



GUIDE TO THE **2019** ONTARIO HEALTH & PHYSICAL EDUCATION CURRICULUM Grades 1-8

SEPTEMBER 2019

REFERENCES:

All content in this Guide refers to: Ministry of Education and Training. (2019). *The Ontario Curriculum Grades 1-8: Health and Physical Education 2019*. Ontario: Queen's Printer

We respectfully acknowledge the work of the Toronto District School Board in compiling their resource, Toronto District School Board Overview of The Ontario Curriculum: Health and Physical Education, Grades 1 – 8, 2019, which has assisted the Durham District School Board in creating our guide.

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INTRODUCTION

In August 2019, the Ontario Ministry of Education issued its revised elementary Health and Physical Education (HPE) curriculum. This curriculum is based on the vision that the knowledge and skills students acquire in the program will benefit them throughout their lives and enable them to thrive in an ever-changing world by helping them develop mental health and well-being, physical and health literacy, and the comprehension, capacity, and commitment they will need to lead healthy, active lives and promote healthy, active living. This new document is to be used by all school boards starting September 2019.

The Durham District School is committed to the well-being, health, safety and success of all students. This is a vital role that we share with parents/guardians. Through the Health and Physical Education curriculum, students are taught factual, accurate information. Parents/guardians are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethnocultural, spiritual, and personal beliefs and traditions, and they are their children's first role models. It is therefore important for schools and parents/guardians to work together to ensure that home and school provide a mutually supportive framework for young people's education. Parents/guardians play an important role in their children's learning. Studies show that students perform better in school if their parents/guardians are involved in their education. By becoming familiar with the curriculum, parents/guardians can better appreciate what is being taught in each grade and what their children are expected to learn. Parents/guardians are always encouraged to speak with their child's teacher when they have questions and concerns about how and when curriculum is being taught in order to resolve any questions or concerns.

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating the discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy. This approach is aligned with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the DDSB policies and procedures. In an environment based on the principles of inclusive education, all students, parents/guardians, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is

valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. The DDSB is committed to equity, diversity, and inclusive practices as outlined in our foundational strategic priorities.

Our teachers are committed to teaching the 2019 curriculum in its entirety in a professional, age and developmentally appropriate manner. Teachers are professionals who have been trained to teach all materials with sensitivity to meet the needs of their students. This training supports our teachers when using their professional judgment to decide how to teach the curriculum expectations in a way that works best for students in their classes. Our teachers reflect on their own attitudes, biases and values with respect to the topics they are teaching and seek out current DDSB Equity resources, mentors and professional learning opportunities. Our teachers ensure that all students feel included and recognized in all activities and discussions, and take advantage of “teachable moments” to address immediate relationship issues that may arise among students.

If families have concerns or questions about what will be taught in elementary Health and Physical Education curriculum, we encourage them to reach out to the school. There are often pieces that are miscommunicated in the community about what is or isn’t taught within the curriculum. The best place to seek clarification and reassurance is from the school team.

The DDSB is committed to equity, diversity, and inclusive practices as outlined in our foundational strategic priorities.

The curriculum document can be read in its entirety at: <http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

The Durham District School Board supports its teachers and the Health and Physical Education curriculum through the purchase of the OPHEA (Ontario Physical and Health Education Association) on-line resource. This resource can be accessed by all DDSB teachers at <https://teachingtools.ophea.net>. Questions or concerns about access to this resource can be directed to the DDSB Facilitator of the Arts and Health and Physical Education.

OVERVIEW OF THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The Ontario curriculum is designed to help all students reach their full potential through a program of learning that is coherent, relevant, and age-appropriate. It recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an everchanging global community. It is important for students to be connected to the curriculum; to see themselves in what is taught, how it is taught, and how it applies to the world at large.

The goals of the health and physical education program are as follows.

Students will develop:

- the social-emotional learning skills needed to foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive;
- the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness;
- the movement competence needed to participate in a range of physical activities, through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance, and various other physical activities;
- an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

The Ontario Health and Physical Education Curriculum



The health and physical education curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to live satisfying, productive lives. Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behaviour, and more focused learning. Other benefits include improvements in mental health and well-being, physical capacity, self-concept, and the ability to cope with stress.

The health and physical education curriculum promotes important educational values and goals that support the development of character. These include striving to achieve one's personal best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and well-being. These values are reinforced in other curriculum areas, as well as by society itself. Working together, schools and communities can be powerful allies in motivating students to achieve their potential and lead healthy, active lives.



THE STRANDS IN THE HEALTH AND PHYSICAL EDUCATION CURRICULUM

The expectations for health and physical education are organized into four distinct but related strands:



The following chart shows the flow of learning through the curriculum and the interrelationships among its various components.

Health and Physical Education: Strands and Subgroups			
Strand A: Social-Emotional Learning Skills • Identification and Management of Emotions • Stress Management and Coping • Positive Motivation and Perseverance • Healthy Relationships • Self-Awareness and Sense of Identity • Critical and Creative Thinking	Strand B: Active Living		
	B1. Active Participation • Regular participation, variety, lifelong activity • Enjoyment, motivation	B2. Physical Fitness • Fitness development through daily physical activity, personal fitness plans	B3. Safety • Personal safety and safety of others during physical activity
	Strand C: Movement Competence: Skills, Concepts, and Strategies		
	C1. Movement Skills and Concepts • Movement skills – stability, locomotion, manipulation • Movement concepts – body awareness, effort, spatial awareness, relationships • Movement principles	C2. Movement Strategies • Components of physical activities • Strategies and tactics in all physical activities	
	Strand D: Healthy Living		
	D1. Understanding Health Concepts • Understanding the factors that contribute to healthy growth and development	D2. Making Healthy Choices • Applying health knowledge, making decisions about personal health and well-being	D3. Making Connections for Healthy Living • Making connections to link personal health and well-being to others and the world around them
<i>Expectations in the Healthy Living strand focus on the following five health topics. Learning about mental health and well-being is a part of the learning related to all of these health topics, just as it is part of the learning across the curriculum.</i> • Healthy Eating • Personal Safety and Injury Prevention • Substance Use, Addictions, and Related Behaviours • Human Development and Sexual Health • Mental Health Literacy			

COMPARISON OF LEARNING FROM THE INTERIM 2018 AND NEW 2019 CURRICULUM

CURRICULUM STRANDS	
2019 Curriculum	Interim Curriculum
Strand A: Social-Emotional Learning Skills NEW!	Strand A: Active Living
Strand B: Active Living	Strand B: Movement Competence: Skills, Concepts and Strategies
Strand C: Movement Competence: Skills, Concepts and Strategies	Strand C: Healthy Living
Strand D: Healthy Living	Living Skill Expectations consisting of Personal Skills, Interpersonal Skills, and Critical and Creative Thinking embedded throughout the curriculum

● **STRAND A: SOCIAL-EMOTIONAL LEARNING (SEL) SKILLS NEW!**

This strand helps students develop social-emotional learning skills, to foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive. SEL is now a distinct section of the updated curriculum, building on the Living Skill Expectations from the previous curriculum. In all grades, learning related to the expectations in this strand occurs in the context of learning related to the other three strands and is assessed and evaluated within these contexts.

The table below shows what students learn about and why.

SOCIAL-EMOTIONAL LEARNING SKILLS AT A GLANCE

STUDENTS WILL LEARN SKILLS TO:	SO THAT THEY CAN:
• identify and manage emotions	• express their feelings and understand the feelings of others
• recognize sources of stress and cope with challenges	• develop personal resilience
• maintain positive motivation and perseverance	• foster a sense of optimism and hope
• build relationships and communicate effectively	• support healthy relationships and respect diversity
• develop self-awareness and self-confidence	• develop a sense of identity and belonging
• think critically and creatively	• make informed decisions and solve problems

Students apply these everyday skills as part of their learning across the other three strands of the curriculum and in their experiences at school, at home, and in the community.

● **STRAND B: ACTIVE LIVING**

The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. As they participate in a wide range of activities, students also learn about the benefits of physical activity for mental health. Learning through physical activity helps to enhance students' physical literacy. The three subgroups within this strand, corresponding to the three overall expectations, are Active Participation, Physical Fitness, and Safety. Daily physical activity (DPA) is one mandatory component of Physical Fitness subgroup. The goal of daily physical activity is to instill the habit of activity and enable all elementary students to be active on a daily basis in order to maintain or enhance their physical fitness, their overall health and wellness, and their ability and readiness to learn. PPM 138 outlines the updated requirements of this expectation of the curriculum. The memorandum can be read in its entirety at <http://www.edu.gov.on.ca/extra/eng/ppm/138.html>.





● **STRAND C: MOVEMENT COMPETENCE**

The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. The subgroups within this strand include Movement Skills and Concepts and Movement Strategies.

● **STRAND D: HEALTHY LIVING**

The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand.

COMPARISON OF LEARNING FROM THE INTERIM 2018 AND NEW 2019 CURRICULUM

HEALTH TOPICS	
2019 CURRICULUM	INTERIM CURRICULUM
Healthy Eating	Healthy Eating
Personal Safety and Injury Prevention	Personal Safety and Injury Prevention
Substance Use, Addictions and Related Behaviours	Substance Use, Addictions and Related Behaviours
Human Development and Sexual Health NEW!	Growth and Development
Mental Health Literacy NEW!	

It is important to note that **thirty per cent** of instructional time should be allocated to health education.

NOTEWORTHY:

● Healthy Eating

Major topics include the **2019 Canada's Food Guide**, nutrition, food choices, factors influencing eating habits, skills for healthy eating, food trends, oral and dental health, food systems, and connections between eating choices, chronic disease prevention, and the health of the environment.

● Personal Safety and Injury Prevention

Personal safety topics focus on developing skills to identify, prevent, and resolve issues in areas such as bullying (including cyberbullying), peer assault, child abuse, harassment, and violence in relationships. These skills can be applied in both face-to-face situations and online environments. Injury prevention topics focus on areas such as **road safety (including pedestrian, bicycle, and vehicle safety); concussion prevention, identification, and management; seasonal safety rules; sun and UV protection**; home safety; fire safety; safety when volunteering and working; and first aid.

● Substance Use, Addictions, and Related Behaviours

The learning expectations related to substance use respond to these facts by focusing on an understanding of the effects of drugs – prescription drugs, non-prescription drugs, tobacco, alcohol, cannabis, and other intoxicating substances – and the consequences of their use. Students also learn about the effects and risks of vaping.

● Human Development and Sexual Health

Human development and sexual health education is more than simply teaching young people about the anatomy and physiology of reproduction. Sexual health, understood in its broadest sense, can include a wide range of topics and concepts, from sexual development, reproductive health, choice and sexual readiness, consent, abstinence, and protection, to interpersonal relationships, sexual orientation, gender identity and gender expression, affection, love, pleasure, body image, and gender roles and expectations. The overall and specific expectations in this strand are developmentally appropriate and should be addressed with sensitivity and respect for the uniqueness of each individual. A variety of instructional groupings may be used to address the expectations, but it is suggested that the topic of Human Development and Sexual Health be addressed during the second half of the school year. Principals and teachers must follow DDSB's policy that allows for all students to be exempted, at their parents/guardians' request, from instruction related to the Grade 1 to 8 human development and sexual health expectations in strand D as per PPM 162.

● Mental Health Literacy

Curriculum expectations related to this topic provide a specific progression of learning across the grades that is designed to develop students' mental health literacy. Students learn that "mental health" is distinct from mental illness – that it is something all people have and that it is a significant contributor to overall health. Students learn to explore the connection between thoughts, emotions, and actions and to see how they can impact mental health. Students learn to identify when help is needed – for themselves and for others – by learning to recognize signs of stress and by developing an understanding of the body and brain's response to stress.

Overview of the **Primary (Grades 1 – 3) 2019 HPE Curriculum**

The health and physical education program for Grades 1 to 3 focuses on the foundational knowledge and skills that students will need in order to support mental health and well-being, develop physical and health literacy, and acquire the commitment and capacity to lead healthy, active lives. Through participating in health and physical education in the classroom and gymnasium, out of doors, in schoolyards and school gardens, and in the community, students learn to make healthy active living a part of everyday life.

The expectations for health and physical education build upon the prior knowledge, experience, and skills that students bring to the classroom. This base varies naturally from student to student as a result of different levels of prior exposure to the skills, forms, and experiences of health and physical activity. The diversity of the students' cultural and linguistic backgrounds in Ontario classrooms adds a further dimension to this variability.

● **Social-Emotional Learning Skills**

In the primary division, students are at early stages of developing their sense of self, while also learning to identify and manage their emotions and feelings. Learning in this division is therefore focused on skills related to self-awareness, identifying and managing emotions, and learning to cope with challenges. At the same time, primary students are also beginning to develop relationship skills and critical and creative thinking.

● **Active Living Strand**

Through physical activity, students begin to learn about the connections between physical and mental health. These include the daily requirement for at least twenty minutes of moderate to vigorous physical activity, an understanding of the benefits of daily physical activity and the factors that contribute to their enjoyment of physical activity, and the development of behaviours that enhance their readiness and ability to take part in the school's physical activity programs. Students also learn how to recognize indicators of fitness, improve their cardiorespiratory fitness, set simple personal fitness goals and take responsibility for their own safety and the safety of those around them.

● **Movement Competence Strand**

Through exploration and play, students in the primary grades learn to develop fundamental movement skills and a variety of stability and locomotor skills. Students will learn simple manipulation skills (like throwing and catching), about positive motivation, body and spatial awareness, the conventions of fair play and etiquette, and simple tactics. All of these skills will enhance their success and develop their confidence and sense of self as they participate in a variety of activities.

● **Healthy Living Strand**

In the primary grades, students are introduced to basic health concepts, given opportunities to apply this knowledge to decisions about their own health, and encouraged to make connections between their physical and mental health and well-being and their interactions with others and the world around them. Emphasis is placed on having students begin to learn how to take responsibility for their own safety, applying basic concepts related to healthy food choices, healthy relationships, diversity, and substance use and potentially addictive behaviours, learning about mental health as a part of overall health and learning the names of body parts and beginning to understand and appreciate how their bodies work and develop.

GRADE 1

GRADE 1 – OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 1, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● STRAND B: Active Living

By the end of Grade 1, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● STRAND C: Movement Competence

By the end of Grade 1, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● STRAND D: Healthy Living

By the end of Grade 1, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	• create connections with peers through the discovery of shared enjoyment in various activities as they participate in DPA [A1.5 Self] • apply knowledge of safety procedures to make themselves feel safer and of their sense of personal boundaries to help them develop confidence [A1.2 Coping]
	● Movement Competence	• show enthusiasm for trying out new skills and a willingness to persevere [A1.3 Motivation] • use creative thinking skills to come up with new ways of moving and balancing [A1.6 Thinking]
	● Healthy Living	• identify feelings they might experience in response to caring behaviours and behaviours by others that might be harmful (e.g. play fighting vs. real fighting) [A1.1 Emotions] • listen respectfully, paying attention to words and non-verbal signals such as facial expressions and tone of voice, to show they care about someone [A1.4 Relationships]
Strand B: Active Living	Active Participation	• B1.1 Participation in program activities, behaviours showing readiness • B1.2 Enjoyment of activity (individual and small-group activities) • B1.3 Ways of being active
	Physical Fitness	• B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down • B2.2 Health benefits of being physically active • B2.3 Physical signs of exertion
	Safety	• B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion • B3.2 Environmental safety risks, including risks related to concussions

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static balance – using different body parts, levels, shapes, working with equipment and others, making transitions Concepts: body and space, later expanding to include relationship • C1.2 Moving and stopping safely, in control, with awareness of others and equipment Concepts: body, space, relationship • C1.3 Moving in different directions, using different body parts Concepts: body, space • C1.4 Sending objects – using different shapes/sizes, levels, body parts Concepts: body, space, building to include relationship • C1.5 Receiving objects – using different shapes/sizes, levels, body parts Concepts: body, space
	Movement Strategies	• C2.1 Activity components – individual and small-group activities • C2.2 Simple tactics to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D1.1 Food for healthy bodies and minds • D2.1 Canada's Food Guide • D2.2 Hunger and thirst cues
	Personal Safety and Injury Prevention	• D1.2 Safe practices – personal safety • D2.3 Caring and exploitative behaviours and feelings • D2.4 Safety at school • D3.1 Potential risks at home, in the community, outdoors
	Substance Use, Addictions, and Behaviours	• D3.2 Unhealthy habits, healthy alternatives
	Human Development and Sexual Health	• D1.3 Body parts, including genitalia • D1.4 Senses and functions • D2.5 Hygienic procedures
	Mental Health Literacy	• D1.5 Mental health and overall health • D3.3 Thoughts, emotions, actions

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019	• D1.1 Food for healthy bodies and minds	• D2.1 Canada's Food Guide (using the New 2019 Canada's Food Guide) • D2.2 Hunger and thirst cues	
	Interim 2018	• C1.1 Food for healthy bodies	• C2.1 Food groups, Canada's Food Guide • C2.2 Hunger and thirst cues	
Personal Safety and Injury Prevention	NEW 2019	• D1.2 Safe practices – personal safety (e.g., food safety issues, safe routines for traveling to and from school)	• D2.3 Caring and exploitative behaviours and feelings • D2.4 Safety at school	• D3.1 Potential risks at home, in the community, outdoors
	Interim 2018	• C1.2 Safe practices – personal safety	• C2.3 Caring and exploitative behaviours and feelings • C2.4 Safety at school	• C3.1 Potential risks at home, in the community, outdoors
Substance Use, Addictions, and Behaviours	NEW 2019			• D3.2 Unhealthy habits, healthy alternatives (e.g. excessive screen time or video game usage, smoking, vaping)
	Interim 2018			• C3.2 Unhealthy habits, healthy alternatives
Human Development and Sexual Health	NEW 2019	• D1.3 Body parts, including genitalia • D1.4 Senses and functions	• D2.5 Hygienic procedures	
	Interim 2018 Growth and Development	• describe simple life cycles of plants and animals, including humans; • identify the major parts of the body by their proper names.		• recognize that rest, food, and exercise affect growth
Mental Health Literacy	NEW 2019	• D1.5 Mental health and overall health		• D3.3 Thoughts, emotions, actions

GRADE 2

GRADE 2 – OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 2, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● Strand B: Active Living

By the end of Grade 2, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● Strand C: Movement Competence

By the end of Grade 2, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● Strand D: Healthy Living

By the end of Grade 2, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	• explain how participating in moderate to vigorous activity is connected to better fitness and better health [A1.6 Thinking] • if feeling unhappy or upset before the start of a physical activity, take a moment to breathe deeply and refocus, so they can be ready to participate [A1.1 Emotions]
	● Movement Competence	• in a mirroring activity, copy a partner's movements by following their non-verbal signals [A1.4 Healthy] • show perseverance in exploring ways of using different body parts and balancing [A1.3 Motivation]
	● Healthy Living	• monitor their daily care of their teeth and explain how a checklist can help build their awareness of health habits [A1.5 Self] • in response to teasing, try different solutions [A1.2 Coping]
Strand B: Active Living	Active Participation	• B1.1 Participation in program activities, behaviours showing readiness • B1.2 Enjoyment of activity (individual and small-group activities) • B1.3 Reasons for participating in physical activity
	Physical Fitness	• B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down • B2.2 Activities to improve heart and lung health • B2.3 Exertion, self-assessment • B2.4 Personal and group goal setting related to physical activity
	Safety	• B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion • B3.2 Safety precautions for selves and others, including those with medical conditions

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static balance – using different body parts, levels, shapes, working with equipment and others, making transitions Concepts: body and space, later expanding to include relationship • C1.2 Jumping, hopping, and landing – maintaining control, landing safely, using different body actions, jumping for distance/height and from low heights Concepts: body, later expanding to include effort and relationship • C1.3 Moving in different directions, using different speeds, pathways, levels, with/without equipment, alone/with others Concepts: body, progressing to space, then effort, then relationship • C1.4 Sending objects – using different shapes/sizes, levels, body parts Concepts: body, space, building to include relationship • C1.5 Receiving objects – using different shapes/sizes, levels, body parts Concepts: body, space
	Movement Strategies	• C2.1 Activity components – individual and small-group activities • C2.2 Simple tactics to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D2.1 Healthy eating patterns • D2.2 Food choices (snacks, meals)
	Personal Safety and Injury Prevention	• D1.1 Personal safety – home, online, and outdoors • D1.2 Food allergies • D2.3 Consent, standing up for yourself and others • D3.1 Relating to others
	Substance Use, Addictions, and Behaviours	• D1.3 Prescription/non-prescription medicines • D3.2 Medication, healthy alternatives
	Human Development and Sexual Health	• D1.4 Stages of development • D1.5 Body appreciation • D2.4 Oral health
	Mental Health Literacy	• D1.6 Body and brain – responses and feelings • D2.5 Knowing when to seek help

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019		• D2.1 Healthy eating patterns • D2.2 Food choices (snacks, meals) using 2019 Canada's Food Guide	
	Interim 2018		• C2.1 Canada's Food Guide – healthy growth • C2.2 Food choices (snacks, meals)	
Personal Safety and Injury Prevention	NEW 2019	• D1.1 Personal safety – home, online, and outdoors • D1.2 Food allergies	• D2.3 Consent, standing up for yourself and others	• D3.1 Relating to others
	Interim 2018	• C1.1 Personal safety – home and outdoors • C1.2 Food allergies	• C2.3 Standing up for yourself	• C3.1 Relating to others
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.3 Prescription/non-prescription medicines		• D3.2 D3.2 Medication, healthy alternatives
	Interim 2018	• C1.3 Prescription/non-prescription medicines		• C3.2 C3.2 Medication, healthy alternatives
Human Development and Sexual Health	NEW 2019	• D1.3 Stages of development • D1.5 Body appreciation	• D2.4 Oral health	
	Interim 2018 Growth and Development	• describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating) • identify the five senses and describe how each functions		• distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender)
Mental Health Literacy	NEW 2019	• D1.6 Body and brain – responses and feelings	• D2.5 Knowing when to seek help	

GRADE 3

GRADE 3 – OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 3, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● Strand B: Active Living

By the end of Grade 3, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● Strand C: Movement Competence

By the end of Grade 3, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

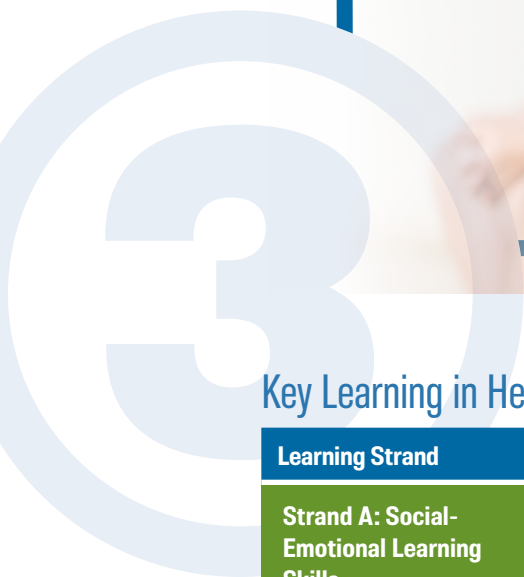
● Strand D: Healthy Living

By the end of Grade 3, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	• explain how being physically active can help to moderate strong feelings and emotions [A1.2 Coping] • be willing to be anyone's partner for physical activities and be welcoming of everyone when working in small groups [A1.4 Relationships]
	● Movement Competence	• experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill [A1.3 Motivation] • after performing a movement sequence, reflect on what they could have done differently to make the transitions from one movement to another smoother [A1.6 Thinking]
	● Healthy Living	• identify the emotions shown by characters in fictional depictions of violence in various media forms, and describe how they may be different from the emotions involved when violence is real [A1.1 Emotions] • identify some of the characteristics that make them unique, showing an understanding that we all have things that make us unique [A1.5 Self]
Strand B: Active Living	Active Participation	• B1.1 Participation in program activities, behaviours showing readiness • B1.2 Enjoyment of activity (individual and small-group activities) • B1.3 Benefits of participating in physical activity
	Physical Fitness	• B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down • B2.2 Benefits of improved cardiorespiratory fitness • B2.3 Exertion, self-assessment • B2.4 Developing and acting on personal physical activity goals
	Safety	• B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion • B3.2 Responding to accidents and injuries, including concussions

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static balance – using different body parts, levels, shapes, working with equipment and others, making transitions Concepts: body and space, later expanding to include relationship • C1.2 Jumping, hopping, and landing – maintaining control, landing safely, using different body actions, jumping for distance/height and from low heights Concepts: body, later expanding to include effort and relationship • C1.3 Moving in different directions, using different speeds, pathways, levels, with/without equipment, alone/with others Concepts: body, progressing to space, then effort, then relationship • C1.4 Sending and receiving—using different shapes/sizes, levels, speeds, distances, body parts/equipment Concepts: all body movements • C1.5 Retaining objects – using different shapes/sizes, body parts, equipment Concepts: body, progressing to space, then awareness, then relationship
	Movement Strategies	• C2.1 Activity components – individual and small-group activities • C2.2 Simple tactics to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D1.1 Food origins, nutritional value, and environmental impact • D2.1 Oral health, food choices • D3.1 Local and cultural foods, eating choices
	Personal Safety and Injury Prevention	• D1.2 Concussion awareness • D2.2 Safety guidelines outside of class • D3.2 Real and fictional violence
	Substance Use, Addictions, and Behaviours	• D1.3 Impact of use of legal/illegal substances • D2.3 Decision making – substance use/behaviours
	Human Development and Sexual Health	• D1.4 Healthy relationships, bullying, consent • D1.5 Physical and social-emotional development • D3.3 Visible, invisible differences, respect
	Mental Health Literacy	• D1.6 Brain stress response system • D3.4 External factors that contribute to stressful feeling

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019	• D1.1 Food origins, nutritional value, and environmental impact	• D2.1 Oral health, food choices	• D3.1 Local and cultural foods, eating choices
	Interim 2018	• C1.1 Food origins, nutritional value, and environmental impact	• C2.1 Oral health, food choices	• C3.1 Local and cultural foods, eating choices
Personal Safety and Injury Prevention	NEW 2019	• D1.2 Concussion awareness, as well as awareness of the school board's concussion protocol	• D2.2 Safety guidelines outside of class	• D3.2 Real and fictional violence
	Interim 2018		• C2.2 Safety guidelines outside of class	• C3.2 Real and fictional violence
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.3 Impact of use of legal/ illegal substances (including energy drinks and vaping)	• D2.3 Decision making – substance use/ behaviours	
	Interim 2018	• C1.2 Impact of use of legal/illegal substances	• C2.3 Decision making – substance use/ behaviours	
Human Development and Sexual Health	NEW 2019	• D1.4 Healthy relationships, bullying, consent • D1.5 Physical and social-emotional development		• D3.3 Visible, invisible differences, respect (no mention of sexual preference or same-sex families)
	Interim 2018 Growth and Development	• outline the basic human and animal reproductive processes (e.g., the union of egg and sperm) • describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height).		
Mental Health Literacy	NEW 2019	• D1.6 Brain stress response system		• D3.4 External factors that contribute to stressful feelings



NOTEWORTHY:

GRADE ONE

- Identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language
- Introduction of mental health and that it is a part of their overall health
- Your thoughts and emotions can affect your overall health
- Excessive screen time can be detrimental to their health

GRADE TWO

- Emphasis on appreciation of your own body – what they can do to ensure that they will continue to appreciate their bodies as they grow and change
- Beverage choices – highlighting the change in the 2019 Canada’s Food Guide
- Consent – standing up for yourself and saying “no” for their own well-being and safety, as well as reporting exploitive behaviours
- Introduction of Oral health in grade 2, formerly grade 3
- Body and brain – responses and an understanding of how a person’s body and brain respond to challenging or uncomfortable situations

GRADE THREE

- Introduction of processed and not processed foods
- Addictions to sugary products, vapours, caffeine, etc.
- Safety guidelines as they relate to on-line communications
- Concussions: how they occur and awareness of the DDSB’s concussion protocol
- Variety of family structures at home (living with one or both parents/guardians, grandparents that make us all unique – but no mention of same sex families that was in the 2015 HPE Curriculum in grade 3)

Overview of the Junior (Grades 4 – 6) 2019 HPE Curriculum

The expectations for Grades 4 to 6 build on students' experiences in the primary grades and further develop the knowledge and skills they need for physical and health literacy. Because the base of knowledge, experience, and skills varies from student to student, it is important for instruction to be differentiated to meet a wide range of student needs. The emphasis in the junior grades should be on building students' understanding of themselves in relation to others.

● Social-Emotional Learning Skills

For students in the junior division, relationship skills assume increasing importance, and there is therefore an emphasis in this portion of the curriculum on developing the communication skills, social skills, and behaviours needed to work effectively with others. At the same time, students will continue to develop their identity, increase their awareness of self, and further develop skills in identifying and managing emotions, managing stress, and embracing optimism and positive motivation. They will also continue to develop critical and creative thinking skills as they learn to use clear processes for making decisions, setting goals, and solving problems.

● Active Living Strand

Students in the junior grades continue to participate in individual and small-group activities, but are introduced to a variety of lead-up activities as well. Students expand their ability to take responsibility for their own fitness and continue to build their understanding of the relationship between physical and mental health. They also learn to use a variety of self-assessment and monitoring techniques to identify areas for improvement and set more advanced fitness goals. The study of safety expands to include precautions for accident and injury prevention during physical activity, as well as concussion and concussion prevention.

● Movement Competence Strand

Students in the junior grades continue to develop stability and locomotor skills as they learn to perform various combinations of movements and to associate movement skills with more specific manipulation skills. They acquire an understanding of the movement concepts of body awareness, spatial awareness, effort, and stability in order to improve the quality of their movement and competence. They also learn games and activities categorization, movement strategies, and the use of different tactical solutions to increase success in physical activities.

● Healthy Living Strand

In the junior grades, students continue to develop an understanding of the factors that contribute to their physical and mental health and the health of others in their family and community, but with a particular focus on choices and decisions connected to their personal health with respect to healthy eating and risky behaviours. These risky behaviours include social dangers such as bullying, abuse, violence and technology-related risks, and the use of tobacco, vaping, alcohol, cannabis and other drugs. Because students at this age 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 include reproduction, self-concept, care for self and others, relationships, consent, sexually explicit media, stress management, and decision making. Students have the opportunity to continue to develop their mental health literacy, deepening their understanding about the connections between thoughts, emotions, and actions.

GRADE 4

OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 4, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● STRAND B: Active Living

By the end of Grade 4, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● STRAND C: Movement Competence

By the end of Grade 4, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● STRAND D: Healthy Living

By the end of Grade 4, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	- describe how joining a school-wide activity such as an intramural team or club can help them manage stress [A1.2 Coping] - explain what makes them enjoy their favourite activities, and consider what this tells them about themselves [A1.5 Self]
	● Movement Competence	- when carrying an object, persevere to find creative ways to protect and retain the object [A1.3 Motivation] - cooperate with group members to develop a creative movement sequence [A1.4 Relationships]
	● Healthy Living	- identify new feelings they may experience with the onset of puberty [A1.1 Emotions] - brainstorm ways of avoiding unhealthy behaviours or situations that make them feel uncomfortable, and list healthy alternatives [A1.6 Thinking]
Strand B: Active Living	Active Participation	B1.1 Participation in program activities, behaviours showing readiness B1.2 Enjoyment of activity (individual, small-group, and lead-up activities) B1.3 Factors that motivate or challenge participation (in and outside of school)
	Physical Fitness	B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down B2.2 Physical activity and health-related fitness B2.3 Exertion, self-assessment, intrinsic, extrinsic factors B2.4 Developing and acting on personal physical activity goals
	Safety	B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion B3.2 Prevention of accidents and injuries, including concussions

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static balance – using different body parts, levels, shapes, working with equipment and others, making transitions Concepts: body and space, later expanding to include relationship • C1.2 Jumping, hopping, and landing – maintaining control, landing safely, using different body actions, jumping for distance/height and from low heights Concepts: body, later expanding to include effort and relationship • C1.3 Movement combinations – with/without equipment, alone/with others, using different speeds, pathways, directions, levels Concepts: all, progressing from body to space to effort to relationship • C1.4 Sending and receiving – using different shapes/sizes, levels, speeds, body parts/equipment Concepts: all movement concepts, movement principles • C1.5 Retaining objects – using different shapes/sizes, body parts, equipment Concepts: body, progressing to space, then awareness, then relationship
	Movement Strategies	• C2.1 Activity components – variety of lead-up, recreational, fitness, and dance activities • C2.2 Categories of games and activities – common features and strategies • C2.3 Tactical solutions to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D1.1 Nutrients • D2.1 Personal eating habits • D3.1 Healthier eating in various settings
	Personal Safety and Injury Prevention	• D1.2 Safe use of technology • D1.3 Bullying, abuse, and non-consensual behaviour • D2.2 Decision making – assessing risk
	Substance Use, Addictions, and Behaviours	• D1.4 Tobacco and vaping • D2.3 Decisions about smoking and vaping • D3.2 Short- and long-term effects of smoking and vaping
	Human Development and Sexual Health	• D1.5 Puberty – changes; emotional, social impact • D2.4 Puberty – personal hygiene and care
	Mental Health Literacy	• D2.5 Healthy choices to support mental health • D3.3 Stress management (cognitive, behavioural)

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019	• D1.1 Nutrients	• D2.1 Personal eating habits	• D3.1 Healthier eating in various settings
	Interim 2018	• C1.1 Nutrients	• C2.1 Food choices – healthy-eating goals	• C3.1 Food choices in various settings
Personal Safety and Injury Prevention	NEW 2019	• D1.2 Safe use of technology • D1.3 Bullying, abuse, and non-consensual behaviour	• D2.2 Decision making – assessing risk	
	Interim 2018	• C1.2 Safe use of technology • C1.3 Bullying and abuse	• C2.2 Decision making – assessing risk	
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.4 Tobacco and vaping	• D2.3 Decisions about smoking and vaping	• D3.2 Short- and long-term effects of smoking and vaping
	Interim 2018	• C1.4 Tobacco	• C2.3 Decisions about smoking	• C3.2 Short- and long-term effects of smoking
Human Development and Sexual Health	NEW 2019	• D1.5 Puberty – changes; emotional, social impact	• D2.4 Puberty – personal hygiene and care	
	Interim 2018 Growth and Development	• describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage		• identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication) • identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends
Mental Health Literacy	NEW 2019		• D2.5 Healthy choices to support mental health	• D3.3 Stress management (cognitive, behavioural)

GRADE 5

OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 5, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● STRAND B: Active Living

By the end of Grade 5, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● STRAND C: Movement Competence

By the end of Grade 5, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● STRAND D: Healthy Living

By the end of Grade 5, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	• demonstrate awareness that feeling confident and included can affect a person's motivation to participate in physical activities [A1.1 Emotions] • work collaboratively with peers by taking turns leading warm-up activities [A1.4 Relationships]
	● Movement Competence	• when developing a routine involving balls and locomotor movements, strive to include new elements that they've never tried before [A1.3 Motivation] • describe how knowing their strengths and areas for improvement can help when they are learning new skills [A1.5 Self]
	● Healthy Living	• identify how to get help in different situations [A1.2 Coping] • describe how the media can influence their food choices [A1.6 Thinking]
Strand B: Active Living	Active Participation	• B1.1 Participation in program activities, behaviours showing readiness • B1.2 Enjoyment of activity (individual, small-group, and lead-up activities) • B1.3 Factors that motivate or challenge participation (in and outside of school)
	Physical Fitness	• B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down • B2.2 Physical activity and health-related fitness • B2.3 Assessment and monitoring of health-related fitness • B2.4 Developing and implementing personal fitness plans
	Safety	• B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion • B3.2 Minimizing environmental health risks

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static and dynamic balance – weight transfers, changing speed, levels, with/without equipment, alone/with others Concepts: all, progressing to a focus on effort and relationship • C1.2 Jumping, hopping, and landing – maintaining control, landing safely, using different body actions, jumping for distance/height and from low heights Concepts: body, later expanding to include effort and relationship • C1.3 Movement combinations – with/without equipment, alone/with others, using different speeds, pathways, directions, levels Concepts: all, progressing from body to space to effort to relationship • C1.4 Sending and receiving – using different shapes/sizes, levels, speeds, body parts/equipment Concepts: all movement concepts, movement principles • C1.5 Retaining objects – using different shapes/sizes, body parts, equipment Concepts: body, progressing to space, then awareness, then relationship
	Movement Strategies	• C2.1 Activity components – individual and small-group activities • C2.2 Categories of games and activities – common features and strategies • C2.3 Tactical solutions to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D2.1 Nutrition fact tables, food labels • D3.1 Media influences – food choices
	Personal Safety and Injury Prevention	• D1.1 Supports – injury prevention, emergencies, bullying, violence • D2.2 Strategies – threats to personal safety • D3.2 Actions, self-concept
	Substance Use, Addictions, and Behaviours	• D1.2 Short- and long-term effects of alcohol use • D2.3 Refusal skills – alcohol use and other behaviours • D3.3 Decision to drink alcohol, use cannabis; influences
	Human Development and Sexual Health	• D1.3 Reproductive system • D1.4 Menstruation, spermatogenesis • D2.4 Self-concept, sexual orientation • D2.5 Emotional, interpersonal stresses – puberty
	Mental Health Literacy	• D2.6 How to help others, when to seek help • D3.4 Stigma awareness

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	CMaking Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019		• D2.1 Nutrition fact tables, food labels	• D3.1 Media influences – food choices
	Interim 2018		• C2.1 Nutrition facts tables, food labels	• C3.1 Media influences – food choices
Personal Safety and Injury Prevention	NEW 2019	• D1.1 Supports-injury prevention, emergencies, bullying, violence	• D2.2 Strategies – threats to personal safety	• D3.2 Actions, self-concept
	Interim 2018	• C1.1 Supports – injury prevention, emergencies, bullying, violence	• C2.2 Strategies – threats to personal safety	• C3.2 Actions, self-concept
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.2 Short- and long-term effects of alcohol use	• D2.3 Refusal skills – alcohol use and other behaviours	• D3.3 Decision to drink alcohol, use cannabis; influences
	Interim 2018	• C1.2 Short- and long-term effects of alcohol use	• C2.3 Refusal skills – alcohol use and other behaviours	• C3.3 Decision to drink alcohol, influences
Human Development and Sexual Health	NEW 2019	• D1.3 Reproductive system • D1.4 Menstruation, spermatogenesis	• D2.4 Self-concept, sexual orientation • D2.5 Emotional, interpersonal stresses – puberty	
	Interim 2018 Growth and Development	• identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers • describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape) • describe the processes of menstruation and spermatogenesis • describe the increasing importance of personal hygiene following puberty		• identify strategies to deal positively with stress and pressures that result from relationships with family and friends
Mental Health Literacy	NEW 2019		• D2.6 How to help others, when to seek help	• D3.4 Stigma awareness

GRADE 6

OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 6, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● STRAND B: Active Living

By the end of Grade 6, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● STRAND C: Movement Competence

By the end of Grade 6, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● STRAND D: Healthy Living

By the end of Grade 6, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	• identify what they feel when participating in different activities, for example their energy level and level of engagement, and describe how these feelings affect their enjoyment of the activities [A1.1 Emotions] • explain why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with a greater sense of safety, comfort, security, and confidence [A1.2 Coping]
	● Movement Competence	• demonstrate awareness both of strengths and of skills that need more work, such as using their non-dominant hand or foot, then focus on ways to build on the strengths and to stretch the limits [A1.3 Motivation] • contribute ideas when working in a group to accomplish a collaborative task [A1.4 Relationships]
	● Healthy Living	• reflect on how stereotypes affect their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves [A1.5 Self] • describe what can be done to challenge stereotypes and false assumptions, and to encourage respectful interaction, acceptance of differences, and inclusion of all people [A1.6 Thinking]
Strand B: Active Living	Active Participation	• B1.1 Participation in program activities, behaviours showing readiness • B1.2 Enjoyment of activity (individual, small-group, and lead-up activities) • B1.3 Factors that motivate or challenge participation (in and outside of school)
	Physical Fitness	• B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down • B2.2 Physical activity and health-related fitness • B2.3 Assessment and monitoring of health-related fitness • B2.4 Developing and implementing personal fitness plans
	Safety	• B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion • B3.2 Treating minor injuries

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static and dynamic balance – weight transfers, changing speed, levels, with/without equipment, alone/with others Concepts: all, progressing to a focus on effort and relationship • C1.2 Movement combinations – wide variety, with/without equipment, alone/with others, using different speeds, pathways, directions, levels Concepts: all, progressing from body to space to effort to relationship • C1.3 Sending and receiving – different shapes/sizes, using different levels, speeds, distances, body parts/equipment Concepts: focus on space, effort, relationship, movement principles • C1.4 Retaining objects – using different shapes/sizes, body parts, equipment Concepts: focus on space, effort, relationship
	Movement Strategies	• C2.1 Activity components – individual and small-group activities • C2.2 Categories of games and activities – common features and strategies • C2.3 Tactical solutions to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D2.1 Influences on healthy eating • D2.2 Eating cues and guidelines • D3.1 Benefits of healthy eating/active living
	Personal Safety and Injury Prevention	• D1.1 Benefits of inclusion, respect, and acceptance • D2.3 Safe and positive social interaction, conflict management • D3.2 Responsibilities, risks – care for self and others, safety practices
	Substance Use, Addictions, and Behaviours	• D1.2 Effects of cannabis, drugs • D2.4 Strategies, safe choices, influences, alcohol, tobacco, cannabis
	Human Development and Sexual Health	• D1.3 Sexually explicit media • D2.5 Understanding of puberty changes, healthy relationships • D2.6 Decision making, consent • D3.3 Stereotypes and assumptions – impacts and strategies for responding
	Mental Health Literacy	• D1.4 Seeking help – professional helpers • D1.5 Connecting thoughts, emotions, and actions

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019		• D2.1 Influences on healthy eating • D2.2 Eating cues and guidelines	• D3.1 Benefits of healthy eating/active living
	Interim 2018		• C2.1 Influences on healthy eating • C2.2 Eating cues and guidelines	• C3.1 Benefits of healthy eating/active living
Personal Safety and Injury Prevention	NEW 2019	• D1.1 Benefits of inclusion, respect, and acceptance	• D2.3 Safe and positive social interaction, conflict management	• D3.2 Responsibilities, risks – care for self and others, safety practices
	Interim 2018		• C2.3 Safe and positive social interaction, conflict management	• C3.2 Responsibilities, risks – care for self and others, safety practices
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.2 Effects of cannabis, drugs	• D2.4 Strategies, safe choices, influences, alcohol, tobacco, cannabis	
	Interim 2018	• C1.1 Effects of cannabis, illicit drugs • C1.2 Supports – substance use, addictive behaviours	• C2.4 Strategies, safe choices, influences, tobacco, alcohol, cannabis	
Human Development and Sexual Health	NEW 2019	• D1.3 Sexually explicit media	• D2.5 Understanding of puberty changes, healthy relationships • D2.6 Decision making, consent	• D3.3 Stereotypes and assumptions – impacts and strategies for responding
	Interim 2018 Growth and Development	• relate the changes at puberty to the reproductive organs and their functions		• apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships
Mental Health Literacy	NEW 2019	• D1.4 Seeking help – professional helpers • D1.5 Connecting thoughts, emotions, and actions		



NOTEWORTHY:

GRADE FOUR

- Online addictions with possible exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health
- Nicotine and vaping products introduced
- Physical changes of puberty previously in grade 5 now in grade 4
- Emphasis on face to face social interaction that can contribute to positive mental health

GRADE FIVE

- Telehealth, Kids Help Phone line, Public Health – all forms of support services for injury prevention
- Dangers associated with combining alcohol with energy drinks and cannabis
- Specific Expectation D.2. - identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities)
- Understanding their role, and their limits, in helping others who may need mental health support
- Implications to others and self when on-line or in-person racial or sexist comments are made
- Preventing the stigma associated with Mental Health

GRADE SIX

- How can students make the classroom more inclusive
- First mention of prescription medications such as opioids; illicit opioids such as heroin, crack, cocaine, Ecstasy, crystal methamphetamine, and intoxicating substances (e.g., gas, glue)
- Impact of viewing pornography
- Resources and supports in the school and community for mental health
- Respecting themselves and others in the understanding of the concept of consent
- Stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, and mental health



INTERMEDIATE

Overview of the **Intermediate** (Grades 7 – 8) **2019 HPE Curriculum**

No longer children but not yet adults, adolescents are beginning to face life decisions that may have major consequences for them as well as others. Their lives are changing rapidly, and they need more advanced knowledge and skills to understand and cope with the changes they are experiencing and to make responsible decisions about their physical and mental health. As they grow into their adult selves, they have the opportunity to establish patterns of healthy, active living that will benefit them throughout their lives.

● **Social-Emotional Learning Skills**

In the intermediate grades, there continues to be an emphasis on developing relationship skills. There is also a focus on recognizing and coping with stress and challenges in positive ways, to build resilience and an attitude of positive motivation; developing self-awareness and self-confidence in order to nurture a sense of identity and belonging; and applying critical and creative thinking skills in deeper and more complex ways. Students will have opportunities to practise processes for solving problems, setting goals, resolving conflicts, and making decisions. They will also continue to develop their awareness of emotions, intentions, and motivations as they communicate and interact with others.

● **Active Living Strand**

Expectations in the intermediate grades consolidate and build on much of the work done in previous grades. Students become acquainted with a greater range of opportunities and environments for physical activity. Physical fitness activities in these grades continue to emphasize self-assessment, self-monitoring, and goal setting, but the application of training principles to enhance of both health-related and skill-related fitness. The safety expectations are expanded to take in the broader range of venues that older students are active in and the greater level of responsibility that they are capable of handling, including reducing the risk of injury such as concussion. In particular, students learn how to anticipate and protect themselves from outdoor hazards and how to respond to emergency situations.

● Movement Competence Strand

As they continue their development of movement skills, students in the intermediate grades work on more complex combinations of stability and locomotor skills and their application in relation to stimuli in their immediate environment. The work on manipulation skills emphasizes the use of these skills in combination and in relation to external stimuli in the playing area. They learn to apply their understanding of movement principles and the phases of movement to refining these skills. Their study of activity components, categories, and strategies expands to include: a wider range of activities and activity environments; the use of critical and creative thinking skills to reflect more deeply on how applying different tactics affects their participation in an activity; and an examination of similarities and differences between various activities in terms of their rules and the skills and tactics they call for.

● Healthy Living Strand

Students will continue to learn about the factors that contribute to healthy development and consider how that information connects to their personal health choices and to the health of others in the world around them. In the intermediate grades, they will focus on making connections between their own health and the physical and mental health and well-being of those around them. The healthy eating and personal safety and injury prevention strands continue to deepen their knowledge on these topics. The human development and sexual health expectations recognize that students at this age are developing their sense of personal identity, which includes their sexual identity. There is an emphasis on developing the skills needed for maintaining healthy relationships, understanding the importance of consent, and acquiring the knowledge and skills needed to make informed decisions about their sexual health. Key topics include delaying sexual activity, preventing pregnancy and sexually transmitted and blood-borne infections, understanding how gender identity and sexual orientation affect overall identity and self-concept, and making decisions about sexual health and intimacy. As part of developing mental health literacy, students learn to distinguish between mental health and mental illness and build awareness of the impact of stigma associated with mental illness. In preparation for the transitions that come with adolescence, students continue to build their “toolkit” of strategies for supporting mental health.



GRADE 7

OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 7, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● STRAND B: Active Living

By the end of Grade 7, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● STRAND C: Movement Competence

By the end of Grade 7, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● STRAND D: Healthy Living

By the end of Grade 7, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	- consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on their choice of activities [A1.5 Self] - describe how they can use health-related fitness-assessment information when making action plans for personal fitness [A1.6 Thinking]
	● Movement Competence	- be prepared for and responsive to outdoor weather conditions to help with motivation to participate actively outdoors in most weather conditions [A1.3 Motivation] - show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target [A1.4 Relationship]
	● Healthy Living	- recognize that feelings about family and peers can change at different times of their lives [A1.1 Emotions] - describe how to access different sources of support when dealing with mental health challenges or issues related to substance use [A1.2 Coping]
Strand B: Active Living	Active Participation	B1.1 Participation in program activities, behaviours showing readiness B1.2 Enjoyment of activity (diverse indoor/outdoor activities) B1.3 Factors that motivate or challenge participation (in and outside of school)
	Physical Fitness	B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down B2.2 Factors affecting fitness; application of training principles B2.3 Assessment and monitoring of health-related fitness B2.4 Developing a fitness plan to meet a fitness goal
	Safety	B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion B3.2 Procedures for anticipating and responding to outdoor hazards, concussions



Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static and dynamic balance – weight transfers, rotations, with others and equipment Concepts: all, with focus on effort and relationship • C1.2 Movement combinations – with/without equipment, in response to external stimuli Concepts: space, effort and relationship • C1.3 Sending, receiving, and retaining – in relation to others, in response to external stimuli Concepts: focus on effort, relationship movement principles • C1.4 Phases of movement
	Movement Strategies	• C2.1 Activity components – variety of lead-up, recreational, fitness, and dance activities in diverse indoor/outdoor environments • C2.2 Categories of games and activities – common features and strategies • C2.3 Tactical solutions to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D2.1 Eating patterns and health problems • D3.1 Personal, external factors in food choices
	Personal Safety and Injury Prevention	• D1.1 Benefits and dangers – technology • D2.2 Impact of bullying/harassment
	Substance Use, Addictions, and Behaviours	• D1.2 Mental health, substances, support • D2.3 Body image, substance use • D3.2 Implications of substance use, addictions, and related behaviours
	Human Development and Sexual Health	• D1.3 Delaying sexual activity • D1.4 Sexually transmitted and blood-borne infections (STBBIs) • D1.5 STBBIs and pregnancy prevention • D2.4 Sexual health and decision making • D3.3 Relationship changes at puberty
	Mental Health Literacy	• D1.6 Mental health, mental illness

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019		• D2.1 Eating patterns and health problems	• D3.1 Personal, external factors in food choices
	Interim 2018		• C2.1 Food choices and health problems	• C3.1 Healthy eating practices and routines
Personal Safety and Injury Prevention	NEW 2019	• D1.1 Benefits and dangers – technology	• D2.2 Impact of bullying/harassment	
	Interim 2018	• C1.1 Benefits and dangers –technology	• C2.2 Impact – bullying/harassment	
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.2 Mental health, substances, support	• D2.3 Body image, substance use	• D3.2 Implications of substance use, addictions, and related behaviours
	Interim 2018	• C1.2 Mental health, substances, support	• C2.3 Body image, substance use	• C3.2 Implications of substance use and addictions
Human Development and Sexual Health	NEW 2019	• D1.3 Delaying sexual activity • D1.4 Sexually transmitted and blood-borne infections (STBBIs) • D1.5 STBBIs and pregnancy prevention	• D2.4 Sexual health and decision making	• D3.3 Relationship changes at puberty
	Interim 2018 Growth and Development	• explain the male and female reproductive systems as they relate to fertilization • distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization • explain the term abstinence as it applies to healthy sexuality	• identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them • use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations	• identify sources of support with regard to issues related to healthy sexuality (e.g., parents/ guardians, doctors)
Mental Health Literacy	NEW 2019	• D1.6 Mental health, mental illness		

GRADE 8

OVERALL EXPECTATIONS AT A GLANCE

● Strand A: Social-Emotional Learning Skills

Throughout Grade 8, in order to promote overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive, students will:

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

● STRAND B: Active Living

By the end of Grade 8, students will:

B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;

B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

● STRAND C: Movement Competence

By the end of Grade 8, students will:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

● STRAND D: Healthy Living

By the end of Grade 8, students will:

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Key Learning in Health and Physical Education

Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand A: Social-Emotional Learning Skills (Learning from this strand occurs in all other strands. These are examples of how that learning could happen.)	● Active Living	- explain how knowing themselves – their likes, dislikes, strengths, abilities, and areas for growth – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan [A1.5 Self] - track and analyse changes in their health-related components of fitness over a designated period of time [A1.6 Thinking]
	● Movement Competence	- explain how awareness of emotion, such as feeling nervous about having to make a key shot in curling, can impact performance [A1.1 Emotions] - use visualization strategies to increase success when applying principles of movement as they perform skills [A1.2 Coping]
	● Healthy Living	- explain how a person might be more motivated to make healthy and safe choices if they know that one of the factors influencing decisions about sexual activity is having a sense of hope and optimism for the future [A1.3 Motivation] - explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy [A1.4 Relationships]
Strand B: Active Living	Active Participation	B1.1 Participation in program activities, behaviours showing readiness B1.2 Enjoyment of activity (diverse indoor/outdoor activities) B1.3 Application of motivating factors, influencing others
	Physical Fitness	B2.1 Daily physical activity (DPA) – moderate to vigorous activity, 20 minutes per day, including warm-up and cool-down B2.2 Health-related and skill-related components of fitness; use of training principles to enhance fitness B2.3 Assessment and monitoring of health-related fitness B2.4 Developing a fitness plan to meet a fitness goal
	Safety	B3.1 Behaviours and procedures that maximize safety of self and others, and minimize risk of concussion B3.2 Responding to emergencies, including suspected concussion



Learning Strand	Area of Focus	Specific Expectations – What Students Learn About
Strand C: Movement Competence	Movement Skills and Concepts	• C1.1 Static and dynamic balance – weight transfers, rotations, with others and equipment Concepts: all, with focus on effort and relationship • C1.2 Movement combinations – with/without equipment, in response to external stimuli Concepts: space, effort and relationship • C1.3 Sending, receiving, and retaining – in relation to others, in response to external stimuli Concepts: focus on effort, relationship movement principles • C1.4 Phases of movement
	Movement Strategies	• C2.1 Activity components – variety of lead-up, recreational, fitness, and dance activities in diverse indoor/outdoor environments • C2.2 Categories of games and activities – connection between skills, concepts, strategies • C2.3 Tactical solutions to increase success in activities
Strand D: Healthy Living	Healthy Eating	• D2.1 Personal eating behaviours • D3.1 Promoting healthy eating
	Personal Safety and Injury Prevention	• D1.1 Concussions – signs and symptoms • D1.2 Reducing risk of injuries, death • D2.2 Assessing situations for potential danger • D3.2 Impact of violent behaviours; supports
	Substance Use, Addictions, and Behaviours	• D1.3 Warning signs, consequences
	Human Development and Sexual Health	• D1.4 Decisions about sexual activity; supports • D1.5 Gender identity, gender expression, sexual orientation, self-concept • D2.3 Decision making considerations and skills • D3.3 Relationships and intimacy
	Mental Health Literacy	• D2.4 Routines and habits for mental health • D3.4 Societal views, impact of stigma

Healthy Living Learning Summary Comparison

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
Healthy Eating	NEW 2019		• D2.1 Personal eating behaviours	• D3.1 Promoting healthy eating
	Interim 2018	• C1.1 Nutrients	• C2.1 Food choices – criteria	• C3.1 Promoting healthy eating
Personal Safety and Injury Prevention	NEW 2019	• D1.1 Concussions – signs and symptoms • D1.2 Reducing risk of injuries, death	• D2.2 Assessing situations for potential danger	• D3.2 Impact of violent behaviours; supports
	Interim 2018	• C1.2 Reducing risk of injuries, death	• C2.2 Assessing situations for potential danger	• C3.2 Impact of violent behaviours; supports
Substance Use, Addictions, and Behaviours	NEW 2019	• D1.3 Warning signs, consequences		
	Interim 2018	• C1.3 Warning signs, consequences	• C2.3 Mental health, stress management	
Human Development and Sexual Health	NEW 2019	• D1.4 Decisions about sexual activity; supports • D1.5 Gender identity, gender expression, sexual orientation, self-concept	• D2.3 Decision making considerations and skills	• D3.3 Relationships and intimacy
	Interim 2018 Growth and Development	• identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS • identify methods used to prevent pregnancy	• explain the importance of abstinence as a positive choice for adolescents • identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues	• apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs
Mental Health Literacy	NEW 2019		• D2.4 Routines and habits for mental health	• D3.4 Societal views, impact of stigma



NOTEWORTHY:

GRADE SEVEN

- Dangers of technology are more explicit such as dealing with online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling
- Dangers of cannabis use and brain development
- Importance of delaying sexual activity
- Sexually transmitted and blood-borne infections (STBBIs) replaces STDs

GRADE EIGHT

- Concussion – Importance of Return to Learn as well as Return to Physical Activity
- Specific Expectation: demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept
- Incorporating healthy habits and coping strategies in our daily routines will help lead to positive mental health
- Identifying actions that can counter the stigma associated with Mental Health

PPM162

EXEMPTION FROM INSTRUCTION RELATED TO THE HUMAN DEVELOPMENT AND SEXUAL HEALTH

Exemption in the Ontario Curriculum: Health and Physical Education, Grades 1 – 8, 2019. PPM 162

The purpose of PPM 162 is to inform school boards that they must develop and implement a policy or procedure that allows for students to be exempted, at the request of their parents/guardians, from instruction related to the Human Development and Sexual Health expectations found in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. The DDSB's policy/procedure must be in place prior to November 30, 2019. All details of the policy/procedure will be shared with principals, teachers and parents/guardians.

The policy/procedure to be implemented by school boards will allow for students to be exempted from instruction on an individual basis, according to the following conditions:

- exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects;
- exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations;
- references to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure;
- there will be no academic penalty for an exemption;
- there will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

Minimum Requirements for School Board Exemption Policies/Procedures

1. Notice and Communications

The school board policy/procedure will require schools to:

- provide parents/guardians with a list of all Human Development and Sexual Health expectations by grade;
- inform parents/guardians that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for each child;
- make a standard exemption form available to parents/guardians every school year. Schools may also choose to accept separate written requests for an exemption;
- notify all parents/guardians at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations;
- inform parents/guardians of the date by which the completed exemption form or written request must be submitted in order for their child to be exempted from instruction. The deadline for parents/guardians to submit their completed exemption form or written request must not be more than five school days before the start of the period of instruction;
- make clear that, in the case of an unforeseen event, school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents/guardians as soon as reasonably possible.
- embedding culturally responsive and relevant pedagogical strategies that provide the school the opportunity to get to know their students and their families as they continue build an environment of trust and belonging.

2. Process

The school board policy/procedure will require schools to:

- allow students to be exempt from instruction without academic penalty;
- develop a process to acknowledge the receipt of exemption forms from parents/guardians;
- make the final decision about whether to accept or reject a request for an exemption that does not fall within the parameters set out in this memorandum.

3. Supervision of Exempted Students

Because school boards are responsible for student safety and well-being during instructional time, options for supervision must be offered. Parents/guardians must choose one of the following options for their child:

- to remain in the classroom during the exemption period without taking part in instruction, and to be assigned work or activities; or
- to leave the classroom for the duration of the instruction and remain in the school under supervision; or
- to be released into the care of the parent or the parent’s approved designate.

The information on exemption to instruction was taken from: Ministry of Education. (August 2019). Policy/Procedure Memorandum No. 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations in *The Ontario Curriculum: Health and Physical Education, Grades 1–8*, 2019. PPM 162 can be read in its entirety at <http://www.edu.gov.on.ca/extra/eng/ppm/ppm162.pdf>.

APPENDIX: A **SAMPLE LETTER – TO BE PRINTED ON SCHOOL LETTERHEAD**

Date:

Dear Parent(s)/Guardian(s):

The DDSB is committed to ensuring an equitable and inclusive learning environment that promotes student achievement and well-being. Human Development and Sexual Health Education (Grades 1 – 8) is an integral component of the Health and Physical Education Curriculum. As outlined in the Health and Physical Education Curriculum, Human Development and Sexual Health Education is more than simply teaching young people about anatomy and physiology of reproduction – understood in its broadest sense, it can include a wide range of topics and concepts. Sexual development is one component of overall human development, and learning about healthy human development begins at an early age. The overall and specific expectations are developmentally appropriate and are addressed with sensitivity and respect for individual differences. The expectations discussed in Health and Physical Education Curriculum are summarized in this chart:

Human Development and Sexual Health Summary: Expectations – Curriculum document, 2019

GRADE 1 D1.3 Body parts; D1.4 Senses and functions; D2.5 Hygienic procedures

GRADE 2 D1.4 Stages of development; D1.5 Body appreciation; D2.4 Oral health

GRADE 3 D1.4 Healthy relationships, bullying, consent; D1.5 Physical and social-emotional development; D3.3 Visible, invisible differences, respect

GRADE 4 D1.5 Puberty – changes; emotional, social impact; D2.4 Puberty – personal hygiene and care

GRADE 5 D1.3 Reproductive system; D1.4 Menstruation, spermatogenesis; D2.4 Self-concept, sexual orientation; D2.5 Emotional, interpersonal stresses – puberty

GRADE 6 D1.3 Sexually explicit media; D2.5 Understanding puberty changes, healthy relationships; D2.6 Decision making, consent; D3.3 Stereotypes and assumptions – impacts and strategies for responding

GRADE 7 D1.3 Delaying sexual activity; D1.4 Sexually transmitted and blood-borne infections (STBBIs); D1.5 STBBIs and pregnancy prevention; D2.4 Sexual health and decision making; D3.3 Relationship changes at puberty

GRADE 8 D1.4 Decisions about sexual activity, supports; D1.5 Gender identity, gender expression, sexual orientation, self-concept; D2.3 Decision making considerations and skills; D3.3 Relationships and intimacy

Your child's class will be engaged in learning the Human Development and Sexual Health component of the Health and Physical Education Curriculum starting on _____

[insert date] and ending on _____
[insert date]. The daily schedule for this instruction is attached.

The complete Health and Physical Education Curriculum along with Parent Guides can be obtained by visiting the Ministry of Education websites:

Grades 1 to 8:

www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf

You continue to have the right to have your child not participate in this component of the curriculum. You must return the form attached to the principal by the date specified. Requests for exemptions cannot be made by phone. Exemption forms or written requests that do not have a parental signature cannot be accepted. Exempted students will be assigned an alternative activity in a supervised area within the school while the content is being taught or released into the care of the parent or the parent's approved designate. The removal of the child from the class will be done sensitively and without academic penalty.

Students to be exempted will be done on an individual basis according to the following conditions:

- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.
- Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D (grades 1-8), without consideration of the specific expectations under Human Development and Sexual Health.

In the case of an unforeseen event and we have to move the period of instruction for the Human Development and Sexual Health curriculum component to a later date in the school year, we will provide you with this information and new date as soon as reasonably possible.

If families have concerns or questions about what will be taught in the elementary Health and Physical Education curriculum, we encourage them to reach out to the school. There are often pieces that are miscommunicated in the community about what is or isn't taught within the curriculum. The best place to seek clarification and reassurance is from the school team.

Yours truly,

Principal

EXEMPTION REQUEST FORM

Any parent(s)/guardian(s) wishing to withdraw their child from the Human Development and Sexual Health component of the Health and Physical Education Curriculum, must complete and return this form to the Principal no later than 5 days before the start of the Human Development and Sexual Health component.

Having reviewed the Human Development and Sexual Health expectations in the Ontario Health and Physical Education Curriculum for my child's grade, I, _____, parent(s)/guardian(s) of _____ wish to have my child exempted from the Human Development and Sexual Health component of the Health and Physical Education Curriculum that is being taught on _____ [insert dates]. The daily schedule for this instruction is attached.

I understand and agree with the following statements:

exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects;

the Human Development and Sexual Health expectations in strand D of the health and physical education curriculum are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and Sexual Health expectations in that school year;

references to or conversations about sexual health–related concepts among teachers, school staff, or other students outside formal instruction in Human Development and Sexual Health are not subject to this exemption;

my child will continue to receive instruction related to all other elementary health and physical education curriculum expectations;

requests for exemption made by phone, or exemption forms or written requests that do not have a parental signature, will not be accepted

this exemption form must be returned by _____ [enter date] for my child to be excluded from instruction related to the Human Development and Sexual Health expectations in strand D of The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.

SUPERVISION

I wish for my child:

- ☐ to remain in the classroom during the exemption period without taking part in instruction, and to be assigned work or activities
- ☐ to leave the classroom for the duration of the instruction and remain in the school under supervision;
- ☐ to be released into the care of the parent or the parent's approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

Child's Last Name

Child's First Name

Parent/Guardian's Name (print)

Parent/Guardian's Signature

Grade and Class

Date

PLEASE NOTE:

You will receive an acknowledgement from the school by _____ [letter/ email/text] by _____ [insert date].

If you do not receive an acknowledgement, please contact: _____ [contact name here].

Please return this signed form no later than: _____ [insert date].

**GUIDE TO THE 2019
ONTARIO HEALTH &
PHYSICAL EDUCATION
CURRICULUM**

GRADE 1-8

SEPTEMBER 2019