



The 2015 Health and Physical Education Curriculum



Overview for Parents/Guardians 2016

Acknowledgements

Implementation of the Revised Health and Physical Education Curriculum, Grade 1 -12 in Ontario Schools began in September 2015.

The content within this presentation was provided by the Ontario Principals' Council and Catholic Principals' Council of Ontario as well as the Ministry of Education.

Information related to York Region District School Board guidelines has been added where appropriate.



Overview of the Session

Provide information on the changes to the Health and Physical Education Curriculum (HPE)

Understand the role of educators and parents in supporting student learning

Share resources available to support parents



- **Acknowledge that there are different perspectives around the table**
- **Use active, respectful listening and speaking**
- **Listen to learn**
- **Participate constructively**
- **Be open to new ideas**



Working Together To Keep Our Students Safe and Healthy

Education is most effective when schools, parents and communities all work together to support students' learning



Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethno-cultural, spiritual, and personal beliefs and traditions and they are their children's first role models (page 13)



Health and Physical Education Curriculum and the Renewed Vision for Education

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

Achieving Excellence

A Renewed Vision for Education
in Ontario



April 2014

Ontario

Youth Realities



HPE Curriculum Review Process



Students will learn to...

In Ontario, the curriculum identifies what students should know and be able to do by the end of each grade or course.

The curriculum supports students to develop the skills and knowledge to:



Understand themselves and others



Think critically, and make and promote healthy choices



Develop and maintain healthy relationships

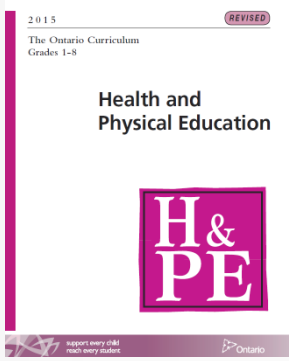


Be safe, physically and emotionally

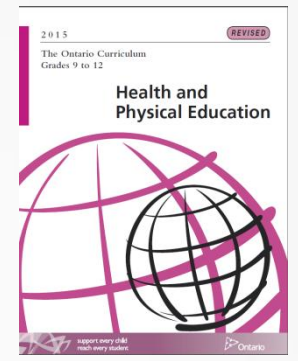


Be physically active for life and thrive





Curriculum Overview (2015)



Healthy Living

Health and Physical Education: Strands, Subgroups, and Living Skills			
Living Skills Personal Skills (PS) <ul style="list-style-type: none"> Self-awareness and self-monitoring skills Adaptive, management, and coping skills Interpersonal Skills (IS) <ul style="list-style-type: none"> Communication skills Relationship and social skills Critical and Creative Thinking (CT) <ul style="list-style-type: none"> Planning Processing Drawing conclusions/presenting results Reflecting/evaluating 	Strand A: Active Living		
	A1. Active Participation <ul style="list-style-type: none"> Regular participation, variety, lifelong activity Enjoyment, motivation 	A2. Physical Fitness <ul style="list-style-type: none"> Fitness development through daily physical activity, personal fitness plans 	A3. Safety <ul style="list-style-type: none"> Personal safety and safety of others during physical activity
	Strand B: Movement Competence: Skills, Concepts, Strategies		
	B1. Movement Skills and Concepts <ul style="list-style-type: none"> Movement skills - stability, locomotion, manipulation Movement concepts - body awareness, effort, spatial awareness, relationships Movement principles 	B2. Movement Strategies <ul style="list-style-type: none"> Components of physical activities Strategies and tactics in all physical activities 	
	Strand C: Healthy Living		
	C1. Understanding Health Concepts <ul style="list-style-type: none"> Understanding the factors that contribute to healthy growth and development 	C2. Making Healthy Choices <ul style="list-style-type: none"> Applying health knowledge, making decisions about personal health and well-being 	C3. Making Connections for Healthy Living <ul style="list-style-type: none"> Making connections to link personal health and well-being to others and the world around them
	<p><i>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.</i></p> <ul style="list-style-type: none"> Healthy Eating Personal Safety and Injury Prevention Substance Use, Addictions, and Related Behaviours Human Development and Sexual Health 		

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

WHAT DOES THIS LOOK LIKE IN THE CURRICULUM?

SAMPLE EXPECTATION FROM GRADE 3

Human Development and Sexual Health

By the end of Grade 3, students will:

C3.3 describe how visible differences (e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [PS, IS]

Teacher prompt: "Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, and what we are able to do. Give me some examples of things that make each person unique."

Student: "We all come from different families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grandparents or with caregivers. We may come from different cultures. We also have different talents and abilities and different things that we find difficult to do."

Teacher: "How can you be a role model and show respect for differences in other people?"

Student: "I can include others in what I am doing, invite them to join a group, be willing to be a partner with anyone for an activity, and be willing to learn about others."

The focus of the learning with this curriculum expectation is on helping students understand visible and invisible differences as they learn about what makes each individual unique and how to respect others.

The curriculum has detailed lists of examples that teachers may (but do not have to) use in planning instruction for students. They prompt thinking about a range of perspectives. Teachers make decisions based on the current and potential future needs of their students.

The sample dialogues (prompts/responses) in the curriculum are optional. They are there to help show what the learning might look like and to provide teachers with different approaches they might take to encourage students to think about different questions/situations that they could possibly face.

"Living Skills" are incorporated throughout the whole curriculum. These include learning about self-awareness and coping skills; social skills and communication skills for healthy relationships; and ways to solve problems, set goals and make decisions. In this example, the tag, [PS, IS] indicates that the teacher could focus specifically on helping students develop personal and interpersonal skills as they are learning.



Overview of the Curriculum

<https://www.principals.ca/stream/video/videoLibrary/HPE.mp4>



Realities and Misconceptions

Students will learn about body parts and be able to identify them correctly in grade 1. This helps students to communicate clearly and get help, if needed, in cases of illness, injury, or abuse.

Students will not be learning about having sex in grade 1.



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.)



Realities and Misconceptions

Students are taught to recognize that they themselves, or others, may identify differently. The curriculum supports sharing with our students that we learn in an inclusive community where *all* differences are supported, valued, and respected.

Students are not taught to question if they are a boy or girl and are not pushed to question their own gender identity.



Realities and Misconceptions

In grade 7, students are expected to identify ways of preventing Sexually Transmitted Infections and unwanted pregnancies. The curriculum addresses delaying sexual intercourse and the risks associated with any sexual behaviour.

It does not teach students how to engage in oral and anal sex.



Sample Activities for Grade 1

Learning Goal:

Students will identify body parts, including genitalia, using correct terminology.

Sample Activities:

1. Using Ophea's Body Part Cards (e.g., foot, hand) , students play a Guess the Body part game, then place parts on a life-size outline of a body.
2. Discuss missing parts. Teacher asks: Why do we call some parts of our body private? Why is it important to know your own body and use the correct names for the parts of your body?



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



Sample Activities for Grade 5

Learning Goal:

Students will apply personal skills as they demonstrate an understanding of the parts of the reproductive system, and describe how the body changes during puberty.

Sample Activities:

1. Students brainstorm “ground rules” for a safe and inclusive classroom.
2. Working in small groups, students respond to the following two questions: What is puberty? And Why does puberty occur?
3. Using direct instruction, the teacher shares the most common changes and when the changes take place.



Grades 7-12: Human Development and Sexual Health

Students are learning about:

- 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



Sample Activities for Grade 8

Learning Goal:

Students will demonstrate an understanding of aspects of sexual health and safety, including the concept of consent

Sample Activities:

1. Teacher asks: When considering the level of intimacy that is appropriate in a relationship, what does a person need to think about?
2. Working individually, students read Student Resource: “How to Be Your Own Person”.
3. Working in small groups, students create a response to the following scenario: The person you have been dating wants to visit you while you are babysitting.



Ministry Resources For Parents

A Provincial Parent's Guide to the Revised Health and Physical Education Curriculum, Grades 1-12 as well as Grade by Grade Overviews

A Provincial Parent's Guide: Human Development and Sexual Health in the Health and Physical Education Curriculum, Grades 1-6 and 7-12

Quick Facts for Parents:

Learning about Healthy Relationships and Consent,
Learning About Online Safety, including Risks of Sexting,
Learning about Mental Health,
Learning about Concussions,
Learning about Staying Safe,
Learning about Active Participation



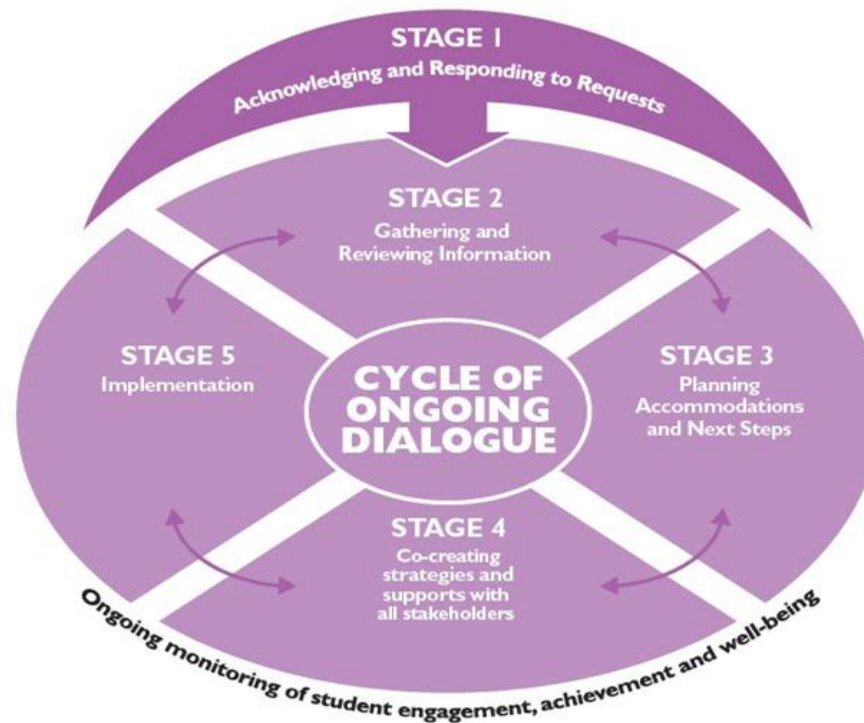
YRDSB Resources For Parents

- YRDSB Parent Guide
 - Contents- Introduction, Key Messages, Grade by Grade Outlines for Human Development and Sexual Health, Q and A's for Parents
- Parent Letters for Health
- A process for responding to Faith Requests for Curriculum Accommodations



Process for Responding to Faith Requests for Curriculum Accommodations

PROCESS FOR RESPONDING TO REQUESTS FOR ACCOMMODATIONS



Accommodations Process

- In every content area, our goal is to **keep students in class**, along with their peers, to learn valuable information that will help them learn the knowledge and skills outlined in the curriculum.

STAGE 1: Acknowledging and Responding to Requests

- *Parents use the Faith Request for Curriculum Accommodations Form to request an accommodation*
- Schools will not accept blanket request letters
- Parent(s)/guardian(s) will be asked to speak to their child's teacher and refer to the grade-specific expectations for the curriculum



Accommodations Process

STAGE 2: Gathering and Reviewing Information - Stages 2 to 4 may be accomplished in one or more meetings if required

Upon receipt of the Request for Curriculum Accommodations Form from the parent:

- School administrators and staff will gather to review the request.
- School staff will discuss and confirm understandings/rationale for the request with parent(s)/guardian(s)/student(s) ← this can take place when the parents submit the request form or at a subsequent meeting.



Accommodations Process

STAGE 3: School Staff: Planning accommodations and next steps - This stage may be integrated with stage 2 or 4.

- Discuss educational considerations.
- We cannot provide accommodations for lessons that parents feel are not developmentally appropriate or for lessons that build a climate of inclusion and safety, including discussions about different kinds of families or any other human rights protected under the code.
- A parent initiated withdrawal (where the parent removes their child from school) is the only option for exemption in these circumstances. Parents will be informed if an accommodation cannot be granted.



Accommodations Process

STAGE 4: Co-creating strategies and supports with all stakeholders

- If an accommodation can be granted for Faith purposes, (doesn't contravene the Human Rights Code) an accommodation of exemption will be granted conditional upon the supervision and safety of all students. This decision will be discussed with parents at this stage.

STAGE 5: Implementation

- Staff implementation of the accommodations.

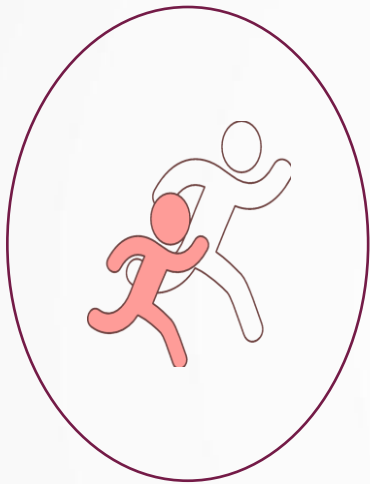


“ When parents are engaged and involved, everyone benefits and our schools become increasingly rich and positive places to teach, learn and grow. ”

Supporting the Ontario Leadership Strategy, 2012, p.1



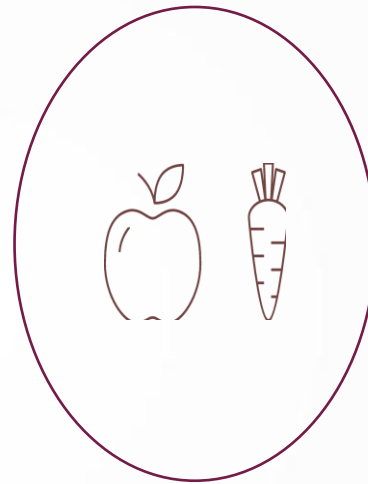
How can you support your child at home?



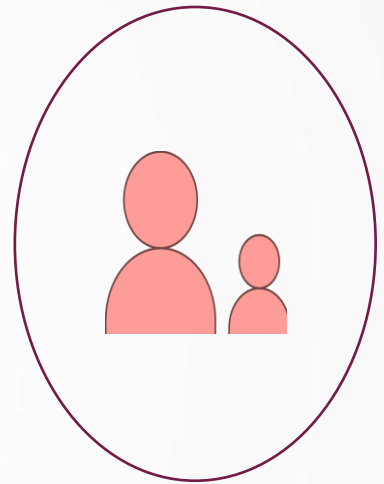
Be Involved



Be a learner



Be a role model



Be a guide



Working Together



Building partnership with home and school...



Grazie 감사 Danke
 Takke deg 謝謝
 Gracias Σας ευχαριστώ
 ǎpoutèt ou Thank you! Paldie
 វត្តមាន ขอขอบคุณ! Terima kasih
 Merci 有難う Danke
 Obrigado 謝謝
 Eskerrik

