



École Port Elgin Saugeen Central School

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February 10, 2020

Dear Parent(s)/Guardian(s),
Bluewater District School Board is dedicated to the inclusion of all students, but acknowledges the right of parent(s)/guardian(s) to request that their child(ren) be exempted from instruction related to the Human Development and Sexual Health expectations found in strand D of 'The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019'.

Administrative procedure AP 7522-D "Exemption from Instruction in Human Development and Sexual Health (Grades 1-8)", available on the board website at www.bwdsb.on.ca, provides additional details regarding the exemption process.

Please read the attached curriculum expectations, specific to your child's grade. If you have any questions, and/or would like to request an exemption, please contact the school office.

The deadline to request an exemption for the current school year is March 9, 2020.

Sincerely,

A handwritten signature in cursive script that reads 'K. Spragg'.

Karen Spragg



The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019

Grade 1 Human Development and Sexual Health, Strand D Curriculum Expectations

Curriculum Section Reference	Expectations
D1.3	identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language [A1.5 Self]
D1.4	identify the five senses and describe how each functions (e.g., sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell)
D2.5	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)

To view the complete “The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019” please go to <http://edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>.



The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019

Grade 2

Human Development and Sexual Health, Strand D Curriculum Expectations

Curriculum Section Reference	Expectations
D1.4	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 [A1.5 Self]
D1.5	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 [A1.1 Emotions, 1.3 Motivation, 1.5 Self]
D2.4	demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, and going to the dentist regularly for a checkup) [A1.3 Motivation, 1.5 Self]

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The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019

Grade 3 Human Development and Sexual Health, Strand D Curriculum Expectations

Curriculum Section Reference	Expectations
D1.4	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 [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]
D1.5	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) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]
D3.3	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 [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

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The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019

Grade 4 Human Development and Sexual Health, Strand D Curriculum Expectations

Curriculum Section Reference	Expectations
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]
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]

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The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019

Grade 5 Human Development and Sexual Health, Strand D Curriculum Expectations

Curriculum Section Reference	Expectations
D1.3	identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]
D1.4	describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
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 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]
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 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) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

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The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019

Grade 6 Human Development and Sexual Health, Strand D Curriculum Expectations

Curriculum Section Reference	Expectations
D1.3	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)
D2.5	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) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]
D2.6	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) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]
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]

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