

HWDSB

Parent Guide: Health and Physical Education (Interim edition)



Purpose of this Booklet

At Hamilton-Wentworth District School Board, we are committed to the health and well-being of all our students. We believe our students deserve to have the knowledge to keep themselves safe and to act with care and consideration for themselves, their peers, and all people in their communities.

This booklet has been developed to help parents, guardians and caregivers understand the difference of what is taught through Health and Physical Education through the Interim Curriculum and the previous one.



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Parent Guide: Ontario Health and Physical Education Curriculum Growth & Human Development Interim Edition

Interim Curriculum

In August 2018, The Ministry of Education directed that the 2015 Health & Physical Education Ontario Curriculum, Grades 1 to 8, be replaced with the interim curriculum, which is a re-issue and revision of the 2010 version, for September 2018.

Parents are the primary educators of their children with respect to learning about values, appropriate behaviour and ethnocultural, spiritual and personal beliefs and traditions. Parents act as significant role models for their children. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education.

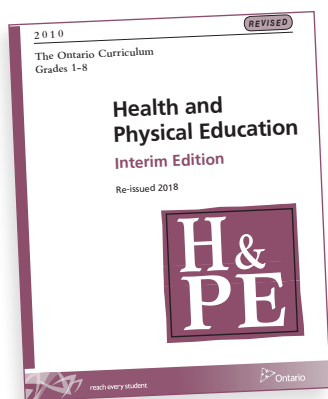
The Health and Physical Education Ontario Curriculum, Grades 9 to 12 has not been replaced.

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating the discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society

The HWDSB Approach

The Hamilton Wentworth District School Board is committed to the health and well-being of all our students. We believe our students deserve to have the knowledge to keep themselves safe and to act with care and consideration for themselves, their peers and all people in their communities.

- We will teach the revised Health and Physical Education curriculum, Interim Edition, Reissued 2018, as directed by the Ministry of Education.
- Our staff is committed to teaching the re-issued 2018 curriculum including topics such as online-safety, sexual orientation, mental health, gender identification and consent, with our continued comprehensive safety and well-being approach, in a professional and respectful manner that is both developmentally and age-appropriate.



Re-issued 2018 Curriculum

It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large.

The health and physical education curriculum promotes important educational values and goals that support the development of character. These include striving to achieve one's personal

best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and well-being. These values are reinforced in other curriculum areas, as well as by society itself.

The curriculum expectations are age-related but not age-dependent – the readiness of students to learn will depend on their individual physical and emotional development.

They should also ensure that all students – students of all cultures, abilities, genders, and sexual orientations – feel included and recognized in all activities and discussions.

Students therefore need to be aware of points of view (e.g., those of parents and students), the context (e.g., the beliefs and practices of the time and place in which a text is read or written), the background of the person interacting with the text (upbringing, friends, school and other communities, education, experiences) ...and silences in the text (e.g., voices of a person or group not heard).

Growth and Development

The Healthy Living strand in the Health and Physical Education curriculum provides students with the knowledge and skills to “develop, maintain, and enjoy healthy lifestyles, as well as to solve problems, make decisions, and set goals that are directly related to personal health and well-being.” Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. The focus of the learning in this stand is not merely on health knowledge, but rather on higher-level thinking connected to the application of skills for healthy living.

Growth and Development education is more than simply teaching young people about the anatomy and physiology of reproduction. For example, growth and development education focuses on an understanding of sexuality in its broadest context—sexual development, reproductive health, interpersonal relationships, affection, abstinence, body image, and gender roles. Acquiring information and skills and developing attitudes, beliefs, and values related to identity and relationships are lifelong processes.

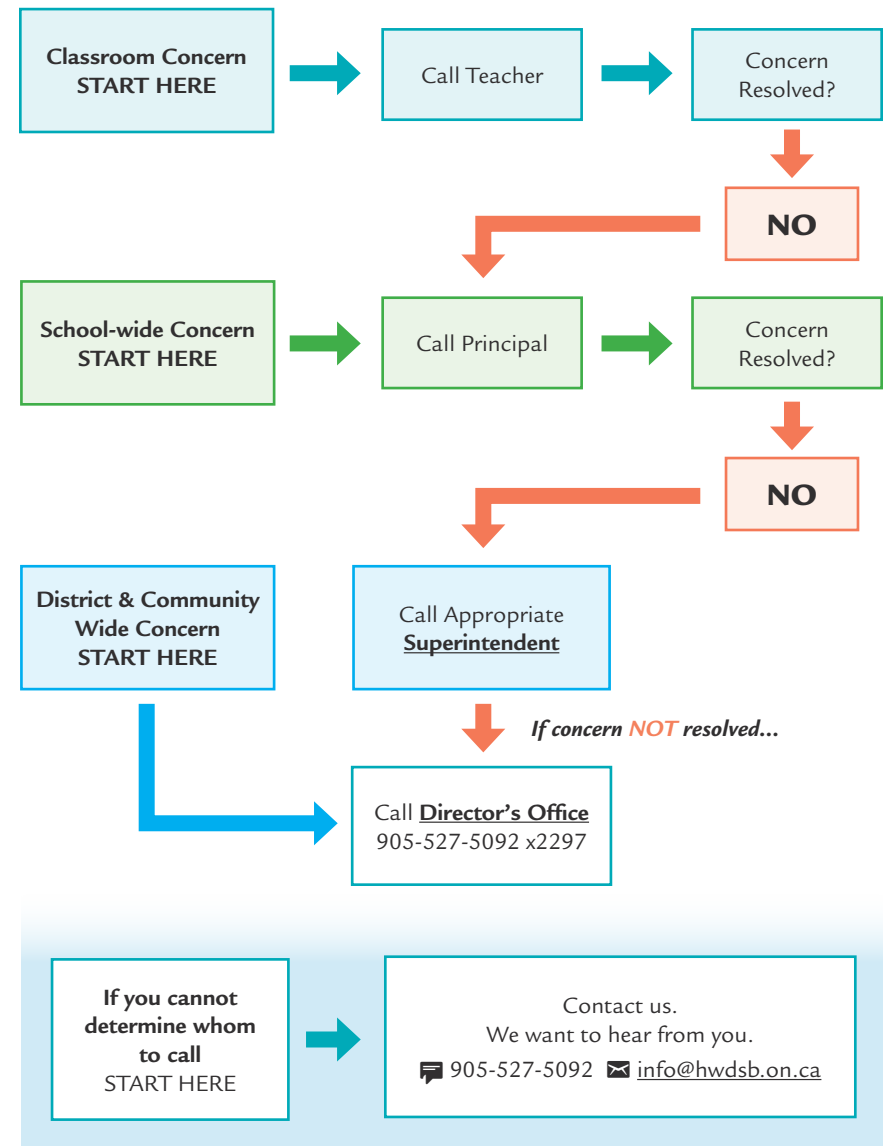
Parents and guardians are the primary educators of their children. As children grow and develop relationships with family members and others, they learn about appropriate behaviours and values, as well as about sexuality. They are influenced by parents, friends, relatives, religious leaders, teachers, and neighbours, as well as by television, radio, videos, movies, books, advertisements, music, and newspapers. School-based programs add another important dimension to a child's ongoing learning about sexuality.

The overall and specific expectations in this strand are age-appropriate and should be addressed with sensitivity and respect for individual differences. Because of the sensitive nature of these topics, parents or guardians, as always should be informed about the content of the curriculum and time of delivery. Teachers and learners must develop a comfort level with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect. The “healthy sexuality” expectations should be addressed only after teachers have developed rapport with their students.

Notifying Families of Health Topics being Taught

As in previous years, families will be notified when the Growth and Development components of the curriculum will be addressed. This communication will come from the school approximately two weeks before the subject matter is taught. In keeping with our commitment to effective communication and building strong relationships, we encourage families to contact the classroom teacher with questions or concerns. Our Addressing Concerns at HWDSB chart provides more direction on who to speak to and when.

Addressing Concerns @HWDSB



Your Trustee can guide you through this process.

Find your Trustee and/or Superintendent by calling the Officer of Trustee Services at 905-527-5092 x2279, or go online to your school’s website:
www.hwdsb.on.ca/yourschoolname/contact





Grade 1 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health	Interim 2018 Growth and Development (1998)
<p>Identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology</p> <p>Identify the five senses and describe how each functions (e.g., sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell)</p> <p>Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes)</p>	<p>OVERALL EXPECTATION By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things. <p>SPECIFIC EXPECTATIONS By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> describe simple life cycles of plants and animals, including humans; recognize that rest, food, and exercise affect growth; identify the major parts of the body by their proper names

*Italic text in grey indicates the material removed from curriculum.

Grade 2 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health	Interim 2018 Growth and Development (1998)
<p>Outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life</p> <p>Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (<i>e.g., brushing, flossing, going to the dentist regularly for a checkup</i>)</p>	<p>OVERALL EXPECTATION By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> ▪ describe parts of the human body, the functions of these parts, and behaviours that contribute to good health. <p>SPECIFIC EXPECTATIONS By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> ▪ distinguish the similarities and differences between themselves and others (<i>e.g., in terms of body size or gender</i>); ▪ describe how germs are transmitted and how this relates to personal hygiene (<i>e.g., using tissues, washing hands before eating</i>); ▪ identify the five senses and describe how each functions.

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Grade 3 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health	Interim 2018 Growth and Development (1998)
<p>Identify the characteristics of healthy relationships (<i>e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming challenges (<i>e.g., bullying, exclusion, peer pressure, abuse</i>) in a relationship</p> <p>Identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>) and/or emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>)</p> <p>Describe how visible differences (<i>e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others</p>	<p>OVERALL EXPECTATIONS By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> ▪ describe the relationship among healthy eating practices, healthy active living, and healthy bodies; ▪ outline characteristics in the development and growth of humans from birth to childhood. <p>SPECIFIC EXPECTATIONS By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> ▪ outline the basic human and animal reproductive processes (<i>e.g., the union of egg and sperm</i>); ▪ describe basic changes in growth and development from birth to childhood (<i>e.g., changes to teeth, hair, feet, and height</i>).

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Grade 4 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health	Interim 2018 Growth and Development (1998)
<p>Describe the physical changes that occur in males and females at puberty (<i>e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes</p> <p>Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (<i>e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral healthcare, and care of prosthetic devices and residual limbs</i>)</p>	<p>OVERALL EXPECTATIONS</p> <p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> ▪ explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size; ▪ identify the physical, interpersonal, and emotional aspects of healthy human beings. <p>SPECIFIC EXPECTATIONS</p> <p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> ▪ describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage; ▪ identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication); ▪ identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends

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Grade 5 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health	Interim 2018 Growth and Development (1998)
<p>Identify the parts of the reproductive system, and describe how the body changes during puberty</p> <p>Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</p> <p>Describe emotional and interpersonal stresses related to puberty (<i>e.g., question about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (<i>e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders</i>)</p>	<p>OVERALL EXPECTATION</p> <p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> ▪ describe physical, emotional, and interpersonal changes associated with puberty <p>SPECIFIC EXPECTATIONS</p> <p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> ▪ identify strategies to deal positively with stress and pressures that result from relationships with family and friends; ▪ identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers; ▪ describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape); ▪ describe the processes of menstruation and spermatogenesis; ▪ describe the increasing importance of personal hygiene following puberty.

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Grade 6 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health	Interim 2018 Growth and Development (1998)
<p>Identify factors that affect the development of a person’s self-concept (<i>e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities</i>)</p> <p>Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (<i>e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes</i>)</p> <p>Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (<i>e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings</i>)</p> <p>Assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes</p>	<p>OVERALL EXPECTATION By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> ▪ describe physical, emotional, and interpersonal changes associated with puberty <p>SPECIFIC EXPECTATIONS By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> ▪ identify strategies to deal positively with stress and pressures that result from relationships with family and friends; ▪ identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers; ▪ describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape); ▪ describe the processes of menstruation and spermatogenesis; ▪ describe the increasing importance of personal hygiene following puberty.

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Grade 7 Curriculum COMPARISON CHART

2015 Human Development and Sexual Health		Interim 2018 Growth and Development (1998)
<p>Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship</p> <p>Identify common sexually transmitted infections (STIs), and describe their symptoms</p> <p>Identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active</p> <p>Demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (<i>e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings</i>)</p> <p>Explain how relationships with others (<i>e.g., family, peers</i>) and sexual health may be affected by the physical and emotional changes associated with puberty (<i>e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact</i>)</p>		<p>OVERALL EXPECTATION By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> ▪ describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex). <p>SPECIFIC EXPECTATIONS By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> ▪ explain the male and female reproductive systems as they relate to fertilization; ▪ distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization; ▪ identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them; ▪ use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations; ▪ explain the term abstinence as it applies to healthy sexuality; ▪ identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors). <p><i>*Italic text in grey indicates the material removed from curriculum.</i></p>

Grade 8 Curriculum COMPARISON CHART

<p>2015 Human Development and Sexual Health</p>	<p>Interim 2018 Growth and Development (1998)</p>
<p>Identify and explain factors that can affect an individual’s decisions about sexual activity (<i>e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages</i>), and identify sources of support regarding sexual health (<i>e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website</i>)</p> <p>Demonstrate an understanding of gender identity (<i>e.g., male, female, two-spirited, transgender, transsexual, intersex</i>), gender expression, and sexual orientation (<i>e.g., heterosexual, gay, lesbian, bisexual</i>), and identify factors that can help individuals of all identities and orientations develop a positive self-concept</p> <p>Demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (<i>e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills</i>)</p> <p>Analyse the attractions and benefits associated with being in a relationship (<i>e.g., support, understanding, camaraderie, pleasure</i>), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (<i>e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence</i>)</p>	<p>OVERALL EXPECTATIONS By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> ▪ identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (<i>e.g., respect for life, ethical questions in relationships, contraception</i>); ▪ identify local support groups and community organizations (<i>e.g., public health offices</i>) that provide information or services related to health and well-being; ▪ apply living skills (<i>e.g., decision-making, problem-solving, and refusal skills</i>) to respond to matters related to sexuality, drug use, and healthy eating habits. <p>SPECIFIC EXPECTATIONS By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> ▪ explain the importance of abstinence as a positive choice for adolescents; ▪ identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS; ▪ identify methods used to prevent pregnancy; ▪ apply living skills (<i>e.g., decision-making, assertiveness, and refusal skills</i>) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs; ▪ identify sources of support (<i>e.g., parents/guardians, doctors</i>) related to healthy sexuality issues. <p><i>*Italic text in grey indicates the material removed from curriculum.</i></p>

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