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### **Kindergarten to Grade 8 Physical Education/Health Education Policy for the Treatment of Potentially Sensitive Content**

Potentially sensitive content must be treated in ways that are appropriate for the local school and community context. Pine Creek School Division recognizes that the prime responsibility for education about issues of Human sexuality, Personal Safety and Substance Use and Abuse Prevention rests with the family. It is clear to parents, teachers and community health leaders that young people must have knowledge, skills, guidance, and support if they are to make responsible and health-enhancing decisions. Greater cooperation and coordination among the home, school, and public health systems will contribute to the health and well being of students.

#### **Potentially Sensitive Content:**

The areas of Personal Safety, Substance Use and Abuse Prevention and Human Sexuality have been identified as potentially sensitive.

#### **Breadth/Depth of coverage:**

It is expected that all teachers will cover the content outlined in the Physical Education/Health Education documents. Instructional strategies, assessment/reporting strategies, and learning resources are to follow the recommendations in the implementation document. Colony Staff will consult with their Colony Elders to determine the breadth/depth of coverage

#### **Parent/Guardian Communication:**

In September of each school year a letter will be mailed to parents/guardians of students in grades that have Potentially Sensitive Specific Learning Outcomes inviting parents/guardians to an information meeting on the school-based program and alternate delivery. If the parent/guardian does not respond to the invitation, it will be assumed that the child will be included in school delivery of the outcomes.

The meeting will be held before the end of September. Colony Staff will consult with their Colony Elders to determine the need for a parent communication meeting.

#### **Parent/Guardian Options:**

Parents may choose a school-based or alternative delivery of potentially sensitive content.

#### **Alternate Delivery Option:**

The Physical Education/Health Education Document is a Department of Education and Training mandated curriculum, therefore parents will be asked to sign an "Opting Out" form. Parents will be provided with the Potentially Sensitive Specific Student Outcomes for their child's grade level and a list of appropriate materials and personnel resources available. Parents/guardian will be responsible for the delivery and assessment of these outcomes.

#### **Scheduling of Instruction:**

Decisions related to scheduling of potentially sensitive content might include the following options: within physical education/health education; integrated into various subject areas such as science and language arts; separate units and/or blocks of time. Names of students whose parents have chosen an alternate delivery will be circulated to the appropriate teachers.

#### **Teacher Training Requirements:**

All teachers assigned to teach the Potentially Sensitive Specific Learning Outcomes will be provided with appropriate training. The Division Student Family Counsellor, Public Health Community Professionals, RCMP and Outside agencies should be accessed for additional expertise. 27 Apr 04 (166)

Potentially Sensitive Outcome Alternate Delivery Form

Kindergarten

School:

(Parent/ Guardian) agree to assume the responsibility of the Personal Safety, Substance Use and Abuse Prevention, Human Sexuality in the Physical Education and Health Education curriculum for (daughter/son).

Please select for Alternate Delivery Y / N

Personal Safety	PS
Substance Use and Abuse Prevention	S
Human Sexuality	HS

Date:

Parent / Guardian's Signature:

Principal's Signature:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
S	K.5.K.D.1 Identify helpful and harmful substances found in the home and school. i.e.: medications vitamins, cough syrup, substances that may cause allergies, household products with danger symbols, tobacco products)	
HS	K. 5. K. E.1a Identify the major parts of the body by their appropriate names (eg: head, arms, shoulders, elbows, wrists, fingers, thumbs, legs, knees, ankles, feet, toes, chest, waist, hips, penis, vagina, breasts...)	
PS	K. 5. K. E. 3a Show the understanding that people have a right to privacy ( eg: in reading corners, time-out zones, washrooms...)	
S	S. 5. K. A. 4 Demonstrate appropriate healthy choices in case scenarios related to substance use (i.e.: do not touch unknown substances, do not eat or drink anything without permission	

Potentially Sensitive Outcome Alternate Delivery Form

Grade 1

School:

(Parent/ Guardian) agree to assume the responsibility of the Personal Safety, Substance Use and Abuse Prevention, Human Sexuality in the Physical Education and Health Education curriculum for (daughter/son).

Please select for Alternate Delivery Y / N

Personal Safety	PS
Substance Use and Abuse Prevention	S
Human Sexuality	HS

Date:

Parent / Guardian's Signature:

Principal's Signature:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
PS	K. 3. 1. B. 6a Identify unsafe situations (eg. Involves sexual exploitation, unsafe persons, unsafe Internet sites...) and safety rules for child protection (eg. Follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements).	
S	K. 5. 1. D.1 Identify safe and unsafe substances found in the home, school, and community that can help (i.e.: healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e.: food or medicinal products with a broken seal, foul - smelling substances, items with the poison symbol)	
S	S.5.1.A.4 Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e.: avoiding substances with a danger symbol, foods that cause allergies and opened Halloween candy; taking proper dosage of prescribed medication)	

## Potentially Sensitive Outcome Alternate Delivery Form

Grade 2

School:

(Parent/ Guardian) agree to assume the responsibility of the Personal Safety, Substance Use and Abuse Prevention, Human Sexuality in the Physical Education and Health Education curriculum for (daughter/son).

Please select for Alternate Delivery Y / N

Personal Safety	PS
Substance Use and Abuse Prevention	S
Human Sexuality	HS

Date:

Parent / Guardian's Signature:

Principal's Signature:

	POTENTIAL SENSITIVE OUTCOME	Selected for Alternate Delivery Y / N
HS	K.5. 2.E. 1a Identify basic changes in growth and development from birth to childhood (eg: changes to teeth, brain, height, body weight, clothes size)	
HS	K. 5. 2. E. 1b Describe how living things produce their offspring and care for their young (eg: animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...)	
HS	K. 5. 2.E. 1c Determine the differences and similarities between self and others (eg: body build, hair color, eyes, skin color, features, gender, body parts, fitness, interests, culture, beliefs and values...)	
HS	K. 5.2.E.2a Describe how human beings express their emotions for people about whom they care (eg: showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...)	
HS	K. 5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development (eg: provide food and warmth, express encouragement, listen attentively, provide advice, hugs...)	
HS PS	K. 5. 2. E. 3c Discuss the responsibilities (eg: respect private spaces and private parts...) associated with gender differences	
PS	S. 5. 2. A. 5 Use appropriate language regarding private and sensitive issues (eg:	

	no foul language, hurtful teasing, name calling, offensive gestures or signs...)	
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Potentially Sensitive Outcome Alternate Delivery Form

Grade 3

School:

(Parent/ Guardian) agree to assume the responsibility of an out of school delivery of the selected potentially sensitive Curriculum Outcomes in the Physical Education and Health Education curriculum for (daughter/son).

Please select for Alternate Delivery Y / N

Personal Safety	PS
Substance Use and Abuse Prevention	S
Human Sexuality	HS

Date:

Parent / Guardian's Signature:

Principal's Signature:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
PS	K. 3.3.B. 6a Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts (eg: unwanted touching of the private parts, sex-related Internet sites, exploitative advertisements...)	
S	K. 5.3.D.1 Identify and describe the potential dangers associated with substance use (eg: medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community	
S	K. 5. 3. D. 2 Identify helpful and/or harmful substances 9ie: vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (eg: vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapors from dangerous products harms the body or causes death...)	
S	K. 5.3.D.3 Recognize the factors (eg. Peer pressure, media influence...) that can influence making decisions regarding substance use (i.e.: smoking)	
S	S. 5. 3. A. 4 Use avoidance and assertiveness skills (eg: avoid taking medicines or non medicinal products without supervision; do not touch or play	

	with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) in scenarios related to potentially dangerous situations	
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# Potentially Sensitive Outcome Alternate Delivery Form

Grade 4

School:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
	Contains no potentially sensitive outcomes	

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Potentially Sensitive Outcome Alternate Delivery Form

Grade 5

School:

(Parent/ Guardian) agree to assume the responsibility of the Personal Safety, Substance Use and Abuse Prevention, Human Sexuality in the Physical Education and Health Education curriculum for (daughter/son).

Please select for Alternate Delivery Y / N

Personal Safety	PS
Substance Use and Abuse Prevention	S
Human Sexuality	HS

Date:

Parent / Guardian's Signature:

Principal's Signature:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
PS	K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations (eg., exploitative behavior; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...)	
PS	K.3.5.B.6b Describe indicators of abusive relationships (eg., behaviors that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...)	
S	K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use (eg., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, EpiPens for allergies; over the counter drugs used for health reasons rather than for performance enhancement...)	

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
S	K.5.5.D.2 Describe effects and consequences of substance use (eg., alcohol and tobacco, street drugs...) on body systems (eg., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person's behavior and cause harmful physical effects and may cause death...)	
S	K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (eg., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...)	
S	S.5.5.A.4 Apply strategies (ie., using the decision-making model, practicing saying "no," walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (eg., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) in different case scenarios.	
HS	K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings (eg., pituitary gland estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...)	
HS	K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices (eg., growth of body hair, changes in body shape, hormones, acne, body odor, menstruation, erection, ejaculation, emissions, use of sanitary products...)	
HS	K.5.5.E.1c Describe how heredity (eg., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (eg., height, eye color, bone structure, hair color, body build, individual growth patterns, features, fraternal and identical twins...)	
HS	K.5.5.E.2 Identify the social emotional changes associated with puberty (eg., sexual attraction, fluctuation of moods, insecurities...)	
HS	K.5.5.E.3a Identify influences (eg., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) on sexuality and gender roles.	
HS	K.5.5.E.3b Identify how social and cultural influences affect sexuality and	

	gender roles (ie., similarities and differences, such as cultural rituals and traditions).	
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	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
HS	<p>K.5.5.E.3c</p> <p>Identify the responsibilities (eg., change clothing for physical activities bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (eg., body odor, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...)</p>	
HS	<p>K.5.5E.4a</p> <p>Identify characteristics (eg., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (eg., destroys specific white cells...)</p>	
HS	<p>S.5.5.A.5</p> <p>Apply a decision-making process in case scenarios related to issues associated with puberty (eg., timing of physical changes, teasing related to different development rates, being discreet, respecting privacy of others, being sexually active, showing affection...)</p>	

# Potentially Sensitive Outcome Alternate Delivery Form

Grade 6

School:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
	Contains no potentially sensitive outcomes	

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Potentially Sensitive Outcome Alternate Delivery Form

Grade 7

School:

(Parent/ Guardian) agree to assume the responsibility of an out of school delivery of the selected potentially sensitive Curriculum Outcomes in the Physical Education and Health Education curriculum for (daughter/son).

Please select for Alternate Delivery Y/N

- \_\_\_\_\_ Personal Safety PS
- \_\_\_\_\_ Substance Use and Abuse Prevention S
- \_\_\_\_\_ Human Sexuality HS

Date:

Parent / Guardian's Signature:

Principal's Signature:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
PS	K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations (eg., pornography, incest, stalking, prostitution, sexual assault...)	
PS	K.3.7.B.6b Demonstrate an understanding of skills (ie., problem solving, conflict resolution, communication, assertiveness and anger-management skills) in dealing with case scenarios related to sexually abusive situations and ways to seek help.	
S	K.5.7.D.1 Differentiate between the use and abuse (ie., prescribed/un-prescribed drugs; own medications drugs; own medications/someone else's medication; correct/incorrect dosage, addiction) of medicinal and non-medicinal substances (eg., medicines, over the counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...)	
S	K.5.7.D.2 Explain different consequences, related to different variables (ie., fair play, legalities. Performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (eg., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...)	

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	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
S	K.5.7.D.3 Identify the positive and negative social factors (ie., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (eg., tobacco, alcohol, caffeine, street drugs, inhalants...)	
S	S.5.7.A.4 Apply a decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (eg., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...)	
HS	K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development (eg., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...)	
HS	K.5.7.1b Explain the human reproduction process and recognize myths related to fertilization (eg., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...)	
HS	K. 5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (eg., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...)	
HS	K.5.7.E.2a Identify the emotional changes at puberty (eg., fluctuation of moods and energy, sexual attraction...) and their effort on personal well-being (eg., fatigue, shyness, lower or greater self-confidence...)	
HS	K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty (eg., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...)	
HS	K. 5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (eg., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...)	
HS	K.5.7.E.3b Identify the effects of social influences (eg., styles related to dress, hair, makeup, jewellery; cultural rituals; gender equity,	

	harassment, nudity; violence against women...) on sexuality and gender roles.	
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	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
HS	K.5.7.E.3c Identify responsibilities (eg., respect, abstinence...) and sources of support (eg., parents, nurses, doctors, counselors, help lines, community health services, religious leaders, recommended books...) with regard to sexually related health issues.	
HS	K.5.7.E.4a Identify the causes, nature, methods of transmission (eg., sexual intercourse, body fluids, contaminated needles, number of sexual partners...) and methods of prevention of AIDS and HIV infection (eg., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).	
HS	K.5.7.E.4b Identify the common STIs (eg., genital herpes, gonorrhea, chlamydia...), their symptoms, and means of prevention (eg., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).	
HS PS	S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviors (eg., abstinence, pregnancy prevention, safer sex practices...)	

# Potentially Sensitive Outcome Alternate Delivery Form

Grade 8

School:

	<b>POTENTIAL SENSITIVE OUTCOME</b>	<b>Selected for Alternate Delivery Y / N</b>
	Contains no potentially sensitive outcomes	

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