

Physical education and wellness

Draft K-6 curriculum

Physical education and wellness overview

Physical education and wellness curriculum focuses on developing the whole individual and nurturing students in pursuing a healthy and active life. In physical education, students take part in individual and group activities and games that:

- develop movement skills;
- provide challenge and adventure;
- develop cultural awareness and understanding; and
- build motivation, confidence, and physical abilities.

Through wellness education, students learn to make informed decisions that support their personal development, mental health, safety, and well-being. By studying nutrition, healthy eating, and healthy relationships, students gain foundational knowledge that supports them throughout life.

Jobs that are based on physical education and wellness include sports coaches, counsellors, physical education teachers, personal trainers, dietitians, and physiotherapists.

Shifts in K-6 physical education and wellness

These are the main shifts in knowledge and skill requirements from the current K-6 physical education and wellness curriculum to the draft:

Subject organization

- Current – Two separate curriculums: K-9 health and life skills, and K-12 physical education.
- Draft – One curriculum that includes content from both health and life skills, and physical education.

Social-emotional learning

- Current – Concepts and ideas such as mental well-being are not clearly stated.
- Draft – Social and emotional learning skills that support mental well-being are clearly stated across grades.

Consent

- Current – Clear expectations for students to learn about consent.
- Draft – Clear expectations for students to learn about consent in every grade.

Financial well-being includes financial literacy

- Current – ideas and concepts about financial well-being are included early in the K-9 health and life skills curriculum.
- Draft – Students will learn about financial well-being throughout the curriculum.

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Draft K-6 physical education and wellness snapshot

These are samples of what students learn in K-6 from grade to grade:

Kindergarten

- Perform physical activities that provide personal enjoyment.
- Boundaries are guidelines that help to keep people safe.
- Explore a variety of foods and drinks that provide nutrients and energy to the body.
- Personal boundaries can be communicated through words and actions.

Grade 1

- Experience changes in the body resulting from physical activity.
- Boundaries are expressed to indicate a need or a want related to feelings of safety and security.
- Examine healthy decision-making in food selection.
- Consent is established by clearly communicating refusal and permission.

Grade 2

- Participate in physical activities that require various levels of exertion and energy.
- Safety is assessing for potential risk or injury by identifying safe and unsafe situations and substances.
- Apply recommendations from nutritional guidelines and health professionals to individual food decisions.
- Safety strategies can be developed for home, school and online, as well as accessing emergency services, and giving or refusing consent.

Grade 3

- Participate in physical activities that support different components of physical fitness.
- Safety involves prevention that requires proactive planning.
- Examine how food preparation techniques can affect the nutritional value of common foods.
- Refusal skills and consent are important for personal safety.

Grade 4

- Select a variety of physical activities to align with physical fitness goals.
- Responsibility is making decisions to ensure self or others are not in unsafe and uncomfortable situations.
- Research the ways nutrients contribute to brain and body functions.
- Consent is critical to respecting others' rights, feelings, and belongings.

Grade 5

- Describe internal and external factors that influence motivation to be physically active.
- Responsibility is being accountable for actions and decisions and accepting the results or consequences.
- Research the effects of nutrition and hydration on body functions.
- Responsibility includes clearly communicating refusal or giving or obtaining consent.

Grade 6

- Connect daily routines and planned physical activities with active living goals.
- Risk is the overall assessment and identification of hazards related to personal safety and vulnerability.
- Risks of substance use can include addiction, impaired brain development, decreased mental health, altered mood, and impaired thinking.
- Considering possible outcomes of risk-taking can affect decisions about consent.
- Digital privacy is important to protect personal information.
- Discuss the effects of limited nutritional food choices on physical and mental well-being.

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