



4 October 2018

Dear Parents/Guardians,

This message is intended to clarify recent public statements made about the Health and Physical Education Curriculum (HPE) – sometimes referred to as the “sex ed curriculum.”

In 2015, Ontario's Ministry of Education revised the HPE in both elementary and secondary schools to reflect changes in society since the curriculum was originally written in 1998 and revised in 2010.

However, in Spring 2018, the newly elected Ontario government directed all school boards across the province to return to teach an Interim 2010 HPE curriculum in Grades 1-8 this September.

The Interim 2010 curriculum is similar to the 2015 document – including topics such as online-safety, sexual orientation, mental health, gender identification and consent – but is aimed at students at slightly older grade levels. These changes in grade levels can be viewed in the [Grade 1-8 Healthy Living Learning Summary](#).

It is important to note that this change only affects elementary schools. The 2015 HPE curriculum will continue to be used in secondary schools.

Thames Valley District School Board has provided resources for teachers to assist them in delivering the appropriate HPE curriculum in ways that meet the Ministry direction, and create a learning environment for students that is safe, inclusive and focused on their success and well-being.

TVDSB acknowledges that parents and guardians are the primary educators of their children with respect to learning about values, appropriate behaviour, ethnocultural, spiritual, and personal beliefs and traditions, and they act as significant role models for their children.

Parents and guardians can learn about the Interim 2010 HPE curriculum (Grades 1-8) by visiting the [Ministry's 2010 HPE Curriculum-Grades 1-8](#).

We encourage parents and guardians to direct their questions or concerns about the curriculum to their child's teacher or principal and/or follow our [Public Concerns process](#).

A handwritten signature in black ink that reads "Laura Elliott".

Laura Elliott
Director of Education

A handwritten signature in black ink that reads "Matthew Reid".

Matt Reid
Chair of the Board

Grade 1

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 1	Healthy Eating	Food for healthy bodies	Food groups, Canada’s Food Guide; hunger and thirst cues	
	Personal Safety and Injury Prevention	Safe practices – personal safety	Caring and exploitative behaviours and feeling; Safety at school	Potential risks at home, in the community, outdoors
	Substance Use, Addictions, and Related Behaviours			Unhealthy habits, healthy alternatives
	Growth and Development	Describe simple life cycles of plants and animals, including humans. Identify the major parts of the body by their proper names.		Recognize that rest, food and exercise affect growth.

By the end of Grade 1, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being;
- identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things;
- demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Grade 2

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 2	Healthy Eating		Canada's Food Guide – health growth Food Choices (snacks, meals)	
	Personal Safety and Injury Prevention	Personal safety – home and outdoors Food Allergies	Standing up for yourself	Relating to others
	Substance Use, Addictions, and Related Behaviours	Prescription/non-prescription medicines		Medication, healthy alternatives
	Growth and Development	Describe how germs are transmitted and how this relates to personal hygiene (e.g., using tissues, washing hands before eating).		Distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender).

By the end of Grade 2, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- describe parts of the human body, the functions of these parts, and behaviours that contribute to good health.

Grade 3

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 3	Healthy Eating	Food origins, nutritional value and environmental impact	Oral Health, food choices	Local and cultural foods, eating choices
	Personal Safety and Injury Prevention		Safety guidelines outside of class	Real and fictional violence
	Substance Use, Addictions, and Related Behaviours	Impact of use of legal/ illegal substances	Decision making – substance use/ behaviours	
	Growth and Development	Outline the basic human and animal reproductive processes (e.g., the union of egg and sperm) Describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height).		

By the end of Grade 3, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
- outline characteristics in the development and growth of humans from birth to childhood.

Grade 4

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 4	Healthy Eating	Nutrients	Food Choices, healthy eating goals	Food choices in various settings
	Personal Safety and Injury Prevention	Safe use of technology Bullying and Abuse	Decision making – assessing risk	
	Substance Use, Addictions, and Related Behaviours	Tobacco	Decisions about smoking	Short and long-term effects of smoke
	Growth and Development	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.		Identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication). Identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends.

By the end of Grade 4, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size;
- identify the physical, interpersonal, and emotional aspects of healthy human beings.

Grade 5

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 5	Healthy Eating	Supports – injury prevention, emergencies, bullying, violence	Nutrition facts tables, food labels	Media influences-food choices
	Personal Safety and Injury Prevention	Short-and-long term effects of alcohol use	Strategies-threats to personal safety	Actions, self-concepts
	Substance Use, Addictions, and Related Behaviours		Refusal skills-alcohol use and other behaviours	Decision to drink alcohol, influences
	Growth and Development	<p>Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers.</p> <p>Describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape).</p> <p>Describe the processes of menstruation and spermatogenesis.</p> <p>Describe the increasing importance of personal hygiene following puberty.</p>		Identify strategies to deal positively with stress and pressures that result from relationships with family and friends.

By the end of Grade 5, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- describe physical, emotional, and interpersonal changes associated with puberty.

Grade 6

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 6	Healthy Eating		Influences on healthy eating Eating cues and guidelines	Benefits of healthy eating/active living.
	Personal Safety and Injury Prevention		Safe and positive social interaction, conflict management.	Responsibilities, risks-care for self and others, safety practices.
	Substance Use, Addictions, and Related Behaviours	Effects of cannabis, illicit drugs. Supports –substance use, addictive behaviours.	Strategies, safe choices, influences, tobacco, alcohol, cannabis.	
	Growth and Development	Relate the changes at puberty to the reproductive organs and their functions.	Apply a problem-solving decision-making process to address issues related to friends, peers, and family relationships.	

By the end of Grade 6, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- identify the major parts of the reproductive system and their functions and relate them to puberty.

Grade 7

Healthy Living Learning Summary – Key Topics and Expectations

Topic		Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 7	Healthy Eating		Food choices and health problems	Healthy eating practices and routines
	Personal Safety and Injury Prevention	Benefits and dangers - Technology	Impact-bullying/harassment	
	Substance Use, Addictions, and Related Behaviours	Mental health, substance, support	Body image, substance use	Implications of substance use and addictions
	Growth and Development	<p>Explain the male and female reproductive systems as they relate to fertilization.</p> <p>Distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization.</p> <p>Explain the term abstinence as it applies to healthy sexuality.</p>	<p>Identify the methods of transmission and the symptoms of sexually transmitted diseases(STDs), and ways to prevent them.</p> <p>Use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations.</p>	Identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors).

By the end of Grade 7, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- 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).

Grade 8

Healthy Living Learning Summary – Key Topics and Expectations

	Topic	Understanding Health Concepts	Making Healthy Choices	Making Connections for Healthy Living
G R A D E 8	Healthy Eating	Nutrients	Food choices-criteria	Promoting healthy eating
	Personal Safety and Injury Prevention	Reducing risk of injuries, death	Assessing situations for potential danger	Impact of violent behaviours; supports
	Substance Use, Addictions, and Related Behaviours	Warning Signs, consequences	Mental health, stress management	
	Growth and Development	Identify symptoms, methods of transmission, prevention and high-risk behaviours related to common STDs, HIV, and AIDS. Identify methods used to prevent pregnancy.	Explain importance of abstinence as a positive choice for adolescents. Identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues.	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.

By the end of Grade 8, students will:

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being;
- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality(e.g., respect for life, ethical questions in relationships, contraception);
- identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;
- 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.