

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:

- Build understanding together with your child by discussing what consent means. See **Quick Facts for Parents: Learning about Healthy Relationships and Consent**
- Be aware of language related to gender identity and sexual orientation. Listen for words and phrases that are offensive and harmful (e.g., “That’s so gay”).
- 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.

DID YOU KNOW?

- Most school classrooms have one or more students who are not heterosexual. (**Sex Information and Education Council of Canada, Questions and Answers**, 2015)
- Unintentional injuries (e.g., motor vehicle accidents, falls) are the leading cause of death and hospitalization in children aged 10 to 14. (**Public Health Agency of Canada**)

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 8?

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 use organizational and time-management skills when making fitness plans
- to be aware of situations that might be dangerous and make a plan in advance for staying safe

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 a wide variety of daily physical activities (e.g., fitness circuits, walking to school, cricket) and to encourage others to participate
- to develop and monitor fitness plans and goals in order to improve both their fitness and their physical skills (e.g., agility, coordination)
- to take responsibility for their safety and the safety of others and be able to respond effectively to emergency situations

Movement Competence

By participating in a wide variety of activities, students continue to develop and practise skills for moving and build confidence in their physical abilities. Students learn:

- to be aware of and use the steps of getting ready, executing, and following through as they move in more complex ways (e.g., shifting weight to get more power when throwing against the wind; adjusting position when receiving a pass on the move)
- to understand ways in which games and sports can be grouped into categories, to use strategies that help them to be successful in different activities, and to identify ways in which learning in one activity can help when doing other activities

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:

- factors that affect a person's decisions about sexual activity, including information about delaying sexual activity, setting personal limits, contraception, safer sex, and sources for more information or help
- the pros and cons of being in a relationship (e.g., support, companionship, emotional stress of a breakup, impacts on friends) and ways of showing caring
- gender identity, gender expression, and sexual orientation and how they are connected to respect for themselves and others
- the impact of violent and other harmful behaviours, and what to do to prevent or respond to them (e.g., access help lines, student support services)
- the warning signs and consequences of substance use and related behaviours (e.g., gambling addiction)
- the impact of stress, strategies to relieve stress, and ways to care for their mental health (e.g., by being physically active)
- ways of protecting themselves and of recognizing and avoiding potentially dangerous situations
- healthy eating and the need to consider factors such as food ingredients and nutrients, preparation methods, and serving sizes when choosing what to eat and promoting healthy eating