



# **Toms River Regional Schools Health and PE Curriculum**

# Understanding How Toms River Regional Schools Will Address Sensitive Health and P.E. Content within the NJSLS

- This presentation will provide some context and details regarding how Toms River Regional Schools will approach the 2020 updates to Comprehensive Health and PE standards that have been found to be sensitive in nature and to clearly designate what Toms River Regional Schools will be teaching in school and what a parent may teach at home.
- **Toms River Regional Schools acknowledges that parents/guardians are the primary family life educators for their children and we are committed to partnering with you to provide supplementary resources to support parents in this role.**

*According to the NJ Department of Education (NJDOE), districts have the discretion to select and adopt curriculum aligned to the NJSLS*

*As stated by Gov. Murphy "...the implementation of this curriculum is done at the district level."*

## Understanding How Toms River Regional Schools Will Address Sensitive Health and P.E. Content within the NJSLs

- Our curriculum, is written by Toms River teachers and administrators, and adopted by our Board of Education each year.
- Although we encourage families to have their student participate in these essential health topics, we want to acknowledge that **Parents/Guardians have the option of excluding their child from any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Students who are excused will be assigned to a separate classroom for the duration of those identified lessons.**



## Information Related to NJ Health & Physical Education Standards covered by the End of Grade 2, 5, 8, & 12

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education include the following Disciplinary Concepts:

- **Personal Growth and Development**
- **Pregnancy and Parenting**
- Emotional Health
- **Social and Sexual Health**
- Community Health Services and Support
- Movement Skills and Concepts:
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases and Medicines
- Alcohol, Tobacco and other Drugs
- Dependency, Substances Disorder and Treatment



## By the End of Grade 2: Personal Growth and Development

Core Idea	Performance Expectations
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD.5: List medically accurate names for body parts, <b>including genitals</b>

### How It Will Be Taught

- This standard will continue to be covered by the naming of body parts that can be seen when fully clothed (e.g. head, shoulders, knees and toes). The other body parts will be referred to as private areas only if a question arises.
- With regard to the portion of the standard that reads "... including the genitals": **That addition to the standard can be taught at home in a manner that parents feel is appropriate for their children.**



## By the End of Grade 2: Social and Sexual Health

Core Idea	Performance Expectations
<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p>	<p>• 2.1.2.SSH.2: Discuss the range of ways people express their gender and <b>how gender-role stereotypes may limit behavior.</b></p>

### How It Will Be Taught

- This standard will continue to be taught in a way that has students identify the things they like to do and the things they like to wear (e.g. “I like soccer... I like to wear hats... I like baking with my grandma... I like to sing.”) Students will share how they express themselves and spend their time.
- With regard to the portion of the standard that reads “...how gender-role stereotypes may limit behavior”: **That additional topic can be taught at home in a manner that parents feel is appropriate for their child.**



## By the End of Grade 5: Social and Sexual Health

Core Idea	Performance Expectations
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	<ul style="list-style-type: none"><li>• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li><li>• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li><li>• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li></ul>

### How It Will Be Taught

- Students learn how valuing oneself and others contributes to good emotional health. Students consider the benefits of living in a world where people are different and unique. Students identify things they value about themselves and their classmates.
- With regard to the portion of the standard that are highlighted in yellow. Those additional topics can be taught at home in a manner that parents feel is appropriate for their child.



# By the End of Grade 5: Personal Growth and Development

Opt-Out  
Option  
Provided

Core Idea	Performance Expectations
Puberty is a time of physical, social, and emotional changes.	2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

## How It Will Be Taught

- This standard will continue to help students learn about the changes and new responsibilities that accompany puberty.
- Items listed inside of parentheses are EXAMPLES of how hormones impact physical, social, and emotional development during puberty. Those additional topics can be taught at home in a manner that parents feel is appropriate for their child.





# Toms River Regional Schools

Opt-Out  
Option  
Provided

## REVISED 2020 NJSLs in Comprehensive Health and Physical Education

Dear Parent/Guardian:

The Toms River Regional School District has updated its Health and Physical Education curriculum to be compliant with the 2020 New Jersey State Learning Standards in Comprehensive Health and Physical Education provided by the New Jersey Department of Education. We value the importance of partnering with families as we educate students in the knowledge and skills they need in order to lead a healthy, active life.

The curriculum guides are available on the district website for your review. We invite you to examine and discuss the information with your child prior to the instructional units at school. Specifically, the units titled *“Personal Growth and Development”* and *“Social and Sexual Health”*. You are also welcome to contact your child’s Health Teacher to preview the lessons that we will be teaching your student.

Grade	Unit	Month	Topic
5	Personal Growth and Development	March	How the body changes during puberty Common human sexual development and the role of hormones

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assigned to a separate classroom for the duration of those identified lessons.

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**Please check the appropriate box and return this portion of the form to your child's school.**

I am aware of the health lessons for which my child will receive instruction in this year

**or**

I wish for my child to be excused from lessons related to family life education and be provided alternate instruction.

Student's Name: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The link below provides access to the videos that will be shown for Personal Growth and Development in Grade 5. Boys and girls will be watching the videos in separate groups. The co-ed video will not be shown.

Always Changing Girls:



Always Changing Boys:





## By the End of Grade 8: Social and Sexual Health

Opt-Out  
Option  
Provided

Core Idea	Performance Expectations
There are factors that contribute to making healthy decisions about sex.	2.1.8.SSH.9: Define vaginal, oral, and anal sex.

### How It Will Be Taught

- This discussion with 8th graders centers on informing students about sexually transmitted infections (STIs) and that these are locations in your body where STIs can enter. The sexual act itself is not defined; only the body parts are referred to as places of transmission.



## By the End of Grade 8: Social and Sexual Health

Opt-Out  
Option  
Provided

Core Idea	Performance Expectations
<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p>	<p>2.1.8.SSH.1: Differentiate between <b>gender identity, gender expression and sexual orientation.</b></p> <p>2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</p>

### How It Will Be Taught

- These standards center on defining and differentiating between the terms gender identity, gender expression and sexual orientation and explaining what they mean in welcoming and inclusive ways, with a focus of acceptance and respect for all.



# By the End of Grade 12: Social and Sexual Health

Opt-Out  
Option  
Provided

Core Idea	Performance Expectations
<p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p>	<p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p> <p>2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expression, gender identities, and sexual orientations.</p> <p>2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p>

## How It Will Be Taught

- The NJSLS standards in this area include concepts and content to be completed by the end of grade 12 and have been taught in high school for many years.

Parents may **opt their child out of** these lessons if they wish.



# By the End of Grade 12: Pregnancy and Parenting

Opt-Out  
Option  
Provided

Core Idea	Performance Expectations
<p>There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.</p>	<p>2.1.12.PP.1. Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)</p> <p>2.1.12.PP.2. Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</p> <p>2.1.12.PP.3. Identify trusted adults, including family members, caregivers, school staff, etc. to ask questions and discuss pregnancy and other health topics.</p>
<p>There are many decisions to be made related to pregnancy and childbirth that will have short- and long-term impacts.</p>	<p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p>



# Thank you for your continued support!

**Toms River Schools' curriculum is fully aligned to the 2020 Comprehensive Health and Physical Education Standards. Our implementation of these standards is age appropriate, in a way that is sensitive to the values and beliefs of the families in our community.**

Toms River Schools continues to promote a safe and healthy school environment, while teaching our children the importance of being a value-added citizen through our various curricular and extracurricular activities. We promote prosocial behavior through our various clubs and character education driven programs - teaching our children the importance of valuing yourself and others through an inclusive mindset.

- Questions or comments can be submitted through the form linked on our website homepage
- An FAQ Document along with this presentation will be posted on our website
- Opt-out forms will be available on our website and will be distributed in each building prior to the teaching of the opt-out health units

# Community Questions and Comments

**A link to the Community Question and Comment form is available on the home page of our website, or you can scan this QR code for direct access.**

