

Important Additions to the 2020 Comprehensive Health and Physical Education Standards

All topics in the following areas will be addressed at the end of the school year. This will allow us additional time to unpack the standards and find the most suitable, age appropriate instructional materials that we will be able to share with parents prior to instruction.

Personal Growth and Development

Pregnancy and Parenting

Social and Sexual Health

2.12.SSH.2


Discuss the range of ways people express their gender and how gender role stereotypes may limit behavior

Clarification : These standards are designed to ensure that children understand that everyone has the ability to live their life in a way that suits them, no matter their gender. For example: girls may receive messages that Math and Science are “boy” subjects, and boys may be taught that the Arts are for girls. These standards are designed to promote that those messages are not entirely accurate.

Why: Children initiate and develop relationships and navigate increasingly complex peer relationships in school settings. We have a need to promote healthy relationships and positive self-worth at early ages. Beginning these conversations early will help develop empathy and to learn how to promote dignity and show respect for all people.

2.12.PGD.5

List medically accurate names for body parts including genitals.



Clarification: Help children understand that their bodies belong to them. No is a Strong, Safe, and Free word. One reason why children may be reluctant to say “no” to abuse is that they are taught saying “no” is impolite or disrespectful. Adults must realize that there are times when saying “no” is essential to keeping children safe.

Why: Promotes healthy body concepts. Teaches children it is OK to talk about genitals. Not naming those parts of the body conveys to children that these parts are bad and should not be mentioned. Teaching a young child the correct anatomical terms, helps him or her reach a comfort level with proper terms.

2.15.SSH.2

Differentiate between sexual orientation and gender identity

2.15.SSH.3

Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing abilities, immigration status.

Clarification: Gender identity- How you recognize your own gender. Sexual orientation - a persons sexual attraction. Instruction will be focused on these two definitions. Students with questions falling outside this boundary will directed to a trusted adult or parent.

Why: To prepare students for the processing of any feelings and emotions associated with puberty and to provide them with the tools to appropriately process these changes. In addition, to reduce the risk of bullying and to promote dignity and respect for all people.

2.1.5.PP.1


Explain the relationship between sexual intercourse and human reproduction.



This standard will be further examined during the school year in consultation with the curriculum supervisor, health teacher and school nurse.

2.1.5.PGD.4

Explain common human sexual development and the role of hormones (e.g. romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)



Clarification: When a NJSLS has parentheses, the topics inside are suggested, but not required. Romantic/sexual feelings and masturbation will not be discussed.

Instruction will focus on the social, emotional and physical aspects of basic puberty.

Why: To introduce students to information about puberty prior to onset so that children will know what to expect. The focus on instruction is to emphasize to students that developmental changes and feelings are normal.

2.1.8.SSH.7

Identify factors that are important in deciding whether and when to engage in sexual behaviors.



2.1.8.SSH.9

Define vaginal, oral, and anal sex.

Clarification: An introduction to explanation of types of contraceptives will allow a knowledge base for later in life. The limitation of the definitions are purely clinical and used for instruction about how behaviors increase risk and how these behaviors are related to STI's.

Why: Providing students with medically accurate, age appropriate information about their bodies and about personal and interpersonal relationships help them develop healthy relationships and interact effectively, respectfully, and safely with others.

Educating Parents



This presentation will be posted on the school website.

A parent night will be held on September 21st at 7p.m. for parents to ask questions about the curriculum changes.

Parents will be able to examine all instructional materials for lessons in Social and Sexual Health, Pregnancy and Parenting, and Personal Growth and Development prior to lessons being taught. A letter will be sent home to parents advising them when these units will be taught and they will be permitted to examine the resources used to deliver lessons on these topics.

In New Jersey, parents have had the right to opt out of the family life curriculum for their children since 1980, when N.J.S.A. 18A:35-4.7, the *Parents Right to Conscience Act*, took effect. This opt out option is still in effect.



QUESTIONS?