

**Forward and Backward: Ontario Health and Physical Education Curriculum from 1998 to 2018**

Grade	1998	2010 (Revised)	2010 Interim (Revised)	2015	Ford/Thompson Sept 2018
<b>1</b>	<ul style="list-style-type: none"> <li>– describe simple life cycles of plants and animals, including humans;</li> <li>– recognize that rest, food, and exercise affect growth;</li> <li>– identify the major parts of the body by their proper names;</li> </ul>	<ul style="list-style-type: none"> <li>• identify body parts, including genitalia (e.g. penis, testicles, vagina, vulva), using correct terminology [PS]</li> <li>• identify the five senses and describe how each functions (e.g., <i>sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell</i>)</li> <li>• demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., <i>washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes</i>)</li> </ul>	<p><b>identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things.</b></p> <ul style="list-style-type: none"> <li>• describe simple life cycles of plants and animals, including humans;</li> <li>• recognize that rest, food, and exercise affect growth;</li> <li>• identify the major parts of the body by their proper names.</li> </ul>	<ul style="list-style-type: none"> <li>• identify body parts, including genitalia (e.g., <i>penis, testicles, vagina, vulva</i>), using correct terminology</li> <li>• identify the five senses and describe how each functions (e.g., <i>sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell</i>)</li> <li>• demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., <i>washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes</i>)</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>– distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender);</li> <li>– describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating);</li> <li>– identify the five senses and describe how each functions;</li> </ul>	<ul style="list-style-type: none"> <li>• outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life</li> <li>• demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe parts of the human body, the functions of these parts, and behaviours that contribute to good health.</b></li> <li>• distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender);</li> <li>• describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating);</li> <li>• identify the five senses and describe how each functions.</li> </ul>	<ul style="list-style-type: none"> <li>• outline the basic stages of human development (e.g., <i>infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life</li> <li>• demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., <i>brushing, flossing, going to the dentist regularly for a checkup</i>)</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>– outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);</li> <li>– describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height);</li> </ul>	<ul style="list-style-type: none"> <li>• identify the characteristics of healthy relationships (e.g., <i>accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming challenges (e.g., <i>bullying, exclusion, peer pressure, abuse</i>) in a relationship</li> <li>• identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>) and/or emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>)</li> <li>• describe how visible differences (e.g., <i>skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe the relationship among healthy eating practices, healthy active living, and healthy bodies;</b></li> <li>• <b>outline characteristics in the development and growth of humans from birth to childhood.</b></li> <li>• outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);</li> <li>• describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height).</li> </ul>	<ul style="list-style-type: none"> <li>• identify the characteristics of healthy relationships (e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest) and describe ways of overcoming challenges (e.g., <i>bullying, exclusion, peer pressure, abuse</i>) in a relationship</li> <li>• identify factors (e.g., <i>sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (e.g., <i>of hair, skin, teeth, body size and shape</i>) and/or emotional development (e.g., <i>of self-awareness, adaptive skills, social skills</i>)</li> <li>• describe how visible differences (e.g., <i>skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (e.g., <i>learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>– describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage;</li> <li>– identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication);</li> <li>– identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends;</li> </ul>	<ul style="list-style-type: none"> <li>• describe the physical changes that occur in males and females at puberty (e.g., <i>growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes</li> <li>• demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., <i>increased importance of regular bathing/ showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size;</b></li> <li>• <b>identify the physical, interpersonal, and emotional aspects of healthy human beings.</b></li> <li>• describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage;</li> <li>• identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication);</li> <li>• identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the physical changes that occur in males and females at puberty (e.g., <i>growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes</li> <li>• demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., <i>increased importance of regular bathing/ showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs</i>)</li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>– identify strategies to deal positively with stress and pressures that result from relationships with family and friends;</li> <li>– identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;</li> <li>– describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape);</li> <li>– describe the processes of menstruation and spermatogenesis;</li> <li>– describe the increasing importance of personal hygiene following puberty;</li> </ul>	<ul style="list-style-type: none"> <li>• identify the parts of the reproductive system, and describe how the body changes during puberty</li> <li>• describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction</li> <li>• describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, seeking cultural advice from elders)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe physical, emotional, and interpersonal changes associated with puberty</b></li> <li>• identify strategies to deal positively with stress and pressures that result from relationships with family and friends;</li> <li>• identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers;</li> <li>• describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape);</li> <li>• describe the processes of menstruation and spermatogenesis;</li> <li>• describe the increasing importance of personal hygiene following puberty.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the parts of the reproductive system, and describe how the body changes during puberty</li> <li>• describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction</li> <li>• describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, seeking cultural advice from elders)</li> </ul>	

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<p>6</p>	<ul style="list-style-type: none"> <li>– relate the changes at puberty to the reproductive organs and their functions;</li> <li>– apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;</li> </ul>	<ul style="list-style-type: none"> <li>• identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by significant others, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities)</li> <li>• describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes)</li> <li>• make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; following First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings)</li> <li>• assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify the major parts of the reproductive system and their functions and relate them to puberty.</b></li> <li>• relate the changes at puberty to the reproductive organs and their functions;</li> <li>• apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by significant others, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities)</li> <li>• describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes)</li> <li>• make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; following First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings)</li> <li>• assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes</li> </ul>	
<p>7</p>	<ul style="list-style-type: none"> <li>– explain the male and female reproductive systems as they relate to fertilization;</li> <li>– distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;</li> <li>– identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;</li> <li>– use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;</li> <li>– explain the term abstinence as it applies to healthy sexuality;</li> <li>– identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors);</li> </ul>	<ul style="list-style-type: none"> <li>• explain the importance of having a common understanding with a partner about delaying sexual activity until one is older (e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact), the reasons for not engaging in sexual activity, and the need to communicate clearly with each other when making decisions about sexual activity in the relationship</li> <li>• identify common sexually transmitted infections (STIs), and describe their symptoms</li> <li>• identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active</li> <li>• demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings)</li> <li>• explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex).</b></li> <li>• explain the male and female reproductive systems as they relate to fertilization;</li> <li>• distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;</li> <li>• identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;</li> <li>• use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;</li> <li>• explain the term abstinence as it applies to healthy sexuality;</li> <li>• identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors).</li> </ul>	<ul style="list-style-type: none"> <li>• explain the importance of having a common understanding with a partner about delaying sexual activity until one is older (e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact), the reasons for not engaging in sexual activity, and the need to communicate clearly with each other when making decisions about sexual activity in the relationship</li> <li>• identify common sexually transmitted infections (STIs), and describe their symptoms</li> <li>• identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active</li> <li>• demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings)</li> <li>• explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact)</li> </ul>	
<p>8</p>	<ul style="list-style-type: none"> <li>– explain the importance of abstinence as a positive choice for adolescents;</li> <li>– identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS;</li> <li>– identify methods used to prevent pregnancy;</li> <li>– apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;</li> <li>– identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues;</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain factors that can affect an individual's decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website)</li> <li>• demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgendered, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept</li> <li>• develop their understanding about sexual health (e.g., about issues such as abstinence; the choice to delay first intercourse; setting sexual limits; safer sex and pleasure; use of contraception, including condoms, for pregnancy and STI prevention), using knowledge of self and of safe-sex practices and contraception (including condom use), seeking additional information and support as needed, and practising (e.g., through role play) the communication, assertiveness, and refusal skills that may be needed for decision making in real-life contexts</li> <li>• analyse the attractions and benefits associated with being in a relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks that relationships involving different degrees of sexual intimacy can pose for themselves and others (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);</b></li> <li>• <b>identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;</b></li> <li>• <b>apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.</b></li> <li>• explain the importance of abstinence as a positive choice for adolescents;</li> <li>• identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS;</li> <li>• identify methods used to prevent pregnancy;</li> <li>• apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;</li> <li>• identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain factors that can affect an individual's decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website)</li> <li>• demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept</li> <li>• demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills)</li> <li>• analyse the attractions and benefits associated with being in a relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence)</li> </ul>	