

## 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:

- Check the fit of your child's helmet for activities like cycling, skating, and tobogganing.
- Be a role model for respect and inclusion by learning together about other cultures, religions, and family structures.
- Help your child think ahead about how their actions will make others feel.

### DID YOU KNOW?

- Youth prosper and succeed in caring environments where they feel welcome, respected, and safe. Students who feel connected to teachers, to other students, and to the school itself are more engaged in their learning. (**Early School Leavers report, Hospital for Sick Children**, 2005)
- Children learn at a young age to understand that others can have different perspectives than their own (for example, they can hold different beliefs and have different desires). (**Stepping Stones: A Resource on Youth Development**, 2012)

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](http://Ontario.ca/HPE).

## WHAT WILL YOUR CHILD LEARN IN GRADE 3?

### 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 identify what makes a person unique
- to try new things with an “I can do it” attitude

### Active Living

Through active participation, students build a foundation for lifelong healthy active living while learning what makes activity fun. Students learn:

- to make physical activity (e.g., using hula hoops, climbing on playground equipment) an important part of their everyday lives
- to understand the benefits of daily physical activity, be aware of their level of activity, and develop personal physical activity goals
- to take responsibility for their safety and the safety of others and take appropriate steps to respond to accidents or injuries

### Movement Competence

Through exploration and play, students develop and practise skills for moving, and build confidence in their physical abilities. Students learn:

- to move safely in a variety of ways with an awareness of themselves, others, and the space around them; balance, jump and land in different ways; send and receive (e.g., throw, kick, catch, stop, block) a variety of objects in different ways (e.g., at different distances, different levels, with different body parts)
- to understand the basic features of games, including the idea of fair play, rules, equipment, 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:

- healthy relationships and things that affect their physical and emotional development, including understanding and respecting things that are the same and different about each other (e.g., skills and talents; body shape and size; religious beliefs and ethnic/cultural backgrounds; types of families, including those with same sex parents)
- the difference between real and fake violence (e.g., violence in video games) and the impact of both
- behaviours that could lead to addictions (e.g., too much screen time)
- strategies for staying safe at home, in the community, outdoors, and online
- the food they eat, including the origins and nutritional value of different foods and the effect of their food choices on their dental and overall health and on the environment (e.g., comparing the nutritional value and environmental impact of a raw apple and canned apple sauce)
- local and cultural foods