



**A PARENT GUIDE TO THE 2010 ONTARIO CURRICULUM,
GRADES 1-8,
HEALTH AND PHYSICAL
EDUCATION
Interim Edition (Re-Issued 2018)**

September 2018

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September 24, 2018

Dear Parents/Guardians,

For the last three years, Ontario's school boards have been required to use the updated 2015 Health and Physical Education (HPE) Curriculum in both elementary and secondary schools. As you may know, the Ministry of Education recently directed all school boards across the province to use the [re-issued 2010 HPE Curriculum for Grades 1-8](#) beginning this September, 2018.

Although important topics relative to the lives of our students are omitted in the re-issued 2010 HPE Curriculum, our Board remains committed to equity and inclusivity, and to ensuring that our students are safe and healthy. Our teachers are well-trained professionals who will continue to teach important lessons about healthy living that are sensitive to the diversity of our students.

You can learn about the re-issued 2010 HPE Curriculum for Grades 1-8 by visiting the Ministry of Education website at www.edu.gov.on.ca. In addition, this guide includes the following:

- **Questions and Answers for Parents/Guardians,**
- **A Healthy Living Curriculum Comparison** chart to see the changes between the 2010 and 2015 documents, and
- **An At-a-Glance Healthy Living Curriculum Expectations Summary** that provides an overview of the learning for each grade within the Health Living strand of the HPE Curriculum.

Parents/guardians are the primary educators of their children with respect to learning about values, morals, cultural and religious beliefs. Therefore, it is important for schools and families to work collaboratively support the education of our children and youth. If you have concerns about any part of the curriculum or the learning activities used in the classroom, you can discuss your concerns with your child's teacher and/or principal.

As a school board, we are committed to creating safe, healthy and inclusive learning and working environments. This commitment is embedded in our Multi-Year Strategic Plan that sets our priorities and guides our decision making as a Board. We look forward to continuing to work closely with families to advance student achievement and well-being.

Sincerely,

Louise Sirisko
Director

Questions and Answers for Parents/Guardians

- 1. Are YRDSB elementary schools required to implement the re-issued 2010 Health and Physical Education (HPE) Curriculum?**

Yes. The mandatory curriculum is the same for all publicly-funded school systems in Ontario. The Ministry of Education develops the curriculum and school boards are required to implement it. Individual schools do not determine the content of the curriculum.

- 2. If parents/ guardians have questions or concerns about the HPE Curriculum, who do they speak to?**

If you have any questions or concerns about the HPE curriculum and its content, please contact the Ministry of Education at 1-800-387-5514 or visit the Ministry of Education website at www.edu.gov.on.ca.

- 3. When will the Ministry of Education be conducting consultations regarding the HPE Curriculum?**

The Ministry has announced that they will hold extensive consultations with respect to the HPE curriculum. Any questions or concerns about these consultations should be directed to the Ministry of Education at 1-800-387-5514.

- 4. Will parents/guardians be notified prior to the teaching of Growth and Development topics?**

As a part of good teaching practice, teachers will inform parents/guardians about what their children are learning on a regular basis. For example, teachers might share the HPE curriculum learning summaries at the beginning of the school year. Or, as part of their on-going communication, they may provide information regarding the health topics throughout the school year.

- 5. Can parents/guardians make a request for religious accommodation?**

Yes, parents/guardians may request a religious accommodation for their child. They must submit a *Faith Request for Curriculum Accommodation Form*. This form is available through your school office. Religious accommodations will be granted on a case-by-case basis and are considered along with the supervision, safety and well-being of all students.

6. Where do parents/ guardians find resources to better understand the changes between the re-issued 2010 and 2015 HPE Curriculum documents?

Parents/guardians can access relevant resources related to the implementation of the re-issued 2010 HPE Curriculum through the Ministry of Education and YRDSB.

Ministry of Education Parent Resources:

- For the complete, [2010 Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition \(re-issued 2018\)](http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html) as well as HPE Quick Facts for Parents, please visit:
<http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>
- [Ministry of Education resources and information](http://www.edu.gov.on.ca/eng/parents/multiLanguages.html) for parents are available in many languages at:
- <http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

YRDSB Resources:

- **This guide, A Parent Guide to the 2010 Ontario Curriculum**, which includes the following:
 - **Questions and Answers for Parents/Guardians**,
 - A **Healthy Living Curriculum Comparison** chart to see the changes between the 2010 and 2015 documents, and
 - An **At-a-Glance Healthy Living Curriculum Expectations Summary** that provides an overview of the learning for each grade within the Health Living strand of the HPE Curriculum.

Healthy Living Curriculum Comparison by Grade

Please note: The differences between the re-issued 2010 and the 2015 Health and Physical Education document exist within the Healthy Living strand. The changes in these specific expectations have been highlighted on the charts below.

Most significantly, you will notice the 1998 Growth and Development expectations within the re-issued 2010 version replace the 2015 Human Development and Sexual Health specific expectations. These differences appear in light purple.	
In addition, changes were made from 2010 to the 2015 HPE Curriculum document to reflect currency within other health topic areas.	
You will notice updates/additions to the 2015 version are highlighted in yellow.	
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GRADE 1

<u>2010 (1998 Growth and Development)</u>	<u>2015 (Human Development and Sexual Health)</u>
<ul style="list-style-type: none"> - describe simple life cycles of plants and animals, including humans; - recognize that rest, food, and exercise affect growth; - identify the major parts of the body by their proper names. 	<ul style="list-style-type: none"> - identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology - identify the five senses and describe how each functions (e.g., sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell) - demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes)

GRADE 2

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2010	2015
Personal Safety & Injury Prevention	
<ul style="list-style-type: none"> - explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) - describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting) 	<ul style="list-style-type: none"> - explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (e.g., speaking confidently; stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) - describe how to relate positively to others (e.g., cooperate, show respect, smile, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting)
2010 (1998 Growth and Development)	2015 (Human Development and Sexual Health)
<ul style="list-style-type: none"> - distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender); - 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 	<ul style="list-style-type: none"> - outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related bodily changes, and identify factors that are important for healthy growth and living throughout life - demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup)

GRADE 3

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2010	2015
Personal Safety & Injury Prevention	
<p>- apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general)</p>	<p>- apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; guidelines for personal hygiene and the prevention of infectious diseases; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general)</p>

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2010 (1998 Growth and Development)	2015 (Human Development and Sexual Health)
<ul style="list-style-type: none"> - 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). 	<ul style="list-style-type: none"> - identify the characteristics of healthy relationships (e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest) and describe ways of overcoming challenges (e.g., bullying, exclusion, peer pressure, abuse) in a relationship - identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape) and/or emotional development (e.g., of self-awareness, adaptive skills, social skills) - 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

GRADE 4

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2010 (1998 Growth and Development)	2015 (Human Development and Sexual Health)
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - describe the physical changes that occur in males and females at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odor, skin changes) and the emotional and social impacts that may result from these changes - demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs)

GRADE 5

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2010	2015
Personal Safety & Injury Prevention	
<p>- demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses)</p> <p>- explain how a person’s actions (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others</p>	<p>- demonstrate the ability to deal with threatening situations by applying appropriate living skills (e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident; being aware of their surroundings and of people’s body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses)</p> <p>- explain how a person’s actions, either in person or online, can affect their own and others’ feelings, self-concept, emotional well-being, and reputation (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating)</p>

GRADE 5

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2010 (1998 Growth and Development)	2015 (Human Development and Sexual Health)
<ul style="list-style-type: none"> - identify strategies to deal positively with stress and pressures that result from relationships with family and friends; - 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. 	<ul style="list-style-type: none"> - identify the parts of the reproductive system, and describe how the body changes during puberty - describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development - describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional wellbeing (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders)

GRADE 6

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<u>2010 (1998 Growth and Development)</u>	<u>2015 (Human Development and Sexual Health)</u>
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - identify factors that affect the development of a person’s self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) - describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes) - make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings) • assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes

GRADE 7

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2010	2015
Substance Use & Abuse	
<p>- explain how preoccupation with body image can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, or steroids to alter appearance), and demonstrate the ability to make informed choices about caring for their bodies</p> <p>- analyse the personal and societal implications of issues related to substance use and addictive behaviours (e.g., effect of technology dependence on school and workplace performance, risks associated with chewing tobacco, effects of second-hand smoke on non-smokers and children, legal and health implications of underage drinking, body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy)</p>	<p>- explain how preoccupation with body image or athletic performance can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, steroids, or performance-enhancing drugs), and demonstrate the ability to make informed choices about caring for their bodies</p> <p>- analyse the personal and societal implications of issues related to substance use and addictive behaviours (e.g., effect of technology dependence on school and workplace performance, personal relationships, and physical health; risks associated with chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy)</p>

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2010 (1998 Growth and Development)	2015 (Human Development and Sexual Health)
<ul style="list-style-type: none"> - explain the male and female reproductive systems as they relate to fertilization; - distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization; - 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; - explain the term abstinence as it applies to healthy sexuality; - identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors). 	<ul style="list-style-type: none"> - explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship - identify common sexually transmitted infections (STIs), and describe their symptoms - identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active - demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings) - explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact)

GRADE 8

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<u>2010</u>	<u>2015</u>
Personal Safety & Injury Prevention	
<p>- identify situations that could lead to injury or death (e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents) and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; being aware of food safety when cooking and preparing food)</p> <p>- demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks), and apply strategies for avoiding dangerous situations</p> <p>- analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs)</p>	<p>- identify situations that could lead to injury or death (e.g., head injuries or concussions in contact sports; spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills) [PS, CT]</p> <p>- demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations</p> <p>- analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs, gay-straight student alliances)</p>

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Substance Use & Abuse

<p>- identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur (e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours, including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy)</p>	<p>- identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur (e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy)</p>
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2010 (1998 Growth and Development)	2015 (Human Development and Sexual Health)
<ul style="list-style-type: none"> - explain the importance of abstinence as a positive choice for adolescents; - identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS; - identify methods used to prevent pregnancy; - 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; - identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues. 	<ul style="list-style-type: none"> - identify and explain factors that can affect an individual's decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website) - demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept - demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills)

- **analyse the attractions and benefits associated with being in a relationship** (e.g., support, understanding, camaraderie, pleasure), **as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy** (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence)

At-A-Glance Healthy Living Curriculum Expectations Summary by Grade

Topic	C1: Understanding Health Concepts	C2: Making Healthy Choices	C3: Making Connections for Healthy Living
Grade 1	Healthy Eating	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	C1.2 Safe practices – understanding of essential knowledge and practices for ensuring their personal safety (knowing their home phone numbers, how to contact 911)	C2.3 Caring and exploitative behaviours and feelings - bullying, exploitation C2.4 Safety at school
	Substance Use, Addictions, and Related Behaviours		C3.1 Potential risks at home, in the community, and outdoors
	Growth and Development (1998)	Overall: -Identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things Specifics: -Describe simple life cycle of plants and animal, including humans -Recognize that rest, food and exercise affect growth -Identify the major parts of the body by proper names	
Grade 2	Healthy Eating		C2.1 Canada’s Food Guide – healthy growth C2.2 Food choices (snacks, meals)
	Personal Safety and Injury Prevention	C1.1 Personal safety –demonstrate an understanding of how to stay safe and avoid injuries and stay safe in a variety of situations C1.2 Food allergies	C2.3 Standing up for yourself C3.1 Relating to others
	Substance Use, Addictions, and Related Behaviours	C1.3 Prescription/non-prescription medicines	C3.2 Medication, healthy alternatives
	Growth and Development (1998)	Overall: -Describe parts of the human body, the functions of these parts, and behaviours that contribute to good health Specifics: -Distinguish the similarities and differences between themselves and others (e.g., in terms of body size and gender) -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	
Grade 3	Healthy Eating	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		C2.2 Safety guidelines outside of class -explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours in threatening situations (speak confidently, head up high, looking someone in the eye)
	Substance Use, Addictions, and Related Behaviours	C1.2 Impact of use of legal/illegal substances	C2.3 Decision making – substance use/behaviours - apply decision making strategies about behaviours- dependent behaviours- screen time
	Growth and Development (1998)	Overalls: -Describe the relationship among healthy eating practices, healthy active living, and healthy bodies -Outline characteristics in the development and growth of humans from birth to childhood Specifics: -Outline the basic human and animal reproductive processes -Describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet and height)	

At-A-Glance Healthy Living Curriculum Expectations Summary by Grade

Topic	C1: Understanding Health Concepts	C2: Making Healthy Choices	C3: Making Connections for Healthy Living	
Grade 4	Healthy Eating	C1.1 Nutrients	C2.1 Food choices, healthy – eating goals	C3.1 Food choices in various settings
	Personal Safety and Injury Prevention	C1.2 Safe use of technology -identify risks associated with communications technology- benefits also come with a risk- (stay safe- e.g. not to share personal information) C1.3 Bullying and abuse	C2.2 Decision making – assessing risk	
	Substance Use, Addictions, and Related Behaviours	C1.4 Tobacco	C2.3 Decisions about smoking	C3.2 Short – and long-term effects of smoking
	Growth and Development (1998)	Overalls: -Explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size -Identify the physical, interpersonal, and emotional aspects of healthy human beings Specifics: -Describe the four stages of human development (infancy, childhood, adolescence and adulthood) and identify the emotional, physical and interpersonal 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		
Grade 5	Healthy Eating		C2.1 Nutrition facts tables, food labels	C3.1 Media influences – food choices
	Personal Safety and Injury Prevention	C1.1 Supports – injury prevention, emergencies, bullying, violence	C2.2 Strategies – threats to personal safety- the ability to deal with threatening situations by applying appropriate living skills. (Having a plan, body language, refusal skills) what strategies would you use in a situation where you were being harassed-stand up or ignore	C3.2 Actions, self-concept
	Substance Use, Addictions, and Related Behaviours	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
	Growth and Development (1998)	Overall: -Describe physical, emotional, and interpersonal changes associated with puberty Specifics: -Identify strategies to deal positively with stress and pressures that result from relationships with family and friends -Identify factors (e.g., trust, honesty and 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		
Grade 6	Healthy Eating		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		C2.3 Safe and positive social interaction, conflict management (PS, IS)	C3.2 Responsibilities, risks – care for self and others, safety practices - appropriate responses for dealing with bullying behaviour
	Substance Use, Addictions, and Related Behaviours	C1.1 Effects of cannabis, illicit drugs C1.2 Supports – substance use, addictive behaviours	C2.4 Strategies, safe choices, influences, tobacco, alcohol, cannabis (CT)	
	Growth and Development (1998)	Overall: -Identify the major parts of the reproductive system and their functions and relate them to puberty Specifics: -Relate the changes at puberty to the reproductive organs and their functions -Apply problem-solving/decision- making process to address issues related to friends, peers and family relationships		

At-A-Glance Healthy Living Curriculum Expectations Summary by Grade

Topic	C1: Understanding Health Concepts	C2: Making Healthy Choices	C3: Making Connections for Healthy Living	
Grade 7	Healthy Eating		C2.1 Food choices and health problems	
	Personal Safety and Injury Prevention	C1.1 Benefits and dangers – technology-benefits- saving time, Dangers, misuse of private information, cyberstalking, identity theft	C2.2 Impact – bullying/harassment - assess the impact of different types of bullying or harassment (including sexting, homophobic put downs)	
	Substance Use, Addictions, and Related Behaviours	C1.2 Mental health, substances, support -links between mental health and problematic substance use and identify community resources	C2.3 Body image, substance use	
	Growth and Development (1998)	Overall: -Describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex) Specifics: -Explain the male and female reproductive systems as they relate to fertilization -Distinguish between the facts and myths associated with menstruation, spermatogenesis and fertilization -Identify the methods of transmission and the symptoms of STD's and ways to prevent them -Explain the term abstinence as it applies to healthy sexuality -Identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors)		
Grade 8	Healthy Eating	C1.1 Nutrients	C2.1 Food choices – criteria	
	Personal Safety and Injury Prevention	C1.2 Reducing risk of injuries, death	C2.2 Assessing situations for potential danger	
	Substance Use, Addictions, and Related Behaviours	C1.3 Warning signs, consequences -identify and describe the warning signs of substance misuse or abuse addictions and related behaviour	C2.3 Mental health, stress management (PS)	
	Growth and Development (1998)	Overalls: -Identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception) -Identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being -Apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits Specifics: -Explain the importance of abstinence as a positive choice for adolescents -Identify symptoms, methods of transmission, prevention and high risk behaviours related to common STD's, HIV and AIDS -Identify methods used to prevent pregnancy -Apply living skills in making informed decisions and analyse the consequences of engaging in sexual activities and using drugs -Identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues		
Grade 9	Human Development and Sexual Health	C1.4- Relative effectiveness of various methods of preventing unintended pregnancy	1.5-Demonstrate an understanding of factors that can influence a person's understanding of gender identity	2.2-Demonstrate and understanding of the skills and strategies needed to build healthy social relationships