

## BIG IDEAS

Active play helps us develop movement skills and physical literacy.

Knowing how our body works helps us take care of it.

Good health comprises physical, mental, and emotional well-being.

Informed decisions and choices can lead to healthy outcomes.

Becoming aware of who we are helps us develop a positive identity.

Caring behaviours build healthy relationships.

## Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice</li> <li>Develop and apply a variety of fundamental movement skills while controlling their body in space and in relation to others, including: <ul style="list-style-type: none"> <li>Locomotor skills (walking, running, jumping)</li> <li>Non-locomotor skills (stretching, pulling, pushing)</li> <li>Manipulative skills (carrying an object, two-handed throwing)</li> </ul> </li> <li>Participate safely in a variety of activities by following rules and guidelines</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>Identify opportunities to make choices, including food choices and physical activities</li> <li>Evaluate the outcome of different choices</li> <li>Describe ways to respond to a variety of unsafe and/or uncomfortable situations in the home, at school, or in the community</li> </ul> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Identify personal skills, interests, and preferences</li> <li>Demonstrate appropriate ways to express feelings and opinions</li> <li>Demonstrate respectful behaviour when participating in activities with others</li> <li>Describe and demonstrate strategies to deal with interpersonal conflict and inappropriate behaviours</li> </ul>	<p><i>Students will know and understand the following concepts and content.</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills in a variety of activities and in different environments</li> <li>the names and functions of the parts of the body</li> <li>relationships between food and nutrition</li> <li>practices that promote wellness and contribute to health, including those relating to illness prevention</li> <li>causes and effects of emotions</li> <li>safe and unsafe substances</li> <li>inappropriate and appropriate ways of being touched</li> <li>hazards and potentially dangerous situations</li> <li>sources of support and assistance in different situations</li> <li>caring behaviours in groups and families</li> </ul> <p><b>Note:</b> Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>

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<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice</li> <li>Develop and apply a variety of fundamental movement skills while controlling their body in space and in relation to others, including:             <ul style="list-style-type: none"> <li>Locomotor skills (skipping, sliding)</li> <li>Non-locomotor skills (stretching)</li> <li>Manipulative skills (kicking an object, two-handed catch)</li> </ul> </li> <li>Participate safely in a variety of activities by following rules and guidelines</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>Identify reasons for setting goals</li> <li>Describe the benefits of physical activity, healthy eating, and other practices that contribute to health</li> <li>Describe ways to respond to a variety of unsafe and/or uncomfortable situations in the home, at school, or in the community</li> </ul> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Describe personal skills, interests, and preferences</li> <li>Demonstrate appropriate ways to express feelings and opinions</li> <li>Describe and demonstrate cooperative behaviours in group activities</li> <li>Describe and demonstrate strategies to deal with interpersonal conflict and inappropriate behaviours</li> </ul>	<p><i>Students will know and understand the following concepts and content.</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills in a variety of activities and in different environments</li> <li>the parts of the body that work together during activity</li> <li>healthy eating and food groups</li> <li>practices that promote wellness and help prevent the spread of communicable illnesses</li> <li>impact of emotions on personal reactions</li> <li>safe and unsafe substances</li> <li>appropriate and inappropriate touches and confusing or uncomfortable situations</li> <li>guidelines for safety, including in places such as the home, school, and community</li> <li>sources of support and assistance in different situations</li> <li>positive and negative behaviours in relationships</li> </ul> <p><b>Note:</b> Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>

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Regular participation in moderate to vigorous physical activity provides benefits to all aspects of well-being.

Active play provides practice in purposeful, interactive, and skillful movement.

Healthy practices can reduce illness for individuals and for the community.

Awareness of high-risk situations allows us to protect ourselves.

Good communication skills help us build and maintain positive relationships.

Understanding and trusting our feelings enables us to stand up for ourselves.

## Learning Standards

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<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice</li> <li>Develop and apply a variety of fundamental movement skills while controlling their body in space and in relation to others, including: <ul style="list-style-type: none"> <li>Locomotor skills (ready position, directional changes)</li> <li>Non-locomotor skills (rock and sway, swing)</li> <li>Manipulative skills (one-handed throw)</li> </ul> </li> <li>Participate safely in a variety of activities by following rules and guidelines</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>Identify a realistic short-term goal and develop a plan to achieve it</li> <li>Identify and analyze basic sources of nutritional information (e.g. labels)</li> <li>Describe and demonstrate avoidance or assertiveness strategies to respond to a variety of unsafe and/or uncomfortable situations</li> </ul> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Describe the differences between positive and negative behaviours</li> <li>Describe and demonstrate strategies to deal with interpersonal conflict and inappropriate behaviours</li> <li>Describe skills to initiate and maintain positive relationships</li> <li>Describe and demonstrate cooperative behaviours in group activities</li> </ul>	<p><i>Students will know and understand the following concepts and content.</i></p> <ul style="list-style-type: none"> <li>proper technique for fundamental movement skills in a variety of activities and in different environments</li> <li>proper technique for a variety of individual physical activities</li> <li>the body's response to physical activity and exercise</li> <li>balanced nutrition</li> <li>practices that help promote wellness and prevent the spread of communicable illnesses</li> <li>personal identity, including their place or position in the family and community</li> <li>how to recognize the emotions of others</li> <li>safe and unsafe substances</li> <li>hazardous or high-risk situations</li> </ul> <p><b>Note:</b> Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>

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## BIG IDEAS

Daily physical activity builds strength, endurance, and flexibility.

Achieving our goals depends on perseverance, strategy, and tactics.

Throughout our lives, we experience physical, emotional, and social changes.

Personal choices can have short- and long-term effects on our well-being.

Keeping safe requires understanding risks and how to respond to them.

Developing healthy relationship skills prepares us to manage conflicts.

## Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice</li> <li>Develop movement skills and sequences required in a variety of activities</li> <li>Participate safely in a variety of activities by following rules and guidelines</li> <li>Describe methods for measuring exertion level in a variety of activities, including heart rate and breathing</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>Identify and describe factors that influence personal health choices</li> <li>Describe how personal health choices contribute to overall well-being</li> <li>Describe ways to access information and support services for a variety of health topics</li> <li>Describe and demonstrate avoidance or assertiveness strategies to respond to a variety of unsafe and/or uncomfortable situations</li> </ul> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Describe strategies to overcome barriers when communicating information, ideas, or feelings about health</li> <li>Describe interpersonal skills needed for positive relationships, such as communication skills, cooperation and understanding</li> <li>Describe and demonstrate strategies to deal with interpersonal conflict and inappropriate behaviours, including bullying</li> <li>Identify and describe sources of stress and/or anxiety</li> </ul>	<p><i>Students will know and understand the following concepts and content.</i></p> <ul style="list-style-type: none"> <li>proper technique for movement skills in a variety of activities and in different environments</li> <li>the physical, cognitive, and emotional benefits of regular activity</li> <li>physical, emotional, and social changes that occur during puberty, including an awareness of sexuality and sexual identity and changes to relationships</li> <li>managing and expressing emotions in different situations</li> <li>effects of nutritional choices</li> <li>differences between communicable and non-communicable illnesses</li> <li>potentially harmful effects of substance use, and strategies for preventing or avoiding use</li> <li>abusive or potentially abusive situations, including common lures or tricks used by potential abusers</li> <li>potential risks for injury in a variety of settings</li> <li>safe use of the Internet and social media</li> </ul> <p><b>Note:</b> Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>

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<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>Participate in moderate to vigorous physical activities for health benefits and enjoyment and to develop skills through practice</li> <li>Demonstrate movement skills and sequences in a variety of physical activities</li> <li>Participate safely in a variety of activities by following rules and guidelines</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>Identify and describe factors that influence goal-setting and decision-making</li> <li>Explain connections between nutrition, physical activity, and personal well-being</li> <li>Describe ways to access information and support services for a variety of health topics</li> <li>Describe strategies for identifying and responding to social pressures that could lead to taking risks</li> <li>Describe and demonstrate strategies for removing or reducing risks to safety in a variety of settings</li> </ul> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression</li> <li>Describe strategies to overcome barriers when communicating information, ideas, or feelings about health and well-being</li> <li>Apply appropriate strategies for responding to discrimination, stereotyping, and bullying</li> <li>Demonstrate behaviours that contribute to a safe and caring school environment</li> </ul>	<p><i>Students will know and understand the following concepts and content.</i></p> <ul style="list-style-type: none"> <li>proper technique for movement skills in a variety of activities and in different environments</li> <li>components of physical activity, including muscular strength and endurance, cardiovascular endurance, and flexibility</li> <li>influences of training principles on the components of physical activity</li> <li>physical, emotional, and social changes that occur during puberty, including an awareness of sexuality and sexual identity and changes to relationships</li> <li>external factors influencing healthy choices, including physical activity, nutritional choices and the use of alcohol, tobacco, and other psychoactive substances</li> <li>practices that help promote wellness and prevent communicable and non-communicable illnesses</li> <li>effects of emotions on decision-making</li> <li>guidelines to protect themselves and others from abuse and exploitation</li> <li>conflict resolution strategies</li> <li>safe use of the Internet and social media</li> </ul> <p><b>Note:</b> Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>

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Active living is beneficial to all aspects of well-being.

Striving to reach goals, persevering, and maintaining motivation builds increased resiliency and positive self-identity.

Identifying and taking steps to manage anxiety, stress, depression, and other issues helps build lifelong mental wellness.

Healthy relationships are foundational for us to learn and grow.

A strong positive identity strengthens our ability to resist unhealthy social pressures and make healthy choices.

## Learning Standards

Curricular Competencies	Concepts and Content
<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of physical activities that support their health and physical activity goals</li> <li>Demonstrate fundamental movement skills and movement concepts in a variety of physical activities</li> <li>Adjust strategies and tactics to respond to different situations in a variety of physical activities</li> <li>Develop a plan to improve personal performance in a selected physical activity</li> </ul> <p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>Identify and describe factors that influence personal health choices, goal-setting, and decision-making</li> <li>Apply a decision-making model to a specific situation</li> <li>Design a plan to achieve a specific goal</li> <li>Describe ways to access and evaluate information and support services for a variety of health topics</li> <li>Describe strategies for promoting wellness, including avoiding the harmful use of alcohol, tobacco, and other psychoactive substances</li> <li>Describe safety strategies to avoid or respond to potentially unsafe, abusive or exploitive situations</li> </ul> <p><b>Personal and Social Development</b></p> <ul style="list-style-type: none"> <li>Describe strategies for building and maintaining healthy interpersonal relationships</li> <li>Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships</li> <li>Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression</li> <li>Describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation</li> </ul>	<p><i>Students will know and understand the following concepts and content.</i></p> <ul style="list-style-type: none"> <li>proper technique for a variety of physical activities in different environments</li> <li>heart rate during physical activity in relation to target heart rate zones</li> <li>factors that influence personal health decisions, including the media and peers</li> <li>practices that reduce the risk of acquiring or passing on sexually transmitted infections and other serious communicable illnesses</li> <li>appropriate ways of expressing and respecting sexual feelings and choices</li> <li>media and social influences related to substance use</li> <li>healthy alternatives to harmful substance use</li> <li>influences on individual identities, including sexual identity, gender, values, and beliefs</li> <li>characteristics of, and influences on, healthy and unhealthy relationships</li> <li>influences on relationships</li> <li>safe use of the Internet and social media</li> </ul> <p><b>Note:</b> Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>

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## Learning Standards

### Curricular Competencies

*Students will develop the competencies needed to be healthy and active citizens.*

#### Active Living

- Participate in a variety of physical activities that support their health and physical activity goals
- Demonstrate fundamental movement skills and movement concepts in a variety of physical activities
- Adjust strategies and tactics to respond to different situations in a variety of physical activities
- Develop a plan to improve personal performance in a selected physical activity

#### Healthy Choices

- Demonstrate an ability to apply a goal-setting or decision-making model to a specific situation
- Design a plan to achieve a specific goal
- Assess the content, origins, and purpose of information about safety and health topics
- Describe strategies for promoting wellness, including avoiding the harmful use of alcohol, tobacco, and other psychoactive substances
- Describe safety strategies to avoid or respond to potentially harmful situations, including abusive or exploitive situations
- Describe practices that support healthy sexual decision-making

#### Personal and Social Development

- Describe strategies for building and maintaining healthy interpersonal relationships
- Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships
- Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression
- Describe and demonstrate effective and appropriate responses to bullying, discrimination, harassment, and intimidation

### Concepts and Content

*Students will know and understand the following concepts and content.*

- relationships between activity-based skills and movement concepts
- importance of monitoring rate of exertion during physical activity
- basic principles of training
- factors that influence personal health decisions, including the media and peers
- short- and long-term consequences of contracting sexually transmitted infections
- practices that reduce the risk of acquiring or passing on sexually transmitted infections and other serious communicable illnesses
- influences on individual identities, including sexual identity, gender, values, and beliefs
- skills to respond to potential emergency situations, such as power outages or natural disasters
- safe use of the Internet and social media

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### Curricular Competencies

*Students will develop the competencies needed to be healthy and active citizens.*

#### Active Living

- Participate in a variety of physical activities that support their health and physical activity goals
- Demonstrate fundamental movement skills and movement concepts in a variety of physical activities
- Adjust strategies and tactics to respond to different situations in a variety of physical activities
- Develop a plan to improve personal performance in a selected physical activity

#### Healthy Choices

- Develop personal goals for attaining and maintaining sustainable lifelong practices that promote healthy and active living
- Assess the potential consequences of decisions and behaviours on both short and long-term personal goals
- Assess the accuracy and reliability of different sources of information about safety and health topics
- Describe safety strategies to avoid or respond to potentially harmful situations, including risks on the job
- Describe practices that support healthy sexual decision-making

#### Personal and Social Development

- Describe strategies for building and maintaining healthy interpersonal relationships, including respectfully expressing personal identity and sexuality
- Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships
- Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression
- Describe and demonstrate effective and appropriate responses to bullying, discrimination, harassment, and intimidation

### Concepts and Content

*Students will know and understand the following concepts and content.*

- relationships between activity-based movement skills and movement concepts
- relationships between rate of exertion and heart rate and performance in physical activity
- short- and long-term benefits of maintaining a healthy, active lifestyle
- short- and long-term consequences of unsafe sexual behaviour
- practices that reduce the risk of acquiring or passing on sexually transmitted infections and other serious communicable illnesses
- physical, social, and emotional consequences of substance use
- skills to respond to potential emergency situations, such as First Aid and CPR
- safe use of the Internet and social media

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