

## BIG IDEAS

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Good health comprises physical, mental, and emotional well-being.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> <li>Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> <li><b>Describe the body's reaction to participating in physical activity in a variety of environments</b></li> <li>Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul> <p>Healthy and active living</p> <ul style="list-style-type: none"> <li>Participate daily in physical activity at moderate to vigorous intensity levels</li> <li><b>Identify opportunities to be physically active at school, at home, and in the community</b></li> <li><b>Identify and explore a variety of foods and describe how they contribute to health</b></li> <li>Identify opportunities to make choices that contribute to health and well-being</li> <li><b>Identify sources of health information</b></li> </ul> <p>Social and community health</p> <ul style="list-style-type: none"> <li><b>Identify and describe a variety of unsafe and/or uncomfortable situations</b></li> <li><b>Develop and demonstrate respectful behaviour when participating in activities with others</b></li> <li><b>Identify caring behaviours among classmates and within families</b></li> </ul> <p>Mental well-being</p> <ul style="list-style-type: none"> <li><b>Identify and describe practices that promote mental well-being</b></li> <li>Identify and describe feelings and worries</li> <li>Identify personal skills, interests, and preferences</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li><b>relationships between food, hydration, and health</b></li> <li><b>practices</b> that promote health and well-being</li> <li>names for <b>parts of the body</b>, including male and female private parts</li> <li><b>appropriate</b> and <b>inappropriate</b> ways of being touched</li> <li>different types of <b>substances</b></li> <li><b>hazards and potentially unsafe situations</b></li> <li><b>caring behaviours</b> in groups and families</li> <li>emotions and their causes and effects</li> <li>reliable <b>sources</b> of health information</li> </ul>

## Curricular Competencies – Elaborations

- Physical literacy:
  - **Describe the body's reaction to participating in physical activity in a variety of environments**
    - How is your breathing different when you are running in a game and when you are sitting?
- Healthy and active living:
  - **Identify opportunities to be physically active at school, at home, and in the community**
    - What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
  - **Identify and explore a variety of foods and describe how they contribute to health**
    - Examples of ways to explore a variety of foods: by colour, texture, shape, size, smell, how and where they grow.
  - **Identify sources of health information**
    - identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch
- Social and community health:
  - **Identify and describe a variety of unsafe and/or uncomfortable situations**
    - What are some factors that might make a situation unsafe and/or uncomfortable?
    - identifying and naming feelings that indicate you are uncomfortable (e.g., unusual situations that make you feel scared or nervous)
    - identifying trusted adults versus strangers
    - recognizing behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
  - **Develop and demonstrate respectful behaviour when participating in activities with others**
    - How do caring behaviours make people feel?
    - developing an initial understanding of consent:
      - understanding personal boundaries and respecting the boundaries of others (e.g., body boundaries, emotional boundaries)
      - ensuring affirmative consent (yes means yes) and obtaining permission before doing things
      - saying “no” and “stop” in respectful and assertive ways
      - listening and respecting when others say “no” or “stop it”
  - **Identify caring behaviours among classmates and within families**
    - understand personal space (e.g., body bubbles)
    - asking for permission to touch or hug a person
    - respecting “no” or “stop”
    - showing respect for the boundaries of others
- Mental well-being:
  - **Identify and describe practices that promote mental well-being**
    - What are some practices that help you feel good about yourself?

Content – Elaborations

- **non-locomotor:** movement skills performed “on the spot” without travelling across the floor or surface; could include:
  - balancing
  - bending
  - twisting
  - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
  - rolling
  - jumping
  - hopping
  - running
  - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; skills could include:
  - bouncing
  - throwing
  - catching
  - kicking
  - striking
- **individual and dual activities:** activities that can be done individually and/or with others; could include:
  - jumping rope
  - swimming
  - running
  - bicycling
  - Hula Hoop
- **rhythmic activities:** activities designed to move our bodies in rhythm; could include:
  - dance
  - gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
  - tag
  - parachute activities
  - co-operative challenges
  - Simon says
  - team games
  - traditional Aboriginal games
- **relationships between food, hydration, and health:**
  - food gives us energy and helps us grow
  - food connects to self, family, history, culture, tradition, nature and community

Content – Elaborations

- water refreshes us and helps us grow, learn and play
- **practices:**
  - getting adequate sleep
  - participating in physical activity
  - making healthy eating choices
  - participating in relaxing activities
  - illness prevention through washing hands and proper hygiene
- **parts of the body:** could include:
  - male and female private parts
  - recognizing that nobody can touch your private parts without your consent
  - arms
  - legs
  - heart
  - muscles
- **appropriate:** (e.g., consensual touch that feels welcome and safe – medical checkups, high-fives)
- **inappropriate:** (e.g., touch that hurts or makes us feel uncomfortable – being hit, touching of private parts)
- **substances:** could include:
  - poisons
  - medications
  - psychoactive substances
- **hazards and potentially unsafe situations:** could include:
  - cars on the road
  - recognizing when strangers ask you to do uncomfortable things (e.g., getting in a vehicle, going to a different location, separating you from your class or family/ caregiver)
- **caring behaviours:** could include:
  - nurturing
  - providing guidance
  - loving
  - respecting
- **sources:** could include:
  - medical professionals
  - safety/medical signs
  - parents

## BIG IDEAS

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Good health comprises physical, mental, and emotional well-being.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> <li>Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> <li><b>Describe the body's reaction to participating in physical activity in a variety of environments</b></li> <li>Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul> <p>Healthy and active living</p> <ul style="list-style-type: none"> <li>Participate daily in physical activity at moderate to vigorous intensity levels</li> <li><b>Identify opportunities to be physically active at school, at home, and in the community</b></li> <li><b>Identify and explore a variety of foods and describe how they contribute to health</b></li> <li>Identify opportunities to make choices that contribute to health and well-being</li> <li><b>Recognize basic health information from a variety of sources</b></li> </ul> <p>Social and community health</p> <ul style="list-style-type: none"> <li><b>Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations</b></li> <li><b>Develop and demonstrate respectful behaviour when participating in activities with others</b></li> <li><b>Identify caring behaviours among classmates and within families</b></li> </ul> <p>Mental well-being</p> <ul style="list-style-type: none"> <li><b>Identify and describe practices that promote mental well-being</b></li> <li>Identify and describe feelings and worries</li> <li>Identify personal skills, interests, and preferences</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills, including <b>non-locomotor</b>, <b>locomotor</b>, and <b>manipulative</b> skills</li> <li>how to participate in different types of physical activities, including <b>individual and dual activities</b>, <b>rhythmic activities</b>, and <b>games</b></li> <li><b>relationships between food, hydration, and health</b></li> <li><b>effects</b> of different activities on the body</li> <li><b>practices</b> that promote health and well-being</li> <li>names for <b>parts of the body</b>, including male and female private parts</li> <li><b>appropriate</b> and <b>inappropriate</b> ways of being touched</li> <li>different types of <b>substances</b> and how to safely use or avoid them</li> <li><b>hazards and potentially unsafe situations</b></li> <li><b>caring behaviours</b> in groups and families</li> <li>emotions and their causes and effects</li> <li>reliable <b>sources</b> of health information</li> </ul>

## Curricular Competencies – Elaborations

- Physical literacy:
  - **Describe the body’s reaction to participating in physical activity in a variety of environments**
    - How is your breathing different when you are running in a game and when you are sitting?
- Healthy and active living:
  - **Identify opportunities to be physically active at school, at home, and in the community**
    - What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
  - **Identify and explore a variety of foods and describe how they contribute to health**
    - Examples of ways to explore a variety of foods: by colour, texture, shape, size, smell, how and where they grow.
  - **Recognize basic health information from a variety of sources**
    - identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch
- Social and community health:
  - **Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations**
    - What are some factors that might make a situation unsafe and/or uncomfortable?
    - identifying and naming feelings that indicate you are uncomfortable (e.g., unusual situations that make you feel scared or nervous)
    - identifying trusted adults versus strangers
    - awareness of behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
  - **Develop and demonstrate respectful behaviour when participating in activities with others**
    - How do caring behaviours make people feel?
    - developing an initial understanding of consent:
      - understanding personal boundaries and respecting the boundaries of others (e.g., body boundaries, emotional boundaries)
      - ensuring affirmative consent (yes means yes) and obtaining permission before doing things
      - saying “no” and “stop” in respectful and assertive ways
      - listening and respecting when others say “no” or “stop it”
  - **Identify caring behaviours among classmates and within families**
    - understanding personal space (e.g., body bubble)
    - asking for permission to touch or hug a person
    - respecting “no” or “stop”
    - showing respect for the boundaries of others
- Mental well-being:
  - **Identify and describe practices that promote mental well-being**
    - What are some practices that help you feel good about yourself?

Content – Elaborations

- **non-locomotor:** movement skills performed “on the spot” without travelling across the floor or surface; could include:
  - balancing
  - bending
  - twisting
  - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
  - rolling
  - jumping
  - hopping
  - running
  - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
  - bouncing
  - throwing
  - catching
  - kicking
  - striking
- **individual and dual activities:** activities that can be done individually and/or with others; could include:
  - jumping rope
  - swimming
  - running
  - bicycling
  - Hula Hoop
- **rhythmic activities:** activities designed to move our bodies in rhythm; could include:
  - dancing
  - gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
  - tag
  - parachute activities
  - co-operative challenges
  - Simon says
  - team games
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- **relationships between food, hydration, and health:**
  - food gives us energy and helps us grow
  - food connects to self, family, history, culture, tradition, nature and community

Content – Elaborations

- water refreshes us and helps us grow, learn and play
- **effects:** (could include)
  - increased breathing
  - increased thirst
  - sweating
  - using our muscles
  - feeling good
- **practices:** could include:
  - getting adequate sleep
  - participating in physical activity
  - making healthy eating choices
  - participating in relaxing activities
  - illness prevention through washing hands and proper hygiene
- **parts of the body:** could include:
  - male and female private parts
  - recognizing that nobody can touch your private parts without your consent
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- **inappropriate:** (e.g., touch that hurts or makes us feel uncomfortable – being hit, touching of private parts)
- **substances:** could include:
  - poisons
  - medications
  - psychoactive substances
- **hazards and potentially unsafe situations:** could include:
  - cars on the road
  - recognizing when strangers who ask you to do uncomfortable things (e.g., getting in a vehicle, going to a different location, separating you from your class or family/ caregivers)
- **caring behaviours:** could include:
  - nurturing
  - providing guidance
  - loving
  - respecting
- **sources:** could include:
  - medical professionals
  - safety/medical signs



Content – Elaborations	PHYSICAL AND HEALTH EDUCATION Grade 1
– parents	

## BIG IDEAS

Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.	Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.	Adopting healthy personal practices and safety strategies protects ourselves and others.	Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.	Our physical, emotional, and mental health are interconnected.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> <li>Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> <li><b>Apply methods of monitoring exertion levels in physical activity</b></li> <li>Develop and demonstrate safety, fair play, and leadership in physical activities</li> <li><b>Identify and explain factors that contribute to positive experiences in different physical activities</b></li> </ul> <p>Healthy and active living</p> <ul style="list-style-type: none"> <li>Participate daily in physical activity at moderate to vigorous intensity levels</li> <li><b>Identify and describe opportunities to be physically active at school, at home, and in the community</b></li> <li><b>Explore strategies for making healthy eating choices</b></li> <li><b>Describe ways to access information on and support services for a variety of health topics</b></li> <li><b>Explore and describe components of healthy living</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills, including <b>non-locomotor, locomotor, and manipulative</b> skills</li> <li>ways to <b>monitor physical exertion levels</b></li> <li>how to participate in different types of physical activities, including <b>individual and dual activities, rhythmic activities, and games</b></li> <li><b>effects</b> of physical activity on the body</li> <li>practices that promote health and well-being, including those relating to <b>physical activity, nutrition, and illness prevention</b></li> <li><b>strategies for accessing health information</b></li> <li><b>strategies and skills to use in potentially hazardous, unsafe, or abusive situations</b></li> <li>effects of different <b>substances</b>, and strategies for preventing personal harm</li> <li>managing and expressing emotions</li> <li><b>factors that influence self-identity</b></li> </ul>

## Learning Standards (continued)

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"><li>• Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations</li><li>• Develop and demonstrate respectful behaviour when participating in activities with others</li><li>• Identify and describe characteristics of positive relationships</li><li>• Explain how participation in outdoor activities supports connections with the community and environment</li></ul> <p>Mental well-being</p> <ul style="list-style-type: none"><li>• Identify and apply strategies that promote mental well-being</li><li>• Identify and describe feelings and worries, and strategies for dealing with them</li><li>• Identify personal skills, interests, and preferences and describe how they influence self-identity</li></ul>	

## Curricular Competencies – Elaborations

- Physical literacy:
  - **Apply methods of monitoring exertion levels in physical activity**
    - Example of a method of monitoring exertion levels in physical activity: using a 1–5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, choose the number that you feel best describes how you are feeling in relation to your exertion levels
  - **Identify and explain factors that contribute to positive experiences in different physical activities**
    - Examples of types of physical activity:
      - indoor or outdoor activities
      - free play or structured activities
      - activities with or without equipment
- Healthy and active living:
  - **Identify and describe opportunities to be physically active at school, at home, and in the community**
    - What kinds of activities do you like to participate in on a daily basis at school, at home, or in the community?
  - **Explore strategies for making healthy eating choices**
    - What are some factors that influence what you like to eat?
  - **Describe ways to access information on and support services for a variety of health topics**
    - Where can you find health information when you are at school?
    - identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch
  - **Explore and describe components of healthy living**
    - What does healthy living mean to you?
- Social and community health:
  - **Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations**
    - What can you do to stand up for yourself in an unsafe and/or uncomfortable situation?
    - developing strategies for establishing boundaries in unsafe or uncomfortable situations:
      - saying now you feel
      - asking for what you need
      - disagreeing respectfully
      - saying no without guilt
      - speaking up for yourself and others when safe to do so
      - removing yourself from an unsafe or uncomfortable situation
    - recognizing behaviours used by abusers or groomers (e.g., giving gifts, isolating a victim from their family, using guilt or blackmail to control)
  - **Develop and demonstrate respectful behaviour when participating in activities with others**
    - developing an initial understanding of consent:
      - understanding personal boundaries and respect the boundaries of others (e.g., body boundaries, emotional boundaries)
      - ensuring affirmative consent (yes means yes) and obtaining permission before doing things

- saying “no” and “stop” in respectful and assertive ways
  - listening and respecting when others say “no” or “stop it”
- **Identify and describe characteristics of positive relationships**
  - understanding personal space (e.g., body bubbles)
  - asking for permission to touch or hug a person
  - respecting “no” or “stop”
  - showing respect for the boundaries of others
- **Explain how participation in outdoor activities supports connections with the community and environment**
  - What types of outdoor activities can you participate in in your community?
- Mental well-being:
  - **Identify and apply strategies that promote mental well-being**
    - Examples of strategies that promote mental well-being:
      - getting enough sleep
      - talking about feelings
      - participation in regular physical activity
  - **Identify and describe feelings and worries, and strategies for dealing with them**
    - How do you respond to different feelings that you have?
  - **Identify personal skills, interests, and preferences and describe how they influence self-identity**
    - What factors contribute to how you see yourself?

## PHYSICAL AND HEALTH EDUCATION Grade 2

### Content – Elaborations

- **non-locomotor:** movement performed “on the spot” without travelling across the floor or surface; could include:
  - balancing
  - bending
  - twisting
  - lifting
- **locomotor:** movement skills that incorporate travelling across the floor or surface; could include:
  - rolling
  - jumping
  - hopping
  - running
  - galloping
- **manipulative:** movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:
  - bouncing
  - throwing
  - catching
  - kicking

Content – Elaborations

- striking
- **monitor physical exertion levels:** could include using a 1–5 rating scale where 1 = cold, 2 = getting warmer, 3 = warm, 4 = getting hot, and 5 = very hot, and students choose the number that they feel best describes how they are feeling in relation to their exertion levels
- **individual and dual activities:** activities that can be done individually and/or with others; could include:
  - jumping rope
  - swimming
  - running
  - bicycling
  - yoga
  - Hula Hoop
- **rhythmic activities:** activities designed to move our bodies in rhythm; could include:
  - dancing
  - gymnastics
- **games:** types of play activities that usually involve rules, challenges, and social interaction; could include:
  - tag
  - parachute activities
  - co-operative challenges
  - Simon says
  - team games
  - traditional Aboriginal games
- **effects:** could include:
  - increased breathing
  - increased thirst
  - sweating
  - using our muscles
  - feeling good
- **physical activity:** getting 60–90 minutes of moderate to vigorous physical activity each day
- **nutrition:** trying a variety of foods that gives us the energy to grow, play and learn
- **illness prevention:** practices could include:
  - washing hands
  - covering mouth when coughing
  - resting when sick
  - staying away from others when sick
- **strategies for accessing health information:** could include:
  - accessing sources of support (e.g., trusted adults, school staff, medical professionals) for health information
  - using judgment and being cautious at all times when seeking an adult for information
- **strategies and skills to use in potentially hazardous, unsafe, or abusive situations:** could include:

## Content – Elaborations

- identifying potentially unsafe situations such as: strangers who ask you to do uncomfortable things (e.g., getting in a vehicle, going to a different location, separate you from your class or family/caregivers)
- developing strategies such as:
  - using a strong voice to set boundaries and saying “no,” “stop,” “I don’t like this”
  - calling out for help and getting away if possible
  - telling a trusted adult about an unsettling or dangerous situation until you get help
  - not giving out personal information (e.g., to strangers, on the Internet)
- **substances:** could include:
  - poisons
  - medications
  - psychoactive substances
- **factors that influence self-identity:** could include:
  - self-esteem
  - self-efficacy
  - cultural heritage
  - body image