

PHYSICAL AND HEALTH EDUCATION (PHE) CONTINUUM OF BIG IDEAS (UNDERSTAND)

	K	1	2	3	4	5	6	7	8	9
Physical Literacy	Daily physical activity helps us develop movement skills and physical literacy; and is an important part of healthy living.	Daily physical activity helps us develop movement skills and physical literacy; and is an important part of healthy living.	Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.	Movement skills and strategies help us learn how to participate in different types of physical activity.	Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.	Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.	Physical literacy and fitness contribute to our success in and enjoyment of physical activity.	Physical literacy and fitness contribute to our success in and enjoyment of physical activity.	Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.	Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
Healthy and Active Living	Knowing about our bodies and making healthy choices helps us look after ourselves.	Knowing about our bodies and making healthy choices helps us look after ourselves.	Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.	Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.	Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.	Daily physical activity enable us to practice skillful movement and helps us develop personal fitness.	Daily physical activity enable us to practice skillful movement and helps us develop personal fitness.	Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.	Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.	Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
Social and Community Health	Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps to build healthy relationships.	Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps to build healthy relationships.	Adopting healthy personal practices and safety strategies protects ourselves and others. Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.	Adopting healthy personal practices and safety strategies protects ourselves and others. Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.	Developing healthy relationships helps us feel connected, supported, and valued.	Developing healthy relationships helps us feel connected, supported, and valued.	Learning about similarities and differences in individuals and groups influences community health.	Learning about similarities and differences in individuals and groups influences community health.	Advocating for the health and well-being of others connects us to our community. Healthy relationships can help us lead rewarding and fulfilling lives.	Advocating for the health and well-being of others connects us to our community. Healthy relationships can help us lead rewarding and fulfilling lives.
Mental Well-Being	Good health comprises physical, mental, and emotional well-being.	Good health comprises physical, mental, and emotional well-being.	Our physical, emotional, and mental health are interconnected.	Our physical, emotional, and mental health are interconnected.	Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. Personal choices and social and environmental factors influence our health and well-being.	Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. Personal choices and social and environmental factors influence our health and well-being.	We experience many changes in our lives that influence how we see ourselves and others. Healthy choices influence our physical, emotional, and mental well-being.	We experience many changes in our lives that influence how we see ourselves and others. Healthy choices influence our physical, emotional, and mental well-being.	Healthy choices influence our physical, emotional, and mental well-being.	Healthy choices influence our physical, emotional, and mental well-being.

PHE K-9 CONTINUUM OF CURRICULAR COMPETENCIES (DO)

Competency Themes	K	1	2	3	4	5	6	7	8	9
Physical Literacy	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.			Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments.			Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments.			
				Apply a variety of movement concepts and strategies in different physical activities.			Develop and apply a variety of movement concepts and strategies in different physical activities.			
	Describe the body's reaction to participating in physical activity in a variety of environments.		Apply methods of monitoring exertion levels in physical activity.			Apply methods of monitoring and adjusting exertion levels in physical activity.				
	Develop and demonstrate safety, fair play, and leadership in physical activities.		Develop and demonstrate safety, fair play, and leadership in physical activities.							
Healthy and Active Living	Participate daily in physical activity at moderate to vigorous intensity levels.				Participate daily in physical activity designed to enhance and maintain health components of fitness.					
	Identify opportunities to be physically active at school, at home, and in the community.		Identify and describe opportunities to be physical active at school, at home, and in the community.	Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community.	Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community.		Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness.			
	Identify and explore a variety of foods and describe how they contribute to health.		Explore strategies for making healthy eating choices.	Explore and describe strategies for making healthy eating choices in a variety of settings.	Explain the relationship of healthy eating to overall health and well-being.	Analyze and describe the connections between eating, physical activity, and mental well-being.	Explore and plan food choices to support personal health and well-being.	Investigate and analyze influences on eating habits.	Develop strategies for promoting healthy eating choices in different settings.	Propose healthy choices that support lifelong health and well-being.
	Identify opportunities to make choices that contribute to health and well-being.		Describe ways to access information on and support services for a variety of health topics.		Identify and describe factors that influence healthy choices.	Describe the impacts of personal choices on health and well-being.	Identify factors that influence healthy choices and explain their potential health effects.	Assess factors that influence healthy choices and their potential health effects.		
					Examine and explain how health messages can influence behaviours and decisions.	Describe strategies for communicating medical concerns and getting help with health issues.	Analyze health messages and possible intentions to influence behaviour.	Assess and communicate health information for various health issues.	Identify factors that influence health messages from a variety of sources and analyze their influence on behavior.	
	Identify sources of health information.	Recognize basic health information from a variety of sources.	Explore and describe components of healthy living.	Explore and describe strategies for pursuing personal healthy-living goals.	Identify and apply strategies for pursuing personal healthy-living goals.	Identify, apply, and reflect on strategies used to pursue personal healthy-living goals.		Identify and apply strategies to pursue healthy-living goals.		
								Reflect on outcomes of personal healthy-living goals and assess strategies used.		
Social and Community Health	Identify and describe a variety of unsafe and/or uncomfortable situations.	Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations.	Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations.			Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations.				Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations.
	Develop and demonstrate respectful behavior when participating in activities with others.						Describe and assess strategies for responding to discrimination, stereotyping, and bullying.		Propose strategies for responding to discrimination, stereotyping, and bullying.	Analyze strategies for responding to discrimination, stereotyping, and bullying.
	Identify caring behaviours among classmates and within families.		Identify and describe characteristics of positive relationships.	Describe and apply strategies for developing and maintaining positive relationships.				Propose strategies for developing and maintaining healthy relationships.		
			Explain how participation in outdoor activities supports connections with the community and environment.	Describe and apply strategies that promote a safe and caring environment.		Explore strategies for promoting the health and well-being of the school and community.	Create strategies for promoting the health and well-being of the school and community.			
Mental Well-Being	Identify and describe practices that promote mental well-being.			Identify and apply strategies that promote mental well-being.	Describe and assess strategies for promoting mental well-being.	Describe and assess strategies for promoting mental well-being, for self and others.	Describe and assess strategies for promoting mental well-being, for self and others.			Analyze strategies for promoting mental well-being, for self and others.
					Describe and assess strategies for managing problems related to mental well-being and substance use.	Describe and assess strategies for managing problems related to mental well-being and substance use, for others.				Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others.
	Identify and describe feelings and worries.		Identify and describe feeling and worries, and strategies for dealing with them.	Describe physical, emotional, and social changes as students grow older.	Explore and describe strategies for managing physical, emotional, and social changes during puberty.	Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence.	Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence.		Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence.	
	Identify personal skills, interests, and preferences.		Identify personal skills, interests, and preferences and describe how they influence self-identity.	Describe factors that influence mental well-being and self-identity.		Explore and describe how personal identities adapt and change in different settings and situations.	Explore the impact of transition and change on identities.	Explore and describe the impact of transition and change on identities.	Explore and describe factors that shape personal identities, including social and cultural factors.	

PHE K-9 CONTINUUM OF CONTENT (KNOW)

	K	1	2	3	4	5	6	7	8	9						
Physical Literacy	<p>Proper technique for fundamental movement skills, including:</p> <ul style="list-style-type: none"> • Non-locomotor Skills: balancing, bending, twisting, and lifting. • Locomotor Skills: rolling, jumping, hopping, running, and galloping. • Manipulative Skills: bouncing, throwing, catching, kicking, and striking. 															
					<p>Movement concepts and strategies:</p> <ul style="list-style-type: none"> • Body awareness (e.g., parts of the body, weight transfer) • Spatial awareness (e.g., general spacing, directions, pathways) <ul style="list-style-type: none"> • Effort awareness (e.g., speed, force) • Relationships to/with others and objects 											
			<p>Students monitor their physical exertion levels: E.g. using a 1-5 rating scale where 1=cold, 2=getting warmer, 3=warm, 4=getting hot, and 5=very hot.</p>			<p>Students monitor and adjust their physical exertion levels:</p> <ul style="list-style-type: none"> • Using a 1-5 rating scale where 1=cold, 2=getting warmer, 3=warm, 4=getting hot, and 5=very hot. <ul style="list-style-type: none"> • Using heart rate monitors • Checking pulse 										
						<p>Training principles to enhance personal fitness levels, including the FITT principle:</p> <ul style="list-style-type: none"> • Frequency – how many days/wk • Intensity – how hard one exercises in the activity (e.g., percentage of maximum heart rate) • Type – the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance) • Time – how long the exercise session lasts 			<p>Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity:</p> <ul style="list-style-type: none"> • SAID: Specific Adaptation to Imposed Demand – the body will react and respond to the type of demand placed on it <ul style="list-style-type: none"> • Specificity: the types of exercises chosen will determine the kinds of fitness improvements 							
Healthy and Active Living	<p>How to participate in different types of physical activities, including:</p> <ul style="list-style-type: none"> • Individual/dual activities: jumping rope, swimming, running, bicycling, hula hoop. • Rhythmic activities: dance, gymnastics. • Games: tag, parachute activities, co-operative challenges, Simon Says, team games, traditional Aboriginal games. 															
	<p>Relationships between food, hydration, and health:</p> <ul style="list-style-type: none"> • Food gives us energy and helps us grow. • Different types of foods provide different health benefits. • Water is the best choice for staying hydrated. 				<p>Nutrition and hydration choices to support different activities and overall health:</p> <ul style="list-style-type: none"> • Types of roles of nutrients • Eating three meals and two to three snacks each day • Limiting food high in fat, sodium, and sugar • Water is the best choice for hydration 		<p>Food portion sizes and number of servings for students 9-13:</p> <ul style="list-style-type: none"> • 6 servings of vegetables and fruit • 6 servings of grain products • 3-4 servings of mild and alternatives • 1-2 servings of meat and alternatives 		<p>Food choices to support active lifestyles and overall health:</p> <ul style="list-style-type: none"> • Local and seasonal foods • Whole / natural foods versus processed foods 		<p>Influences on food choices:</p> <ul style="list-style-type: none"> • Access to locally grown food • Access to seasonal foods • Differing options in various settings (e.g., school vending machines) 		<p>Factors that influence personal eating choices:</p> <ul style="list-style-type: none"> • Food options at home • Personal preference • Cultural heritage • Food allergies 		<p>Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines.</p>	
			<p>Effects of different activities on the body:</p> <ul style="list-style-type: none"> • Increased breathing • Increased thirst • Sweating • Using our muscles • Feeling good 					<p>Benefits of physical activity and exercise:</p> <ul style="list-style-type: none"> • Developing a stronger heart, muscles, and bones • Burning off excess energy • Helping focus attention in class • Promoting optimal growth and development • Helping us feel good • Lowering stress levels • Having fun with friends 					<p>Effects of different types of physical activity on the body:</p> <ul style="list-style-type: none"> • Strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., circuits, jumping and landing) • Strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking) • Reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate 			
<p>Practices that promote health and well-being:</p> <ul style="list-style-type: none"> • Getting adequate sleep • Participating in physical activity • Making healthy eating choices • Participating in relaxing activities • Illness prevention through washing hands and proper hygiene 		<p>Practices that promote health and well-being, including:</p> <ul style="list-style-type: none"> • Physical activity: 60-90 minutes of moderate to vigorous physical activity each day • Nutrition: getting the recommended nutrients from the different food groups each day • Illness prevention: washing hands, covering mouth when coughing, resting when sick, staying away from others when sick 		<p>Practices that promote health and well-being, including:</p> <ul style="list-style-type: none"> • Physical activity: 60-90 minutes of moderate to vigorous physical activity each day • Sleep: getting approximately 10-11 hours of sleep each night • Illness prevention: washing hands, covering mouth when coughing, resting when sick, staying away from others when sick 		<p>Practices that promote health and well-being, including:</p> <ul style="list-style-type: none"> • Physical activity: 60-90 minutes of moderate to vigorous intensity levels • Sleep: getting approximately 10-11 hours of sleep each night • Healthy eating: choosing a variety of foods from the different food groups • Illness prevention: washing hands, covering mouth when coughing, resting when sick, staying away from others when sick 		<p>Differences between the health components of fitness:</p> <ul style="list-style-type: none"> • 1. Muscular strength • 2. Muscular endurance • 3. Cardiovascular endurance • 4. Flexibility • 5. Body composition 								

Social and Community Health	Names for parts of the body: <ul style="list-style-type: none"> Male and female private parts Arms Legs Heart Muscles 		Strategies for accessing health information: <ul style="list-style-type: none"> Speaking to a trusted adult Speaking to a medical professional Looking for health and safety signs 		Communicable and non-communicable illnesses: <ul style="list-style-type: none"> Illnesses that can be spread or contracted from person to person Illnesses that cannot be "caught" from someone else 		Practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses: <ul style="list-style-type: none"> Hand washing Covering mouth when coughing Staying away from others when sick Regular physical activity Healthy eating Stress management Regular sleep patterns 		Practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases: <ul style="list-style-type: none"> Gonorrhoea Chlamydia Herpes HIV/AIDS Hepatitis B and C Meningococcal C 		Healthy sexual decision making: <ul style="list-style-type: none"> Knowing and respecting personal and family values Knowing boundaries and being able to communicate them Being aware of what to do in risky situations 					
				Media messaging and body image: Health related messages that are communicated through media sources, such as the Internet, magazines, TV		Sources of health information and support services: <ul style="list-style-type: none"> Medical professionals Trusted adults Medical Clinics Community support service 		Sources of health information: <ul style="list-style-type: none"> Magazines Internet Advertisements on TV Flyers from health stores 		Sources of health information: <ul style="list-style-type: none"> Medical professionals Professionally produced health pamphlets eHealth information Community support services 		Sources of health information: <ul style="list-style-type: none"> Medical professionals Websites Magazine and TV advertisements Retail stores 				
	Appropriate and inappropriate ways of being touched: <ul style="list-style-type: none"> Welcome and safe (e.g., medical checkups, high-fives) Touches that hurt or make us feel uncomfortable (e.g., touching of private parts) 		Strategies and skills to use in potentially hazardous, unsafe, or abusive situations: <ul style="list-style-type: none"> Using a strong voice to say "no", "stop", I don't like this" Calling out for help and getting away if possible Telling a trusted adult until you get help Not giving out personal information (e.g., to strangers, on the Internet) 			Strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common lures or tricks used by potential abusers: <ul style="list-style-type: none"> Using a strong voice to say "no", "stop", I don't like this" Calling out for help and getting away if possible Telling a trusted adult until you get help Not giving out personal information (e.g., to strangers, on the Internet) 		Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings: <ul style="list-style-type: none"> Knowing their right not to be abused <ul style="list-style-type: none"> Being assertive Avoiding potentially unsafe situations <ul style="list-style-type: none"> Safe use of the internet Identifying tricks and lures used by predators 			Marketing and advertising tactics aimed at children and youth, including those involving food and supplements: <ul style="list-style-type: none"> Using famous people to endorse products False and/or misleading health claims Colourful and/or distracting advertising to get the attention of youth 		Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings: <ul style="list-style-type: none"> Telling a trusted adult Being assertive Avoiding potentially unsafe situations Safe use of the Internet Identifying tricks and lures used by predators 			
	Caring behaviours in groups and families: <ul style="list-style-type: none"> Nurturing Providing guidance Loving Respecting 				Nature and consequences of bullying.		Strategies for responding to bullying, discrimination, and violence: <ul style="list-style-type: none"> Assessing the situation Avoiding Being assertive Reporting Seeking help 		Consequences of bullying, stereotyping, and discrimination							
	Different types of substances: <ul style="list-style-type: none"> Poisons Medications Psychoactive substances 	Different types of substances and how to safely use or avoid them: <ul style="list-style-type: none"> Poisons Medications Psychoactive substances 	Effects of different substances, and strategies for preventing personal harm: <ul style="list-style-type: none"> Poisons Medications Psychoactive substances 			Potential effects of psychoactive substance use, and strategies for preventing personal harm: <ul style="list-style-type: none"> Alcohol Tobacco Illicit drugs Solvents 			Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours				Media and social influences related to psychoactive substance use and potentially addictive behaviours: <ul style="list-style-type: none"> Alcohol Tobacco Illicit drugs Solvents 		Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours	
	Hazards and potentially unsafe situations: <ul style="list-style-type: none"> Cars on the road Strangers 		Basic principles for responding to emergencies: <ul style="list-style-type: none"> Following safety guidelines Having an emergency response plan Knowing how to get help 													
Mental Well-Being	Emotions and their causes and effects.		Managing and expressing emotions.		Relationship between worries and fears.		Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity during puberty: <ul style="list-style-type: none"> How students' bodies are growing and changing How students' thoughts and feelings might evolve or change How students interact with others and how their relationships might evolve or change 		Physical, emotional, and social changes that occur during puberty, including those involving sexuality, sexual identity, and relationships: <ul style="list-style-type: none"> How students' bodies are growing and changing during puberty How students' thoughts and feelings might evolve or change during puberty How students interact with others and how their relationships might evolve or change during puberty Having a capacity for sexual feelings A component of a person's identity that reflects his or her sexual self-concept 					Influences of physical, emotional, and social changes on identities and relationships during puberty and adolescence: <ul style="list-style-type: none"> How students' bodies are growing and changing How students' thoughts and feelings might evolve or change How students interact with others and how their relationships evolve 		

	Reliable sources of health information: <ul style="list-style-type: none"> • Medical professionals • Safety/medical signs • Parents 	Factors that influence self-identity: <ul style="list-style-type: none"> • Self-esteem • Self-efficacy • Cultural heritage • Body image 	Factors that influence self-identity: <ul style="list-style-type: none"> • Cultural heritage • Interests • Media • Peers 	Factors that influence self-identity, including body image and social media: <ul style="list-style-type: none"> • How we see and feel about our bodies; can be influenced by the words and actions of others 		Influences on individual identity, including sexual identity, gender, values and beliefs	Signs and symptoms of stress, anxiety, and depression: <ul style="list-style-type: none"> • Problems sleeping <ul style="list-style-type: none"> • Restlessness • Loss of appetite and energy • Wanting to be away from friends and/or family
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