt.	Knowledge
		List the benefits of positive lifestyle practices that help reduce stress.	Skill
		Appreciate the importance of having face to face conversations, laughing and sharing with real people instead of virtual relationships.	Attitudinal
		Discuss and describe possible signs that help to detect that someone is feeling sad, confused, angry, depressed and how one can help.	Knowledge
		Identify people in their family, school and community that they can talk to when needed.	Knowledge
	List the contact information of the different groups or service in the community who work in mental health.	Knowledge	

SUB-STRAND 5.3: Understanding NCD’s and Lifestyle Changes

Key Learning Outcome

Students will acquire knowledge about non communicable diseases in Samoa and how they are the result of changes in the lifestyles of families and will discuss ways of prevention and how to make good decisions and take positive action to avoid NCDs.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	NCDs are diseases that are not spread by viruses or bacteria but are due to the wrong choices made by people and are very common in Samoa.	Define what NCDs are.	
		State common NCDs in Samoa.	
		Explain how an NCD may affect one’s life.	
		Discuss positive choices to make in order to avoid NCDs.	

Years 5 – 8	NCDs are known as lifestyle diseases due mainly to the changes in diets, inactive habits and lack of exercises.	Explain how changes in lifestyle such as eating different and the wrong food, doing less physical work may cause NCDs.	
		State some possible symptoms of NCDs.	
		Explain effects of NCDs on the lives of people.	
		Discuss the importance of making good choices such as eating healthy food and exercising and having enough sleep to the prevention of NCDs.	
Years 9 – 12	NCDs can be prevented and there are risk factors that everyone must be aware of to avoid an NCD.	List the associated risk factors associated with the different NCDs.	
		Discuss ways of prevention to include healthy diets, keeping active and doing exercise.	
		Reflect on what families can do to prevent NCDs.	
		List the differences between communicable diseases and NCDs.	
		Reflect on the state of NCDs in Samoa and how these may affect economic development.	
		Demonstrate sound decision making in choosing healthy food over junk food, playing sports instead of spending time on the phone using social media and having enough sleep.	

STRAND 6: MY BODY AND DEVELOPMENT			
<p align="center">Major Learning Outcome</p> <p>Students will acquire the knowledge, skills and attitudes to understand and appreciate their growth and development, the changes that occur during puberty, their sexual and reproductive anatomy and physiology and how to take care of themselves to meet these changes.</p>			
<p align="center">SUB-STRAND 6.1: Puberty</p>			
<p align="center">Key Learning Outcome</p> <p>Students will understand that puberty is a normal and natural stage of growth and development that prepares a human being for reproduction.</p>			
Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Puberty is a time of physical and emotional change that happens as they grow and mature.	Define puberty.	Knowledge
		Understand that growing up involves physical and emotional changes.	Knowledge
		Acknowledge that puberty is a normal and healthy part of adolescence.	Attitudinal
		Appreciate that puberty is a time of physical and emotional change that happens as they grow and mature.	Attitudinal
Years 5 – 8	Puberty signals changes in their reproductive capability.	Describe the process of puberty and the maturation of the sexual and reproductive system.	Knowledge
		List the major physical and emotional changes that take place during puberty.	Knowledge
		Demonstrate ways to find credible information about puberty.	Skill
		Appreciate that puberty signals changes in their reproductive capability.	Attitudinal
	During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and healthy.	Describe personal hygiene and sanitation practices.	Knowledge
		Appreciate the importance of personal hygiene.	Attitudinal
		Apply their understanding of hygiene to a personal plan for staying healthy while growing up.	Skill
	Menstruation is a normal and natural part of a girls' physical development and should not be treated with secrecy or stigma.	Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time.	Knowledge
		Describe how to access, use and dispose of sanitary pads and other menstrual aids.	Knowledge
		Explain how lack of knowledge and support can contribute to girls' feelings of shame and fear during menstruation.	Knowledge
		Recognize that it is important for all girls to have access to sanitary pads and other menstrual aids, clean water and private toilet facilities during their menstruation.	Attitudinal
		Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation.	Skill

	During puberty, adolescents may experience a variety of physical responses (e.g., erections and wet dreams).	Understand that young men may experience erections, either due to arousal or for no particular reason, and that this is normal.	Knowledge
		Recall that some adolescents may experience arousal and release of fluids at night, often called a wet dream, and that this is normal.	Knowledge
		Acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty.	Attitudinal
Years 9 – 12	Puberty is a time of sexual maturation that leads to major physical, emotional, social and cognitive changes that can be exciting as well as stressful throughout adolescence.	Distinguish between puberty and adolescence.	Knowledge
		Recall that puberty occurs at different times for different people, and has different effects on boys and girls.	Knowledge
		Assess and categorize examples of the different types of changes that occur during adolescence (e.g., physical, emotional, social, cognitive).	Knowledge
		Compare the similarities and differences between girls and boys in relation to these changes.	Knowledge
		Recognise that puberty may be particularly challenging for some children, particularly those who are living away from home, In boarding schools, have special needs etc.	Knowledge
		Acknowledge that physical, emotional, social and cognitive changes are a normal part of adolescence.	Attitudinal
		Acknowledge that teasing, shaming or stigmatizing others based on the changes of puberty is hurtful and may have long-lasting psychological impacts.	Attitudinal
Demonstrate ways to manage these changes.	Skill		

SUB-STRAND 6.2: Sexual and Reproductive Anatomy and Physiology

Key Learning Outcome

Students will discover and understand the different parts of their body that are necessary for reproduction.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Everyone has a unique body that deserves respect, including people with disabilities.	Identify ways that boys', girls', men's, and women's, bodies are the same; the ways they are different; and how they can change over time.	Knowledge
		Explain that all cultures have different ways of seeing people's bodies.	Knowledge
		Acknowledge that everyone's body deserves respect, including people with disabilities.	Attitudinal
		Express things that they like about their body.	Skill
Years 5 – 8	Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them.	Describe the body parts involved with sexual health and reproduction.	Knowledge
		Acknowledge that it is normal to be curious and have questions about their bodies and sexual functions.	Attitudinal
		Acknowledge that everyone's body is unique and that variations exist in size, shape, functioning and characteristics.	Attitudinal

Years 5 – 8		Identify a trusted adult to whom they can ask questions, and demonstrate ways to ask about sexual and reproductive anatomy and physiology.	Skill
	Women’s bodies can release eggs during the menstrual cycle, and men’s bodies may make and ejaculate sperm, both of which are needed for reproduction.	Explain the key functions of the body that contribute to reproduction (e.g., menstrual cycle, sperm production and ejaculation of semen).	Knowledge
		Explain that both women’s and men’s bodies play an important role in reproduction.	Attitudinal
		express confidence in understanding how the menstrual cycle or ejaculation of sperm happens.	Skill
Years 9 – 12	During puberty and pregnancy, hormones impact many processes involved with maturation and reproduction.	Explain that the sex of a foetus is determined by chromosomes, and occurs at the early stages of pregnancy.	Knowledge
		Describe the role hormones play in growth, development, and the regulation of reproductive organs and sexual functions.	Knowledge
		Recognize the important role that hormones play in puberty and pregnancy.	Attitudinal
	All cultures have different ways of understanding sex, gender and reproduction, and when it is appropriate to become sexually active.	Distinguish between the biological and social aspects of sex, gender and reproduction.	Knowledge
		Compare and contrast ways that culture and religion influence how society views sex, gender and reproduction.	Knowledge
		Acknowledge that cultural, religious, societal and personal views about sex, gender and reproduction can differ.	Attitudinal
		Reflect on and articulate their own perspectives on sex, gender and reproduction.	Skill

SUB-STRAND 6.3: Reproduction

Key Learning Outcome

Students will become aware and understand the functions of their bodies in relation to reproduction.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	It is important to know the names and functions of one’s body and it is natural to be curious about them, including the sexual and reproductive organs.	Identify the critical parts of the external genitals and describe their basic function.	Knowledge
		Recognize that being curious about one’s body, including the genitals, is completely normal.	Attitudinal
		Practice asking and responding to questions about body parts that they are curious about.	Skill
Years 5 – 8	In order for a pregnancy to begin, criteria must be just right for sperm to join with an egg and implant in the uterus.	List the steps necessary for reproduction to occur.	Knowledge
		Recall that pregnancy can occur as a result of sexual intercourse during which a penis ejaculates into the vagina.	Knowledge

Years 5 – 8	A person's physical appearance does not determine their worth as a human being.	Explain that physical appearance is determined by heredity, environment, and health habits.	Knowledge
		Acknowledge that physical appearance does not determine a person's worth as a human being.	Attitudinal
		Show acceptance of a variety of physical appearances, including among their peers.	Attitudinal
	There is wide variation in what people find attractive when it comes to a person's physical appearance.	Describe differences in what people find attractive when it comes to physical appearance.	Knowledge
		Acknowledge that what people think is physically attractive changes over time and can vary between cultures.	Attitudinal
		Reflect on what they find attractive and how it may be different from what others find attractive.	Skill
Years 9 – 12	People's feelings about their bodies can affect their health, self-image and behaviour.	Discuss the benefits of feeling good about their bodies.	Knowledge
		Describe how the appearance of a person's body can affect how other people feel about them and behave towards them, and compare how this differs for girls and boys.	Knowledge
		Analyze common things that people do to try and change their appearance.	Knowledge
		Compare what people do overseas and Samoa; e.g., using diet pills, steroids, bleaching cream and evaluate the dangers of those practices.	Knowledge
		Critically assess gendered standards of beauty that can drive people to want to change their appearance.	Knowledge
		Discuss the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image.	Knowledge
		Perceive that using drugs to change your body image can be harmful.	Attitudinal
		Demonstrate how to access services that support people struggling with their body image.	Skill

Years 5 – 8	The menstrual cycle has different stages, including the time around ovulation in which, if sperm are present, pregnancy is most able to occur.	Explain the menstrual cycle, including the specific phase in which pregnancy is most able to occur.	Knowledge
		Recall that changes in hormones regulate menstruation and when a pregnancy is most likely to occur.	Knowledge
		Appreciate how the menstrual cycle works.	Attitudinal
		Reflect on their feelings about menstruation.	Skill
	There are common signs of pregnancy, which should be confirmed through a pregnancy test that can be taken as soon as the menstrual period is missed or late.	Describe the signs of pregnancy and stages of foetal development.	Knowledge
		Appreciate that steps can be taken to promote a healthy pregnancy and childbirth.	Attitudinal
Describe the tests available to confirm a pregnancy.		Knowledge	
Years 9 – 12	A pregnancy begins when an egg and sperm unite and implant in the uterus.	Describe the process of reproduction – specifically that a sperm and egg must both join and then implant in the uterus for a pregnancy to begin.	Knowledge
	Pregnancy generally lasts for 40 weeks and a woman's body undergoes many changes during the span of a pregnancy.	Describe the changes that a woman's body undergoes during the duration of a pregnancy.	Knowledge
		Express how they feel about the changes that a woman's body undergoes during pregnancy.	Skill
	There are differences between reproductive functions and sexual feelings and these can change over time.	Recall that pregnancies can be planned and can be prevented.	Knowledge
		Understand that there is a difference between reproductive function and sexual feelings.	Knowledge
		Acknowledge that men and women experience changes in their sexual and reproductive functions and desires throughout life.	Attitudinal
		Plan for how to prevent unintended pregnancy in the future.	Skill

SUB-STRAND 6.4: Self-Care and Self Confidence

Key Learning Outcome

Students will understand how unique their bodies are and the importance of making good choices and decisions for caring for their bodies.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	All bodies are special and unique and people should feel good about their bodies.	Recall that all bodies are special and unique.	Knowledge
		Explain what it means to have pride for one's body.	Knowledge
		Appreciate one's body.	Attitudinal
		Express how they feel about their body.	Skill

STRAND 7: REPRODUCTIVE HEALTH, CARE AND PREVENTION

Major Learning Outcome

Students will acquire the knowledge, skills and attitudes to understand and explore issues regarding reproduction, the risk of STIs and HIV and taking care of one's body.

SUB-STRAND 7.1: Understanding Reproduction, Prevention and Support

Key Learning Outcome

Students will learn that human reproduction is a natural process and understand the changes happening to their bodies as they grow and develop.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Puberty is a time of physical and emotional change that happens as they grow and mature.	Define reproduction.	Knowledge
		Identify living things that can reproduce (e.g., humans, animals, names of baby animals, puppies come from their mums' stomach so as children when they were babies etc.).	Skill
		Acknowledge that reproduction is a natural life process.	Attitudinal
Years 5 – 8	Understand the key features of human reproduction.	Identify common signs of human reproduction.	Knowledge
		Recognize that pregnancy is a natural process of human reproduction.	Attitudinal
		Understand the human reproductive systems of both men and women.	Knowledge
		Understand the menstrual cycle and recognize when a girl is highly likely to get pregnant.	Knlg Skill
Years 9 – 12	There are health risks associated with too early child-bearing and closely spaced births,	Define too early child-bearing and explain associated health risks.	Knowledge
		Recognize that pregnancy at an early age comes with a lot of responsibility and can have negative health and social consequences on themselves.	Attitudinal
		Explain that having children should be planned, children should be wanted, cared for and loved.	Attitudinal
		Recognizing the importance of delaying and spacing pregnancies.	Attitudinal
		Describe the benefits of child spacing.	Knowledge
	Use of contraception can help people prevent or plan pregnancy,	Understand that not having intercourse is the most effective form of avoiding unintended pregnancy.	Knowledge
		Identify and explain other methods of prevention to prevent unintended pregnancy.	Knlg Skill
		Identify a parent/guardian or trusted person to talk to if experiencing signs of pregnancy.	Knowledge

Years 9 – 12	Gender roles and peer norms may influence decisions about pregnancy & use of contraception.	Discuss how gender roles and peer norms may influence young people’s choices and the consequences it can have.	Knowledge
		Acknowledge that deciding to have intercourse is a choice and is the responsibility of both men and women.	Knowledge
		Acknowledge that preventing pregnancy is a choice and the responsibility of both men and women.	Attitudinal
		Identify a parent/guardian or trusted person to talk to if experiencing signs of pregnancy.	Skill
	Unintended pregnancies occur, and all young people should be able to access the services and protections necessary for their health and well-being.	Identify the range of health and support services available to pregnant women or girl, in the case of unintended pregnancy.	Knowledge
		Understand that unsafe abortion poses a serious health risk to women and girls.	Knowledge
		Recognize that even if a pregnancy is early or unintended, the pregnant woman or girl should have access to good quality, safe and comprehensive health care and support.	Attitudinal
		Demonstrate how to support a friend or loved one who experiences intended or unintended pregnancy, or who has a child, with regards to their health, education and wellbeing.	Skill
		Examine relevant laws and policies to protect the rights of adolescent mothers to continue and complete their education and have access to reproductive health services without discrimination.	Knowledge

SUB-STRAND 7.2:

Understanding, Recognizing and Reducing the Risk of STI’s, including HIV

Key Learning Outcome

Students will learn that human reproduction is a natural process and understand the changes happening to their bodies as they grow and develop.

Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	The immune system protects the body from illness and helps people stay healthy.	Describe the concepts of ‘health’ and ‘illness’.	Knowledge
		Explain that humans have an immune system that protects them from illness.	Knowledge
		List ways people can try to protect their health.	Knowledge
	People can have an illness and look healthy.	Recognize that even though someone has an illness they can still look and feel healthy.	Knowledge
Years 5 – 8	Everyone, whether they have an illness or not, needs love, care and support.	Describe how people need love, care and support, regardless of their health status.	Attitudinal
	There a certain illness that can threaten overall reproductive health and pregnancy.	Identify the different illness associate with reproductive health.	Knowledge

Years 9 – 12

<p>STIs such as chlamydia, gonorrhea, syphilis, HIV and HPV can be prevented and treated or managed.</p>	<p>List the most common STIs, (e.g., HIV, HPV, herpes, chlamydia, gonorrhea) among young people.</p>	Knowledge	
	<p>State that not having sexual intercourse is the most effective protection and prevention from acquiring HIV and other STIs through sexual transmission.</p>	Attitudinal	
	<p>List other methods and services that can be accessed for assistance with treatment and managing of HIV and STIs.</p>	Skill	
	<p>STIs can be transmitted in various ways, including unprotected intercourse with someone living with HIV.</p>	<p>Describe the common modes of transmission and how people can acquire STIs, including HIV (i.e., through penetration sexual transmission, during pregnancy, birth or breastfeeding, through blood transfusion with contaminated blood, sharing of syringes, needles or other sharp instruments).</p>	Knowledge
		<p>Describe how HIV and STIs cannot be transmitted through casual contact (e.g., shaking hands, hugging, drinking from the same glass).</p>	Knowledge
	<p>There are ways that can prevent and reduce vulnerability to STIs, including HIV.</p>	<p>State that not having sexual intercourse is the most effective protection from acquiring HIV and other STIs through sexual transmission.</p>	Attitudinal
		<p>Describe ways to reduce the risk of exposure or transmitting HIV and other STIs (e.g., use contraceptives etc.).</p>	Knowledge
		<p>Demonstrate communication, negotiation and refusal skills for countering unwanted sexual pressure or asserting the intention to practice safer sex, including the correct and consistent use of prevention methods.</p>	Skill
		<p>Express consent and not giving consent in relation to their personal boundaries regarding sexual behavior.</p>	Skill
		<p>Explain that everyone has a right to refuse unsafe sexual practices.</p>	Skill
		<p>Everyone, whether they have an illness or not, needs love, care and support.</p>	<p>Describe how people need love, care and support, regardless of their health status.</p>
	<p>Acknowledge that unfair treatment of people with such illness is discrimination.</p>		Attitudinal
	<p>Acknowledge that exclusion of people with these illness in society can lead to vulnerability to social issues (i.e., resentment, suicidal, low self-esteem etc.).</p>		Attitudinal
	<p>Acknowledge that everyone has a responsibility to support people living with STIs and HIV.</p>		Attitudinal
	<p>Demonstrate ways to support people living with HIV and STIs.</p>		Skill
	<p>Describe some of the challenges that people living with HIV and STIs face in the community.</p>		Knowledge

SUB-STRAND 7.3: Care and Prevention			
Key Learning Outcome			
Students will learn and understand how to take care of their bodies so they can reduce and prevent any health risks.			
Year Levels	Key Learning Ideas	Specific Learning Outcomes	Prospect
Years 1 – 4	Bodies are special and must be cared for to prevent health risks.	Appreciate cleanliness and caring for own body.	Knowledge
		Where people go to check whether they have illness and for overall health checks.	Knowledge
		Identify why it's important to see the doctor.	Skill
Years 5 – 8	Parts of the body that must be taken care of to prevent health risks.	Acknowledge the importance of cleanliness during menstrual cycle for girls.	Knowledge
		Acknowledge the importance of doing regular checks for overall health.	Knowledge
		Know services available for reproductive health checkups and ways to access these services (e.g., cancer society for checking of breasts, SFHA for cervical etc.).	Knowledge
		Importance to construct and practice a personal plan for health and well-being.	Skill
Years 9 – 12	Testing is one way to know for sure whether someone has an STI, including HIV, and treatment exists for HIV and most STIs.	Demonstrate their understanding of STI testing and treatment for the most common STIs, and including HIV, and treatment exists for HIV and most STIs.	Knowledge
		Acknowledge that it's important to do regular checkup even if they don't think they are affected.	Skill
		Explain how testing can be helpful and everyone has the right to be tested in voluntary, informed or in confidential and should not be required to disclose their information.	Knowledge
		Demonstrate how to be supportive of friends who wants to be tested.	Skill
		Acknowledge the importance of safe and supportive environments for people to get tested.	Attitudinal

Support for Teachers

Teachers Book of Activities

A book of FLE Activities accompanies this Curriculum statement to help teachers plan integrated lessons in the carrier subjects. The Activities are not prescriptive. It is expected that teachers will research widely for other resources to support their lessons. The Book of Activities also provides suggestions for lesson planning and how to integrate lessons in the carrier subject and FLE.

References

- i) ***It's All One Curriculum: Guidelines and Activities for a Unified Approach to sexuality, gender, HIV and Human Rights Education***: written by the International Sexuality and HIV Curriculum Workshop Group. Edited by Nicole Haberland and Deborah Rogow.
- ii) UNESCO: ***International Technical Guidance to Sexuality Education***
<http://unesdoc.unesco.org>>ark
- iii) MESC Samoa National Curriculum Framework
- iv) MESC: Health and Physical Education Curriculum Statements (Primary and Secondary)
- v) MESC: Social Studies Curriculum Statements (Primary and Secondary)