

[Skip to main content](#)



Health and Physical Education in Grades 1–8

Learn about Ontario's 2019 elementary Health and Physical Education curriculum.

Some highlights of Ontario's 2019 elementary Health and Physical Education (HPE) curriculum include:

- more learning about mental health including a new section on social-emotional learning (SEL) skills
- new and updated learning about body image, consent and online safety
- new learning about concussions
- sexual health education that is age-appropriate

The 2019 elementary curriculum at a glance

The new HPE curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

This learning relates to the everyday experiences of students — at home, at school, and in the community — and helps students develop skills and habits that will enhance their physical, social-emotional and mental well-being for the rest of their lives.

There are four parts to the curriculum:

1. Social-Emotional Learning Skills
2. Active Living
3. Movement Competence
4. Healthy Living (includes a new topic on mental health)

In the Healthy Living section, students learn the skills and knowledge that can help them to make healthy decisions about:

- healthy eating
- safety at home, school, online and in the community

- drugs, alcohol and other substances and habits
- human development and sexual health
- mental health

Note: The Grade 9-12 Health and Physical Education Curriculum has not changed since 2015. [See what high school students learn.](#)

What has changed

Following [the province's largest consultation on education](#) in the fall of 2018, the elementary Health and Physical Education (HPE) curriculum has been updated to reflect public feedback, research and advice from experts.

The 2019 HPE curriculum for Grades 1-8 will make Ontario a leader in teaching students about:

- Mental Health, including Social-Emotional Learning Skills
- Concussions
- The effects and risks of vaping, and cannabis
- Cyber safety, including bullying prevention and digital privacy
- Healthy body image
- Healthy relationships, including consent

The enhanced curriculum relates to the everyday experiences of students and provides them with the skills and knowledge they need to lead safe, healthy and active lives.

It also takes a more comprehensive approach to learning about mental health. This contributes to students' overall health and well-being, positive mental health, and the ability to learn, build resilience and thrive.

The 2019 curriculum remains focused on physical activity, and movement that build students' skills, abilities, confidence and commitment to life-long healthy, active living.

It also responds to the realities affecting students' lives today. That's why it includes new learning about vaping, the effects and risks of cannabis, body image, concussions, respect for diversity (including sexual orientation, gender identity and gender expression), consent, online safety and bullying prevention.

Young people now have widespread access to the Internet and social media, giving them easy access to both helpful and potentially harmful and incorrect information.

It's important for students to learn accurate and current information. This way,

as they navigate the digital world, they can develop skills and strategies that help them to stay safe and healthy.

Exemption policy

The government has issued a [Policy/Program Memorandum](#) that requires school boards to develop a policy/procedure allowing parents to exempt their child from instruction of the human development and sexual health education component of the elementary Health and Physical Education curriculum. Currently, not all school boards across Ontario have policies in place to address the exemption of children from sexual health education. School board policies/procedures must be in place by November 30, 2019.

Online resources to support conversations at home

The ministry will release online resources for parents who may want to introduce topics at home whenever their child is ready. These resources will be available in the 2019-20 school year. More information will be provided in the future.

Human Development and Sexual Health education by grade

Below are details on what students will learn about human development and sexual health (Grades 1-8) and why these concepts are being taught at certain age levels.

Grade 1

When children know how to care for and use the correct names of their body parts, they build understanding and respect for themselves and their bodies and can communicate clearly and ask for help in case of illness, injury or abuse.

Students will learn:

- to identify body parts, including genitalia, by their proper names
- to use positive language when describing their bodies
- about their senses and how they function
- basic good hygiene habits (for example, washing your hands, using tissues)

Grade 2

Helping children to understand that their bodies will change (for example, losing baby teeth) can help them:

- prepare for and adjust to those changes
- appreciate what their bodies are able to do and perceive them positively
- communicate about these changes with a trusted adult if they ever feel confused

Students will learn:

- the basic stages of human development (infancy, childhood, adolescence) and related body changes
- good hygiene habits for oral health (for example, brushing your teeth, flossing, visiting the dentist regularly)
- to appreciate what their bodies can do

Grade 3

To foster healthy relationships, students will learn what healthy relationships look like. Students also learn about what makes them unique and how to show respect for all.

Students will learn:

- about characteristics of healthy relationships and consent (for example, accepting differences, listening, stating and respecting personal boundaries, being respectful, being honest, communicating openly)
- describe ways to respond to bullying and other challenges (for example, peer pressure, being left out)
- about factors and habits that can affect physical and emotional development (for example, safe environment, caring adults, feeling like you belong, appreciating what your body can do and building a healthy body image, sleep, food, physical activity)
- how visible differences (for example, skin, hair and eye colour, clothing, physical ability) and invisible differences (for example, learning abilities, cultural values and beliefs, different types of families) make each person unique
- ways of showing respect for differences in others

Grade 4

Today, children enter puberty earlier: on average, girls enter puberty between the ages of 8 and 13 and boys enter puberty between the ages of 9 and 14. Learning about puberty before students may fully experience it helps prepare young people for changes in their bodies, emotions and social relationships.

Students will learn:

- the physical changes that happen during puberty, and the emotional and social impact these changes can have on a developing child
- how personal hygiene needs may change during puberty (for example, the increased importance of regular bathing)

Grade 5

By Grade 5, students have developed some self-awareness and coping skills, and have also learned critical thinking and reflective skills.

Puberty can be stressful and helping students to understand changes in their bodies can help them cope. Students will also continue to learn the importance of showing acceptance and respect for themselves and others, including those who may be entering puberty earlier or later than their peers.

Students will learn:

- about factors that may affect the development of a person's understanding of themselves and their personal identity, including their sexual orientation (for example, body image, self-acceptance)
- about the reproductive system, and how the body changes during puberty
- about the process of menstruation and sperm production
- to describe emotional and interpersonal stresses related to puberty

Grade 6

As children grow older and enter adolescence, understanding how they and their peers may be affected by the many changes they are experiencing helps them build a healthy sense of who they are.

By Grade 6, students have developed more self-awareness and coping skills, as well as critical thinking and reflective skills, to solve problems and examine issues. They will apply these skills to learning about stereotypes and assumptions.

By examining and challenging these stereotypes and assumptions, they continue to learn about respect for others, and build self-confidence to build a

foundation for healthy relationships.

Students will learn:

- an understanding about the impacts of viewing sexually explicit media, including pornography
- the physical, social and emotional changes that may occur in adolescence (for example, body growth, skin changes, increasing influence of peers, increased intensity of feelings) and how students can build a healthy foundation for relationships
- to make decisions in their personal relationships that show respect for themselves and others, recognizing the importance of consent and clear communication
- how stereotypes — and assumptions about gender, race, sexual orientation, ethnicity, culture and abilities — can affect how a person feels about themselves, their feelings of belonging and relationships with others
- appropriate ways to respond to and challenge assumptions, stereotypes, homophobia and racism

Grade 7

Students need information and skills to make sound decisions about their health and well-being before they face a situation where they may need that information.

Research has shown that teaching about sexual health and human development does **not** increase sexual behaviour and can actually prevent risky activity.

Students will learn:

- the importance of having a shared understanding with a partner about: reasons for delaying sexual activity until they are older, the concept of consent and how to communicate consent, and the need to clearly communicate and understand decisions about sexual activity in a healthy relationship
- to identify common sexually transmitted and blood borne infections (STBBIs) and describe their symptoms
- how to prevent STBBIs and avoid becoming a parent before they are ready, including delaying first intercourse and other sexual activities until they are older, and using condoms and other forms of protection consistently
- about the physical, emotional, social and psychological factors to consider when making sexual health decisions (for example, the risk of STBBIs or of becoming a parent before they are ready, emotional readiness, sexual orientation, moral and religious considerations, cultural teachings, and

impact on other relationships)

- how relationships with others and sexual health may be affected by physical and emotional changes in puberty and adolescence

Grade 8

Students continue to build their understanding of factors that support positive, healthy choices, including building a deeper understanding and appreciation of themselves and their identity. Students are also exploring healthy ways to engage in evolving and new relationships.

Students will learn about:

- things that could affect someone's ability to make safe and healthy decisions about sexual activity
- sources of support with respect to sexual health (for example, parents, health professionals, in-school resources, local community groups and religious, spiritual, and cultural leaders)
- gender identity, gender expression and sexual orientation, and to identify factors that can help all young people to develop positive personal identities
- abstinence, contraception and consent in order to make safe and healthy decisions about sexual activity
- benefits, risks and drawbacks associated with relationships involving different degrees of sexual intimacy

Social-Emotional Learning (SEL) Skills

Mental health in Ontario schools

Mental health is an essential component of overall health. Given that 70% of mental health problems begin in childhood or adolescence, it is important to equip our young people with the knowledge and skills they need to support positive mental health throughout their lives.

As of the 2019-20 school year, learning about mental health in Ontario schools will take place:

- through the newly enhanced elementary Health and Physical Education (HPE) curriculum
- across the curriculum, [as well as in Kindergarten](#), and
- as a part of students' everyday experience at school

The enhanced HPE curriculum takes a comprehensive approach to learning about mental health. Important new aspects include:

- the development of social-emotional learning skills across the curriculum
- knowledge and skills related to mental health
- more opportunities to understand connections between physical and mental health

Learning about mental health fits naturally in the elementary health and physical education curriculum, where students are learning all about healthy development. In each grade, it is integrated with learning about overall health in a developmentally appropriate way.

Key learning about mental health includes helping students to:

- understand that mental health is a part of overall health
- understand the relationship among their own thoughts, emotions, and actions
- learn ways to care for their own mental health and to be resilient in the face of challenges
- recognize the signs and symptoms of stress and of common mental health problems
- know about sources of support, and how and where to ask for help

Social-Emotional Learning (SEL) skills

Throughout the curriculum, students also learn to apply SEL skills.

Because these skills are so important to students' mental health and healthy development, SEL is now also a distinct section of the updated curriculum. This new section builds on Living Skills learning from the previous curriculum to help students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. The table below shows what students learn about and why.

Students learn about:	So they can:
identifying and managing emotions	express their feelings and understand the feelings of others
coping with stress	develop resilience
positive motivation	build a sense of hope and the will to keep trying for their goals
building relationships	support healthy relationships and respect diversity

Students learn about:	So they can:
deepening their sense of self	build an understanding of their own identity and feel that they belong
thinking critically and creatively	support decision-making and problem solving

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

A few examples of how these skills could be integrated with the other three parts of the curriculum (Active Living, Movement Competence and Healthy Living) are outlined below.

Grade 1: To learn about **positive motivation**, students practise showing willingness to try out new skills and keep practising. (Movement Competence)

Grade 2: To practise identifying and **managing emotions**, students try taking a moment to breathe deeply and refocus if they are feeling anxious or upset before starting a physical activity. (Active Living)

Grade 3: To **build relationships**, students working in small groups practise welcoming everyone and being willing to be a partner with anyone in the group. (Active Living)

Grade 4: As they learn about **coping with stress**, students explain how knowing about physical and emotional changes that come with puberty can help them handle those changes when they occur. (Healthy Living)

Grade 5: To practise **thinking critically** and creatively, students make connections between being active, working towards personal fitness goals and mental health. (Active Living)

Grade 6: To deepen their **sense of self**, students think about how stereotypes affect how they feel about themselves and identify other factors, including acceptance by others, that influence their sense of themselves. (Healthy Living)

Grade 7: As they learn about **coping with stress**, students explain how to access various sources of support (for example, school staff, family, counselling and medical professionals) when dealing with mental health challenges or issues related to substance use. (Healthy Living)

Grade 8: To practise identifying and **managing emotions**, students explain how social media can create feelings of stress and describe strategies, such as

connecting thoughts, feelings, and actions, that can help maintain balance and perspective. (Healthy Living)

Supporting students

There is strong evidence that developing social-emotional learning skills at school contributes to student well-being and successful academic performance. Learning about mental health can also help to reduce the stigma around problems in this area. When students understand that many people experience mental health difficulties from time to time, and that there is support available when needed, they are more likely to seek help early when problems arise.

As they develop SEL skills, students will also gain “transferable skills” (for example, self-directed learning, collaboration, critical thinking, communication and innovation) and develop “learning skills and work habits” as they learn to set goals, follow through and overcome challenges. These interconnected skills taken together, help foster overall health and well-being, and the ability to learn, build resilience and thrive. Helping students make connections among these skills is key to enhancing their learning experience in school and throughout their lives.

Grade 1 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections

between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 1

Area of Focus	What Students Learn About
Healthy eating	Food for healthy bodies and minds Canada's Food Guide Hunger and thirst cues
Personal safety and injury prevention	Safe practices — personal safety Caring versus exploitative behaviours and feelings, including bullying; consent Safety at school Staying safe at home, in the community, outdoors and online
Substance use, addictions and related behaviours	Unhealthy habits, healthy alternatives
Human development and sexual health	Proper names of body parts, including genitalia Using positive language when describing their bodies The five senses and their functions Good hygiene habits
Mental health literacy	Mental health and overall health; care and appreciation for their body and mind Thoughts, emotions and actions

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 1

Area of Focus	What Students Learn About
Active participation	Participation in a variety of activities Enjoyment of activity (individual and small-group activities) Ways of being active every day
Physical fitness	Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down Physical and mental health benefits of being physically active Physical signs of exertion
Safety	Behaviours and procedures that maximize safety of self and others and lessen the risk of concussion Environmental safety risk, including risks of concussion

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 1

Area of Focus	What Students Learn About
Movement skills and concepts	Balancing while staying still — using different body parts, levels, shapes, working with equipment and with others, making transitions Moving safely in a variety of ways with an awareness of themselves and the space around them

Area of Focus	What Students Learn About
	Throwing, kicking, catching, stopping, blocking a variety of objects
Movement strategies	Understanding the rules and practising the skills needed to participate in individual and small-group activities Learning simple tactics to increase success in physical activities

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions**, **coping with stress**, having **positive motivation**, **building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 1

Skills in	Examples of What Students Learn to Do
Healthy Living	Show an understanding of, and respect for, themselves and their bodies by using proper names for body parts [sense of self] Explain how to get help so that they can be resilient in an emergency (for example, by asking a trusted adult or calling 9-1-1) [coping with stress]
Active Living	Speak respectfully and pay attention to others when sharing equipment [building relationships]

Skills in	Examples of What Students Learn to Do
	Explain how participating in physical activity as a part of a group makes them feel [sense of self]
Movement Competence	<p>Be aware of their feelings as they learn new skills (both easy and hard) [managing emotions]</p> <p>Show willingness to try out new skills and keep practising them [positive motivation]</p>

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Schedule time to be active outdoors with your child.
- Practise naming feelings and helping your child see connections between their thoughts, feelings and actions.
- Use correct names for body parts, so children can communicate clearly and get help in case of illness, injury or abuse.
- Make good hygiene a habit (for example, by washing hands before eating).

Grade 2 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 2

Area of Focus	What Students Learn About
Healthy eating	Healthy eating patterns Food choices (snacks, meals)
Personal safety and injury prevention	Personal safety — at home, online and outdoors Food allergies Consent, standing up for yourself and others Relating to family, caregivers and others
Substance use, addictions and related behaviours	Prescription / non-prescription medicines Medication, healthy alternatives
Human development and sexual health	Stages of development Appreciating how the body works and what it can do Oral health (for example, brushing and flossing)
Mental health literacy	Body and brain — responses and feelings Knowing when to seek help

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 2

Area of Focus	What Students Learn About
Active participation	Participation in a variety of activities Enjoyment of activity (individual and small group activities) Reasons for participating in physical activity every day
Physical fitness	Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down Activities to improve heart and lung health Exertion, self-assessment Personal and group goal setting related to physical activity
Safety	Behaviours and procedures that maximize safety of self and others, including preventing concussions Safety precautions for self and others, including those with medical conditions

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 2

Area of Focus	What Students Learn About
Movement skills and concepts	Balancing while staying still — using different body parts, levels, shapes, working with equipment and with others, making transitions

Area of Focus	What Students Learn About
	<p>Moving in different directions, and stopping safely</p> <p>Sending (for example, throwing, kicking) and receiving (for example, catching, stopping) objects</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in individual and small-group activities</p> <p>Learning simple tactics to increase success in physical activities</p>

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions**, **coping with stress**, having **positive motivation**, **building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 2

Skills in	Examples of What Students Learn to Do
Healthy Living	<p>Talk to friends and classmates positively and encourage others to do the same [build relationships]</p> <p>Build resiliency skills by trying different ways to deal with teasing (for example, walking away, telling the person to stop, telling the person how teasing makes them feel, getting help) [coping with stress]</p>
Active Living	Take a moment to breathe deeply and refocus if they feel upset

Skills in	Examples of What Students Learn to Do
	<p>before starting a physical activity [managing emotions]</p> <p>Notice how their body responds and how they feel during physical activity [sense of self]</p>
Movement Competence	<p>Recognize body language as they copy a partner's movements in a mirroring activity [build relationships]</p> <p>Show awareness of how others are feeling as they make adjustments to help all participants feel comfortable when throwing and catching different objects (for example, choosing a bigger ball or an object with soft edges) [managing emotions]</p>

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Support healthy growth and development by maintaining a bedtime routine that helps your child sleep for at least 10 hours most nights.
- Encourage physically active play and limit the time your child spends in front of a screen.
- Spend time together practising strategies that encourage them to be aware of how they are feeling – like taking some deep breaths when upset to feel calmer.
- Promote good dental health habits by brushing your teeth together with your child.

Grade 3 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 3

Area of Focus	What Students Learn About
Healthy eating	Food origins, nutritional value and environmental impact Oral health, food choices Local and cultural foods, eating choices
Personal safety and injury prevention	Concussion awareness Safety guidelines for online and 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
Human development and sexual health	Healthy relationships, caring behaviours, bullying, consent Physical and social-emotional development, building a healthy body image Visible / invisible differences, respect

Area of Focus	What Students Learn About
Mental health literacy	Brain stress response system External factors that contribute to stressful feelings

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 3

Area of Focus	What Students Learn About
Active participation	Participation in a variety of activities Enjoyment of activity (individual and small-group activities) Physical and mental benefits of participating in physical activity
Physical fitness	Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down Benefits of improved cardiorespiratory fitness Self-assessment of exertion (for example, checking how they feel during physical activity) Developing and acting on personal physical activity goals
Safety	Behaviours and procedures that maximize safety of self and others and lessen the risk of concussion Responding to accidents and injuries, including concussions

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 3

Area of Focus	What Students Learn About
Movement skills and concepts	<p>Balancing in one spot using different body parts</p> <p>Moving in different directions, and stopping safely</p> <p>Sending (for example, throwing, kicking) and receiving (for example, catching, stopping) objects</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in individual and small-group activities</p> <p>Learning simple tactics to increase success in physical activities</p>

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions**, **coping with stress**, having **positive motivation**, **building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 3

Skills in	Examples of What Students Learn to Do
Healthy Living	<p>Identify feelings shown by characters in fictional violence in various media (for example, online, television) and describe how they may be different from feelings when violence is real (for example, playfighting / real fighting) [managing emotions]</p>

Skills in	Examples of What Students Learn to Do
	Identify things that make each person unique, showing an understanding of both visible and invisible characteristics [sense of self]
Active Living	Build resiliency by explaining how being physically active can help when feeling strong emotions [coping with stress] Welcome everyone in small groups and be ready to be anyone's partner [building relationships]
Movement Competence	Reflect on what they could do differently to improve when learning new skills [thinking critically] Take a deep breath to centre themselves when feeling overwhelmed or nervous about trying a new skill [coping with stress]

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Check the fit of your child's helmet for activities like cycling, skating and tobogganing.
- Be a role model for respect and inclusion by learning together about other cultures, religions and family structures.
- Discuss how to stay safe when travelling to and from school.
- Talk together about big changes — like the start of a school year, changes in routines or changes in the family. Talk about feelings and strategies to help, if needed.

Grade 4 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 4

Area of Focus	What Students Learn About
Healthy eating	Nutrients Personal eating habits Healthier eating in various settings
Personal safety and injury prevention	Safe use of technology (online safety) Bullying, abuse and non-consensual behaviour (consent) Decision making — assessing risk
Substance use, addictions and related behaviours	Tobacco and vaping Decisions about smoking and vaping Short- and long-term effects of smoking and vaping

Area of Focus	What Students Learn About
Human development and sexual health	Puberty — physical changes; emotional and social impact Puberty — personal hygiene and care
Mental health literacy	Making healthy choices to support mental health Stress management (cognitive, behavioural)

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 4

Area of Focus	What Students Learn About
Active participation	Participation in a variety of activities Enjoyment of activity (individual, small-group) Factors that motivate or challenge participation in daily physical activity
Physical fitness	Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down Physical activity effect on physical and mental health Self-assessment of exertion (for example, checking how they feel during physical activity) Developing and acting on personal physical activity goals
Safety	Behaviours and procedures that maximize safety of self and others

Area of Focus	What Students Learn About
	Prevention of accidents and injuries, including concussions

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 4

Area of Focus	What Students Learn About
Movement skills and concepts	<p>Transitioning from one balance to another, using different body parts (for example, one-leg stand to tripod stand)</p> <p>Jumping and moving with control</p> <p>Sending (for example, throwing, kicking), receiving (for example, stopping, catching) objects, and retaining (for example, dribbling, stick handling) objects</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in a variety of activities</p> <p>Identifying common features and strategies of various physical activities and using tactics to increase success (for example, accuracy in target games)</p>

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions**, **coping with stress**, having **positive motivation**, **building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 4

Skills in	Examples of What Students Learn to Do
Healthy Living	<p>Describe how knowing about the physical and emotional changes that come with puberty can help them cope with those changes when they occur [coping with stress]</p> <p>Explain what they can do to avoid saying something in a text or on social media that they wouldn't say face to face [building relationships]</p>
Active Living	<p>Recognize that a person's mental health can have an impact on their desire to try hard when being physically active [positive motivation]</p> <p>Describe steps to avoid injury while being physically active [thinking critically]</p>
Movement Competence	<p>Take a breath or a quick “time out” to manage emotions such as frustration and excitement when playing games in small groups [managing emotions]</p> <p>Identify skills that they can perform with confidence, and skills that are more challenging for them [sense of self]</p>

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Help your child find a physical activity that they love and feel good doing. Physical activity can help manage stress, which sometimes comes with puberty.
- Have a conversation with your child about the different forms of bullying and how to respond (for example, by talking to a trusted adult). See [Bullying: We Can All Help Stop It](#) (available in English, French and many other languages) for more information on types of bullying and how to

- prevent it.
- Develop healthy eating habits by planning and eating meals together.

Grade 5 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 5

Area of Focus	What Students Learn About
Healthy eating	Nutrition facts, food labels Media influences — food choices
Personal safety and injury prevention	Supports — injury prevention, responding to emergencies, bullying, violence, consent Strategies — online safety, responding to threats to personal safety

Area of Focus	What Students Learn About
	Affect of actions, including homophobic comments, on feelings, well-being
Substance use, addictions and related behaviours	Short- and long-term effects of alcohol use Refusal skills — alcohol use and other behaviours Decisions to drink alcohol or use cannabis, influences
Human development and sexual health	Reproductive system Menstruation, sperm production Factors affecting their understanding of themselves and personal identity, including sexual orientation Puberty — emotional, interpersonal stresses; communicating with family
Mental health literacy	How to help others, when to seek help Stigma awareness

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 5

Area of Focus	What Students Learn About
Active participation	Participation in a variety of activities Enjoyment of activity (individual, small-group, and lead-up activities) Factors that motivate or challenge participation in daily physical activity

Area of Focus	What Students Learn About
Physical fitness	<p>Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down</p> <p>Physical activity and health-related fitness</p> <p>Assessment and monitoring of health-related fitness</p> <p>Developing and implementing personal fitness plans</p>
Safety	<p>Behaviours and procedures that maximize safety of self and others and help to prevent concussions</p> <p>Minimizing environmental health risks</p>

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 5

Area of Focus	What Students Learn About
Movement skills and concepts	<p>Transitioning from one balance to another, using different body parts (for example, one-leg stand to tripod stand)</p> <p>Jumping and moving with control</p> <p>Sending (for example, throwing, kicking), receiving (for example, stopping, catching) objects, and retaining (for example, dribbling, stick handling) objects</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in a variety of activities</p> <p>Identifying common features and strategies of various physical activities and using tactics to increase success (for example, establishing a breathing rhythm in individual endurance)</p>

Area of Focus	What Students Learn About
	activities)

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions, coping with stress**, having **positive motivation, building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 5

Skills in	Examples of What Students Learn to Do
Healthy Living	<p>Show respect for all cultures and all other forms of diversity [building relationships]</p> <p>Describe how media can influence their food choices [thinking critically]</p>
Active Living	<p>Reframe their mindset to focus on strengths when establishing fitness goals [positive motivation]</p> <p>Make connections between being active, working towards personal fitness goals and mental health [thinking critically]</p>
Movement Competence	<p>Explain the idea of “healthy competition”, what it involves and how it can connect to feeling motivated to participate in activities [thinking critically]</p> <p>Explain how trying different approaches, such as adjusting body position or speed, can help with maintaining control of a</p>

Skills in	Examples of What Students Learn to Do
	ball with their feet while running down the field [coping with stress]

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Discuss possible emergency situations as a family and plan how to respond.
- Involve your child in learning to make healthy food choices by reading food labels together.
- Talk with your child early about what healthy and unhealthy relationships look like, sound like and feel like.
- Talk with your child about when to try to solve problems alone and when to seek help from a parent or trusted adult.

Grade 6 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is

a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 6

Area of Focus	What Students Learn About
Healthy eating	<p>Influences on healthy eating</p> <p>Eating cues and guidelines</p> <p>Benefits of healthy eating / active living</p>
Personal safety and injury prevention	<p>Benefits of inclusion, respect and acceptance</p> <p>Safe and positive social interaction, conflict management — in person and online</p> <p>Responsibilities, risks — care for self and others, safety practices</p>
Substance use, addictions and related behaviours	<p>Effects of cannabis, drugs</p> <p>Strategies, safe choices, influences: tobacco, vaping, alcohol, cannabis, other drugs</p>
Human development and sexual health	<p>Impacts of viewing sexually explicit media</p> <p>Understanding of changes that occur during adolescence</p> <p>Decision making, healthier relationships, consent</p> <p>Challenging various stereotypes (for example, based on sexual orientation, race, ethnicity, culture, mental health and abilities)</p>
Mental health literacy	<p>Seeking help — professional help</p> <p>Connecting thoughts, emotions and actions</p>

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 6

Area of Focus	What Students Learn About
Active participation	Participation in a variety of activities Enjoyment of activity (individual, small-group and lead-up activities) Factors that motivate or challenge participation in daily physical activity
Physical fitness	Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down Physical activity and health-related fitness Assessment and monitoring of health-related fitness
Safety	Behaviours and procedures that maximize safety of self and others and prevent concussions Treating minor injuries

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 6

Area of Focus	What Students Learn About
Movement skills and	Transitioning from one balance to another, using different body parts (for example, one-leg stand to tripod stand)

Area of Focus	What Students Learn About
concepts	<p>Jumping and moving with control</p> <p>Sending (for example, throwing, kicking), receiving (for example, stopping, catching) objects, and retaining (for example, dribbling, stick handling) objects</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in a variety of activities</p> <p>Identifying common features and strategies of various physical activities and using tactics to increase success (for example, controlling an object, keeping it away from opponents using teamwork in territory games like soccer and hockey)</p>

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions**, **coping with stress**, having **positive motivation**, **building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 6

Skills in	Examples of What Students Learn to Do
Healthy Living	<p>Reflect on how stereotypes affect how they feel about themselves and identify other factors, including acceptance by others, that influence their sense of themselves [sense of self]</p> <p>Show understanding of how healthy eating habits contribute to raising energy levels and improving self-image [positive motivation]</p>

Skills in	Examples of What Students Learn to Do
Active Living	<p>Identify how they feel when participating in different activities — their energy level and interest, for example — and describe how these feelings affect their enjoyment of the activities [managing emotions]</p> <p>Show respect for the decisions and calls of classmates who are serving as referees [building relationships]</p>
Movement Competence	<p>Explain how their feelings are different when performing an activity that is fairly easy, such as throwing and catching when not moving, and when doing something more challenging, such as throwing and catching while on the move [managing emotions]</p> <p>Demonstrate awareness both of strengths and of skills that need more work, such as using their non-dominant hand or foot, then focus on ways to build on the strengths and stretch their limits [positive motivation]</p>

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Reinforce the benefits of trying new things, learning from mistakes, keeping an open mind and looking for the positives when facing challenges.
- Talk to your child about the challenges they are facing that may be causing them stress, and helpful ways that they can manage feelings of stress.
- Help your child recognize what stereotyping, prejudice and discrimination can look like.
- Try a new physical activity as a family, like trying a new sport or exploring a new hiking trail.

Grade 7 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 7

Area of Focus	What Students Learn About
Healthy eating	Eating patterns and health problems Personal, external factors in food choices
Personal safety and injury prevention	Benefits and dangers — technology (for example, online safety, sexting) Impact — of bullying / harassment, including bullying based on sexual orientation (homophobia)
Substance use, addictions and related behaviours	Mental health, problematic substance use, including cannabis Healthy body image, problematic substance use Implications of substance use, addictions and related behaviours (for example, being online too much, or viewing pornography)

Area of Focus	What Students Learn About
Human development and sexual health	<p>Delaying sexual activity; consent, communication</p> <p>Preventing sexually transmitted and blood-borne infections (STBBIs) and pregnancy (for example, abstinence, contraception, condom use)</p> <p>Sexual health and decision making</p> <p>Relationship changes (for example, with family, peers, others) at puberty</p>
Mental health literacy	Mental health, mental illness

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 7

Area of Focus	What Students Learn About
Active participation	<p>Participation in a variety of activities</p> <p>Enjoyment of activity (in diverse indoor/outdoor activities)</p> <p>Factors that motivate or challenge daily physical activity participation</p>
Physical fitness	<p>Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down</p> <p>Factors affecting fitness; application of training principles</p> <p>Assessment and monitoring of health-related fitness</p> <p>Developing a fitness plan to meet a fitness goal</p>
Safety	Behaviours and procedures that maximize safety of self and others and lessen the risk of concussion

Area of Focus	What Students Learn About
	Procedures for anticipating and responding to outdoor hazards, including concussions

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 7

Area of Focus	What Students Learn About
Movement skills and concepts	<p>Transitioning from one balance position to another — weight transfers, rotations, with others and with equipment</p> <p>Sending (for example, throwing), receiving (for example, catching), and retaining (for example, controlling) objects in relation to:</p> <ul style="list-style-type: none"> • others (for example, dodging and faking, volleying a ball over a net away from opponent) • external stimuli (for example, shifting weight to get more power when throwing against the wind) <p>Phases of movement (for example, getting ready, executing and following through)</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in a variety of physical activities</p> <p>Identifying common features and strategies of various physical activities and using tactics to increase success (for example, fast transitions from offence to defense in territory games)</p>

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions, coping with stress**, having **positive motivation, building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 7

Skills in	Examples of What Students Learn to Do
Healthy Living	<p>Describe how to access various sources of support when dealing with mental health challenges or issues related to substance use [coping with stress]</p> <p>Explain how someone might have a mental illness but can still be mentally healthy [thinking critically]</p>
Active Living	<p>Describe the role models that may have influenced some of their choices with respect to physical activity [thinking critically]</p> <p>Make adjustments to activities that will allow all group members to be included and to enjoy participating [building relationships]</p>
Movement Competence	<p>When working on a challenging skill such as a weight transfer with rotation — like a cartwheel — explain how breaking down the skill into parts can help build awareness of what they need to work on to improve it [sense of self]</p> <p>Demonstrate how to refine movements by adjusting body position when performing a skill [thinking critically]</p>

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Involve your child with planning and preparing meals. Enjoy food together whenever possible.
- Seek regular opportunities to talk with your child about protecting their information and privacy online.
- Be aware of words used when talking about mental illness or mental health problems; try to use positive and supportive language.
- Balance screen time and time being active.
- Develop healthy and physically active routines.

Grade 8 — Health and Physical Education

The Health and Physical Education (HPE) curriculum helps students learn the skills and knowledge they need to lead healthy, active lives and make healthy and safe choices.

There are four parts to the curriculum:

- Healthy Living
- Active Living
- Movement Competence
- Social-Emotional Learning (SEL) Skills.

The learning for each is summarized below, along with some things you can do help to support your child's learning.

Healthy Living (including Mental Health Literacy)

Students learn how to solve problems, make decisions and set goals that are directly related to their own health and well-being. As they explore health concepts and learn how to make healthy choices, students make connections between themselves and the world around them. While mental health literacy is a distinct topic, students learn how mental health is connected to overall health across this entire section and the whole HPE curriculum.

Healthy Living: Key Learning in Grade 8

Area of Focus	What Students Learn About
Healthy eating	Personal eating behaviours Promoting healthy eating

Area of Focus	What Students Learn About
Personal safety and injury prevention	<p>Concussions — signs and symptoms</p> <p>Reducing risk of injuries, death</p> <p>Assessing situations for potential danger, in person and online</p> <p>Impact of violent behaviours (including bullying); supports</p>
Substance use, addictions and related behaviours	<p>Warning signs, consequences of problematic substance use, including cannabis</p>
Human development and sexual health	<p>Decisions about sexual activity and sources of support related to sexual health (for example, parents, family, health professionals)</p> <p>Gender identity, gender expression, sexual orientation, knowing and appreciating oneself (to be addressed in the second part of the year)</p> <p>Consent, sexual health and safety, including abstinence, contraception, condom use and other forms of protection to prevent sexually transmitted and blood-borne infections (STBBIs) and becoming a parent before you're ready</p> <p>Healthy relationships and considerations related to intimacy</p>
Mental health literacy	<p>Routines and habits for mental health</p> <p>Societal views, impact of stigma</p>

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes physical activity enjoyable.

Active Living: Key Learning in Grade 8

Area of Focus	What Students Learn About
Active participation	<p>Participation in a variety of activities</p> <p>Enjoyment of activity (diverse indoor / outdoor activities)</p> <p>Factors that motivate daily physical activity, influencing others</p>
Physical fitness	<p>Daily physical activity — moderate to vigorous activity, 20 minutes per day, including warm-up and cool down</p> <p>Health- and skill-related components of fitness; use of training principles to enhance fitness</p> <p>Assessment and monitoring of health-related fitness</p> <p>Developing a fitness plan to meet a fitness goal</p>
Safety	<p>Behaviours and procedures that maximize safety of self and others and lessen the risk of concussion</p> <p>Responding to emergency situations, including suspected concussions</p>

Movement Competence

Through exploration and participation in a variety of activities, students develop skills, strategies and tactics for moving while building confidence in their own physical abilities.

Movement Competence: Key Learning in Grade 8

Area of Focus	What Students Learn About
Movement skills and concepts	<p>Transitioning from one balance position to another — weight transfers, rotations, with other people and with equipment</p> <p>Sending (for example, throwing), receiving (for example, catching), and retaining (for example, controlling) objects in</p>

Area of Focus	What Students Learn About
	<p>relation to:</p> <ul style="list-style-type: none"> • others (for example, dodging and faking, volleying a ball over a net away from opponent) • external stimuli (for example, shifting weight to get more power when throwing against the wind) <p>Phases of movement (for example, getting ready, executing, and following through)</p>
Movement strategies	<p>Understanding the rules and practising the skills needed to participate in a variety of physical activities</p> <p>Identifying common features and strategies of various physical activities and using tactics to increase success (for example, core strength, balance and flexibility in individual pursuits such as yoga)</p>

Social-Emotional Learning Skills (taught across the HPE curriculum)

This new section of the curriculum helps students foster their own overall health and well-being, positive mental health, resilience and ability to learn and thrive. Students develop social-emotional learning skills to help them with identifying and **managing emotions**, **coping with stress**, having **positive motivation**, **building relationships**, deepening their **sense of self** and **thinking critically** and creatively.

Students apply these everyday skills as part of their learning across the other three parts of the curriculum, and in their experiences at school, at home and in the community.

Social-Emotional Learning Skills: Examples of Learning in Grade 8

Skills in	Examples of What Students Learn to Do
Healthy Living	Explain how social media can create feelings of stress, and describe strategies that can help maintain balance and perspective [managing emotions]

Skills in	Examples of What Students Learn to Do
	Identify the type of support available to help with the various physical, emotional, cultural, social and psychological issues that can arise in connection with sexuality and sexual health [coping with stress]
Active Living	<p>Give examples of how to communicate information clearly and concisely in an emergency situation while managing feelings associated with the situation [managing emotions]</p> <p>Explain how knowing themselves — their likes, dislikes, strengths, abilities and areas for growth — can help when developing fitness plans [sense of self]</p>
Movement Competence	<p>Use visualization strategies to increase success when learning to perform skills more effectively [coping with stress]</p> <p>Congratulate opponents with sincerity when they make a good play [building relationships]</p>

Supporting your child's learning

Parents and schools both have important roles in supporting student learning and well-being. Here are some ways to help:

- Build understanding together with your child by discussing what consent means.
- Be aware of language related to gender identity and sexual orientation. Listen for words and phrases that are offensive and harmful (for example, “That's so gay” or “Throw like a girl”).
- Act as a role model and support routines for mental health such as getting adequate sleep, identifying things to be grateful for, doing a “self-check” about feelings, connecting with others, contributing to community.
- Encourage your child to be a role model at school, with friends, and in the community by being physically active and making the healthiest and safest choices possible.

Working together to support students

Mental Health

The enhanced HPE curriculum takes a comprehensive approach to learning about mental health that includes:

- the development of social-emotional learning skills across the curriculum
- knowledge and skills related to mental health literacy
- more opportunities to understand connections between physical and mental health.

This approach contributes to students' overall health and well-being, positive mental health and the ability to learn, build resilience and thrive.

Educators play an important role in teaching students about mental health and helping them develop the skills they need to be mentally healthy. However, educators are not expected to be clinicians, to diagnose or to measure students' mental health.

To support educators in planning, new expectations that have been added to the curriculum include extensive examples, sample teacher prompts and sample student responses. Also, [School Mental Health Ontario](#) has resources for educators that support professional learning. The digital curriculum platform, scheduled to be released in fall 2019, is anticipated to include links to resources to support educators.

Parents are important partners in learning about mental health. When educators, parents and those providing professional supports work together, students benefit.

Sexual Health

The Human Development and Sexual Health component of the Health and Physical Education curriculum helps students learn about healthy human physical development as they develop skills for healthy, respectful relationships.

It will not replace the role of parents in educating their children about sexual health.

Parents are the primary educators of their children and their children's first role models. It is important that schools and parents work together so that home and school provide a supportive framework for young people's education.

Curriculum Documents

The 2019 release of the [Health and Physical Education Curriculum for Grades 1 to 8](#)

The curriculum for [Health and Physical Education, Grades 9-12](#) has not changed since 2015.

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