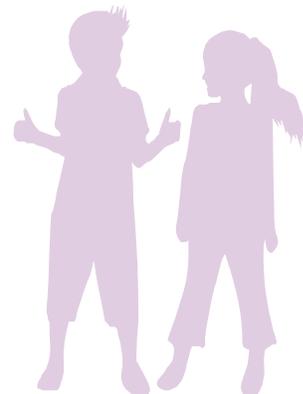




The Ontario Curriculum **Grades 4 to 6**

HEALTH AND PHYSICAL EDUCATION, 2019

Curriculum Comparison and Gap Analysis
(Educators Guide)



Revised Ontario Health and Physical Education Curriculum (2019)

GRADES 4 - 6

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 4		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
One expectation has a minor revision		
<p>C1.5 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 [PS]</p>	<p>* Theme 3: Topic 6, "Thinking About Growing Up"</p>	<p>D1.5 describe the physical changes that occur 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 [A1.1. Emotions, 1.2 Coping, 1.4 Relationships]</p>
<p>C2.4 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 health care, and care of prosthetic devices and residual limbs</i>) [PS]</p>	<p>* Theme 3: Topic 6, "Thinking About Growing Up"</p>	<p>D2.4 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 health care, and care of prosthetic devices and residual limbs</i>) [A1.5 Self]</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
GRADE 5		
Human Development and Sexual Health		Healthy Living
ONE new expectation; other expectations have minor revisions		
C1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [PS]	Theme 3: Topic 1, "We are Wonderfully Made" Theme 3: Topic 2, "The Body System That Gives Life" Theme 3, Topic 4, "Puberty Begins"	D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]
C1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development	Theme 3: Topic 3, "Human Fertility"	D1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development
C2.4 describe emotional and interpersonal stresses related to puberty (<i>e.g., questions 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</i>	Theme 3: Topic 5, "Growing Up" * Theme 3: Topic 6, "Growing Up Resilient"	D2.5 describe emotional and interpersonal stresses related to puberty (<i>e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), recognize signs that could indicate mental health concerns , and identify strategies that they can apply to manage stress, build resilience, keep

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p><i>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) [PS]</i></p> <p>what is causing those feelings and what you can do about them."</p>		<p>open communication with family members, and enhance their mental health and emotional well-being (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) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]</p>
		NEW
<p>From the Grade 6</p> <p>C1.3 identify factors that affect the development of a person's self-concept (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)</p>	<p>Theme 1: Topic 1, "A Life-Giving Love"</p> <p>Theme 2: Topic 5, "The Growth of Friendship"</p> <p>Theme 3, Topic 1, "Learning About Sexuality"</p> <p>Theme 5: Topic 1, "We Are Social Beings"</p> <p>(Supplementary resources for Grade 5 teachers will be developed and distributed by ICE)</p>	<p>D2.4 identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
		personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self]
GRADE 6		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
Expectations have minor revisions; one LESS expectation		
<p>C1.3 identify factors that affect the development of a person's self-concept (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)</p>	<p>Theme 1: Topic 1, "A Life-Giving Love"</p> <p>Theme 2: Topic 5, "The Growth of Friendship"</p> <p>Theme 3, Topic 1, "Learning About Sexuality"</p> <p>Theme 5: Topic 1, "We Are Social Beings"</p>	<p>D 1.3 demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g. leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image.</p>
<p>C2.5 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 (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)</p>	<p>Theme 3: Topic 5, "Many Changes"</p>	<p>D2.5 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 (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,</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<i>with boys or girls, confusion and questions about changes) [PS]</i>		<i>confusion and questions about changes) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]</i>
<p>C2.6 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>) [IS, CT]</p>	<p>* Theme 2, Topic 5, “The Growth of Friendship”</p> <p>Theme 5, Topic 1, “We Are Social Beings”</p> <p>* Theme 5, Topic 1B, “Making Good Decisions”</p>	<p>D2.6 make informed decisions that demonstrate respect for themselves and others, <i>as well as an understanding of the concept of consent</i>, to help build healthier relationships, using a variety of <i>social-emotional</i> learning skills (<i>e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four-colour or seven-grandfather teachings, or other cultural teachings</i>) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]</p>
<p>C3.3 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</p>	<p>* Theme 5, Topic 2, “Values and Virtues”</p>	<p>D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]		appropriate ways of responding to and changing harmful assumptions and stereotypes <i>that can lead to destructive social attitudes including homophobia and racism</i> [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]
GRADE 7		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
Expectations have minor revisions; change in terminology of STBBIs		
<p>C1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., <i>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</p>	<p>Theme 1 Virtue: Patience Theme 3 Virtue: Modesty Theme 1: Topic 5, "To Be a Person" * Theme 2: Topic 1, "Analyzing Relationship" Theme 2: Topic 2, "Relationships and Communication" Theme 3: Topic 1, "Understanding Sexuality" * Theme 3: Topic 3, "Stewards of the Body"</p>	<p>D1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., <i>choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept of consent, <i>the legal age of consent</i>, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
about sexual activity in the relationship	* Theme 3: Topic 4, "Attraction and Feelings" * Theme 3: Topic 5, "Relationships and Respect"	healthy relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]
C1.4 identify common sexually transmitted infections (STIs), and describe their symptoms	* Theme 3: Topic 3, "Stewards of the Body"	D1.4 identify common sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms
C1.5 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	* Theme 3: Topic 3, "Stewards of the Body"	D1.5 identify ways of preventing STBBIs , including HIV, and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently if and when a person becomes sexually active [A1.2 Coping, 1.4 Relationships, 1.5 Self]
C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., <i>sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social</i>	Theme 1: Topic 3, "Emotions" * Theme 2: Topic 1, "Analyzing Relationships" * Theme 3: Topic 5, "Relationships and Respect" Theme 4: Topic 2, "Decision Makers"	D2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., <i>sexually transmitted and blood-borne infections [STBBIs], possible contraceptive side effects, pregnancy, protective value of</i>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<i>labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings) [PS]</i>		<i>vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]</i>
C3.3 explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (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) [IS, CT]	Theme 2, Topic 6, "Friendship Challenges" * Theme 3: Topic 2, "The Human Body" * Theme 3: Topic 4, "Attraction and Feelings" Theme 4: Topic 1, "Developing People"	D3.3 explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STBBIs and/or pregnancy with sexual contact) [A1.1 Emotions, 1.4 Relationships]
GRADE 8		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
Expectations have minor revisions; change in terminology		
C1.4 identify and explain factors that can affect an individual's decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and	Theme 1: Topic 4, "The Mind: Acting Freely" Theme 1: Topic 5, "Character" Theme 2: Topic 2, "Roots"	D1.4 identify and explain factors that can affect an individual's decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p><i>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), and identify sources of support regarding sexual health (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) [PS]</i></p>	<ul style="list-style-type: none"> * Theme 3: Topic 1, "The Gift of Sexuality" * Theme 3: Topic 2, "Male and Female: In Relationship" * Theme Three Virtue: Chastity * Theme 3: Topic 3, "Growth and Change" * Theme 3: Topic 4, "Young People: In Relationship" * Theme 3: Topic 5, "The Gift of Fertility" 	<p><i>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 sexually transmitted and blood-borne infections [STBBIs]; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (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) [A1.1 Emotions, 1.2 Coping, 1.5 Self]</i></p>
<p>C1.5 demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay,</p>	<p>Theme 1: Topic 1, "The Wonder of Creation"</p> <ul style="list-style-type: none"> * Theme 3: Topic 1, "The Gift of Sexuality" 	<p>D1.5 demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual,</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p><i>lesbian, bisexual</i>), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]</p>	<p>* Theme 3: Topic 3, "Growth and Change"</p>	<p><i>gay, lesbian, bisexual</i>), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [A1.2 Coping, 1.5 Self]</p>
<p>C2.4 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 (e.g., self-knowledge; <i>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>) [IS, CT]</p>	<p>Theme 1: Topic 4, "The Mind, Acting Freely" Theme 1: Topic 5, "Character" * Theme 3: Topic 1, "The Gift of Sexuality" * Theme Three Virtue: Chasity * Theme 3: Topic 3, "Growth and Change" * Theme 3: Topic 4, "Young People In Relationship" * Theme 3: Topic 5, "The Gift of Fertility"</p>	<p>D2.3 demonstrate an understanding of abstinence, contraception and condom use to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills they need to apply (e.g. <i>self-awareness, communication, assertiveness, and refusal skills</i>), in order to make safe and healthy decisions about sexual activity (e.g., <i>delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex</i>) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]</p>
<p>C3.3 analyse the attractions and benefits associated with being in a relationship (e.g., <i>support, understanding, camaraderie, pleasure</i>), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual</p>	<p>Theme 2: Topic 1, "Building Bridges" Theme 2: Topic 4, "Friendship" * Theme 3: Topic2, "Male and Female: In Relationship"</p>	<p>D3.3 analyse the attractions and benefits associated with being in a healthy relationship (e.g., <i>support, understanding, camaraderie, pleasure</i>), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
intimacy (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) [IS, CT]	*Theme 3: Topic 4, "Young People In Relationship" Theme 3: Topic 6, "True Love"	different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBBIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

* 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.