



Physical Education and Wellness

K–6 Curriculum



Subject Overview



Physical Education and Wellness

Overview

Physical education and wellness curriculum utilizes a comprehensive, strengths-based focus that promotes the development of the whole individual and nurtures students in pursuing a healthy and active life. In physical education and wellness, students are supported on their journey of achieving well-being as they learn about

- active living
- movement skill development
- growth and development
- safety
- nutrition
- personal development
- mental health
- human reproduction
- puberty
- healthy relationships
- financial literacy

Physical education supports well-being through the development of movement skills and concepts and an appreciation for active living that is valued and integrated into daily life. As students become physically literate, they develop the motivation, confidence, competence, and knowledge to value and take responsibility for participating in a wide range of physical activities across a lifespan.

Wellness education promotes the health of individuals and communities and provides students with opportunities to learn about various aspects of well-being. This enables students to make informed decisions that support personal and community well-being. As students mature, they acquire, understand, and apply health and wellness information that supports well-being in a variety of contexts.



Shifts in K–6 Physical Education and Wellness

These are the main shifts in knowledge and skill requirements from the current K–9 health and life skills and K–12 physical education curricula to the new K–6 curriculum.

Subject Organization

- Current – There are two separate curriculums: K–9 health and life skills, and K–12 physical education.

- New – One curriculum combines content from both health and life skills and physical education.

Social-emotional Learning

- Current – Opportunities to discuss ideas and topics related to social-emotional learning are included in the K–9 health and life skills curriculum.
- New – Social and emotional learning skills that support mental well-being are clearly stated across grades.

Consent

- Current – Opportunities to discuss ideas related to consent are included in the K–9 health and life skills curriculum.
- New – Clear expectations for students to learn about consent are in every grade.

Financial Literacy

- Current – Opportunities to discuss ideas and topics related to financial literacy are included in the K–9 health and life skills curriculum.
- New – Clear expectations for students to learn about financial literacy are in every grade.

Physical Literacy

- Current – Opportunities to discuss ideas and topics about physical literacy are included in the K–12 physical education curriculum.
- New – Clear expectations are for students to learn about physical literacy to reflect best practices in physical education.

Physical Activity Dimensions

- Current – Provide opportunities for engagement in a range of movement experiences.
- New – Expectations are expanded to provide opportunities for engagement in a broader range of movement experiences.



K-6 Physical Education and Wellness Snapshot

These are samples of what students learn from grade to grade in K–6.

Kindergarten

- Perform physical activities that provide personal enjoyment.
- Spatial awareness helps people move safely during various physical activities.
- Healthy relationships support social-emotional well-being.
- Explore a variety of foods that help the body grow.
- Personal boundaries can be communicated through words and actions.

- Explore the value of Canadian coins and bills.

Grade 1

- Changes in the body can result from participating in physical activity.
- Demonstrate various ways of moving safely through space during physical activity.
- Practise words and actions that support friendship.
- Examine decision making in food selection.
- Practise ways to express, request, obtain, or refuse consent relating to personal boundaries.
- Money has value and purpose in everyday living.

Grade 2

- Participate in physical activities that require various levels of exertion and energy.
- Utilize movement skills from one physical activity in another physical activity.
- Reflect on how personal relationships are maintained or strengthened.
- Explore recommendations from a variety of food guidelines to support nutritional decisions.
- Decisions for safety include requesting, obtaining, giving, or refusing consent.
- Decisions about money include how much to spend, save, and share.

Grade 3

- Planning for active living is an important step for leading a healthy life.
- Apply movement elements when engaging in physical activity.
- Individuals in healthy relationships resolve conflict by sharing the responsibility in coming to fair solutions to problems.
- Examine how food-preparation techniques can affect the characteristics of common foods.
- Consent is established by clearly requesting, obtaining, and giving permission or communicating refusal in support of personal safety.
- Discuss the importance of responsible spending and saving.

Grade 4

- Participate in a variety of physical activities that develop various components of physical fitness.
- Integrate elements of movement in various physical activities.
- Individuals have the right to live in healthy, safe, and bully-free environments.
- Describe changes that happen during puberty.
- Identify sources of credible nutritional information to determine the requirements for balanced food choices.
- Consent is critical to respecting the rights, feelings, and belongings of others.

- Consider a variety of factors when making decisions about spending money.

Grade 5

- Describe internal and external factors that influence motivation to be physically active.
- Combine movement skills to perform movement patterns in a variety of physical activities.
- Perspectives can be shaped or shared using effective listening and communication skills.
- Identify positive health practices during puberty.
- Nutrition provides energy and nourishment to the body and supports body systems.
- Responsibility includes respecting the acceptance or refusal of consent from another.
- Examine factors that influence consumer choice.

Grade 6

- Participate in a variety of moderate-to-vigorous physical activities that support training principles.
- Demonstrate how movement patterns are applied across various physical activities.
- Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.
- Considering possible outcomes can inform decisions regarding consent in risk-taking activities.
- Thinking about the outcomes of risk-taking activities can inform decisions.
- Examine how access affects nutrition choices in a variety of contexts.
- Analyze the risks and benefits of borrowing money in a variety of situations.