

REVISED ONTARIO ELEMENTARY HEALTH CURRICULUM 2015

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The 2015 Revised Ontario Elementary Health Curriculum will subvert the morals of future generations. It seeks to normalize behaviour that is not moral. It seeks to make children sexually aware before it is age appropriate, and it seeks to normalize premarital sex. It seeks to destroy the fabric of society by marginalizing the role and influence of parents in the upbringing of their children.

This document on Page 13 states that “Parents are the primary educators of their children with respect to learning about values, appropriate behaviour and ethno cultural, spiritual and personal beliefs and traditions, and they are their children’s first role models. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people’s education.” This is not true in this document. Throughout the document, parents are told what is appropriate, their wishes are not consulted. Only selected groups were consulted. This document is set out to change values.

Knowledgeable people know that whoever has control of the curriculum has unlimited power. This is called indoctrination. What children are exposed to and are indoctrinated about will determine their future behaviour.

The authors of this document have two main purposes – one was to desensitize children to alternative lifestyles and to bring about acceptance of those lifestyles as being a normal option for them. The other purpose was to make students sexually aware at an early age and show them various options of behaviour that do not include marriage. See page 215 where in itemizing all the factors that can affect an individual’s decision about sexual activity, the support of a parent is mentioned on the 9th line and is second last and there is no mention of marriage.

This document also highlights the vision that the individual is more important than society or the family. This is not explicitly stated, but implicitly for example on page 195 “ ...the concept of consent and how consent is communicated; and in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship.” The values of the family or the perspectives of the parents are completely ignored in this activity. Here the students are still minors, under the care of their parents, but the parents are not considered in activities that can drastically change the lives of students.

In every grade, in every strand, from Grade 1 to 8, the authors stress that all students- students of all social and cultural backgrounds, abilities, sexes, gender identities and sexual orientations –should feel included and recognized in all activities and discussions.”p. 56; objectives like that are carried throughout this health curriculum in every grade. For example: Grade 2 – C3.1; Grade 3 C3.3; Grade 4 C1.3; Grade 5 C3.2; Grade 6 C3.3, C1.3; Grade 7 C2.2;C2.4 Grade 8 C1.4; C1.5; C3.2. While all people should be treated with respect, it does not mean that alternative lifestyles should be promoted. The

authors' views do not reflect the values and beliefs of all parents. Nowhere have the parents relinquished their duty to give their children a moral upbringing. Parents, as they become aware of the details of the curriculum, question the values and principles of this curriculum and do not want it taught in its entirety.

This curriculum has already begun in the Daycares of Ontario under the Ministry of Education. All daycare centres are required to show how they reflect the diversity of their families in the centres and how they ensure inclusion of all children in the program. Catalogues for Daycares and Schools have now expanded their offerings of books relating to gender identities and sexual orientations. Last year there was one page of books for children on that topic, e.g. I Have Two Daddies, I have Two Mommies. Today there are at least 4 pages of books on that topic and the number of learning materials is growing. These materials will be used in the classrooms and in the daycares and will impact the children at an early age and will serve to normalize this kind of behaviour.

Why is it necessary to teach sex education to young students? Why do children the age of 6 need to know the correct terminology for the human body? How does that knowledge make their life better?

That will begin their interest in the human body, for how can they know what the parts are without seeing them – either in a photo or on a doll. Why? This will only stimulate their curiosity.

Grade 2- age 7 children- begins the awareness of their bodies and the private aspects of their bodies, where they learn to say “no”, and the encouraging of others to respect the word “no”. Basically this is introducing them to the idea that people are not to be trusted and makes the child fearful of strangers.

Grade 3 – age 8 begins a very heavy thrust into invisible differences (gender identities and sexual orientations) and also on P. 128 states that these 8 year old students are “approaching or beginning puberty the curriculum expectations provide an opportunity for students to develop the knowledge and skills that they will need to understand the physical, emotional, and social changes that they are experiencing or are about to go through. Topics including reproduction, self-concept, relationships, stress management, and decision making.”

Why do 8 year olds need this information? They are too young to understand the emotional, social and physical ramifications of sexual activity. Just because they are about 4 years away from the onset of puberty does not mean that they should be taught about it now to get them ready for it. This valuable time could be better used to teach them math or literacy.

Grade 4- 9 year olds are learning about physical changes that occur in puberty. Why? They won't undergo them for at least 3 more years. Why rob them of their childhood and innocence? Why rush them into the adult world?

Grade 5 – 10 year olds are learning about the reproductive system, processes of menstruation and spermatogenesis. Why is it necessary? This is too early and for those that mature earlier, their parents can teach them. The values being taught are not those that parents would wish them to learn. This early information about sexuality will only confuse children. Those that are sensitive to these physical

changes, and they may begin to question their sexual orientation, because they have been exposed to a wide variety of orientations. Dating has no place in the education of 10 year olds. They cannot make reasoned decisions.

Grade 6 -11 year olds

"...Key topics include delaying sexual activity, preventing pregnancy and disease, understanding how gender identity and sexual orientation affect overall identity and self-concept, and making decisions about sexual health and intimacy." P.182

This curriculum makes the assumption that students are beginning to be sexually active at this time. This is a time when in Canadian law, they cannot get married, but they are being introduced to sexual education and decision making.

Grades 7 & 8 curriculum is saturated with explicit sexual material. Why do students need to know this? Will it help them select better marriage mates or partners? Will it prevent sexual activities? By discussing this in such a manner, it encourages students to think that sexual activity is the norm, and if they do not participate in that behaviour, they are not normal. It also does not deal with their responsibilities to the society and to the family – about upholding their reputation, about the destructive aspects of dating, about how dating does not guarantee a successful marriage.

In this very sensitive age period, it is the parents that should be discussing their family values with their children – not have the children's attitudes and morals directed by someone who may not share the same outlook, who does not love the child as a parent does, and who can never replace the concern a parent has for the future of their child.

On one hand parents are told that they can opt out of the sexual education part of the curriculum, on the other hand, they are told on P. 25 that "Living Skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students." That means that even if the child is withdrawn from the "sexual education classes", the students will receive the content or the values taught in other subject areas.

The School Library has been given instructions that it should have materials that represent all groups of society. Students will have access to these reading materials and will be using them in research or in novel studies. In the objective Grade 8 C1.5 – demonstrate an understanding of gender identity, the curriculum document uses a student quote p. 216 "Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances."

p. 54 “When planning instruction and considering class groupings, teachers should be aware of and consider the needs of students who may not identify as ‘male’ or ‘female’, who are transgender, or who are gender-non-conforming.”

p. 66 ..In its 2008 report, Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships, the Safe Schools Action Team confirmed ‘ that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum”...Teachers can promote this learning in a varietyco-curricular activities,,,,,and groups such as gay-straight alliances provide additional opportunities for the kind of interaction that helps students build healthy relationships.”

These examples have clearly shown that the Health Curriculum has been designed to change values and attitudes of the youth - to desensitize children to alternative lifestyles and to bring about acceptance of those lifestyles as being a normal option for them. The other purpose was to make students sexually aware at an early age. These values do not coincide with values that parents wish for their children. Parents want their children to have a good life, to live with dignity and security. This curriculum does not support that goal, but creates instability in the family life situation and in society. It will destroy the fabric of a moral society.