

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

**JUNIOR**  
**Grades 4, 5 and 6**



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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*)

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As Catholics, we understand that parents and guardians are the primary educators of their children. 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.

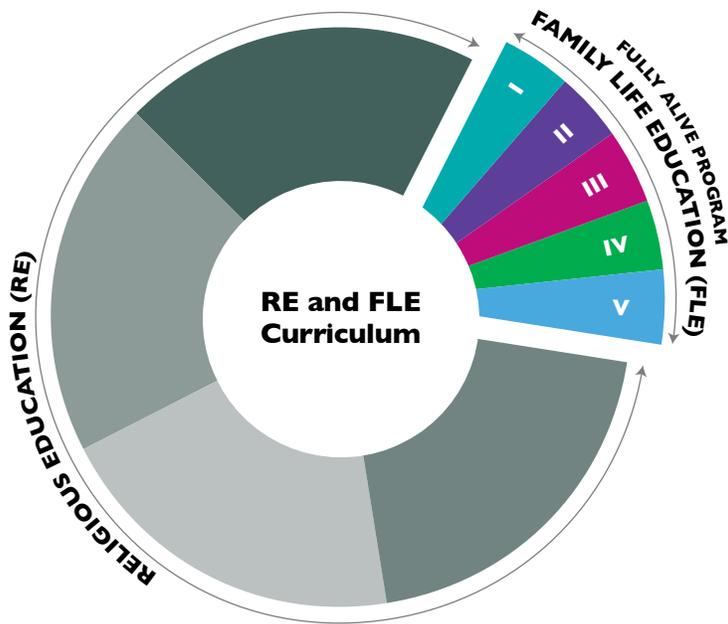
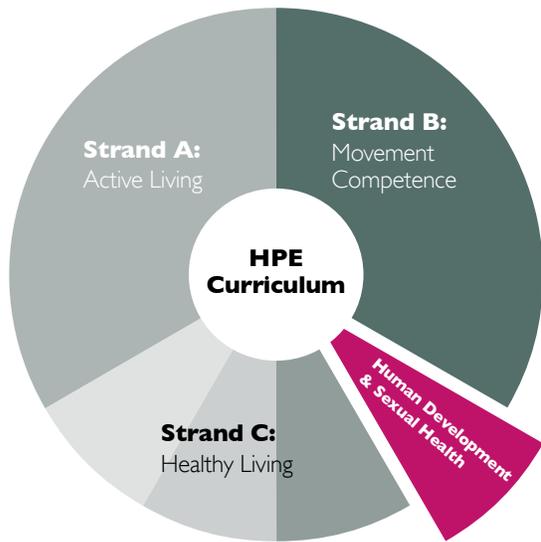
Catholic Schools will continue to teach the Human Development and Sexual Health expectations of Health and Physical Education Curriculum through the Fully Alive Program. While 90% of the HPE expectations were already covered in the existing family life program, additional lessons to address new expectations 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.

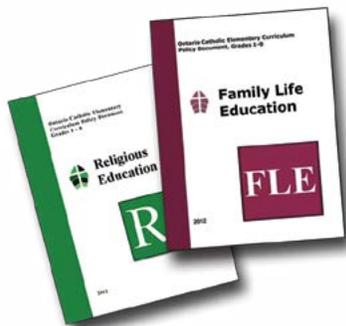
The revised HPE curriculum, last updated in 1998, contains new material related to a number of issues, including mental health, online safety and the risks of sexting, respect for self and consent within healthy relationships, and respect for diversity.

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 family life curriculum offered in Catholic schools.

# Understanding the Connection Between HPE & FLE



The resource used to teach the FLE curriculum is called 'Fully Alive'. The Fully Alive program presents a distinctively Catholic view of human life, sexuality, marriage and family and is designed to encourage students to become the people God wants them to be – to be fully alive.



# The Fully Alive Program

## I CREATED AND LOVED BY GOD

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

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

This theme addresses the integrity and dignity 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.



# 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 4, 5 And 6?

Human Development and Sexual Health Expectations
<b>GRADE FOUR</b>
<b>CI.5</b> describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes
<b>C2.4</b> demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty
<b>GRADE FIVE</b>
<b>CI.3</b> identify the parts of the reproductive system, and describe how the body changes during puberty
<b>CI.4</b> describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
<b>C2.4</b> describe emotional and interpersonal stresses related to puberty and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being
<b>GRADE SIX</b>
<b>CI.3</b> identify factors that affect the development of a person's self-concept
<b>C2.5</b> 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
<b>C2.6</b> make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills
<b>C3.3</b> assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or 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 assumptions and stereotypes

## An Example From the Grade 6 Curriculum

### HPE Curriculums says:

The Ministry's expectation for student learning is:

C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or 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 assumptions and stereotypes

In Catholic schools, this expectation is covered across 3 themes in the Family Life (Fully Alive) Curriculum:



### THEME A: Created and Loved by God

- students read a story about the power of love to transform people's lives and reflect on God's creation of us to be people of love
- students explore the presence of life-giving people in their lives and examine some of the ways that they can choose to be life-giving and make a difference in the lives of others
- students discuss a story of bullying and learn more about the harm it causes, the need to seek adult help for serious problems, and describe some of the ways that people can make a difference in the lives of others

### THEME B: Living in Relationship

- students explore the need for relationship, especially with family and friends
- students discuss the importance of family histories and customs and examine the day-to-day stresses that all families experience and consider strategies to manage them
- students learn about common communication problems and ways to overcome them
- students analyze how friendships change as they mature and learn more about how to handle stressful situations with friends

### THEME E: Living in the World

- students analyze the human capacity to influence others and to be influenced by others
- students explore the meaning of values and virtues, and examine the influence of television, advertising, social media and stereotypes on values
- students discuss human influence on the natural and social environment of the world and the responsibility to be a positive influence

Catholic schools will implement the Human Development and Sexual Health expectations through the Fully Alive program, which has been endorsed by the Assembly of Catholic Bishops of Ontario. Parents should draw confidence from the knowledge that the resources and supplementary materials have been developed to align with Catholic teaching, and will have been carefully reviewed and vetted prior to distribution. This ensures that teachers are able to present lessons in a relevant, age-appropriate manner, through a distinctively Catholic lens.

## When Will This be Taught?

The Family Life Curriculum makes up 20% of the Religious Education Program, and is usually taught 1 day a week.

The Human Development and Sexual Health expectations are taught across all themes, but most especially the third theme of the Fully Alive Program – Created Sexual: Male and Female.

Your child's teacher will send home a letter to parents for each of the themes of the Fully Alive program before beginning to teach each section, so that as parents, you will be aware of the specific content being taught in the classroom. The letters also point you towards additional parent resources to help you participate in the program by providing tips and suggestions that you can use at home with your family.



## 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 on pgs. 224, 225 in the **Health and Physical Education Curriculum (Elementary, 2015)**
  - Focus for Learning in Family Life Education for the Junior division, pgs 80-84 in the **Family Life Education, (Ontario Catholic Elementary Curriculum Policy, 2012)**
  - Theme III – Learning Summary chart, pgs. 126-129 in **Family Life Education, (Ontario Catholic Elementary Curriculum Policy, 2012)**
- 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 [www.acbo.on.ca](http://www.acbo.on.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>.
- Additional parent and teacher resources prepared by the Institute for Catholic Education are available at: [www.iceont.ca](http://www.iceont.ca).

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.

