

Snippets from the 2015 Ontario Health and Physical Education Curriculum

Students will be taught the correct names for genitals

Grade 1

Human Development and Sexual Health

- . C1.3 identify body parts, including genitalia (e.g., *penis, testicles, vagina, vulva*), using correct terminology [PS]
Teacher prompt: “We talk about all body parts with respect. Why is it important to know about your own body, and use correct names for the parts of your body?”
Student: “All parts of my body are a part of me, and I need to know how to take care of and talk about my own body. If I’m hurt or need help, and I know the right words, other people will know what I’m talking about.”
- . C1.4 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*) [PS]
Teacher prompt: “How do you use your senses as you explore outside in the natural world? If you close your eyes, what other senses can you use to get information about what is around you?”

Concept of Homosexuality

Grade 3

Human Development and Sexual Health

C3.3 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, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities*) make each person unique, and identify ways of showing respect for differences in others [PS, IS]

Teacher prompt: “Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, and what we are able to do. Give me some examples of things that make each person unique.”

Student: “We all come from different families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grand- parents or with caregivers. We may come from different cultures. We also have different talents and abilities and different things that we find difficult to do.”

Teacher: “How can you be a role model and show respect for differences in other people?”

Student: “I can include others in what I am doing, invite them to join a group, be willing to be a partner with anyone for an activity, and be willing to learn about others.”

Dating

Grade 4

Teacher prompt: “What can change socially as you start to develop physically?”

Student: “Relationships with friends can change, because sometimes people start being interested in different things at different times. Some people start ‘liking’ others. They want to be more than ‘just friends’ and become interested in going out. Sometimes people treat you as if you are older than you actually are because of how you look. Sometimes classmates, friends, or family make comments or tease you about the changes.”

Sexting

Grade 7

Teacher prompt: “Sexting – or the practice of sending explicit sexual messages or photos electronically, predominantly by cell phone – is a practice that has significant risks. What are some of those risks? What can you do to minimize those risks and treat others with respect?”

Students: “Photos and messages can become public even if shared for only a second. They can be manipulated or misinterpreted. If they become public, they can have an

impact on the well-being of the persons involved, their future relationships, and even their jobs. There are also legal penalties for anyone sharing images without consent.”
“You shouldn’t pressure people to send photos of themselves. If someone does send you a photo, you should not send it to anyone else or share it online, because respecting privacy and treating others with respect are just as important with online technology as with face-to-face interactions.”

Grade 5

Teacher prompt: “As you enter adolescence, you may begin to develop new kinds of relationships and new feelings that you have not had before. Your relationships with your peers can become more stressful. Understanding how to respond to these new feelings and situations can reduce some of the stress that goes with them. For example, if you

feel you ‘like someone in a special way’, what are some appropriate ways of sharing that information with someone else and what are ways that are inappropriate?”

Student: “You can show that you like someone by being extra nice to them, talking with them more, spending time with them, or telling them that you like them. Ways of showing that you like someone that are inappropriate include touching them without their permission, spreading rumours about them to others or online, and making fun of them in order to get attention. Sharing private sexual photos or posting sexual comments online is unacceptable and also illegal.”

Students will be taught that masturbation

Grade 6

Teacher prompt: “Things like wet dreams or vaginal lubrication are normal and happen as a result of physical changes with puberty. Exploring one’s body by touching or masturbating is something that many people do and find pleasurable. It is common and is not harmful and is one way of learning about your body.

Oral and anal sex

Grade 7

- . identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active

Teacher prompt: “Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can be infected with an STI. If you do not have sex, you do not need to worry about getting an STI. (By the way, statistics show that young people who delay first intercourse are more likely to use protection when they choose to be sexually active.) If a person is thinking of having sex, what can they do to protect themselves?”

Student: “They should go to a health clinic or see a nurse or doctor who can provide important information about protection. People who think they will be having sex some- time soon should keep a condom with them so they will have it when they need it. They should also talk with their partner about using a condom before they have sex, so both partners will know a condom will be used. If a partner says they do not want to use a condom, a person should say, ‘I will not have sex without a condom.’ If you do have sex, it is important that you use a condom every time, because condoms help to protect you against STIs, including HIV, and pregnancy.”

Teacher prompt: “The term *abstinence* can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. Being able to talk about this with a partner is an important part of sexual health. Having sex can be an enjoyable experience and can be an important part of a close relationship when you are older. But having sex has risks too, including physical risks like sexually transmitted infections – which are common and which can hurt you – and getting pregnant when you don’t want to. What are some of the emotional considerations to think about?”

Student: “It’s best to wait until you are older to have sex because you need to be emotion- ally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship, which can hurt a lot. Personal values, family values, and religious beliefs can influence how you think about sexuality and sexual activity. A person should not have sex if their partner is not ready or has not given consent, if they are feeling pressured, if they are unsure, or if they are under the influence of drugs or alcohol.”

Moral consideration

Grade 7

Human Development and Sexual Health

C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (*e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings*) [PS]

Teacher prompt: “Thinking about your sexual health is complicated. It’s important to have a good understanding of yourself before getting involved with someone else. It’s not just about making a decision to have sex or waiting until you are older. It’s also about things such as your physical readiness; safer sex and avoiding consequences such as pregnancy or STIs; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy and being in a relationship. It can include religious beliefs. It includes moral and ethical considerations as well, and also involves the need to respect the rights of other people. Can you explain what is meant by a moral consideration?”

Student: “A moral consideration is what you believe is right or wrong. It is influenced by your personal, family, and religious values. Every person in our society should treat other people fairly and with respect. It is important to take this into account when we think about our relationships, sexual behaviour, and activities.”

Teacher: “Like any other decision, a decision about sexual health requires you to look at all sides of an issue. How can you do that?”

Student: “You need to consider the pros and cons of any decision you are making, and how those decisions will affect both you and others.” Grade 8

Abstinence

Human Development and Sexual Health

C2.4 demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters

they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (*e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills*) [IS, CT]

Teacher prompt: “What do teenagers need to know about contraception and safer sex in order to protect their sexual health and set appropriate personal limits?”

Student: “Teenagers need to know about the benefits and risks of different types of contraception. They need to understand that the only 100 per cent sure way of not becoming pregnant or getting an STI, including HIV, is not having sexual contact. Those who choose to be sexually active also need to know which contraceptive methods provide a protective barrier against disease as well as pregnancy. Condoms provide protection against both pregnancy and STIs – but to be effective, they need to be used properly and used every time. Teenagers need to understand how important it is to talk with their partners about sexual health choices, consent, and keeping safe. They have to develop the skills to communicate their thoughts effectively, listen respectfully, and read body cues in these conversations. This takes practice.”

Gender identity

Grade 8

demonstrate an understanding of gender identity (*e.g., male, female, two-spirited, transgender, transsexual, intersex*), gender expression, and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

Teacher prompt: “Gender identity refers to a person’s internal sense or feeling of being male or female, which may or may not be the same as the person’s biological sex. It is different from and does not determine a person’s sexual orientation. Sexual orientation refers to a person’s sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. Gender expression refers to how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and

to your interactions with others. Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept. A person’s self-concept can develop positively if the person understands and accepts their gender identity and sexual orientation and is accepted by family and community. It is harder to develop a positive self-concept, however, if the way a person feels or identifies does not meet perceived or real societal norms and expectations or is not what they want, or if they do not feel supported by their family, friends, school, or community. A person’s self-concept can be harmed if a person is questioning their gender identity or sexual orientation and does not have support in dealing with their feelings of uncertainty. What kind of support do people need to help them understand and accept their gender identity and sexual orientation?”

Student: “Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances.”