



Toronto District School Board

**Guide to the Revised
Ontario
Health and Physical Education Curriculum**

September 2018



Introduction

In August 2018, the Government announced that the current Elementary Health and Physical Education (HPE) curriculum would revert to re-issued 2010 HPE for all school boards in Ontario, starting September 2018.

Parents 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 act as significant role models for their children. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education (p.10*). As per the [TDSB Parent Concern Protocol](#), should parents/guardians have any questions or concerns about how the curriculum will be or is being taught, we encourage them to speak with the child's teacher, who can help answer questions and usually resolve any 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 (p.56*). This approach is aligned with the [TDSB Vision for Learning](#), the [Ontario Human Rights Code](#), and [The Canadian Charter of Rights and Freedoms](#). The TDSB will continue to use current, credible, evidence-based information combined with a respect for individual rights within a democratic, pluralistic society as part of the Board's obligation of ensuring principles of safety, access, human rights, equity, acceptance, health and well-being.

Our staff is committed to teaching the re-issued 2010 curriculum including topics such as online-safety, sexual orientation, mental health, gender identification and consent, with our continued comprehensive safety and well-being approach, in a professional and respectful manner that is both developmentally and age appropriate.

The full Ministry curriculum and parent resources are available on the Ministry website at www.edu.gov.on.ca. TDSB HPE curriculum resources can be found at <http://www.tdsb.on.ca/HPEC2010>.

If you have further questions about the content of the curriculum, please contact the Ministry of Education at 416-325-6870.

* All page references in this Guide refer to: Ministry of Education and Training. (2010). [The Ontario Curriculum Grades 1-8: Health and Physical Education Interim Edition Re-issued 2010](#). Ontario: Queen's Printer.

***Guide to the Ontario Health and Physical Education Curriculum
Interim Edition Re-issued 2010***

On July 11th, 2018, the Minister of Education, Lisa Thompson, informed the province that the government would repeal the current HPE Elementary curriculum that was rolled out in 2015. On Wednesday August 22nd, 2018; the Ministry of Education issued a news release that contained the following:

Starting in September 2018, the Government will engage in province-wide public consultations that will include an online survey, telephone town halls in every region of Ontario, and a submission platform that will allow interested individuals and groups to present detailed proposals to the Ministry.

The Ministry of Education also released a revised interim curriculum to be used by teachers during the course of the 2018-2019 school year. This will include the 2014 Health and Physical Education curriculum.

The purpose of this guide is to ensure that all TDSB community members have the information that they need to understand that, “It is important that students be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large (p.3)”.

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 (p.5).

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Preamble to Growth and Development

The Healthy Living strand in the Health and Physical Education curriculum provides students with the knowledge and skills to “develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being.” The Growth and Development topic is one of the four topics included in the Healthy Living strand.

Growth and development education is more than simply teaching young people about the anatomy and physiology of reproduction. For example, growth and development education focuses on an understanding of sexuality in its broadest context—sexual development, reproductive health, interpersonal relationships, affection, abstinence, body image, and gender roles. Acquiring information and skills and developing attitudes, beliefs, and values related to identity and relationships are lifelong processes.

Parents and guardians are the primary educators of their children. As children grow and develop relationships with family members and others, they learn about appropriate behaviours and values, as well as about sexuality. They are influenced by parents, friends, relatives, religious leaders, teachers, and neighbours, as well as by television, radio, videos, movies, books, advertisements, music, and newspapers. School-based programs add another important dimension to a child’s ongoing learning about sexuality.

The overall and specific expectations in this strand are age-appropriate and should be addressed with sensitivity and respect for individual differences. Because of the sensitive nature of these topics, parents or guardians, as always should be informed about the content of the curriculum and time of delivery (see Communication to Parents/Guardians section). Teachers and learners must develop a comfort level with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect. The “healthy sexuality” expectations should be addressed only after teachers have developed rapport with their students (p. 10).

Questions and Answers

1. Is there an opt out process for particular lessons?

It is the Ministry's position that when a parent/guardian is concerned about part of the curriculum or classroom learning activities, this concern should be discussed with the teacher and/or principal. On a case by case basis, a determination about how the concern will be addressed will be made taking into account [board policies](#) and individual circumstances. **Requests for exemptions with respect to topics such as gender identity and sexual orientation will not be made as the request conflicts with requirements under the [Education Act](#), Ministry and TDSB policies and the [Ontario Human Rights Code](#).**

2. Can students or parents/guardians make a request for religious accommodation?

Board administration has received inquiries regarding the provision of religious accommodation for certain students. Every request for accommodation under the [Ontario Human Rights Code](#) (the "Code") will be considered on an individual basis.

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Toronto District School Board Human Rights Policy and Procedures defines accommodation as an "obligation to meet the special needs of individuals and groups protected by the Policy unless meeting such needs would create undue hardship."

The Board will take reasonable steps to provide accommodation to individuals who state that a specific part or parts of the revised curriculum limits and/or prevents their ability to learn or participate on their sincerely held religious beliefs and practices. The Board will balance its decision to accommodate on several factors, such as undue hardship, including the effect of the accommodation on the Board's ability to fulfill its duties regarding Ministry curriculum requirements, [Board policies](#) and the [Education Act](#).

A student or a parent/guardian (on behalf of a student) requesting religious accommodation should advise school administration at the beginning of the school year. The parent/guardian or student should make the request in writing to the school principal. The principal will discuss the request with the parent, student, teacher and/or other relevant Board staff and, possibly, Toronto Public Health and/or a faith leader. School administration will endeavour to develop a suitable solution to ensure that curriculum expectations are demonstrated.

Religious accommodation in the TDSB is carried out in the larger context of the secular public education system. While the Board works to create a school system free from religious discrimination, this freedom is not absolute.

The Board will limit practices or conduct in its schools that are in contravention of Ministry curriculum requirements, [Board policies](#) and/or the provisions of the [Education Act](#).

4. Will community meetings be held to discuss the content of the revised curriculum and concerns about it?

The Ministry has announced extensive consultations with respect to the HPE curriculum. Any questions or concerns about the updated curriculum and its content should be directed to the Ministry of Education at 416-325-6870. It is the role of the Ministry to develop curriculum and it is the role of the school board to implement it. The school has no control over the content of the curriculum.

5. Do parents/guardians have to be notified prior to the teaching of Growth and Development?

The curriculum states the following: As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed (p11). Teachers are encouraged to share the HPE curriculum learning summaries with parents/guardians at the beginning of the school year. Regular communication regarding the teaching topics is encouraged (e.g., Hand washing/germ safety in September, Canada's Food Guide in October, prescription and non-prescription drugs in November, etc.).

Overview

While the wording may be different than the 2015 curriculum, the 2010 curriculum still contains many critically important topics. In some cases, these topics are now covered under “prompts” as opposed to “expectations,” but they remain in the curriculum. As a result, educators will continue to have discussions about diverse families, online safety, consent, etc.

Here are some examples:

- *(M)ental health, body image, substance abuse, violence, harassment, child abuse, gender identity, sexual orientation, illness (including HIV/AIDS), and poverty will continue to be discussed within an open, caring, sensitive way and in an atmosphere of mutual respect (p.30).*
- *Teachers can also have a decisive influence on students by ... taking advantage of “teachable moments” to address immediate relationship issues that may arise among students. (T)he study of healthy relationships, particularly with respect to bullying/harassment and violence prevention, should include a focus on sexist, racist, and homophobic behaviour (p.56).*
- *(A)ll students must be made aware of issues of privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred (p.64).*
- *(A)pply 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 (p.201.)*

These overviews contain the specific and overall expectations for an easy-to-read and understand for both educators and parent/guardians. They assist the teacher responsible for delivering and reporting on the health box in the curriculum as they prepare their long range plans. These summaries can also be used for curriculum information days/evenings as well as informing parents/guardians of the expected learning throughout the academic school year.

Preamble to 2010 Re-issued HPE Curriculum

- It is important that students be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large (p.3). As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed (p.11).
- 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 (p.5). It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment (p.11). The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development (p.6).
- Teachers should follow the principle of “first, do no harm” and ensure that the learning setting is always physically and emotionally safe (p.11). The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development (p.6). They should also ensure that all students – students of all cultures, abilities, genders, and sexual orientations – feel included and recognized in all activities and discussions (p.47), and tak(e) advantage of “teachable moments” to address immediate relationship issues that may arise among students (p.56).
- Students therefore need to be aware of points of view (e.g., those of parents and students), the context (e.g., the beliefs and practices of the time and place in which a text is read or written), the background of the person interacting with the text ... and silences in the text (e.g., voices of a person or group not heard) (p.62).

Overview of Primary (Grades 1 – 3) 2010 Re-issued HPE Curriculum

- Exposure to a broad range of stimuli that reflect diversity is also crucial, with instruction being planned in a way that honours and includes the cultural traditions of students from all groups in the community (p.68).
- Particular emphasis is placed on having students learn how to take responsibility for their own safety, at home and in the community, how to stand up for themselves, and how to get help in situations of abuse (p.69).
- They learn the names of body parts, begin to understand how their bodies work and develop, and acquire an understanding of some of the factors that contribute to healthy physical and emotional development (p.69).

Grade 1

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 1	Healthy Eating	Food for healthy bodies	Food groups, Canada’s Food Guide; hunger and thirst cues	
	Personal Safety and Injury Prevention	Safe practices – personal safety	Caring and exploitative behaviours and feeling; Safety at school	Potential risks at home, in the community, outdoors
	Substance Use, Addictions, and Related Behaviours			Unhealthy habits, healthy alternatives
	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.

By the end of Grade 1, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things;
- demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Grade 2

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 2	Healthy Eating		Canada's Food Guide – health growth Food Choices (snacks, meals)	
	Personal Safety and Injury Prevention	Personal safety – home and outdoors Food Allergies	Standing up for yourself	Relating to others
	Substance Use, Addictions, and Related Behaviours	Prescription/non-prescription medicines		Medication, healthy alternatives
	Growth and Development	Describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating).		Distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender).

By the end of Grade 2, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health.

Grade 3

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 3	Healthy Eating	Food origins, nutritional value and environmental impact	Oral Health, food choices	Local and cultural foods, eating choices
	Personal Safety and Injury Prevention		Safety guidelines outside of class	Real and fictional violence
	Substance Use, Addictions, and Related Behaviours	Impact of use of legal/ illegal substances	Decision making – substance use/ behaviours	
	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).		

By the end of Grade 3, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- 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.

Preamble to 2010 Re-issued HPE Curriculum

- It is important that students be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large (p.3). As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed (p.11).
- 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 (p.5). It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment (p.11). The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development (p.6).
- Teachers should follow the principle of “first, do no harm” and ensure that the learning setting is always physically and emotionally safe (p.11). The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development (p.6). They should also ensure that all students – students of all cultures, abilities, genders, and sexual orientations – feel included and recognized in all activities and discussions (p.47), and take advantage of “teachable moments” to address immediate relationship issues that may arise among students (p.56).
- Students therefore need to be aware of points of view (e.g., those of parents and students), the context (e.g., the beliefs and practices of the time and place in which a text is read or written), the background of the person interacting with the text ... and silences in the text (e.g., voices of a person or group not heard) (p.62).

Overview of Junior (Grades 4 – 6) 2010 Re-issued HPE Curriculum

- 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, relationships, stress management, and decision making (p.115).
- As they become more independent and more responsible for their own safety and that of others, they also learn how to assess risk, respond to dangerous situations, and protect themselves from a variety of social dangers, including bullying, abuse, violence, and technology-related risks. They learn about the hazards of tobacco, alcohol, illicit drugs, and addictive behaviours and develop the decision-making and communication skills needed to resist pressures to engage in risky behaviour (p.115).
- Students in the junior grades need opportunities to ... inquire more deeply about topics that are personally relevant during health discussions (p.114).

Grade 4

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 4	Healthy Eating	Nutrients	Food Choices, healthy eating goals	Food choices in various settings
	Personal Safety and Injury Prevention	Safe use of technology Bullying and Abuse	Decision making – assessing risk	
	Substance Use, Addictions, and Related Behaviours	Tobacco	Decisions about smoking	Short and long-term effects of smoke
	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.

By the end of Grade 4, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- 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.

Grade 5

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 5	Healthy Eating	Supports – injury prevention, emergencies, bullying, violence	Nutrition facts tables, food labels	Media influences-food choices
	Personal Safety and Injury Prevention	Short-and-long term effects of alcohol use	Strategies-threats to personal safety	Actions, self-concepts
	Substance Use, Addictions, and Related Behaviours		Refusal skills-alcohol use and other behaviours	Decision to drink alcohol, influences
	Growth and Development	<p>Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers.</p> <p>Describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape).</p> <p>Describe the processes of menstruation and spermatogenesis.</p> <p>Describe the increasing importance of personal hygiene following puberty.</p>		Identify strategies to deal positively with stress and pressures that result from relationships with family and friends.

By the end of Grade 5, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- describe physical, emotional, and interpersonal changes associated with puberty.

Grade 6

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 6	Healthy Eating		Influences on healthy eating Eating cues and guidelines	Benefits of healthy eating/active living.
	Personal Safety and Injury Prevention		Safe and positive social interaction, conflict management.	Responsibilities, risks-care for self and others, safety practices.
	Substance Use, Addictions, and Related Behaviours	Effects of cannabis, illicit drugs. Supports –substance use, addictive behaviours.	Strategies, safe choices, influences, tobacco, alcohol, cannabis.	
	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.	

By the end of Grade 6, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- identify the major parts of the reproductive system and their functions and relate them to puberty.

Preamble to 2010 Re-issued HPE Curriculum

- It is important that students be connected to the curriculum; that they see themselves in *what* is taught, *how* it is taught, and how it *applies* to the world at large (p.3). As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed (p.11).
- 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 (p.5). It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnocultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment (p.11). The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development (p.6).
- Teachers should follow the principle of “first, do no harm” and ensure that the learning setting is always physically and emotionally safe (p.11). The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development (p.6). They should also ensure that all students – students of all cultures, abilities, genders, and sexual orientations – feel included and recognized in all activities and discussions (p.47), and tak(e) advantage of “teachable moments” to address immediate relationship issues that may arise among students (p.56).
- Students therefore need to be aware of points of view (e.g., those of parents and students), the context (e.g., the beliefs and practices of the time and place in which a text is read or written), the background of the person interacting with the text ... and silences in the text (e.g., voices of a person or group not heard) (p.62).

Overview of Intermediate (Grades 7 – 8) 2010 Re-issued HPE Curriculum

- The Growth and Development expectations from the 1998 curriculum document focus on age-appropriate questions related to human sexuality. Students have opportunities to explore the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality, and to develop the communication skills they need to express their concerns and feelings in these areas. They also learn to identify local sources of support related to sexuality and sexual health (p.168).
- Programs for these students should provide opportunities for students to interact positively with their peers, to continue developing and improving their interpersonal skills, and to learn and apply concepts of equity, fair play, and social justice (p.166).
- The study of personal safety and injury prevention expands to include ... a wider variety of situations and environments, including online and virtual environments. Students also consider the consequences of bullying, harassment, and violent behaviour and examine ways of preventing or responding to it (p. 167).

Grade 7

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 7	Healthy Eating		Food choices and health problems	Healthy eating practices and routines
	Personal Safety and Injury Prevention	Benefits and dangers - Technology	Impact-bullying/harassment	
	Substance Use, Addictions, and Related Behaviours	Mental health, substance, support	Body image, substance use	Implications of substance use and addictions
	Growth and Development	<p>Explain the male and female reproductive systems as they relate to fertilization.</p> <p>Distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization.</p> <p>Explain the term abstinence as it applies to healthy sexuality.</p>	<p>Identify the methods of transmission and the symptoms of sexually transmitted diseases(STDs), and ways to prevent them.</p> <p>Use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations.</p>	Identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors).

By the end of Grade 7, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- 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).

Grade 8

Healthy Living Learning Summary – Key Topics and Expectations


	Topic	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 8	Healthy Eating	Nutrients	Food choices-criteria	Promoting healthy eating
	Personal Safety and Injury Prevention	Reducing risk of injuries, death	Assessing situations for potential danger	Impact of violent behaviours; supports
	Substance Use, Addictions, and Related Behaviours	Warning Signs, consequences	Mental health, stress management	
	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 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.

By the end of Grade 8, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- 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;
- 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.


Grade 1

Growth and Development

 2010 - Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things 	<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 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>C1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology [PS]</p> <p>C1.4 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) [PS]</p> <p>C2.5 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) [PS]</p>


Grade 2

Growth and Development

 2010 – Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • describe parts of the human body, the functions of these parts, and behaviours that contribute to good 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 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>C1.4 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 [PS]</p> <p>C2.4 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) [PS]</p>

Grade 3

Growth and Development

 2010 – Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • 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 	<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) 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p>	<p>C1.3 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 [IS]</p> <p>C1.4 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) [PS]</p> <p>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]</p>

Grade 4

Growth and Development




2010 – Re-issued 2018

Previous: 2015

Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • 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 being 	<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 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>C1.5 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 odour, skin changes) and the emotional and social impacts that may result from these changes [PS]</p> <p>C2.4 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) [PS]</p>


Grade 5

Growth and Development

 2010 – Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • describe physical, emotional, and interpersonal changes associated with puberty 	<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 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>C1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [PS]</p> <p>C1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</p> <p>C2.4 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) [PS]</p>

Grade 6


Growth and Development

 2010 – Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • identify the major parts of the reproductive system and their functions and relate them to puberty 	<p>relate the changes at puberty to the reproductive organs and their functions</p> <p>apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships</p>	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p>	<p>C1.3 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) [PS]</p> <p>C2.5 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) [PS]</p>

	<ul style="list-style-type: none"> • 	<p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p>C3. 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</p>	<p>C2.6 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) [IS, CT]</p> <p>C3.3 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 [PS, CT]</p>
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Grade 7


Growth and Development

 2010 – Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • 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) 	<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 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p>	<p>C1.3 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</p> <p>C1.4 identify common sexually transmitted infections (STIs), and describe their symptoms</p> <p>C1.5 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</p>

	<ul style="list-style-type: none"> • 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) 	<p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p>C3. 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</p>	<p>C2.4 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) [PS]</p> <p>C3.3 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) [IS, CT]</p>
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Grade 8

Growth and Development

 2010 – Re-issued 2018		Previous: 2015	
Overall	Specific	Overall	Specific
<ul style="list-style-type: none"> • 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 	<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 	<p>C1. demonstrate an understanding of factors that contribute to healthy development</p>	<p>C1.4 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) [PS]</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues 	<p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p>C3. 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</p>	<p>C1.5 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 [PS]</p> <p>C2.4 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) [IS, CT]</p>
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			<p>C3.3 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) [IS, CT]</p>
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2010 vs 2015 HPE Curricula Grades 1 – 8

August 28, 2018

A red asterisk beside an expectation in the 2010 curriculum indicates an expectation that is at a different Grade level than it would have been in the 2015 curriculum, and the different grade is noted. The green asterisk relates to “consent” in Grade 8.

Grade	2010	2015
1	<ul style="list-style-type: none"> Identify major parts of the body by their proper name 	<ul style="list-style-type: none"> identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology demonstrate the ability to recognize caring behaviours (e.g., <i>listening with respect, giving positive reinforcement, being helpful</i>) and exploitive behaviours (e.g., <i>inappropriate touching, verbal or physical abuse, bullying</i>), and describe the feelings associated with each
2	<ul style="list-style-type: none"> Distinguish the similarities between themselves and others (eg., in terms of body size or gender*) <p>*Grade 1 in 2015 curriculum</p>	<ul style="list-style-type: none"> outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life
3	<ul style="list-style-type: none"> outline the basic human and animal reproductive processes (e.g., the union of egg and sperm)* <p>* NOTE: This specific topic is NOT specifically covered in 2015 but is broadly covered in Grade 5 in 2015</p> <ul style="list-style-type: none"> describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height)* <p>* Grade 2 in 2015 curriculum</p>	<ul style="list-style-type: none"> identify the characteristics of healthy relationships (e.g., <i>accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming challenges (e.g., <i>bullying, exclusion, peer pressure, abuse</i>) in a relationship describe how visible differences (e.g., <i>skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others
	<ul style="list-style-type: none"> describe the four stages of human development* (infancy, childhood, adolescence, and adulthood) and identify the 	<ul style="list-style-type: none"> identify risks associated with communications technology (e.g., <i>Internet and cell phone use, including participation in gaming and online communities and the</i>

4	<p>physical, interpersonal, and emotional changes appropriate to their current stage</p> <ul style="list-style-type: none"> • identify the characteristics of healthy relationships* (e.g., showing consideration of others' feelings by avoiding negative communication) <p><i>*Grade 3 in 2015 curriculum</i></p> <ul style="list-style-type: none"> • identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends • apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety) 	<p><i>use of text messaging</i>), and describe precautions and strategies for using these technologies safely</p> <ul style="list-style-type: none"> • describe various types of bullying and abuse (e.g., <i>social, physical, verbal</i>), including bullying using technology (e.g., <i>via e-mail, text messaging, chat rooms, websites</i>), and identify appropriate ways of responding • describe the physical changes that occur in males and females at puberty (e.g., <i>growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) 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., <i>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</i>)
5	<p>identify strategies to deal positively with stress and pressures that result from relationships with family and friends*</p> <p><i>* Grade 3 in 2015 curriculum</i></p> <p>identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers*</p> <p><i>* Grade 3 in 2015 curriculum</i></p> <p>describe the secondary physical changes at puberty* (e.g., growth of body hair, changes in body shape)</p> <p><i>* Grade 4 in 2015 curriculum</i></p> <p>describe the processes of menstruation and spermatogenesis</p> <p>describe the increasing importance of personal hygiene following puberty*</p> <p><i>* Grade 4 in 2015 curriculum</i></p> <p>explain how people's actions (e.g.,</p>	<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., <i>questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (e.g., <i>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</i>)

	bullying, excluding others) can affect the feelings and reactions of others	
6	<p>relate the changes at puberty to the reproductive organs and their functions*</p> <p>* Grade 5 in 2015 curriculum</p> <p>apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships</p>	<ul style="list-style-type: none"> • identify factors that affect the development of a person's self-concept (e.g., <i>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</i>) • 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: <i>voice changes, skin changes, body growth; social:</i> <i>changing social relationships, increasing influence of peers; emotional:</i> <i>increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes</i>) • make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., <i>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</i>) • 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
	<p>explain the male and female reproductive systems as they relate to fertilization*</p> <p>* Grade 5 in 2015 curriculum</p> <p>distinguish between the facts and</p>	<ul style="list-style-type: none"> • describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: <i>saving time; increased access to information; im-</i>

<p>7</p>	<p>myths associated with menstruation, spermatogenesis, and fertilization*</p> <p>* Grade 5 in 2015 curriculum AND described in Grade 5 in 2010</p> <p>identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them</p> <p>use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations</p> <p>explain the term <i>abstinence</i> as it applies to healthy sexuality</p> <p>identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors)</p>	<p><i>proved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses</i></p> <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., <i>choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact</i>); 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., <i>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</i>) • explain how relationships with others (e.g., <i>family, peers</i>) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., <i>effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer</i>
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		<i>relationships, risk of STIs and/or pregnancy with sexual contact)</i>
8	<p>explain the importance of abstinence as a positive choice for adolescents</p> <p>identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS* *Grade 7 in 2015 curriculum</p> <p>identify methods used to prevent pregnancy* * Grade 7 in 2015 curriculum</p> <p>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* * Consent is in Grade 7 in 2015</p> <p>identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues</p>	<ul style="list-style-type: none"> • identify and explain factors that can affect an individual's decisions about sexual activity (e.g., <i>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</i>), and identify sources of support regarding sexual health (e.g., <i>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</i>) • demonstrate an understanding of gender identity (e.g., <i>male, female, two-spirited, transgender, transsexual, intersex</i>), gender expression, and sexual orientation (e.g., <i>heterosexual, gay, lesbian, bisexual</i>), 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., <i>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</i>) • analyse the attractions and benefits

		associated with being in a relationship (e.g., <i>support, understanding, camaraderie, pleasure</i>), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., <i>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</i>)
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