



The Ontario Curriculum **Grades 4 to 6**

HEALTH AND PHYSICAL EDUCATION, 2019

Human Development and Sexual Health Learning Expectations
addressed through Family Life Education, Grades 4-6



Revised Ontario Health and Physical Education Curriculum (2019)

GRADES 4 - 6

Health and Physical Education (2019)

The new Ontario elementary Health and Physical Education Curriculum (HPE) is posted on the Ministry of Education's website <https://www.ontario.ca/page/ministry-education>. It follows the standard format of all Ministry curriculum documents: the first section outlines the principles and foundations for health and physical education for grades 1 to 8, and specific learning expectations are found in the second half of the document.

The Active Living strand consists of:

- Active Participation
- Physical Fitness
- Safety (e.g., bike safety, concussions)

The Movement Competence — Skills, Concepts and Strategies strand consists of:

- Physical Activity and Sports Skills

The Healthy Living strand consists of:

- Healthy Eating/Nutrition
- Personal Safety and Injury Prevention
- Substance Abuse, Addictions and other behaviour (e.g., gaming, screen time)
- **Human Development and Sexual Health**
- Mental Health

There are 28 specific learning expectations that address Human Development and Sexual Health.

Learning in Catholic Classrooms

Catholic schools address the Human Development and Sexual Health expectations of the HPE Curriculum as part of Family Life Education.

The relationship between learning and believing is central to our Catholic schools. We focus not only on student knowledge and skills but also on values and actions. As a publicly funded Catholic school system in Ontario, we teach the curriculum established by the Ministry of Education. While curriculum in all subject areas is adapted so that it can be

taught through the lens of faith, some subject areas, such as Religious Education and Family Life Education, deal more directly with the teachings of the Catholic Church.

What is Family Life Education?

First introduced into Catholic schools over 40 years ago, Family Life Education was designed to affirm and support Catholic parents in the important role of raising their children according to their faith. In Catholic schools, the knowledge, skills, attitudes and values acquired in the Family Life Education (FLE) program complement those instilled by families, and reflect a distinctively Catholic view of human life, sexuality, marriage and family. The resource used to teach the FLE curriculum is called **Fully Alive**.

The **Fully Alive** program is comprised of 5 Themes. Each theme is represented in each year of the Fully Alive program, grades 1 through 8.

I Created and Loved by God

Created and Loved by God, is the foundation of the curriculum and affirms the Christian belief that each person is made in the image of a loving God as the starting point in the search for answers about human existence.

II Living in Relationship

In the Living in Relationship theme, the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship.

III Created Sexual: Male and Female

Human sexuality is a precious gift from God, intended for life and love, and is a fundamental dimension of human identity.

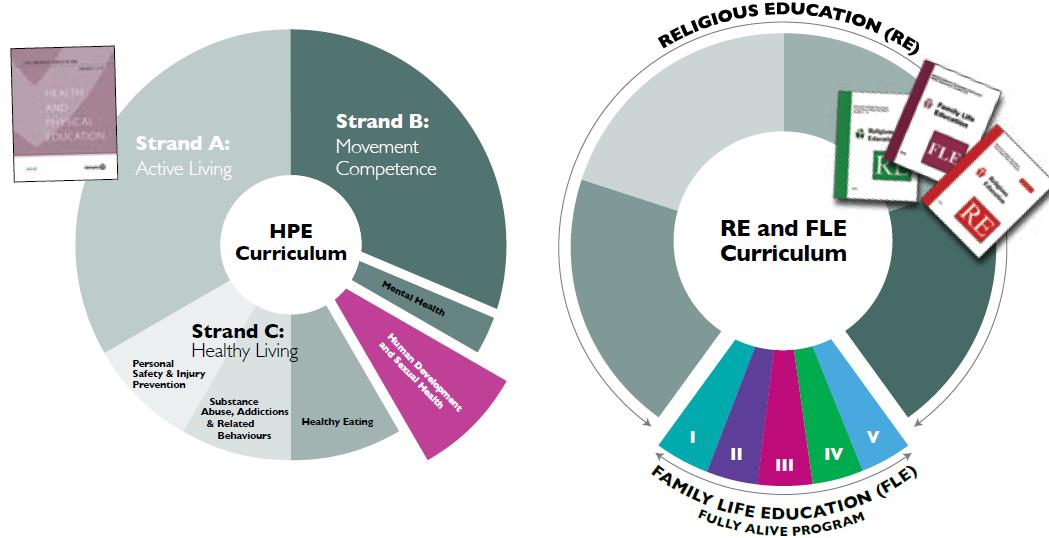
IV Growing in Commitment

The Growing in Commitment theme is concerned with the integrity of our daily lives as persons who live in relationship with others.

V Living in the World

Students are encouraged to recognize that they have a unique contribution to make to the world, one that cannot be made by anyone else.

Understanding the Connection between HPE & FLE



- The 28 specific learning expectations that address human development and human sexuality represent approximately 10% of the overall Health and Physical Education Curriculum.
- The human development component of the Healthy Living strand represents approximately 10% of the overall Health and Physical Education Curriculum.
- In Catholic schools, the expectations of HPE curriculum are addressed through the Family Life Education curriculum.
- These expectations are incorporated across all themes, but most especially the third theme of the **Fully Alive** program — Created Sexual: Male and Female.
- Catholic schools address the curriculum expectations established by the Ministry of Education in the Ontario Curriculum, Grades 1-8: Health and Physical Education, 2019, in a way that conveys, respects and models Catholic principles to our students.
- Catholic schools provide a Religious Education and Family Life Program in addition to curriculum established by the Ministry of Education.
- The content and structure of the Religious Education Curriculum, including the Family Life Education curriculum is developed by the Catholic Educational community with the guidance and approval of the Bishops of Ontario.
- The Family Life Curriculum, using the **Fully Alive** resource series, makes up 20% of the Religious Education program in Catholic schools, and is usually taught one day a week.

- Issues of human sexuality are addressed within this curriculum that teaches the content of our faith, the value of person, human relationships commitment and social responsibilities.
- In some cases, the content addressed as part of this Religion and Family Life Program goes beyond that which is covered in the Health and Physical Education curriculum, but that has been the case for nearly 40 years.

The Ministry of Education requires that each school board establish procedures to ensure that parents are informed in advance of learning expectations related to Human Development and Sexual Health, and are aware of a process to request to have their child or children exempted from instruction. The Family Life Education program recognizes parents as the primary educators of their children in all areas of faith and morals, including sexuality, and the **Fully Alive** letters that your child's teacher sends home at the start of each unit are intended to keep you informed about the topics for classroom discussion in each theme. The chart below provides more detailed information about the specific learning expectations in each grade level, and the corresponding themes where this curriculum content is addressed in the Family Life Program. As parents, you have always had the right to request that your child be exempted from the HPE Curriculum addressing Human Development and Sexual Health if you believe it is in your child's best interests..

HPE Curriculum (2019)	Family Life Education
GRADE 4	
Healthy Living: Human Development and Sexual Health	Fully Alive Program
D1.5 describe the physical changes that occur at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes [A1.1. Emotions, 1.2 Coping, 1.4 Relationships]	* Theme 3: Topic 6, "Thinking About Growing Up"
D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs) [A1.5 Self]	* Theme 3: Topic 6, "Thinking About Growing Up"

HPE Curriculum (2019)	Family Life Education
GRADE 5	
Healthy Living: Human Development and Sexual Health	Fully Alive Program
D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]	Theme 3: Topic 1, "We are Wonderfully Made" Theme 3: Topic 2, "The Body System That Gives Life" Theme 3, Topic 4, "Puberty Begins"
D1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development	Theme 3: Topic 3, "Human Fertility"
D2.5 describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]	Theme 3: Topic 5, "Growing Up" * Theme 3: Topic 6 , "Growing Up Resilient"
D2.4 identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical	From Grade 6 Fully Alive Program: Theme 1: Topic 1, "A Life-Giving Love" Theme 2: Topic 5, "The Growth of Friendship"

HPE Curriculum (2019)	Family Life Education
<p><i>thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self]</i></p>	<p>Theme 3, Topic 1, "Learning About Sexuality" Theme 5: Topic 1, "We Are Social Beings"</p> <p><i>(Supplementary resources for Grade 5 teachers will be developed and distributed by ICE.)</i></p>

HPE Curriculum (2019)	Family Life Education
GRADE 6	
Healthy Living: Human Development and Sexual Health	Fully Alive Program
D 1.3 demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g. leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image.	Theme 1: Topic 1, "A Life-Giving Love" Theme 2: Topic 5, "The Growth of Friendship" Theme 3, Topic 1, "Learning About Sexuality" Theme 5: Topic 1, "We Are Social Beings"
D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]	* Theme 5, Topic 2, "Values and Virtues"

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 child's teacher and/or principal as an important first step. Consider the following:

- Meet with your child's classroom teacher in person to discuss your concerns.
- Review the curriculum with the teacher and/or principal.

In particular:

- The appendix in the **Health and Physical Education Curriculum (Elementary, 2019)** (pages 291-302)
- Focus for Learning in Family Life Education for the Primary Division, in the **Family Life Education (Ontario Catholic Elementary Curriculum Policy, 2012)** (pages 55-59)
- Theme III – Learning Summary chart in **Family Life Education (Ontario Catholic Elementary Curriculum Policy, 2012)** (pages 126-129)
- Ask your child's teacher to share the **Fully Alive** program teacher resource manual with you.
- You may also view the electronic parent resources found on the Assembly of Catholic Bishops of Ontario website at acbo.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 lesson has always been available to parents, however, it is our hope and intent that all of our students experience the curriculum fully. Should you continue to have concerns, the principal of your child's school will be able to provide you with appropriate next steps to formally request an exemption for your child.