

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:

- Talk with your child about when to try to solve problems alone and when to seek help from a parent or trusted adult. See [Quick Facts for Parents: Learning about Mental Health](#)
- Help your child recognize what stereotyping, prejudice, and discrimination can look like.
- Try a new physical activity as a family, such as badminton or exploring a new hiking trail.

DID YOU KNOW?

- 18.5% of students in Grades 7 through 12 have reported being offered, sold, or given a drug at school. Preparing students with knowledge about drugs or other substance use beforehand can help students make informed choices about avoiding drug use. ([Centre for Addiction and Mental Health, Ontario Student Drug Use and Health Survey](#), 2013)
- 70% of mental health problems have their onset during childhood or adolescence. ([Centre for Addiction and Mental Health](#), 2015)
- Since children and youth spend more than six hours a day and more than 190 days a year in school, what happens at school can have a significant influence on a student's well-being. Schools can be key players in promoting the mental health, resilience, and overall healthy development of students. ([Supporting Minds](#), 2013)

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 6?

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 respect and encourage acceptance of everyone in group activities
- to understand how body image may affect a person's self-concept

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., traditional/cultural dance, orienteering) 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 understand ways of treating minor injuries (e.g., cleaning cuts)

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 in control alone, with others, and with equipment (e.g., moving smoothly when changing positions in yoga, hitting a ball harder in beep baseball to make it go farther)
- 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:

- factors that affect how a person develops their self-concept, an understanding of themselves
- making decisions that show respect for themselves and others in relationships
- the impacts on people's feelings of physical, social, and emotional changes during adolescence and of stereotyping, and how knowledge of these impacts can be used to build respect for themselves and others
- factors that may encourage people to use drugs such as alcohol, tobacco, and cannabis (e.g., curiosity, peer pressure), the effects of drugs and other harmful substances, and ways of getting help to deal with addictions
- staying safe when caring for themselves and others (e.g., thinking about a safe time and place to walk a dog)
- factors that influence eating habits and food choices and ways of using this information to plan and promote healthy eating and active living