

A Parent's Guide to
Understanding
**How Human
Development and
Sexual Health in the
Health & Physical
Education Curriculum
Will be Taught in
Catholic Schools**

SECONDARY
Grades 9 and 10



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“A Catholic world view is a way of looking at the world through a Catholic Church lens. This world view is derived from Catholic Church teachings, scripture and Catholic Church traditions. These teachings, scripture and traditions form the basis of what is taught in Catholic schools.” (*Catholic Curriculum Cooperative of Ontario, Writing Catholic Curriculum, 2006, p.7*)

As Catholics, we understand that parents and guardians are the primary educators of their children throughout their lives. Your role in the teaching of family life issues and values is vital, and Catholic schools seek to support the lessons about love, relationship, commitment and responsibility that you offer each day, by word, and by example.

Our Catholic schools work with our parents and our parishes to provide our students with an education that is founded in the Gospel of Jesus, and reflects a Catholic world view.

While many of the perspectives or attitudes that are embraced in contemporary society are entirely consistent with a Catholic world view, some aspects of secular culture are not always aligned with the teachings of the Church. Catholic schools respond to this reality by presenting curriculum through the lens of faith. In this way we provide opportunities for our students to grow in their ability to acquire knowledge and discern truth. The Human Development and Sexual Health component of the recently revised HPE curriculum is simply one such opportunity to reinforce the values of our faith.

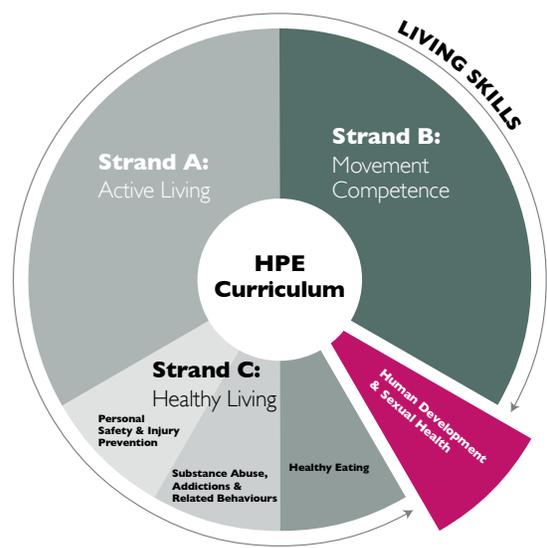
Catholic Schools will continue to teach the Human Development and Sexual Health expectations of Health and Physical Education Curriculum both through the Grades 9 and 10 Health and Physical Education courses, and in Grades 9 and 10 Religious Education courses. While most of the HPE expectations were already covered in the existing programs, additional lessons to address new expectations in the curriculum are being developed through the Institute for Catholic Education, under the supervision of the Assembly of Catholic Bishops of Ontario, and will be available for use this year.

In February, 2015, the Ontario Ministry of Education released revisions to the Health & Physical Education (HPE) Curriculum, which will be taught in classrooms across Ontario beginning in September, 2015.

The revised HPE curriculum, last updated in 1998, contains new material related to a number of issues, including mental health, online safety and the risks of sexting, respect for self and consent within healthy relationships, and respect for diversity.

This booklet will explain how the expectations contained in the Human Development and Sexual Health theme of the revised HPE curriculum will be delivered as part of the curriculum offered in Catholic schools.

Understanding the Connection Between HPE & FLE



The bishops of Ontario have identified Family Life Education as a required curriculum strand comprising approximately twenty percent of the Religious Education curriculum at the secondary level. Classroom instruction in Family Life Education provides opportunities for the holistic formation of students according to a Christian vision of personhood, relationship, and sexuality, and encourages the integration of Gospel values into the whole pattern of human life. The Family Life strand of the Religious Education program draws upon the disciplines of theology, life sciences, and the social sciences. Within the context of a comprehensive exploration of what it means to be a human person, moral theology, biology, and developmental psychology are especially significant.

The bishops of Ontario identified in their document, *Family Life Education for Secondary Students*, three core Family Life values:

I PERSONHOOD

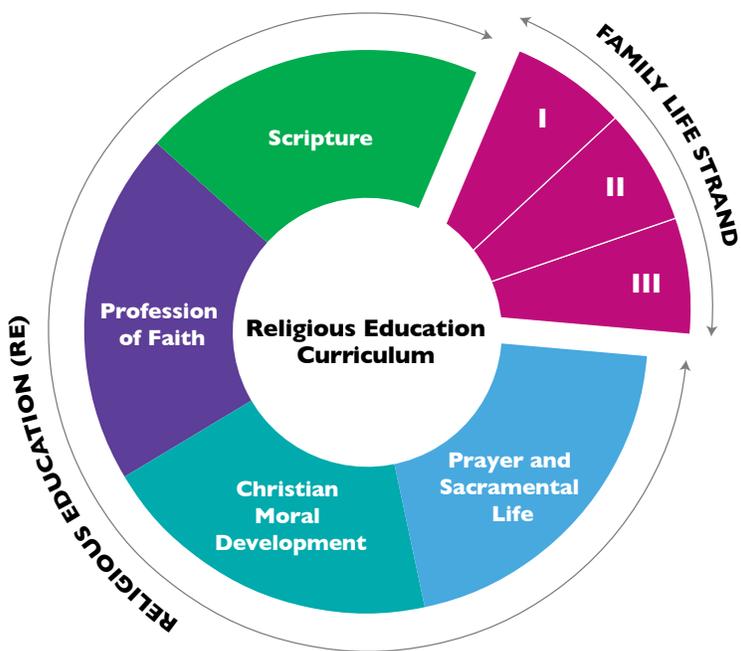
Family Life Education encourages respect for individuals, recognition of human potential, compassion for the human condition, and a deep personal awareness of the interdependence of all persons. A Catholic school community that accepts and celebrates young people in their uniqueness and diversity bears witness to the belief that the gift of life is a gift of love.

II RELATIONSHIPS

Family Life Education enhances and complements the crucial role of the family in the development of self-giving love and faithfulness. A Catholic school community provides a lived experience of Christian community in which students can depend on the concern and generosity of adults, grow in their capacity for friendship with peers, and recognize their own role in the creation of a welcoming, caring, and peaceful human environment.

III SEXUALITY

Family Life Education provides a gradual and sensitive introduction to the relational and procreational meaning of human sexuality, and is an integral component of Catholic education. In bringing the light of faith to bear on sexuality, students have the opportunity to grow in their understanding that sexuality is a sacred dimension of the person and of true human love. A Catholic school community becomes a visible sign of support and encouragement to grow in the virtue of chastity and deepen their appreciation for the power and beauty of human sexuality.



In secondary schools, family life is taught in both Religious Education and in Health and Physical Education classes, presenting a distinctively Catholic view of human life, sexuality, marriage and the family.



Ontario Curriculum – a Closer Look

All Ontario Ministry of Education curriculum is written in language that outlines *Overall Expectations* of learning, and *Specific Expectations* of learning.

Teacher prompts, examples (e.g.) and student responses are included throughout. These are **OPTIONAL**, and are intended only as sample dialogues to help with answering questions and prompt thinking about different perspectives.



Teacher materials developed by the Institute for Catholic Education will provide examples that are appropriate for use in Catholic classrooms to guide learning and discussion.

What are the Specific Expectations of the HPE Curriculum in Grades 9 and 10?

GRADE NINE

C1.4 describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS, and identify sources of information and support

C1.5 demonstrate an understanding of factors that can influence a person's understanding of their gender identity and sexual orientation, and identify sources of support for all students

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships and intimate relationships

C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

GRADE TEN

C2.5 describe factors that influence sexual decision, and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality

C3.4 describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly

C3.5 explain how being in an exclusive relationship with another person affects them and their relations with others

In Catholic secondary schools, students take one course each year in Religious Education. Family Life Education is part of that curriculum each year.

Only one course in Health and Physical Education (HPE), is required for the Ontario Secondary School Graduation Diploma, and many students only take one course, most often in Grade 9. Any specific expectations dealing with Human Development and Sexual Health are covered in Grade 9 and 10.

An Example From the Grade 9 Curriculum

HPE Curriculum says:

The Ministry's expectation for student learning is:

C1.4 Describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS, and identify sources of information and support.

In Catholic schools, this expectation is addressed in the Grade 9 Religious Education classes.



Family Life Strand:

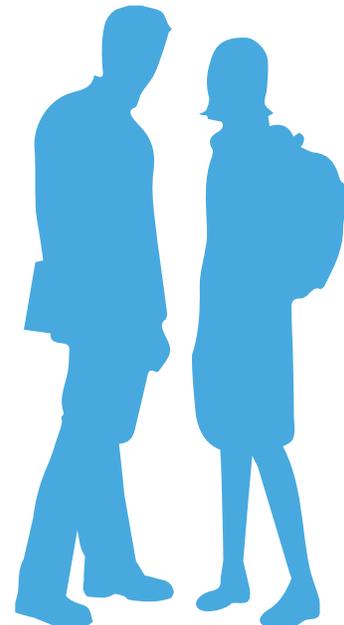
- describe symptoms, treatments and prevention of major sexually transmitted infections including HIV/AIDS, and their effect on human life and fertility;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;

Profession of Faith Strand:

- demonstrate an understanding of how Jesus affirms the dignity of every person;
- describe how faith in Jesus Christ challenges his disciples to love and respect others;

Christian Moral Development Strand:

- define hope and its role in Christian living, identifying people who model Christian hope;
- describe how the love of God for all people demands justice;



Catholic schools will implement the Human Development and Sexual Health expectations through an integrated program, including classes in both Health and Physical education and in Religious Education. The curriculum for Religious Education in Secondary Schools, has been endorsed by the Assembly of Catholic Bishops of Ontario. Classroom resources have been developed to align with Catholic teaching. Additional resource materials have been developed to assist teachers to present lessons in a relevant, age-appropriate manner, through a distinctively Catholic lens.

When Will This be Taught?

The material is covered in both Health and Physical Education class, and in Religious Education.

In Religious Education class, the Family Life strand is one of the five strands of secondary Religious Education Program.

The Human Development and Sexual Health expectations are taught across all five strands, but most especially the last strand, Family Life. It is usually taught towards the end of the course.

In Health and Physical Education class, the expectations are a small part of the “health” class. They are usually taught towards the end of the course.

Your teen’s teacher(s) can provide an overview of the curriculum, so that as parents, you will be aware of the specific content being taught in the class(es).



Communication Between Home and School is Important

If you have concerns about any part of the curriculum or classroom learning activities, the concern should be discussed with your teen’s teacher and/or principal as an important first step. Consider the following:

- Meet with your teen’s classroom teacher in person to discuss your concerns.
- Review the curriculum with the teacher and/or principal. In particular:
 - the appendix on pgs. 201, 202 in the **Health and Physical Education Curriculum (Secondary, 2015)**
 - **Religious Education Curriculum Policy Document (Secondary, 2006)** <http://iceont.ca/ontario-catholic-curriculum/>
 - **Ontario Bishop’s letter to Secondary Students “Intimacy and Sexuality”** <http://acbo.on.ca/download/intimacy-sexuality/>
- Additional parent and teacher resources prepared by the Institute for Catholic Education are available at: www.iceont.ca.
- Read the available parent resources developed by the Ontario Ministry of Education, available at: <http://edu.gov.on.ca/eng/curriculum/elementary/health.html>.

The option to remove your child from specific lessons has always been available to parents, however it is our hope and intent that all of our students experience the curriculum fully.

