

SEXUAL HEALTH EDUCATION

Background

The District is dedicated to providing all students with high-quality, developmentally appropriate, and comprehensive Sexual Health Education (SHE).

SHE is part of the Personal Health Education (PHE) curriculum from kindergarten to grade 12 in all B.C. public and independent schools. Grade-specific learning targets from the PHE Curriculum are available on the [District website](#).

The District recognizes that effective school-based SHE must be founded on the following core principles from the [2019 Canadian Guidelines for Sexual Health Education](#):

- Accessibility for all students.
- Promotion of human rights and autonomous decision-making.
- Scientific accuracy and evidence-based methods.
- Comprehensive coverage of sexual health topics.
- Inclusivity, reflecting the experiences of diverse identities.
- Promotion of gender equality and prevention of sexual and gender-based violence.
- A balanced approach, highlighting both positive aspects of sexuality and prevention of negative outcomes.
- Responsiveness to emerging sexual health issues.
- Delivery by educators supported with ongoing professional learning opportunities.

Procedures

1. Accessibility

- 1.1. All students must have access to sexual health education that:
 - 1.1.1. Is appropriate for their age and developmental level.
 - 1.1.2. Respects diverse learning needs, including factors like race, sex, gender identity, sexual orientation, socio-economic status, cultural or religious background, ability, or housing status.
 - 1.1.3. Is inclusive of diverse cultural perspectives and values related to sexuality.

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- 1.2. Students must meet all curriculum targets. Families choosing the Alternative Delivery Policy should discuss with the school principal to complete a Request for Alternative Delivery document.

2. Human Rights

- 2.1. Students should learn about their sexual and reproductive health rights through:
 - 2.1.1. Content aligned with *The Canadian Charter of Rights and Freedoms*.
 - 2.1.2. Encouragement to make informed, autonomous decisions.
- 2.2. Education should emphasize respect for others' rights and empower students to recognize and address inequalities or injustices in sexual health.

3. Scientific Accuracy

- 3.1. Content must be based on current, credible scientific research and best practices.
- 3.2. Teaching methods should be proven effective through ethical and sound research.
- 3.3. Programs should use models integrating knowledge, motivation, skills, and awareness of social factors impacting sexual health.

4. Comprehensive Scope

- 4.1. Programs should cover a wide range of information, values, beliefs, attitudes, norms, and behaviors related to sexual health.
- 4.2. Address factors impacting sexual health, including healthy relationships.

5. Inclusivity

- 5.1. Education should not assume everyone is heterosexual or identifies with their birth sex.
- 5.2. Relevant to LGBTQI2SNA+ individuals.
- 5.3. Encourage acceptance and critical evaluation of discriminatory attitudes.

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6. Gender Equality and Violence Prevention

- 6.1. Address societal norms and attitudes contributing to violence.
- 6.2. Use a trauma-informed approach recognizing past experiences of violence.
- 6.3. Teach the importance of verbal and non-verbal consent and how to ensure all partners feel safe.

7. Balanced Approach

- 7.1. Avoid focusing solely on negative outcomes, which can cause shame and stigma.
- 7.2. Combine positive aspects of sexuality with information on preventing negative outcomes.

8. Responsiveness

- 8.1. Adapt to students' changing needs and emerging issues, like new technologies.
- 8.2. Develop media and digital literacy for critical evaluation of sexual health material and safe technology use.

9. Educators

- 9.1. Educators should be knowledgeable and supported with proper policies and procedures.
- 9.2. Are provided ongoing professional development opportunities and access to resources.
- 9.3. Engage parents and guardians as partners in sexual health education.
- 9.4. Use community health professionals as supplements, not replacements, for the curriculum.
- 9.5. Ensure guest presenters and resources align with district guidelines.
- 9.6. School and district administrators support regular review and improvement of curriculum delivery.

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 *School Act*
Civil Rights Protection Act
Human Rights Code
Canadian Charter of Rights and Freedoms
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)



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