Grade 7 to 9 PLO's Healthy Relationships

Prescribed Learning Outcomes in Health and Career Education (HACE)
The Healthy Living Performance Standards represent selected PLO's at these grade levels. For a complete list of HACE PLO's go to [Health and Career Education](#).

Grade Seven

Goals and Decisions

C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence

Healthy Relationships

C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)

C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)

C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination and bullying

Safety and Injury Prevention

C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations

(e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)

Grade Eight

Healthy Relationships

- assess the importance of healthy relationships (e.g., with friends, family, teachers, mentors)
- identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships (e.g., school counsellor, help line)
- describe ways in which they can contribute to a safe and caring school environment

Grade Nine

Healthy Relationships

- propose strategies for building and maintaining healthy interpersonal relationships (e.g., effective communication skills, effective expression of emotions, setting and communicating personal boundaries)

- describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships (e.g., assertiveness skills, refusal skills, communication skills, accessing help and support)
- describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation (e.g., recognizing discrimination when it occurs, encouraging communication and empathy, promoting responsibility and accountability, speaking up on behalf of others, identifying support services)