

# Physical and Health Education

BC's Redesigned Curriculum

## ***Curriculum model***

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning.

Three elements all work together to support deeper learning.

- the Content (Know),
- Curricular Competencies (Do)
- Big Ideas (Understand)



**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><b>Physical literacy</b></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>• Describe the body's reaction to participating in physical activity in a variety of environments</li> <li>• Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate daily in physical activity at moderate to vigorous intensity levels</li> <li>• Identify opportunities to be physically active at school, at home, and in the community</li> <li>• Identify and explore a variety of foods and describe how they contribute to health</li> <li>• Identify opportunities to make choices that contribute to health and well-being</li> <li>• Identify sources of health information</li> </ul> <p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>• Identify and describe a variety of unsafe and/or uncomfortable situations</li> <li>• Develop and demonstrate respectful behaviour when participating in activities with others</li> <li>• Identify caring behaviours among classmates and within families</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>• Identify and describe practices that promote mental well-being</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>

# *Sexual Health Education Outcomes by Grade*

## Kindergarten / Grade 1

- names for parts of the body, including male and female private parts

*Could include*

*male and female private parts, arms, legs, heart, muscles*

- appropriate and inappropriate ways of being touched

*appropriate could include touches that feel welcome and safe (e.g., medical checkups, high-fives)*

*inappropriate could include touches that hurt or make us feel uncomfortable (e.g., touching of private parts)*

# *Sexual Health Education Outcomes by Grade*

## Grade 2 / Grade 3

- strategies and skills to use in potentially hazardous, unsafe, or abusive situations

*could include:*

*using a strong voice to say “no,” “stop,” “I don’t like this”, calling out for help and getting away if possible*

*telling a trusted adult until you get help,*

*not giving out personal information (e.g., to strangers, on the Internet)*

# *Sexual Health Education Outcomes by Grade*

## Grade 4 / Grade 5

- factors that influence self-identity, including body image and social media
- physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity

# *Sexual Health Education Outcomes by Grade*

## Grade 4 / Grade 5

- factors that influence self-identity, including body image and social media
- physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity

# *Sexual Health Education Outcomes by Grade*

## Grade 4 / Grade 5

- factors that influence self-identity, including body image and social media
- physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity

# *Sexual Health Education Outcomes by Grade*

## Grade 6

- physical, emotional, and social changes that occur during puberty and adolescence
- influences on individual identity, including sexual identity, gender, values, and beliefs

# *Sexual Health Education Outcomes by Grade*

## Grade 7

- practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
- influences of physical, emotional, and social changes on identities and relationships

# *Sexual Health Education Outcomes by Grade*

Grade 8, Grade 9, Grade 10

- healthy sexual decision making

Could include:

knowing and respecting personal and family values

knowing boundaries and being able to communicate them

being aware of what to do in risky situations

- potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
- influences of physical, emotional, and social changes on identities and relationships

# *Talking about Personal Space (TAPS) K and Grade 1*

*Jacqueline MacLennan and Classroom Teachers (co-teaching model)*

TAPS focuses on students' interactions with one another and aims to help students:

- Recognize a range of touches from caring and healthy, to hurtful, to problematic touching of private body parts;
- Recognize sexualized words and gestures from peers that invade their personal space;
- Develop an understanding of their own personal space and body boundaries;
- Be able to respond assertively when their personal space is being invaded;
- Know when to seek adult help and whom to tell

