

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Active Living: Developing physical literacy through movement and active living supports well-being across a lifespan.								
Guiding Question	How can physical activity be included in daily life?			How can physical activity contribute to health?			What makes physical activity meaningful?		
Learning Outcome	Children explore physical activity in a variety of contexts.			Students investigate the benefits of physical activity.			Students investigate physical activity and relate it to personal experience.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Individual or group physical activity includes</p> <ul style="list-style-type: none"> • play • active modes of transportation • recreation <p>Physical activities are informed by the seasons.</p>	<p>Physical activity involves participation in movement experiences in safe and enjoyable environments.</p>	<p>Perform physical activity experiences that provide personal enjoyment.</p> <p>Explore a variety of seasonal physical activities.</p>	<p>Immediate changes from participating in physical activity include</p> <ul style="list-style-type: none"> • faster breathing • faster heart rate • feeling good • increased thirst 	<p>Physical activity causes immediate changes in the body.</p>	<p>Experience changes in the body as a result of participating in physical activity.</p>	<p>Factors influencing physical activity include</p> <ul style="list-style-type: none"> • peers • family • culture • natural environments • built environments • cost of activities and programs <p>Adventurous play can provide individuals with opportunities to</p> <ul style="list-style-type: none"> • establish personal physical activity limits • develop confidence and independence • experience healthy stress • develop movement skills • develop decision-making and problem-solving skills • develop physical literacy <p>Physical literacy includes developing the competence, confidence, and motivation to be physically active throughout an individual's lifetime.</p>	<p>Physical activity can be influenced by a variety of factors.</p> <p>Competence, confidence, and motivation can increase personal engagement and enjoyable experiences within physical activities.</p>	<p>Identify how factors influence physical activity.</p> <p>Describe experiences as a result of participating in adventurous play.</p>

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	Physical activity needs to be balanced with rest. Rest contributes to optimal health.	Physical activity requires an individual to expend energy when moving.	Discuss how rest is required to allow the body to recover from physical activity.	Physical activity is associated with mental health benefits, such as <ul style="list-style-type: none"> • happiness • calmness • improved sleep • positive relationships 	Physical activity supports mental health.	Participate in physical activity in a variety of contexts to improve well-being. Reflect on personal feelings or emotional well-being when participating in physical activity.	Many physical activities experienced on the land can be enjoyed across a lifespan, such as <ul style="list-style-type: none"> • hunting • trapping • fishing • gathering • nature walks • hiking • snowshoeing • kayaking Some land-based physical activities may require further safety measures, such as awareness of surroundings.	Physical activity can be connected to experiences on the land.	Participate in physical activities on the land. Discuss safety measures related to land-based physical activities.
	Games and activities can be done by an individual or a group (e.g., rhythmic, gymnastic, expressive, challenging, adventurous, and cultural).	Physical activity can be experienced in a variety of ways.	Participate in a variety of physical activities and games.	Long-term health benefits of regular physical activity include <ul style="list-style-type: none"> • stronger bones • stronger muscles • improved brain function 	Regular physical activity has health benefits and can help prevent illness.	Describe health benefits of regular physical activity.	Personal factors affecting physical activity include <ul style="list-style-type: none"> • time • injury • enjoyment 	Physical activity can be modified in response to a variety of personal factors.	Participate in physical activities that can provide personal enjoyment.
				Each day provides different opportunities for physical activity. Play can be structured, unstructured, or adventurous. Adventurous play includes experiencing challenging activities in outdoor learning environments. Games and activities can be done by an individual or a group (e.g., rhythmic, gymnastic, expressive, challenging, and cultural).	Daily physical activity supports mental health and is foundational for a healthy lifestyle. Engagement in various types of play supports motivation and confidence in physical activities (physical literacy).	Select a variety of physical activity opportunities to experience regularly.	Preparation and recovery actions can support endurance, improve flexibility, and reduce the risk of injury. Preparation for and recovery from physical activity include <ul style="list-style-type: none"> • nutrition and hydration • warm-up and cool-down • appropriate equipment, clothing, and footwear 	Physical activities can be enhanced through preparation and recovery.	Demonstrate appropriate preparation for and recovery from physical activity.

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							<p>Physical activity can promote positive interactions with others through shared interests, goal setting, and experiences.</p> <p>Games and activities can be enjoyed in a variety of ways (e.g., rhythmic, gymnastic, expressive, individual, challenging, adventurous, and cultural).</p>	<p>Participation in physical activity supports mental health and provides opportunities for individuals to interact positively with others.</p>	<p>Demonstrate positive interactions with others during physical activity.</p>
							<p>Physical activity can be categorized as light, moderate, and vigorous.</p>	<p>Physical activity can require varying degrees of exertion and energy.</p>	<p>Participate in physical activities that require various levels of exertion and energy.</p>

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Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.								
Guiding Question	How can an awareness of the body facilitate movement?			How might awareness of the surroundings impact movement?			How are awareness and movement connected?		
Learning Outcome	Children explore spatial awareness in a variety of physical activity contexts.			Students exhibit spatial awareness during a variety of physical activities.			Students refine and apply spatial awareness across a variety of physical activity contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Spatial awareness includes knowing one's location relative to <ul style="list-style-type: none"> • people • objects • the surrounding environment 	Spatial awareness helps people move safely during various physical activities.	Practise moving in relation to the location and proximity of people or objects in a variety of physical activity contexts.	Spatial awareness includes the ability to judge one's distance in relation to <ul style="list-style-type: none"> • people • objects • the surrounding environment Personal space is the physical space immediately surrounding an individual. General space is the space within a defined area through which an individual can move.	Spatial awareness helps individuals think about their whole body as it moves through personal and general space. Spatial awareness involves moving creatively to safely navigate through personal and general space.	Demonstrate various ways of moving safely through space during physical activity.	Spatial awareness is knowing how the body moves through space.	Spatial awareness can be improved through ongoing scanning and assessment of surroundings.	Scan and assess surroundings to support spatial awareness.
				Responses that support movement through general space include <ul style="list-style-type: none"> • adjusting location and distance • demonstrating control • stopping on signal • moving safely 	Environmental cues can help individuals with their spatial awareness in order to navigate through general space.	Demonstrate appropriate responses to environmental cues.	Spatial awareness includes the ongoing process of making decisions in relation to people or objects.	Effective decision making related to spatial awareness can support favourable movement outcomes.	Refine movement skills in relation to people or objects in a variety of physical activities.
							Awareness of spatial changes may require creativity and modifications to game play.	Spatial awareness can influence movement within and across physical activities.	Modify and adapt game play based on awareness of spatial changes.

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Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.								
Guiding Question	How can an awareness of the body facilitate movement?			How might awareness of the surroundings impact movement?			How are awareness and movement connected?		
Learning Outcome	Children investigate movement of the body.			Students demonstrate how movement can support different types of physical activity.			Students modify movement to improve control and efficiency.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Movement of the body can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> walking running jumping throwing kicking catching 	<p>Movement is any physical activity that includes changes of position or physical location.</p>	<p>Practise movement in any direction from one point to another.</p>	<p>Locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> crawling skipping hopping rolling leaping <p>First Nations, Métis, and Inuit physical activities and games are played for specific purposes that support physical movements used in daily life.</p>	<p>Locomotor movement occurs when the body travels from one point to another.</p>	<p>Demonstrate a variety of locomotor movements.</p> <p>Perform locomotor movements in a variety of physical activity contexts.</p> <p>Participate in a variety of First Nations, Métis, and Inuit physical activities and games.</p>	<p>The preparation phase or ready position includes</p> <ul style="list-style-type: none"> facing the target establishing a stable position finding a lower centre of gravity <p>The carrying-out phase includes the body gathering momentum and working to produce movement.</p> <p>The completion or follow-through phase includes movement continuing in the direction of action, slowing down of movement, and regaining stability.</p>	<p>Three phases of movement include preparation, carrying out, and completion or follow-through.</p>	<p>Experiment with the three phases of movement in a variety of physical activities.</p> <p>Modify one or more phases of movement to improve control and efficiency.</p>
	<p>Indoor contexts include</p> <ul style="list-style-type: none"> gymnasiums classrooms arenas <p>Outdoor contexts include</p> <ul style="list-style-type: none"> ice snow air water land 	<p>Movement can occur in a variety of indoor and outdoor physical activity contexts.</p>	<p>Explore movement in a variety of indoor and outdoor physical activity contexts.</p>	<p>Non-locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> balancing twisting bending 	<p>Non-locomotor movement is performed within personal space.</p>	<p>Perform non-locomotor movements in a variety of physical activity contexts.</p>	<p>Movement skills can be refined and corrected with feedback and practice.</p>	<p>Movement skill development requires repeated practice and effort</p> <p>Performance in physical activities can be enhanced by effort and repeated practice.</p> <p>Feedback and practice can enhance performance, enjoyment, and physical literacy.</p>	<p>Participate in repeated practice for skill development.</p> <p>Reflect on the performance of movement skills, and apply ways to be more efficient.</p>

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	<p>Creative movement can be inspired by</p> <ul style="list-style-type: none"> • imagination • music • literature • nature 	<p>Movement can help express ideas, feelings, and emotions.</p>	<p>Demonstrate movement of the body in creative ways.</p>	<p>Object manipulation can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • sending objects, including pushing, throwing, and kicking • receiving objects, including catching • retaining objects, including trapping and carrying 	<p>Object manipulation is the ability to control and handle objects with the body.</p>	<p>Demonstrate a variety of object-manipulation skills.</p> <p>Select appropriate object-manipulation skills required for various physical activity contexts.</p>	<p>Locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • galloping • wheeling • jogging <p>Non-locomotor movements can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • swinging • hanging • landing <p>Object manipulation can occur in a variety of ways, such as</p> <ul style="list-style-type: none"> • sending objects, including passing and pulling • retaining objects, including bouncing • receiving objects, including collecting 	<p>Learned movements can be utilized across physical activity contexts.</p>	<p>Utilize movement skills from one physical activity in another physical activity.</p>

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Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.								
Guiding Question	What is fair play?			How can fair play contribute to engagement in physical activity?			How can teamwork support participation, safety, and enjoyment?		
Learning Outcome	Children explore fair play through a variety of physical activities.			Students demonstrate fair play and support engagement in a variety of physical activities.			Students demonstrate teamwork and support participation in a variety of physical activities.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Fair play is a set of expectations that help individuals connect during physical activity.	Fair play informs decisions that support positive relationships.	Explore what fair play looks like during a variety of physical activities.	Fair play supports motivation, participation, and a feeling of being valued. Fair play involves building relationships with people, regardless of skill or ability, in physical activity.	Fair play involves acknowledging the importance of all.	Demonstrate how fair play encourages participation.	Behaviours that support participation include <ul style="list-style-type: none"> • using fair-play practices • respecting others • supporting others • using kind language 	Physical activities have expectations that support participation, safety, and enjoyment for all.	Display behaviours that support participation, safety, and participant enjoyment.
	Fair play includes honesty, respect, and goodwill to others.	Fair play ensures fairness of the physical activity.	Demonstrate respect for others during physical activity.	Fair-play practices include <ul style="list-style-type: none"> • respecting rules • taking turns • acknowledging success of others • encouraging others Rules of play are expectations associated with various physical activities.	Fair play is supported by practices that contribute to a sense of responsibility in a variety of physical activities.	Demonstrate practices that support fair play.	Teamwork can build relationships and support others in unique ways. Teamwork includes <ul style="list-style-type: none"> • communicating • making decisions • sharing ideas • contributing • involving all participants 	Some physical activities require teamwork. Teamwork is working with others to achieve a common goal.	Exhibit teamwork in a variety of physical activity contexts.

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Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.								
Guiding Question	How can personal characteristics influence feelings and emotions?			How can personal characteristics contribute to self-understanding?			How are roles connected to character development?		
Learning Outcome	Children describe personal characteristics and explore feelings and emotions.			Students examine personal characteristics, feelings, and emotions and explore understanding of self.			Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Personal characteristics are features or qualities belonging to a person and can contribute to how an individual views themselves (body image).</p> <p>Personal characteristics include</p> <ul style="list-style-type: none"> • strengths • talents • virtues 	<p>Personal characteristics can represent individuals in place and time.</p>	<p>Identify how characteristics can be unique or shared.</p> <p>Identify personal characteristics.</p>	<p>Personal characteristics can be unique or shared among individuals and groups.</p>	<p>Personal characteristics can contribute to self-worth, self-confidence, and self-understanding.</p>	<p>Recognize how individual and group characteristics are unique and valued.</p>	<p>A role is a specific position that someone holds in work, social, or relational contexts</p>	<p>Roles have different responsibilities.</p>	<p>Describe and compare responsibilities connected with various roles.</p> <p>Participate in a variety of roles in learning contexts.</p>
	<p>Expression of feelings and emotions can be</p> <ul style="list-style-type: none"> • physical • artistic • verbal • written 	<p>Feelings can be personal or shared with others that are trustworthy.</p> <p>Feelings and emotions can be identified, expressed, and described.</p>	<p>Express feelings in a variety of ways.</p>	<p>Personal characteristics can describe an individual's strengths and abilities.</p> <p>First Nations, Métis, and Inuit recognize individual characteristics as gifts.</p> <p>Areas for nurture and development include</p> <ul style="list-style-type: none"> • patience • honesty • kindness • compassion • empathy 	<p>Personal characteristics can help individuals understand themselves as learners.</p> <p>Personal characteristics can be acknowledged in a variety of ways in different cultures.</p>	<p>Describe personal learning strengths and abilities.</p> <p>Explore how some First Nations, Métis, and Inuit view personal characteristics as gifts that can contribute to individuals and community.</p> <p>Recognize that cultures celebrate personal characteristics in a variety of ways.</p>	<p>There are a variety of roles available for individuals within a community.</p>	<p>Sense of community is developed through the awareness of the roles and responsibilities of individuals within the community.</p>	<p>Examine ways that individuals can positively contribute to communities through various roles.</p> <p>Investigate opportunities to participate in community roles.</p>

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	<p>Individuals experience feelings differently.</p> <p>People can experience a range of feelings and emotions, such as</p> <ul style="list-style-type: none"> • happiness • sadness • surprise 	All people experience feelings and emotions.	Recognize that feelings and emotions are part of the human experience.	<p>Emotions show how an individual feels.</p> <p>People can experience a range of feelings and emotions, such as</p> <ul style="list-style-type: none"> • love • sadness • frustration • joy 	<p>Reactions to feelings and emotions can be experienced and observed.</p> <p>Feelings can be identified and communicated to help people understand one another.</p>	<p>Recognize how emotions can be expressed.</p> <p>Identify and communicate feelings in a variety of contexts.</p>	<p>People, land, and animals have specific roles and responsibilities that contribute to community well-being.</p>	<p>Communities include people, land, and animals.</p> <p>People, land, and animals are interconnected.</p>	<p>Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.</p>
	<p>Individuals can develop strategies to respond to feelings and emotions, such as by</p> <ul style="list-style-type: none"> • taking a break • changing activity or location • asking for support <p>Support for feelings and emotions can come from a variety of sources, such as</p> <ul style="list-style-type: none"> • parents • family • teachers • school counsellors • spiritual leaders • Elders • Knowledge Keepers 	Feelings and emotions are connected and can change over time.	Identify strategies to recognize and respond to feelings and emotions in a variety of situations.	<p>Thoughts, feelings, and emotions are connected to behaviour.</p> <p>Awareness of the body's reaction to emotion helps an individual to choose appropriate responses, such as</p> <ul style="list-style-type: none"> • focusing on breathing • taking a movement break • seeking out a supportive adult • identifying feelings <p>The body experiences responses to emotions, including fight, flight, or freeze.</p>	Feelings, the body, and the brain are interconnected.	Identify responses to emotions.	<p>Self-regulation is effectively maintaining control over attention, thoughts, emotions, and behaviour in a variety of situations.</p> <p>Self-regulation is the ability to attain or maintain a level of focus and function.</p>	Self-regulation can help decrease stress and manage anxiety.	Explain the benefits of self-regulation.
				<p>Reflection and feedback on feelings and emotions can contribute to personal growth and learning.</p>	<p>An individual's experiences can affect feelings and emotions.</p> <p>Feelings and experiences can influence learning.</p>	<p>Reflect on feelings and emotions that result from various personal experiences.</p>	<p>Self-regulation strategies include</p> <ul style="list-style-type: none"> • breathing techniques • physical activity • nutrition and hydration breaks • thinking before responding • recognizing challenges and obstacles 	<p>Self-regulation strategies that maintain or enhance positive emotions are important for establishing effective outcomes.</p>	<p>Describe strategies that support self-regulation.</p> <p>Practise a variety of self-regulation strategies.</p>

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							<p>Self-regulation can be developed with help of community supports, such as</p> <ul style="list-style-type: none"> • parents • families • caregivers • guardians • teachers • school counsellors • health-care professionals • community agencies • spiritual leaders • Elders • Knowledge Keepers 	<p>Self-regulation can be supported through community.</p> <p>Self-regulation is connected to signals from the body, mind, and spirit.</p>	<p>Explore ways communities work together to support self-regulation.</p> <p>Identify signals that support self-regulation.</p>

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Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.								
Guiding Question	What might boundaries look like in different situations?			How can boundaries contribute to safety?			How can safety be promoted in various contexts?		
Learning Outcome	Children recognize boundaries in various situations.			Students explain how boundaries connect to safety.			Students examine and apply personal safety in a variety of situations.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Boundaries in designated play or work spaces include <ul style="list-style-type: none"> • rules • symbols • signs • digital safety (digital citizenship) 	Boundaries are guidelines that help to keep people safe.	Describe personal, physical, and visual boundaries found in familiar contexts.	Consent includes giving permission or agreeing to something. Consent includes asking for permission. Refusal can be communicated verbally and non-verbally. Individuals can use non-verbal refusal cues, such as <ul style="list-style-type: none"> • shaking head • facial expressions • hand gestures • walking away 	Personal boundaries are connected to an individual's body and personal space. Consent is established by clearly communicating refusal and permission.	Practise ways to express, request, obtain, or refuse consent relating to personal boundaries.	Safety strategies are developed for a variety of contexts, such as <ul style="list-style-type: none"> • home • school • online • emergencies 	Safety strategies and procedures can be practised in a variety of ways.	Practise safety strategies and procedures in a variety of situations.
	Permission can be communicated verbally using the word "yes." Refusal can be communicated verbally using the word "no." Refusal can be communicated verbally and non-verbally. A variety of phrases can be used to request permission, such as <ul style="list-style-type: none"> • "May I?" • "Can I, please?" • "Is it okay?" 	Personal boundaries can be established through permission and refusal.	Indicate permission verbally in a variety of contexts. Indicate refusal verbally and non-verbally in a variety of contexts.	Safety includes understanding the differences between situations that are safe and those that are unsafe or uncomfortable.	When boundaries are crossed or disrespected, children can tell a trusted adult. It is important to ask for help in situations that do not feel safe.	Identify trusted adults in the school and community who can support personal safety. Describe differences between safe situations and unsafe or uncomfortable situations.	Safety is when individuals are free from physical harm or injury, illness, and emotional harm. Decisions for safety include requesting, obtaining, giving, or refusing consent.	Safety is needed for survival. Individual consent is important in making safe decisions. Trusted adults in the school and community can support individuals in unsafe and uncomfortable situations.	Discuss ways to respond in unsafe or uncomfortable situations.

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	Personal boundaries can be communicated through words and actions.	Boundaries can be communicated to set expectations for how a person would like to be treated.	Identify how to communicate personal needs and expectations to others in various situations.	Boundaries can change in various situations, including <ul style="list-style-type: none"> • type of activity • people involved • purpose • use of technology 	Boundaries can change over time or in different situations.	Discuss situations or reasons that might lead to a boundary change.	Substances can be harmful if used incorrectly or not for the intended purpose. Situations and contexts may present different safety concerns.	Safety involves assessing for potential risk or injury by identifying safe and unsafe situations and substances.	Classify situations that are safe and unsafe. Describe situations where substances may be harmful. Examine how safety can be improved in a variety of situations.
				Personal and group boundaries can be expressed through <ul style="list-style-type: none"> • rules • symbols • signs • body language Safety includes knowing the difference between safe and unsafe substances at home, in the school, and in the community. A variety of substances can be harmful, such as <ul style="list-style-type: none"> • household products • medication • poison 	Boundaries are expressed to indicate a need or a want related to feelings of safety and security. Substances can be harmful to personal safety.	Discuss needs and wants that connect to feelings of safety and security. Identify how boundaries might protect a person or a group of individuals. Identify household substances that may be harmful.			

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Organizing Idea	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.								
Guiding Question	Why is food necessary for life?			How can food affect health?			How can food impact well-being?		
Learning Outcome	Children explore how food connects to daily life.			Students examine and connect a variety of foods to growth and development.			Students examine internal and external factors that influence food choices and decisions.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Food is what individuals eat or drink.</p>	<p>Food provides energy that helps the body function and grow.</p>	<p>Explore a variety of foods that help the body grow.</p>	<p>Whole foods are found in nature.</p> <p>Whole foods include</p> <ul style="list-style-type: none"> • fruit • vegetables • legumes • nuts • grains <p>Processed foods include whole foods that have been changed or have added ingredients.</p> <p>Processed foods can be</p> <ul style="list-style-type: none"> • cooked • canned • frozen • dried 	<p>Food can be natural or processed.</p>	<p>Differentiate between whole foods and processed foods.</p>	<p>Cues associated with hunger include</p> <ul style="list-style-type: none"> • stomach growling • low energy • irritability <p>Cues associated with thirst include</p> <ul style="list-style-type: none"> • dry mouth • low energy • headache 	<p>The human body provides cues that tell an individual when they are hungry or thirsty.</p>	<p>Discuss cues associated with hunger and thirst.</p>
	<p>Food can be obtained from markets, grocery stores, or directly from the land.</p> <p>Food from the land can be obtained directly in a variety of ways, such as</p> <ul style="list-style-type: none"> • gardening • fishing • hunting • farming 	<p>Food can be obtained from a variety of sources.</p>	<p>Identify the source and origin of a variety of foods.</p>	<p>A variety of foods provide more or less of what is needed by the body.</p> <p>Individuals make decisions about what to eat as part of their well-being.</p>	<p>A variety of food is needed by the body in order to grow and develop.</p> <p>Individuals can expand their food preferences by trying new foods.</p>	<p>Examine decision making in food selection.</p> <p>Identify foods that contribute to the growth and development of the body.</p>	<p>Food guidelines provide information about the variety of foods the body needs.</p>	<p>Food guidelines help to inform decision making.</p>	<p>Explore recommendations from a variety of food guidelines to support nutritional decisions.</p>

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							<p>Food allergies are when one's body reacts unusually to food.</p> <p>Allergic reactions to food can range from mild to severe, including anaphylactic shock.</p> <p>Food preferences are ways an individual chooses what to eat or drink.</p>	<p>Foods can contain risks and benefits to an individual's health.</p>	<p>Examine personal food preferences.</p> <p>Identify personal food allergens.</p>
							<p>Food can foster</p> <ul style="list-style-type: none"> • community • connection • family • tradition • celebration 	<p>Food can provide an opportunity for individuals to experience various cultures and traditions.</p>	<p>Discuss ways that food provides insights into various cultures, practices, and traditions.</p>

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Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.								
Guiding Question	What are healthy relationships?			How can connections support healthy relationships?			How can healthy relationships be portrayed in various contexts?		
Learning Outcome	Children examine healthy relationships in learning and playing environments.			Students investigate how healthy relationships in learning and playing environments are built through connection.			Students connect healthy relationships to a variety of learning and playing contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Healthy relationships can be based on</p> <ul style="list-style-type: none"> shared experiences shared interests kindness and mutual respect <p>Friendship is a type of relationship.</p> <p>A person can be connected to</p> <ul style="list-style-type: none"> another person the land animals a place 	<p>Relationship is a feeling of being connected.</p> <p>Relationships can be made in learning and playing environments.</p> <p>Friendships are unique connections between people.</p>	<p>Describe ways people develop healthy relationships with other people, the land, animals, places, or objects.</p> <p>Define and practise friendship.</p>	<p>Playgrounds and community centres can be places found within communities.</p>	<p>Places that bring people together support relationships within the community.</p>	<p>Describe the ways community supports relationships with others.</p>	<p>Healthy relationships can be strengthened through frequent or ongoing interactions.</p>	<p>Healthy relationships can include bonds formed with one another or with nature.</p>	<p>Reflect on how personal relationships are maintained or strengthened.</p>
	<p>Healthy relationships can lead to a broad range of feelings.</p> <p>Healthy relationships can result in experiences of feeling loved, respected, cared for, and valued.</p>	<p>Healthy relationships support social-emotional well-being.</p>	<p>Discuss the impact healthy relationships have on personal feelings.</p>	<p>Healthy relationships, including friendships, can develop between individuals and groups when trust is built and people share something in common.</p>	<p>Healthy relationships are an essential human need and support social-emotional well-being.</p> <p>Friendships add to feelings of well-being.</p>	<p>Explain how shared interests and goals can support healthy relationships.</p> <p>Explore how healthy relationships help fulfill human needs.</p> <p>Practise words and actions that support friendship.</p>	<p>Community supports include</p> <ul style="list-style-type: none"> resources programs services <p>Friendships can be developed based on sharing, listening to ideas, and having experiences with others.</p>	<p>Connections and supports within a community help to develop social-emotional well-being.</p>	<p>Identify sources of support within the community to enhance well-being and relationships.</p> <p>Practise sharing and listening to ideas of others.</p>

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.								
Guiding Question	How is growth unique and individual?			How is growth multi-faceted?			How can growth change over time?		
Learning Outcome	Children identify physical growth.			Students investigate growth and its connection to healthy practices.			Students examine how growth is affected by variables.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Physical growth is a process that can be observed.	Physical growth is different for everyone.	Recognize that physical growth is different for everyone.	Physical growth begins before birth and can continue throughout a lifespan. Physical growth and physical changes in the body occur over time. Parts of the body can be identified using proper names.	Physical growth is the change of features. Changes that occur during growth are unique to each individual and are something to appreciate and be proud of.	Describe how the body grows and changes over time.	Body image is the way an individual views or feels about their body. Factors influencing growth include <ul style="list-style-type: none"> • food • physical activity • rest • family traits 	Accepting and appreciating the changes of the body during growth can support positive body image. Growth can be affected by various factors.	Recognize how a variety of factors can affect healthy growth.
	Growth involves changes in an individual's body.	Bodies are special and unique.	Describe physical changes in the body since birth.	Healthy hygiene practices include <ul style="list-style-type: none"> • dental care • handwashing and sanitization • protocols for sneezing and coughing • not sharing personal items • adequate rest and sleep 	Healthy hygiene practices can support health and growth.	Describe healthy hygiene practices.	Parts of the body that exhibit different rates of growth include <ul style="list-style-type: none"> • hair • foot size • height 	Growth of the body varies and happens at different rates.	Acknowledge parts of the body may experience growth that is more visible.

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.								
Guiding Question	What is money?			In what ways can money be used?			How does decision making influence money management?		
Learning Outcome	Children explore money.			Students explore money and how it is used for everyday living.			Students relate money and decision making.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none"> • coins • bills <p>Canadian coins and bills come in different denominations, such as</p> <ul style="list-style-type: none"> • loonies • toonies • \$5 • \$10 <p>Canadian coins and bills have different features, such as</p> <ul style="list-style-type: none"> • colour • number • images • size 	<p>Money has unique features to represent its value.</p>	<p>Explore the value of Canadian coins and bills.</p> <p>Identify features of Canadian coins and bills.</p>	<p>Canadian money comes in many forms, such as</p> <ul style="list-style-type: none"> • coins • bills • debit cards • credit cards <p>Canadian coins and bills come in different denominations, such as</p> <ul style="list-style-type: none"> • nickels • dimes • quarters • loonies • toonies • \$5 • \$10 • \$20 • \$50 • \$100 <p>Images on Canadian coins and bills include</p> <ul style="list-style-type: none"> • wildlife • sports • boats • emblems • historic figures <p>Money can be</p> <ul style="list-style-type: none"> • shared • earned • saved • spent • borrowed <p>Goods are things that are made and produced and can be touched, such as</p> <ul style="list-style-type: none"> • toys • cars 	<p>Money can be used to exchange for goods and services.</p> <p>Money has value and purpose in everyday living.</p> <p>Money has unique features to represent its value.</p>	<p>Explore the value of Canadian coins and bills.</p> <p>Sort Canadian coins and bills.</p> <p>Identify goods and services that can be exchanged for money.</p>	<p>Decisions about money include how much to</p> <ul style="list-style-type: none"> • spend • save • share <p>Individuals can have a limited amount of money to spend.</p> <p>Money spent on one item means less money for other items or activities.</p> <p>Individuals can save money for an item, an event, or the future.</p> <p>Individuals can donate money through charities, organizations, and agencies to help others or support a cause.</p> <p>Money can be earned in exchange for work that is done or goods and services that are provided.</p> <p>Responsible decision making involves spending money on needs before wants.</p>	<p>Managing money involves making decisions.</p> <p>Decisions related to money are based on needs and wants.</p>	<p>Distinguish between a paying job and volunteer work.</p> <p>Describe how money can be divided for different purposes.</p> <p>Practise making money-related decisions in a variety of contexts.</p>

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2			
				<ul style="list-style-type: none"> • clothing • electronics • books <p>Services are things individuals do for others, such as</p> <ul style="list-style-type: none"> • health services • personal services • entertainment • restaurants • recreational activities 						

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Active Living: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	How can a variety of physical activities be incorporated into an active lifestyle?			In what ways can a variety of physical activities contribute to active living?		
Learning Outcome	Students examine how participation in a variety of challenging physical activities fosters well-being.			Students examine how choices in physical activities affects active living.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Increased levels of physical activity support well-being and people</p> <ul style="list-style-type: none"> • having healthier hearts, lungs, and minds • improving coordination • connecting with others • experiencing enjoyment 	<p>Participation in a variety of physical activities supports well-being.</p>	<p>Experience and reflect on how well-being is supported through a variety of physical activities.</p>	<p>Active living options can vary for individuals over time due to various factors, such as</p> <ul style="list-style-type: none"> • time • preference • access and availability • sense of purpose <p>Active living options include activities that are</p> <ul style="list-style-type: none"> • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural 	<p>Choice in physical activity can enhance exposure to a variety of active living options.</p>	<p>Investigate how the choice of physical activity may change over time in relation to various factors.</p> <p>Experience and reflect upon the benefits of building knowledge, skills, and confidence through a variety of physical activities.</p>
	<p>A plan involves identifying a goal and then listing the steps needed to reach that goal.</p> <p>Physical activities that can increase in complexity include</p> <ul style="list-style-type: none"> • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural 	<p>Planning for active living is important for leading a healthy life.</p> <p>Participation in a variety of physical activities enables individuals to pursue goals and plan activities that satisfy personal interests and preferences.</p> <p>Exploration of a variety of physical activities can build transferable skills, self-knowledge, and resilience in the face of challenges.</p>	<p>Participate in physical activities that increase in complexity.</p> <p>Identify and implement personal strategies to overcome challenges in a variety of physical activities.</p>	<p>Components of physical fitness include</p> <ul style="list-style-type: none"> • muscular strength • flexibility • cardiorespiratory endurance • muscular endurance <p>Muscular strength is the amount of force produced by the muscles.</p> <p>Flexibility is the ability of the body to move easily through a full range of motion.</p> <p>Cardiorespiratory endurance is the ability of the heart and lungs to provide muscles with oxygen and blood over a given period of time.</p> <p>Muscular endurance is the ability of muscles to sustain a force for a period of time.</p>	<p>Physical fitness can support performance in a variety of physical activities.</p>	<p>Participate in a variety of physical activities that develop various components of physical fitness.</p>

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Each season offers different opportunities for active living.</p> <p>Diverse environments can present opportunities and barriers for active living.</p>	<p>Physical activity in diverse environments and during different seasons builds confidence and resilience.</p>	<p>Modify plans for physical activity in response to changing seasons and diverse environments.</p>	<p>Enjoyment can influence choice related to physical activity.</p> <p>Physical activity can be enjoyed by an individual or as a group.</p> <p>Rewarding and engaging physical activity can foster motivation.</p>	<p>Healthy choices related to physical activity can lead to increased levels of interest and engagement.</p>	<p>Engage in physical activities that are enjoyable or rewarding.</p>
	<p>Participation in risk-taking and adventurous play activities with reasonable risk can broaden skills for well-being.</p>	<p>Participation in active living provides individuals with options to develop confidence and independence.</p>	<p>Participate in risk-taking and adventurous play activities that promote well-being.</p>	<p>Awareness of community programs, activity spaces, and people who can support physical activity is helpful when planning for active living.</p>	<p>Involvement in a variety of physical activities can be supported by local communities.</p>	<p>Participate in physical activities that are available and accessible within local communities.</p>

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	How can tactics support movement competence?			How can elements of movement and tactics support active living?		
Learning Outcome	Students examine and integrate tactics in a variety of physical activity contexts.			Students select and implement strategies and tactics in a variety of physical activities.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Tactics are used to achieve desired outcomes through purposeful movements applied by individuals and groups and include <ul style="list-style-type: none"> changing direction changing speed passing an object changing levels 	Tactics function to support a desired outcome or goal.	Apply tactics in a variety of physical activity contexts. Assess the effectiveness of tactics applied in a variety of physical activities.	Strategies are plans of actions and choices used to set and achieve goals and enhance outcomes. Strategies and tactics can be <ul style="list-style-type: none"> individual group offensive defensive 	Strategies and tactics can vary based on number of participants and approach.	Practise offensive and defensive strategies and tactics in a variety of physical activities.
	Tactics are responses to other participants and changing situations.	Tactics can be spontaneous, creative, or practised.	Implement a variety of tactics in response to other participants and changing situations.	Similar strategies and tactics exist across physical activities.	Strategies and tactics can be transferred across physical activities to improve individual or group success.	Transfer strategies and tactics across various physical activities.
	Tactics in First Nations, Métis, and Inuit physical activities and games help develop skills for everyday life, such as <ul style="list-style-type: none"> familiarity with the land knowledge of weather patterns and cycles respect for self, others, and the built and natural world 	Tactics in traditional First Nations, Métis, and Inuit society are essential for survival of the community and cultural continuity.	Investigate how tactics in First Nations, Métis, or Inuit physical activities and games help develop skills for everyday life.	Roles within various physical activities include <ul style="list-style-type: none"> leader and follower offender and defender teammate and opponent 	Strategies and tactics can require team members to have specific roles and responsibilities.	Apply strategies and tactics that capitalize on the strengths of individuals and groups. Practise strategies and tactics in a variety of roles.
				Strategies and tactical actions and formations include <ul style="list-style-type: none"> positioning of players adjusting elements of movement use of equipment time of possession 	Strategies and tactics can involve actions or formations that enhance performance. Strategies and tactics used in First Nations, Métis, and Inuit games honour place and can be understood through the sharing of generational knowledge.	Implement strategies and tactics to improve performance. Reflect on strategies and tactics used in various physical activities to enhance performance.
				Modifications for game situations include <ul style="list-style-type: none"> changes in the environment number of participants equipment used rule changes 	Strategies and tactics can be adapted or changed when the game situation is modified.	Modify strategies and tactics based on changing game situations.

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	How can elements of movement support movement competence?			How can elements of movement support active living?		
Learning Outcome	Students investigate and demonstrate how elements of movement support physical activity.			Students integrate and experiment with elements of movement to support physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Locomotor movements include sliding and chasing.</p> <p>Non-locomotor movements include twisting, rising up, and lowering.</p> <p>Object-manipulation movements involve</p> <ul style="list-style-type: none"> • sending objects, including punting and striking • retaining objects, including cradling • receiving objects, including catching and collecting <p>Elements of movement include space, direction, and effort.</p>	<p>Elements of movement can be modified to make creative movements.</p>	<p>Apply movement elements when engaging in physical activity.</p>	<p>Locomotor movements include dodging and crossover.</p> <p>Non-locomotor movements include lifting, extending, and flexing.</p>	<p>Elements of movement are integrated through various combinations to create movement.</p>	<p>Integrate elements of movement in various physical activities.</p>
	<p>Space includes the area around or taken up by the body.</p> <p>Space can be</p> <ul style="list-style-type: none"> • general • personal • in relation to people, objects, and the surrounding environment 	<p>The element of space can be explored through body movement.</p>	<p>Adjust movement in response to the element of space.</p>	<p>Object-manipulation movements involve</p> <ul style="list-style-type: none"> • sending objects, including volleying • retaining objects, including dribbling • receiving objects, including catching and collecting 	<p>Elements of movement can be manipulated to improve accuracy and control.</p>	<p>Perform elements of movement when receiving, sending, and retaining an object using various parts of the body and equipment.</p> <p>Manipulate movement elements to improve efficiency, accuracy, and control.</p>

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Directional movement is body movement in various directions, levels, and pathways.</p> <p>Directions include</p> <ul style="list-style-type: none"> • forward and backward • up and down • left and right • lateral and diagonal <p>Levels include elevations that are</p> <ul style="list-style-type: none"> • low • medium • high <p>Pathways include</p> <ul style="list-style-type: none"> • zigzag • over • under • curved • linear • wavy 	<p>The element of directional movement can be manipulated by the body.</p>	<p>Demonstrate directional movement in physical activity.</p>			
	<p>Force involves a push or a pull and can be strong or light.</p> <p>Speed can be</p> <ul style="list-style-type: none"> • slow • fast • sustained • sudden <p>Time involves tempo, beat, and rhythm.</p>	<p>Effort determines speed, time, and force.</p>	<p>Experiment with effort in a variety of movement contexts.</p>			

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	How can teamwork support positive interactions?			How can teamwork enhance participation in physical activity?		
Learning Outcome	Students identify and demonstrate how teamwork supports positive interactions during physical activity.			Students connect and demonstrate how teamwork enhances participation in physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Teamwork allows opportunities for individuals to explore <ul style="list-style-type: none"> • interests • skills • talents • virtues 	Teamwork provides opportunities for individuals to contribute to team efforts and goals.	Explore opportunities to contribute to teamwork.	Team success is optimized through the contributions of all members. Team members show accountability by being responsible for their actions or decisions.	Teamwork provides individuals with opportunities to be accountable for their contributions.	Reflect on contributions made during team activities.
	Teamwork provides opportunities to build relationships and create a sense of purpose and belonging.	Encouragement of others can support positive interactions during physical activities.	Engage in positive interactions that support teamwork.	Teamwork strategies include <ul style="list-style-type: none"> • constructive feedback • clarifying rules • clarifying role expectations • creating a safe environment • praise and encouragement of others • consideration of individual and group strengths 	Teamwork can involve individuals creating and enhancing strategies during physical activity.	Demonstrate effective teamwork strategies during physical activity.
				Participants can promote teamwork, safety, and positive outcomes through contributions made in different roles. Communication skills can help establish roles and responsibilities.	Team performance can be enhanced through effective communication.	Experience a variety of roles and responsibilities that support team performance. Explain the impact of communication on role clarity and responsibilities during physical activity.

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.					
Guiding Question	How are roles connected to character development?			How can a variety of life experiences influence resilience and perseverance?		
Learning Outcome	Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.			Students interpret how resilience and perseverance can be influenced by a variety of life experiences.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Community, social, and work roles can require certain actions, behaviours, and responsibilities.</p> <p>Individuals can hold multiple roles at one time.</p> <p>Roles can vary between</p> <ul style="list-style-type: none"> • cultures • organizations • communities • families 	<p>Roles and occupations have requirements, purposes, and expectations.</p>	<p>Examine the requirements, purposes, and expectations of a variety of roles and occupations.</p>	<p>Individuals can seek out experiences based on their</p> <ul style="list-style-type: none"> • interests • curiosity • personal enjoyment • ambitions <p>Experiences can occur in a variety of contexts, including</p> <ul style="list-style-type: none"> • physical • social • emotional • career 	<p>Experiences can be individual or shared and can occur in a variety of contexts.</p> <p>Experiences can provide a sense of purpose and belonging.</p>	<p>Determine a variety of contexts in which experiences can be individual or shared.</p> <p>Investigate experiences in a variety of contexts.</p>
	<p>Family structures can vary; may include extended family; and may consist of a single parent, a mother and a father, stepparents, two fathers, or two mothers.</p> <p>Families can be intergenerational with many generations residing in one home.</p> <p>Children may spend time between more than one family.</p> <p>Positive role models can inspire individuals to develop personal talents and potential.</p>	<p>Roles are influenced by family, role models, learning environments, and community.</p> <p>Roles are established and maintained through culture and relationships with people and the land.</p>	<p>Investigate how personal talents and potential are influenced by role models.</p>	<p>Experiences can be represented through places, languages, and cultural artifacts.</p> <p>Experiences on the land are significant to learning and personal development in First Nations, Métis, and Inuit communities.</p>	<p>Experiences can lead to personal development.</p>	<p>Examine how experiences with places or artifacts can be meaningful.</p>
	<p>Roles can connect to specific life and career stages to provide individuals with opportunities to develop</p> <ul style="list-style-type: none"> • talents • personalities • attributes • virtues • strengths • resilience 	<p>Individuals can assume or earn various roles in their lifetime.</p>	<p>Examine how roles can provide individuals with opportunities to develop.</p>	<p>Strategies that support resilience include</p> <ul style="list-style-type: none"> • identifying a purpose • seeking positive role models • focusing on the solution instead of the challenge • breaking down tasks into smaller, achievable goals 	<p>Resilience may result in the increased ability to respond to future adversity.</p> <p>Resilience is supported by development of perseverance over time.</p>	<p>Describe strategies that support resilience.</p>

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	Grade 3			Grade 4		
	Self-regulation helps individuals to engage with commitments, expectations, and tasks.	Individuals can use self-regulation to adjust to various situations.	Practise self-regulation to maintain engagement in a variety of situations.	Perseverance involves effort, courage, commitment, and belief in one's abilities to be successful. Personal success is unique to each person.	Perseverance is continuing with a difficult task for a short or long period of time. Perseverance can enable an individual to succeed despite obstacles.	Examine how challenging situations can involve perseverance.
	Resilience includes the capacity to manage adversity or stress in effective ways.	The development of resilience is supported through understanding of emotions.	Identify emotions in a variety of situations.	Perseverance is supported by <ul style="list-style-type: none"> • goal setting • practice • determination • self-regulation • reflection Reflection and feedback on success and failure provide opportunities for personal growth and learning.	Perseverance is finding ways to continue to improve skills and stay motivated during difficult situations.	Examine the connection between perseverance and personal growth and learning. Explain how perseverance affects skill development and motivation.
	Self-regulation and resilience can be supported by resources, such as <ul style="list-style-type: none"> • parents • family and kin • teachers and school counsellors • health-care professionals • community agencies • spiritual leaders • Elders • Knowledge Keepers 	Resources are available when self-regulation strategies are not effective or when an individual is feeling overwhelmed.	Create a plan to identify self-regulation resources that can be accessed when needed.	Volunteerism is an experience of donating time, talent, and energy for the benefit of people and community. Volunteerism can provide opportunities to <ul style="list-style-type: none"> • develop skills and interests • contribute to the community • create a sense of satisfaction and commitment • build confidence and resiliency 	Volunteer experiences can enable individuals to function as balanced, contributing members of a community.	Identify ways volunteering can contribute to a sense of purpose and belonging.

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.					
Guiding Question	How is safety connected to health?			How can taking responsibility impact safety?		
Learning Outcome	Students investigate and explain safety and its correlation to health.			Students analyze and explain responsibility and how it can impact personal and group safety.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Proactive planning includes <ul style="list-style-type: none"> wearing appropriate and protective gear awareness of instructions and guidelines digital citizenship (responsible conduct and safety) 	Safety involves prevention that requires proactive planning.	Examine situations that require proactive planning.	Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.	Responsibility includes the opportunity, ability, or right to act independently or make decisions.	Describe responsibility and its impact on personal and group safety in a variety of contexts.
	Consent is established by clearly requesting, obtaining, and giving permission or communicating refusal in support of personal safety.	Consent is important for personal safety.	Practise permission and refusal skills in a variety of contexts.	Consent is critical to respecting the rights, feelings, and belongings of others.	Responsibility includes respecting the rights and feelings of others.	Identify situations where responsibility supports the rights and feelings of others.
	Specific rules or guidelines can <ul style="list-style-type: none"> determine a course of action prevent accidents protect safety of self and others 	Rules and guidelines can promote safety in various contexts.	Explain the function or purpose of specific rules or guidelines within various contexts.	Responsibility occurs in a variety of contexts, such as <ul style="list-style-type: none"> home learning environment community online Responsibility includes making decisions when dealing with and handling a variety of substances.	Responsibility includes an awareness of surroundings to determine the safety of a situation.	Examine how responsibility can impact safety in a variety of situations.
	Experiences that involve challenges and taking risks can develop knowledge around safety. Substances can be classified in different ways, including legal and illegal.	Safety is impacted by the environment and behaviours. Use of legal and illegal substances can impact well-being.	Generate examples of situations where behaviours would be appropriate and others where they would involve risk. Discuss reasons why substances might be classified as legal or illegal.			
	Resource that support personal safety include <ul style="list-style-type: none"> safety networks emergency services safety manuals or guidelines 	Safety of self and others can be met through awareness of supports.	Identify available resources that support safety.			

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.					
Guiding Question	How does nutrition function in the body?			How can nutrition influence health?		
Learning Outcome	Students investigate food and describe how it affects the body.			Students examine nutrition and explain how it informs decision making about food.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Food provides energy and nourishment to the brain and body.</p> <p>The most effective way to hydrate the body is by drinking water.</p> <p>Some foods and drinks can provide hydration to the body.</p>	<p>Optimal brain and body functions are influenced by foods and hydration.</p>	<p>Explore the effects of food and hydration on the brain and body.</p>	<p>Nutrients provided by foods include</p> <ul style="list-style-type: none"> • fats • proteins • carbohydrates • water • vitamins • minerals 	<p>A variety of foods are required to provide different nutrients for body functions and well-being.</p>	<p>Explain the effect of nutrition on well-being.</p>
	<p>The characteristics of food can be affected by</p> <ul style="list-style-type: none"> • cooking • storing • preparing • freezing • drying <p>Characteristics of food that can be affected by preparation techniques include</p> <ul style="list-style-type: none"> • taste • texture • colour • appearance 	<p>The characteristics of food vary and can be affected by food-preparation techniques.</p>	<p>Examine how food-preparation techniques can affect the characteristics of common foods.</p>	<p>Sources of nutritional information that support balanced food choices include</p> <ul style="list-style-type: none"> • health professionals • nutrition guidelines • food labels 	<p>Credible nutritional information for decision making can come from a variety of sources.</p>	<p>Identify sources of credible nutritional information to determine the requirements for balanced food choices.</p> <p>Consider nutritional information that supports decisions related to balanced food choices.</p>
				<p>Food labels provide nutritional information and ingredients.</p> <p>Food portion sizes and number of servings can inform balanced nutrition choices.</p> <p>Food choices, including being vegetarian or vegan, can influence nutrition.</p>	<p>Food choices can affect the ability to acquire essential nutrients.</p>	<p>Explore benefits associated with various foods.</p> <p>Investigate food choices that require alternative sources of nutrition.</p>

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	Grade 3			Grade 4		
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.					
Guiding Question	How can problem solving support healthy relationships?			How can resolving conflict and healthy relationships be mutually supportive?		
Learning Outcome	Students investigate and describe how problem solving can affect healthy relationships.			Students reflect on resolution and explain connections to healthy relationships.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Individuals in healthy relationships resolve conflict by sharing the responsibility in coming to fair solutions to problems.</p> <p>Characteristics of healthy relationships and friendships include</p> <ul style="list-style-type: none"> • care, trust, mutual respect, and support • open, honest, and safe communication • equality <p>Problem solving is a process of finding a resolution to a problem.</p> <p>Problem solving includes</p> <ul style="list-style-type: none"> • rephrasing to clarify understanding • determining relevant information • considering possible outcomes <p>Friends can resolve conflicts by</p> <ul style="list-style-type: none"> • listening to one another • trying to understand each other's point of view • apologizing • taking time to consider solutions • getting help from a peer or an adult <p>Resolution involves individuals taking responsibility for actions and words.</p>	<p>Problem solving and resolution can facilitate understanding and connections among people.</p>	<p>Generate solutions to problems in a variety of relationship contexts.</p> <p>Identify respectful and positive interactions with others.</p> <p>Practise conflict-resolution or problem-solving strategies that support friendships.</p>	<p>Conflict resolution can occur using a variety of strategies, such as</p> <ul style="list-style-type: none"> • creating a safe environment • communicating respectfully • negotiating and compromising • reflecting on actions taken • implementing appropriate solutions • making repeated efforts to solve a problem <p>Resolution requires personal responsibility and acknowledgement of conflict.</p>	<p>Resolution supports healthy relationships.</p>	<p>Describe strategies that can be used to support resolution to a problem, conflict, or challenge.</p>

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	Individuals in the community share in the responsibility for offering fair solutions to problems.	Resolution within communities seeks to restore balance with self, others, and the land.	Investigate how communities use resolution to restore balance within relationships.	<p>Bullying is repeated, deliberate, and targeted behaviour with intent to harm.</p> <p>Bullying behaviour can be seen or experienced</p> <ul style="list-style-type: none"> • verbally • socially • relationally • physically • digitally <p>Roles of individuals in situations of bullying include the bully, the bullied, and the bystander.</p> <p>Actions to address bullying include</p> <ul style="list-style-type: none"> • speaking up • walking away • getting help • safely intervening • reporting the incident 	Individuals have the right to live in healthy, safe, and bully-free environments.	<p>Recognize harmful bullying behaviours.</p> <p>Identify actions that can be taken when bullying occurs.</p>
	<p>Relationship building and resolution include</p> <ul style="list-style-type: none"> • empathy • forgiveness • compromise • respect 	Resolution can contribute to people interacting with others in a respectful and positive manner.	Explain the connection between resolution and developing healthy relationships.	First Nations, Métis, and Inuit communities have traditional events, processes, and ceremonies to renew relationships, restore balance, and reconcile conflict.	In First Nations, Métis, and Inuit communities, resolution involves restoring harmony and balance to maintain individual and community well-being.	Discuss the importance of traditional First Nations, Métis, or Inuit events and ceremonies and how events and ceremonies are effective for reconciling relationships.
				Resolution involves recognizing that actions have consequences for oneself, others, and the community.	Resolution requires the sharing of multiple points of view.	<p>Explain the significance of acknowledging conflict and taking responsibility when working toward resolution.</p> <p>Discuss multiple points of view involved in a resolution.</p>

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	Grade 3			Grade 4		
Organizing Idea	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
Guiding Question	How can development evolve throughout growth?			How is change reflected through development?		
Learning Outcome	Students examine and describe development related to personal growth.			Students explore various areas of development.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Development is the process of becoming a unique person.</p> <p>Areas of development are interconnected and include</p> <ul style="list-style-type: none"> • mind • body • spirit • emotion • self-image 	<p>Development is a natural, multi-faceted, and continuous process.</p>	<p>Describe changes in the areas of development that occur during childhood.</p>	<p>Social-emotional changes include</p> <ul style="list-style-type: none"> • self-image • self-confidence • body image • emotions • relationships • social skills 	<p>Social-emotional factors influence positive mental health and well-being.</p>	<p>Describe changes related to social-emotional development.</p>
	<p>Development can be</p> <ul style="list-style-type: none"> • observed • experienced • described 	<p>During development, progress may be made in some areas and limited in other areas.</p>	<p>Examine instances where different areas of development can simultaneously progress, be limited, or remain unchanged.</p>	<p>Social development includes developing an awareness of a variety of social and cultural contexts.</p> <p>Social development includes</p> <ul style="list-style-type: none"> • expanding social networks • taking on new responsibilities • embracing new challenges 	<p>Social development helps build and maintain positive relationships.</p>	<p>Consider how to interact and respond to others in a variety of contexts and situations.</p>
	<p>One stage of development establishes the necessary body conditions for the next stage.</p> <p>Each developmental stage comes with new</p> <ul style="list-style-type: none"> • expectations • abilities • responsibilities <p>Life stages include</p> <ul style="list-style-type: none"> • infancy • childhood • adolescence • adulthood 	<p>Development can happen in predictable life patterns or stages.</p>	<p>Examine life stages and how they correlate to personal development.</p>	<p>Intellectual development includes the critical and creative use of the mind to its fullest potential in areas, such as</p> <ul style="list-style-type: none"> • concentration • perception • problem solving • memory 	<p>Intellectual development can enable individuals to think, reason, and organize ideas and thoughts to make informed decisions.</p>	<p>Describe changes related to intellectual development.</p>

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	Grade 3			Grade 4		
	<p>Internal developmental factors include</p> <ul style="list-style-type: none"> • family traits (genetics) • personality traits • life experiences • previous learning <p>External developmental factors include</p> <ul style="list-style-type: none"> • family • culture • environment • social relationships 	<p>Internal and external factors influence development at different rates.</p>	<p>Communicate how internal and external factors can affect development.</p>	<p>Social-emotional, intellectual, and spiritual development can occur through</p> <ul style="list-style-type: none"> • listening • observing • communicating • speaking first language with others • learning 	<p>Social-emotional, intellectual, and spiritual development are supported in many ways.</p>	<p>Explore ways of supporting personal development.</p>

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	Grade 3			Grade 4		
Organizing Idea	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
Guiding Question				<i>How is change reflected through development?</i>		
Learning Outcome				<i>Students explain how development and puberty are connected.</i>		
				Knowledge	Understanding	Skills & Procedures
				<p><i>Puberty is a period of rapid growth and progression from childhood through adolescence to adulthood.</i></p> <p><i>Puberty marks the beginning of the life stage of adolescence.</i></p> <p><i>A growth spurt can be an indicator of the beginning of puberty.</i></p> <p><i>Puberty prepares the human body for reproduction.</i></p> <p><i>Puberty prepares people to function as adults, with healthy</i></p> <ul style="list-style-type: none"> • <i>bodies</i> • <i>choices</i> • <i>relationships</i> • <i>thoughts</i> • <i>emotions</i> 	<p><i>Puberty can allow individuals to take on new roles and responsibilities and experience new learning opportunities.</i></p>	<p><i>Recognize that puberty marks the beginning of a new life stage as individuals move toward becoming mature adults.</i></p>

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				Grade 3			Grade 4		
				<p><i>Differences in physical characteristics can occur during and after onset of puberty.</i></p> <p><i>The progression of puberty can be experienced in unique ways.</i></p> <p><i>Physical changes in puberty include</i></p> <ul style="list-style-type: none"> • <i>growth of body hair</i> • <i>skin changes</i> • <i>voice changes</i> • <i>sperm production</i> • <i>menstruation</i> <p><i>Puberty can result in social-emotional changes, such as</i></p> <ul style="list-style-type: none"> • <i>increased intensity of feelings</i> • <i>friendships becoming more important</i> • <i>emphasis on body image</i> • <i>wanting to fit in and be liked</i> 	<p><i>Puberty is a process of maturation that includes physical and social-emotional changes.</i></p> <p><i>Awareness of changes that happen in puberty can support mental health and emotional well-being.</i></p>	<p><i>Describe changes that happen during puberty.</i></p>			
				<p><i>Some cultures have different celebrations that recognize the transition into puberty.</i></p>	<p><i>Cultural traditions can mark the transition from childhood to adulthood.</i></p>	<p><i>Explore how transitions into puberty are acknowledged in different cultures.</i></p> <p><i>Recognize that First Nations, Métis, or Inuit entry into puberty can be accompanied by ceremony that supports the ongoing transition into adulthood.</i></p>			
				<p><i>Adolescents may have questions about puberty and its associated changes.</i></p> <p><i>Puberty can be supported using credible sources, such as</i></p> <ul style="list-style-type: none"> • <i>parents and caregivers</i> • <i>health professionals</i> • <i>counsellors</i> • <i>spiritual leaders</i> • <i>Knowledge Keepers</i> • <i>Elders</i> 	<p><i>Sources of support are available for adolescents during puberty.</i></p>	<p><i>Identify credible sources in the community to support individuals through the changes that occur during puberty.</i></p>			

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	Grade 3			Grade 4		
				<p><i>Changes to hygiene practices include</i></p> <ul style="list-style-type: none"> • <i>using deodorant or antiperspirant</i> • <i>showering or bathing more frequently</i> • <i>changing clothes regularly</i> 	<p><i>Puberty can require changes in personal hygiene practices.</i></p>	<p><i>Identify how personal hygiene practices may need to be modified as the body changes.</i></p>

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	Grade 3			Grade 4		
Organizing Idea	Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.					
Guiding Question	In what ways can money management be supported?			What is personal finance?		
Learning Outcome	Students describe strategies that support responsible money management.			Students examine factors that influence spending.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Good money habits allow individuals to appreciate the value of money and the importance of managing it.</p> <p>Responsible spending can be supported through strategies, such as</p> <ul style="list-style-type: none"> • buying needed items first • buying items that are affordable • taking time when making purchases • not purchasing more than is needed <p>Saving means not spending in order to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals.</p> <p>Responsible saving can be supported through strategies, such as</p> <ul style="list-style-type: none"> • considering needs and wants • setting financial goals • establishing a savings account • putting earned money aside on a regular basis <p>Responsible money management can allow individuals to help others in need through donation.</p>	<p>Individuals can develop good habits early in life to make responsible money decisions now and in the future.</p> <p>Saving is essential for personal short-term and long-term goals.</p> <p>Donating money can have a significant impact on the well-being of others.</p>	<p>Discuss the importance of responsible spending and saving.</p> <p>Identify possible short-term and long-term saving goals.</p>	<p>Money is commonly exchanged in the form of</p> <ul style="list-style-type: none"> • currency • credit cards • debit cards • electronic transfer • prepaid cards <p>Currency includes coins and paper money.</p> <p>Credit cards enable individuals to borrow money from banks or financial institutions.</p> <p>Credit cards</p> <ul style="list-style-type: none"> • have a spending limit • must be repaid on time • have penalties if payment is not paid on time • are issued by a bank or financial institution <p>Debit cards enable individuals to access money from a personal bank account.</p> <p>Prepaid cards have a fixed amount of money that can be spent.</p> <p>Factors to consider when spending include</p> <ul style="list-style-type: none"> • budget • price comparison • quality and quantity • needs and wants 	<p>Goods and services can be purchased in a variety of ways.</p>	<p>Identify a variety of situations that would use different forms of money.</p> <p>Consider a variety of factors when making decisions about spending money.</p>

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	Grade 3			Grade 4		
				<p>Managing personal finances involves understanding banking practices, such as</p> <ul style="list-style-type: none"> • bank accounts • deposits • withdrawals • service fees • interest • e-transfers • online banking <p>Canada's first bank was the Bank of Montreal, founded in 1817.</p>	<p>Banking practices play a significant role in managing personal finances.</p>	<p>Describe the purpose of various banking practices.</p> <p>Apply various banking practices in a variety of contexts.</p>

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Active Living: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	What is the relationship between motivation and active living?			How can motivation support engagement in active living?		
Learning Outcome	Students examine the effect of motivation on physical activity.			Students analyze motivation and its relationship to personal development and active living.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Motivation is the process that supports individuals to take initiative, set goals, and complete tasks.</p> <p>Motivation can be influenced by factors, such as</p> <ul style="list-style-type: none"> • energy levels • available time • sense of enjoyment • peers <p>External motivation can include the benefits or rewards that encourage individuals to engage in physical activity.</p> <p>Internal motivation can include the enjoyment, pleasure, or satisfaction that encourages an individual to engage in physical activity.</p>	<p>Motivation can be internal and external and can change over time.</p> <p>Motivation in physical activity can be enhanced when an individual feels safe, is connected with others, and feels a sense of accomplishment.</p>	<p>Describe internal and external factors that influence motivation to be physically active.</p>	<p>Motivation is supported by setting goals and monitoring progress toward those goals.</p> <p>Training principles include</p> <ul style="list-style-type: none"> • frequency • intensity • time • type <p>Frequency is how often an individual is engaged in physical activity.</p> <p>Intensity is the level of physical exertion experienced during physical activity.</p> <p>Time is how long an individual is engaged in physical activity.</p> <p>Type is the physical activity selected.</p> <p>Physical activity guidelines recommend between 30 to 60 minutes of moderate-to-vigorous daily physical activity.</p> <p>Moderate-to-vigorous physical activities include</p> <ul style="list-style-type: none"> • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural 	<p>Motivation in physical activity can support different training principles.</p> <p>Motivation can support individual physical activity routines to improve well-being.</p>	<p>Connect daily routines and planned physical activities with active living goals.</p> <p>Examine how training principles can contribute to active living.</p> <p>Participate in a variety of moderate-to-vigorous physical activities that support training principles.</p>

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	Grade 5			Grade 6		
	Motivation increases the potential for regular physical activity.	Choice in rewarding and engaging physical activity can foster motivation.	Consider why motivation is important to active living.	Motivation can lead to development of movement skills. Motivation can lead to exposure to a variety of physical activities.	Motivation can lead to accomplishment and performance across various physical activities. Feedback and self-reflection can support motivation.	Recognize the influence of motivation on movement skill development and proficiency in various physical activities.
	Refinement of skills in adventurous and challenging physical activities can support motivation. Games and activities to support motivation and skill development include <ul style="list-style-type: none"> • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural 	Safe engagement in adventurous and challenging physical activities can broaden skills for active living. Refinement of movement skills and motivation are interconnected.	Examine ways adventurous and challenging physical activities introduce and support motivation for skill development. Engage in adventurous and challenging physical activities that support motivation.	Motivation can lead to commitment, personal development, and increased levels of engagement. Motivation can be supported by members of the community, such as <ul style="list-style-type: none"> • parents and caregivers • community organizations • teachers and coaches • spiritual leaders • Elders • Knowledge Keepers 	Active living in the community occurs when individuals are encouraged and supported.	Describe personal and community supports associated with motivation for active living.

Physical Education and Wellness Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	How might tactics support decision making in physical activity contexts?			How does structure bring organization to physical activity?		
Learning Outcome	Students analyze and apply strategies and tactics that support improved decision making in physical activities.			Students examine and demonstrate an understanding of structure in physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Personal and group strengths can be considered when developing strategies and tactics, such as <ul style="list-style-type: none"> • specific movement skills • communication • prior experience • knowledge of game play 	Strategies and tactics take into consideration personal strengths and the strengths of others.	Adjust strategies and tactics based on the strengths of participants in various physical activities and games.	Structural components of physical activities can have various characteristics and features, such as <ul style="list-style-type: none"> • rules and guidelines • protocol • purpose or intent • number and roles of participants • required equipment Structure has commonalities and varying levels of complexity across various physical activities.	Structure provides an objective or purpose to the physical activity.	Describe the structure of physical activities performed in the learning environment. Apply structure in the creation and playing of games.
	Strategies and tactics include <ul style="list-style-type: none"> • reducing open spaces by working with others • creating space for teammates • varying rhythm and intensity of movement 	Creative thinking is required to generate strategies and tactics.	Choreograph creative strategies and tactics.	Structure can be modified to meet the needs of participants by <ul style="list-style-type: none"> • changing equipment size and type • adjusting playing area • adjusting time • changing target size and distance 	Structure provides parameters to support safety, engagement, and inclusion of all participants.	Modify physical activities and games to improve safety, engagement, and inclusivity.
	Strategies and tactics include skill execution and anticipation, such as <ul style="list-style-type: none"> • modifying movement skills based on the task • selecting the best option based on opposition's position • positioning to create advantage 	Strategies and tactics involve making decisions with limited time and space.	Demonstrate decision making through the application of strategies and tactics. Reflect on the outcomes of strategic and tactical decisions.	Strategies and tactics are supported through an understanding of the structure of physical activities and games.	Structure provides parameters that support opportunities for critical and creative thinking.	Utilize understandings of structure to inform strategies and tactics.
	Physical activity and game structures include <ul style="list-style-type: none"> • rules • positions • boundaries • safety considerations • objective of game 	Tactics require an understanding of how games and physical activities are structured.	Assess the effectiveness of tactics in a variety of physical activity and game structures. Recognize how changes in rules influence the tactics being used.			

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	Grade 5			Grade 6		
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	How can diverse movement patterns contribute to success across physical activities?			In what ways can movement patterns function to improve performance?		
Learning Outcome	Students demonstrate and adapt various movement patterns to enhance skill development.			Students adapt and apply movement patterns in controlled and dynamic physical activities.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Movement patterns can include locomotor, non-locomotor, and object manipulation.</p>	<p>Movement patterns are combinations of movement skills.</p> <p>Patterns can be a planned set of movements that support success across a variety of physical activities.</p>	<p>Combine movement skills to perform movement patterns in a variety of physical activities.</p>	<p>Similar patterns exist across a variety of physical activities.</p> <p>Patterns can be customized to enhance proficiency of movement.</p> <p>Patterns are essential to the development of specialized movement skills in a variety of physical activities.</p> <p>First Nations, Métis, and Inuit physical activities and games provide opportunities to develop and enhance skill through engagement in unique and diverse movement patterns.</p>	<p>Patterns can be transferred across a variety of physical activities for individual or group success.</p>	<p>Demonstrate how movement patterns are applied across various physical activities.</p> <p>Identify ways movement patterns experienced through physical activities can support skill development.</p>
	<p>Patterns are sequences of movements.</p> <p>Movement can occur in two-part sequences, such as</p> <ul style="list-style-type: none"> • run and catch • run and throw • toss and hit <p>Movement can occur in three-part sequences, such as</p> <ul style="list-style-type: none"> • run, turn, and catch • walk, turn, and throw • hop, skip, and jump <p>Feedback can be used to improve movement patterns when performing movement skills.</p>	<p>Movement patterns can be expanded to include new and novel physical activity skills.</p>	<p>Perform movement patterns using various types of equipment, individually and with others.</p> <p>Consider sequencing and repetition of movement patterns when engaging in locomotor, non-locomotor, and object-manipulation activities.</p> <p>Adapt movement patterns based on feedback.</p>	<p>Controlled physical activities can be activities that are structured, individual, or partnered.</p> <p>Controlled physical activities allow for repeated practice of movement skills.</p> <p>Dynamic physical activities are limited in structure yet fluid and changing.</p> <p>Dynamic physical activities require immediate decision making and refinement of movement skills.</p>	<p>Controlled and dynamic physical activities can support movement skill patterns in a variety of physical activities.</p>	<p>Adapt movement patterns to improve accuracy, speed, and proficiency in a variety of controlled and dynamic physical activities.</p>

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	Grade 5			Grade 6		
	<p>Movement patterns can be improved by adapting elements of movement, such as</p> <ul style="list-style-type: none"> • sending and receiving while changing direction and speed • throwing objects at different levels • adjusting speed or changing direction to avoid individuals or objects <p>Patterns and elements of movement are featured prominently in rhythmic and expressive activities, including dance.</p>	<p>Patterns can be improved by adjusting elements of movement.</p>	<p>Adapt elements of movement to enhance movement patterns.</p> <p>Identify patterns and elements of movement that are visible in rhythmic and expressive activities.</p>	<p>Creativity in movement can be supported by including objects and changing tempo and rhythm.</p> <p>Patterns are movements that enable the body to move in response to a stimulus.</p>	<p>Movement combinations, patterns, and sequences can be adapted using creativity.</p>	<p>Implement movement patterns in response to a variety of physical, verbal, visual, and musical stimuli.</p>

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	Grade 5			Grade 6		
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.					
Guiding Question	What is the relationship between collaboration and physical activity?			How can conflict resolution support engagement in physical activity?		
Learning Outcome	Students demonstrate how collaboration influences physical activity.			Students analyze and apply conflict resolution in physical activity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Collaboration is working with others to achieve a common goal, including exchanging ideas and sharing responsibilities.</p> <p>Collaboration during physical activity involves</p> <ul style="list-style-type: none"> • identifying goals • planning strategy • exchanging ideas • making and implementing decisions 	Teamwork requires collaboration to create and enhance strategies.	Practise collaboration during physical activity.	<p>Team success can be influenced by conflict.</p> <p>Practices to manage conflict include</p> <ul style="list-style-type: none"> • acknowledging emotions • clarifying facts and understanding • listening to understand • discussing possible outcomes • proposing solutions 	<p>Team effectiveness can be influenced by the ability to manage conflict.</p> <p>Teamwork requires collaboration when coming to a resolution.</p> <p>Successful teams develop practices to manage conflict.</p>	<p>Practise conflict resolution.</p> <p>Reflect on practices used to resolve conflict.</p>
	Consideration of team members' perspectives can support decision making and the achievement of goals.	Teamwork acknowledges the perspectives of all members.	Demonstrate respect for the contributions and perspectives of others when working together to make decisions or achieve team goals.	Individuals and groups in both cooperative and competitive situations can experience conflict differently.	Cooperative and competitive situations may require group members to adjust thinking or actions to resolve conflict.	Discuss how cooperative and competitive situations influence thinking and actions to resolve conflict.

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	Grade 5			Grade 6		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.					
Guiding Question	How can a variety of life experiences influence resilience and perseverance?			How can lifelong learning be supported?		
Learning Outcome	Students reflect and relate life experiences to perseverance and well-being.			Students connect strategies for well-being to life opportunities and lifelong learning.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Life experiences can inform <ul style="list-style-type: none"> • strengths • preferences • beliefs • attitudes • decision making • virtues 	Life experiences can influence understanding of events or situations and responses to them.	Examine how life experiences can shape understanding over time.	Insight into life roles can be supported by knowledge of <ul style="list-style-type: none"> • talents • assets • virtues • strengths • interests Independence includes having the confidence and ability to make decisions to try new or challenging activities. Independence supports the development of initiative.	Changing life roles may require increased independence to develop personal talents.	Relate personal skills and interests to various life roles.
	Life experiences are the effects or influences of an event or subject on an individual.	Events or situations provide opportunities for gaining life experiences.	Identify life experiences that have influenced thinking or behaviour.	Learning can occur through challenging and adverse experiences. Involvement in a variety of activities can provide opportunities for personal development.	Personal potential develops over time and can evolve from experiences. Learning is a lifelong process.	Examine changes in personal interests, strengths, and skills. Reflect on personal skills and interests for continued development and growth.
	Life experiences can result in: <ul style="list-style-type: none"> • acquisition of knowledge or skills • development of personal strengths and potential • application of learning to produce favourable outcomes 	Life experiences can expose individuals to challenges and learning opportunities.	Reflect on personal learning and development in a variety of experiences.	Strategies for learning and personal development include <ul style="list-style-type: none"> • managing time • prioritizing tasks • clarifying expectations • asking questions • reflecting • establishing routines 	Individuals can apply a variety of strategies to maximize learning potential and support personal development.	Develop and apply personal strategies to support learning and development.
	Volunteering provides individuals with opportunities to make meaningful contributions to the community.	Every individual has the ability and potential to contribute to their community in different ways.	Connect personal knowledge and skills to opportunities for volunteering in the community.	Exposure to a variety of volunteerism experiences provides options when making decisions about life and career opportunities.	Volunteerism provides possibilities for social connectedness.	Discuss the effects of volunteerism on self and the community. Plan for potential volunteerism opportunities in the school and community.
	Perseverance can be demonstrated by individuals, groups, or communities.	Perseverance can lead to positive feelings when achieving personal or community goals.	Connect perseverance to improvements in individual or community circumstances.	Discipline includes taking proactive steps to improve well-being and responding positively to successes and challenges.	Discipline encourages a positive future and an inclination to expect favourable life outcomes.	Identify experiences in which discipline can have a positive effect on well-being.

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	<p>Perseverance can be supported by protective factors, such as</p> <ul style="list-style-type: none"> • parents • families and kin • caregivers • guardians • teachers • spiritual leaders • Knowledge Keepers • Elders • friends and social groups • community • coaches • first responders 	<p>Perseverance can be supported by protective factors within the community.</p>	<p>Identify protective factors that can support perseverance.</p>	<p>Motivation strategies include</p> <ul style="list-style-type: none"> • focusing on positive aspects of situations or events • reflecting on gratitude • seeking positive encouragement and supports 	<p>Hope can be cultivated through applying motivation strategies.</p>	<p>Apply motivation strategies in a variety of contexts.</p>
	<p>Effects of perseverance on well-being can be</p> <ul style="list-style-type: none"> • positive mental health • increased confidence • belief in one's abilities to achieve specific goals • sense of accomplishment • lifelong learning 	<p>Perseverance can shape well-being over time.</p>	<p>Describe the effects of perseverance on well-being.</p>	<p>Goal-achievement strategies that can build hope include</p> <ul style="list-style-type: none"> • listing personal priorities • setting specific goals • organizing goals into small steps • developing creative ways to overcome obstacles 	<p>Hope can be cultivated through applying strategies to achieve goals.</p>	<p>Relate strategies to achieving goals in a variety of contexts.</p>

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	Grade 5			Grade 6		
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.					
Guiding Question	How can responsibility lead to a desired outcome?			In what ways might risk influence the outcome of an action?		
Learning Outcome	Students analyze responsibility and consider the impact on well-being.			Students examine risk and identify the factors that influence action.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Responsibility is being accountable for actions and decisions and accepting the results or consequences.</p> <p>Responsibility includes clearly requesting, obtaining, giving, or refusing consent.</p> <p>Responsibility includes respecting the acceptance or refusal of consent from another.</p> <p>Decisions related to substance use can be influenced by a variety of factors, such as</p> <ul style="list-style-type: none"> • media • peer influence • marketing 	<p>Personal actions and decisions can affect physical, social-emotional, and financial well-being.</p>	<p>Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others.</p> <p>Examine the impacts of a variety of factors on personal actions and decisions.</p>	<p>Risk is the overall assessment and identification of hazards related to personal safety and vulnerability.</p> <p>Considering possible outcomes can inform decisions regarding consent in risk-taking activities.</p> <p>Risk involves taking action that may evoke a variety of feelings, such as</p> <ul style="list-style-type: none"> • independence • fulfillment • uncertainty • vulnerability <p>Digital privacy is important to protect personal information.</p> <p>Individuals can seek assistance when experiencing unwanted attention, communication, or images.</p> <p>Safety risks associated with use of digital technology include</p> <ul style="list-style-type: none"> • intrusion of privacy • bullying • misinformation • inability to properly request, obtain, or give consent • exploitation <p>The Internet and social media can expose an individual to unwanted communication or images and information.</p> <p>Sharing explicit or graphic images can have significant consequences, including being illegal under the Criminal Code of Canada.</p>	<p>Measured risks can be taken in stages and are more likely when individuals feel safe, respected, and trusted.</p> <p>Safe online, digital technology, and social media practices can reduce risk.</p>	<p>Discuss how feelings associated with risk taking affect actions and decisions.</p> <p>Assess safety and vulnerability risks associated with use of digital technology.</p> <p>Identify potential harms from online and social media use.</p> <p>Explain how to deal with unwanted attention, communication, or images.</p>

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	Responsibility can be developed by taking on leadership roles to promote safety of self and others.	Personal roles and responsibilities include promoting the safety of self and others.	Describe situations where responsible leadership supports the safety and well-being of self and others.	Short-term and long-term risk can be managed or reduced through planning, rehearsal, and evaluation.	Risk can lead to an increased likelihood of complications in various contexts.	Describe consequences that may result from risk taking in various contexts.
	<p>Safety of self and others can be enhanced through community programs, such as first aid training, and supports, including health professionals.</p> <p>Responsibility to ensure the safety of self and others includes following</p> <ul style="list-style-type: none"> • laws • rules • practices • protocols • digital citizenship (responsible conduct and safety) 	Responsibility includes ensuring the safety of self and others.	<p>Identify laws, rules, practices, and protocols that support safety and well-being in a variety of contexts.</p> <p>Practise digital citizenship by being considerate of others.</p>	<p>Risks of substance use can include</p> <ul style="list-style-type: none"> • addiction • impaired brain development • decreased mental health • impaired thinking 	Several risks connected to substance use can have short-term and long-term effects.	<p>Recognize the risks associated with substance use.</p> <p>Identify positive choices and actions that can reduce risks associated with substance use.</p>
				<p>Aspects of life impacted by risk include</p> <ul style="list-style-type: none"> • mental health • physical well-being • safety 	Risk has potential to positively or negatively impact several aspects of life.	Reflect on the positive and negative impacts of risk taking in a variety of contexts.

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	Grade 5			Grade 6		
Organizing Idea	Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.					
Guiding Question	To what extent does nutrition contribute to health and well-being?			How might access to food affect nutrition?		
Learning Outcome	Students evaluate aspects of nutrition and examine their benefits to well-being.			Students examine access to food and its effect on making decisions related to nutrition.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Nutrition and hydration can affect</p> <ul style="list-style-type: none"> • learning • concentration • activity • behaviour <p>In First Nations, Métis, and Inuit communities, nutrition can contribute to holistic, medicinal, or healing practices that enhance physical and emotional well-being.</p>	<p>Nutrition is essential to good health, disease prevention, and longevity of life.</p>	<p>Describe how nutrition can affect physical and mental health and well-being.</p>	<p>Factors that affect access to food include</p> <ul style="list-style-type: none"> • season • cost of food • budget • food-preparation skills • location <p>Access to food includes</p> <ul style="list-style-type: none"> • the land • farms and gardens • grocery stores • farmers' markets • restaurants <p>Whole foods can be more expensive than processed foods.</p>	<p>Access to nutritious and traditional foods is different for individuals and is affected by a variety of factors.</p>	<p>Identify factors that affect access to food.</p>
	<p>Nutrition and hydration can affect body systems, including</p> <ul style="list-style-type: none"> • cardiovascular • digestive • musculoskeletal • reproductive 	<p>Nutrition provides energy and nourishment to the body and supports body systems.</p>	<p>Research the effects of nutrition and hydration on body systems.</p>	<p>Access to food includes availability of food that meets individual dietary and cultural needs and food preferences.</p> <p>Lack of access to food can affect well-being.</p>	<p>Access to food affects nutritional intake and an individual's ability to make balanced food choices.</p>	<p>Discuss the effects of limited nutritional food choices on physical and mental well-being.</p>
	<p>Social and cultural experiences influence decisions related to food choices.</p> <p>First Nations, Métis, and Inuit cultural knowledge about food choices are tied to the land.</p>	<p>Nutritional sources and traditional and cultural practices are connected.</p> <p>First Nations, Métis, and Inuit gatherings, ceremonies, practices, and protocols can influence nutritional choices.</p>	<p>Discuss sources of nutrition from various cultures and traditions.</p>	<p>Contexts where nutritional choices may be affected include</p> <ul style="list-style-type: none"> • restaurants • social and recreational events • learning environments <p>Cost of food can vary depending on context.</p> <p>Energy-dense fast foods are easier to access than nutritious foods.</p>	<p>Access and cost within a variety of contexts can affect nutritional choices.</p>	<p>Examine how access affects nutritional choices in a variety of contexts.</p> <p>Compare cost of food in a variety of contexts.</p>
	<p>Nutritional requirements change at various developmental ages.</p> <p>Nutritional choices can be affected by individual eating cues, including hunger, appetite, and satiety.</p>	<p>Nutrition and hydration may need to be adjusted in response to various factors.</p>	<p>Investigate how various personal factors can influence nutrition and hydration requirements.</p>			

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	<p>Eating a variety of foods provides a balanced range of nutrients.</p> <p>Food portion sizes and number of servings can inform balanced nutritional choices.</p>	<p>Nutrition can be improved through the planning and preparation of balanced meals and snacks.</p>	<p>Assess the nutritional value of a variety of snacks and meals.</p>			

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	Grade 5			Grade 6		
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.					
Guiding Question	How might healthy relationships support understanding in various social contexts?			How can perspectives influence healthy relationships?		
Learning Outcome	Students acknowledge and connect perspectives of self and others through communication and listening skills.			Students consider and describe a variety of perspectives that support the development of healthy relationships.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Perspectives can support collaboration through shared interpretations, understandings, and findings.</p> <p>Perspectives can be influenced by</p> <ul style="list-style-type: none"> • virtues • peers • media • experiences • family • kinship ties 	<p>Perspectives include how we perceive, understand, and feel in various social or physical activity contexts.</p> <p>Perspectives can be individual or shared.</p>	<p>Describe how experiences can affect individual or group perspectives.</p> <p>Identify personal and environmental factors that influence perspectives.</p>	<p>Positive social behaviours include</p> <ul style="list-style-type: none"> • respecting others • helping others • being honest • acknowledging diversity 	<p>Healthy relationships and pro-social behaviours can be enhanced by considering the perspectives of others</p>	<p>Demonstrate positive social behaviours to develop and maintain healthy relationships.</p>
	<p>Effective listening and communication skills include</p> <ul style="list-style-type: none"> • listening for understanding • asking clarifying questions • paraphrasing or restating statements • recognizing non-verbal cues • considering the audience • considering point of view • having respectful interactions 	<p>Perspectives can be shaped or shared through effective listening and communication skills.</p>	<p>Describe how listening and communication skills can support understanding of individual and group perspectives.</p> <p>Identify ways to reach shared understandings when perspectives or opinions within a group are different.</p> <p>Demonstrate respectful communication skills when working with others on tasks or challenges.</p>	<p>Perspectives of others within relationships should be clarified rather than assumed.</p> <p>Consideration of perspectives includes recognizing and appreciating the points of view of others.</p> <p>Empathy involves trying to understand or share the feelings of another person.</p>	<p>Healthy relationships require consideration for different opinions, thoughts, feelings, beliefs, and needs.</p>	<p>Consider ways in which diverse perspectives align or differ.</p> <p>Identify how the consideration of others' perspectives contributes to empathy.</p>
				<p>Recognition and appreciation of social and cultural perspectives can contribute to acceptance, inclusion, and the common good.</p>	<p>Perspectives can contribute to a sense of belonging and interconnectedness.</p>	<p>Examine the connections between perspectives and social and emotional well-being.</p>
				<p>Empathy can be improved through</p> <ul style="list-style-type: none"> • role modelling • practice • reflection 	<p>Development of empathy can reduce bullying behaviours.</p>	<p>Examine how empathy toward others with different perspectives supports healthy relationships.</p>

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Organizing Idea	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
Guiding Question	How are maturation, growth, and development interconnected?			How can decision making support change during maturation?		
Learning Outcome	Students investigate maturation and identify changes during adolescence.			Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Changes in the brain associated with maturation include <ul style="list-style-type: none"> • greater efficiency and effectiveness • increased connectivity among brain regions • changes in the frontal lobe, pre-frontal cortex, and executive function 	Maturation occurs from birth and is significant during adolescence. Maturation can result in changes in the brain.	Describe the impact maturation has on the brain.	An individual can experience social changes during maturation, such as <ul style="list-style-type: none"> • curiosity in trying new things • increased importance of peers • changes in self-knowledge and self-image • language an individual uses to describe themselves • increased expectation of responsibility Self-image develops over time and can evolve from experiences.	Knowledge and awareness of changes that can occur during maturation support holistic well-being. Maturation can result in an individual's increase in ability, adaptability, and capacity in a variety of contexts.	Consider the impact of physical, cognitive, emotional, and social changes during maturation in adolescence.

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	<p>Maturation is a process that is different for every individual.</p> <p>Maturation can result in uneven bone and muscle development.</p> <p>Maturation can result in changes in coordination when practising skills and activities.</p> <p>Physical changes can include bones growing faster than muscle during maturation in adolescence.</p> <p>Individuals can experience behavioural changes, such as</p> <ul style="list-style-type: none"> • setting personal goals • seeking independence • prioritizing consideration of others • having increased capacity for responsibility <p>Individuals can experience cognitive changes, such as</p> <ul style="list-style-type: none"> • ability to retain, process, and organize larger amounts of information • enhanced critical-thinking, reasoning, and decision-making skills • thoughts and feelings about self-image 	<p>Maturation involves an awareness of the interconnectedness of physical, cognitive, and behavioural changes.</p> <p>The way individuals think of themselves, and describe themselves to others, is unique and should be respected.</p> <p>Maturation results in changes in the body that can occur at different rates.</p>	<p>Identify and describe physical, cognitive, and behavioural changes that occur during adolescence.</p>	<p>Maturation can be supported through decision making related to personal and environmental factors, such as</p> <ul style="list-style-type: none"> • stress reduction • mental health • body image • immunization • daily physical activity • substance use • rest and sleep • nutrition 	<p>Maturation can be supported through various personal and environmental factors.</p>	<p>Identify personal and environmental factors that can influence well-being and maturation during adolescence.</p> <p>Connect personal and environmental factors to decision making during adolescence.</p>
				<p>Fluctuations in physical needs during maturation can result in</p> <ul style="list-style-type: none"> • fatigue and changes in sleep patterns • changing energy levels • increased nutritional demands • increased appetite 	<p>Growth associated with maturation can lead to increased physical needs.</p>	<p>Connect physical needs to maturation changes during adolescence.</p>

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	Grade 5			Grade 6		
Organizing Idea	Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.					
Guiding Question	<i>In what ways can puberty and the capacity for human reproduction reflect change?</i>			<i>How can human reproduction support growth and development?</i>		
Learning Outcome	<i>Students connect puberty to the capacity for human reproduction.</i>			<i>Students investigate human reproduction from fertilization to birth.</i>		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Each part of the human reproductive system serves a specific function.</p> <p>The human reproductive system and other body systems are interconnected.</p> <p>Human reproduction occurs when a sperm cell and egg cell join together (fertilization) and implant in the uterus (implantation).</p>	<p>Well-being is supported through knowledge and awareness of human reproduction.</p> <p>Human reproduction includes a sequence of biological processes.</p>	<p>Identify the components of the human reproductive system.</p> <p>Describe the functions of the components of the human reproductive system.</p>	<p>Pregnancy can occur as a result of sexual intercourse.</p> <p>Pregnancy can be confirmed by a test.</p> <p>Abstinence means choosing not to have sexual intercourse.</p> <p>Any sexual activity always requires consent.</p> <p>Self-control can support decision making related to human reproduction.</p> <p>Different types of birth control can have varying levels of effectiveness and risks.</p> <p>Sexual activity can expose individuals to sexually transmitted infections and blood-borne infections.</p> <p>Some birth control measures can lower the risk of sexually transmitted infections and blood-borne infections.</p>	<p>Pregnancy is a natural human process.</p> <p>Abstinence is the most effective way to prevent pregnancy.</p> <p>Sexual activity without consent is sexual assault and can have physical, emotional, social, and/or legal consequences.</p> <p>Birth control and natural family planning can help prevent pregnancy and sexually transmitted infections.</p>	<p>Identify effective ways to prevent pregnancy and sexually transmitted infections.</p>
	<p>Changes in puberty include</p> <ul style="list-style-type: none"> • change in functioning of the testicles and ovaries • maturation of the reproductive organs • appearance of secondary sex characteristics • production of hormones 	<p>Puberty signals changes in a person's reproductive capability.</p>	<p>Describe how physical changes during puberty affect reproductive capability.</p>	<p>Factors that influence reproductive decisions include</p> <ul style="list-style-type: none"> • age • financial preparedness • health • family, caregiver, and community supports 	<p>In Canada, individuals have the right to make decisions about reproductive health and can decide if, when, and how often to reproduce.</p>	<p>Examine factors that can influence decisions related to reproductive health.</p>

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	<p>Menstruation is the monthly cycle that prepares the body for a possible pregnancy.</p> <p>The female reproductive system includes ovaries that contain egg cells.</p> <p>Ovulation occurs when an egg releases from an ovary.</p> <p>Hormonal changes regulate the menstrual cycle and ovulation.</p> <p>The egg travels to the uterus and is released with the lining of the uterus, if unfertilized.</p> <p>Fertilization is more likely to occur at a specific point in the menstrual cycle.</p> <p>The male reproductive system includes testicles that produce sperm.</p> <p>Sperm travels through the vas deferens and is combined with other fluid to produce semen.</p>	<p>Puberty is often associated with the processes of menstruation and sperm production.</p>	<p>Describe the processes of menstruation and sperm production.</p>	<p>The length of a pregnancy is approximately 40 weeks and is divided into three stages called trimesters.</p> <p>A child born before 37 weeks of pregnancy is called a pre-term birth.</p> <p>Fetal development during pregnancy can be adversely affected by</p> <ul style="list-style-type: none"> • poor nutrition • smoking • alcohol use • drug use 	<p>Fetal development occurs in stages throughout a pregnancy.</p>	<p>Examine fetal development in each of the three trimesters.</p> <p>Examine factors that can adversely affect fetal development.</p>
	<p>Positive health practices during puberty include</p> <ul style="list-style-type: none"> • engaging in physical activity • eating nutritious foods • reducing stress 	<p>Positive health practices during puberty support a healthy reproductive system.</p>	<p>Identify positive health practices during puberty.</p>	<p>Supportive health practices during pregnancy include</p> <ul style="list-style-type: none"> • eating nutritious foods • engaging in physical activity • getting adequate sleep and rest • attending early and consistent medical visits 	<p>Supportive health practices can enhance reproductive health, a healthy pregnancy, and safe childbirth.</p>	<p>Identify health practices that support a healthy pregnancy.</p>
				<p>Reproductive health information can be provided by credible sources, such as</p> <ul style="list-style-type: none"> • parents and caregivers • health professionals • teachers • spiritual leaders • Knowledge Keepers • Elders 	<p>Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.</p>	<p>Identify credible sources of reproductive health information.</p>

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				<p><i>There are diverse traditional, cultural, and religious beliefs regarding reproductive health.</i></p>	<p><i>Traditional, cultural, and religious beliefs can affect understandings of human reproduction.</i></p>	<p><i>Consider ways that human reproduction can be influenced by traditional, cultural, and religious beliefs.</i></p>

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Organizing Idea	Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.					
Guiding Question	In what ways can financial goals be supported?			How can personal finances be enhanced?		
Learning Outcome	Students demonstrate how planning can support financial goals.			Students investigate borrowing and investing in a variety of situations.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>A budget is a plan that supports an individual when making decisions on how to earn, spend, save, invest, and donate over a period.</p> <p>A budget consists of money currently on hand (assets), money expected to be earned (income), and money planned on spending (expenses).</p> <p>A budget can be divided into needs and wants.</p> <p>Budgets can be used for a variety of situations, such as</p> <ul style="list-style-type: none"> • personal • household • business • an event or activity <p>Budgets may need to be adjusted due to unforeseen circumstances.</p> <p>Short-term financial goals can be immediate and can support attainment of long-term goals.</p> <p>Long-term financial goals can take several years to achieve, involve more money, and require commitment.</p>	<p>Budgeting is important to responsible financial decision making and can support achieving short-term and long-term financial goals.</p>	<p>Develop a simple budget for an activity or event.</p> <p>Examine the components of a budget.</p> <p>Create a savings plan for short-term and long-term goals.</p>	<p>A loan is money that is borrowed with an agreement to pay it back.</p> <p>A loan can come from a variety of sources, such as</p> <ul style="list-style-type: none"> • banks • financial institutions • family • friends <p>The decision to borrow money may be based on</p> <ul style="list-style-type: none"> • ability to repay • intended purpose • additional costs • short-term and long-term goals • impact on budget <p>Decisions by banks or financial institutions to loan money may be based on</p> <ul style="list-style-type: none"> • ability to repay • previous loan history • other existing debts • intended purpose <p>Borrowing money through loans can cost money in the form of interest on the amount borrowed and over the term of the agreement.</p> <p>Interest is a fee paid to the bank or financial institution that loaned the money.</p>	<p>Borrowing money to buy goods and services can have financial risks and benefits.</p> <p>Borrowing money can support financial goals if done appropriately.</p>	<p>Analyze the risks and benefits of borrowing money in a variety of situations.</p> <p>Identify situations where an individual can responsibly take on debt.</p>

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	<p>A consumer is an individual who purchases goods and services.</p> <p>Factors that can influence consumer choice include</p> <ul style="list-style-type: none"> • marketing • advertising • media • availability • trends • price 	<p>When purchasing goods and services, individuals have the ability to make choices.</p>	<p>Examine factors that influence consumer choice.</p>	<p>Investing is purchasing something that is expected to earn additional money or increase in value.</p> <p>Individuals can make a variety of investments, such as</p> <ul style="list-style-type: none"> • real estate • stocks • digital currencies • bonds • mutual funds 	<p>Investing money can have financial risks and benefits.</p>	<p>Analyze the risks and benefits of investing in a variety of situations.</p>