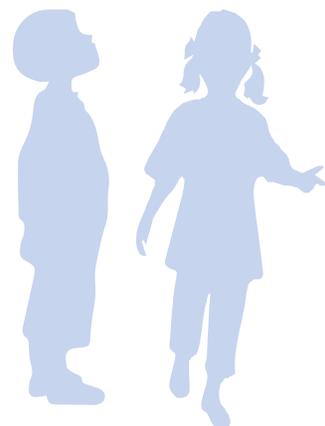




The Ontario Curriculum **Grades 1 to 3**

HEALTH AND PHYSICAL EDUCATION, 2019

Curriculum Comparison and Gap Analysis
(Educators Guide)



Revised Ontario Health and Physical Education Curriculum (2019)



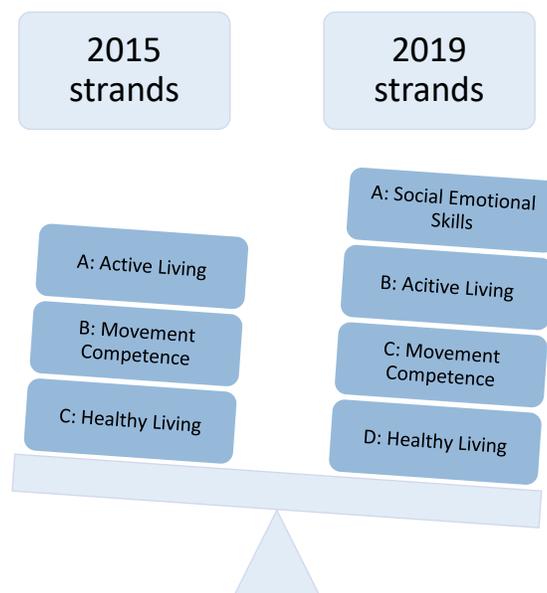
The new Ontario elementary Health and Physical Education Curriculum (2019) has been posted on the Ministry of Education's website. It follows the standard format of all Ministry curriculum documents, with front matter outlining the principles and foundations for health and physical education for grades 1 to 8. The specific learning expectations are found in the second half of the document.

The 2015 curriculum had 3 curriculum strands:

- A: Active Living
 - B: Movement Competence: Skills, Concepts and Strategies
 - C: Healthy Living, which was subdivided into four sections: Healthy Eating; Personal Safety and Injury Prevention; Substance Use, Addictions, and Related Behaviours; Human Development and Sexual Health.
- "Living Skills"; learning related to these skills addressed across the three strands

The 2019 curriculum has 4 strands:

- Strand A: Social Emotional Learning Skills
- Strand B: Active Living
- Strand C: Movement Competence: Skills, Concepts and Strategies
- Strand D: Healthy Living (with one more expectation related to Family Life)



What does this mean to the teacher?

- a newly introduced subtopic, Mental Health, within the Healthy Living strand, explicitly addressing specific learning expectations in every grade
- more emphasis on consent, beginning in Grade 1
- updated information on cannabis and Canada's Food Guide
- new information on vaping and concussions
- new language on STIs – now referred to as “STBBI” (sexually transmitted and blood borne infections)
- one additional “sex ed” expectation in grade 2 (already addressed in **Fully Alive**)

What about the “sex-ed” curriculum?

- A total of 28 specific learning expectations that address Human Development and Sexual Health
- Content of the expectations remains essentially the same as the 2015 curriculum. Some of the examples, teachers prompts, and possible student questions posed in the 2015 HPE curriculum have been revised.
- The expectations that cover the topic of Human Development and Sexual Health have always been taught within our Family Life program, **Fully Alive**, and will continue to be addressed within that context. Other “health” expectations are addressed separately, as part of HPE program.
- **Fully Alive** is intended to pass on a distinctively Catholic view of human life, sexuality, marriage and family. It has been developed under the auspices of the Assembly of Catholic Bishops of Ontario.
- **Fully Alive** has its own teacher prompts and examples that Catholic teachers use. The teacher guides were revised in 2015. All of the revisions made at that time are aligned with the 2019 HPE curriculum, and continue to be appropriate for use by the classroom teacher.
- Theme 3: Created Sexual of the **Fully Alive** program is typically taught later in the year. The Institute for Catholic Education (ICE) will coordinate the development of some supplementary materials and resources, which will be available by January, 2020.

Ontario Catholic schools should continue to address Family Life education using the **Fully Alive** program. **Teachers in Catholic schools should continue to use the teaching material from Fully Alive to meet the Healthy Living expectations that relate to human development and sexual health. All of the updates to the Fully Alive teacher guides, developed by ICE and approved by the ACBO for use in Catholic schools in 2015, continue to be aligned with new curriculum expectations, and should continue to be used.**

While specific learning expectations remain essentially the same (minor changes in wording, expectations re-numbered, one expectation shifted by one grade level), some additional teacher resources for Family Life education will be helpful to assist teachers in implementing additional expectations.

There will be some minor modifications made to the teacher's resource material to address the changes. As noted above, a mental health focus, with specific expectations, has been

included at each grade level. The overarching focus is on building mental health and resilience; this begins with appropriate care of self in order to be able to serve others. While these important expectations can and should be addressed across multiple subject areas, there is rich potential for this to be integrated as part of the Religion and Family Life program, to supplement additional resources that may be developed locally, or in conjunction with School Mental Health Ontario (SMHO). ICE will undertake the development of these supplementary resources and will provide to school boards, through the office of Director of Education

The Ministry of Education has introduced an explicit expectation that school boards establish procedures to ensure that parents are informed in advance of learning expectations related to Human Development and Sexual Health, and that parents can choose to have their child or children exempted from instruction. Recognizing that parents are the primary educators of their children in all areas of faith and morals, including sexuality, the **Fully Alive** program letters to parents already provide comprehensive communication between school and home detailing the content of the program. Parents have always had the right to remove their child from the program if they believe it is in the child's best interests, and they accept the responsibility of providing an education in sexuality at home.

For classroom teachers, communication with the home regarding the timing and content of the Family Life program takes on heightened importance. There will be further information provided in this regard, including whether any revisions are necessary to the Family Life letters that have traditionally been used to encourage communication between home and school.

What are the specific changes to the sex-ed curriculum that impact the teacher?

KEY TO CHANGES

[Minor wording/phrase changes]

[Deleted words or phrases]

[New terminology]

Strand D. OVERALL EXPECTATIONS – same in every grade

- D1. demonstrate an understanding of factors that contribute to healthy development;
- D2. demonstrate the ability to apply **health knowledge and social-emotional learning** skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
GRADE 1		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
Expectations unchanged		
<p>C1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology [PS]</p>	<p>Theme 3: Topic 5, "God's Wonderful Creation"</p>	<p>D1.3 using correct terminology and body positive language, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology [A1.5 Self]</p>
<p>C1.4 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) [PS]</p>	<p>Theme 1: Topic 1, "Creation Is a Gift from God"</p> <p>* Theme 3: Topic 1, "A Special Love"</p> <p>* Theme 3, Topic 4, "A Gift from God"</p>	<p>D1.4 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>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p>C2.5 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) [PS]</p>	<p>* Theme 3: Topic 3, "Before You Were Born"</p>	<p>D2.5 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>
GRADE 2		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
ONE new expectation; other expectations have minor revisions		
<p>C1.4 outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related bodily changes, and identify factors that are important for healthy growth and living throughout life [PS]</p>	<p>Theme 1: Topic 2, "We are Growing" * Theme 3: Topic 2, "How Life Begins" Theme 3: Topic 3, "A Special Home" * Theme 3, Topic 5, "The Gift of Bodies"</p>	<p>D1.4 outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social and environmental factors that are important for healthy growth and living throughout life [A1.5 Self)</p>
<p>C2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health</p>	<p>* Theme 3: Topic 2, "How Life Begins"</p>	<p>D2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<i>(e.g., brushing, flossing, going to the dentist regularly for a checkup) [PS]</i>		<i>dentist regularly for a checkup) [A1.3 Motivation, 1.5 Self]</i>
		NEW
	Theme 1: Topic 2, "We are Growing"	D1.5 demonstrate the ability to identify and appreciate aspects of their bodies and describe what they can do to ensure that they will continue to appreciate them as they grow and change [A1.3 Motivation, 1.5 Self]
C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations <i>(e.g., speaking confidently; stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) [PS, IS]</i>	Theme 3: Topic 5, "The Gift of Bodies"	D2.3 explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety <i>(e.g., speaking confidently; stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitive behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]</i>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
GRADE 3		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
Expectations have minor revisions		
<p>C1.3 identify the characteristics of healthy relationships (e.g., <i>accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming challenges (e.g., <i>bullying, exclusion, peer pressure, abuse</i>) in a relationship [IS]</p>	<p>Theme 1: Topic 1, "God Knows My Name"</p> <p>Theme 1, Topic 2, "Different and Alike"</p> <p>Theme 1: Topic 3, "All Kinds of Feelings"</p> <p>Theme 2: Topic 2, "Family Love is Open"</p> <p>Theme 2: Topic 5, "Wat is a Friend?"</p> <p>Theme 2: Topic 6, "Being Part of the Group"</p>	<p>D1.4 identify the characteristics of healthy relationships (e.g., <i>accepting differences, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (e.g., <i>exclusion, peer pressure, abuse</i>) and communicating consent in their interactions with others. [1.1 Emotions, 1.2 Coping, 1.4 Relationships]</p>
<p>C1.4 identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>) and/or emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>) [PS]</p>	<p>Theme 2: Topic 5, "What is a Friend?"</p> <p>Theme 3: Topic 3, "Our First Home"</p> <p>Theme 3: Topic 5, "We Grow and Change"</p>	<p>D1.5 identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>), social-emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
		<i>(e.g., acknowledgement and acceptance, affirming, respecting, honouring)</i> [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]
<p>C3.3 describe how visible differences (e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs; gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [PS, IS]</p>	<p>Theme 1: Topic 1, "God Knows My Name"</p> <p>Theme 1, Topic 2, "Different and Alike"</p> <p>Theme 5: Topic 1, "The "World is Full of Wonderful People"</p>	<p>D3.3 describe how visible differences (e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, <i>mental illness</i>, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.2 Coping, 1.5 Relationships]</p>

* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2015 Health and Physical Education Curriculum Policy Document.

The Institute for Catholic Education will develop some additional resources to support the changes in the sexual health and mental health expectations. It is anticipated that they should be ready by January, 2020. Theme 3 of the Fully Alive program is typically taught in the Spring of the school year.