



## ADMINISTRATIVE PROCEDURES

**SUBJECT: Exemption Procedure for Human Development and Sexual Health expectations of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.**

### Introduction:

The following administrative procedures have been developed to provide a procedure for student exemption at the request of their parent/guardian 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.

### Background:

1. The process for providing exemptions for students through the Human Development and Sexual Health expectations is based on Policy/Program Memorandum No. 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.
2. The process will allow students to be exempted from instruction on an individual basis, according to the following conditions:
  - a. **Exemptions are limited** to 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. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.
  - b. Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
  - c. There will be no academic penalty for an exemption.
  - d. There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

### 3. **Notice and Communications**

- a. The teacher will inform parents/guardians that they can choose to have their child exempted from instruction related to Human Development and Sexual Health expectations. When informing parents, teachers will use the template in Appendix 3: Notice of Period of Instruction at least 20 days prior to instruction. This information can be shared via a portion of a newsletter or online communication methods (such as SeeSaw or email).
- b. The parent/guardians may access the expectations for the Human Development and Sexual Health curriculum (Appendix 1: Curriculum Expectations by Grade) and the exemption form (Appendix 2: Exemption from Instruction in Human Development and Sexual Health) on the Lambton Kent District School Board website or by contacting the school principal.
- c. Parent/guardian written requests for exemption using Appendix 2 can be honoured up to 5 days before the beginning of the period of instruction for Human Development and Sexual Health.
- d. Schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents as soon as reasonably possible.

### 4. **Process**

- a. Students can be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request for an exemption has been made from a parent/guardian in writing using Appendix 2: Exemption from Instruction in Human Development and Sexual Health;
- b. Approval of the exemption or denial of the exemption request will be made using Appendix 4: Approval Denial of the Exemption Request.

### 5. **Supervision of Exempted Students**

- a. Parents/guardians will choose how their exempted child will be supervised during the exemption period. From the following options for their child:
  - i. to remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are unrelated to Human Development and Sexual Health; or
  - ii. to leave the classroom for the duration of the instruction and remain in the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal. The supervision of the student will be determined by the school according to the board's policy/procedure; or
  - iii. to be released into the care of the parent or the parent's approved designate.

Implementation Date: November 18, 2019

Reference: Ministry of Education PPM 162

**Appendix 1: Curriculum Expectations by Grade**

Strand D, Healthy Living – Human Development and Sexual Health HEALTH AND PHYSICAL EDUCATION, 2019   The Ontario Curriculum, Grades 1–8	
Grade 1	<p>Human Development and Sexual Health</p> <p>D1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language [A1.5 Self]</p> <p>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)</p> <p>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)</p>
Grade 2	<p>Human Development and Sexual Health</p> <p>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]</p> <p>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]</p> <p>D2.4 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) [A1.3 Motivation, 1.5 Self]</p>

Strand D, Healthy Living – Human Development and Sexual Health HEALTH AND PHYSICAL EDUCATION, 2019   The Ontario Curriculum, Grades 1–8	
Grade 3	<p>Human Development and Sexual Health</p> <p>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]</p> <p>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]</p>
Grade 4	<p>Human Development and Sexual Health</p> <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>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]</p>

Strand D, Healthy Living – Human Development and Sexual Health HEALTH AND PHYSICAL EDUCATION, 2019   The Ontario Curriculum, Grades 1–8	
Grade 5	<p>Human Development and Sexual Health</p> <p>D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]</p> <p>D1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</p> <p>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]</p> <p>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]</p>

Strand D, Healthy Living – Human Development and Sexual Health HEALTH AND PHYSICAL EDUCATION, 2019   The Ontario Curriculum, Grades 1–8	
Grade 6	<p>Human Development and Sexual Health</p> <p>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)</p> <p>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]</p> <p>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]</p> <p>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]</p>

Strand D, Healthy Living – Human Development and Sexual Health HEALTH AND PHYSICAL EDUCATION, 2019   The Ontario Curriculum, Grades 1–8	
Grade 7	<p>Human Development and Sexual Health</p> <p>D1.3 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 [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]</p> <p>D1.4 identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms</p> <p>D1.5 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 [A1.2 Coping, 1.4 Relationships, 1.5 Self]</p> <p>D2.4 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) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]</p> <p>D3.3 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) [A1.1 Emotions, 1.4 Relationships]</p>

Strand D, Healthy Living – Human Development and Sexual Health HEALTH AND PHYSICAL EDUCATION, 2019   The Ontario Curriculum, Grades 1–8	
Grade 8	<p>D1.4 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) [A1.1 Emotions, 1.2 Coping, 1.5 Self]</p> <p>D1.5 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 [A1.2 Coping, 1.5 Self]*</p> <p>D2.3 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) [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., support, understanding, camaraderie, pleasure), as well as the 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) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]</p>



**Appendix 2: Exemption from Instruction in Human Development and Sexual Health**

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I would like my child to be exempted from instruction related to these expectations, without academic penalty.

During the exemption period, I would like my child to [select one only]:

- remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand that my child’s activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
  
- leave the classroom and remain in the school under staff supervision. I understand that my child’s activities during the exemption period will be at the discretion of the teacher or principal.
  
- be released into my care or the care of my approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal’s designate will determine where in the school the child is to remain during the exemption period.

I understand and agree with the following statements:

- the Human Development and Sexual Health expectations in strand D of the health and physical education curriculum are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and Sexual Health expectations in that school year;
- references to or conversations about sexual health–related concepts among teachers, school staff, or other students outside formal instruction in Human Development and Sexual Health are not subject to this exemption;
- my child will continue to receive instruction related to all other elementary health and physical education curriculum expectations;
- requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted;

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Child’s Last Name Child’s First Name

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Parent/Guardian Name (print) Parent/Guardian Signature

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Grade and Class Date



### **Appendix 3: Notice of Period of Instruction**

For the 20 \_\_\_ – \_\_\_ school year, the period of instruction related to the Human Development and Sexual Health expectations in your child’s grade will start on \_\_\_\_\_ [insert date] and end on \_\_\_\_\_ [insert date]. Health classes will occur: \_\_\_\_\_ [insert specific class times and date that instruction will occur].

An exemption form must be returned 5 days before the timelines above for my child to be excluded from instruction related to the Human Development and Sexual Health expectations in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.

This period could extend over several days or weeks, depending on individual schools’ calendars and teachers’ lesson plans.



**Appendix 4: Record of Approval / Denial of the Exemption Request**

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School Name \_\_\_\_\_ Date of Decision \_\_\_\_\_

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Principal Name \_\_\_\_\_ Principal Signature \_\_\_\_\_

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Child's Last Name \_\_\_\_\_ Child's First Name \_\_\_\_\_

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Parent/Guardian Name (print) \_\_\_\_\_

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Grade and Class \_\_\_\_\_ Date of the request being received \_\_\_\_\_

**Exemption Decision**

The exemption request has been:

- Approved
  
- Denied - if selected the reason must be indicated:
  - request less than 5 days before the period of instruction or
  - request for expectations outside of the list in Appendix 1.

**Supervision Plan**

The student will:

- remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand that my child's activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
  
- leave the classroom and remain in the school under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
  
- be released into my care or the care of my approved designate.

Provide a copy of this form to the parent/guardian and file the original at the school.