

Dear Parent/ Guardian,

This letter is to inform you about instruction related to Human Development and Sexual Health as part of the Healthy Living component of the Ministry of Education's revised Health and Physical Education curriculum.

Parents/ guardians play an important role in their children's learning. As such, the Ministry of Education requires the Limestone District School Board to inform parents/ guardians when instruction related to Human Development and Sexual Health will occur.

Your child's class will begin instruction in Human Development and Sexual Health on or about _____ and end on _____ for the _____ school year.

Children in **Grade 1** will learn to:

- identify body parts, including genitalia (*e.g., penis, testicles, vagina, vulva*), using correct terminology and body-positive language
- identify the five senses and describe how each functions
- demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (*e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes*)

The Ministry of Education provides additional information about Human Development and Sexual Health on its website at: <https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-health-and-physical-education>.

Should you wish to have your child exempt from the important instruction, please complete the Exemption form on the reverse side.

Sincerely,

Limestone District School Board is situated on the traditional
territories of the Anishinaabe and Haudenosaunee.

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Children in **Grade 2** will learn to:

- outline the basic stages of human development (*e.g., infant, child, adolescent, adult, older adult*) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life
- demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change
- demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (*e.g., brushing, flossing, going to the dentist regularly for a checkup*)

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Children in **Grade 3** will learn to:

- identify the characteristics of healthy relationships (*e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest*) and describe ways of responding to bullying and other challenges (*e.g., exclusion, discrimination, peer pressure, abuse*) and of communicating consent in their interactions with others
- Identify factors (*e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence*) that affect physical development (*e.g., of hair, skin, teeth, body size and shape*), social-emotional development (*e.g., of self-awareness, adaptive skills, social skills*), and the development of a healthy body image (*e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do*)
- describe how visible differences (*e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions*) and invisible differences (*e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities*) make each person unique, and identify ways of showing respect for differences in others

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Children in **Grade 4** will learn to:

- 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
- 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*)

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Children in **Grade 5** will learn to:

- identify the parts of the reproductive system, and describe how the body changes during puberty
- describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
- 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 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
- 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 caring adults, 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, Métis Senators, knowledge keepers or knowledge holders*)

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Children in **Grade 6** will learn to:

- 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*)
- describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (*e.g., **physical**: voice changes, skin changes, body growth; **social**: changing social relationships, increasing influence of peers; **emotional**: increased intensity of feelings, new interest in relationships, confusion and questions about changes*)
- make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (*e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings*)
- 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

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Children in **Grade 7** will learn to:

- explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (*e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact*); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship
- identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms
- identify ways of preventing STBBIs 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
- demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (*e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings*)
- explain how relationships with others (*e.g., family, peers*) and sexual health may be affected by the physical and emotional changes associated with puberty (*e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity*)

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Children in **Grade 8** will learn to:

- identify and explain factors that can affect an individual's decisions about sexual activity (*e.g., 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 such as the legal age of consent; awareness of the risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about the risk of becoming a parent; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages*), and identify sources of support regarding sexual health (*e.g., a health professional [doctor, nurse, public health practitioner], a teacher, a guidance counsellor, a religious leader, a parent or other trusted adult, a reputable website*)
- demonstrate an understanding of gender identity (*e.g., male, female, Two-Spirit, transgender*), gender expression, and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual*), and identify factors that can help individuals of all identities and orientations develop a positive self-concept
- demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (*e.g., self-awareness, communication, assertiveness, and refusal skills*) they need to apply in order to make safe and healthy decisions about sexual activity (*e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex*)
- analyse the attractions and benefits associated with being in a healthy relationship (*e.g., support, understanding, camaraderie, pleasure*), as well as the

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benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., *hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence*)

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