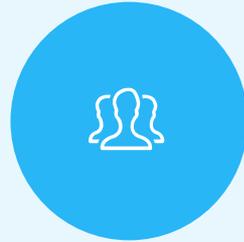


The 2015 Health and Physical Education Curriculum Overview for Parents



This session will provide information on

- 1 Changes to the Health and Physical Education (HPE) Curriculum
- 2 The roles of educators and parents in supporting student learning
- 3 Resources available to support parents

“

When parents are engaged and involved, everyone benefits and our schools become increasingly rich and positive places to teach, learn and grow.

”

Supporting the Ontario Leadership Strategy, 2012, p.1



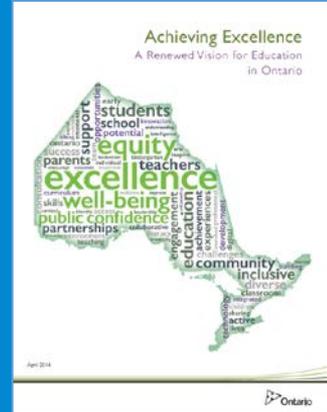
Renewed Vision for Education in Ontario

Achieving
Excellence

Ensuring
Equity

Promoting
Well-Being

Enhancing
Public
Confidence



The curriculum includes:

- Overall Expectations
- Specific Expectations
- Optional Examples and Prompts
(sample teacher questions and student responses)

A. ACTIVE LIVING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:

- A1. participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives;
- A2. demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

SPECIFIC EXPECTATIONS

A1. Active Participation

By the end of Grade 1, students will:

- A1.1 actively participate in a wide variety of program activities (*e.g., activity centre and circuit activities, tag games, parachute activities*), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (*e.g., joining in willingly, showing respect for others, following directions, taking turns*) [PS, IS]

Teacher prompt: “We show respect in many ways. In our classroom, we show respect for people of all cultures and abilities by including everyone in our activities. In our school, we show that we respect the environment by recycling and cleaning up. Showing respect for others is an important part of participating in physical activities. How do you show respect for others when you are being active?”

Student: “I show respect by tagging other people gently when we are playing tag and speaking politely to others.”

-
- A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background*) as they participate in a wide variety of individual and small-group activities [PS]

Ontario Curriculum...

- ➔ Is based on research and extensive consultation with thousands of people, including educators, parents, students, education partners and experts at a variety of stages throughout the process.
- ➔ Is updated to ensure that what students learn is current, relevant and meets the needs of Ontario's diverse learners.



Youth Realities



Students will learn to...



Understand
themselves
and others



Think critically
and make
healthy choices



Develop and
maintain healthy
relationships



Be safe physically
and emotionally



Be physically
active for life

Understand themselves and others

Younger students learn:

- What makes them unique
- How important it is to respect and understand differences in others
- To identify, set, track and adjust personal fitness goals

Older students learn:

- To understand and deal with mental health and related challenges
- How to work with others to find solutions to health and safety issues (e.g., the dangers of texting while driving)



Think critically and make healthy choices

Younger students learn:

- The benefits of less screen time and more outdoor time
- Hygiene practices like hand washing to prevent the spread of diseases

Older students learn:

- How to make healthy food choices, taking into account things like cost, availability, nutrition and other issues
- Understand the effects of alcohol, tobacco, illegal drugs and prescription medication



Develop and maintain healthy relationships

Younger students learn:

- Teamwork and communication skills through physical activities
- How to be a good friend and respectfully communicate with others

Older students learn:

- Consent requires clear and intentional communication of personal boundaries and respect for the boundaries of others
- The importance of respecting themselves and others including people of all gender identities, sexual orientations, mental and physical abilities, and social and cultural backgrounds



Be safe physically and emotionally

Younger students learn:

- To listen and show respect when others ask them to stop doing something
- To make safe choices, like wearing a helmet when riding a bike

Older students learn:

- The social, emotional and legal implications of posting or forwarding sexually explicit photos (i.e. sexting)
- To watch for hazards when they are active in outdoor sports



Be physically active for life

Younger students learn:

- To move with confidence and skill in a variety of physical activities
- To be physically active for their health and well-being, for fun, friendship and stress management

Older students learn:

- To choose daily physical activities that they enjoy, suit their abilities, fit into their daily lives and help them meet other fitness goals
- To use what they know in order to be healthy and active and be role models for others



Healthy Living: A Closer Look

Strand C: Healthy Living

C1. Understanding Health Concepts

- Understanding the factors that contribute to healthy growth and development

C2. Making Healthy Choices

- Applying health knowledge, making decisions about personal health and well-being

C3. Making Connections for Healthy Living

- Making connections to link personal health and well-being to others and the world around them

Expectations in the Healthy Living strand focus on the following four health topics. Learning about mental health and emotional well-being can be a part of learning related to all of these health topics, just as it is part of learning across the curriculum.

- Healthy Eating
- Personal Safety and Injury Prevention
- Substance Use, Addictions, and Related Behaviours
- Human Development and Sexual Health

Mental Health
and Emotional
Well-being

Grades 1-3: Human Development and Sexual Health

Students are learning about:

- The names of body parts
- An initial understanding of how bodies work
- Skills for healthy, respectful relationships with peers and families
- Their senses, hygiene, oral health and stages of development
- Physical health as one part of overall health and well-being
- Feelings and emotional awareness and to get help if needed
- Social and emotional health (e.g., getting along with others, recognizing their feelings, learning coping skills, etc.)



Grades 4-6: Human Development and Sexual Health

Students are learning:

- About the physical changes that occur during puberty
- About the emotional and interpersonal changes and stresses that come with puberty
- To understand reproductive and bodily processes
- More about healthy relationships



Grades 7-12: Human Development and Sexual Health

Students are learning:

- Identity, personal safety, decision making and relationships with peers, family and romantic partners
- Delaying sexual activity
- Preventing sexually transmitted infections and pregnancy
- Factors that influence decisions (e.g., peers, media and information)
- Resources related to sexual health such as public health services, community health agencies, reliable and accurate websites



Resources for Parents

Curriculum Guides and Overviews:

- Grade-by-Grade Curriculum Overviews
- Guide to Revised HPE Curriculum, Grades 1-12
- Guides to Human Development and Sexual Health in the HPE Curriculum, for Grades 1-6 and for Grades 7-12
- Overview of Sexual Health Component (Ontario.ca/HPE)

Quick Facts for Parents – Learning About:

- Healthy Relationships and Consent
- Online Safety, including Risks of Sexting
- Mental Health
- Concussions
- Staying Safe
- Active Transportation



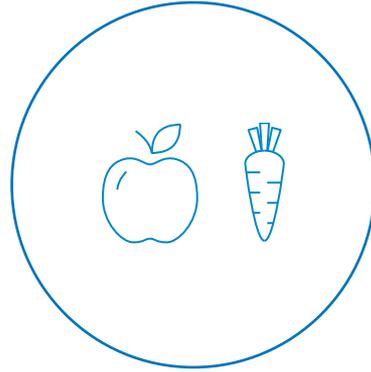
How can you support your child at home?



Be Involved



Be a learner

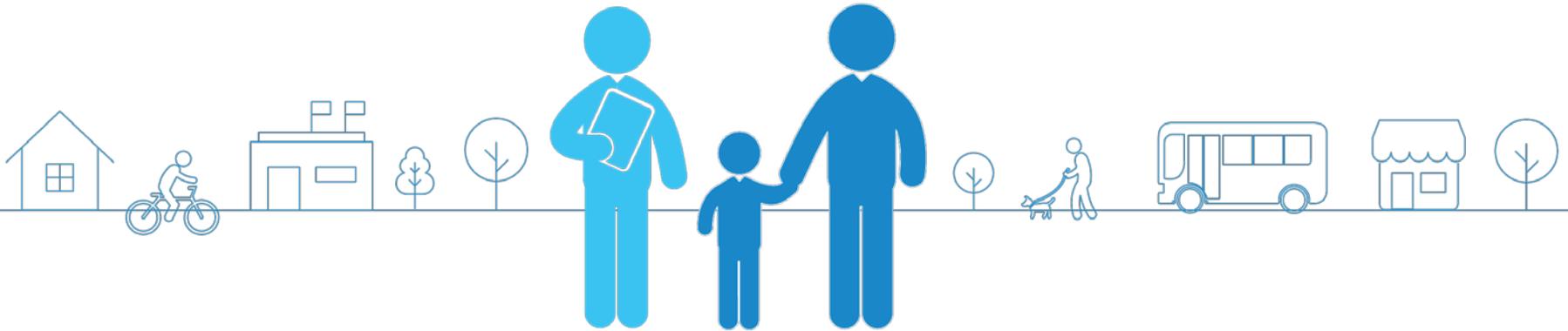


Be a role model



Be a guide

Working Together



Building partnership with home and school...

Thank you

