

Kindergarten Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

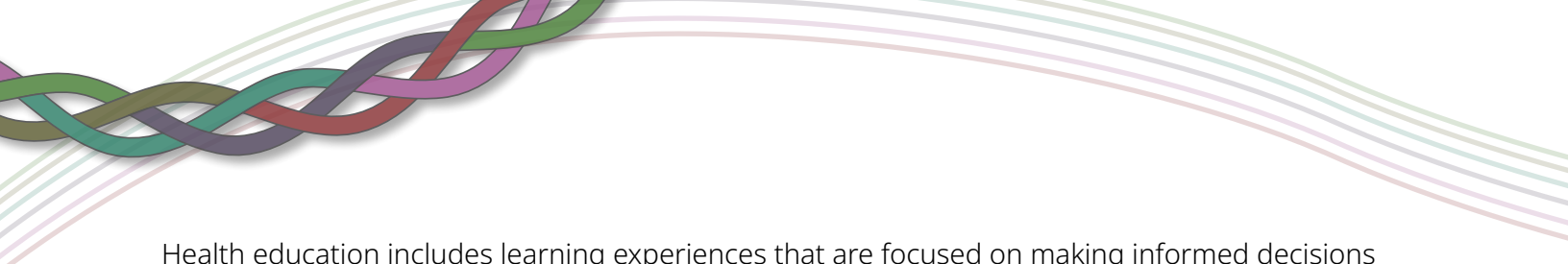
In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Kindergarten learners will begin to develop their health skills and knowledge as they enter school. They will explore ways to support their brain and body health. Learners will explore familiar foods and food preferences. They will begin to identify basic emotions and things that make them feel calm and happy. Learners will explore their own identity and ways to respect the rights, identities, and bodies of others. They will start to explore ways people have healthy relationships with one another and the Land, including ways to communicate with others in kind and respectful ways and how to resolve conflicts. Learners will build foundational knowledge and skills to help keep them safe in and around bodies of water, on ice, and boats. Learners will develop ways to identify safe and unsafe substances and how to stay safe at home, in school, and in the community, including by identifying safe grown-ups.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

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- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

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- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

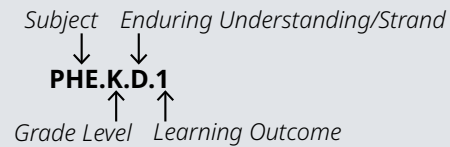
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.K.D.1** **Use accurate names of body parts** (including penis, testicles, vagina, vulva, bum, anus, nipples, breasts, chest); **and understand it is okay to ask questions to safe grown-ups about one's own body.**
- PHE.K.D.2** **Recognize the diversity of bodies** (including different abilities, skin colours, body parts, ages, shapes, sizes, conditions; and pregnant).

Daily Decisions for Wellness

- PHE.K.D.3** **Explore hygiene and health practices** (e.g., sleep, physical activity, dental care, hand washing, clothing, relaxing activities, food, water, smudging, etc.) **that support well-being.**

Food and Nutrition

- PHE.K.D.4** **Explore familiar foods and food preferences** (e.g., tastes, textures, etc.) **through experiential learning; intolerances and allergies; and how foods provide the fuel to learn, grow and play.**

Substances and Patterns of Behaviour

- PHE.K.D.5** **Recognize safe and unsafe uses of substances** (e.g., tobacco, allergens, medications, household materials, unknown substances, cannabis edibles, alcohol, etc.) **at home and at school; and ways to avoid or handle them** (including following safety symbols, having adult supervision, asking permission to consume/smell/touch substances).



Mental Health and Well-being

- PHE.K.D.6** **Identify basic emotions** (including happy, sad, mad, scared, surprised, disgusted) **all humans feel, body cues** (e.g., smiling, crying, tight muscles, upset stomach, etc.) **that could signal each emotion and situations when the emotions can be felt.**
- PHE.K.D.7** **Explore activities, people, places, objects and sensations** (e.g., mindful breathing; rocking; swinging; moving; **hugging**; getting hair brushed, **a back rub**; etc.) **that could make one feel calm, happy and content.**
- PHE.K.D.8** **Explore the needs and care of the brain and body for overall health** (e.g., nourishment, challenges/experiences, sleep, protection, etc.).

Strand E: Healthy Relationships

Identity and Expression

- PHE.K.E.1** **Explore the individual range of ways that people identify and express themselves** (e.g., clothing, physical characteristics, interests, **gender expression**, names, cultures, races, ethnicities, abilities, languages, values/beliefs, etc.).

Diversity, Equity, and Inclusion

- PHE.K.E.2** **Recognize that all people are valuable, have equal rights** (e.g., privacy, education, autonomy, safety, self-expression, body rights, **personal space**, etc.); **and deserve to be respected and included.**

Relationship Building

- PHE.K.E.3** **Recognize different ways** (e.g., fairness, equity, respect, etc.) **people have healthy relationships with others and with the Land; and connections with places, objects and living things.**

Communication and Conflict Resolution

- PHE.K.E.4** **Explore how words, body language and actions can be kind and respectful** (healthy), **or hurtful and harmful** (unhealthy) **to others.**
- PHE.K.E.5** **Explore ways to resolve** (e.g., get help from a safe grown-up, talk, share, take turns, make a deal, apologize, ask to stop, wait and cool off, etc.) **conflict** (e.g., name calling, exclusion, possessiveness, losing, feeling upset, etc.).



Boundaries, Consent, and Mistreatment

- PHE.K.E.6** **Explore bodily autonomy, and how to set and respect personal boundaries** (including privacy, personal space, keep and speak secrets).
- PHE.K.E.7** **Explore how to ask for, give and refuse permission and respect refusal** (e.g., verbally and non-verbally) **in a variety of situations** (e.g., personal touch, tickling, hugging, helping, taking something, taking pictures, etc.).

Strand F: Healthy Communities

Community Connections

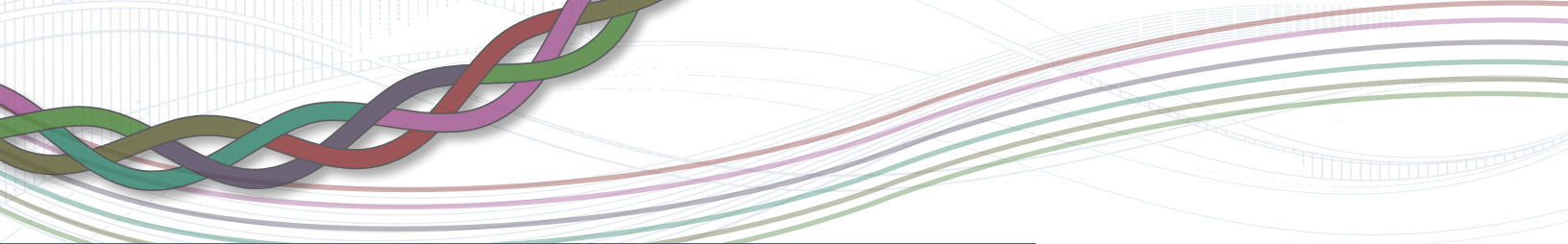
- PHE.K.F.1** **Identify ways** (including asking for caregivers' permission, identifying safe grown-ups) **to be safe at home, at school and in the community** (e.g., walk/bike/bus/snowmobile/car, on land/snow, what to do if lost, understanding safety signs, playing on the playground, safe school/daycare/activity pick-up, safe handling of objects [e.g., firearms, sharps, tools, electrical outlets, machinery], etc.).
- PHE.K.F.2** **Recognize safe and unsafe behaviours when in and around water and on or around ice and boats.**

Environmental Health

- PHE.K.F.3** **Experience reciprocal benefits of connecting to the Land** (e.g., respect and care for the Land, enjoyment from physical activity in all weather/seasons, improved mental health, connection to culture/community, improved sleep, other physical/mental/emotional/spiritual benefits, etc.).

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 1 Health Education Pilot

ENGLISH Program

Discipline Overview

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Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

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Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 1 learners will explore growth and changes and will develop health-promoting habits. They will explore a variety of foods and how they are obtained. Learners will begin to develop an understanding of the brain, identify basic emotions, find ways to tolerate big emotions and determine personally relevant ways to promote mental health and well-being. They will investigate the diversity of families, including different family structures and values. Learners will build an understanding of belonging and inclusion as they start to explore ways people have healthy relationships with one another and the Land, including methods for kind and respectful communication and resolving conflicts. They will build foundational knowledge and skills to help keep them safe at home, at school, and in the community.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

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- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

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 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
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 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

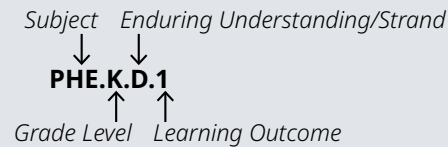
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.1.D.1** **Use accurate names of body parts** (including penis, testicles, vagina, vulva, bum, anus, nipples, breasts, chest); **and understand it is okay to ask questions to safe grown-ups about one's own body.**
- PHE.1.D.2** **Appreciate the diversity of bodies** (including different abilities, skin colours, ages, body parts, shapes, sizes, conditions; and pregnant) **and different cultural views of bodies.**
- PHE.1.D.3** **Explore individual changes** (e.g., height; ability to communicate, make friends, show emotions, etc.) **and growth** (including physical, mental, social, emotional, spiritual) **since birth.**

Daily Decisions for Wellness

- PHE.1.D.4** **Explore common non-communicable conditions** (e.g., diabetes, asthma, allergies, etc.), **communicable conditions** (e.g., cold, flu, COVID, ringworm, lice, pinkeye, etc.) **and practical habits to reduce the transmission of harmful germs.**

Food and Nutrition

- PHE.1.D.5** **Build familiarity with a variety of foods** (e.g., familiar, unfamiliar, preferred, etc.); **their origins** (e.g., animals, plants and their parts, home or community gardens, farms, in the wild, on the Land, in the water, seasonally, etc.); **and where they are obtained** (e.g., garden, market, grocery store, food bank, online service, etc.).

Substances and Patterns of Behaviour

- PHE.1.D.6** **Recognize safe** (e.g., ask a safe grown-up, follow safety symbols, have adult supervision, etc.) **and unsafe uses of substances** (e.g., tobacco, allergens, medications, household materials, unknown substances, cannabis edibles, alcohol, etc.) **at home, at school and in the community.**



Mental Health and Well-being

- PHE.1.D.7** **Recognize basic emotions** (happiness, sadness, anger, fear, surprise, disgust), **the body cues** (e.g., smiling, crying, tight muscles, upset stomach, etc.) **that could signal each emotion and situations when the emotions may be felt.**
- PHE.1.D.8** **Practice different ways to identify, tolerate and cope with big emotions** (including anger, fear, worry, excitement, sadness).
- PHE.1.D.9** **Recognize that people may experience different emotions within the same event; and that these emotions may be experienced differently with each person.**
- PHE.1.D.10** **Identify ways** (e.g., ceremony, helping, giving to others, sharing, etc.) **to promote mental health and well-being through kindness, gratitude and empathy** (e.g., with living things, with the Land).
- PHE.1.D.11** **Explore how the brain controls** (including consciously, unconsciously) **one's thoughts, feelings, body functions and movements.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.1.E.1** **Explore ways families influence one's identity** (e.g., culture, race, ethnicity, gender roles, abilities, language, values, beliefs, traditions, roles, responsibilities, stereotypes, appearance, etc.).
- PHE.1.E.2** **Explore family dynamics** (including family structures, gender roles, characteristics, cultural/racial/ethnic views, representation in media [books, advertisements, games, shows, videos]).

Diversity, Equity, and Inclusion

- PHE.1.E.3** **Explore how belonging and inclusion increase health and well-being** (e.g., physical, mental, emotional, spiritual) **through the development of healthy relationships and connections** (including equality, dignity, respect) **with oneself, people, the Land, objects, animals and places.**

Relationship Building

- PHE.1.E.4** **Identify different family structures** (including married, divorced, step/blended, same gender, mixed gender, single parent/caregiver, adoptive, foster, co-parenting, community, multi-generational, chosen, extended); **and ways to show respect for all families.**



Communication and Conflict Resolution

- PHE.1.E.5** **Recognize the difference between expressing thoughts and feelings** (e.g., verbally/non-verbally) **in respectful/caring ways and disrespectful/uncaring ways** (including cultural and social considerations, gender stereotypes).
- PHE.1.E.6** **Recognize the connection between the size of a problem** (e.g., small, medium, large) **and our responses to it** (e.g., solve on own, solve with another person, ask a safe grown-up for help, etc.).

Boundaries, Consent, and Mistreatment

- PHE.1.E.7** **Recognize safe touch and inappropriate touch related to body parts in various situations and relationships.**
- PHE.1.E.8** **Recognize safe, unsafe, comfortable and uncomfortable situations, relationships or behaviours, with peers or adults** (including picture taking; keep and speak secrets; experiencing and/or witnessing teasing, bullying, violence or inappropriate touching at home, at school or in the community); **and strategies to respond** (e.g., say no, run away, trust instincts, tell a safe grown-up, etc.).
- PHE.1.E.9** **Demonstrate how to ask for permission, state personal boundaries, give and refuse consent, and respect refusal** (including verbally and non-verbally) **in a variety of situations.**

Strand F: Healthy Communities

Community Connections

- PHE.1.F.1** **Demonstrate safety skills and knowledge to manage risk at home, at school and in the community** (e.g., identify a safe grown-up to ask for help; know one's phone number, caregivers' names, address and who to share these with; appropriate use of 911; safe handling of objects; following rules; using the buddy system; etc.).
- PHE.1.F.2** **Identify ways to avoid potentially dangerous situations related to water** (e.g., bathtubs, pools, ice conditions, waves and moving water, floods, lightning, etc.) **and unsupervised situations** (e.g., waterfront, etc.) **for self and/or others.**

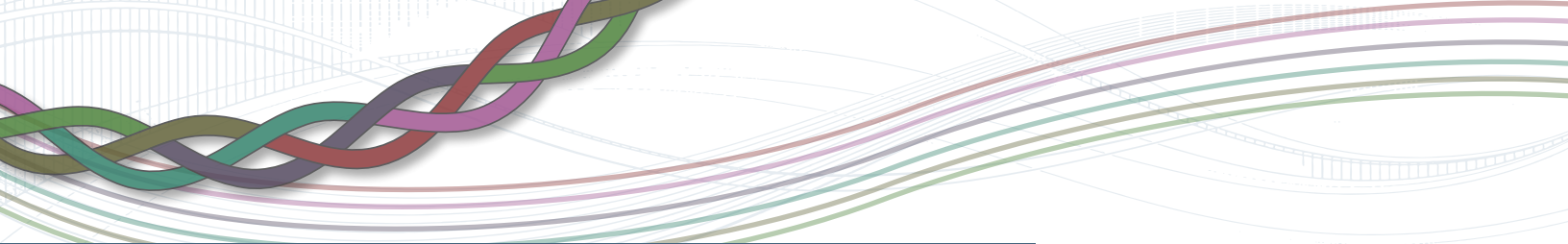
Environmental Health

- PHE.1.F.3** **Explore ways to live in balance with water, air, heat (fire) and the Land to promote individual and community health** (e.g., physical, mental, social, emotional, spiritual).



Curriculum Implementation Resources

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Grade 2 Health Education Pilot

ENGLISH Program

Discipline Overview

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- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 2 learners will find ways to respect themselves and each other. They will recognize ways to support their growth and development, including habits that support health, hygiene, and illness prevention. They will begin to explore and share diverse recipes as they build food literacy skills. Learners will develop personal strategies to manage emotions and ways to promote the mental health and well-being of self and others. They will begin to recognize characteristics of their own evolving identities and ways to respect the rights, identities, and bodies of others. They will also investigate friendships, including ways to make, maintain, and restore friendships, the benefit of having many diverse friendships, healthy communication and conflict resolution techniques, and ways people can give and receive care. Learners will continue to build strategies and knowledge to keep themselves safe at home, at school, and in the community. They will practice setting boundaries and respecting the boundaries of others. They will recognize environmental factors that may affect the health and well-being of communities.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- **build collective problem solving** and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

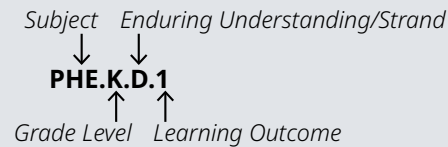
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

PHE.2.D.1 **Appreciate the diversity of bodies** (including different shapes, sizes, abilities, skin colours, ages, **body parts**, conditions; and pregnant) **and different cultural views of bodies; and understand it is okay to ask safe grown-ups questions about one's own body.**

PHE.2.D.2 **Recognize factors that support growth and development** (including sleep, nutrition, activity, hydration, learning experiences, protection from injury, self-esteem).

Daily Decisions for Wellness

PHE.2.D.3 **Recognize ways to promote health, hygiene and illness prevention** (e.g., sleeping, physical activity, teeth brushing, flossing, hand washing, bathing/showering, changing clothes, relaxing activities, food, water, **smudging, getting vaccinated**, taking screen breaks, etc.).

Food and Nutrition

PHE.2.D.4 **Explore a self-selected recipe** (including ingredients, how to measure, method, equipment needed, spaces, safety).

PHE.2.D.5 **Share recipes with a personal, cultural or family story** (including ingredients, flavours, equipment, origin of ingredients).

Substances and Patterns of Behaviour

PHE.2.D.6 **Identify the safe use and handling of medications** (including traditional Indigenous medicines, over-the-counter medications, prescriptions).



Mental Health and Well-being

- PHE.2.D.7** **Recognize basic emotional needs of self and others** (including safety, belonging, recognition, autonomy).
- PHE.2.D.8** **Practice ways to take responsibility for own emotions and actions** (e.g., apology, respect, empathy, resilience, courage, etc.).
- PHE.2.D.9** **Identify body cues** (e.g., tense muscles, increased heart rate, etc.) **and behaviour cues** (e.g., withdrawn, intrusive, impulsive, etc.) **that signal emotions** (e.g., happiness, sadness, anger, fear, surprise, disgust, etc.); **and identify ways to self-regulate.**
- PHE.2.D.10** **Identify ways to promote the mental health and well-being of self and others** (e.g., friendships; shared activities; being in nature/ on the Land; **ceremonial, spiritual and/or religious practices**; showing gratitude and kindness; etc.).
- PHE.2.D.11** **Recognize that the brain grows in different ways** (e.g., brain cell activation and connections, muscle memory, etc.) **and at different rates from learning and experiences.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.2.E.1** **Recognize characteristics of one's own identity** (e.g., cultures, races, ethnicities, **gender(s)**, names, traditions, abilities, Indigenous spirit names, languages, values, beliefs, responsibilities, body, appearance, roles, interests, experiences, etc.) **and ways to build and support a strong identity** (e.g., define values, make own choices, express opinions, set healthy boundaries, build body positivity, practice positive self-talk, decrease comparison with others, etc.) **for overall well-being.**
- PHE.2.E.2** **Explore how a person's identity changes over time** (e.g., through experiences with different people, activities, interests, etc.).
- PHE.2.E.3** **Appreciate the different aspects of identity in the classroom** (e.g., cultures, races, ethnicities, communities and/or Nations, **gender expression**, traditions, names, abilities, languages, values, beliefs, roles, responsibilities, bodies, appearances, interests, etc.).

Diversity, Equity, and Inclusion

- PHE.2.E.4** **Recognize the value in having diverse friends** (e.g., abilities, **genders**, cultures, races, ethnicities, beliefs, interests, experiences, etc.); **and the different types of friendships** (e.g., best friend, classmate, acquaintance, etc.) **that can develop within different settings** (e.g., arts, clubs, music, religious, community, sports, family, etc.).



Relationship Building

PHE.2.E.5 **Identify strategies to make** (e.g., introduce yourself, talk to new people, help others, etc.), **maintain** (e.g., be compassionate, spend time together, share, take turns, respect boundaries, etc.) **and restore** (e.g., resolve conflict, communicate, take ownership, offer/accept apologies, take a break, etc.) **friendships.**

Communication and Conflict Resolution

PHE.2.E.6 **Develop healthy communication techniques that show respect and care for others** (e.g., using I statements, listening, taking turns talking, asking questions, self-regulating, showing empathy, etc.).

PHE.2.E.7 **Practice conflict resolution strategies with peers** (e.g., listening to others, taking turns talking, taking responsibility for one's actions, using encouraging words, apologizing, showing forgiveness, telling them to stop, compromising, waiting and cooling-off, **being curious and open-minded**, etc.).

PHE.2.E.8 **Recognize different ways people give and receive care and affection in a variety of relationships** (e.g. helping, spending time together, listening, using kind words, hugging, holding hands, kissing, giving gifts, taking care of someone, considering personal boundaries, etc.).

Boundaries, Consent, and Mistreatment

PHE.2.E.9 **Demonstrate consideration for the needs and boundaries of self and others** (e.g., touching, sharing, joining activities, keeping or speaking secrets, taking pictures, etc.).

PHE.2.E.10 **Recognize different types of unsafe situations** (including physical, verbal and emotional abuse; inappropriate touching) **and how to respond** (including tell several safe grown-ups, say no, trust instincts, leave the situation).

Strand F: Healthy Communities

Community Connections

PHE.2.F.1 **Identify different levels** (e.g., positive, negative, low/medium/high) **of risk** (e.g., appliances, tools, fire, poisons, trails/roadways/train tracks, machinery, playgrounds, strangers, animals, weather, water, guns, sharps, ATVs/snowmobiles etc.) **at home, at school and in the community; and strategies to respond** (e.g., call 911, practice evacuations, wear protective equipment, avoid unknown substances, etc.).

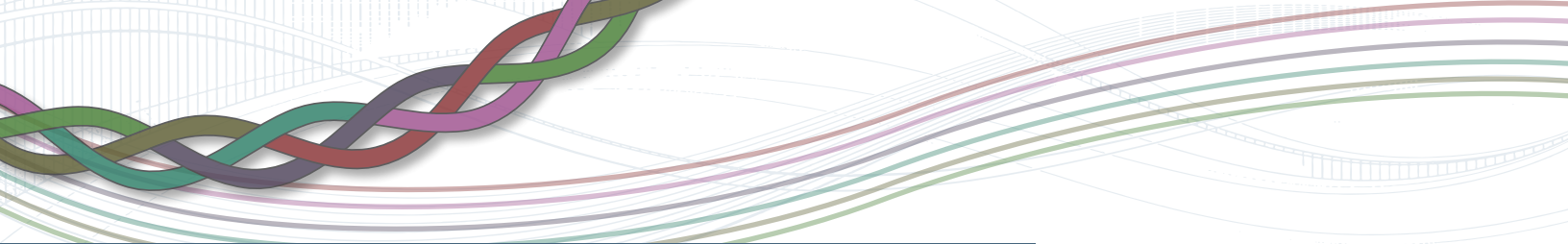


Environmental Health

PHE.2.F.2 **Recognize ways environmental factors affect the health of self and others** (e.g., weather, climate, water and air quality, pollution, chemicals, etc.).

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 3 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, **sexual**, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 3 learners will reflect on growth and development over time, develop decision-making skills, and determine the benefits of a growth mindset for health and wellness. They will connect food and culture in meaningful ways through stories, recipes, traditions, and celebrations. Learners will develop an understanding of the different ways brains process information and develop strategies to deal with stress. They will identify helpful and harmful ways that substances may be used. **Learners will identify characteristics of healthy and unhealthy relationships, respect the rights of others and practice asking for permission and respecting responses in various relationships and situations.** They will investigate different forms of mistreatment, effects of stereotypes, and reasons people mistreat others, and will learn strategies to deal with bullying, cyberbullying, and other types of mistreatments. **Learners will continue to deepen their understanding of their identity and ways to respect the rights, identities, and bodies of others.** They will develop media literacy and safety skills, including identifying different kinds of media, ways to find valid information, and ways to deal with privacy and consent online. Learners will also explore the needs, rights, and responsibilities of community members and ways to enhance **community well-being through sustainable practices.**

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, **principles of equity**, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and **reflect on diverse viewpoints, experiences, and world views**.
- **empathize with diverse perspectives** to build a stronger, healthier community.
- engage with others **and the Land** in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in **culturally responsive** ways.
- work with others to find **equitable solutions to support diversity, inclusivity, and human rights**.
- develop confidence and **commit to taking action for a healthier and more sustainable, global community**.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the **development of identity**.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for **self-understanding** and growth as they plan for the future.
- **persevere through obstacles affecting personal and community health**, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual **or community needs**.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, **inclusive communication, collective problem-solving, and valuing diverse perspectives**.

Learners

- **value and respect diversity* to promote inclusion** and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, **inclusion**, honesty, and **equity**.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- **co-create positive group interactions through social awareness**, active participation, **cognitive flexibility**, and cooperation.
- **commit to their part of the collective goal** of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- **examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas**.
- **thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health**.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

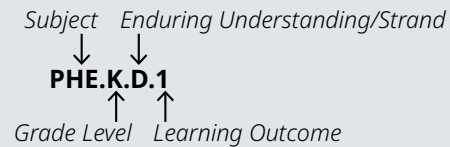
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

PHE.3.D.1 **Appreciate that all people grow and change** (e.g., physically, emotionally, socially, cognitively, spiritually) **at different times and rates throughout life.**

Daily Decisions for Wellness

PHE.3.D.2 **Reflect on different ways** (e.g., use a decision-making model [e.g., Stop, Options, Action, Reflect], talk with someone, etc.) **to make health decisions** (including safety, sleep, food, physical activity, screen use, hygiene, illness prevention).

Food and Nutrition

PHE.3.D.3 **Appreciate the diversity of foods from one's own culture and from around the world** (including food traditions and celebrations).

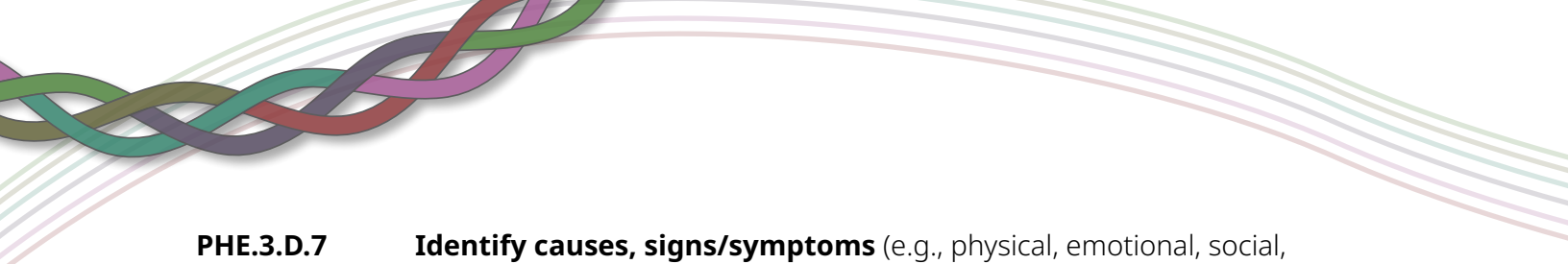
PHE.3.D.4 **Share a recipe from one's own culture or another that contains familiar and unfamiliar foods or flavours.**

Substances and Patterns of Behaviour

PHE.3.D.5 **Recognize safe and unsafe ways substances can be used for the body and/or mind** (e.g., ceremonial tobacco, communion wine, prescription medications, over-the-counter medications, traditional Indigenous medicines, caffeine, alcohol, cannabis edibles, vaping, etc.).

Mental Health and Well-being

PHE.3.D.6 **Recognize differences between fixed and growth mindsets and the value of positive thinking.**

- 
- PHE.3.D.7** **Identify causes, signs/symptoms** (e.g., physical, emotional, social, cognitive, prosocial) **and strategies to manage positive stress** (eustress) **and negative stress** (distress).
- PHE.3.D.8** **Recognize how brains process information differently** (neurodiversity).

Strand E: Healthy Relationships

Identity and Expression

- PHE.3.E.1** **Recognize how stereotypes** (e.g., gender and gender expression, culture, race, ethnicity, nationality, age, socio-economic status, language, etc.) **influence self-esteem, well-being and the treatment of one another** (e.g., influence one's actions and language, may limit behaviour, etc.).
- PHE.3.E.2** **Recognize and respect the range of gender identities** (e.g., male, female, non-binary, Two-Spirit, etc.), **gender expressions** (e.g., clothing, name, hairstyle, behaviour, etc.) **and sexes assigned at birth.**

Diversity, Equity, and Inclusion

- PHE.3.E.3** **Develop an understanding of, and respect for, human rights** (e.g., privacy, education, healthcare, body rights, autonomy, safety, culture, language, religion, self-defence, self-expression, etc.) **and how all people can contribute to their community** (e.g., helping others, sharing one's gifts, passing down knowledge, etc.).

Relationship Building

- PHE.3.E.4** **Identify characteristics of healthy** (e.g., mutual respect, trust, open communication, appreciation, affection, equality, privacy, consent, non-violent conflict resolution, honesty, etc.) **and unhealthy** (e.g., control, distrust, jealousy, poor communication, gossip, teasing, abuse, etc.) **relationships.**

Communication and Conflict Resolution

- PHE.3.E.5** **Explore different kinds of media** (e.g., commercials, online videos, artificial intelligence generated, video games, social media, movies, etc.) **to identify credible, false and/or exaggerated information and how people can be influenced** (e.g., positively, negatively) **to want and/or believe something.**



PHE.3.E.6 **Practice strategies** (e.g., addressing issues face-to-face, assertiveness, avoidance, refusal/saying no, seeking help [e.g., safe grown-up, Kids Help Phone, call 911, etc.], active empathy, etc.) **to address mistreatment** (e.g., spreading rumours, teasing, bullying, cyberbullying, violence, abuse [physical, verbal, emotional, mental, inappropriate touching], discrimination, etc.).

Boundaries, Consent, and Mistreatment

PHE.3.E.7 **Recognize different forms of mistreatment** (e.g., spreading rumours, teasing, bullying, cyberbullying, violence, abuse [physical, verbal, emotional, mental, inappropriate touching], discrimination, etc.) **in media, in the community, at school or at home; and reasons why people mistreat others** (e.g., insecurity, unmanaged emotions, modelling, hurt, lack of understanding, power imbalance, trying to fit in, misconceptions, etc.).

PHE.3.E.8 **Explore bullying and cyberbullying** (including prevention, victims not being at fault, bystander actions, setting boundaries, practicing assertiveness, reporting incidents).

PHE.3.E.9 **Explore issues of privacy and consent in online activities** (e.g., posting information, sharing pictures/messages/videos, use of artificial intelligence, downloading apps, etc.) **and the impact of what is shared** (e.g., information permanence, etc.).

PHE.3.E.10 **Practice clearly requesting permission, respecting responses** (e.g., verbally, non-verbally) **and responding to boundary violations in a variety of situations** (e.g., physical touch, taking pictures, joining activities, borrowing others' objects, sharing personal information, keeping and speaking secrets, etc.).

Strand F: Healthy Communities

Community Connections

PHE.3.F.1 **Explore needs, rights** (e.g., safety, protection, education, language, culture, traditional Indigenous practices, religion, etc.) **and responsibilities** (e.g., following laws, rules, practices, protocols, digital citizenship, etc.) **of being a community member; and ways to contribute to community well-being.**

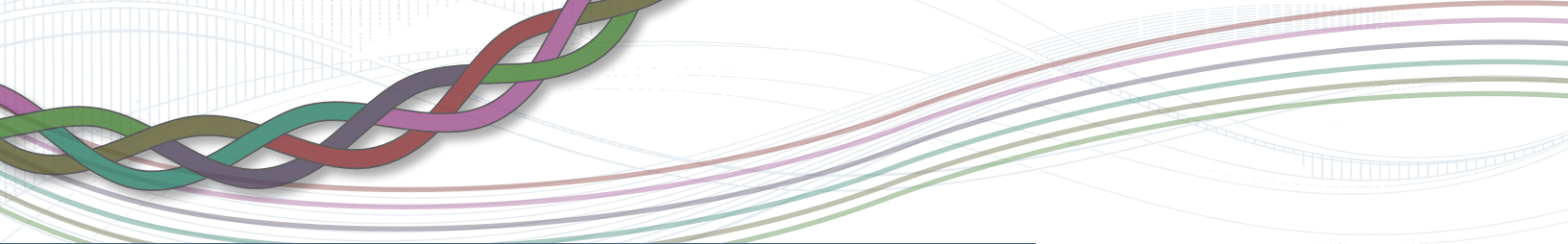
Environmental Health

PHE.3.F.2 **Engage in sustainable practices with water, air, heat (fire) and the Land to enhance the health of self and others.**



Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 4 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 4 learners will continue to investigate the structure and function of the brain and the connection between thoughts, emotions, and behaviours. They will explore the connections between identity, self-esteem, self-expression, and mental health and well-being, and the effect the media has on these. They will further develop their digital literacy skills by practicing ways to navigate and safely communicate in online spaces. Learners will explore group structures, dynamics, and culture as they compare **cultural and spiritual** perspectives on relationship building and develop strategies to create healthy, equitable, and safe relationships. Learners will explore the interdependence of the Land and community health, the meaning and importance of *Mino-Pimatisiwin* and ways to build collective well-being. **Learners will develop an understanding of puberty, the different rates of growth and change, and where to access accurate information.** Learners will analyze influences on decision-making including peer pressure and media/social media. They will explore community food stories and traditions as they trace the origins of the food they eat.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

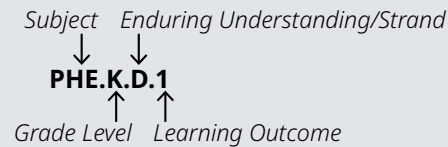
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.4.D.1** **Recognize that puberty is a normal time of physical and emotional changes; it occurs at different times, rates and to various degrees; and where to access reliable and valid information.**
- PHE.4.D.2** **Develop an understanding of the menstrual cycle** (including menstruation, the follicular phase, ovulation and the luteal phase) **and the possible physical symptoms** (e.g., muscle aches, cramps, skin changes, tender breasts, headaches, difficulty sleeping, poor concentration, etc.) **and feelings** (e.g., anxiety, irritability, shame, fear, etc.) **that may be experienced** (including positive and supportive strategies [e.g., heating pad for cramps, seeking medical treatment, medication, traditional Indigenous medicine, exercise, talking to someone, etc.] to feel comfortable during menstruation).
- PHE.4.D.3** **Recognize that menstruation is a normal and natural part of growth and development that should not be treated with secrecy or shame.**
- PHE.4.D.4** **Identify natural, physical** (e.g., hair growth, growing taller, voice changes, skin changes, breast development, menstruation, vaginal discharge, erection, ejaculation, nocturnal emissions, changes in sleep and energy needs, etc.), **emotional** (e.g., attractions [intellectual/emotional/physical/romantic]; strong and fluctuating emotional responses; self-consciousness; self-image, self-confidence and body image may change; etc.) **and social changes** (e.g., importance of friendships, desire to fit in, independence, relationships, etc.) **bodies may experience during puberty.**

- 
- PHE.4.D.5** **Recognize the reproductive anatomy** (including vulva, labia [inner/outer], clitoris, vagina, cervix, uterus, fallopian tubes, ovaries, penis, foreskin, scrotum, testicles, bladder, urethra, vas deferens, erectile tissue) **for all sexes assigned at birth** (male, female, intersex).

Daily Decisions for Wellness

- PHE.4.D.6** **Recognize influences** (including family, values, culture, access to healthcare/information, peer pressure, media, income, education, discrimination, legacy of colonization) **on decision-making for health-related behaviours** (e.g., substance use, food, physical activity, hygiene, relationships, safety, sleep, screen use, illness prevention, etc.).
- PHE.4.D.7** **Explore puberty hygiene practices** (e.g., regular showers/baths, clean clothes, period care [e.g., use of menstrual products, clean water, private facilities], deodorant/antiperspirant, teeth brushing/flossing, etc.) **that could be used to manage physical changes.**

Food and Nutrition

- PHE.4.D.8** **Analyze a recipe for its food origins and how/when** (seasonal) **the ingredients get from their origin to the table** (e.g., how it grows/is grown; how it is farmed, fished, trapped, foraged or hunted; how it is processed; how it is transported; how it is sold or obtained, etc.).
- PHE.4.D.9** **Explore foods and food traditions in local communities; and similarities and differences between one's own food story and other local communities' or cultural groups' stories.**

Substances and Patterns of Behaviour

- PHE.4.D.10** **Identify the reasons** (e.g., to alter mood, curiosity, want to fit in with others/peer pressure, medical benefits, substance use disorder, etc.) **people use substances** (e.g., alcohol, nicotine, cannabis, vaping, caffeine drinks, prescription medication, over-the-counter medication, etc.) **and/or engage in potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, etc.); **and how they affect oneself and others** (e.g., physical health, relationships, etc.).
- PHE.4.D.11** **Identify multiple sources of information** (e.g., Elders and Knowledge Keepers, family, friends, professionals, community organizations, stories, media, etc.) **about substances to determine validity and accuracy** (misinformation/disinformation, credibility).

Mental Health and Well-being

- PHE.4.D.12** **Explore what contributes to positive mental health and well-being** (e.g., physical, emotional, social, spiritual and cognitive factors) **and what builds self-esteem** (e.g., positive relationships, self-care, physical activities, music, art, etc.).

- PHE.4.D.13** Explore the interconnection of thoughts/emotions/behaviours.
- PHE.4.D.14** Recognize situations when the brain is in a survival (e.g., fear, unsafe, etc.), **emotional** (e.g., hitting or yelling at someone, etc.) **or thinking mode** (e.g., thinking before acting, relaxed and calm, etc.) **and strategies to access the thinking mode** (e.g., calm down techniques, relational techniques, reflecting and remembering techniques, etc.).

Strand E: Healthy Relationships

Identity and Expression

- PHE.4.E.1** Explore the relationship between identity, self-esteem and self-expression.
- PHE.4.E.2** Describe the influence (e.g., appearances, clothing, beliefs, values, cultural representation, body image, etc.) **of media** (e.g., social media, advertisements, entertainment media, etc.) **and the words/actions of others on self-esteem and self-expression.**

Diversity, Equity, and Inclusion

- PHE.4.E.3** Explore how different cultures acknowledge puberty and/or coming-of-age (e.g., confirmation, bat and bar mitzvah, quinceañera, strawberry teachings, vision quest, Sundance ceremony, etc.).
- PHE.4.E.4** Identify the similarities (e.g., honesty, respect, kindness, equality, etc.) among cultural, spiritual and/or religious perspectives (e.g., Seven Sacred Teachings, fables, Four Noble Truths, the Eight-Fold Path, Moral Code of Islam, the Platinum Rule, etc.) that support healthy relationships.

Relationship Building

- PHE.4.E.5** Identify groups to which one can belong (e.g., sports team, religious or cultural group, class, friends, club, etc.); behaviours that help (e.g., inclusion, respecting boundaries and differences, encouragement, compromise, teamwork, fair play, digital citizenship, etc.) **or hinder** (e.g., gossiping, teasing, exclusion, bullying/cyberbullying, initiation, discrimination, etc.) **positive group culture; and the effect group behaviour can have on the health of self and others.**

Communication and Conflict Resolution

- PHE.4.E.6** Develop strategies (e.g., protect privacy; share images with consent; use safe search techniques; recognize unsafe and/or inappropriate content, contact and conduct and tell a safe grown-up; etc.) **to safely navigate online environments** (including while using artificial intelligence and social media platforms).

- 
- PHE.4.E.7** **Develop strategies for healthy online communication and etiquette** (e.g., empathy, consent, tone/word/emoji choice, privacy, clear and concise messaging, respectful language, consider other's perceptions, calling in, etc.).
- PHE.4.E.8** **Develop communication strategies for creating and maintaining equitable, healthy relationships within a group** (e.g., reaching shared understandings with differing perspectives and opinions, taking turns talking, distribution of work, honesty, respect, cooperation, etc.).

Boundaries, Consent, and Mistreatment

- PHE.4.E.9** **Practice setting and respecting boundaries with peers/friends/teammates/authority figures to build healthy and safe relationships.**

Strand F: Healthy Communities

Community Connections

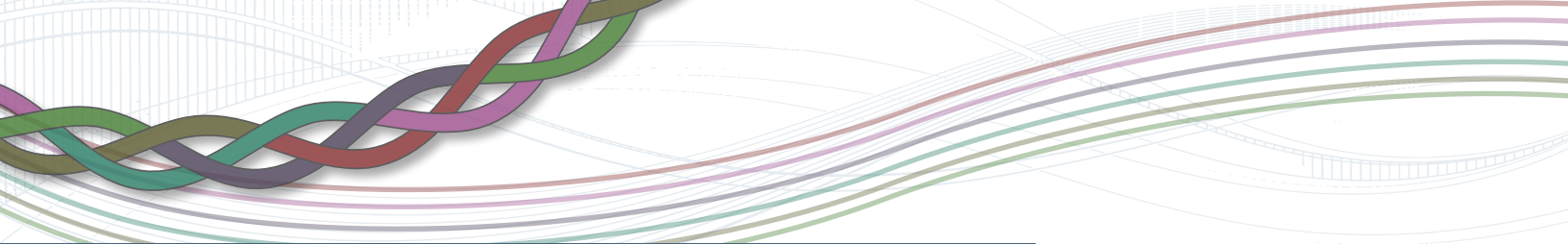
- PHE.4.F.1** **Explore *Mino-Pimatisiwin* (The Good Life); and culturally responsive ways** (e.g., show kindness, empathy and compassion; consider safety; learn from others; appreciate different communication styles; **have diverse social connections**; listen; seek understanding; **participate in ceremony**; etc.) **to honour and build individual and collective well-being.**

Environmental Health

- PHE.4.F.2** **Recognize ways the environment and a community's health are connected and interdependent** (e.g., food sources, food security, natural resources, ceremonies, medicines, housing, **traditional Indigenous teachings**, etc.).

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 5 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 5 learners will explore the different food needs, preferences, experiences, and influences on eating. They will learn strategies to find valid and reliable sources of information and use decision-making models. Learners will make connections between mental health and well-being and *Mino-Pimatisiwin*. They will further develop their media literacy skills, including an exploration of diversity in the media and the effect representation has on oneself. They will continue to develop conflict resolution strategies to build healthy and equitable relationships. Learners will continue to build knowledge and skills to help keep themselves safe, including by identifying lures online and in-person as well as identifying safe practices in and around bodies of water, on ice, and boats. Learners will investigate the Convention on the Rights of the Child and inequities within Manitoba that may be affecting the health and well-being of Manitoba communities. Learners will further develop their understanding of puberty growth and changes, including the role of hormones, ranges of emotions, and puberty hygiene. They will explore their own values related to relationships and will find ways to show respect for the rights and identities of others.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

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- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

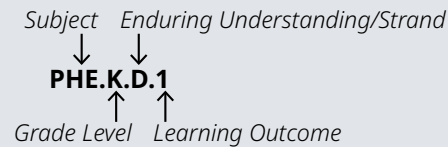
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.5.D.1** **Identify how reproduction and pregnancy occur** (including sexual intercourse, insemination/surrogacy and in vitro fertilization).
- PHE.5.D.2** **Recognize the role hormones** (e.g., testosterone, estrogen, progesterone) **play during puberty** (e.g., romantic and sexual feelings, attraction [intellectual/emotional/physical/romantic], menstruation, masturbation, mood swings, timing of puberty onset, sex characteristics, etc.) **for male, female and intersex bodies.**
- PHE.5.D.3** **Recognize the normalcy of curiosity about bodies and one's sexuality; and where to access reliable and valid information.**
- PHE.5.D.4** **Recognize that romantic/sexual attractions are a natural and individual part of being human** (including attraction to one gender [gay, lesbian, heterosexual], attraction to more than one gender [bisexual, pansexual], not experiencing attraction [asexual], Indigiqueer identity [Two-Spirit]); **and that there are different ways of experiencing and expressing sexuality over time.**

Daily Decisions for Wellness

- PHE.5.D.5** **Examine multiple sources of information about sexual health, sexuality, gender and relationships to ensure validity, accuracy and personal relevance** (e.g., family, friends, health service providers, community organizations, safe grown-ups, Elders and Knowledge Keepers, media, etc.).
- PHE.5.D.6** **Identify hygiene practices** (e.g., personal, cultural, religious, medical) **during puberty** (e.g., deodorant vs antiperspirant; showering; clean clothes; period care – use and disposal of pads/menstrual aids, clean water, private facilities; etc.).



Food and Nutrition

- PHE.5.D.7** **Appreciate that people have different food needs, preferences** (e.g., amount, kind of foods, ingredients, etc.) **and experiences** (e.g., health conditions; allergies; intolerances; access to food; ways of eating – vegan, vegetarian, religious or cultural needs; etc.) **that can change over a lifetime.**
- PHE.5.D.8** **Recognize factors that influence eating and drinking** (e.g., hunger, taste, texture, enjoyment, food skills, food access, social situations, activity level, advertising, culture, allergies, etc.); **environments in which different eating occurs; and benefits from eating together.**

Substances and Patterns of Behaviour

- PHE.5.D.9** **Practice using decision-making models with a variety of substances** (e.g., caffeine drinks, alcohol, nicotine, cannabis, vaping, etc.) **and potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, etc.).

Mental Health and Well-being

- PHE.5.D.10** **Recognize the depth** (e.g., irritated to rage, happy to euphoric, etc.), **range and expression of emotions in a variety of situations.**
- PHE.5.D.11** **Connect mental well-being and *Mino-Pimatisiwin (The Good Life)*** (including the balance between physical, mental, social, emotional and spiritual well-being).

Strand E: Healthy Relationships

Identity and Expression

- PHE.5.E.1** **Explore the diversity** (including ethnicity, race, culture, age, gender identity and expression, attractions, marital status, family structure, body size/shape, abilities, roles, social status, economic status, Canadian context) **of people in media** (e.g., tv/movies, ads, books, song lyrics, videos, social media, etc.); **and the effects** (e.g., self-esteem, choices, confidence, sense of belonging, etc.) **of representation on oneself.**
- PHE.5.E.2** **Demonstrate ways to promote respect and dignity for people of all gender identities** (e.g., male, female, non-binary, gender fluid, cisgender, transgender, Two-Spirit, etc.), **gender expressions** (e.g., clothing, name, pronouns, hair style, behaviour, mannerisms, voice, cultural variations, etc.) **and sexual/romantic identities** (e.g., bisexual, heterosexual, homosexual, asexual, gay, lesbian, queer, Two-Spirit, biromantic, panromantic, etc.).



Diversity, Equity, and Inclusion

PHE.5.E.3 **Connect children's rights in Canada** (Convention on the Rights of the Child) **to one's well-being.**

Relationship Building

PHE.5.E.4 **Explore one's values related to relationships, sexuality, gender and family; and how they affect one's relationships** (including diversity of relationships, communication, balance of power, decision-making).

Communication and Conflict Resolution

PHE.5.E.5 **Practice conflict resolution strategies from various cultures** (e.g., listening to multiple points of view, accepting responsibility for one's actions, talking circles, treaties, compromise, consensus, accommodation, making oneself heard, flexible thinking, negotiation, mediation, etc.) **in multiple contexts** (e.g., online, various relationships).

Boundaries, Consent, and Mistreatment

PHE.5.E.6 **Identify strategies** (e.g., communicate, be assertive, go somewhere safe, find a safe grown-up, report, block on social media, etc.) **to address the changing nature of personal boundaries and consent that come with puberty** (including various relationships and situations; welcomed and unwanted attention; online content, contact and conduct).

PHE.5.E.7 **Recognize power** (e.g., age, gender, sexual/romantic identity, socioeconomic status, physical size, social status, immigration status, race, ethnicity, ability, position of authority, etc.) **and abuse in relationships** (including harassment, bullying, sexual abuse, intimate partner violence, gender-based violence, luring, grooming, exploitation); **where/how it may occur; and where/how to get help to disclose abuse.**

PHE.5.E.8 **Recognize common lures used online and in-person** (including requesting help, offering gifts/money, creating fake emergencies, giving compliments, sharing secrets, making declarations of love, showing familiarity, offering fame, saying inappropriate actions are just a game or an accident, making job offers, exerting authority, making threats, breaking rules).



Strand F: Healthy Communities

Community Connections

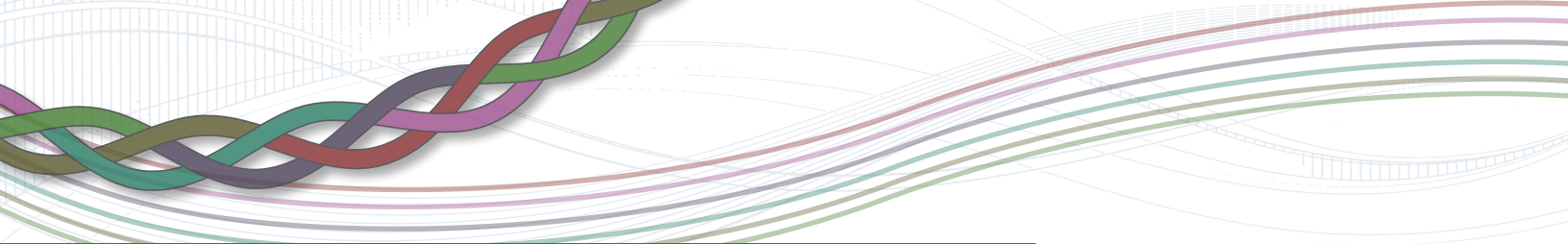
- PHE.5.F.1** **Recognize inequities** (e.g., clean water, healthcare access, nutritious food, safe environment, etc.) **in various communities in Manitoba in relation to the Convention on the Rights of the Child #24: the right to a healthy and safe environment; and advocate for an issue of choice.**
- PHE.5.F.2** **Promote safety strategies among peers for situations involving pools, open-water, moving water, ice and boats.**

Environmental Health

- PHE.5.F.3** **Identify a local environmental concern that affects health** (e.g., water quality, pollution, air quality, pesticides, extreme heat, GMOs, toxicity of products, overfishing, overhunting, mercury erosion, overland flooding, climate change, etc.); **and make a community contribution for a more equitable society.**

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 6 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 6 learners will examine food systems around the world, the different methods of obtaining food, the influence of media on food and beverage choices, the importance of food variety to meet one's needs, and strategies for adopting health-promoting behaviours. They will also examine the role of vaccines. Learners will discuss the risks of using and misusing a variety of substances. They will delve deeper into thought distortions, stress and anxiety, and find strategies to manage them. Learners will develop strategies to build healthy, equitable relationships, including ways to promote positive group culture. They will learn about ways to stay safe when staying home alone. Learners will also take opportunities to advance community health as they investigate the connections between the health of the natural environment and the community. Learners will investigate personally relevant strategies to manage growth and changes in puberty, analyze influences on one's self-esteem, find ways to show respect for their own and others' bodies, and discover sources of support when making decisions.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

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- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

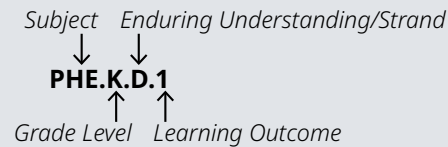
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

PHE.6.D.1 **Identify strategies** (e.g., talk to someone, avoid comparisons, seek valid information, ask questions, practice healthy habits and flexible thinking, etc.) **to manage physical** (e.g., hair growth, growing taller, voice changes, skin changes, changes in sleep and energy needs, breast development, erection, ejaculation, nocturnal emissions, menstruation, vaginal discharge, etc.), **mental** (e.g., increased risk-taking, beginning of long term thinking, formation of own values and beliefs, etc.), **emotional** (e.g., attractions [intellectual/emotional/physical/romantic]; strong and fluctuating emotional responses; self-consciousness; self-image, self-confidence and body image may change; etc.) **and social changes** (e.g., importance of friendships, desire to fit in, independence, relationships, etc.) **that occur during puberty.**

Daily Decisions for Wellness

PHE.6.D.2 **Reflect on decision-making processes** (including when to use these processes), **sources of support** (e.g., family, Elders, safe adults, community organizations, trusted websites, etc.) **and how choices affect the well-being of self and others.**

PHE.6.D.3 **Examine vaccines** (e.g., grade 6 vaccines: HPV, meningitis, hepatitis B, flu, coronavirus, etc.); **how they work and are accessed; and why they are important for the protection of self and others.**

Food and Nutrition

PHE.6.D.4 **Examine the influence** (e.g., advertising and food claims, influencers, facts and myths, etc.) **of media on food and beverage choices** (including sugary and energy drinks).

PHE.6.D.5 **Investigate food systems from around the world** (e.g., garden, farmed, wild, etc.) **and ways they are changing to meet local and global needs** (e.g., how food is produced, processed, and transported; how waste is managed; etc.).

- 
- PHE.6.D.6** **Examine different methods for obtaining food** (e.g., grocery store, market, hunting, gathering, gardening, fishing, food banks, soup kitchens, etc.) **and the importance of choosing a variety of foods to better satisfy hunger and meet the body's needs.**
- PHE.6.D.7** **Demonstrate personal responsibility** (e.g., trying new foods, choosing a variety of foods, listening to hunger cues, etc.) **in the area of food and nutrition by following a method that encourages health-promoting behaviours** (e.g., I AM HEALTHY method, I APPEAR method).

Substances and Patterns of Behaviour

- PHE.6.D.8** **Recognize short- and long-term effects and risks** (including brain and body development) **associated with the use and misuse of caffeine, nicotine, alcohol, vaping and cannabis products.**

Mental Health and Well-being

- PHE.6.D.9** **Investigate types** (e.g., jumping to conclusions, overgeneralizing, emotional reasoning, all or nothing thinking, etc.) **and impacts** (e.g., anxiety, misinformation, self-esteem, decision-making, etc.) **of thought distortions; and how to review evidence to overcome them.**
- PHE.6.D.10** **Recognize the signs, symptoms and impact of stress and anxiety; as well as strategies** (e.g., physical activity, nature, sleep, food choices, mindfulness, healthy boundaries, create a plan, talk to someone, etc.) **for their management.**
- PHE.6.D.11** **Explore the physiological stress response** (including fight, flight, flock, freeze).

Strand E: Healthy Relationships

Identity and Expression

- PHE.6.E.1** **Analyze influences** (e.g., family, culture, peer group, media, peer pressure, **sexually explicit content**, etc.) **on self-esteem; and how one perceives, thinks and feels about one's body and the bodies of others.**
- PHE.6.E.2** **Identify strategies** (e.g., talk about feelings and experiences with safe people; celebrate positive qualities, skills and interests rather than focusing on appearance-related qualities; recognize when social media and other forms of media focus on appearance-centered messaging and images; challenge unrealistic body standards; participate in physical activity for fun and enjoyment; seek support from a mental health



professional; focus on a body's abilities; develop a global awareness of body image; etc.) **to accept and appreciate one's body and respect diverse bodies** (e.g., different abilities, ethnicities, ages, genders, shapes, sizes, medical conditions; pregnant; etc.).

Diversity, Equity, and Inclusion

PHE.6.E.3 **Recognize healthy and unhealthy group** (e.g., sports teams, clubs, peer/friend group, online community, etc.) **cultures/norms; their effect on group/individual behaviours; and ways to promote positive group culture.**

Relationship Building

PHE.6.E.4 **Identify characteristics of healthy and unhealthy relationships** (including family, friendship, peer, acquaintance, romantic) **and strategies** (e.g., value a person's qualities; demonstrate mutual respect, empathy, caring, commitment, honesty and trust; use reciprocal communication; compromise; create a balance of power; be open to different perspectives; set and respect boundaries and personal space; give positive affirmations; etc.) **for developing, maintaining and enhancing safe relationships.**

Communication and Conflict Resolution

PHE.6.E.5 **Develop respectful strategies to communicate about sexual health and sexuality** (e.g., use respectful and inclusive language, show empathy and cultural literacy, use correct terminology or socially accepted terminology, acknowledge different levels of comfort, respect others' responses, etc.).

Boundaries, Consent, and Mistreatment

PHE.6.E.6 **Practice asking for consent for safety and respect in all types of relationships** (e.g., with adults, with friends, with peers, in romantic relationships, in relationships with a power imbalance, etc.), **interactions** (including touching, hand-holding, hugging, kissing, etc.) **and environments** (e.g., public, private).



Strand F: Healthy Communities

Community Connections

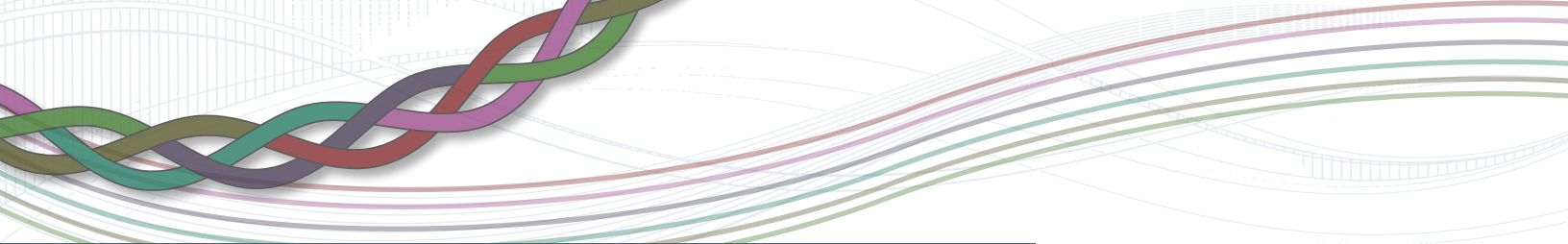
- PHE.6.F.1** **Explore safety related to staying at home alone** (e.g., creating an emergency plan, answering the door, getting help from a nearby safe adult, locking doors and windows, following house rules, contacting emergency services, ensuring personal safety before helping others, responding to fires and injuries, using a first aid kit, etc.).
- PHE.6.F.2** **Engage in volunteerism to enhance personal and community health and well-being.**

Environmental Health

- PHE.6.F.3** **Investigate connections between the health of the natural environment and community health** (e.g., water and air quality, sanitation/contamination, weather, wildlife, resource consumption, access to food, disease, pests, vectors, etc.).

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 7 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 7 learners will explore nutrients, the role nutrients play in the body, and the ways people relate to and choose foods. Food literacy skills will continue to be developed through the exploration of food labels, goal-setting, and planning and preparing a meal. They will investigate factors that influence the use/avoidance of substances and one's engagement in potentially harmful patterns of behaviour as they continue to develop decision-making skills. Learners will explore mood and mood management, ways to cope with difficult emotions or life experiences, and ways to promote mental health and well-being. They will examine identity, changes over time, and ways to support positive self-esteem. Learners will discuss power differences and the effects of stigma, bias, discrimination, stereotypes, and prejudice on the development of healthy and safe relationships. Safety strategies for digital communication will be discussed. They will make connections between the social determinants of health, the health of the built environment, and both personal and community health as they engage in opportunities for positive involvement in the community. Learners will further build decision-making skills to help prevent negative health outcomes including the **risk of sexually transmitted and blood-borne infections**. Learners will begin to develop communication strategies to support healthy romantic relationships.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

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- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

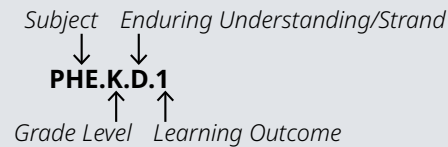
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

PHE.7.D.1 **Recognize typical causes, symptoms, treatments and transmission methods for sexually transmitted and blood-borne infections** (STBBIs) (e.g., human immunodeficiency virus [HIV], human papillomavirus [HPV], gonorrhea, syphilis, chlamydia, herpes, hepatitis, genital warts, etc.) **for all types of sexual behaviours.**

Daily Decisions for Wellness

PHE.7.D.2 **Identify ways to minimize the risk of sexually transmitted and blood borne infections** (STBBIs) (e.g., not engaging in sexual behaviours, limiting sexual partners, barrier methods [e.g., sex dams, condoms, etc.], Pre-Exposure Prophylaxis [PrEP], Post-Exposure Prophylaxis [PEP], regular testing, vaccinations, etc.) **for all types of sexual behaviours; and how to access confidential STBBI prevention products, testing and treatment in the community.**

PHE.7.D.3 **Investigate contraceptive methods** (including natural, hormonal, non-hormonal and emergency methods); **and how to choose and access contraceptives in the community.**

PHE.7.D.4 **Recognize what sexual activity is** (including vaginal, anal, oral sex) **and reasons** (including emotional and physical connection, pleasure, reproduction) **people choose to engage or not engage in sexual behaviours** (e.g., kissing, masturbation, touching, sexting, etc.).

PHE.7.D.5 **Explore personal values and influences** (e.g., family, friends, media, etc.) **related to sexuality, relationships and safe and consensual sexual behaviours.**



Food and Nutrition

- PHE.7.D.6** **Recognize how people, communities and cultures relate to foods** (including what is eaten; how foods are prepared, served and eaten) **for reasons of social engagement** (e.g., family connection, community, culture and tradition, etc.).
- PHE.7.D.7** **Investigate a variety of foods** (e.g., vegetables, fruits, grain products, milk products, wild game, meat, poultry, fish, eggs, nuts and seeds, plant-based foods, oils and fats, candy, cake, etc.) **and beverages** (e.g., water; smoothies; sugary drinks like juice, soft drinks, energy drinks; etc.) **to identify their key nutrients; the role nutrients play in the body; and the many reasons foods are chosen for consumption** (e.g., nutrition, taste, family, culture, access, Canada's Food Guide recommendations, etc.).
- PHE.7.D.8** **Locate and analyze the information found on a variety of food and beverage labels** (including ingredient names and the importance of their order, serving sizes, units of measurement, percent daily value, front of pack labelling, nutrition claims).
- PHE.7.D.9** **Develop a personally relevant health-promoting food and nutrition goal** (e.g., increase time eating with others, learning to prepare a family meal, drinking more water, reducing sugary drink intake, eating more vegetables and fruit, etc.) **using a needs assessment and goal-setting process** (e.g., SET GOALS method).
- PHE.7.D.10** **Develop a plan and prepare a simple and nutritious meal that meets personal needs** (e.g., taste, satisfying hunger, hydration needs, allergies, ways of eating, religious or cultural needs, etc.).

Substances and Patterns of Behaviour

- PHE.7.D.11** **Examine personal and social factors** (e.g., values, media, peer pressure, mental health, cultural norms, religious beliefs, legality, curiosity, addiction, Indigenous ceremony, genetics, life experiences, etc.) **that influence the use/avoidance of substances and one's engagement in potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, etc.).
- PHE.7.D.12** **Use decision-making models with a variety of substances, potentially harmful patterns of behaviour and strategies for dealing with the realities and pressures to use or misuse.**

Mental Health and Well-being

- PHE.7.D.13** **Recognize the signs, symptoms** (e.g., losing interest, withdrawing from activities/people, irritation, poor decision-making, racing thoughts, increased agitation, etc.) **and range of mood** (low mood, high mood) **in oneself; and strategies** (e.g., physical activity, healthy amount of sleep, connection with the Land, food choices, social engagement, counselling, etc.) **for mood management.**

- 
- PHE.7.D.14** **Investigate factors** (e.g., technology, stress, relationships, school pressures, changes, food, physical activity, environmental stressors, discrimination, etc.) **influencing mental health and well-being; and strategies** (e.g., mindfulness, physical activity, problem solving, meditation, seeking out supports, etc.) **to promote mental health and well-being in self and others.**
- PHE.7.D.15** **Describe healthy ways to cope with difficult emotions** (e.g., jealousy, anger, grief, disappointment, failure, rejection, exclusion, etc.) **and challenging life circumstances** (e.g., change, loss, divorce, moving, etc.).

Strand E: Healthy Relationships

Identity and Expression

- PHE.7.E.1** **Explore personal identity** (e.g., cultures, races, gender identities and expressions, traditions, abilities, languages, values, beliefs, roles, responsibilities, appearances, interests, skills, strengths, etc.); **and ways** (e.g., appreciate diversity; challenge thought distortions; have a positive mindset; recognize the impact of media, family and peer influence; etc.) **to support positive self-esteem.**
- PHE.7.E.2** **Analyze how personal identity changes over time** (e.g., through experiences and interactions with different people, activities and interests, etc.) **and how one's expression of identity may change in certain situations or environments.**

Diversity, Equity, and Inclusion

- PHE.7.E.3** **Identify types of stigma, discrimination, stereotypes, prejudice and bias** (e.g., age, culture, ethnicity, race, religion, gender, family structure, attractions, ability, neurodiversity, social status, STBBI status, HIV status, economic status, body type, physical/mental health and conditions, substance use, etc.) **and their effects** (including physical, mental, emotional, spiritual, social) **on self and others.**

Relationship Building

- PHE.7.E.4** **Recognize how power differences** (e.g., age, gender, sexual/romantic identity, social status, socioeconomic status, immigration status, ethnicity, race, ability, physical size, position of authority, etc.) **may impact relationships** (including romantic, peer, friendship, sexual); **and ways to create healthy and safe relationships.**



Communication and Conflict Resolution

- PHE.7.E.5** **Develop healthy communication strategies** (e.g., set and respect boundaries, ask for consent, be honest, address conflict, communicate continuously, etc.) **that could be used in a variety of romantic/sexual situations or relationships** (e.g., asking out, responding to rejection and boundary violations, ending an unhealthy relationship, etc.).

Boundaries, Consent, and Mistreatment

- PHE.7.E.6** **Connect the conditions** (including freely given, reversible, informed, enthusiastic, specific) **of sexual consent to related legal aspects** (e.g., age of consent, close-in-age exception, position of power/authority [e.g., teacher-student, coach-athlete, adult-child, etc.], substance use, laws to protect youth from exploitation, digital image sharing, etc.).
- PHE.7.E.7** **Compare and contrast sexting and sextortion; and safety strategies for self and others** (including consent, legalities and consequences, dealing with unwanted images, removing an online image, seeking help/support).

Strand F: Healthy Communities

Community Connections

- PHE.7.F.1** **Analyze how social determinants of health** (e.g., socioeconomic factors, physical environment, healthcare, health behaviours, etc.) **can impact an individual's personal health and the health of the community.**
- PHE.7.F.2** **Engage in opportunities for community action, awareness and/or leadership to positively impact relevant community health and well-being** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, discrimination, 2SLGBTQIA+ healthcare, human rights, food security, addictions, accessibility, mental health, trafficking, the environment, etc.).
- PHE.7.F.3** **Use a health-promoting decision-making process in case scenarios involving pools, open-water, moving water, ice and boats** (including with and without supervision).



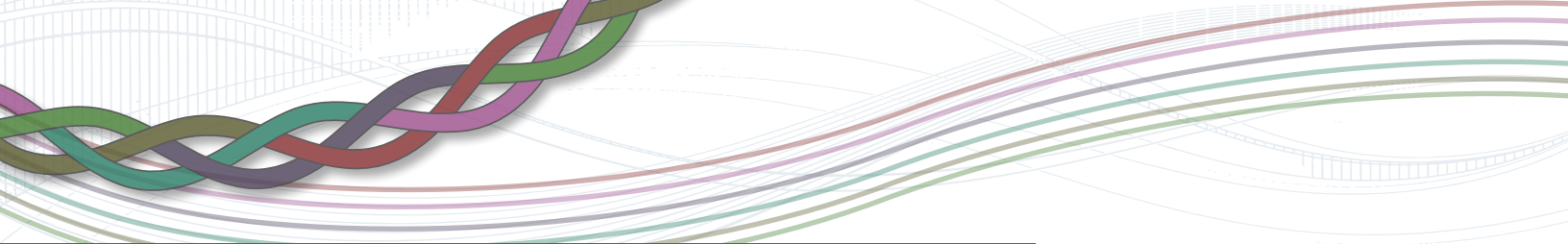
Environmental Health

PHE.7.F.4

Investigate connections between the health of the built environment and community health (e.g., sanitation, agricultural production, access to healthy food/food production, pollution, industrialization, chemicals, transportation, housing, neighbourhood design, natural spaces, disease, energy production and consumption, sound, pests, etc.).

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.



Grade 8 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 8 learners will further develop knowledge related to health and will continue to build decision-making skills to help prevent negative health outcomes. They will learn about the personal factors that influence decision-making, personal boundaries, and ways that power differences may affect one's relationships and decision-making. Learners will examine different ways communities may produce, obtain, transport, and store food and the effects that systemic influences have on individual food choices. They will examine protective and risk factors for substance use/misuse, risks of using a variety of substances, and the spectrum of use. Learners will explore the prefrontal cortex, brain development, neurodiversity, and differences in brain functioning. They will explore the stigma attached to mental health and how to seek help for themselves or others if experiencing persistent mental health struggles. Learners will reflect on privilege, learned attitudes and behaviours, and their impact to find ways to support equity and inclusion. They will further develop their media literacy and relationship building skills, including identifying aspects of healthy online and in-person relationships, developing strategies to communicate online, and examining the effects of sexually explicit media. Learners will begin to develop independence as they investigate personally relevant school and community health supports and resources and engage in opportunities for positive community action. They will also explore lifesaving methods and examine the effects of sustainable practices on community health and well-being.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

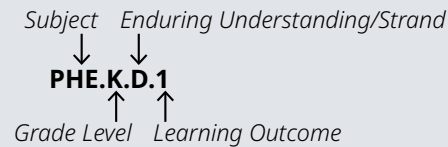
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.8.D.1** **Identify the signs of pregnancy, the options if one becomes pregnant** (including parenting, adoption, abortion) **and ways to access testing/care in the community.**
- PHE.8.D.2** **Identify the stages of pregnancy** (e.g., preconception, fertilization, gestation, childbirth) **and the needs of the child and parent for overall health and well-being pre- and post-partum.**

Daily Decisions for Wellness

- PHE.8.D.3** **Recognize that sexual decision-making is personal, based on numerous factors** (e.g., family and personal values; age; mental, emotional and physical development; knowledge of anatomy/STBBIs/ pregnancy/consent; access to and use of contraceptives, safer sex supplies and testing; ability to communicate with one's partner about needs/desires; whether it is the right person and/or time in one's life; how one will feel if the relationship ends; etc.); **and that choices can affect physical, mental and emotional health and well-being.**
- PHE.8.D.4** **Explore the connection between habits adopted during youth and their effect on wellness later in life** (including leading and lagging indicators).

Food and Nutrition

- PHE.8.D.5** **Examine different ways of producing, transporting, obtaining** (e.g., farming, gathering, grocery stores, farmers markets, food banks, etc.) **and storing food safely** (e.g., canning, drying, refrigeration, preservatives, etc.) **in various communities** (including those experiencing inequities).

- PHE.8.D.6** **Examine the relationship between systemic influences** (including accessibility and availability of food, food environments [such as food and marketing in schools and recreation centres, grocery store configurations], culture, economics, social environment, politics, advertising, media representation, education), **medical dietary needs and personal choices about food and beverages.**

Substances and Patterns of Behaviour

- PHE.8.D.7** **Recognize short- and long-term risks** (e.g., physical, social, emotional, cognitive) **of substance use; including stimulants** (e.g., methamphetamine, cocaine, nicotine, caffeine, prescription stimulants, ecstasy), **depressants** (e.g., benzodiazepines, Rohypnol, barbiturates, alcohol, heroin, fentanyl, oxycodone, ketamine), **hallucinogens** (e.g., psilocybin, LSD, ketamine), **cannabinoids** (e.g., THC, CBD), **anabolic steroids, unauthorized peptides** (e.g., weight loss, muscle growth or anti-aging products) **and others** (e.g., gas, glue, etc.).
- PHE.8.D.8** **Explore the spectrum of use** (e.g., beneficial use, casual use, problematic use, substance use disorder) **for both substances and potentially harmful patterns of behaviour; and the effects** (e.g., physical, social, emotional, cognitive) **that can occur at each stage.**
- PHE.8.D.9** **Analyze protective factors** (e.g., positive self-esteem, strong social supports, parental engagement, academic engagement, positive attitude and beliefs, older age of first use, lower stress levels, positive life experiences, etc.) **and risk factors** (e.g., poverty, discrimination, genetics, family history, etc.) **for substance use/misuse and the development of potentially harmful patterns of behaviour.**

Mental Health and Well-being

- PHE.8.D.10** **Explore neurodiversity and differences in brain functioning** (e.g., ADHD, autism spectrum disorder, dysgraphia, dyslexia, dyscalculia, etc.).
- PHE.8.D.11** **Explore the function and development of the prefrontal cortex** (e.g., time management, attention, flexibility, planning, organization, working memory, task initiation, perseverance, metacognition, self-control, etc.).
- PHE.8.D.12** **Identify societal views about mental health/illness/conditions and addiction; types** (e.g., structural, social, self) **and impacts of stigma; and actions to counteract stigma.**
- PHE.8.D.13** **Explore the significance of persistent low or high mood on health for self and others; and how/where to seek help.**



Strand E: Healthy Relationships

Identity and Expression

- PHE.8.E.1** **Examine how privilege, lack of privilege or unexamined privilege** (e.g., levels of education, wealth, access to resources, attractions, gender, ability, ethnicity, race, religion, health, class, culture, etc.) **of self and others may distort views, limit potential or impact identities.**

Diversity, Equity, and Inclusion

- PHE.8.E.2** **Consider how learned attitudes and behaviours can perpetuate or reduce stigma, discrimination, stereotypes, prejudice and** (conscious/unconscious) **bias; and ways to promote inclusion and equity** (e.g., be aware of own biases, question thinking, create space, critically evaluate, seek multiple perspectives, increase interactions with diverse people, address discrimination, understand intent versus impact, see similarities and learn from differences, practice humility and empathy, etc.).

Relationship Building

- PHE.8.E.3** **Recognize that pornography is not reality; and understand potential harmful effects of viewing sexually explicit media on one's beliefs, actions and relationships** (e.g., contributes to gender-based/sexual violence, can lead to a limited or distorted understanding of relationships/intimacy, reinforces harmful norms and stereotypes about gender and sexual orientation, unrealistic messages about sexuality and sexual behaviours, promotes unrealistic body standards, etc.).
- PHE.8.E.4** **Identify aspects of healthy online and in-person relationships** (e.g., types of communication, personal boundaries and consent, identity, safety, rights and responsibilities, conflict resolution, encountering mistreatment and accessing help, etc.); **and ways to develop, maintain, enhance and restore them.**

Communication and Conflict Resolution

- PHE.8.E.5** **Examine strategies** (e.g., active empathy, set and respect boundaries, manage emotions, etc.) **to safely and respectfully navigate online communication** (e.g., privacy/security of personal information, clarity and context, use of emojis/GIFs/memes, sharing communications, screengrabs, luring, trolling/bullying, unwanted content/contact/conduct, digital footprint, online hate, etc.); **and ways to access support when needed.**



Boundaries, Consent, and Mistreatment

- PHE.8.E.6** **Identify information, motivation and competencies necessary to ask for, set and respect sexual/relational boundaries for safer sex** (including recognizing verbal/non-verbal consent, respecting choices when consent is not given, communicating consent, communication about safer sex practices, image and message sharing, substance use, sharing STBBI status).
- PHE.8.E.7** **Identify how power differences** (e.g., age, gender, sexual identity, physical size, social status, socioeconomic status, immigration status, ethnicity, race, ability, position of authority, etc.) **may affect a person's ability to consent** (e.g., coercion versus agency) **to sexual behaviours, engage in safer sex practices and leave/stay in an unsatisfactory or abusive relationship.**

Strand F: Healthy Communities

Community Connections

- PHE.8.F.1** **Identify school and community health supports and resources** (including for mental, sexual, reproductive and physical health; food and nutrition; clothing; housing; relationships; substances and addictions; physical activity access; counselling; violence; 2SLGBTQIA+ and Indigenous communities); **and how to access them.**
- PHE.8.F.2** **Engage in opportunities for community action, awareness and/or leadership to positively impact relevant community health and well-being** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, discrimination, 2SLGBTQIA+ healthcare, human rights, food security, addiction, accessibility, mental health, trafficking, the environment, etc.).
- PHE.8.F.3** **Explore lifesaving methods** (e.g., CPR/AED, auto-injector, sugar, FAST, inhaler, call 911, etc.) **for various conditions** (e.g., cardiac arrest, severe allergic reaction, diabetic emergency, stroke, asthma attack, choking, seizure, drowning, etc.).

Environmental Health

- PHE.8.F.4** **Explore sustainable practices** (e.g., composting, farming, resource conservation, waste management, controlled burning, sustainable fishing and trapping, etc.) **and technologies** (e.g., solar power, electric transportation, sustainable building materials, compostable materials and packaging, wind energy, etc.); **and how they may affect the health of the environment and future generations.**

Grade 9 Health Education Pilot

Course Code

0169

Course Credit

1.0*

ENGLISH Program

* Combined Physical and Health Education

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 9 learners will build skills to navigate the changes that happen upon entering high school. They will build knowledge to support mental health and well-being, explore ways to manage new changes and life circumstances, analyze influences on their identity and self-esteem, and reflect upon their health literacy journey. Learners will develop an understanding of ways to manage risks with substances/patterns of behaviour within their daily life and in the community. They will further their understanding of themselves and healthy relationships through discussions about the growing body, managing risks associated with sexual behaviours, personal readiness for relationships and decision-making, and ways to stay safe online and offline. Water safety factors and strategies will be investigated as part of community safety. Learners will also reflect on inequities within the local and global community and develop skills to advocate for themselves and others.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

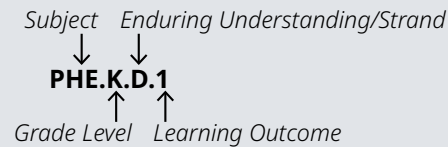
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.9.D.1** **Recognize the reproductive structures, functions and corresponding anatomy** (including vulva, inner and outer labia, clitoris, vagina, cervix, uterus, fallopian tubes, ovaries, penis, foreskin, scrotum, testicles, bladder, urethra, vas deferens, erectile tissue) **for all sexes assigned at birth** (male, female, intersex).
- PHE.9.D.2** **Expand personal understandings** (including signs/symptoms, testing, accessing treatments, disclosure) **of sexually transmitted and blood-borne infections (STBBIs) for all types of sexual behaviours** (including vaginal, anal and oral sex behaviours); **misconceptions** (including prevention and transmission); **prevalence; and stigma.**

Daily Decisions for Wellness

- PHE.9.D.3** **Recognize reasons why people engage in** (e.g., reproduction, feelings/emotions, curiosity, pleasure, peer pressure, violence, etc.), **or do not engage in** (e.g., cultural and personal beliefs, values, peer pressure, prevention of pregnancy and STBBIs, disinterest, lack of consent, etc.), **sexual behaviours; and factors that must be considered to determine personal readiness** (e.g., values and beliefs, emotional readiness, possible effects for the relationship, availability of contraceptives, STBBI status, etc.).
- PHE.9.D.4** **Examine factors** (e.g., effectiveness, side effects, methods of use, characteristics, ease of use and access, financial, etc.) **related to various contraceptive methods** (including natural, hormonal, non-hormonal and emergency methods); **and how to access valid information and community supports to help make sexual health decisions.**
- PHE.9.D.5** **Explore ways** (e.g., time management, organizational skills, set boundaries, etc.) **to manage different aspects of life** (e.g., school, personal, leisure time, work, home responsibilities, community, etc.) **given personal circumstances.**



Food and Nutrition

PHE.9.D.6 **Explore the systemic issues of diet culture, body size/shape and weight stigma** (e.g., how food marketing influences food choices and personal relationships with food, how one learns and thinks about food and bodies, etc.); **and the need for body-inclusive and food-neutral marketing.**

Substances and Patterns of Behaviour

PHE.9.D.7 **Explore reasons people choose to use** (e.g., to alter mood, to affect performance in school/work/physical activity, curiosity, want to fit in with others/peer pressure, addiction, etc.) **or not use** (e.g., values, beliefs, reputation, effects, decrease risk of addiction, natural ‘highs’, legalities, etc.) **substances** (including anabolic steroids and other body changing/weight loss products); **misconceptions about their use; and ways to apply a decision-making model to substance use decisions.**

PHE.9.D.8 **Recognize characteristics and symptoms** (e.g., compulsion, cravings, control, consequences [changes in behaviour, negative mental health impacts, gradual social withdrawal, drop in academic performance, etc.]) **of substance use disorders and harmful patterns of behaviour** (e.g., gaming, gambling, etc.); **and ways to support those whose lives are impacted.**

PHE.9.D.9 **Plan ways to maintain the safety of self and others in a social setting where substances are present** (including non-consumption, monitor consumption, do not mix substances, avoid unknown substances, keep beverages in sight, recognize the signs of Rohypnol consumption, use the recovery position when necessary, pre-arrange a person to call in an unsafe situation, arrange a designated driver, take keys away, look out for friends).

Mental Health and Well-being

PHE.9.D.10 **Describe the meaning of the term ‘wellness’** (e.g., dimensions of health, *Mino-Pimatisiwin* [‘the Good Life’], etc.) **and reflect on one’s own health literacy** (including the eight health skills).

PHE.9.D.11 **Examine the Keyes model of mental health** (flourishing or languishing) **and mental illness** (present or absent); **and how both aspects coexist and are independent of one another.**

PHE.9.D.12 **Recognize the influences on** (e.g., treatment by others, experiences, etc.), **and impacts of** (e.g., habits, misinformation, etc.), **conscious** (intentional) **and unconscious decisions** (automatic thoughts and habits); **and how to reflect on automatic thoughts and habits before acting.**



PHE.9.D.13

Recognize factors related to, and the relationship between, stress, anxiety and depression (including causes, signs/symptoms, coping strategies, benefits of physical activity/sleep/food intake/nature, connecting with resources and services) **in self and others.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.9.E.1** **Explore self-esteem** (e.g., looks like/sounds like/feels like), **its influences** (e.g., self-talk, experiences, media, body size/shape and weight stigma, personality, genetics, relationships, identity, etc.) **and ways to work towards self-acceptance** (e.g., being proud of differences, celebrating accomplishments, practicing gratitude, recognizing inherent worth, etc.).
- PHE.9.E.2** **Recognize ways** (e.g., consider permanence of information and privacy settings, be honest about oneself, consider others, proofread, check search engines, etc.) **one could create a positive online identity** (e.g., personal, social, academic, professional, etc.).
- PHE.9.E.3** **Explore how aspects of one's identity** (e.g., values, beliefs, attractions, age, **gender identity and expression**, talents, strengths, interests, hobbies, preferred learning approaches, personality, ethnicity, race, ability, religion, culture, social groups, role in family, etc.) **and the desire to fit in can influence decision-making** (e.g., relationships, activities, what to wear, academic participation, substance use, mental health, sexual behaviours, physical activity, etc.).

Diversity, Equity, and Inclusion

- PHE.9.E.4** **Recognize and reflect on systemic health-related inequities that exist or have existed across time** (e.g., wages, food security, housing, treatment, healthcare, vaccines, physical activity, occupations, products, education, relationships, access, **sexual/reproductive rights**, etc.); **and reasons some people in society are, or were, more vulnerable to human rights violations.**
- PHE.9.E.5** **Discuss issues** (e.g., stigma, ableism, stereotypes, accessibility, poverty, workplace/public/activity/health accommodations, housing, inclusion, etc.) **unique to people with a visible or invisible disability; and ways** (e.g., ask what a person or group requires/doesn't require, question current practices, demonstrate empathy, admit missteps and change behaviours/actions, educate oneself and others, etc.) **to advocate for equity.**



Communication and Conflict Resolution

- PHE.9.E.6** **Recognize effects of positive** (e.g., coping skills, resilience, belonging, habits, behaviours, hobbies, interests, etc.) **and negative** (e.g., decreases self-confidence, self-esteem and social closeness; bullying; behaviours; habits and interests; etc.) **peer pressure; and strategies** (e.g., avoid the situation, walk away, say no, make an excuse, use strong body language, suggest a better idea, etc.) **to reduce negative peer influence.**
- PHE.9.E.7** **Differentiate communication styles** (including passive, passive-aggressive, aggressive, assertive, direct, indirect, non-verbal) **and practice ways to be assertive in a variety of situations.**

Boundaries, Consent, and Mistreatment

- PHE.9.E.8** **Examine ways** (e.g., plan ahead, use a buddy system, use safer routes, practice refusal techniques, be aware of surroundings, have a safe adult, use personal protective equipment, etc.) **to protect oneself and others from harm in various situations** (e.g., risk-taking behaviours, online, sexting, social settings, in the community, etc.).
- PHE.9.E.9** **Practice asking for and giving consent, asserting personal boundaries** (e.g., refusal techniques, etc.) **and showing respect** (e.g., accepting other's choices, etc.) **in relationship** (e.g., family, friendship, romantic, etc.) **case scenarios** (e.g., making new friends, ending relationships, participating in sexual behaviours, etc.).
- PHE.9.E.10** **Recognize the online or in-person stages** (luring, grooming, isolation, manipulation and coercion, exploitation) **leading to sexual exploitation or sex trafficking; strategies** (e.g., trust instincts, block users, etc.) **to keep one safe; and ways to get help** (e.g., screenshot conversations, tell a safe adult, contact police, contact Cybertip.ca and NeedHelpNow.ca, etc.).
- PHE.9.E.11** **Develop an understanding of sexual assault** (including what it is, why it happens, victims not being at fault, where to go for help, victim's rights, legalities for a perpetrator and bystander, prevention strategies, dealing with a disclosure).

Strand F: Healthy Communities

Community Connections

- PHE.9.F.1** **Engage in opportunities for community action, awareness, advocacy and/or leadership to positively impact personally relevant community health and well-being** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, discrimination, 2SLGBTQIA+ healthcare, human rights, food security, addiction, accessibility, mental health, trafficking, the environment, etc.).



PHE.9.F.2

Investigate environmental, human (e.g., knowledge, attitudes, behaviours) and situational factors that contribute to water, ice and boating incidents and evaluate strategies that reduce risk and support healthy outcomes.

Environmental Health

PHE.9.F.3

Consider impacts of cosmetics, personal care products and cleaning products on one's physical health and the health of the environment.

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.

Grade 10 Health Education Pilot

Course Code 0169

Course Credit 1.0*

ENGLISH Program

* Combined Physical and Health Education

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 10 learners will delve deeper into topics related to wholistic health and well-being and build skills to practice health-promoting behaviours. They will reflect on the importance of sleep, the growing brain, mindfulness strategies, substance use stigma, and risks associated with substance use and impairment. Food literacy skills will continue to be developed by exploring approaches to eating, comparing food labels, creating a meal plan, and preparing a meal. Learners will develop practical skills for managing healthy relationships including the ability to reflect on the health of online and offline relationships. They will also learn ways to promote inclusion of all identities. Learners will acquire basic first aid, CPR, and AED skills. They will make connections between sustainability and community health and engage in advocacy for personally relevant community issues.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- 
- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

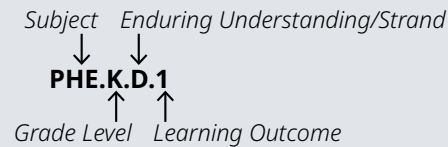
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Daily Decisions for Wellness

- PHE.10.D.1** **Explore the stages of the sleep cycle** (falling asleep, light non-REM sleep, REM sleep, deep non-REM sleep); **ways to promote sleep hygiene** (e.g., put away devices early, create a sleep space and routine, effect of substances, etc.); **and the effect of sleep on overall health.**
- PHE.10.D.2** **Recognize various romantic, intimate and/or sexual relationship structures** (e.g., casual relationships, committed relationships, monogamous partnerships, consensually non-monogamous, online/digital relationships, etc.); **and ways to consider one's emotional readiness for a relationship** (including considering someone else's needs, the ability to compromise and cope with difficult emotions [e.g., rejection, breaking up, dishonesty, lack of trust, jealousy, etc.]).

Food and Nutrition

- PHE.10.D.3** **Connect the social determinants of health** (e.g., income, employment, access to healthcare, education, social inclusion, early childhood development, built environment, etc.) **with the hierarchy of food needs** (enough, acceptable, reliable, on-going access, good tasting, novel, instrumental); **and how both influence food choices and food stories.**
- PHE.10.D.4** **Explore a variety of approaches to eating** (including agricultural groupings, Canada's Food Guide groupings, macro/micronutrient functions, cultural practices).
- PHE.10.D.5** **Compare and contrast nutrition information on food labels and restaurant menus of similar foods to make individual health-promoting decisions.**
- PHE.10.D.6** **Create a one- to three-day meal plan that considers taste, nutrient needs, finances, access, safety, Canada's Food Guide recommendations and social-cultural factors.**

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- PHE.10.D.7** **Develop a plan and prepare a meal that is part of a personal meal plan and meets personal needs** (e.g., taste, satisfying hunger, hydration needs, allergies, ways of eating, religious or cultural needs, Canada's Food Guide recommendations, etc.).

Substances and Patterns of Behaviour

- PHE.10.D.8** **Recognize how different forms of stigma** (e.g., self, social, structural) **are connected with substance use and harmful patterns of behaviour; and steps** (e.g., be aware of attitudes, biases and behaviours; change how substance use is talked about; be respectful, compassionate and caring to those who use substances; use factual information and challenge stereotypes; etc.) **to reduce stigma.**
- PHE.10.D.9** **Explore legal considerations** (e.g., legal age for use, possession laws, consent laws, laws for the impaired operation of a motor vehicle, etc.) **and increased risks** (e.g., loss of impulse control, poor decision-making, psychosis, arrest, overdose, death, vehicle accident, physical harm to self and others, negative social impact, etc.) **associated with substance use and impairment.**

Mental Health and Well-being

- PHE.10.D.10** **Practice skills in mindfulness** (e.g., breathing, staying in the moment, connecting to the senses, etc.), **distress tolerance** (e.g., grounding, putting things into perspective, recognizing circumstances are temporary, etc.) **and emotional regulation** (e.g., movement, muscle relaxation, paced breathing, distraction, etc.).
- PHE.10.D.11** **Investigate how development of the adolescent brain** (e.g., prefrontal cortex, amygdala, individuation, etc.) **affects behaviour, problem-solving and decision-making** (e.g., risky behaviours, heightened emotional response, social connection, etc.); **and impacts of substances and technology on brain development.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.10.E.1** **Recognize the range of gender identities** (including cisgender, transgender, non-binary, Two-Spirit, gender nonconforming, gender fluid), **gender expressions** (e.g., clothing, name, pronouns, hair style, behaviour, mannerisms, voice, cultural variations, etc.), **and attractions** (including queer, lesbian, gay, heterosexual, bisexual, pansexual, asexual, Two-Spirit, romantic); **and ways to promote inclusion and acceptance.**



Diversity, Equity, and Inclusion

- PHE.10.E.2** **Examine how stereotypes about romantic, intimate or sexual relationships** (e.g., gender roles/norms, ages, interracial/cultural, attractions, consent, 2SLGBTQIA+, abilities, etc.) **may impact relationships, attitudes and sexual behaviour.**

Relationship Building

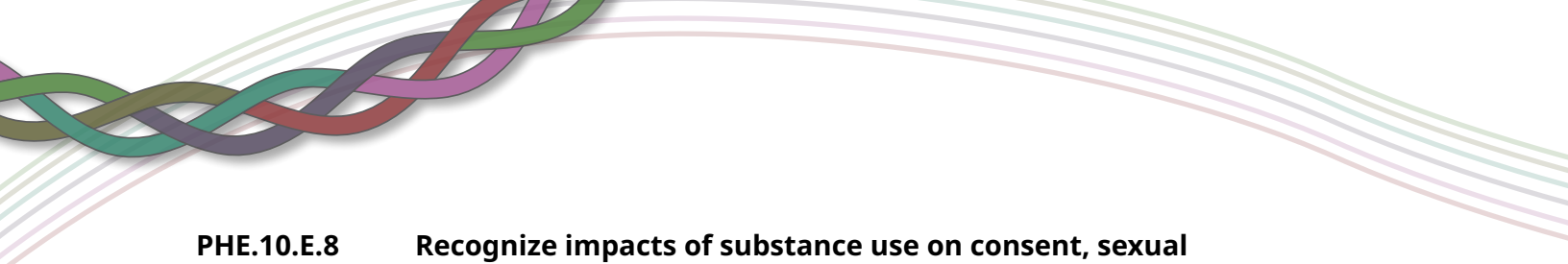
- PHE.10.E.3** **Examine digital interactions and how one can participate safely, respectfully and legally online** (e.g., recognizing fake news, altered images, phishing scams and unsafe content/contact/conduct; deactivating old accounts; using artificial intelligence; using privacy settings; interacting with and creating posts; sharing images; sharing private information; seeking help such as NeedHelpNow.ca; etc.).
- PHE.10.E.4** **Develop skills to critically reflect on the health of personal relationships** (e.g., determine level of happiness, question if needs are being met for everyone involved, examine the influence of peers and media, recognize abusive or unhealthy behaviours, recognize the ebb and flow of relationships, etc.).

Communication and Conflict Resolution

- PHE.10.E.5** **Prepare strategies** (e.g., receiving/rejecting advances, showing affection and love, disagreeing, expressing opinions, making decisions together, attuning to emotions, identifying triggers, taking responsibility, etc.) **that could be used for respectful and healthy communication** (e.g., asking out, breaking up, communicating needs/wants, calling out unhealthy behaviours, sexual health discussions, etc.) **with a romantic, intimate, and/or sexual partner.**
- PHE.10.E.6** **Apply conflict resolution strategies** (e.g., collaborating, compromising, avoiding, accommodating, competing, providing options, etc.) **to identified sources of relationship conflict** (e.g., value of money, power and control, values and beliefs, intimacy, etc.) **in case scenarios.**

Boundaries, Consent, and Mistreatment

- PHE.10.E.7** **Recognize the rights, laws and ethics** (e.g., taking advantage of someone in a compromising position/situation, age of consent, etc.) **pertaining to sexual consent** (e.g., substances and alcohol; sexual assault; right to self-defence; power and gender dynamics; sexual image sharing; long-term relationships, physiological arousal and silence do not equal consent; etc.).

- 
- PHE.10.E.8** **Recognize impacts of substance use on consent, sexual interactions and safer sex.**
- PHE.10.E.9** **Practice asking for and giving consent, asserting personal boundaries and showing respect for self and others in a variety of case scenarios** (e.g., taking/posting pictures of others, respecting personal space and information, holding hands, kissing, etc.).

Strand F: Healthy Communities

Community Connections

- PHE.10.F.1** **Acquire basic first aid skills and identify symptoms, risk factors and response strategies for common injuries and medical conditions** (including the administration of an auto-injector and naloxone).
- PHE.10.F.2** **Demonstrate the skills required to perform CPR and use an AED, as specified in a national/provincial program.**
- PHE.10.F.3** **Engage in opportunities for community action, awareness, advocacy and/or leadership to positively impact personally relevant community health and well-being** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, discrimination, 2SLGBTQIA+ healthcare, human rights, food security, addiction, accessibility, mental health, trafficking, the environment, etc.).

Environmental Health

- PHE.10.F.4** **Investigate how sustainable products and packaging** (e.g., health and physical activity items such as equipment, clothing, food, etc.) **can benefit society, the environment and the economy over the entire product lifecycle.**

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.

Grade 11 Health Education Pilot

Course Code 0169

Course Credit 1.0*

ENGLISH Program

* Combined Physical and Health Education

Discipline Overview

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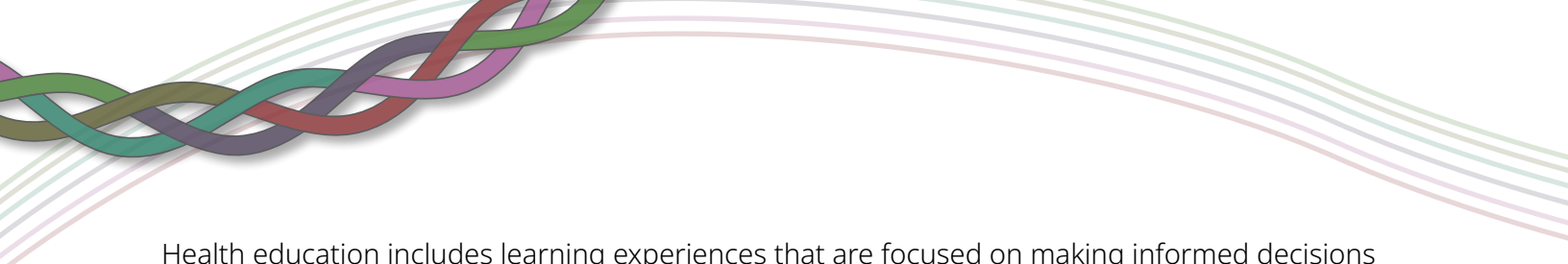
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Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 11 learners will delve deeper into the topics of rights and responsibilities, and their effect on relationships and the community. They will further develop communication and conflict resolution skills, including how to have difficult conversations, ways to overcome communication barriers, and strategies to assert personal boundaries across various relationships. Learners will learn about issues that may arise in the workplace and build skills to assist them as they begin to participate in volunteer and paid work. They will explore the issues of mental health distress, substance use safety, and the impact of financial health on well-being. Learners will discuss and reflect on issues that affect the local and global community, including climate change, food justice, food sovereignty, and food sustainability to determine personally relevant ways one can positively affect and advocate for the health and well-being of all.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

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- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

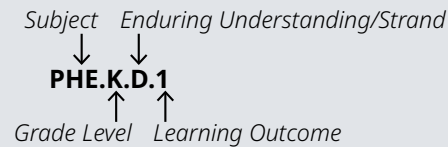
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Daily Decisions for Wellness

PHE.11.D.1 **Examine privacy, confidentiality and consent rights associated with personal health information, health decision-making and the delivery of healthcare for children and adolescents (including mature minor).**

Food and Nutrition

PHE.11.D.2 **Examine issues** (e.g., needs, barriers, etc.) **related to food justice** (including the effect of food insecurity on households/communities), **food sovereignty and food sustainability** (e.g., feeding large populations, land and water use, animal welfare, food access, etc.) **for local and global communities.**

Substances and Patterns of Behaviour

PHE.11.D.3 **Explore substance** (e.g., traditional Indigenous medicines, prescriptions, over-the-counter medications, etc.) **use safety** (including reading labels, mixing substances, considering side effects, drug interactions, difference between use/misuse, alternatives to substance use, sources of reliable information).

PHE.11.D.4 **Examine broader issues** (e.g., legalization, prohibition, safe consumption sites, drug-free sport, marketing strategies, trafficking, travelling, gang involvement, sexual exploitation, etc.) **related to substance use.**

Mental Health and Well-being

PHE.11.D.5 **Reflect on situations that may cause changes in one's mental health, strategies to promote good mental health and how to seek help for self and others.**

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- PHE.11.D.6** **Explore cognitive biases** (e.g., confirmation, anchoring, self-serving, actor/observer, etc.) **and how they impact beliefs and decision-making.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.11.E.1** **Explore the balance of one's right to express values/beliefs/attitudes while considering the rights of, and potential harm to, others.**

Diversity, Equity, and Inclusion

- PHE.11.E.2** **Explore the rights, responsibilities, norms, and laws for interactions** (including between and amongst bosses/supervisors, co-workers, clients/customers) **in the workplace; and ways to contribute to a positive, inclusive work culture.**

Relationship Building

- PHE.11.E.3** **Identify one's social rights and responsibilities in various relationships** (e.g., with family; peers; friends; romantic, intimate, or sexual partners; etc.).

Communication and Conflict Resolution

- PHE.11.E.4** **Develop skills to effectively communicate in the workplace** (e.g., accepting/giving directions, dealing with criticism, presenting, working with opposing personalities, collaborating, email etiquette, etc.).
- PHE.11.E.5** **Explore communication filters and barriers** (e.g., language, age, experience, education level, culture, environment, etc.) **in a variety of relationships.**
- PHE.11.E.6** **Practice initiating and responding** (e.g., consider timing and environment, etc.) **to difficult conversations** (e.g., giving/receiving feedback, making uncomfortable requests, confronting an issue, asking for help, disclosing mistreatment, etc.) **both in-person and using technology** (e.g., phone call, text, email, social media, etc.).

Boundaries, Consent, and Mistreatment

- PHE.11.E.7** **Recognize how gender inequity, gender and sexual norms, stereotypes, power, privilege and/or trauma may affect one's ability to consent and increase the risk of experiencing or perpetrating gender-based violence.**

- 
- PHE.11.E.8 Practice asking for and giving consent, asserting personal boundaries and showing respect for self and others in a variety of case scenarios reflecting various situations across the lifespan** (e.g., long-term relationships, workplace, community, etc.).

Strand F: Healthy Communities

Community Connections

- PHE.11.F.1 Investigate occupational health and safety practices** (e.g., working alone; safety orientation; getting home from work at night; WHMIS; working hours; right to know, participate, refusing dangerous work and protection from reprisal; reporting injuries and hazards; harassment policies; creating a positive workplace environment; etc.).
- PHE.11.F.2 Recognize the impact of financial health on overall health; and identify strategies for financial safety** (e.g., recognize scams, protect a PIN, check statements regularly, know consumer rights, etc.) **and financial health** (e.g., live within means, budgeting, saving, etc.).
- PHE.11.F.3 Examine sexual, reproductive and gender rights** (e.g. human rights laws, reproduction laws) **and how they can be violated** (e.g., lack of access to: contraceptives, menstrual products, reproductive technology, prenatal services, gender affirming care, critical medications such as PrEP, PEP and emergency contraception; and practices of: genital mutilation, forced sterilization, child marriage; etc.).
- PHE.11.F.4 Advocate for a personally relevant community health and well-being issue** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, 2SLGBTQIA+ healthcare, human rights, sexual and reproductive rights, food security, accessibility, mental health, the environment, discrimination, addiction, trafficking, etc.).

Environmental Health

- PHE.11.F.5 Recognize how climate change** (e.g., natural disasters, human-made disasters, etc.) **affects health and well-being; and ways environmental choices can benefit individuals, communities and the Land.**

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.

Grade 12 Health Education Pilot

Course Code 0169

Course Credit 1.0*

ENGLISH Program

* Combined Physical and Health Education

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 12 learners will prepare to navigate life beyond high school. They will develop skills to plan for, manage, and cope with social, physical, cognitive, sexual, and reproductive changes as one ages. Learners will build skills to help them make healthy decisions and set health goals as they manage multiple personal roles and responsibilities in adulthood. They will learn how and where to access valid information, products, and services in the community, including the Manitoba healthcare system and the various service providers that learners will need to interact with regularly in the future. Learners will reflect on their health literacy journey, different dimensions of wellness, and ways that they can be a positive advocate in their communities beyond high school.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

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Enduring Understandings in Health Education

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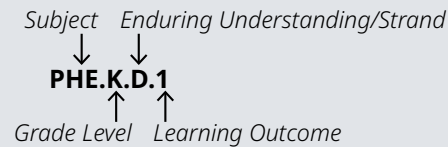
Healthy Communities

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Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

- PHE.12.D.1** **Explore sexual and reproductive changes and issues** (e.g., infertility, menopause/andropause, STBBIs, miscarriage, vasectomy, hysterectomy, pregnancy/reproduction, hormones, cysts, etc.) **across the lifespan, their possible impacts on overall wellness and ways** (e.g., reproductive technologies, support groups, gender-affirming healthcare, financial considerations, testing, etc.) **to manage these changes and issues.**
- PHE.12.D.2** **Explore physical and cognitive changes** (e.g., recovery from major injuries; hearing loss; hair loss; less skin elasticity; unforeseen illness; changes in body composition, metabolism, memory, communication; prefrontal cortex development; etc.) **across the lifespan** (including ageing and death), **their possible impacts on overall wellness and ways to manage these changes** (e.g., support groups, available community resources, etc.).
- PHE.12.D.3** **Examine factors to be considered when becoming a parent** (e.g., personal/partner's beliefs and priorities, available ways to become a parent [surrogacy, adoption, foster, IVF, natural], age [early/late childbearing factors/concerns], prenatal health, unplanned pregnancies, childcare options, financial and legal responsibilities, health effects, lifestyle and relationship changes, etc.); **and reasons one may choose not to become a parent.**

Daily Decisions for Wellness

- PHE.12.D.4** **Reflect on one's personal health literacy journey** (e.g., dimensions of health, *Mino-Pimatisiwin* [‘the Good Life’], the eight health skills).
- PHE.12.D.5** **Recognize uncontrollable health risk factors** (e.g., age, family/medical history, race, sex assigned at birth, personal circumstances, etc.) **and controllable lifestyle behaviours** (e.g., regular physical activity, nutrition, avoiding harmful substances, limiting high sugar beverages, early-detection testing, etc.) **to prevent and/or manage chronic**



conditions (e.g., depression, anxiety, diabetes, obesity, heart disease, gastrointestinal conditions, etc.) **and support overall health and well-being.**

PHE.12.D.6 **Plan for ways to use leading health indicators** (e.g., sleep quality, resting heart rate, blood work, nutrient intake, reducing sedentary behaviours) **and other forms of motivation** (e.g., immediate health benefits, goal-setting, gamification, social reinforcement, etc.) **to develop health-promoting habits that can prevent/postpone lagging health indicators** (e.g., hypertension, arterial plaque, bone density, sun damage, hearing loss).

PHE.12.D.7 **Explore ways** (e.g., goal-setting, prioritizing, budgeting, etc.) **to manage multiple personal roles** (e.g., student, parent, partner, friend, caregiver to a family member, worker, volunteer, teammate, etc.) **and responsibilities in adult life.**

Food and Nutrition

PHE.12.D.8 **Explore how foods can meet personal, social, cultural/traditional and nutrient needs of people for lifelong health and well-being; and ways to balance needs with food access.**

PHE.12.D.9 **Plan a week of meals for living independently** (including a budget and shopping list) **using key considerations** (including food access, food allergies and intolerances, food safety, personal/cultural preferences, minimizing waste, Canada's Food Guide food groupings, key nutrients [e.g., calcium, fibre, iron for vegetarians]).

Substances and Patterns of Behaviour

PHE.12.D.10 **Apply a decision-making model to substance use** (e.g., vaping, cannabis, alcohol, anabolic steroids and other body changing/weight loss products, etc.) **and potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, unauthorized use of medical products, etc.).

Mental Health and Well-being

PHE.12.D.11 **Develop resiliency strategies** (e.g., change the narrative, connect with others, deal with the issue, be optimistic and flexible, practice self-care, stay in the present, etc.) **to cope with stressful life changes or events** (e.g., transitioning to post-secondary or vocational school, workplace issues, travel, volunteer work, lifestyle, serious illness, loss, etc.) **that may impact one's mental health** (including anxiety or depression).

PHE.12.D.12 **Reflect on the spiritual dimension of wellness** (including "the great questions of life": Where do I come from? Who am I? Why am I here? Where am I going? – Senator Murray Sinclair).



Strand E: Healthy Relationships

Identity and Expression

PHE.12.E.1 **Describe events** (e.g., employment, relationships, children, pets, education, travel, change of residence, etc.) **or times of life** (e.g., childhood, preteen, teenager, adulthood, midlife, retirement, old age, etc.) **that may precipitate a change in personal and/or social identity; and how one's identity may change.**

Diversity, Equity, and Inclusion

PHE.12.E.2 **Explore similarities and differences in social norms** (e.g., folkways, mores, taboos, laws, etc.) **in society** (e.g., across cultures, countries, generations, etc.); **and health benefits of learning from, engaging with and celebrating diversity.**

Relationship Building

PHE.12.E.3 **Investigate social changes that can occur at each life stage; and strategies** (e.g., reach out, join interest groups, practice gratitude, etc.) **to promote one's social health during major life changes** (e.g., graduation, moving out, choosing to start a family or not, etc.).

Communication and Conflict Resolution

PHE.12.E.4 **Determine ways** (e.g., research and prepare questions in advance, be honest, ask follow-up questions, ask for an interpreter, bring a trusted friend to record specifics, understand rights, etc.) **to communicate effectively with service providers** (e.g., health care providers, post-secondary institutions, financial institutions, law enforcement, etc.).

Boundaries, Consent, and Mistreatment

PHE.12.E.5 **Examine social factors and attitudes** (e.g., gender inequity; misogynistic beliefs; gender norms; systems of oppression such as racism, homo/bi/transphobia, cis/heteronormativity, ableism; etc.) **that contribute to gender-based violence.**



Strand F: Healthy Communities

Community Connections

- PHE.12.F.1** **Investigate how to access the healthcare and mental healthcare systems in Manitoba** (e.g., obtaining a MB health card; accessing insurance; finding a family doctor/dentist/optometrist/physiotherapist/counsellor; knowing when to use and where to find urgent care, the emergency room and private clinics; accessing medications and vaccinations; making blood donations; support programs; etc.); **and available resources and supports** (e.g., virtual healthcare, phone/online supports, interpreters, etc.).
- PHE.12.F.2** **Advocate for a personally relevant community health and well-being issue** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, 2SLGBTQIA+ healthcare, human rights, sexual and reproductive rights, food security, accessibility, mental health, the environment, discrimination, addiction, trafficking, etc.).

Environmental Health

- PHE.12.F.3** **Examine issues** (e.g., safety, general maintenance, cleanliness, harmful emissions, air quality, pests, etc.) **related to the health of one's living accommodations.**

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.