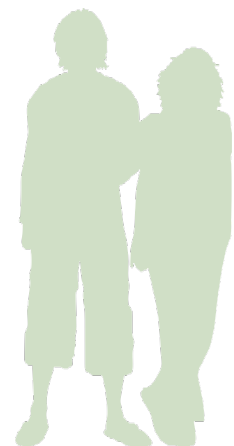




The Ontario Curriculum **Grades 7 and 8**

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 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 about sexual activity in the relationship</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" * Theme 3: Topic 4, "Attraction and Feelings" * Theme 3: Topic 5, "Relationships and Respect"</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, the legal age 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 a healthy relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]</p>
<p>C1.4 identify common sexually transmitted infections (STIs), and describe their symptoms</p>	<p>* Theme 3: Topic 3, "Stewards of the Body"</p>	<p>D1.4 identify common sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p>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</p>	<p>* Theme 3: Topic 3, "Stewards of the Body"</p>	<p>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]</p>
<p>C2.4 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>) [PS]</p>	<p>Theme 1: Topic 3, "Emotions" * Theme 2: Topic 1, "Analyzing Relationships" * Theme 3: Topic 5, "Relationships and Respect" Theme 4: Topic 2, "Decision Makers"</p>	<p>D2.4 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 and blood-borne infections [STBBIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings</i>) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]</p>
<p>C3.3 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</p>	<p>Theme 2, Topic 6, "Friendship Challenges"</p>	<p>D3.3 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</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p>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]</p>	<p>* Theme 3: Topic 2, "The Human Body" * Theme 3: Topic 4, "Attraction and Feelings" Theme 4: Topic 1, "Developing People"</p>	<p>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]</p>
GRADE 8		
Healthy Living: Human Development and Sexual Health		Healthy Living: Human Development and Sexual Health
Expectations have minor revisions; change in terminology		
<p>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 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</p>	<p>Theme 1: Topic 4, "The Mind: Acting Freely" Theme 1: Topic 5, "Character" Theme 2: Topic 2, "Roots" * 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"</p>	<p>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 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</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p>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]</p>	<p>* Theme 3: Topic 4, "Young People: In Relationship"</p> <p>* Theme 3: Topic 5, "The Gift of Fertility"</p>	<p>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]</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, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]</p>	<p>Theme 1: Topic 1, "The Wonder of Creation"</p> <p>* Theme 3: Topic 1, "The Gift of Sexuality"</p> <p>* Theme 3: Topic 3, "Growth and Change"</p>	<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, gay, lesbian, bisexual), 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</p>	<p>Theme 1: Topic 4, "The Mind, Acting Freely"</p> <p>Theme 1: Topic 5, "Character"</p> <p>* Theme 3: Topic 1, "The Gift of Sexuality"</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. self-awareness,</p>

2015 HPE Curriculum	Fully Alive	2019 HPE Curriculum
<p>need to use in order to make safe and healthy decisions about sexual activity (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) [IS, CT]</p>	<ul style="list-style-type: none"> * 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><i>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 intimacy (e.g., <i>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>) [IS, CT]</p>	<p>Theme 2: Topic 1, "Building Bridges"</p> <p>Theme 2: Topic 4, "Friendship"</p> <ul style="list-style-type: none"> * Theme 3: Topic2, "Male and Female: In Relationship" *Theme 3: Topic 4, "Young People In Relationship" <p>Theme 3: Topic 6, "True Love"</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 different degrees of sexual intimacy (e.g., <i>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</i>) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]</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.