



KAWARTHA PINE RIDGE  
DISTRICT SCHOOL BOARD

# **Guidelines for Exemptions** **from Instruction Related to Human** **Development and Sexual Health** **Expectations**

Kawartha Pine Ridge District School Board

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# Introduction and Conditions

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The Kawartha Pine Ridge District School Board is an innovative and responsive educational community focused on student achievement, wellbeing and success for all; we value the diversity and uniqueness of all students, employees and community members. We recognize the following statements from Ontario Association for the Support of Physical and Health Educators to be a part of our work in educating students by helping them to develop:

- A deeper understanding of themselves, their specific health needs and concerns
- The confidence, motivation and personal insight needed to act on that knowledge
- The skills necessary to enhance sexual health and to avoid negative sexual health outcomes
- A safe, secure and inclusive environment that is conducive to promoting optimal sexual health.

The purpose of this guideline is to provide information and resources regarding Policy/Program Memorandum No. 162, **Exemption from Instruction to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019***. This PPM requires all school boards to develop and implement a policy or procedure to allow for students to be exempted, at the request of their parents or guardians, from instruction related to Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019*.

This guideline outlines the requirements to be implemented by schools to allow for students to be exempted from instruction on an individual basis, according to the following conditions from PPM 162:

- 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;
- 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;
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure;
- There will be no academic penalty for an exemption;
- 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;
- Parents are required to 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.

# Responsibilities

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## Parents:

Use the Kawartha Pine Ridge DSB approved exemption form to request that their child be exempted from the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

## Teachers:

Follow the Kawartha Pine Ridge DSB guidelines that allow for students to be exempted, at their parents' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

Notify parents at least **twenty school days** before the start of the period of instruction related to the Human Development and Sexual Health expectations, and inform parents of the date by which the completed exemption form must be submitted in order for their child to be exempted from instruction related to the Human Development and Sexual Health expectations.

## Principals:

Follow the Kawartha Pine Ridge DSB guidelines that allows for students to be exempted, at their parents' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

Provide parents with a list of all Human Development and Sexual Health expectations *by grade*, and inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for each child.

Make arrangements for appropriate supervision based upon the options chosen by the parent(s).

# Requirements of Schools

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## Notice and Communications

Schools are required to:

- provide parents with a list of all Human Development and Sexual Health expectations by grade;
- inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for **each** child;
- make a standard exemption form available to parents every school year, accommodating the timelines set out in the guidelines;
- notify all parents at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations;

- inform parents of the date by which the completed exemption form must be submitted in order for their child to be exempted from instruction related to the Human Development and Sexual Health expectations. The deadline for parents to submit their completed exemption form or written request must not be more than five school days before the start of the period of instruction;
- make clear that, in the case of an unforeseen event schools have the authority to move the period of instruction to a later date in the school year, but must give notice of the change to parents as soon as reasonably possible.

## Process

Schools are required to:

- allow students to be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request has been made from a parent using the exemption form;
- acknowledge the receipt of exemption forms from parents;
- make the final decision about whether to accept or reject a request for an exemption that does not fall within the parameters set out (e.g., if the exemption form is returned to the school during the scheduled period of instruction rather than by the school's official submission date);
- file the exemption request in the OSR documentation folder.

## Supervision of Exempted Students

Schools are required to:

- provide parents with choice as to how their child is supervised during the exemption. Parents will need to choose **one** of the following options:
  - » 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*
  - » 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; *or*
  - » to be released into the care of the parent or the parent's approved designate.

# Human Development and Sexual Health Curriculum Expectation by Grade

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## Grade 1

### **D 1.3**

identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language [A1.5 Self]

### **D 1.4**

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)

## Grade 2

### **D 1.4**

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]

### **D 1.5**

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, going to the dentist regularly for a checkup) [A1.3 Motivation, 1.5 Self]

## Grade 3

### **D 1.4**

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]

**D 1.5**

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]

**D 3.3**

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]

## Grade 4

**D 1.5**

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]

**D 2.4**

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]

## Grade 5

**D 1.3**

identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]

**D 1.4**

describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development

**D 2.4**

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]

**D 2.5**

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]

## Grade 6

**D 1.3**

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)

**D 2.5**

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]

**D 2.6**

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]

**D 3.3**

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]

## Grade 7

**D 1.3**

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]



**D 1.4**

identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms

**D 1.5**

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]

**D 2.4**

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]

**D 3.3**

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]

## Grade 8

**D 1.4**

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]

**D 1.5**

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]

**D 2.3**

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]

**D 3.3**

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]

# 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.

For the 20 \_\_\_\_\_ - \_\_\_\_\_ school year, instruction related to the Human Development and Sexual Health expectations in your child's grade will be taught in the \_\_\_\_\_ (Insert Month).

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 parental signature, will not be accepted;
- this exemption form must be returned by May 1, or within 5 days of instruction beginning, 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*.

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

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

\_\_\_\_\_  
Parent's Name (print)

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Grade and Class

\_\_\_\_\_  
Date

You will receive an acknowledgement from the school by letter and/or email.

If you do not receive an acknowledgement, please contact: \_\_\_\_\_ [contact name here].

**Please return this signed form no later than:** \_\_\_\_\_ (Insert Date) or within 5 days of instruction

**Notice of Period of Instruction\*\*** In this form, the *period of instruction* refers to the period, including the beginning and end dates, during which instruction in Human Development and Sexual Health during health and physical education classes is delivered. This period could extend over several days or weeks, depending on individual schools' calendars and teachers' lesson plans.

# A Brief Summary of the Exemption Process for Educators

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The following is a quick version of what you need to know and includes a sample message you could use when communicating with parents.

1. This page does not replace the entire *Guidelines for Exemptions from Instruction Related to Human Growth and Development and Sexual Health Expectations* document. Please read the two pages on the roles of school staff. All the expectations for Strand D are included in the document.
2. You are expected to communicate with parents 20 days before you begin formal instruction. A sample communication is below.
3. Parents must be provided with a copy of the expectations. They are included in the *Guidelines*.
4. The *Guidelines* document can be made accessible to parents, so that you don't have to recreate a lengthy communication.
5. When you communicate, use your regular tools e.g., via email, class newsletter, posted in Edsby
6. Once an exemption form is received, the principal will send home a letter of acknowledgement (also in the *Guidelines*). The completed exemptions forms will go in the OSR.
7. Students who are exempted cannot be academically penalized. In other words, reporting in Health will be on the other Health units taught in that term and will not include the Human Development and Sexual Health (Strand D) expectations.
8. If you have any questions, please reach out to your principal/vice principal.

Hello parents,

In the coming weeks, our class will be learning about the Human Development and Sexual Health content in the Health and Physical Education curriculum. If you would like to learn more, the expectations can be found \_\_\_\_\_ (name location or attach the document)\_\_\_\_\_. The document also includes three exemption options.

To exempt your child, please complete the exemption form \_\_\_\_\_ attached/give location\_\_\_\_\_ and return it to the school by \_\_\_\_\_ (insert date)\_\_\_\_\_.

If you have any questions, please contact me or \_\_\_\_\_ the principal\_\_\_\_\_.

Thank you,

\_\_\_\_\_

Parent/Guardian

This letter confirms \_\_\_\_\_ (insert student name) has been exempted from the instruction in Human Development and Sexual Health expectations outlined in Section D of **The Ontario Curriculum Health and Physical Education.**

You have selected the following option for your child during this period of instruction:

- 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.

Sincerely,

Principal