

A PARENT'S GUIDE: THE 2015 HEALTH AND PHYSICAL EDUCATION CURRICULUM

The health and physical education (HPE) curriculum helps students learn the skills and knowledge they need to make healthy and safe choices – at home, at school, and in the community – and develop habits of healthy, active living that will enhance their physical and mental well-being for the rest of their lives.

There are **three parts** to the curriculum – **active living, movement competence,** and **healthy living, which includes sex ed.** A **fourth part, living skills,** is integrated with learning in these other areas. Learning in all parts of the curriculum helps students develop the skills and knowledge they need to:



Understand themselves and others



Think critically, make and promote healthy choices



Develop and maintain healthy relationships



Be safe, physically and emotionally



Be physically active for life and thrive

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.
- 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.

DID YOU KNOW?

- Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development. (**Centers for Disease Control and Prevention**, 1996)
- In a 2015 survey, almost 33% of Grade 5 students reported having a Facebook account, even though users have to be at least 13 years of age to legally join. (**MediaSmarts**)

Further information and additional parent materials, including guides to the **Human Development and Sexual Health (sex ed)** component of the curriculum, are available in multiple languages. Visit Ontario.ca/HPE.

WHAT WILL YOUR CHILD LEARN IN GRADE 5?

Living Skills

Through the curriculum, students learn to understand themselves, cope with challenges and change, communicate and interact with others in a healthy way, and think critically and creatively. Students learn, for example:

- to observe how physical activity makes them feel, particularly when they are experiencing stress
- to be able to say no in different ways if peers pressure them to use alcohol or tobacco

Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes activity fun. Students learn:

- to participate actively in daily physical activity (e.g., modified games such as three-goal soccer, cross-country running), and identify what helps them participate
- to understand the benefits of different activities for their heart, muscles, flexibility, and endurance as they develop and work with personal fitness plans
- to take responsibility for their safety and the safety of others, and work to minimize environmental health risks while being active outdoors (e.g., dressing for the weather, drinking enough water)

Movement Competence

Through exploration and trying a variety of activities, students develop and practise skills for moving, and build confidence in their physical abilities. Students learn:

- to move alone, with others, and with equipment in different ways (e.g., using different levels and balancing while dancing; following through towards the target when using a racquet)
- to understand the basic features of games, including the idea of fair play, rules, equipment, ways of grouping games and sports into categories, and simple ways to help them be successful

Healthy Living, including Sex Ed

Students consider connections between their health and the world around them and learn to use health information to make safe and healthy choices. Students learn about:

- the reproductive system and body changes during puberty
- emotional changes and stress related to puberty, and ways of managing stress and enhancing mental health
- the effect of a person's actions (either in person or online) on their own self-concept, the feelings of others, and their reputation
- ways of dealing with threatening situations, using safety strategies (e.g., being aware of your surroundings and of people's body language), and knowing how to get help in an emergency
- reasons why a person may drink alcohol, effects of alcohol use, and ways to respond to pressure to do things that could lead to addictions or harm (e.g., speaking clearly and strongly)
- information on food labels (including nutrition facts tables) and media influences on food choices