POLICY:	EXEMPTION FROM INSTRUCTION RELATED TO HUMAN DEVELOPMENT AND SEXUAL HEALTH EXPECTATIONS	#	504
SECTION:	500 : CURRICULUM	Page	1 of 4
APPROVAL/REVISION DATE:	September 15 , 2025	EFFECTIVE DATE:	September 16, 2025
REVIEW DATE:	September 16, 2030		
CROSS REFERENCE:	PPM 162 - Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019 Policy 504 Guidelines: Human Development and Sexual Health Expectations by Grade Policy 504 Appendix A - Exemption Form		

A: POLICY

1. 1.1 It is the policy of the Board to establish a procedure that allows for students to be exempted, at the request of their parents, from instruction related to the Human Development and Sexual Health expectations found in strand D of The Ontario Curriculum: Health and Physical Education, Grade 1-8 consistent with PPM 162.

B. BACKGROUND

2. 2.1 The Institute for Catholic Education (ICE) under the guidance of the Assembly of Catholic Bishops of Ontario develops the Religion and Family Life Curriculum for Catholic schools in Ontario. The program names are Fully Alive/Vivre Pleinement and Blessed and Beloved. It is the purpose of these programs to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

C. SCOPE

3. 3.1 This policy pertains to students enrolled in elementary schools, grade 1 to 8, and all individuals who may be involved in the exemption, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

3.2 Students may be exempted from instruction on an individual basis, but limited to the following conditions:

3.2.1 Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.

3.2.2 Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.

3.2.3 References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related

to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure.

3.2.4 There will be no academic penalty for an exemption.

3.2.5 There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

3.2.6 In the event a written request for exemption is made after the deadline, it will be the sole decision of the principal to accommodate the request.

3.2.7 In the case of an unforeseen event, the teacher has the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents as soon as reasonably possible.

D. PROCEDURE

4. 4.1 Roles / Responsibilities:

4.1.2 TBCDSB:

Will post this policy, exemption form and any additional resources on its Board and individual school websites.

The superintendent will establish the period by start and end date for all schools in which the expectations will be taught. This will be established annually and communicated to the principals.

4.1.3 **Principal:**

Notify all parents at least twenty school days before the start of the "period on instruction" related to the Human Development and Sexual Health expectations. The principal will inform parents of the deadline for the submission of the completed exemption form (Appendix A). The deadline for written requests must be submitted no later than five days prior to the start of the period of instruction.

Principals are community builders who create a healthy and safe school environment that is welcoming to all, and who ensure that all members of the school community are kept well informed. Principals work in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. They can provide support for the successful implementation of the health and physical education curriculum by emphasizing the importance of the curriculum within the framework of a healthy, safe, inclusive, and accepting school.

4.1.4 Teacher:

Teachers are responsible for using appropriate and effective teaching strategies to help students achieve the health and physical education curriculum expectations. They bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. As part of effective teaching practice, teachers communicate with parents about what their children are learning. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Teachers must follow the procedure that allows for students to be exempted, at their parents' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

4.1.5 **Parent/Guardian:**

Parents and Guardians must adhere to the procedures and timelines

associated with this policy.

Parents and Guardians play an important role in their children's learning. They are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethnocultural, spiritual, and personal beliefs and traditions, and are their children's first role models. It is therefore important for the school and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education. Parents and Guardians who become familiar with the health and physical education curriculum can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents' and guardians' ability to discuss their children's learning with them, to communicate with their children's teachers, and to ask relevant questions about their children's progress. It could also inform their decision making about seeking an exemption.

4.2 SUPERVISION

Parents will be given the choice of how their exempted child will be supervised during the exemption period.

Parents must choose one of the following options for their child at the time of submitting their request:

• to remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are unrelated to Human Development and Sexual Health; or

• to leave the classroom for the duration of the instruction and remain in the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal. The supervision of the student will be determined by the school according to the board's policy/procedure; or

• to be released into the care of the parent or the parent's approved designate. Students released into the care of a parent or designate will be marked as absent during the time the student is released.