

LL #86474

IHAE  
IHAE-E-1, E-2

**Guidelines for Delivery of Potentially Sensitive  
Special Student Learning Outcomes of the Physical  
Education/Health Education Curriculum**

The following guidelines are developed to give specific direction to early, middle and senior years professional staff involved in the delivery of the potentially sensitive specific student learning outcomes of the Physical Education/Health Education Curriculum:

- a) Administrators must ensure the option is available for parents of students at all grade levels to decide whether the students should receive delivery of the potentially sensitive specific student learning outcomes of the Physical Education/Health Education curriculum in a school, or in an alternative setting of their choosing.
- b) Parents are informed of the option to review all teaching/resource materials that professional staff use to teach the curriculum related to the potentially sensitive specific student learning outcomes of the Physical Education/Health Education Curriculum; further, that parents are also to be informed of the schedule of topics to be covered prior to program delivery.
- c) Principals are required to have approval from the Assistant Superintendent, Education and Program for permission to utilize the services of out-of-division presenters prior to instruction taking place. Approval Form for Use of Outside Instructors, Exhibit IHAE-E-1, is to be submitted along with the lesson plans to be taught.
- d) Professional personnel responsible for delivering the Implementation of the Physical Education/Health Education curriculum be instructed that student questions that are more in depth than the content covered in the curriculum be referred to parents. Further, that professional personnel, at all times, remain within the content parameters as outlined in the Manitoba Education Framework of Outcomes and Foundation for Implementation documents.
- e) On an annual basis, training, as required, be provided for all professional personnel.
- f) Professional personnel, as outlined in the Manitoba Education Framework document, be cognizant of cultural and religious values.
- g) Student assessment of the specific learning outcomes within the strands associated with the potentially sensitive general learning outcomes will be conducted by the professional personnel responsible for delivery of the content;

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- further, appropriate formative assessment techniques are to be implemented to determine whether students have the appropriate knowledge and skills to make informed and responsible choices. e.g., journal portfolios are an excellent assessment strategy that could be used in this area. Student work is to be assessed in a formative manner and no reporting is required.
- h) At the Grade 5 level, professional personnel responsible for delivering specific learning outcomes specific to the structure and function of the reproductive system are directed to limit breadth and depth of instruction to a factual approach.
  - i) At the Grade 5 level, professional personnel responsible for delivering specific learning outcomes regarding physical changes associated with puberty and the importance of personal hygiene are directed to separate girls and boys into homogeneous groups throughout the early stages of program delivery. Heterogeneous groupings are approved for concluding classes.
  - j) In all areas of the curriculum that reference abstinence as a responsible decision, professional personnel are to be sensitive to situations where sexual activity by students was not consensual.
  - k) Professional personnel are instructed to allow students the opportunity to opt out of role-play situations when they feel uncomfortable.
  - l) Whenever possible professional personnel responsible for delivering the specific learning outcomes in the “D” strands of the Grade 9 and Grade 10 curriculum should utilize peer supports, speakers, and visual presentations and provide a contact list of available agencies.
  - m) Division resources should be made available to all staff who will be delivering the potentially sensitive content before outside resources are introduced in a class setting. The Assistant Superintendent, Education and Program, must approve all outside resources. (IHAE-E-1)
  - n) Professional personnel should encourage students to discuss any concerns or issues they may have with professional staff whom they trust.

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