

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

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](http://www.pwcs.edu)).

**10.1 Students will identify factors that contribute to the growth and maintenance of positive relationships.**

Descriptive Statement: Students examine the stages of developing romantic relationships (friendships, dating, mate selection, marriage) and universal values that are essential for successful and healthy relationships (honesty, trustworthiness, self-control, responsibility for self and others by establishing personal boundaries). Students define “consent” and recognize the importance of respecting others’ right to say no. Students identify characteristics one should expect in a healthy relationship—compromise; individuality; communication, conflict resolution; problem solving, understanding, and self-confidence. Students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. It is emphasized that families and cultures may have different values and expectations about dating and marriage. Instruction includes a review of characteristics of unhealthy relationships that may lead to violence and abuse.

**10.2 Students will examine factors to consider before becoming physically intimate and the benefits of postponing sexual intercourse.**

Descriptive Statement: Emphasis is on the ability to understand and weigh the risks, responsibilities, outcomes, and impacts of sexual actions. Instruction includes the need to consider lifelong goals in relation to pressures for present sexual activity. Topics include readiness for parenthood; the consequences of unintended pregnancy; the effects of sexually transmitted infections; the impact on reputation and mental health; the importance of adhering to family values; the need to complete educational plans; the burdens of financial responsibilities; and interference with future goals and job opportunities. The positive benefits of postponing sexual activity are emphasized, and abstinence continues to be emphasized as the only method that is 100 percent effective in preventing pregnancy.

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- 10.3 **Students will recognize alternatives to sexual activity for expressing feelings and affection.**  
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language, caring gestures, and other positive mental health practices, rather than through sexual activity.
- 10.4 **Students will demonstrate knowledge of pregnancy prevention and disease control.**  
Descriptive Statement: Topics include planning for adult relationships, factors to consider in planning for a family; barrier, hormonal, behavioral, and surgical methods of contraception and their effectiveness for preventing pregnancy and disease control; misconceptions about contraception; and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
- 10.5 **Students will describe pregnancy and birth and analyze factors associated with a healthy pregnancy.**  
Descriptive Statement: Instruction includes signs and symptoms of pregnancy, stages of pregnancy, fetal development, stages of childbirth, and birthing options. Topics will include preconception and prenatal care, and effects of substance abuse on pregnancy and fetal development. Students will examine the roles of the mother and father during pregnancy and birth. Community resources and support agencies are identified.
- 10.6 **Students will examine issues related to adolescent childbearing and the benefits of postponing pregnancy until adulthood.**  
Descriptive Statement: Instruction includes a discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of attaining adulthood through education, work experience, and financial stability before having children and the effects on the family, child, and community will be discussed.