

**PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
FAMILY LIFE EDUCATION (FLE) OBJECTIVES
HEALTH & P.E. I**

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 9 and 10 is delivered by health and physical education teachers. The curriculum builds upon students' knowledge base of human reproduction, sexually transmitted infections (STIs), and skills necessary for making informed health decisions. Students study family planning and issues related to teen pregnancy, and emphasis is placed on abstinence as the only guarantee of prevention of pregnancy and STIs. Instruction includes changes that occur as part of adolescent development and sexual identity as an evolving component of personality. Students examine external conflicts associated with problems of sexual identity, and emphasis is placed on the value and importance of differences in individuals and effects of discrimination. Students explore teen dating relationships and factors that may lead to dating violence and abuse and exploitation through teen sex trafficking.

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).

9.1 Students will review the anatomy and physiology of the male and female reproductive systems and the processes involved in human reproduction.

Descriptive Statement: Students review the structures of the male and female reproductive systems and their functions. Instruction also includes reproductive processes (ejaculation, ovulation, fertilization, and implantation) and the role of hormones in regulating these processes.

9.2 Students will identify gender-specific health issues and recognize the importance of conducting self-examinations.

Descriptive Statement: Instruction focuses on the physical, mental, and emotional factors that impact sexual function, reproduction and overall health. Topics include reproductive system disorders, including cancer (breast, cervical, ovarian, testicular); infertility problems; gynecological problems (endometriosis, pelvic inflammatory disease, premenstrual syndrome); urinary system problems (incontinence, urinary tract infections); sexually transmitted diseases; and sexual dysfunction (erectile dysfunction and changes in sexual desire/response). Disease prevention through self-assessment and self-examination is reinforced, with emphasis on breast and testicular self-examination.

9.3 Students will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: Sexuality is a component of personality that begins before birth and is a lifelong learning process. Sexuality describes the way a person goes about expressing himself or herself as a sexual being and includes intimacy and relationships; gender/sexual identity; sensuality; and sexual health. The primary factor to be presented is the development of one's own sexual identity (biological gender, gender identity, gender role, and sexual orientation). Internal and external conflicts associated with problems of sexual identity (including mental health and discrimination) are addressed. Emphasis is placed on respecting differences among individuals.

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9.4 **Students will review information about bacterial, viral, and parasitic sexually transmitted infections (STIs), including prevention, transmission, diagnosis, and treatment.**

Descriptive Statement: Students review the most common sexually transmitted infections, including prevention, transmission, diagnosis, health consequences, and treatment. Instruction includes information on the effectiveness of contraceptives in preventing STIs. Abstinence from sexual activity (vaginal, oral, anal) and intravenous drug use are presented as the only way to eliminate the risk of contracting STIs. Students discuss use of alcohol and drugs as risk factors in decision making.

9.5 **Students will examine the characteristics of unhealthy dating relationships and warning signs that may lead to physical violence; verbal, emotional, and sexual abuse; sexual assault/rape, and/or sexual exploitation (teen sex trafficking).**

Descriptive Statement: Instruction will include behaviors characteristic of abusive dating relationships; strategies for preventing and dealing with the effects of abuse and violence; and resources available for assistance and support. Students will examine the implications of digital technology including cell phones, social networking websites, email and instant messaging may have on teen dating relationships and its potential to perpetuate harassment, abuse, and exploitation. Emphasis will be placed on teen sex trafficking—behaviors and techniques used to lure teens; the signs of sex trafficking, and strategies for prevention and help.