

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS GRADE FIVE FAMILY LIFE EDUCATION (FLE) OBJECTIVES

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 4 and 5 includes an introduction to human sexuality. Students explore the physical, social, and emotional changes that occur during puberty. Students study the structures of the male and female reproductive systems and their functions at grade 4. At grade 5 students learn the processes involved in sexual reproduction. Students view age-appropriate videos that emphasize the importance of proper hygiene and reinforce the idea that the timeline for sexual development varies from person to person. Instruction builds upon personal safety and child abuse prevention information presented in the early elementary grades. FLE instruction is a collaborative effort among the classroom teacher, school counselor, and school nurse.

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).

Human Sexuality/Growth and Development

5.1 Students will recognize the physical, social, and emotional changes that occur during puberty and relate the physical changes to the need for new hygiene practices. (Gender Separate)

Descriptive Statement: Students review physical changes that occur during puberty. Discussion focuses on bodily changes in puberty that require special attention to cleanliness and recommended personal hygiene practices. Topics include nocturnal emissions, erections, menstruation and proper use of feminine hygiene products. Students also explore the social and emotional changes that occur during puberty, including mood swings; sexual thoughts and feelings; increased need for independence; feelings of confusion; thoughts about the future; concern about physical appearance; and desire to be liked and included in peer social groups.

5.2 Students will identify structures of the male and female reproductive systems and their functions. (Gender Separate)

Descriptive Statement: Students review the basic anatomy of the reproductive system and the functions of each component. Instruction for boys includes male reproductive structures (penis, testicles, semen, sperm, scrotum, urethra, epididymis, vas deferens, and prostate). Instruction for girls includes female reproductive structures (ovaries, ova or eggs, fallopian tubes, uterus, cervix, vagina, and labia).

5.3 Students will develop a basic understanding of human reproduction. (Gender Separate)

Descriptive Statement: Students are introduced to the concept that babies originate from the uniting of the egg and the sperm through sexual intercourse. The growth and development of the unborn baby inside the uterus will be discussed. This is an age-appropriate introduction to the basics of conception and birth. Instruction does not include explicit details of sexual intercourse.

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Social and Emotional Health

5.4 Students will identify messages in mass media related to gender stereotyping.

Descriptive Statement: Students discuss the concept of gender stereotyping and how gender stereotypes have changed over time. Students examine messages about sex roles and gender in the media, including printed materials, advertising, television, wearing apparel, internet, movies, and music. Students will understand how the media affects mental health issues related to sexuality.

5.5 Students will define child abuse and neglect and identify adults in whom they can confide and trust to help them.

Descriptive Statement: Students learn what child abuse is and how to recognize it. Students identify sources of help including parent/guardian, other adult family member, teacher, school counselor, and clergy or religious leader. Students recognize that when child abuse or neglect occurs, it is never the child's fault.