

Some highlighted concerns about the new Health and Physical Education Curriculum

GRADE 1 (6 yr olds):

Content: C 1.3 Page 93

identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology [PS]

Comments: How will these be differentiated? With visual aids? With sexual children's dolls? Children should learn proper names for their body but why do they need to learn this in a large classroom setting? Why is learning penis and vagina not enough? This list may not be complete and classroom discussions may include other anatomical parts such as the clitoris. Why does a 6 year old need to know about their clitoris? Or a boy for that matter.

Kathleen Wynne and Minister Liz Sandals have also promised that teaching of "**enthusiastic** sexual consent" will be weaved throughout the sex-ed curriculum, beginning in grade 1. It appears that it will become progressively more explicit in each grade so that children can "see what consent looks like", although the government has not provided details on how this will be presented to 6 year olds. The concept of consent will be introduced to children too young to understand the consequences of that consent and it moves the responsibility over to the child. Furthermore, consent can only be given legally at the age of 16.

GRADE 3 (8 yr olds):

Content: C 3.3 Page 124

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, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [PS, IS]

Comments: This violates the pre-teaching concept "to do before to learn". Students need to have a profound understanding of their bodies and their feelings in order to develop a clear picture about gender identity and sexual orientation. Students will be more successful in recognizing their gender identity and sexual orientation in high school when they are mature enough and better able to understand themselves. There is a fine line between teaching different family models, acceptance, and respect of differences and a teacher interjecting their social values and putting it on children to question their own identity. The discussion of gender identity at this young age will introduce confusion in a child at a time where they aren't capable of understanding their feelings and how to logically act on them.

GRADE 4 (9 yr olds):

Content: C 1.2 Page 140

identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]

Teacher prompt:

“Advances in technology have greatly increased our ability to get and share information and to communicate and collaborate with each other. But these benefits also come with some risks and potential difficulties, such as a possible loss of privacy, addiction, increased sedentary behaviour, or exposure to people who ask you for sexual pictures or want you to share personal information. What are some things you should do to use this technology safely? How can you get help if you get into trouble?”

Student:

“I should make sure that an adult knows what I am doing when I’m using the computer, the Internet, or a cell phone, so I have someone who can help if needed. When I can, I should use a computer in a public space like a kitchen, living room, or library, instead of alone in my bedroom. I shouldn’t share my password or personal information. I should be aware that people are not always who they say they are online. I should close and delete pop-ups and spam messages without responding. If there’s a problem, I should stop right away and tell an adult instead of trying to solve the problem online. I should help my friends by reminding them of these tips.”

Comments: Once your child starts using a computer or tablet that has access to the internet, they need to learn about internet safety. Grade 4 is TOO LATE! Teach them the family rules of using certain programs and always be near them when they are on these devices. Disable "chats" on games when possible. Teach them to not share their last name, school name, address, phone number etc online. Teach them a "friend" online IS A STRANGER. Someone can say his name is James and he is 7 years old but on the other side of the internet, his real name could be John and he is 40 years old. Teach them to never take a picture of themselves and put it on the internet without a parent knowing.

By introducing the term “sexual pictures” you are now introducing a possible discussion of what sexual pictures are. What will that look like in a classroom? There is no clear definition here on what an age appropriate discussion of sexual pictures should be.

Content: C1.5 Page 141

describe the physical changes that occur in males and females 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 [PS]

Teacher prompt:

“What can change socially as you start to develop physically?”

Student:

“Relationships with friends can change, because sometimes people start being interested in different things at different times. Some people start ‘liking’ others. They want to be more than ‘just friends’ and become interested in going out. Sometimes people treat you as if you are older than you actually are because of how you look. Sometimes classmates, friends, or family make comments or tease you about the changes.”

Comments: Many parents would find that introducing this idea of dating at age 9 is not age-appropriate. On its own this content might not seem too serious, but in the context of the other controversial lessons, plus the curriculum’s connections to a confessed child pornographer, one could see this as a red flag.

GRADE 5 (10 yr olds):

Content: C1.3, C1.4 Page 156-157

C 1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [PS]

Teacher prompt:

“Female body parts that mature and develop as a part of puberty include the vagina, cervix, uterus, fallopian tubes, ovaries, endometrium, and clitoris. Male body parts that mature and develop during puberty include the penis (with or without the foreskin), scrotum, urethra, testicles, prostate gland, seminal vesicles, and vas deferens. These changes occur as people become capable of reproduction. What are some physical changes that happen during puberty?”

Student:

“During puberty, girls will develop breasts and get their periods for the first time. An increase in weight and body fat is normal. Boys will become more muscular, get deeper voices, and grow facial and body hair. The penis and testicles will grow larger. Both boys and girls will grow hair under their arms, on their legs, and in their pubic area. The rate at which these changes occur will vary for each individual.”

C1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development

Teacher prompt:

“Menstruation is the medical term for having a ‘period’ and is the monthly flow of blood from the uterus. This begins at puberty. Not all girls begin menstruation at the same age. Generally, every month, an egg leaves one of the ovaries and travels down one of the fallopian tubes towards the uterus. In preparation, the walls of the uterus develop a lining of extra blood and tissue to act as a cushion for the egg in case fertilization occurs. When an egg is fertilized, it attaches itself to the lining of the uterus and begins to develop into a baby. If fertilization does not occur, the lining of the uterus is no longer needed and is discharged through the vagina. This is the monthly flow of blood. The whole process is called the menstrual cycle. Can you summarize its purpose?”

Student:

“It is how the female body gets ready for pregnancy.”

Teacher:

“The testicles are glands within the scrotum that produce sperm and hormones, beginning at puberty. After sperm develops in the testicles, it can travel through the epididymis until it reaches the vas deferens where it is stored until ejaculation occurs. During ejaculation, the prostate gland releases a liquid that mixes with the sperm from the vas deferens to make semen, which then leaves the body through the urethra. Fertilization can occur when the penis is in the vagina, sperm is ejaculated, and the sperm and egg connect. Babies can also be conceived by having the sperm and egg connect using assisted reproductive technologies. What is the purpose of sperm production?”

Student:

“Sperm is needed for fertilization. When the sperm from the male and the egg from the female join together, pregnancy occurs.”

Teacher:

“We’ve described what menstruation and spermatogenesis mean from a physical point of view. How do these changes affect you in other ways?”

Student:

“Not everyone experiences these changes at the same time and in the same way, so teasing people about these changes isn’t right. It can be very hurtful.” “In my culture

and my family, becoming an adult is a cause for celebration.” “We don’t talk about it in my family. What I see in the media and online is a bit confusing, so it’s good to know what these changes in my body actually mean. The more I know, the better I can take care of myself.”

Comments: There are many parents that believe these discussions are better suited for when a child inquires about them. Boys and girls will possibly reach puberty around this time and that discussion is reasonable in split classrooms. However, discussing body changes does not need to include all this content. For example “when the penis is in the vagina, sperm is ejaculated” is a little too much.

There is also a major concern that sex is being introduced to 10 year olds but there is no discussion of STDs/STIs, other consequences of having sex, or protection until Grade 7.

Content: C2.4 page 158-159

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), and identify strategies that they can apply to manage stress, build resilience, 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)[PS]

Teacher prompt:

“As you enter adolescence, you may begin to develop new kinds of relationships and new feelings that you have not had before. Your relationships with your peers can become more stressful. Understanding how to respond to these new feelings and situations can reduce some of the stress that goes with them. For example, if you feel you ‘like someone in a special way’, what are some appropriate ways of sharing that information with someone else and what are ways that are inappropriate?”

Student:

“You can show that you like someone by being extra nice to them, talking with them more, spending time with them, or telling them that you like them. Ways of showing that you like someone that are inappropriate include touching them without their permission, spreading rumours about them to others or online, and making fun of them in order to get attention. Sharing private sexual photos or posting sexual comments online is unacceptable and also illegal.”

Comments: Why are we teaching children how they should engage in relationships?

GRADE 6 (11 yr olds):

Content: C2.5 Page 175

Teacher prompt:

“Things like wet dreams or vaginal lubrication are normal and happen as a result of physical changes with

puberty. Exploring one's body by touching or masturbating is something that many people do and find pleasurable. It is common and is not harmful and is one way of learning about your body."

Comments: According to research and marriage counselling, masturbation leads to unfulfilling relationships. The wording gives the impression that it is an invitation to sexual touching. According to the Canadian Criminal Code 152 that says "Invitation to sexual touching"

Invitation to Sexual Touching (sections 152 and 153) - no one can invite a child under the age of 16 to touch himself/herself or them for a sexual purpose. The penalty for this offence is a mandatory minimum period of imprisonment of up to a maximum of 10 years". "no one in a position of trust or authority over a 16 or 17 year old (for example, a teacher, religious leader, baby-sitter or doctor) or upon whom the young person is dependent, can touch any part of the body of the young person for a sexual purpose or invite that young person to touch himself/herself or them for a sexual purpose. The penalty for this offence is a mandatory minimum period of imprisonment of up to a maximum of 10 years".

What are the safeguards to protect the exploitation of children now that pleasure and sex are part of the curriculum? There are no boundaries set on how far a teacher can go with a discussion and on the contrary the Ministry encourages student lead discussions and elaborations of the curriculum.

Content: C3.3 Page 177

Teacher prompt:

"Assumptions are often made about what is 'normal' or expected for males and females – for example, men take out the garbage; nursing is a woman's job; boys play soccer at recess and girls skip rope or stand around and talk; boys are good at weightlifting and girls are good at dancing. Assumptions like these are usually untrue, and they can be harmful. They can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and they can cause people to discriminate against and exclude those who are seen as 'different'. Assumptions about different sexual orientations or about people with learning disabilities or mental illness or about people from other cultures are harmful in similar ways. Everyone needs to feel accepted in school and in the community. Why do you think these stereotyped assumptions occur? What can be done to change or challenge them?"

Students:

"Stereotypes are usually formed when we do not have enough information. We can get rid of a lot of stereotypes just by finding out more about people who seem different. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We can understand people's sexual orientations better, for example, by reading books that describe various types of families and relationships. Not everyone has a mother and a father – someone might have two mothers or two fathers (or just one parent or a grandparent, a caregiver, or a guardian). We need to make sure that we don't assume that all couples are of the opposite sex, and show this by the words we use. For example, we could use a word like 'partner' instead of 'husband' or 'wife'. We need to be inclusive and welcoming." "If we have newcomers from another country in our class, we can try to find out more about them, their culture, and their interests." "If we hear things that are sexist, homophobic, or racist, we can show our support for those who are being disrespected." "If we hear someone using words like 'crazy' or 'nuts' to describe a person who has a mental illness, we can explain that mental illness is no different from other illnesses, and that we wouldn't call someone names if they were suffering from any other illness."

Comments: Both terms can co-exist (“partners” and “husband and wife”). Why ask the students to replace “husband and wife”? Inclusion means that we respect both terms. “Husband and wife” is one type of family structures, asking the students to replace it is a breach to the Equity and Inclusion Framework in Ontario. Most cultural teachings and practices are based on the value of a family with a “husband and wife”. Replacing these words is offensive and disrespectful to many cultures.

GRADE 7 (12 yr olds):

Content: C1.1 Page 194-195

Teacher prompt:

“What are some ways of protecting your safety when using a computer at home or in a public place?”

Student:

“Everyone should be aware that anything they write or post could become public information. If you do not want someone else to know about something, you should not write about it or post it. You should never share your password. If you are a target of online harassment, you should save and print the messages you received and get help from a parent, teacher, or other trusted adult.”

Teacher prompt:

“Sexting – or the practice of sending explicit sexual messages or photos electronically, predominantly by cell phone – is a practice that has significant risks. What are some of those risks? What can you do to minimize those risks and treat others with respect?”

Students:

“Photos and messages can become public even if shared for only a second. They can be manipulated or misinterpreted. If they become public, they can have an impact on the well-being of the persons involved, their future relationships, and even their jobs. There are also legal penalties for anyone sharing images without consent.”

“You shouldn’t pressure people to send photos of themselves. If someone does send you a photo, you should not send it to anyone else or share it online, because respecting privacy and treating others with respect are just as important with online technology as with face-to-face interactions.”

Comments: This first teacher prompt should not wait until grade 7. It should be taught earlier so it is not effective. The second teacher prompt needs to be clearer in that posting pictures or anything of yourself is risky not just avoid sharing photos of other people. Stating photos can become public even if they are shared for only a second is misleading. Photos ARE public the minute you share them. It can be argued that the minute you take a picture, it is on the cloud. Be careful. This is a lesson in sexting etiquette not the dangers of sharing your own images. And if one can be bold to say that this could lead to the idea that if they are sharing inappropriate images with an adult they should keep it a secret so the adult doesn't lose his job or get fired. Who determines the age appropriate language and content in these discussions i.e. the teacher, the schoolboard? The government has really failed with this part of the curriculum and it was one that needed the most consideration.

Content: C1.3 Page 195-196

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 having vaginal or anal intercourse; choosing to abstain from having oral-genital contact); 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.

Teacher prompt:

“The term abstinence can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. Being able to talk about this with a partner is an important part of sexual health. Having sex can be an enjoyable experience and can be an important part of a close relationship when you are older. But having sex has risks too, including physical risks like sexually transmitted infections – which are common and which can hurt you – and getting pregnant when you don’t want to. What are some of the emotional considerations to think about?”

Student:

“It’s best to wait until you are older to have sex because you need to be emotionally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship, which can hurt a lot. Personal values, family values, and religious beliefs can influence how you think about sexuality and sexual activity. A person should not have sex if their partner is not ready or has not given consent, if they are feeling pressured, if they are unsure, or if they are under the influence of drugs or alcohol.

Comments: Under the pretext of encouraging abstinence from behaviours associated with high risk for STIs, the curriculum introduces children to the concepts of "anal intercourse" and "oral-genital contact". Those are ideas that many of 12-13 year old kids might not be aware of, or at least, have never seriously considered as an act they could be taking part in now. Also, "anal intercourse" is lumped in as a sexual act of the same kind as vaginal intercourse, with no differentiation between the two types of sexual acts, either morally or with respect to risk for sexually transmitted disease, for which the former carries dramatically higher risk.

Anal intercourse is not an activity to which the government should be giving any semblance of approval whatsoever. The Criminal Code of Canada states that persons under the age of 18 cannot engage in anal intercourse except if they are legally married. It is the most efficient method of transmitting the AIDS virus, so much so, that despite all the "safe sex" and condom education over the past 30 years, epidemiologists still predict that 50% of men-who-have-sex-with-men (MSM) will eventually contract HIV.

If the government's going to talk about anal sex at all, it should be at older ages and the message should be that it is a risky and potentially fatal activity. The curriculum makes no mention that anal intercourse, in the context of male-on-male sex, leads directly to the death of a large percentage of those who practice it, and is generally unhealthy for all practitioners.

The term STIs but not the term STDs is mentioned in the curriculum. There is also no definition of either term. It is not made clear that viral STDs cannot be cured with medication.

People have a right to know about serious health risks before they choose to engage in it. Withholding such vital information is an inexcusable moral failure that puts lives at risk.

This sex-ed curriculum leaves 12 and 13 year olds with a distinct impression that “communicating clearly with each other when making decisions” is all that's required for this activity to be "responsible and safe". The curriculum does not expand enough on the benefits of abstinence and the importance to not stigmatize those who chose to abstain from sexual activity.

Content: C1.5 Page 196

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.

Teacher prompt:

“Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can be infected with an STI. If you do not have sex, you do not need to worry about getting an STI. (By the way, statistics show that young people who delay first intercourse are more likely to use protection when they choose to be sexually active.) If a person is thinking of having sex, what can they do to protect themselves?”

Student:

“They should go to a health clinic or see a nurse or doctor who can provide important information about protection. People who think they will be having sex sometime soon should keep a condom with them so they will have it when they need it. They should also talk with their partner about using a condom before they have sex, so both partners will know a condom will be used. If a partner says they do not want to use a condom, a person should say, ‘I will not have sex without a condom.’ If you do have sex, it is important that you use a condom every time, because condoms help to protect you against STIs, including HIV, and pregnancy.”

Comments: Using the phrase “preventing STIs” at the beginning of this teacher prompt is not scientifically accurate. It should be “reducing the risk”. It is illegal and age inappropriate to suggest to 11 and 12 year olds that they could now have sex under the condition they carry a condom. The Canadian Law prohibits sexual engagement prior to the age of 16. Also, it is important to highlight limited effectiveness of condoms to protect an individual against STI’s or pregnancy. The CDC states that typical condom failure is 18%.

There is no discussion of the potential to get pregnant and what that could mean for a child. If a child becomes pregnant they have to decide (with their family and partner) to either abort or carry a baby full term. There is no discussion of what that means or the effects of pregnancy, abortion or pregnancy loss to a female’s body, psyche or life thereafter.

Content: C1.5 Page 197

Teacher prompt:

“HIV (Human Immunodeficiency Virus) is a serious viral infection that can be controlled with treatments. HIV attacks the cells in the body that help to fight infections until they are no longer able to do their job. With treatment, the damage that HIV does to the body’s immune system can be slowed or prevented. But HIV infection cannot be cured. The only way to know if you have HIV is to get an HIV test. Today, when people get tested for HIV early in the infection and access HIV treatments, they have the opportunity to live a near-to-normal lifespan. HIV can lead to AIDS (Acquired Immune Deficiency Syndrome), a state of health in which a person’s immune system has been weakened by HIV and the person can no longer fight other infections. It is common for a person with AIDS to develop other infections, such as pneumonia or some kinds of cancer. HIV can be transmitted whether or not someone has symptoms of the infection. However, HIV treatment can reduce the amount of HIV in someone’s body to the point where it is much less likely that HIV will be transmitted. HIV transmission results from specific activities and

does not occur through everyday contact with someone living with HIV/AIDS. What are some of the ways a person can be infected with HIV, and what can be done to prevent the transmission of HIV?”

Student:

“HIV is transmitted through contact with bodily fluids – semen, blood, vaginal or anal fluid, and breast milk. HIV cannot live outside the body. For you to be infected, the virus must enter your bloodstream. That can happen through the sharing of needles as well as through unprotected sexual intercourse, which is the most common method of infection. To prevent the transmission of HIV, avoid behaviours associated with greater risks of HIV transmission, like vaginal or anal intercourse without a condom and injection drug use. It is very important that you use a condom if you do have sex. Avoid sharing drug use equipment or using needles that have not been sterilized for any purpose, including piercing, tattooing, or injecting steroids. One of the best things you can do to stop HIV is to stop the stigma that is associated with having the infection. Gossiping about someone with HIV or avoiding everyday contact with them makes it more challenging for people to tell others that they have HIV or to get tested for HIV. These things make it easier for HIV to spread.”

Comments: “Today, when people get tested for HIV early in the infection and access HIV treatments, they have the opportunity to live a near-to-normal lifespan.” and “However, HIV treatment can reduce the amount of HIV in someone’s body to the point where it is much less likely that HIV will be transmitted.” –These statements normalize HIV and do not give facts on the consequences of contracting HIV or other sexually transmitted viruses.

The term “anal fluid” is not a medical term and has no place in the curriculum.

“One of the best things you can do to stop HIV is to stop the stigma that is associated with having the infection.” – Although we should not stigmatize anyone with HIV, this statement is false. It is completely misleading & dangerous to say that stopping a ‘stigma’ about any disease would in any way stop the disease itself.

Content: C2.4

Teacher prompt:

“Thinking about your sexual health is complicated. It’s important to have a good understanding of yourself before getting involved with someone else. It’s not just about making a decision to have sex or waiting until you are older. It’s also about things such as your physical readiness; safer sex and avoiding consequences such as pregnancy or STIs; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy and being in a relationship. It can include religious beliefs. It includes moral and ethical considerations as well, and also involves the need to respect the rights of other people. Can you explain what is meant by a moral consideration?”

Student:

“A moral consideration is what you believe is right or wrong. It is influenced by your personal, family, and religious values. Every person in our society should treat other people fairly and with respect. It is important to take this into account when we think about our relationships, sexual behaviour, and activities.”

Comments: Inviting the students to understand what gives them pleasure is an open invitation to have sex to experiment and explore.

GRADE 8 (13 yr olds):

Content: C1.4 Page 215

Teacher prompt: “How would thinking about your personal limits and making a personal plan influence decisions you may choose to make about sexual activity?”

Student:

“Thinking in advance about what I value and what my personal limits are would help me to respond and make decisions that I felt comfortable with in different situations. I would be able to approach a situation with more confidence and stick to what I had planned. I would be less likely to be caught off guard and have to react without having thought through the options and possible consequences.

Comments: Is it age-appropriate to suggest to grade 8's that they should make a plan in which they decide how far they're willing to go with sexual activity, and then "stick to what I had planned"? Again, what safeguards are in place to protect children when discussing their sexual plans?

Many parents feel this has an undertone that is too sexually permissive and is giving license to promiscuity. Keep in mind that at this age, children cannot legally give consent. It may actually be illegal for adults to instruct underage children to have sex.

Content: C1.5 Page 216

demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

Teacher prompt:

“Gender identity refers to a person’s internal sense or feeling of being male or female, which may or may not be the same as the person’s biological sex. It is different from and does not determine a person’s sexual orientation. Sexual orientation refers to a person’s sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. Gender expression refers to how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and to your interactions with others. Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept. A person’s self-concept can develop positively if the person understands and accepts their gender identity and sexual orientation and is accepted by family and community. It is harder to develop a positive self-concept, however, if the way a person feels or identifies does not meet perceived or real societal norms and expectations or is not what they want, or if they do not feel supported by their family, friends, school, or community. A person’s self-concept can be harmed if a person is questioning their gender identity or sexual orientation and does not have support in dealing with their feelings of uncertainty. What kind of support do people need to help them understand and accept their gender identity and sexual orientation?”

Student:

“Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in

literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances.”

Comments: Why do 13 year olds need to “demonstrate an understanding” of such detailed information on a subject that is extremely controversial? It completely disregards the Judeo-Christian values that are described in section 264 of the Education Act. If the “Equity and Inclusion policy” is to be carried out then it is quite sufficient to teach that we should always be respectful and understanding of all people of all faiths, cultures, orientations and genders.

ADDITIONAL COMMENTS:

The curriculum needs to focus on going to a parent first and foremost with questions, discussions and help regarding mental health and sexual activity. The curriculum is written in a manner that the child raises himself/herself.

Parents should be the first educators when it comes to sensitive content such as sexual health and “the sooner the better” approach is not necessarily the correct approach. In 2004, New Brunswick implemented Sex Ed, yet teen pregnancy rate was up 40% from 2006 to 2010, while Sexually Transmitted Infections (STI) was up by 38%.

There is a great concern as to the flexibility given to a teacher to elaborate and discuss these topics in the classroom without any boundaries. One needs only to review the blue pages of Professionally Speaking monthly to see that among great teachers are child predators waiting for an opportunity to exploit children in the classroom.

References

The Well-Informed Parent: <http://www.thewellinformedparent.com>

Campaign Life Coalition: <http://www.campaignlifecoalition.com>