

## PRINCE WILLIAM COUNTY PUBLIC SCHOOLS GRADE SIX 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 6-8 is delivered by health and physical education teachers and builds upon concepts introduced at the elementary level. Students continue their study of reproductive anatomy and physiology and learn about common sexually transmitted infections (STIs). Instruction includes an examination of physical, psychological, and social changes that occur as part of adolescent development and sexuality as an evolving component of personality. Students explore the benefits of postponing sexual activity and learn that abstinence from sexual activity is the only way to guarantee the prevention of pregnancy and STIs. Students learn about types of exploitation and identify techniques used by sexual predators to exploit teens.

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)).

### **Human Sexuality/Growth and Development**

**6.1 Students will explain the need for increased personal hygiene during puberty and identify practices that promote good health and well-being.**

Descriptive Statement: Students identify reasons why personal hygiene becomes increasingly important during adolescence. Instruction includes hygiene practices that are effective in managing the changes that occur during puberty and enhance physical health and self-concept. Students analyze their own hygiene habits and identify products that contribute to good hygiene

**6.2 Students will identify the endocrine glands responsible for onset of puberty and describe the role of hormones in regulating the changes that occur during puberty.**

Descriptive Statement: Instruction includes the functions of glands in the endocrine system responsible for triggering changes during puberty and the hormones they produce. The role of hormones in controlling mood, growth and development, sexual function, and reproductive processes is discussed.

**6.3 Students will review the structures of the male and female reproductive systems and describe how they function in the process of human reproduction.**

Descriptive Statement: Students review reproductive anatomy and physiology information presented at grade 5, including the functions of organs in the female and male reproductive system (ovaries, fallopian tubes, uterus, cervix, and vagina in females, and testicles, vas deferens, urethra, penis, and scrotum in boys). Instruction also includes expanded information on reproductive processes (ejaculation, ovulation, fertilization, implantation, prenatal development, and birth).

*(continued)*

- 6.4 **Students will identify and describe infections transmitted primarily via sexual means (STIs).**  
Descriptive Statement: Instruction includes basic information about the most common sexually transmitted bacterial infections (chlamydia, syphilis, gonorrhea) and viral infections (genital herpes, human papillomavirus [HPV], HIV/AIDS). Abstinence from sexual intercourse and needle sharing is stressed as the only 100% effective means of avoiding STIs.

## **Social and Emotional Health**

- 6.5 **Students will identify the benefits of postponing sexual activity/remaining abstinent.**  
Descriptive Statement: Students discuss the benefits of postponing sexual intercourse until one is physically and emotionally mature (positive effects on future relationships; academics; short- and long-term goals; and physical, social, financial, and spiritual health).
- 6.6 **Students will examine messages from mass media related to sexuality and gender stereotyping.**  
Descriptive Statement: Students progress from explaining gender stereotyping and the role of media in communicating messages about gender roles to examining media messages for unfavorable gender stereotyping and that suggest sexual exploitation, violence, and abuse. Students are encouraged to engage in positive activities rather than viewing media containing negative components.
- 6.7 **Students will demonstrate increased understanding of child abuse and neglect and how to report it.**  
Descriptive Statement: Students explore the nature of physical abuse, sexual abuse, verbal/emotional abuse, and neglect. Students assess and respond to situations that threaten personal safety and may result in abuse. Students investigate resources for the reporting and treatment of child abuse and family violence. They assess and respond to situations that threaten personal safety and may result in abuse or neglect.
- 6.8 **Students will explain that there are laws protecting children from inappropriate and abusive behavior of others.**  
Descriptive Statement: Students are made aware that children have rights and deserve protection from abuse and neglect. Emphasis is placed on the behaviors they should expect from adults, including the responsibility of adults to teach children how to protect themselves and disclose abuse. Information on the availability of community agencies providing services for abuse prevention and treatment is provided. Students recognize that child neglect and abuse are against the law, and when abuse or neglect occurs, it is never the child's fault.