

		Commission scolaire English-Montréal English Montreal School Board
POLICY:	SEX EDUCATION	CODE: PS-1
Origin:	Pedagogical Services	
Authority:	Resolution #82-06-22-11.2	
Reference(s):		

POLICY STATEMENT

The Board endorses the sex education module as outlined in the revised programs of Moral and Religious Education and/or Moral Education for Protestant Schools* of Quebec. In order to ensure full participation in the program, the Board recognizes, as does the Ministry, that content may be adapted to meet the particular needs of a school community.

All courses offered in a school that contain a moral or religious component, including sex education and drug education courses, shall conform to the principles of the authorized Moral and Religious Education (Protestant)* curriculum and shall be appropriate to the maturity level of the pupils.

The Board shall provide opportunities for teacher training in Moral and Religious Education (Protestant)* including the area of sex education.

The Board shall make available information sessions and/or workshops for parents.

The Board recognizes the right of parents to withdraw their child from a sex education program on grounds of conscience.

The Board recognizes that all outside resource organizations offering specific programs shall have the support of the school committee.*

* Please note the following changes subsequent to the adoption of this policy –

- linguistic school boards were established
- governing boards have replaced school committees

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PURPOSE

To provide guidelines for programs in sex education intended for elementary and secondary school students.

GENERAL

In the school system in Quebec, it has been agreed that sex education has a wider purpose than the transmission of a body of knowledge related to physical development and reproduction. It has to do with the child's being and becoming, and is therefore more appropriately termed 'education in human sexuality'.

While it is understood that parents have the primary responsibility for the sex education of their child, schools too have a particular contribution to make. The very nature of the school environment allows for a broad spectrum of interpersonal relationships and the school therefore plays a vital role in the student's growth toward a personal identity and social and sexual maturity.

As education in human sexuality deals primarily with values, it is to be viewed as a part of the program for Moral and Religious Education. It is not, however, intended that sexual learning be exclusive to Moral and Religious Education. Home Economics, Biology, Science, Literature, etc. all present opportunities for integrating the learning process. Sexual values and behaviour, like most values, are learned from daily living experiences, from the home, school, media, i.e., all the interactions students have with their environment.

With the realization that this aspect of the school curriculum is a shared one, it is incumbent upon all involved in the sex education program to keep parents informed of the content and to clarify the philosophy underlying it.

OBJECTIVES

The following objectives for a sex education program are:

1. to provide accurate, unbiased information that is age-appropriate and geared to the physical and emotional needs of the student;
2. to examine feelings, emotions and appropriate subsequent behaviour;
3. to develop decision-making skills for coping with problems in interpersonal relationships;
4. to recognize that sexuality is inseparable from identity by focusing on equality of the sexes, development of a self-concept and development of effective interpersonal skills;
5. to provide opportunities for free and open examination of social issues;
6. to recognize that sexual learning is a life-long process and an integral part of our fabric of living;
7. to make students aware of basic universal values: the worth and dignity of the individual, respect for persons, property and principles, responsibility to self and to society.

CONTENT GUIDELINES

The content of the program shall be directed toward viewing sex education in the broader perspective of family life education. It shall also be recognized that the program comprises a spiraling learning process from Kindergarten to Secondary V.

Cycle I Elementary

Children of Grades 1, 2, 3 have an innate sense of awe and wonder. They are filled with the sheer joy of living, the excitement of exploring and discovering their world. Both human and animal babies hold an intense fascination for them. Program content should focus on:

1. the family as a caring unit and defined as 'a group of caring persons who share feelings and living experiences';
2. roles and responsibilities in the family;
3. the idea that all life comes from life itself;

4. the idea that all living things reproduce;
5. the fact that all living things have special reproductive organs;
6. the idea that all living things need nurturing;
7. the idea of respect for all parts of the body;
8. the idea of respect for self and others;
9. the concept that different kinds of feelings affect us in different ways;
10. the concept that growth occurs in many different ways – physically, intellectually, socially, emotionally and spiritually.

Cycle II Elementary

These students (Grades 4, 5, 6) are full of questions – questions about heredity, body function, sexual changes, hormones, male and female roles and behaviour. Their questioning, frankness and objective view of the world give us an opportunity to provide accurate biological information and to stimulate a growing awareness of the value components in sexuality. Program content should focus on:

1. anatomy and physiology of male and female reproductive organs;
2. menstruation, sperm production;
3. fertilization;
4. embryo and fetal development;
5. the miracle of the birth process;
6. needs of the newborn;
7. changing responsibilities, changing bodies, changing emotions and attitudes;
8. individuality of growth patterns;
9. respect for social customs;
10. peer group influences;
11. development of decision-making skills;

12. awareness of external influences on our behaviour and on our bodies, e.g. smoking, alcohol, drugs, media.

Cycle I Secondary

Secondary I and II students need time to review and consolidate past learning. They need the opportunity to develop skills for dealing with more complex interpersonal relationships and for clarifying values. Their rapidly growing bodies, increasing awareness of self as a sexual entity, new responsibilities, all create a need for the support of caring adults both at home and at school. Content here should have a strong focus on:

1. self-identity;
2. personal development;
3. family and peer relationships;
4. responsibility for one's own behaviour;
5. the distinction between emotions and feelings;
6. an understanding of the sex drive in oneself and in the opposite sex;
7. concern for the welfare of others;
8. development of a personal value system.

Cycle II Secondary

Secondary III, IV and V students are ready to look at, from different points of view, the meaning of sexuality, sexual ethics and the social issues that arise from sexuality. At these levels, content should span a wide variety of areas such as:

1. place of the family in our changing modern society;
2. stereotypes and changing roles;
3. skills required for parenting;
4. growth and development of human sexuality;
5. ages and stages of the life cycle;
6. social issues, e.g. sexually transmitted diseases, contraception, family planning, divorce, one-parent families, abortion;
7. sexual ethics in diverse cultures.