



---

## HEALTH EDUCATION EXEMPTIONS

### Administrative Procedure

#### 1. Overview

- a) Students are permitted to be exempt from instruction related to the Human Development and Sexual Health expectations from strand D (Healthy Living) of the Grade 1-8 Health and Physical Education curriculum when a request for an exemption has been made by a parent/guardian in writing in accordance with this procedure.
- b) Students will not be exempted from instruction related to any other expectations in the Health and Physical Education curriculum or related to expectations in other curriculum subjects.
- c) 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.
- d) 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 this procedure.
- e) There will be no academic penalty for an exemption.
- f) There will be no assessment, evaluation, or reporting of exempted students' achievement of the 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.

#### 2. Roles and Responsibilities

- a) **Parents/guardians** are the primary educators of their children with respect to learning and being a role model. It is therefore important for schools and parents/guardians to work together to ensure that home and school provide a mutually supportive framework for young people's education. Parents/guardians will be provided with a list of all Human Development and Sexual Health expectations by grade and can choose to have their child exempted from instruction, on an individual basis, by completing and returning an exemption form for each child ([Appendix A](#)).
- b) **Teachers** are responsible for using appropriate and effective teaching strategies to help students achieve the health and physical education curriculum expectations and addressing individual students' needs. Teachers will communicate with parents/guardians about what their children are learning and follow this administrative procedure.

- c) **Principals** will ensure all members of the school community are kept well informed and will work in partnership with teachers and parents/guardians to ensure that each student has access to the best possible educational experience. They will provide support for the successful implementation of the health and physical education curriculum by emphasizing the importance of the curriculum within the framework of a healthy, safe inclusive and accepting school and this administrative procedure.

### 3. Notice and Communications

- a) At least **twenty school days** before instruction related to the Human Development and Sexual Health expectations begins, the Health and Physical Education teacher will complete and send home the exemption form ([Appendix A](#)) and a list of all Human Development and Sexual Health expectations by grade ([Appendix B](#)).
- b) Schools will inform parents/guardians of the date by which the completed exemption form or 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/guardians to submit their completed exemption form must not be more than **five school days** before the start of the period of instruction.
- c) If a parent/guardian wishes to request that their child be exempt from instruction related to the Human Development and Sexual Health expectations, they will complete the exemption form ([Appendix A](#)) and submit it by the deadline.
- d) In the case of an unforeseen event, school boards and 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/guardians as soon as reasonably possible.

### 4. Supervision of Exempted Students

- a) School boards are responsible for students' safety and well-being during instructional time. Options for supervision during the exemption period must be offered. Parents/guardians will be given the choice of how their exempted child will be supervised during the exemption period. Parents/guardians must choose **one** of 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. Individual schools will determine and implement a supervision plan based on the context within the school. The board will provide support as needed; *or*
  - iii. to be released into the care of the parent/guardian or the parent/guardian's approved designate.

**Appendices**

**Appendix A:** Exemption Form for Human Development and Sexual Health

**Appendix B:** Strand D: The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019  
Human Development and Sexual Health

## APPENDIX A

## Exemption Form for 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.*

### 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 take place from \_\_\_\_\_ [*start date*] to \_\_\_\_\_ [*end date*].

### 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 that do not have a parental/guardian signature, will not be accepted. Other written requests will not be accepted.
- This exemption form must be returned by \_\_\_\_\_ [*date*] 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.

Please return this signed form no later than: \_\_\_\_\_ [date]

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

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

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

\_\_\_\_\_  
Parent/Guardian Signature

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

\_\_\_\_\_  
Date

**PLEASE NOTE:**

You will receive an acknowledgement from the school by \_\_\_\_\_ [letter/email]  
by \_\_\_\_\_ [date].

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

## APPENDIX B

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

### Human Development and Sexual Health

Grade	Curriculum Expectations (D1 and D2)	Understanding Health Concepts (D1)	Making Healthy Choices (D2)
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.3, D1.4)</li> <li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.3</b> identify body parts, including genitalia using correct terminology and body-positive language;</li> <li>• <b>D1.4</b> identify five senses and describe how each functions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.5</b> demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.4, D1.5)</li> <li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.4</b> outline the basic stages of human development and related changes, and identify physical, mental, social and environmental factors that are important for healthy growth and living throughout life;</li> <li>• <b>D1.5</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.4</b> demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health.</li> </ul>

3	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development. (D1.4, D1.5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.4</b> identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges and of communicating consent in their interactions with others;</li> <li>• <b>D1.5</b> identify factors that affect physical development, social-emotional development and the development of a healthy body image.</li> </ul>	
4	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.5)</li> <li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.5</b> describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.4</b> demonstrate an understanding of personal care needs and the applications of personal hygienic practices associated with the onset of puberty.</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.3, D1.4)</li> <li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.4, D2.5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.3</b> identify the parts of the reproductive system, and describe how the body changes during puberty;</li> <li>• <b>D1.4</b> describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.4</b> identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation and how these factors can support their personal health and well-being;</li> <li>• <b>D2.5</b> describe emotional and interpersonal stresses related to puberty, 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.</li> </ul>

6	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.3)</li> <li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.5, D2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.3</b> demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.5</b> 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;</li> <li>• <b>D2.6</b> 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.</li> </ul>
7	<ul style="list-style-type: none"> <li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.3, D1.4, D1.5)</li> <li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D1.3</b> 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, 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;</li> <li>• <b>D1.4</b> identify sexually transmitted and blood-borne infections, and describe their symptoms;</li> <li>• <b>D1.5</b> identify ways of preventing STBIs 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>D2.4</b> demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health.</li> </ul>



8	<ul style="list-style-type: none"><li>• <b>D1.</b> demonstrate an understanding of factors that contribute to healthy development; (D1.4, D1.5)</li><li>• <b>D2.</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. (D2.3)</li></ul>	<ul style="list-style-type: none"><li>• <b>D1.4</b> identify and explain factors that can affect an individual's decisions about sexual activity;</li><li>• <b>D1.5</b> demonstrate an understanding of gender identity, gender expression, and sexual orientation, and identify factors that can help individuals of all identities and orientations develop a positive self-concept.</li></ul>	<ul style="list-style-type: none"><li>• <b>D2.3</b> 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 they need to apply in order to make safe and healthy decisions about sexual activity.</li></ul>
---	--	--	---