

Sensitive Curriculum Information Letter - Christian Family
Request to be Informed of /Accommodated for Sensitive Lesson Content
Area(s): Sexual Health Education Expectations

Student: _____	School: _____
Grade: _____	Date: _____

Dear Principal(s) / Teacher(s):

Thank you for your commitment to partner with parents in the education of their child(ren).

The Ministry of Education, Boards of Education, and our schools recognize that we live in a multi-worldview society consisting of many faiths and cultures, and at times instruction may be controversial to some families. The Equity and Inclusive Education Strategy, the Ministry of Education Religious Accommodation Policy, and all Public School Boards recognize that religious accommodation applies, but is not limited to the participation in daily activities and curriculum.¹

Area(s) of Concern: Sexuality Education Expectations

a) Beliefs and Practices

For a Christian faith family, the teaching of sexuality is grounded in the teachings of the Holy Bible.

Comprehensive sex education, the underlying philosophical approach of the Ontario expectations associated with sexual health, often conflicts with the teachings of the faith.

The explicit nature of pictures and videos sometimes used in the teaching of health and sexuality units may be considered inappropriate, actually pornographic.

b) Research Proving CSE Does not lead to improved health

*We are concerned that a growing amount of **research for CSE** is proving this approach to sex education does not lead to improved health. One specific report titled "Re-examining the Evidence for CSE"² released in 2017 examined 103 CSE research studies and found that CSE does not lead to improvement in health, and that many of the programs actually resulted in poorer results.*

c) Research Proving that Sexual Risk Avoidance Education (SRA)³ is effective⁴

New SRA programs have been tested and proven to be more effective at improving the current and future health of youth. SRA is in better alignment with the learning needs of my/our child.⁵

Living in a pluralistic society, it's understandable that at times lesson content may be sensitive for one culture or another. To assist the school, we have included (see *attachment*) a description of CSE content that we find sensitive, and from which we are often required to abstain.

I am/We are requesting to be informed about sensitive learning prior to **planned** instruction. This request applies to all aspects of **planned instruction**, including:

- Curriculum content - topics and expectations in provincial and school board curriculum
- Supplementary learning materials - materials that are not listed in curriculum documents but may be added to the curriculum at the discretion of the teacher, school, visiting agent, organization, etc.
- Context of learning - expectations found in most subjects (music, math, language, science, etc.) may not be a direct conflict, but the context of learning (themes within songs, dramatizations, novels, etc.) may result in learning contexts that are sensitive

¹ Source: <https://www.opsba.org/wp-content/uploads/2021/02/EIEPolicyReligiousAccommodationGuideline.doc>

² Source: https://www.institute-research.com/CSEReport/CSEReport-Final_9-13-17.pdf

³ Source: <https://weascend.org/resource/sexual-risk-avoidance-education-what-you-need-to-know/>

⁴ Source: <https://weascend.org/resource/sexual-risk-avoidance-works/>

⁵ To get more information on SRA in Canada contact PEACE Education Services - info@peaceontario.com

Understanding of the content and/or the context of the learning will assist in the decision of what is the best accommodation for my child.

Accommodation may be as simple as a parental discussion with the child about how this information applies to them as a person of faith living in a pluralistic world. If planned learning includes content from which our faith requires us to abstain, exemption or an alternative learning activity may be necessary. However, it is requested that any **accommodation should not draw negative attention to the child** from peers, **nor impose undue hardship upon teaching staff** in the form of extra workload to create alternative assignments. We appreciate our schools and staff, and I/we want to work together to create an inclusive learning environment that respects all worldviews.

Thank you in advance for your assistance.

First and last name of parent(s) / legal guardians - please print

Date

Signature - parent(s) / legal guardian(s)

Phone

Address

City

Postal Code

Email

Attached: Sensitive Issues in Education - 2 pages.

Sensitive Issues in Education Form

I/We request to be advised prior to any **planned instruction** containing the following checked () learning issues and topics. This request applies to content that is derived directly from curriculum documents and the context of (e.g. themes within novels, videos, songs, dramatizations, etc.) including supplementary lesson materials.

Student: _____
School: _____
Grade : _____

A. Sexual Health Education

1. Labeling of genitalia
 - this is most concerning when done in primary grades in mixed sex/gender classes which reduces modesty.
2. Instruction in consent
 - In the primary grades although teaching of consent may not be tied to activities, in the later grades the term "consent" is strongly tied to sexual activity expectations. This is offensive and it would be preferred if another term was used (e.g. permission, agree, approve)
 - In the later junior and intermediate grades - the majority of students (93%) have not been involved in any sexual activity and would benefit more from the Public Health Primary Prevention strategies that are taught through the new sexual risk avoidance education programs. In these programs students are instructed in the negative impact of at risk activities and how to avoid these. e.g., the development of establishing boundaries and refusals skills. These sexual risk avoidance programs have been tested and are proven to be more effective than comprehensive sex education at improving current and future health of the individual.⁶
3. Puberty
 - During puberty, stresses can happen when a youth's personal desires conflict with cultural/spiritual teachings. For this reason, the topic would best be covered with consideration of the guidelines of the faith with respect to sexuality.
4. Masturbation
 - In CSE students are told masturbation is a healthy sexual activity and can be used to investigate and determine what one likes sexually. This is a concern because the curriculum does not provide caution that youth need to exercise care because excessive masturbation can lead to an addiction which can interfere with daily activities.⁷
5. Discussion of premarital or extramarital sexual activity as natural, healthy, or acceptable for youth
 - Youth sex is an at-risk activity. The primary prevention approach taken by public health in any at risk activity (smoking, drugs, etc.) is to help the child to understand the risks and develop skills to avoid the activity.⁸
 - Since the inception of CSE (instruction in condoms - 1997) as the guiding approach to sexual education in Canada, teen STI rates have increased 138%, STI rates for young adults, 20 - 24 years old have increased 212%.⁹
 - Whether or not a pregnancy or STI occurs, early sexual activity has been connected to other negative consequences¹⁰
 - early failed relationships will lead to a pattern of failed relationships - often lifelong.
 - Poor family relations (short and long term)
 - Reduced academic achievement

⁶ Source: <https://weascend.org/resource/sexual-risk-avoidance-works/>

⁷ Source: <https://www.pristyncare.com/blog/masturbation-side-effects-and-benefits/>

⁸ https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf

⁹ Sources:

- Public Health Agency of Canada. *2004 Canadian Sexually Transmitted Infections Surveillance Report* . CCDR 2007;33S1:1-69.
- Gov. of Canada; Report on sexually transmitted infections in Canada, 2018
- <https://www.canada.ca/en/public-health/services/diseases/chlamydia.html>

¹⁰ Source: Weed, Stan E. and Lickona (2014). Abstinence Education in Context: History, Evidence, Premises, and Comparison to Comprehensive Sexual Education.

- Regret for sexual activity ... Increased depression
 - Increased suicide (females 3-X, males 8-X)
 - Increased exposure to crime, exploitation (rape), sex trafficking
 - Reduced economic achievement
6. ____ Instruction or activities that present abstinence/chastity as unrealistic or unachievable
- There is increasing research that new sexual risk avoidance education programs that teach the risks to youth, help youth to establish healthy boundaries, and develop refusal skills are effective¹¹
7. ____ Instruction about, or provision of, birth control drugs and devices (e.g., condoms)
- instruction in condoms often provides an over-inflated sense of security
 - students are not provided with the accurate efficacy rates e.g., Medical Institute for Sexual Health reports that if condoms are used consistently and properly every time, condoms only reduce the risk of pregnancy (85%), transmitting chlamydia and gonorrhea by 60%, and acquiring genital herpes by only about 30%.¹²
8. ____ Teaching that abortion is an acceptable method of birth control, that life does not begin at conception
9. ____ Instruction or activities about sexual conduct that we do not consider to be age-appropriate - intercourse, anal sex, oral sex, mutual masturbation, etc.
- Youth sex is an at-risk activity. The primary prevention approach taken by public health in any at risk activity (smoking, drugs, etc.) is to help the child to understand the risks and develop skills to avoid the activity.¹³
10. ____ Pornography
- the curriculum explains the concerns with pornography as 'it often portrays sexuality and relationships in unrealistic and harmful ways'. This suggests that there are types of porn that may be better. There are many other issues with porn use including, research shows that frequent use of porn can lead to sexual dysfunction when one does want to engage in a life-long committed relationship - even as an adult.¹⁴
11. ____ Instruction or activities about homosexual, bisexual conduct and relationships
- Youth sex is an at-risk activity. The primary prevention approach taken by public health in any at risk activity (smoking, drugs, etc.) is to help the child to understand the risks and develop skills to avoid the activity.¹⁵
 - It is understood that schools need to be an inclusive environment. However the primary prevention approach would encourage all youth, no matter their orientation, to avoid all sexual activity until they find a life-long, committed relationship.

In addition, I am/we are requesting the following:

- i. As long as I/we remain liable to provide support to my/our child, I/we request that all employees and agents of the school refrain from counseling, treating, or referring my/our child for non-emergency treatment or admission to a care facility, or providing birth control materials without my/our knowledge and prior consent.
- ii. My/our child not be approached for his/her consent to participate in any of the above activities, with the intent to nullify this communication.
- iii. This document be made available in my/our child's permanent student record and teachers who will be in contact with my/our child be informed about this communication and will inform me/us about sensitive curriculum.

In the event a controversial issue arises in class, I/we will accept responsibility to either:

- speak with my/our child to help him/her better understand how this information applies to him/her as a person of faith living in a multi-worldview society,
- and/or
- work with the school to seek reasonable, relevant, and realistic accommodations

Thank you for your support,

Signature - parent(s) legal guardian(s) (or student 18 or over)

Date

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www.peaceontario.com info@peaceontario.com

¹¹ Source: <https://weascend.org/resource/sexual-risk-avoidance-works/>

¹² <https://www.medinstitute.org/condoms/>

¹³ https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf

¹⁴ Gregoire, Sheila Wray, Dr. Keith; The Good Guys Guide to Great Sex, p. 83

¹⁵ https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf