

**GREAT MEADOWS REGIONAL SCHOOL DISTRICT**

PO Box 74 Great Meadows, New Jersey 07838-0074

Superintendent's Office: Phone: 908-637-6576 ~ Fax: 908-637-6356

Business Office: Phone: 908-637-8672 ~ Fax: 908-637-6356

**MICHAEL MAI**

*Superintendent of Schools/Director of Special Services*

**Kathy Ascolese**

*Confidential Secretary  
Superintendent/Special Services*



**Amanda Kinney**

*Acting Business Administrator/  
Board Secretary*

September 2023

Dear Parent/Guardian:

It is mandated by the State of New Jersey that all public school students be given a comprehensive health education program. This health education program is provided by the Great Meadows Regional School District through a coordinated, sequential, age appropriate curriculum. (NJ.AC. 6:29-4.1.)

To complete the health course of study a student is expected to participate in all areas of the curriculum. Attached is an outline of the strands for your child's grade level explaining the information to which your child will be introduced. If a parent/guardian feels that any of the 2020 Strands are in conflict with sincerely held moral or religious beliefs then, pursuant to N.J.A.C. 6:29-4.2, the pupil may be exempted from that part of the instructional program. If your child does not participate in this unit he/she will be given alternate assignments. The responsibility of educating this exempted unit of study lies with the parent/guardian.

The Health Curriculum can be reviewed on the reverse side of this form or online at: <https://gmrsdnj-public.rubiconatlas.org/>

Please return this attachment **ONLY** if you choose to have your child **OPT OUT** of specific units of study.

I have reviewed the attached descriptions of the revised Health and Physical Education Standards and I wish to have my child, \_\_\_\_\_, **OPT OUT** from participation in learning activities pertaining to the Strands circled below:

- **Personal Growth and Development**
- **Social and Sexual Health**

Homeroom Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Print Parent's Name: \_\_\_\_\_

**4th Grade Health Class**

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**\*These are the standards we will be going over in our 4th grade Family Life Unit classes. The puberty information is very basic and the students will be separated into female/male classes to go over the information. The students will be all together with their assigned class for the rest of the unit.**

### **2.1 Personal and Mental Health: Personal Growth and Development**

**Health is influenced by the interaction of body systems.**

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

**Puberty is a time of physical, social, and emotional changes.**

- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. (basic puberty and hygiene)
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

*Females* - will learn about puberty (what is, basic changes, names of parts of female reproductive system so can teach about menstruation) and basic hygiene (discuss products they can use for hygiene and feminine protection)

*Males* - will learn about puberty (basic changes and hygiene)

### **2.1 Personal and Mental Health: Social and Sexual Health**

**All individuals should feel welcome and included**

- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.

**Family members impact the development of their children physically, socially and emotionally.**

- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

**People in healthy relationships share thoughts and feelings, as well as mutual respect.**

- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.