Healthy, Active Living Starts Here

Ophea’s Human Development and Sexual Health Lesson Plans Implementation Support Guide

Guide Includes:
(Click below to be directed to a specific section.)

- Introduction
- Key Concepts & Information
- Frequently Asked Questions
- Curriculum Connections
- Sample Lesson Plan with Annotation
- Additional Implementation Supports
Introduction

Ophea is proud to be a provincial subject association for Health and Physical Education (H&PE) and a leader in developing quality H&PE curriculum implementation supports for educators, public health professionals, and community program leaders. With the release of the Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised), including the updated Human Development and Sexual Health (HD&SH) expectations, Ontario is providing children and youth educational opportunities that enable them to develop the necessary skills and knowledge to make lifelong choices for healthy, safe, and active living.

To support Ontario’s elementary educators in implementing the updated HD&SH curriculum expectations, Ophea has developed new HD&SH lesson plans. These lesson plans include ready-to-use tools and support materials, and are available to Ophea’s Curriculum Resources: Grades 1-8 subscribers. Developed in partnership with health partners and elementary school educators, the lesson plans are developmentally appropriate and look to help strengthen the knowledge, understanding, and confidence of educators as they teach Human Development and Sexual Health within the Healthy Living Strand of the curriculum.

The purpose of this Implementation Support Guide is to provide school administrators and public health professionals information on Ophea’s new HD&SH lesson plans and additional supports. Our hope is that this Guide supports you in understanding the new lesson plans and the concepts they explore, as well as to assist you in answering questions you may receive from educators, staff, colleagues, parents, students, and community members regarding the implementation of the curriculum expectations and our supports.

For an electronic copy of this Guide please visit www.ophea.net/HPESupports

Please do not hesitate to contact us about our Human Development and Sexual Health lesson plans or any of our H&PE supports:

Email: curriculum@ophea.net
Phone: 416-726-7120
Website: www.ophea.net

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Ophea’s new Human Development and Sexual Health lesson plans reflect the Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised). In implementing the lesson plans it’s helpful for educators and those that support them (e.g., school administrators and public health professionals) to understand key concepts used when teaching this topic and that are referred to throughout the lessons. In this section, you will find information to support your team with fully implementing the lesson plans and/or to help you address any concerns that may arise regarding the key concepts from staff or community members.

What is Human Development and Sexual Health Education?
Human Development and Sexual Health (HD&SH) education is more than simply teaching children and youth about the anatomy and physiology of reproduction. Sexual health can include a wide range of topics and concepts; from sexual development, reproductive health, choice, sexual readiness, consent, abstinence, and protection, to interpersonal relationships, sexual orientation, gender identity, gender expression, gender roles and expectations, affection and pleasure, and body image. Sexual development is one component of overall human development, and learning about healthy human development begins at an early age. It is important for learning to be appropriate for children’s age and stage of development.


What is an Inclusive Learning Environment?
HD&SH education is beneficial when taught in an inclusive and respectful learning environment. In this environment all students, parents, caregivers, and other members of the school community are welcomed, included, treated fairly, and respected. In such an environment, diversity is valued, and all students should see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.


The learning activities and materials used in Ophea’s H&PE Curriculum Resources: Grades 1-8 reflect the diversity of Ontario, align with the H&PE curriculum, and are reflective of the Canadian Charter of Rights and Freedoms, and the Ontario Human Rights Code. They acknowledge diverse families and family structures, diverse genders and gender identities, diverse sexual orientations, as well as different types of relationships and relationship structures.
What is the Effect of Bias?
When addressing topics that can be sensitive to teach, all students need to feel supported in a stable, non-judgmental learning environment where they are free to learn about and explore their own personal beliefs, and the personal and social views of others. Educators should reflect on their own attitudes, biases, and values with respect to the topics they are teaching within this strand and how they articulate their own perspectives and respond to the perspectives of others.

It is important for educators to be aware of and plan how to manage conflicting opinions in the course of classroom discussions, to ensure all learners have the opportunity to experience an inclusive environment where their thoughts and values are respected regardless of ancestry, culture, ethnicity, body size, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors.


What are Supportive and Sensitive Approaches to Teaching?
Human Development and Sexual Health education needs to be approached with sensitivity because of the diverse values, attitudes, beliefs and experiences that exist. This may include, gender roles, gender identity and expression, relationships and dating, pregnancy options, affection and pleasure. Facts should be presented objectively and students should be given a range of information to enable informed decisions based on their personal values.

When approaching topics that require sensitivity, educators can use these general guidelines as a starting point to create a safe, equitable learning environment:
- Begin with the curriculum expectations and focus on the key learning’s of the overall expectations
- Ensure children and youth know that school Codes of Conduct guidelines and Ontario Human Rights policies are in place to govern how everyone should act and behave
- Ensure group discussions respect, protect, and promote the sharing of individual views
- Remind students that exploring these topics should lead to the development and growth of their understanding
- Reinforce diversity of values, experiences, and backgrounds, when planning for instruction (e.g., race, ethnicity, religion, gender, gender identity, gender expression, sexual orientation, class, ability, etc.) regardless of whether they are known to be present in that specific group of students
- Provide students with resources where appropriate, especially materials on where to get additional support
- Understand students’ strengths and needs, as well as their backgrounds, life experiences, and possible emotional vulnerabilities
- Respond to the students’ needs by using differentiated instructional approaches, adjusting the method or pace of instruction, allowing a wider choice of topics, and even adjusting the learning environment, if appropriate

How Should Accommodations be Addressed?
If a parent/guardian or student is requesting the exemption of the student from some or all components of the HD&SH lessons, for reasons such as religious accommodations, please refer to school board-specific guidelines on accommodations. Typically religious accommodations are managed by the principal and/or vice-principal. Educators should consult their own specific school board policies.
What are Ophea’s Human Development and Sexual Health units and lesson plans?
Ophea has developed a series of units for grades 1-8 that address the elementary Human Development and Sexual Health (HD&SH) curriculum expectations. These units consist of lesson plans (approximately 40) and additional support materials such as; Upfront information, Unit Introductions and Unit Overviews for each grade.

The HD&SH units complete Ophea’s H&PE Curriculum Resources: Grades 1-8 that were developed in 2010 and continue to be available for subscribing users.

How do Ophea’s Human Development and Sexual Health units and lesson plans align with the curriculum expectations?
Ophea’s lessons are developmentally appropriate and based on the curriculum expectations, teacher prompts, and student responses of the Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised).

The HD&SH lesson plans cover all 26 specific HD&SH expectations of the Healthy Living strand of the H&PE curriculum. The specific expectations of the Healthy Living strand are organized around three overall expectations:

- Understanding Health Concepts
- Making Healthy Choices
- Making Connections for Healthy Living

These overall expectations are based on the application of health knowledge, and are cross-referenced to four health content areas:

- Healthy Eating,
- Personal Safety and Injury Prevention,
- Substance Use Addictions and Related Behaviours, and
- Human Development and Sexual Health.

Mental health and emotional well-being are incorporated as part of each of the four health topics. The three overall expectations, including an integration of the Living Skills expectations, make up the three health units within each grade of Ophea’s Curriculum Resources: Grades 1-8.

Who has access to the Ophea’s new HD&SH units and lesson plans?
Organizations that have subscribed to Ophea’s Curriculum Resources: Grades 1-8. These include school boards, public health units, and other organizations. Interested in subscribing or unsure if your school board, health unit or organization is a subscriber? Contact subscribe@ophea.net.

How do I access Ophea’s new HD&SH units and lesson plans?
If your school board, health unit or organization is a subscriber to Ophea’s Curriculum Resources: Grades 1-8 please visit teachingtools.ophea.net/lesson-plans/hpe. Select a grade or login on the top right of the webpage. Both actions will prompt you to login with your Ophea.net account. Complete your account information or create a new Ophea.net account if you haven’t already done so. You’ll then have access to all subscription-based programs and resources based on your profile information.

Once logged in, click on the desired grade and then look for the HD&SH Unit identified by the following icon: Click the icon to find the lesson plans, Unit Introductions, and Unit Overviews.

If you need further information or have any concerns surrounding subscription login, contact curriculum@ophea.net.
Who were Ophea’s new HD&SH units, lesson plans and support materials developed for?

Ophea’s new HD&SH lesson plans and support materials are for elementary educators. These resources were developed to be used as a resource to fulfill the specific expectations of the Grade 1-8 H&PE curriculum. The resources also include information for experienced educators to support their understanding of the material and teaching of the lessons. The materials are not to be used by students, parents or other community members as stand-alone resources.

How were Ophea’s HD&SH units and lesson plans developed?

All of Ophea’s programs follow a systematic, evidence-based approach to ensure quality content development and delivery, which includes:

- collaboration with partners, key stakeholders and subject matter experts, and
- multiple opportunities for client feedback through all phases of program planning, development, review and launch.

Who was engaged in the development of Ophea’s HD&SH units?

The HD&SH lesson plans were developed in consultation with school board H&PE curriculum consultants, and educators representing public and Catholic schools from urban and rural regions of Ontario. In addition, community partners representing public health organizations, community health as well as topic experts (such as The Sex Information & Education Council of Canada [SIECCAN], Planned Parenthood Toronto, and CAMH Health Promotion Resource Centre) were engaged in the development and review of all materials.

How should accommodations be made for students not wishing to participate in HD&SH lessons?

If a parent/guardian or student is requesting the exemption of the student from some or all components of the HD&SH lessons, for reasons such as religious accommodations, please refer to school board-specific guidelines on accommodations. Typically, religious accommodations are managed by the principal and/or vice-principal. Educators should consult their own specific school board policies.

What other HD&SH supports & professional learning will Ophea be providing?

Ophea will be hosting three webinars to support the implementation of the elementary HD&SH component of the H&PE curriculum and Ophea’s new lesson plans. The webinars will be available in English and French and open to all Ontario educators and public health professionals (no subscription needed and will be provided at no cost). The webinars will be held in January, February and April 2016. The first webinar is scheduled for January 25th (English) and January 26th (French). For further details and to register visit www.ophea.net/webinars.

In addition, Ophea staff are available for consultation to ensure you have the information and tools you need to confidently implement the H&PE curriculum. To request a consultation, contact curriculum@ophea.net.
What other resources & services will Ophea be developing to support H&PE curriculum implementation? Based on extensive consultation and feedback, Ophea has developed a comprehensive support strategy that spans multiple years. The strategy will provide educators with ongoing support to deliver quality H&PE programming. Ophea’s H&PE Supports incorporate the following topic areas:

- **Fundamental Principles of H&PE** (Elementary & Secondary), available now, check out All About H&PE, which includes posters and online learning videos
- **Inquiry-based learning with connections to H&PE** (Elementary & Secondary), March 2016
- **Approaches to teaching Health Education** (Secondary), March 2016
- **Healthy Active Living Education** (Secondary), January 2017
- **Focus Courses** (Secondary), January 2017
- **Professional Development** (Elementary & Secondary), Ongoing
- **Curriculum consultation support** (Elementary & Secondary), Ongoing

For further details and ongoing updates please visit www.ophea.net/HPESupports

While educators wait for Ophea’s secondary supports, are there any recommendations on what they can use now? Ophea’s website TeachingTools.ophea.net has a variety of supports for secondary educators. Most recently (September 2015) Ophea launched All About H&PE - a free online resource developed to support educators with the implementation of H&PE with a focus on the Fundamental Principles of the curriculum. The resource includes posters and online learning videos. In addition, Ophea offers: Instructional Dance Videos, Learn to Move, YouThrive, PlaySport and Level Up resources.

How do I stay connected to and receive updates from Ophea related to the H&PE curriculum?

- Sign up for eConnection
- Follow us on social media: Twitter, Facebook, YouTube
- Visit ophea.net/HPESupports
# Curriculum Connections

Ophea’s Human Development and Sexual Health (HD&SH) units and lesson plans:

- are based on the curriculum expectations of the *Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)*;
- are developmentally appropriate;
- cover the three overall expectations, including an integration of the Living Skills expectations;
- will help to strengthen the knowledge, understanding and confidence of educators as they look to teach topics that require sensitivity.

The below chart provides grade by grade information of the curriculum expectations and the content included in Ophea’s HD&SH lesson plans.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Curriculum Expectation Codes</th>
<th>What will be Covered in Ophea’s Lesson Plans?</th>
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</thead>
</table>
| One   | 1.2 Adaptive, management, and coping skills  
      | C1.3 Body parts [PS]  
      | C1.4 Senses and functions [PS]  
      | C2.5 Hygienic procedures [PS] | Identify body parts, including genitalia, using correct terminology  
                                  | Apply personal skills as they identify the five senses and describe how each functions  
                                  | Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others |
| Two   | 1.1 Self-awareness and self-monitoring  
      | C1.4 Stages of development [PS]  
      | C2.4 Oral health [PS] | Apply self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they acquire knowledge and skills related to healthy living  
                                  | Outline the basic stages of human development and related bodily changes, and identify factors that are important for healthy growth and living throughout life  
                                  | Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health |
| Three | 1.1 Self-awareness and self-monitoring  
      | C1.3 Healthy relationships [IS]  
      | C1.4 Physical and emotional development [PS]  
      | C3.3 Visible, invisible differences, respect [PS, IS] | Apply relationship and social skills as they identify the characteristics of healthy relationships and describe ways of overcoming challenges in a relationship  
                                                                 | Apply personal skills as they identify factors that affect physical development and/or emotional development  
<pre><code>                                                             | Describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others |
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| Four  | ■ 1.1 Self-awareness and self-monitoring  
■ C1.5 Puberty - changes; emotional, social impact [PS]  
■ C2.4 Puberty - personal hygiene and care [PS] | ■ Apply personal skills as they identify factors that affect the development of a person’s self-concept  
■ Describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes  
■ Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty |
| Five  | ■ 1.1 Self-awareness and self-monitoring  
■ C1.3 Reproductive system [PS]  
■ C1.4 Menstruation, spermatogenesis  
■ C2.4 Emotional, interpersonal stresses - puberty [PS] | ■ Apply personal skills as they demonstrate an understanding of the parts of the reproductive system, and describe how the body changes during puberty  
■ Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development  
■ Describe the emotional and interpersonal stresses related to puberty, and will apply personal skills as they identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being |
| Six   | ■ 1.1 Self-awareness and self-monitoring  
■ 1.5 Critical and creative thinking  
■ C1.3 Development of self-concept [PS]  
■ C2.5 Understanding of puberty changes, healthy relationships [PS]  
■ C2.6 Decision making in relationships [IS, CT]  
■ C3.3 Stereotypes and assumptions - impacts and strategies for responding [PS, CT] | ■ Apply personal skills as they identify factors that affect the development of a person’s self-concept  
■ Apply personal skills as they 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  
■ Demonstrate critical thinking as they make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills  
■ Demonstrate critical thinking as they assess the effects of stereotypes on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes |
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| Seven | ■ 1.5 Critical and creative thinking  
■ C1.3 Delaying sexual activity  
■ C1.4 Sexually transmitted infections (STIs)  
■ C1.5 STI and pregnancy prevention  
■ C2.4 Sexual health and decision making [PS]  
■ C3.3 Relationship changes at puberty [IS, CT] | ■ Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older; the reasons for not engaging in sexual activity; the concept 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 the relationship  
■ Identify common sexually transmitted infections (STIs), and describe their symptoms  
■ 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  
■ Demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health  
■ Use critical thinking as they explain how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty |
| Eight | ■ 1.1 Self-awareness and self-monitoring  
■ 1.5 Critical and creative thinking  
■ C1.4 Decisions about sexual activity; supports [PS]  
■ C1.5 Gender identity, sexual orientation, self-concept [PS]  
■ C2.4 Decision making, contraception [IS, CT]  
■ C3.3 Relationships and intimacy [IS, CT] | ■ Apply personal skills as they identify and explain factors that can affect an individual’s decisions about sexual activity  
■ Identify sources of support regarding sexual health  
■ Demonstrate an understanding of gender identity, gender expression, and sexual orientation  
■ Identify factors that can help individuals of all identities and orientations develop a positive self-concept.  
■ Demonstrate critical thinking as I analyse the attractions and benefits associated with being in a relationship, as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy |

Links to the Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised) as well as other resource documents can be found at [http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html)
Sample Lesson Plan
With Annotation

Building Confidence
Grade 6 | Making Healthy Choices in Relationships

Learning Goals

By the end of this lesson, students will be able to:

- identify factors that affect the development of a person’s self-concept
- apply self-awareness skills as they 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.

Facility

Classroom

Equipment List

30-40 sticky notes

From Lesson 1: ground rules

Building Confidence Grade 6 Student Resource

Building Confidence Grade 6 Student Resource
Teacher prompts help to provide clarity for the teachers regarding the desired understanding of the activity based on the identified curriculum expectations.

Small group work is utilized to maximize student participation and opportunities for assessment, observation, and direct feedback.

Opportunities are provided for teachers to adapt learning to meet the needs, interests, and experiences of their specific students.

Examples help to clarify the learning requirement specified in the lesson learning goals and suggest the intended depth and level of complexity. The examples are illustrations only, not requirements. Teachers should use knowledge of their school and community to support student needs and interests in content learning.

Writeable assessment tools are included within Ophea’s Curriculum Resources: Grades 1-8.

Many teacher prompts and student responses have been adapted from those within the Ontario H&PE curriculum.

Sample student responses suggest the depth and complexity of the intended learning.
Curriculum expectations: C1.3, C2.5, 1.1

Topics: Healthy Living, Building Confidence

3 of 5
30 minutes

Action

Changes Jigsaw
Students select one question from the category they are most interested in. Students then make new groups based on whether their question is a physical change, emotional change, or social change. Within their new groups, students review the questions and work together using classroom and school resources to find answers. As appropriate, review with students to determine what makes a reliable source and that their answers are correct.

Once answers to the questions are found, students return to their starting groups and share their responses. Consider displaying student questions and answers in voice bubbles on a bulletin board.

A&E - Action

Teacher observation of students’ application of self-awareness skills as they 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.

Consolidation

As a large group, remind students that when they learn more about their body and how it is changing, they are better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence.

Students individually complete Student Resource 3: Changes at Puberty Exit Card identifying how knowledge of physical, social, and emotional changes at puberty helps them build confidence and lay a foundation for healthy relationships.

Living Skill expectations are integrated throughout the lesson plans using a variety of instructional strategies, including inquiry and student choice.

A variety of instructional strategies, and assessment opportunities are provided throughout the unit.
Suggested uses for technology are integrated throughout the lesson plans.

Instructional strategies to create an inclusive and emotionally safe learning environment have been integrated throughout the lesson plans. For more information on these see the Upfront information and Unit Introductions.

Additional information relating to the content of the lesson is provided.

Puberty FAQ blog post or page

Safe place

Notes to Teacher

Remind students that the classroom is a safe place to ask questions about puberty. Create an atmosphere for open and honest discussion while also building students’ confidence to ask questions.

Based on the needs and experiences of the learners in the Minds On section, consider instead having students submit their questions anonymously and then recording them on sticky notes. As a large group, the class works together to sort and categorize these anonymous notes as outlined in the Minds On.
Additional Implementation Supports

For educators and those in positions which support both educators and students a number of additional resources are available to help prepare for teaching Human Development and Sexual Health (HD&SH).

Supports Available for Educators and Administrators

Ministry of Education
Links to the *Ontario Curriculum: Health and Physical Education, 2015 (revised)* as well as other resource documents such as the parent information sheets can be found at:
Elementary: www.edu.gov.on.ca/eng/curriculum/elementary/health.html
Secondary: www.edu.gov.on.ca/eng/curriculum/secondary/health.html

Materials used at the Ministry of Education Regional H&PE Implementation and Training Sessions are posted on www.eduGAINS.ca. These materials include slide decks and information about key changes that can be used to build understanding about key elements of the curriculum.
Elementary: www.edugains.ca/newsite/curriculum/elementaryresources/healthphysed.html
Secondary: www.edugains.ca/newsite/curriculum/secondaryresources/healthphysed2.html

For additional information visit, www.ontario.ca/hpe

Catholic Principals' Council of Ontario (CPCO) and Ontario Principals' Council (OPC)
CPCO and OPC have jointly produced an *H&PE Administrator Toolkit* to build understanding of the updated curriculum's key changes and to support dialogue with parents and the community. The *Toolkit* includes a Questions & Answers document, presentation materials (slides) for staff and for parents, and a Toolkit Guide (with tips and strategies). Materials have been tailored to Catholic and public system needs and are available at www.cpco.on.ca/index.php/public and www.principals.ca

The Institute for Catholic Education (ICE)
ICE has developed a suite of resources that include communication materials for parents and administrators (e.g., letters to parents, pamphlets), www.iceont.ca

Supports from local health units
Find local information at www.health.gov.on.ca/en/common/system/services/phu/locations.aspx

Sex Information & Education Council of Canada (SIECCAN)
Evidence on the importance of sexual health education can be found in the Sexual health education in the schools: *Questions & Answers Updated 2015 Ontario Edition*,

Public Health Agency of Canada
*Canadian Guidelines for Sexual Health Education (3rd Ed.),*
Supports Available for Parents

Ministry of Education

Grade by Grade Overviews for Parents of the Health and Physical Education Curriculum and Health and Physical Education Quick Facts for Parents

Elementary: www.edugains.ca/newsite/curriculum/elementaryresources/healthphysed.html
Secondary: www.edugains.ca/newsite/curriculum/secondaryresources/healthphysed2.html

Parent Guides for Health and Physical Education

Resources to help guide discussion and answer questions from parents, available in English, French and nine other languages:

- A Parent’s Guide to the Revised Health and Physical Education Curriculum, Grades 1 to 12
- A Parent’s Guide: Human Development and Sexual Health in the Health and Physical Education Curriculum, Grades 1-6
- A Parent’s Guide: Human Development and Sexual Health in the Health and Physical Education Curriculum, Grades 7-12

Overview of Supports for Curriculum Implementation

Overview of resources to support communication and partnerships between home and school. Includes ordering information for print copies and links to additional resources.

www.edugains.ca/resourcesCurrImpl/Elementary/HealthandPhysED/HPE_flyer_9.9.15.pdf

For additional information visit, www.ontario.ca/hpe

Peel District School Board (PDSB)


People for Education

Tips for Parents: Sex Education in Ontario,


Check with your school board for any previously developed or upcoming parent support materials.