



Holy Spirit Catholic School Division

...where students are cherished and achieve their potential

Consent Outcomes

In alignment with the Education Act and our commitment to supporting families in navigating complex and sensitive topics, we recognize the importance of parental involvement in conversations related to gender identity, sexual orientation, and human sexuality. As affirmed in the teachings of the Catholic Church, parents are the primary educators of their children.

Where classroom content includes subject-matter that deals primarily and directly with gender identity, sexual orientation or human sexuality, school authorities must notify parents at least 30 calendar days in advance and provide parents the option to opt-in their child, rather than opt-out, for this instruction. This does not apply to other subjects or incidental references to these topics.

- The parental opt-in requirement applies when subject matter deals primarily and directly with gender identity, sexual orientation or human sexuality. This is referring to themes as part of the following learning outcomes identified by Alberta Education:
 - Physical Education and Wellness (Grades 3, 4, 5 and 6)
 - Health and Life Skills / Physical Education and Wellness (Grades 7, 8 and 9)
 - Career and Life Management (High School)
- Indirect or incidental references to these topics do not require parental notification or opt-in consent.
 - For example, if there was an indirect reference in a book being discussed in language arts, this would not require parental consent.
 - Another example is Biology 30, which would not require parental opt-in consent. Although some of the learning outcomes deal with the anatomy and physiology of human reproduction, they are not in the context of human sexuality.

In accordance with legislation, parental consent is required for students to participate in instruction on these topics. Excepting CALM, the outcomes below are taught in Religion class/Catholic Family Life, using resources that have been approved for use in Alberta Catholic schools by the Alberta Bishops, the Council of Catholic School Superintendents of Alberta (CCSSA), and Alberta Education. No other topics on human sexuality will be taught to your child at this grade level.

Please review the following provincial curriculum outcomes carefully to determine whether you wish to opt your child into this component. Alternate learning experiences shall be provided for those students who do not “opt-in”.

K - Grade 2

At these grade levels, the outcomes in human growth and development do not specifically require consent according to the legislation, but will continue to be taught in accordance with Catholic principles and worldview as described above. We are providing them here for your reference only.

We are currently adopting new resources to support instruction in this area. Further communication will follow informing you of the specific details that will accompany instruction in those grades, from which you can continue to make the parental choice to opt-out of.

Kindergarten

Learning outcome: Students identify physical growth.		
Knowledge	Understanding	Skills & Procedures
Physical growth is a process that can be observed.	Physical growth is different for everyone.	Recognize that physical growth is different for everyone.
Growth involves changes to an individual's body.	Bodies are special and unique.	Describe physical changes in the body since birth.

Grade 1

Learning outcome: Students investigate growth and its connection to healthy practices.		
Knowledge	Understanding	Skills & Procedures
Physical growth begins before birth and can continue throughout a lifespan. Physical growth and physical changes in the body occur over time. Parts of the body can be identified using proper names.	Physical growth is the change of features. Changes that occur during growth are unique to each individual and are something to appreciate and be proud of.	Describe how the body grows and changes over time.
Healthy hygiene practices include	Healthy hygiene practices can support	Describe healthy hygiene practices.

<ul style="list-style-type: none"> • dental care • handwashing and sanitization • protocols for sneezing and coughing • not sharing personal items • adequate rest and sleep 	health and growth.	
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Grade 2

Learning outcome: Students examine how growth is affected by variables.

Knowledge	Understanding	Skills & Procedures
<p>Body Image is the way an individual views or feels about their body.</p> <p>Factors influencing growth include</p> <ul style="list-style-type: none"> • food • physical activity • rest • family traits 	<p>Accepting and appreciating the changes of the body during growth can support positive body image.</p> <p>Growth can be affected by various factors.</p>	<p>Recognize how a variety of factors can affect healthy growth.</p>
<p>Parts of the body that exhibit different rates of growth include</p> <ul style="list-style-type: none"> • hair • foot size • height 	<p>Growth of the body varies and happens at different rates.</p>	<p>Acknowledge that parts of the body may experience growth that is more visible.</p>

Grade 3

Learning outcome: Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.

Knowledge	Understanding	Skills & Procedures
<p>Family structures can vary; may include extended family; and may consist of a single parent, a mother and a father, stepparents, two fathers, or two mothers.</p> <p>Families can be intergenerational with many generations residing in one home.</p> <p>Children may spend time between more than one family.</p> <p>Positive role models can inspire individuals to develop personal talents and potential.</p>	<p>Roles are influenced by family, role models, learning environments, and community.</p> <p>Roles are established and maintained through culture and relationships with people and the land.</p>	<p>Investigate how personal talents and potential are influenced by role models.</p>

Grade 4

Learning outcome: Students explain how development and puberty are connected.

Knowledge	Understanding	Skills & Procedures
<p>Puberty is a period of rapid growth and progression from childhood through adolescence to adulthood.</p> <p>Puberty marks the beginning of the life stage of adolescence.</p> <p>A growth spurt can be an indicator of the beginning of puberty.</p> <p>Puberty prepares the human body for</p>	<p>Puberty can allow individuals to take on new roles and responsibilities and experience new learning opportunities.</p>	<p>Recognize that puberty marks the beginning of a new life stage as individuals move toward becoming mature adults.</p>

<p>reproduction.</p> <p>Puberty prepares people to function as adults, with healthy:</p> <ul style="list-style-type: none"> · bodies · choices · relationships · thoughts · emotions 		
<p>Differences in physical characteristics can occur during and after onset of puberty.</p> <p>The progression of puberty can be experienced in unique ways.</p> <p>Physical changes in puberty include</p> <ul style="list-style-type: none"> · growth of body hair · skin changes · voice changes · sperm production · menstruation <p>Puberty can result in social-emotional changes, such as</p> <ul style="list-style-type: none"> · increased intensity of feelings · friendships becoming more important · emphasis on body image · wanting to fit in and be liked 	<p>Puberty is a process of maturation that includes physical and social-emotional changes.</p> <p>Awareness of changes that happen in puberty can support mental health and emotional well-being.</p>	<p>Describe changes that happen during puberty.</p>
<p>Some cultures have different celebrations that recognize the transition into puberty. Adolescents may have questions about puberty and its associated changes.</p> <p>Puberty can be supported using credible</p>	<p>Cultural traditions can mark the transition from childhood to adulthood.</p> <p>Sources of support are available for adolescents during puberty.</p>	<p>Explore how transitions into puberty are acknowledged in different cultures.</p> <p>Recognize that First Nations, Métis, or Inuit entry into puberty can be accompanied by ceremony that supports the ongoing</p>

sources, such as: <ul style="list-style-type: none"> · parents and caregivers · health professionals · counsellors · spiritual leaders · Knowledge Keepers · Elders 		transition into adulthood. Identify credible sources in the community to support individuals through the changes that occur during puberty.
Changes to hygiene practices include: <ul style="list-style-type: none"> · using deodorant or antiperspirant · showering or bathing more frequently · changing clothes regularly 	Puberty can require changes in personal hygiene practices.	Identify how personal hygiene practices may need to be modified as the body changes.

Grade 5

Learning outcome: Students connect puberty to the capacity for human reproduction.

Knowledge	Understanding	Skills & Procedures
Each part of the human reproductive system serves a specific function. The human reproductive system and other body systems are interconnected. Human reproduction occurs when a sperm cell and egg cell join together (fertilization) and implant in the uterus (implantation).	Well-being is supported through knowledge and awareness of human reproduction. Human reproduction includes a sequence of biological processes.	Identify the components of the human reproductive system. Describe the functions of the components of the human reproductive system.
Changes in puberty include: <ul style="list-style-type: none"> • change in functioning of the testicles and ovaries • maturation of the reproductive organs • appearance of secondary sex 	Puberty signals changes in a person's reproductive capability. Puberty is often associated with the processes of menstruation and sperm production.	Describe how physical changes during puberty affect reproductive capability. Describe the processes of menstruation and sperm production.

<ul style="list-style-type: none"> characteristics <ul style="list-style-type: none"> production of hormones <p>Menstruation is the monthly cycle that prepares the body for a possible pregnancy.</p> <p>The female reproductive system includes ovaries that contain egg cells.</p> <p>Ovulation occurs when an egg releases from an ovary.</p> <p>Hormonal changes regulate the menstrual cycle and ovulation.</p> <p>The egg travels to the uterus and is released with the lining of the uterus, if unfertilized.</p> <p>Fertilization is more likely to occur at a specific point in the menstrual cycle.</p> <p>The male reproductive system includes testicles that produce sperm.</p> <p>Sperm travels through the vas deferens and is combined with other fluid to produce semen.</p>		
<p>Positive health practices during puberty include:</p> <ul style="list-style-type: none"> engaging in physical activity eating nutritious foods reducing stress 	<p>Positive health practices during puberty support a healthy reproductive system.</p>	<p>Identify positive health practices during puberty.</p>

Grade 6

Learning outcome: Students investigate human reproduction from fertilization to birth.

Knowledge	Understanding	Skills & Procedures
<p>Pregnancy can occur as a result of sexual intercourse.</p> <p>Pregnancy can be confirmed by a test.</p> <p>Abstinence means choosing not to have sexual intercourse.</p> <p>Any sexual activity always requires consent.</p> <p>Self-control can support decision making related to human reproduction.</p> <p>Different types of birth control can have varying levels of effectiveness and risks.</p> <p>Sexual activity can expose individuals to sexually transmitted infections and blood-borne infections.</p> <p>Some birth control measures can lower the risk of sexually transmitted infections and blood-borne infections.</p>	<p>Pregnancy is a natural human process.</p> <p>Abstinence is the most effective way to prevent pregnancy.</p> <p>Sexual activity without consent is sexual assault and can have physical, emotional, social, and/or legal consequences.</p> <p>Birth control and natural family planning can help prevent pregnancy and sexually transmitted infections.</p>	<p>Identify effective ways to prevent pregnancy and sexually transmitted infections.</p>
<p>Factors that influence reproductive decisions include:</p> <ul style="list-style-type: none">• age• financial preparedness• health• family, caregiver, and community supports	<p>In Canada, individuals have the right to make decisions about reproductive health and can decide if, when, and how often to reproduce.</p>	<p>Examine factors that can influence decisions related to reproductive health.</p>

<p>The length of a pregnancy is approximately 40 weeks and is divided into three stages called trimesters.</p> <p>A child born before 37 weeks of pregnancy is called a pre-term birth.</p> <p>Fetal development during pregnancy can be adversely affected by:</p> <ul style="list-style-type: none"> • poor nutrition • smoking • alcohol use • drug use 	<p>Fetal development occurs in stages throughout a pregnancy.</p>	<p>Examine fetal development in each of the three trimesters.</p> <p>Examine factors that can adversely affect fetal development.</p>
<p>Supportive health practices during pregnancy include:</p> <ul style="list-style-type: none"> • eating nutritious foods • engaging in physical activity • getting adequate sleep and rest • attending early and consistent medical visits 	<p>Supportive health practices can enhance reproductive health, a healthy pregnancy, and safe childbirth.</p>	<p>Identify health practices that support a healthy pregnancy.</p>
<p>Reproductive health information can be provided by credible sources, such as:</p> <ul style="list-style-type: none"> • parents and caregivers • health professionals • teachers • spiritual leaders · Knowledge Keepers · Elders 	<p>Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.</p>	<p>Identify credible sources of reproductive health information.</p>
<p>There are diverse traditional, cultural, and religious beliefs regarding reproductive health.</p>	<p>Traditional, cultural, and religious beliefs can affect understandings of human reproduction.</p>	<p>Consider ways that human reproduction can be influenced by traditional, cultural, and religious beliefs.</p>

Grade 7

Learning outcome: Students explore personal beliefs and decisions in relation to sexual health and activity. Students examine intimacy and its role in healthy sexual relationships.

Knowledge	Understanding	Skills & Procedures
<p>Sexuality encompasses an individual's identity, feelings, relationships, and experiences and includes sexual health, which focuses on physical, emotional, and social well-being in relation to sexual activity and reproduction.</p> <p>Sexual health involves several interconnected components, including:</p> <ul style="list-style-type: none">• self-image• gender• sexual orientation• sex• sexual relationships• sexual activity <p>Personal beliefs about sexual health can be influenced by:</p> <ul style="list-style-type: none">• family, including parents, caregivers, and guardians• Elders• Knowledge Keepers• peers• media• traditional, cultural, and religious values <p>Individuals have the right to make personal decisions about sexual activity.</p> <p>Sexual activity includes a range of activities, from any physical contact to sexual intercourse.</p>	<p>Sexual health is complex and is affected by personal beliefs and decisions.</p>	<p>Describe the components of sexual health.</p> <p>Examine how personal beliefs and decisions influence sexual health and activity.</p> <p>Consider possible impacts of sexually explicit material.</p> <p>Determine credible sources of information on sexually transmitted and blood-borne infections, known as STBBIs, and contraception.</p> <p>Explore sexual health supports in the local community.</p> <p>Research various STBBIs and methods of contraception.</p>

Personal decisions about sexual activity can be influenced by:

- Media
- personal beliefs
- alcohol and drug use
- feelings and emotions
- Hormones
- sexually explicit material

Sexually explicit material, such as pornography, can unrealistically portray sexual activity and can be harmful to the viewer.

Adolescents can obtain evidence-based information necessary for making informed decisions regarding sexual activity from a variety of credible sources.

Personal decisions that support sexual health include abstinence and delayed sexual activity.

The personal decision to practise abstinence can be made at any time, even after past sexual activity.

The personal decision to practise abstinence may be made because an individual:

- is not ready for sexual activity
- does not want to engage in sexual activity
- wants to prevent pregnancy
- wants to prevent STBBIs
- has other medical or personal reasons

<p>Sexually transmitted infections, known as STIs, are viral or bacterial infections that can be transmitted through sexual activity.</p> <p>Blood-borne infections, known as BBIs, are viral or bacterial infections that can be transmitted through contact with blood.</p> <p>Individuals may be unaware of having contracted an STBBI as symptoms may or may not be present.</p> <p>Risk of blood-borne infections can be increased by:</p> <ul style="list-style-type: none"> • engaging in sexual activity • sharing needles • getting body piercings • getting tattoos • being exposed to blood <p>Abstinence is the most effective way to prevent STBBIs.</p> <p>Community organizations offer counselling and confidential testing for STBBIs.</p> <p>Preventing pregnancy involves personal decisions related to:</p> <ul style="list-style-type: none"> • using methods of contraception correctly and consistently • clearly communicating intentions for sexual activity • delaying sexual activity • limiting sexual activity <p>Contraception refers to the different methods used to prevent pregnancy and can be:</p> <ul style="list-style-type: none"> • surgical 		
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<ul style="list-style-type: none"> • barrier • hormonal • natural 		
<p>Intimacy is a feeling of connection and closeness that is based on mutual trust and respect.</p> <p>Individuals can share various types of intimacy with someone else, including:</p> <ul style="list-style-type: none"> • physical • emotional • intellectual • spiritual • social <p>Personal decisions related to intimacy require social and emotional maturity, which often develops later in adolescence.</p> <p>Types of intimacy can be experienced in various forms of healthy relationships, including social relationships and sexual relationships.</p> <p>Sexual relationships can involve physical intimacy without involving emotional intimacy.</p> <p>Healthy sexual relationships are based on sexual consent.</p> <p>Sexual activity refers to any activity that induces arousal, including kissing, fondling, and sexual intercourse.</p> <p>Establishing sexual consent ensures</p>	<p>Experiences of intimacy in healthy relationships can contribute to personal well-being.</p>	<p>Differentiate between types of intimacy.</p> <p>Describe healthy sexual relationships.</p> <p>Explain sexual consent.</p> <p>Discuss verbal and non-verbal ways sexual consent can be provided or withdrawn.</p> <p>Identify trusted sources of support related to sexual relationships.</p> <p>Discuss social and emotional maturity during adolescence.</p>

<p>individuals have the right to make personal decisions about sexual activity, including:</p> <ul style="list-style-type: none">• abstinence• delaying sexual activity• setting limits on consensual sexual activity <p>The process of social and emotional maturity involves:</p> <ul style="list-style-type: none">• developing an identity• managing emotions• feeling and showing empathy• establishing and communicating personal boundaries• managing conflict appropriately• making responsible decisions• taking responsibility for personal actions <p>Sexual consent should be provided for every sexual activity, and can be withdrawn, both verbally and non-verbally, at any time.</p> <p>When considering whether to engage in sexual relationships, individuals can consult trusted sources of support, such as:</p> <ul style="list-style-type: none">• parents or caregivers• health professionals		
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Grade 8

Learning outcome: Students relate sexual health practices to healthy living. Students analyze factors that impact sexual relationships.

Knowledge	Understanding	Skills & Procedures
<p>Healthy living incorporates health-promoting practices into everyday life and involves having the physical, social, emotional, and mental capacity to make healthy choices.</p> <p>Health-promoting practices related to sexual health include:</p> <ul style="list-style-type: none">• prevention and management of STBBIs• fertility management• respectful and safe sexual behaviours	<p>Sexual health can impact healthy living.</p>	<p>Discuss influences on personal decisions about sexual activity.</p> <p>Describe effective methods of contraception.</p> <p>Research symptoms, effects, treatments, and prevention of STBBIs.</p> <p>Explore community-based resources for testing and treating STBBIs.</p>
<p>Personal decisions about sexual activity can change over time and be influenced by:</p> <ul style="list-style-type: none">• physical and emotional maturity• alcohol and drugs• Peers• values and beliefs• protective factors <p>Protective factors that can support responsible decision making regarding sexual health include school connectedness, social supports, positive self-concept, and positive adult role models.</p> <p>Factors influencing an individual's choice of a contraceptive method include:</p>		<p>Describe harmful effects associated with exposure to sexually explicit material.</p> <p>Identify laws governing the possession and distribution of sexually explicit material.</p>

- allergies
- access
- personal beliefs
- cost
- effectiveness

The effectiveness of different methods of contraception is impacted by function, consistency, and correct use.

Individuals with an STBBI can seek diagnosis and treatment from community-based health professionals.

Risk of acquiring or transmitting STBBIs can be reduced by:

- limiting sexual activity
- practising safer sex
- disclosing to previous, current, or future partners
- testing and early treatment

STBBI-related stigma could impact personal decisions related to the prevention and management of STBBIs.

It is illegal for individuals under the age of 18 (minors) to be in possession of or to distribute sexually explicit material.

Concerns related to the possession and distribution of sexually explicit material can be shared with:

- parents
- school staff, e.g., administrators, counsellors, teachers, and resource officers
- community organizations
- national helplines

<p>Possible harmful effects of exposure to sexually explicit material include:</p> <ul style="list-style-type: none"> • unrealistic expectations related to sexual activity and sexual relationships • unrealistic body images • portrayal of sexual violence or aggression • modelling of unsafe sexual practices 		
<p>Factors that can impact sexual relationships include:</p> <ul style="list-style-type: none"> • personal • social • legal • cultural or religious <p>Personal factors that can impact sexual relationships include:</p> <ul style="list-style-type: none"> • physical, cognitive, social, and emotional maturity • access to and use of sexual health information • self-esteem <p>Social factors that can impact sexual relationships include social norms, peer pressure, social media, and family values.</p> <p>Legal factors that can impact sexual relationships include:</p> <ul style="list-style-type: none"> • age of consent laws • sexual abuse, including sexual harassment and sexual assault 	<p>Sexual relationships are impacted by interrelated factors.</p>	<p>Examine various factors that impact sexual relationships.</p> <p>Relate social and emotional maturity to decision making about sexual activity.</p> <p>Discuss the role of communication in sexual relationships.</p> <p>Examine Canadian laws related to age of consent.</p> <p>Compare sexual harassment and sexual assault.</p> <p>Identify trusted sources of support to whom an individual can report sexual abuse.</p> <p>Identify positive impacts of healthy sexual relationships.</p>

<p>Obtaining consent includes ensuring that an individual fully understands the choices available, appreciates the implications of their decisions, and clearly communicates their choice.</p> <p>Communication establishes boundaries that are necessary for healthy sexual relationships.</p> <p>Sexual harassment is unwanted or unwelcome sexual behaviour that may or may not involve sexual activity and can be verbal, non-verbal, or physical.</p> <p>Sexual assault is any form of sexual activity without consent.</p> <p>Any type of sexual abuse should be reported.</p> <p>Trusted sources of support to whom sexual abuse can be reported include:</p> <ul style="list-style-type: none">• parents or caregivers• teachers or trusted adults• police <p>Cultural or religious factors that influence sexual relationships include values and beliefs.</p> <p>Positive impacts of healthy sexual relationships include:</p> <ul style="list-style-type: none">• a sense of belonging• emotional connection• positive self-esteem• companionship• vulnerability• commitment		
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Grade 9

Learning outcome: Students analyze the influence of factors and strategies that support sexual health. Students examine how sexual relationships can change over time.

Knowledge	Understanding	Skills & Procedures
<p>Factors that influence personal decisions related to sexual activity include:</p> <ul style="list-style-type: none">• knowledge and awareness of the components of sexual health• access to sexual health resources• sexual self-esteem• personal experiences• media influences• cultural and religious values• peer or social pressure <p>Strategies that support sexual health include:</p> <ul style="list-style-type: none">• adhering to personal boundaries and the boundaries of others• accessing evidence-based information• accessing school and community supports• accessing regular health checks <p>Sexual self-esteem refers to an individual's level of comfort and feelings of self-acceptance and self-worth related to sexuality.</p> <p>Peer or social pressure can influence an individual to engage in or refrain from specific prevention or promotion behaviours.</p> <p>Sexually explicit material can promote</p>	<p>Personal decisions related to sexual health are supported through implementing strategies and considering various factors.</p>	<p>Discuss factors that influence sexual decision making.</p> <p>Identify strategies that support sexual health.</p> <p>Evaluate credibility of sources of sexual health information.</p>

<p>gender stereotypes and can affect an individual's power, influence, and ability to consent to sexual activity.</p> <p>Community organizations offer information related to and support with:</p> <ul style="list-style-type: none"> • medical checkups or examinations • methods of contraception • STBBI testing and treatment • sexual and gender-based violence <p>Regular medical checkups or examinations can support sexual health by detecting issues early, preventing and treating infections, and providing guidance.</p>		
<p>Sexual relationships can change over time because of personal changes, including:</p> <ul style="list-style-type: none"> • feelings of emotional and physical safety • connection and compatibility • personal responsibilities, time, and priorities • physical, cognitive, social, and emotional maturity • medical conditions <p>Healthy emotional attachment can be influenced by life experiences and involves:</p> <ul style="list-style-type: none"> • feeling connected • being respected • maintaining independence • being vulnerable <p>Unhealthy emotional attachment involves jealousy, mistrust, insecurity, and dependency.</p>	<p>Sexual relationships can be shaped by personal changes and experiences over time.</p>	<p>Discuss the impact of personal changes on sexual relationships.</p> <p>Differentiate between healthy and unhealthy emotional attachment.</p> <p>Practise assertive communication strategies in a variety of situations.</p> <p>Reflect on personal experiences in relationships related to emotional attachment.</p> <p>Identify supports for developing and maintaining healthy sexual relationships.</p>

<p>Supports for individuals experiencing unhealthy emotional attachment include school counsellors and health professionals.</p> <p>Healthy sexual relationships can be supported when communication involves discussions or decisions about:</p> <ul style="list-style-type: none">• values and beliefs• personal boundaries• sexual consent• commitment <p>Assertive communication strategies include</p> <ul style="list-style-type: none">• clear and level tone of voice• eye contact• body posture• use of specific language <p>The person initiating a sexual activity is accountable for obtaining consent for subsequent sexual activities.</p> <p>Sexual consent is not obtained if individuals are:</p> <ul style="list-style-type: none">• pressured or coerced• confused• scared• under the influence of drugs or alcohol		
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Grade 10 - 12

Alberta Education Curriculum	Family Life Education
<p>Grades 10–12: Career and Life Management (CALM 20) - Human sexuality topics including sexual health, relationships, contraception, and decision-making processes.</p>	<p>Examine the relationship between commitment and intimacy in all its levels:</p> <ul style="list-style-type: none">• identify expectations and commitments in various relationships• examine a range of behaviours for handling sexual involvement• describe how personal values play a role in relationships• explain the role of trust and ways to establish trust in a relationship• develop strategies for dealing with jealousy <p>Examine aspects of healthy sexuality and responsible sexual behaviour:</p> <ul style="list-style-type: none">• explain the ongoing responsibility for being sexually healthy• examine a range of behaviours and choices regarding sexual expression• describe sexually healthy actions and choices for one's body, including abstinence• analyze strategies for choosing responsible and respectful sexual expression• describe the ways in which personal values influence choices• assess the consequences of being sexually active