

# MEMORANDUM

TO: Middle School Principals, Health and Physical Education Teachers

FROM: Benita Turner, Educational Specialist for Health, Physical and Driver Education

SUBJECT: Health and Family Life Education

DATE: November, 2018

Our health curriculum is comprehensive and based on National Health Standards designed to achieve health literacy for every student. Within the health curriculum, sensitive topics in family life instruction are an integral and important component of total well-being. The following information will be helpful when answering family life questions:

- **Opt-out forms** are enclosed and are **grade specific**. Each opt-out form has the sensitive FLE objectives with clarifying statements on the back. Please copy these opt-out forms with objectives on the back to be distributed to students prior to family life presentations. It is recommended that these opt-forms and objectives be given to parents for review and returned well ahead of the instructional planned family life content. We recommend family life instruction for middle school students to be given during January through the end of April during health education class.
- Health instructors and principals should distribute opt-out forms to students for parent preview at least 2 weeks prior to teaching. Schools should devise a system to collect and store opt-out forms yearly. \*Data are collected annually to show system-wide percentages of opt-out students. This data (End-of-Year Opt-Out Summary Form) needs to be submitted to the office of health and physical education at Central Office no later than **May 24, 2019**.
- Health and Physical Education department chairpersons will have health topic outlines and family life instructional previews. The materials and resources in these teacher outlines should serve as guidelines for curricular materials in all family life content used in Henrico County Schools. Printed versions of electronic resources such as PowerPoint presentations may be obtained upon request to department chairpersons for health and physical education at each school.
- **Only screened videos and supplemental materials from the central office Educational Specialist** will be incorporated into the health curriculum. A list of available videos and materials has been distributed to each department chairperson and are available in Google and Schoology. All family life videos, CDs and materials will have Henrico County Public Schools labels upon screening by the specialist's office and committee.
- In all cases, FLE objectives will continue to be taught by qualified health education teachers and health professionals (Henrico County Public School nurses).

Thank you for your attention to the details within this memo and for the effective administration of the health curriculum program goals.

Enclosed: End-of-Year Opt-Out Summary  
Grade Specific Opt-Out Statements (Objectives copied on back of page)

Copy: Scott Bray  
Ingrid Grant

**HENRICO COUNTY PUBLIC SCHOOLS**

**FAMILY LIFE EDUCATION**

**SIXTH GRADE  
OPT-OUT STATEMENT  
2018 - 2019**

Along with families and religious institutions, schools provide age appropriate instruction for lifetime wellness for responsible behavior. As part of a comprehensive health education curriculum designed to achieve health literacy, Henrico County Public Schools provides family life education to promote the attitudes, values and skills necessary in making good decisions.

The decision to include a student in family life education as a part of the total health curriculum is left to the parent or guardian. The Family Life objectives are listed on the back of this sheet along with a clarifying statement for each objective.

Parents, please read the information found on the back of this opt-out form.

Students will be separated by gender for instruction related to these specific objectives. If a student is opted out of family life, an alternative instructional program will be provided.

**Do not complete this form if your child will attend family life.**

- If you wish to exclude your child from family life education, please indicate by signing below and by returning the form to your child's health classroom teacher.

I wish to exclude \_\_\_\_\_ from family life.  
Student's first and last name

School \_\_\_\_\_

Health & Physical Education Teacher \_\_\_\_\_

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

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Family life materials may be reviewed at the following locations: Health and Physical Education Teachers and Educational Specialist for Health and Physical Education (Central Office).

## Sixth Grade Family Life Objectives

**1. Objective: Identify physical and emotional changes that occur during puberty and the importance of personal hygiene (Sensitive content, students separated by gender)**

*Clarification: Changes during puberty are discussed in relation to the increased need for personal hygiene, proper dental care, frequent showering and shampooing, use of deodorants, and clean clothing. Female students will be taught the proper use and disposal of sanitary pads and tampons. The following topics are discussed in relation to male and female changes during puberty: physiological sexual response; menstruation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality).*

**2. Objective: Identify sexually transmitted diseases including HIV/AIDS and prevention strategies (Sensitive content, students separated by gender)**

*Clarification: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents that are not sexually transmitted are described (such as vaginitis, urethritis, etc.). Instruction will include factual information regarding the AIDS virus and its transmission.*

**3. Objective: Describe the process of human reproduction (Sensitive content, students separated by gender)**

*Clarification: This is an introduction to the reproductive process and the advantages of delaying sexual involvement.*

**4. Objective: Define abstinence and its importance in premarital relationships (Sensitive content, students separated by gender)**

*Clarification: The detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unintended pregnancy, infant mortality, and psychological (self-esteem, etc.), social, economic, and physical consequences. Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and an effective method of minimizing the possibility of contracting sexually transmitted diseases.*

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Family life materials may be reviewed at the following locations: Principal's Office, Health and Physical Education Teachers and Educational Specialist for Health and Physical Education (Central Office).

### Resources used by Instructors

All 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade family life materials

Teen Health by Glencoe McGraw-Hill

*Growing Up For Boys*

*Growing Up for Girls*

*Always Changing (CO-ED -original)* <http://www.pgschoolprograms.com/programs.php?pid=1>

HCPS PowerPoint



**HENRICO COUNTY PUBLIC SCHOOLS**

**FAMILY LIFE EDUCATION**

**SEVENTH GRADE  
OPT-OUT STATEMENT  
2018 - 2019**

Along with families and religious institutions, schools provide age appropriate instruction for lifetime wellness for responsible behavior. As part of a comprehensive health education curriculum designed to achieve health literacy, Henrico County Public Schools emphasizes the attitudes, values and skills necessary in making sound decisions.

The decision to include a student in the family life portion of the Health curriculum is left to the parent or guardian. The Family Life objectives are listed on the back of this sheet along with a clarifying statement for each objective.

Students will be separated by gender for instruction related to these specific objectives. If a student is opted out of family life, an alternative instructional program will be provided.

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- If you wish to exclude your child from family life education, please indicate by signing below and by returning the form to your child's health classroom teacher.

I wish to exclude \_\_\_\_\_ from family life.  
Student's first and last name

School \_\_\_\_\_

Health & Physical Education Teacher \_\_\_\_\_

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

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Family life materials may be reviewed at the following locations: Health and Physical Education Teachers and Educational Specialist for Health and Physical Education (Central Office).

## Seventh Grade Family Life Objectives

**1. Explain the development of secondary sex characteristics and how they affect emotional and social growth (Sensitive content, students separated by gender)**

*Clarification: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to secondary sex characteristics such as body growth, genital changes, menstruation, and physiological sexual response. Instruction promotes self-awareness and reduces anxiety for adolescent growth and development.*

**2. Identify causes, symptoms, treatment, and prevention of sexually transmitted diseases and HIV/AIDS (Sensitive content, students separated by gender)**

*Clarification: Topics include the nature, symptoms, treatment, transmission, and diagnosis of the following diseases: aids hpv (human papaloma virus), syphilis, gonorrhea, chlamydia, and genital herpes. Factual information is presented for all sexually transmitted disease topics and high-risk activities, such as needle sharing and intravenous drug abuse. Community resources for the testing and treatment of sexually transmitted diseases are provided*

**3. Define personal privacy and personal boundaries and plan strategies for preventing and reporting sexual harassment, sexual assault and molestation (Sensitive content, students separated by gender)**

**This is being taught based on House Bill 45 and Senate Bill 101 which passed in July, 2018.**

*Clarification: Methods of identifying assault and inappropriate sexual behavior and personal boundaries are presented. Emphasis is placed on the importance of avoiding situations that could increase the risk of sexual assault. Community resources for victims of assault and abuse are identified.*

**Code of Virginia 2004, House Bill 1015**

*Students will receive information related to the following: Steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law and the etiology, prevention, and effects of sexually transmitted diseases.*

**4. Recognize that sexual behaviors are conscious decisions and that abstaining from premarital sexual relations is important (Sensitive content, students separated by gender)**

*Clarification: Sexual feelings are a part of human growth and development. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Ways to say “no” to premarital sexual relations and ways that students can support each other in saying “no” are presented. In addition, the detrimental effects of teenage pregnancy, the nature of sexually transmitted diseases, and the necessity of delaying sexual activity until marriage are reviewed.*

**5. Identify the risks and consequences associated with premarital sexual intercourse (Sensitive content, students separated by gender)**

*Clarification: Instruction focuses on information regarding sexually transmitted diseases, including aids, pelvic inflammatory disease, cervical cancer; unintended pregnancy; and discussion about emotional maturity. Discussions include the emotional and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves for the purpose of avoiding risk-taking behavior. They learn about the positive results associated with abstinence until marriage.*

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Family life materials may be reviewed at the following locations: Health and Physical Education Teachers and Educational Specialist for Health and Physical Education (Central Office).

Resources used by Instructors

All 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade family life materials

“Straight Talk About Puberty for Boys” and “Straight Talk About Puberty for Girls” by Marsh Media

Teen Health by Glencoe McGraw-Hill and Health Smart Va Website by grade level: <https://healthsmartva.pwnet.org/>

HCPS PowerPoint

**HENRICO COUNTY PUBLIC SCHOOLS**

**FAMILY LIFE EDUCATION**

**EIGHTH GRADE  
OPT-OUT STATEMENT  
2018 - 2019**

Along with families and religious institutions, schools provide age appropriate instruction for lifetime wellness for responsible behavior. As part of a comprehensive health education curriculum designed to achieve health literacy, Henrico County Public Schools emphasizes the attitudes, values and skills necessary in making sound decisions.

The decision to include a student in the family life portion of the Health curriculum is left to the parent or guardian. The Family Life objectives are listed on the back of this sheet along with a clarifying statement for each objective.

Students will be separated by gender for instruction related to these specific objectives. If a student is opted out of family life, an alternative instructional program will be provided.

**Do not complete this form if your child will attend family life.**

- If you wish to exclude your child from family life education, please indicate by signing below and by **returning the form to your child's health classroom teacher.**

I wish to exclude \_\_\_\_\_ from family life.  
Student's first and last name

School \_\_\_\_\_

Health & Physical Education Teacher \_\_\_\_\_

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

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Family life materials may be reviewed at the following locations: Health and Physical Education Teachers and Educational Specialist for Health and Physical Education (Central Office).

## **Eighth Grade Family Life Objectives**

- 1. Compare and contrast personal level of development to the stages of human growth and development. (Sensitive content, students separated by gender)**

*Clarification: The student learns that people change as they age, according to their developmental level: physically, mentally, and emotionally. Physical development and human anatomy are reviewed with the goal of increasing his or her self-understanding and self-acceptance. The student will recognize the development of sexuality as an aspect of the total personality.*

- 2. Review causes, symptoms, treatment, and prevention of sexually transmitted diseases and HIV/AIDS. (Sensitive content, students separated by gender)**

*Clarification: This involves high-risk behaviors (rejection of the use of illegal intravenous drugs, dispelling myths regarding the transmission of sexually transmitted diseases, and stressing abstinence). Topics include the nature, symptoms, treatment, transmission, and diagnosis of the following diseases: syphilis, gonorrhea, genital warts, human papilloma virus, chlamydia, and genital herpes. Community resources for the testing and treatment of sexually transmitted diseases are identified.*

- 3. The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation. This is being taught based on Senate Bill 906 passed in July, 2011.**

*Clarification: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided.*

### **Code of Virginia 2004, House Bill 1015**

*Students will receive information related to the following: Steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law and the etiology, prevention, and effects of sexually transmitted diseases.*

- 4. The student will recognize the nature of dating, dating violence, sexual harassment as well as personal privacy and boundaries. This is being taught based on Senate Bill 906 passed in July, 2011; House Bill 45 and Senate Bill 101 which passed in July, 2018.**

*Clarification: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs and characteristics of potentially abusive dating relationships and negative mental health practices.*

Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Family life materials may be reviewed at the following locations: Health and Physical Education Teachers and Educational Specialist for Health and Physical Education (Central Office).

### Resources used by Instructors

All 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade family life materials

Teen Health by Glencoe McGraw-Hill and Health Smart Va Website by grade level:

<https://healthsmartva.pwnet.org/>

*Talk to Me – Communicating with your teenager about dating violence and sexual assault, Va. Dept. of Health*

*Open Arms, Open Eyes* video (Henrico Community Criminal Justice)

***FAMILY LIFE: END OF YEAR OPT-OUT SUMMARY 2018-2019***

**SCHOOL NAME** \_\_\_\_\_

**PRINCIPAL'S NAME** \_\_\_\_\_

**PHYSICAL EDUCATION TEACHER** \_\_\_\_\_

***TOTAL NUMBER OF OPT-OUT STUDENTS***

<b>Elementary</b>		<b>Middle School</b>		<b>High School</b>	
	<b>opt out #</b>		<b>opt out #</b>		<b>opt out #</b>
<b>GRADE 4</b>		Grade 6		Grade 9	
GRADE 5		Grade 7		Grade 10	
		Grade 8			