

**Family Life Education Curriculum Advisory Committee  
2017 - 2018**

**Thursday, February 8, 2018**  
*Gatehouse: Room 3050/3051*  
*7 p.m. - 9 p.m.*

**MEETING AGENDA**

**Welcome**

**Approval of January Meeting Minutes**

**Review/discussion lesson objectives for grades 6 - 8**

➤ **Pending motion:**

Strike the terms “sex assigned at birth” in each sentence where it occurs throughout the curriculum and replace with “sex” throughout the FLE curriculum.

Note: Change will require revisions to current lesson objectives.

- 7.1 **Students will identify physical, emotional, sexual, and social developmental changes that occur during the middle school years.**  
Descriptive Statement: The new responsibilities related to changing classes, communication with more teachers, organization and homework, and other school-related changes are discussed, and resources for support are presented. Instruction will include that adolescence is a period of time when teens are growing and developing physically, socially, psychologically, and sexually. During this period of time they have a greater interest in sexuality than they had in their younger years. Emphasis will be placed on recognizing that everyone is experiencing changes and the role of respectful, inclusive language in promoting an environment free of bias and discrimination. Students will be provided definitions for sexual orientation terms heterosexuality, homosexuality, and bisexuality; and the gender identity term transgender. Transgender will be defined as an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's [biological] sex.
- 8.5 **Students will identify that development of individual identity occurs over a lifetime and includes the component of sexual orientation and gender identity.**  
Descriptive Statement: Instruction will include factors that influence the development of individual identity such as capabilities; areas in need of personal growth; understanding and accepting oneself; and the effect of gender roles and expectations on individual choices and emphasizes that while attitudes about gender roles differ among families, cultures, religions, and individuals, stereotyping individuals based on gender can limit opportunities. Individual identity will also be described as having four parts – biological ~~gender~~ sex, gender identity (includes transgender), gender role, and sexual orientation (includes heterosexual, bisexual, and homosexual). Transgender will be defined as an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's [biological] sex.
- 9.6 **Students will recognize development of sexuality as a lifelong aspect of personality.**  
Descriptive Statement: Instruction will include that individuals are sexual beings from birth to death and that sexuality evolves from infancy to old age. Sexual orientation terms heterosexual, homosexual, and bisexual; and the gender identity term transgender will be defined. Transgender will be defined as an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's [biological] sex. Students with questions or concerned about their sexual orientation or gender identity will be advised to talk with a parent, member of the clergy, trusted adult, or counselor. Emphasis will be placed on tolerance and nondiscrimination of all people.
- 10.6 **Students will recognize development of sexuality as an aspect of one's total personality.**

Descriptive Statement: Instruction will include how sexuality develops throughout a lifetime and how sexuality encompasses attitudes, values, and behaviors. Sexual orientation and gender identity terms will be discussed with focus on appreciation for individual differences. Transgender will be defined as an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's [biological] sex.

➤ **Pending Motion:**

To strike the language indicated by strikethrough and add the language indicated in red to Grade 7 ESH, Lesson 1.

**SAY TO STUDENTS**

Gender identity” is different from sexual orientation. Sexual orientation describes who a person is romantically attracted. **Some use the term gender identity to** describes how a person thinks of themselves as a male or female. For most people, their gender identity is the same as their sex assigned at birth. For some people, it is not the same.

The term transgender is used to describe an individual whose gender identity, how they think of themselves as a male or female, is different from the individual's sex. ~~assigned at birth (the anatomical structures that one is born with).~~

**There is not yet a consensus on the definition or scope of transgender. For most children and teens who experience feelings of confusion related to gender identity, these resolve by young adulthood. Because the brains and bodies of teens are still developing, experimental hormonal or surgical intervention, often called “gender-affirming”, entail serious physical and psychological risk. These include irreversible sterility, and potential impact on cognitive function, liver, and heart, as well as increased risk of some cancers.**

Note: Change will require revision to current lesson objective.

7.1 **Students will identify physical, emotional, sexual, and social developmental changes that occur during the middle school years.**

Descriptive Statement: The new responsibilities related to changing classes, communication with more teachers, organization and homework, and other school-related changes are discussed, and resources for support are presented. Instruction will include that adolescence is a period of time when teens are growing and developing physically, socially, psychologically, and sexually. During this period of time they have a greater interest in sexuality than they had in their younger years. Emphasis will be placed on recognizing that everyone is experiencing changes and the role of respectful, inclusive language in promoting an environment free of bias and discrimination. Students will be provided definitions for sexual orientation terms heterosexuality, homosexuality, and bisexuality; and the gender identity term transgender.

Instruction will include the physical and psychological risks [and benefits] of gender-affirming hormonal or surgical interventions.

➤ **Discussion of abstinence education**

**§22.1-207.1. Family life education.**

The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; the benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness.

All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

For the purposes of this section, "abstinence education" means an educational or motivational component which has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.

➤ **Proposed motion (has not been seconded)**

To amend grade 8 lesson objective 8.5 to include risks and possible side effects of contraceptives.

**(Gender Sex Separate): Students will identify reliable methods of pregnancy and disease prevention.**

Descriptive Statement: Contraception will be defined. Instruction will include information about barrier and hormonal methods of contraception including specific examples of each method, how the methods work, how they are obtained, risks and possible side effects, and their relationship to disease prevention. Abstinence will be emphasized as the only method that is 100 percent effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted infections.

➤ **Review/discussion lesson objectives for grade 9**

➤ Resource: Crosswalk of VDOE and FCPS FLE Lesson Objectives

➤ Resource: Dropbox link for FLE lessons (please remember to download and not drag and drop files to your device as this will remove the files from dropbox)

Grade 6 <https://www.dropbox.com/sh/ygiwhy4sj5dkgi/AADjqxA8Ude8a8TnrByovffKa?dl=0>

Grades 7 and 8 [https://www.dropbox.com/sh/bnnnjpata9k649i/AAD0kOPxSUXD0XmC\\_b7TG1JIa?dl=0](https://www.dropbox.com/sh/bnnnjpata9k649i/AAD0kOPxSUXD0XmC_b7TG1JIa?dl=0)

Grades 9-12 [https://www.dropbox.com/sh/u75qs068exskp0x/AAB9bsWmvZa1RtqYv-\\_ns6mua?dl=0](https://www.dropbox.com/sh/u75qs068exskp0x/AAB9bsWmvZa1RtqYv-_ns6mua?dl=0)

**Future Meetings:**

- Thursday, March 8, 2018                      Room 3050/3051                      Grades 10-12
- Thursday, April 12, 2018                      Room 3050/3051                      (If needed)

FLECAC Recommendations to the School Board:                      New Business May 10, 2018                      Action June 14, 2018