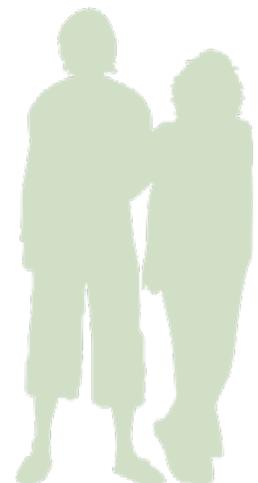


The Ontario Curriculum **Grades 7 and 8**

HEALTH AND PHYSICAL EDUCATION, 2019

Human Development and Sexual Health Learning Expectations
addressed through Family Life Education, Grades 7 and 8



Revised Ontario Health and Physical Education Curriculum (2019)



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.

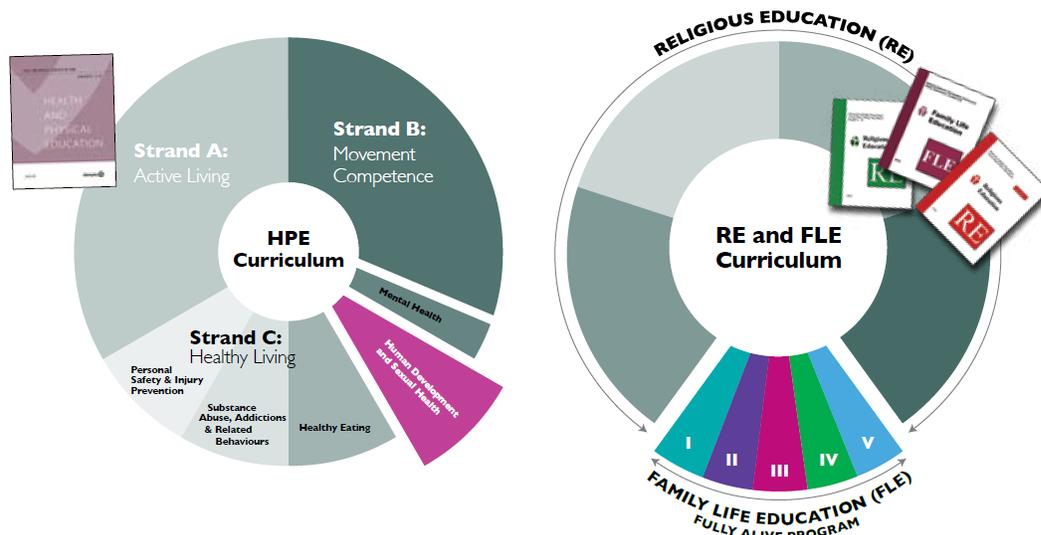
IV Growing in Commitment

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 7	
Healthy Living: Human Development and Sexual Health	Fully Alive Program
<p>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]</p>	<p>Theme 1 Virtue: Patience Theme 3 Virtue: Modesty Theme 1: Topic 5, "To Be a Person" * Theme 2: Topic 1, "Analyzing Relationship" Theme 2: Topic 2, "Relationships and Communication" Theme 3: Topic 1, "Understanding Sexuality" * Theme 3: Topic 3, "Stewards of the Body" * Theme 3: Topic 4, "Attraction and Feelings" * Theme 3: Topic 5, "Relationships and Respect"</p>
<p>D1.4 identify common sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms</p>	<p>* Theme 3: Topic 3, "Stewards of the Body"</p>
<p>D1.5 identify ways of preventing STBBIs, including HIV, and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently if and when a person becomes sexually active [A1.2 Coping, 1.4 Relationships, 1.5 Self]</p>	<p>* Theme 3: Topic 3, "Stewards of the Body"</p>
<p>D2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related</p>	<p>Theme 1: Topic 3, "Emotions" * Theme 2: Topic 1, "Analyzing Relationships"</p>

HPE Curriculum (2019)	Family Life Education
<p>to sexual health (e.g., <i>sexually transmitted and blood-borne infections [STBBIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings</i>) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]</p>	<p>* Theme 3: Topic 5, "Relationships and Respect"</p> <p>Theme 4: Topic 2, "Decision Makers"</p>
<p>D3.3 explain how relationships with others (e.g., <i>family, peers</i>) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., <i>effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STBBIs and/or pregnancy with sexual contact</i>) [A1.1 Emotions, 1.4 Relationships]</p>	<p>Theme 2, Topic 6, "Friendship Challenges"</p> <p>* Theme 3: Topic 2, "The Human Body"</p> <p>* Theme 3: Topic 4, "Attraction and Feelings"</p> <p>Theme 4: Topic 1, "Developing People"</p>

HPE Curriculum (2019)	Family Life Education
GRADE 8	
Healthy Living: Human Development and Sexual Health	Fully Alive Program
<p>D1.4 identify and explain factors that can affect an individual's decisions about sexual activity (e.g., <i>previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages</i>), and identify sources of support regarding sexual health (e.g., <i>a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website</i>) [A1.1 Emotions, 1.2 Coping, 1.5 Self]</p>	<p>Theme 1: Topic 4, "The Mind: Acting Freely"</p> <p>Theme 1: Topic 5, "Character"</p> <p>Theme 2: Topic 2, "Roots"</p> <p>* Theme 3: Topic 1, "The Gift of Sexuality"</p> <p>* Theme 3: Topic 2, "Male and Female: In Relationship"</p> <p>* Theme Three Virtue: Chastity</p> <p>* Theme 3: Topic 3, "Growth and Change"</p> <p>* Theme 3: Topic 4, "Young People: In Relationship"</p> <p>* Theme 3: Topic 5, "The Gift of Fertility"</p>
<p>D1.5 demonstrate an understanding of gender identity (e.g., <i>male, female, two-spirited, transgender, transsexual, intersex</i>), gender expression, and sexual orientation (e.g., <i>heterosexual, gay, lesbian, bisexual</i>), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [A1.2 Coping, 1.5 Self]</p>	<p>Theme 1: Topic 1, "The Wonder of Creation"</p> <p>* Theme 3: Topic 1, "The Gift of Sexuality"</p> <p>* Theme 3: Topic 3, "Growth and Change"</p>
<p>D2.3 demonstrate an understanding of abstinence, contraception and condom use to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills they</p>	<p>Theme 3: Topic 5, "Growing Up"</p> <p>* Theme 3: Topic 6, "Growing Up Resilient"</p>

HPE Curriculum (2019)	Family Life Education
<p>need to apply (e.g. <i>self-awareness, communication, assertiveness, and refusal skills</i>), in order to make safe and healthy decisions about sexual activity (e.g., <i>delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex</i>) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]</p>	
<p>D3.3 analyse the attractions and benefits associated with being in a healthy relationship (e.g., <i>support, understanding, camaraderie, pleasure</i>), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., <i>hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBBIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence</i>) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]</p>	<p>Theme 2: Topic 1, "Building Bridges" Theme 2: Topic 4, "Friendship" * Theme 3: Topic2, "Male and Female: In Relationship" *Theme 3: Topic 4, "Young People In Relationship" Theme 3: Topic 6, "True Love"</p>

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.