

National Sex Education Standards for Grades 3-5: Addressed by <i>Puberty: The Wonder Years</i> 2021 Edition					
NSES Indicator	NSES Content*	PWY Grade 4	PWY Grade 5	PWY Grade 6	PWY Add-On Lesson
CHR.5.CC.1	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members	4-2		6-4	
CHR.5.CC.2	Explain the relationship between consent, personal boundaries, and bodily autonomy		5-7	6-4	F
CHR.5.AI.1	Identify trusted adults, including parents and caregivers, that students can talk to about relationships	4-1	5-1	5-1	F
CHR.5.IC.1	Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries		5-7		F
AP.5.CC.1	Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies	4-4, 4-5	5-2, 5-3	6-2	
PD.5.CC.1	Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary	4-4, 4-5	5-2, 5-3	6-2, 6-3	
PD.5.CC.2	Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce		5-4		C
PD.5.CC.3	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)		5-6	6-3	
PD.5.CC.4	Describe the role hormones play in the physical, social, cognitive, and emotional changes during adolescence and the potential role of hormone blockers on young people who identify as transgender		5-6		
PD.5.AI.1	Identify credible sources of information about puberty and personal hygiene		5-1, 5-5		
PD.5.AI.2	Identify trusted adults, including parents, caregivers, and health care professionals, whom students can ask questions about puberty and adolescent health	4-1, 4-5	5-1, 5-5	6-1	
PD.5.GS.1	Make a plan for maintaining personal hygiene during puberty	4-6	5-5		
GI.5.CC.1	Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ	4-3			E
GI.5.CC.2	Define and explain differences between cisgender, transgender, gender nonbinary, gender expansive, and gender identity	4-3			E
GI.5.CC.3	Explain that gender expression and gender identity exist along a spectrum	4-3			E
GI.5.CC.4	Describe gender-role stereotypes and their potential impact on self and others	4-3			E
GI.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about gender, gender-role stereotypes, gender identity, and gender expression	4-3			E

**National Sex Education Standards for Grades 3-5:
Addressed by *Puberty: The Wonder Years* 2021 Edition** (Continued)

NSES Indicator	NSES Content*	PWY G Grade 4	PWY Grade 5	PWY Grade 6	PWY Add-On Lesson
GI.5.ADV.1	Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community	4-3			E
SO.5.CC.1	Define sexual orientation				E
SO.5.CC.2	Differentiate between sexual orientation and gender identity				E
SO.5.AI.1	Identify trusted adults, including parents and caregivers, whom students can ask questions about sexual orientation				E
SO.5.ADV.1	Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community				E
SH.5.CC.1	Explain the relationship between sexual intercourse and human reproduction		5-4		F
SH.5.CC.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy)	4-3			
SH.5.CC.3	Define STDs, including HIV, and clarify common myths about transmission			6-7	G
IV.5.CC.1	Define child sexual abuse, sexual harassment, and domestic violence and explain why they are harmful and their potential impacts**		5-7	6-8	F
IV.5.IC.1	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment		5-7	6-8	F
IV.5.IC.2	Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action				F
IV.5.SM.1	Describe steps a person can take when they are being or have been sexually abused		5-7		F
IV.5.ADV.1	Demonstrate ways to promote dignity and respect for all people (e.g., race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration)	4-2		6-10	

* National Sex Education Standards, 2nd ed, <https://pubertycurriculum.com/wp-content/uploads/2021/10/NSES-2020.pdf>

** Give content warning