

## PRINCE WILLIAM COUNTY PUBLIC SCHOOLS GRADE SEVEN FAMILY LIFE EDUCATION (FLE) OBJECTIVES

The Prince William County Public Schools FLE curriculum complies with Virginia General Assembly legislation and the *Standards of Learning for Family Life Education* and guidelines established by the Virginia Department of Education.

FLE instruction in Grades 6-8 is delivered by health and physical education teachers and builds upon concepts introduced at the elementary level. Students continue their study of reproductive anatomy and physiology and learn about common sexually transmitted infections (STIs). Instruction includes an examination of physical, psychological, and social changes that occur as part of adolescent development and sexuality as an evolving component of personality. Students explore the benefits of postponing sexual activity and learn that abstinence from sexual activity is the only way to guarantee the prevention of pregnancy and STIs. Students learn about types of exploitation and identify techniques used by sexual predators to exploit teens.

Parents/guardians may opt their child out of all or any part of FLE instruction. Students who are opted out will be provided with non-punitive health activities during FLE instruction. Further information can be found in the parent letter and opt out form that are included in the Code of Behavior distributed at the beginning of the school year and are posted on the PWCS website ([www.pwcs.edu](http://www.pwcs.edu)).

### Human Sexuality/Growth and Development

#### 7.1 **Students will recognize how physical development that occurs during adolescence affects emotional and social growth.**

Descriptive Statement: Students review the biological and physiological changes, including body growth, genital changes, hormone secretions, the onset of menstruation, and sex-response feelings. Students discuss new social responsibilities that occur during this time. Emphasis is on recognizing that everyone is experiencing change, and differences in physical, social, and emotional growth rates differ from one individual to another.

#### 7.2 **Students will summarize the process of human reproduction.**

Descriptive Statement: Instruction includes a review of the processes involved in reproduction (ejaculation, ovulation, fertilization, implantation), where in the menstrual cycle fertilization is possible, prenatal development, pre-natal care, and childbirth.

### Social and Emotional Health

#### 7.3 **Students will interpret messages in society related to sexuality.**

Descriptive Statement: Students continue to identify and analyze messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students determine the impact of these messages on themselves and others and review how to counteract negative effects and report to parents/guardians and authorities.

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7.4 **Students will explore the changing role of peers and the peer group and the purpose of dating during adolescence.**

Descriptive Statement: Discussion focuses on characteristics of friendship and how friendships change through development; the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of group dating as a positive first step in developing romantic relationships.

7.5 **Students will identify the consequences of pre-teen and teen sexual activity and pregnancy in early adolescence.**

Descriptive Statement: Instruction focuses on medically accurate information regarding sexually transmitted infections (HIV, PID, cervical cancer) and social (reputation) and emotional (guilt, anxiety) impacts of early sexual activity. The emotional, mental, physical, social, and economic impact of teen pregnancy are also addressed. Students discuss the positive results and freedoms associated with postponing sexual activity and the benefits of being married before having children.

7.6 **Students will explore types of exploitation and identify techniques for preventing and reporting exploitation.**

Descriptive Statement: Students define exploitation and explore types of sexual exploitation. Prevention methods are presented, such as avoiding places and situations that could provide opportunities for exploitation. Community resources for victims of exploitation are identified.

7.7 **Students will explore safety issues related to the Internet.**

Descriptive Statement: Instruction includes how predators can use the Internet to exploit young people; common techniques and lures used by Internet predators; information posted on social media sites that makes students vulnerable; danger and repercussions of using personal electronic exchanges or social media to engage in sexually explicit communications; strategies for protecting personal information; and seeking adult support in uncomfortable situations.