### Strand: PHYSICAL HEALTH

**STANDARD 1:** Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.

1.1 Understand the relationship between physical, social and mental health and overall wellness.

**STANDARD 2:** Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.

1. Use decision-making skills to enhance health.
2. Apply goal-setting skills to enhance health.

**STANDARD 3:** Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.

3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.

4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
4.2 Advocate for personal, family and community health.

#### 1.1-1 Growth and Development – Stages of Life

a. Understand physiological characteristics and changes at different stages of life - adolescence, young adulthood, “adjusted” adulthood, middle adulthood, mature adulthood and senior adulthood.
b. Analyze and dispel myths that surround different stages of life.

#### 1.1-2 Disease Prevention

a. Understand the physical consequences of disorder eating e.g., bulimia, anorexia.
b. Know how HIV and common STIs (STDs) are transmitted, their symptoms, and short and long-term consequences.
c. Understand the problems associated with asymptomatic STIs (STDs).
d. Distinguish between STIs (STDs) that can be cured and those which can be treated.

**STANDARD 3: 1.1** Growth and Development – Stages of Life

a. Demonstrate ability to set goals appropriate to age-specific stages of life.

**STANDARD 4: 1.1-2 Disease Prevention**

a. Recognize and avoid situations/activities that have the potential to cause injury, disease or detract from a healthy future.

#### 3.1-2 Disease Prevention

a. Know when and how to access health services to avoid situations/activities that have the potential to cause injury, disease or detract from a healthy future.
b. Know who to contact in an emergency related to disease prevention.
c. Identify influences that may impact disease prevention e.g., peers, media, family...

**STANDARD 4: 4.1, 4.2-1 Disease Prevention**

a. Use appropriate physiological terms when communicating about stages of life.
b. Respect personal differences and feelings when communicating about growth and development.
c. Know how to be one’s own advocate at different stages of life.
d. Encourage peers to engage in positive behaviors relating to growth and development.

**STANDARD 4: 4.1, 4.2-2 Disease Prevention**

a. Use interpersonal communication skills to avoid situations and activities that may compromise health and/or safety of self and others.
b. Advocate for peers and family to engage in positive behaviors that promote disease prevention.
c. Express compassion and support for people living with disease, such as AIDS and addiction.
High School Health Curriculum: LIFE SKILLS and HUMAN DEVELOPMENT

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**Strand: PHYSICAL HEALTH [cont’d]**

### 1.1-3 Sexual Health and Safety

- Justify why sexual abstinence is the safest, most effective method of protection from HIV, other STIs (STDs), and pregnancy.
- Understand how setting personal limits can help avoid risky sexual behavior.
- Identify situations and/or techniques that could lead to being pressured to have sex.
- Know individuals have the right and responsibility to refuse unwanted sexual contact.

### 1.1-4 Substances

- Understand the nature, causes and signs of substance abuse and addiction.
- Differentiate between proper use and abuse of medicines.
- Understand short and long term effects of using alcohol and other drugs, including weight loss pills and supplements.
- Analyze how using alcohol and other drugs raises risks of injury, violence, HIV etc.
- Know the effects and dangers in combining substances e.g., alcohol and depressants.
- Explain the effects of alcohol and other drug use during pregnancy.
- Comprehend Singapore Law on substances.

### 2.1, 2.2-3 Sexual Health and Safety

- Analyze the benefits of delaying romantic involvement.
- Compare possible consequences of early sexual behavior to the emotional, social, and physical benefits of delaying it, including impact on achieving goals.
- Recognize that have the potential to cause injury, disease or detract from a healthy future.
- Identify ways to set personal limits for situations/activities that pose a risk to sexual health and safety.

### 3.1-3 Sexual Health and Safety

- Access valid information, including statistics, about sexual health issues.
- Know who to contact for accurate information and support about sexual health, risks and responsible sexual behavior.
- Examine internal influences on sexual feelings and behavior e.g., hormones, emotions, curiosity, personal values.
- Identify external influences on sexual decisions e.g., parents, media, internet, culture, peers, substances, fads and trends.

### 3.1-4 Substances

- Access and interpret information, including statistics, relating to alcohol and other drugs.
- Recognize internal and external factors that may influence substance use behaviors e.g., feelings, family values, peers, media, culture.
- Interpret the image of drug and alcohol use projected by the media.
- Understand how substance abuse and addiction influences relationships and vice versa.
- Access reliable assistance in situations where alcohol and other drugs present risks.
- Understand information relating to the Singapore Law regarding substance use.

### 4.1, 4.2-3 Sexual Health and Safety

- Demonstrate verbal and non-verbal ways to refuse pressure to engage in sexual risk behavior.
- Demonstrate verbal and non-verbal ways to ask for help from a parent, other trusted adult, or friend when pressured to participate in sexual behaviors.
- Demonstrate how to communicate clear limits on sexual behaviors and set personal safety strategies.

### 4.1, 4.2-4 Substances

- Demonstrate effective refusal skills when pressured to use alcohol or other drugs.
- Demonstrate how to effectively dissuade others from using alcohol or other drugs.
- Support friends and family members who abstain from alcohol or other drugs.
- Know how, when and what to communicate in a substance-related emergency.
- Devise ways to advocate for SAS to be drug free.
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**Strand: SOCIAL HEALTH**

### 1.1-5 Relationships

- **a.** Understand the characteristics of different types of relationships e.g., friendship, family, cohabitation, marriage.
- **b.** Identify different types of relationships one might have at different stages of life - adolescence, young adulthood, “adjusted” adulthood, middle adulthood, mature adulthood and senior adulthood.
- **c.** Explain how to build and sustain healthy relationships.
- **d.** Understand factors that affect the nature or may cause change in relationships e.g., maturation process, divorce, infidelity, going to college, starting a family...
- **e.** Understand the concept of boundaries in the context of relationships.
- **f.** Identify risk behaviors and how they can impact relationships.

### 2.1, 2.2-5 Relationships

- **a.** Demonstrate strategies to build, manage and sustain healthy relationships.
- **b.** Demonstrate ability to seek/be a positive role model in various relationships.
- **c.** Respect boundaries in the context of relationships.
- **d.** Avoid risk behaviors that can impact relationships, including those presented by misuse of technology.

### 3.1-5 Relationships

- **a.** Access and evaluate sources of information and services relating to social health.
- **b.** Evaluate and interpret various sources and forms of information with regard to relationships e.g. media, online sources, graphs, statistics.
- **c.** Identify positive and negative influences that may affect various relationships e.g. media, peers, culture.

### 4.1, 4.2-5 Relationships

- **e.** Know how to be one’s own advocate in different relationships.
- **f.** Demonstrate healthy ways to express affection, love, friendship, and concern.
- **g.** Utilize effective listening skills to enhance relationships.
- **h.** Understand appropriate communication for building, managing and sustaining relationships, including use of technology.
- **i.** Utilize SAS Core Values when communicating with others.

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*Adapted from National Health Education Standards, HECAT*

*Correlation to National Health Education Standards:*
- SAS Standard 1 – NHES Standard 1
- SAS Standard 2 – NHES Standard 5, 6, 7
- SAS Standard 3 – NHES Standard 2, 3
- SAS Standard 3 – NHES Standard 4, 8
**Strand: MENTAL HEALTH**

1.1-6  **Stress and Stage of Life**

a. Understand how stage of life and gender impact behavior e.g., generative compared to stagnative behavior.
b. Understand the nature, causes and risks of stress at different stages of life e.g., the dichotomy of isolation and intimacy
c. Identify ways to avoid/minimize and manage stress at different stages of life.
d. Understand the importance of a healthy lifestyle in reducing stress and enhancing mental health.

2.1, 2.2-6  **Stress and Stage of Life**

a. Identify appropriate strategies to manage and/or minimize stress at different stages of life.
b. Analyze one’s own “de-stressing” activities and identify additional options.

3.1-6  **Stress and Stage of Life**

a. Identify sources of information and services relating to stress management.
b. Evaluate and interpret various sources and forms of information about stress e.g. media, online sources, graphs, statistics.

4.1, 4.2-6  **Stress and Stage of Life**

a. Demonstrate positive communication skills in relating to stress in self and others.
b. Utilize SAS Core Values when communicating with others on matters relating to stress.