

2010, RE-ISSUED 2018, H&PE CURRICULUM WITH 1998 GROWTH AND DEVELOPMENT – INTERIM CURRICULUM

Grade 1: Growth and Development 1998

OVERALL EXPECTATION

By the end of Grade 1, students will:

- identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things.

SPECIFIC EXPECTATIONS

By the end of Grade 1, students will:

- 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

Making Healthy Choices

C2.3 Personal Safety and injury Prevention

Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, giving positive reinforcement, being helpful) and exploitive behaviours (e.g., inappropriate touching, verbal or physical abuse, bullying), and describe the feelings associated with each

Teacher prompt: "Caring behaviours are found in healthy relationships. How might you feel in a healthy relationship?"

Student: "I might feel happy, safe, secure, cared for."

Teacher: "How might you feel in a relationship that is not healthy?"

Student: "I might feel sad, scared, angry, confused, hurt."

Teacher: "What are some situations in which you might feel that way?"

Student: "I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn't want to be touched, or if I was left at home alone."

Grade 2: Growth and Development 1998

OVERALL EXPECTATION

By the end of Grade 2, students will:

- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health.

SPECIFIC EXPECTATIONS

By the end of Grade 2, students will:

- 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.

Making Healthy Choices

C2.3 Personal Safety and injury Prevention

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*)

Teacher prompt: "What can standing up for yourself look like?"

Student: "You can hold your head up high, make eye contact, and speak strongly."

Teacher: "In some cultures, making eye contact is considered disrespectful. What can you do then?"

Student: "You can stand up for yourself in other ways, by saying no in a polite but firm way, and not doing anything that makes you uncomfortable. You can also try to stay away from people or places where there may be trouble." •

Teacher: "Why is standing up for yourself important in a friendship?"

Student: "It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. For example, if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing.

Teacher: "If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?"

Student: "I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help."

Making Connections for Healthy Living

C3.1 Personal Safety and Injury Prevention

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)

Teacher prompt: "What does being a good friend look like? How can you show that you're a friend while working in groups?"

Student: "I can make sure to include everyone, be nice to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely."

Teacher: "Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. What could you do if you saw someone doing something like this?"

"Student: "I could tell the person to stop, or get help from an adult, or be friendly to the person who is being treated badly."

Teacher prompt: "Getting help for someone or telling can be a positive or helpful thing. Tattling on someone can be harmful. What is the difference between telling and tattling?"

"Student: "When you tattle, you are telling to get someone into trouble. When you are telling, you are telling to get someone out of trouble."

Grade 3: Growth and Development 1998

OVERALL EXPECTATIONS

By the end of Grade 3, students will:

- 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.

SPECIFIC EXPECTATIONS

By the end of Grade 3, students will:

- 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).

C3.2 Personal Safety and Injury Prevention

Explain how the portrayal of fictional violence in various media (e.g., television dramas, videogames, Internet, movies) can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death)

Teacher prompt: "Watching violence in movies, in video games, and on television might make you think that violent behaviour is normal or acceptable. How is violence in a cartoon different from real life?"

Student: "In a cartoon, characters aren't really hurt. If they are badly hurt in one scene, they may suddenly be all right in the next. In real life, a person involved in violence can be seriously hurt, physically and emotionally.

Teacher: "Why is play fighting not a good idea?"

Student: "Nobody intends to hurt anybody in a play fight, but someone may get hurt accidentally. If the person who gets hurt gets angry, then the play fighting can turn into real fighting."

Grade 4: Growth and Development 1998

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- 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.

SPECIFIC EXPECTATIONS

By the end of Grade 4, students will:

- 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.

Understanding Health Concepts

C1.2 Personal Safety and Injury Prevention

Identify risks associated with communications technology (*e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging*), and describe precautions and strategies for using these technologies safely

Teacher prompt: "Modern communications technology has greatly increased our ability to get and share information and to communicate with each other. Possible risks associated with communications technology include loss of privacy, addiction, and exposure to sexual predators. What are some things you should do to use communications technology safely? How can you get help if you get into trouble?"

Student: "I should make sure that an adult knows what I am doing when I'm using the computer, the Internet, or a cell phone, so I have someone who can help if needed. When I can, I should use a computer in a public space like a kitchen, living room, or library, instead of alone in my bedroom. I shouldn't share my password or personal information. I should be aware that people are not always who they say they are online. I should close and delete pop-ups and spam messages without responding. If there's a problem, I should stop right away and tell an adult instead of trying to solve the problem online. I should help my friends by reminding them of these tips."

C1.3 Personal Safety and Injury Prevention

Describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding

Teacher prompt: "What is an example of social bullying? Physical bullying? Verbal bullying?"

"Student: "Social bullying could include leaving someone out of the group, refusing to be someone's partner, spreading rumours in person or online, or totally ignoring someone. Physical bullying could include pushing someone, pulling hair, or knocking a person down. Verbal bullying could include name calling, mocking, teasing about appearance, including weight, size, or clothing, and making sexist, racist, or homophobic comments in person or online. Any of these kinds of bullying could cause emotional pain."

Teacher prompt: "Do girls and boys bully in different ways? Is one type of bullying any more or less hurtful than another?"

Student: "It might be more common for boys to bully physically or for girls to bully socially by spreading rumours or leaving people out, but that's not always true. Social or emotional bullying is more difficult to see but it can be just as hurtful."

Teacher prompt: "In cases of abuse, it is not uncommon for the person being abused to know the person who is abusing them. If a friend told you that she had a secret and that she was being abused, how could you help?"

Student: "I would tell my friend to ask an adult that she trusts so that she can get help. I would listen and be there to support my friend."

Teacher prompt: "If you are a bystander and you see bullying online, what can you do?"

"Student: "I can stand up for the person. I can tell the person being bullied to get offline and try to help them get help."

Grade 5: Growth and Development 1998

OVERALL EXPECTATION

By the end of Grade 5, students will:

- describe physical, emotional, and interpersonal changes associated with puberty

SPECIFIC EXPECTATIONS

By the end of Grade 5, students will:

- 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.

Understanding Health Concepts

C1.1 Personal Safety and Injury Prevention

Identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations

Teacher prompt: "If you are being bullied or you know of someone being bullied, to whom can you turn for help?"

Student: "I can turn to any adult I trust – a parent, a teacher, a coach, or an elder. I need to continue to ask for help until I get the help I need.

Teacher: "What should you do in a situation in which someone is being violent?"

“Student: “Get out of the way, get help, and do not try to intervene directly.”

Making Healthy Choices

C2.2 Personal Safety and Injury Prevention

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)

Teacher prompt: “What strategies could you use in a situation where you were being harassed because of your sex, race, religion, sexual orientation, body shape, weight, or ability?”

Student: “Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is harassing by speaking confidently. If you feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help.”

Making Connections for Healthy Living

C3.2 Personal Safety and Injury Prevention

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

Teacher prompt: “Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something invisible like having an illness such as schizophrenia or HIV/AIDS, we may view him or her in a stereotyped manner and make assumptions. Stereotypes can have a strong, negative impact on someone’s self-concept and well-being. On the other hand, you can also make a big difference in a

positive way with your actions. Give an example of an action that can affect someone's feelings, self-concept, or reputation in a positive way."

Student: "Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone's talent or skill, and making sure everyone gets a turn."

Teacher: "How do your actions – positive or negative – have an impact on your own self-concept and reputation?"

Student: "Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself."

Grade 6: Growth and Development 1998

OVERALL EXPECTATION

By the end of Grade 6, students will:

- identify the major parts of the reproductive system and their functions and relate them to puberty.

SPECIFIC EXPECTATIONS

By the end of Grade 6, students will:

- 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.

Making Healthy Choices

C2.3 Personal Safety and Injury Prevention

Apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations (e.g., classroom groups, groups of friends, sports teams, school clubs)

Teacher prompt: "If someone does something that makes you feel very angry, what can you do to manage your anger?"

Student: "I can take some deep breaths, walk away, and give myself some time and space to cool down. Doing something outdoors and physical, like running, swimming, playing basketball, or biking, helps me. When I am calmer, I can think about what made me angry and about whether there is anything I can do to prevent the situation from happening again."

Teacher prompt: "When working in groups, what have you found helpful in making your group function well?"

Student: "Our group works best when we make sure everyone gets a turn to speak, when we are clear about what everyone is supposed to do, and when we listen to each other and treat each other with respect."

Grade7: Growth and Development 1998

OVERALL EXPECTATION

By the end of Grade 7, students will:

- 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).

SPECIFIC EXPECTATIONS

By the end of Grade 7, students will:

- 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).

Understanding Health Concepts

C1.1 Personal Safety and Injury Prevention

Describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., benefits: saving time; increased access to information; improved 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

Teacher prompt: "What are some ways of protecting your safety when using a computer at home or in a public place?"

Student: "Everyone should be aware that anything they write or post could become public information. If you do not want someone else to know about something, you should not write about it or post it. You should never share your password. If you are a target of online harassment, you should save and print the messages you received and get help from a parent, teacher, or other trusted adult."

Teacher prompt: "The practice of sending explicit sexual messages or photos electronically, predominantly by cell phone, is a practice that has significant risks. What are some of those risks?"

Student: "Photos and messages can become public. They can be manipulated or misinterpreted. If they become public, they can have an impact on future relationships and even jobs."

Making Healthy Choices

C2.2 Personal Safety and Injury Prevention

Assess the impact of different types of bullying or harassment (e.g., intimidation, ostracism, pressure to conform, gang activities) on themselves and others, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations)

Teacher prompt: "What kind of support will the person who was bullied and the bystander need?"

Student: "They need to be listened to and given a chance to express their feelings about the harm that has been done and to contribute their ideas about what needs to be done to put things right. They need to be given help to make sure the bullying stops. They might be afraid and may need counselling to recover emotionally from being bullied or witnessing bullying."

“Teacher: “Repair processes such as restorative justice might be put in place for the person who did the bullying in order to prevent the incident from happening again. Restorative justice puts the emphasis on the wrong done to the person as well as the wrong done to the community. It requires wrongdoers to recognize the harm they have caused, accept responsibility for their actions, and be actively involved in improving the situation. What has to occur before this can happen?”

Student: “The person who did the bullying has to admit guilt and accept responsibility for his or her actions. He or she needs to participate willingly in the process. The person who was targeted also needs to participate willingly, without feeling pressured. It is really important for their participation to be voluntary and for the process of restorative justice not to cause further harm. Trained facilitators can make sure that the restorative justice program is helpful to everyone.”

Teacher prompt: “What are some of the consequences of using homophobic put-downs or racial slurs? How can this hurtful behaviour be prevented?”

Student: “Using homophobic or racist language is discriminatory. It hurts the people who are targeted and it can have harmful consequences for the whole atmosphere in the school. Sometimes, people speak without thinking about what they are actually saying and how they are hurting others. To change this behaviour, everyone needs to take responsibility for the words they use and also to challenge others who make discriminatory comments or put people down.”

Teacher prompt: “Inappropriate sexual behaviour, including things like touching someone’s body as they walk by in the hall, making sexual comments, or pulling pieces of clothing up or down, is a type of harassment. What can you do to stop this kind of thing?”

Student: “Don’t accept it if you see it happening. Tell the person to stop or report them.”

Teacher prompt: “A common form of harassment is spreading hurtful gossip about others. Is this type of bullying any less harmful than physical bullying? How can it be stopped?”

“Student: “Verbal and social bullying are just as harmful as physical bullying. There are legal consequences for physical assault and for verbal harassment. If we hear it or see it,

we should not accept it. It is up to everyone to make sure that this is not an acceptable thing to do.”

Grade 8: Growth and Development 1998

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- 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.

SPECIFIC EXPECTATIONS

By the end of Grade 8, students will:

- 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

Making Healthy Choices

C2.2 Personal Safety and Injury Prevention

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

Teacher prompt: "What are some things to be aware of in a relationship to keep yourself safe?"

"Student: "Thinking about what makes a relationship healthier is a good start. Things that could lead to danger in relationships include an uneven balance of power in the relationship and situations that involve alcohol or drugs. I can stay safer by defining my own limits, listening to my gut feelings, and letting others know what I am doing and where I am going. If something does not feel good or right, I need to have the confidence to tell the other person to stop immediately."

Making Connections for Healthy Living

C3.2 Personal Safety and Injury Prevention

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)

Teacher prompt: "Gender-based violence includes any form of behaviour – psychological, physical, and sexual – that is based on an individual's gender and is intended to control, humiliate, or harm the individual. When we say 'gender-based violence', we are often referring to violence against women and girls. Can you give me some examples?"

Student: "It can include physical assault in a relationship, sexual assault, or rape. It can also include things like having your rear end pinched in the hallway, having your top pulled down or lifted up, or being held down and touched."