



Grade 3 Health Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 3 learners will reflect on growth and development over time, develop decision-making skills, and determine the benefits of a growth mindset for health and wellness. They will connect food and culture in meaningful ways through stories, recipes, traditions, and celebrations. Learners will develop an understanding of the different ways brains process information and develop strategies to deal with stress. They will identify helpful and harmful ways that substances may be used. Learners will identify characteristics of healthy and unhealthy relationships, respect the rights of others and practice asking for permission and respecting responses in various relationships and situations. They will investigate different forms of mistreatment, effects of stereotypes, and reasons people mistreat others, and will learn strategies to deal with bullying, cyberbullying, and other types of mistreatments. Learners will continue to deepen their understanding of their identity and ways to respect the rights, identities, and bodies of others. They will develop media literacy and safety skills, including identifying different kinds of media, ways to find valid information, and ways to deal with privacy and consent online. Learners will also explore the needs, rights, and responsibilities of community members and ways to enhance community well-being through sustainable practices.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

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- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

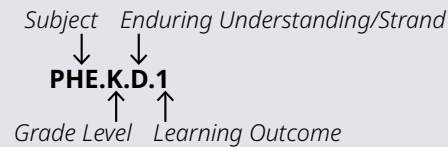
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Growth and Development

PHE.3.D.1 **Appreciate that all people grow and change** (e.g., physically, emotionally, socially, cognitively, spiritually) **at different times and rates throughout life.**

Daily Decisions for Wellness

PHE.3.D.2 **Reflect on different ways** (e.g., use a decision-making model [e.g., Stop, Options, Action, Reflect], talk with someone, etc.) **to make health decisions** (including safety, sleep, food, physical activity, screen use, hygiene, illness prevention).

Food and Nutrition

PHE.3.D.3 **Appreciate the diversity of foods from one's own culture and from around the world** (including food traditions and celebrations).

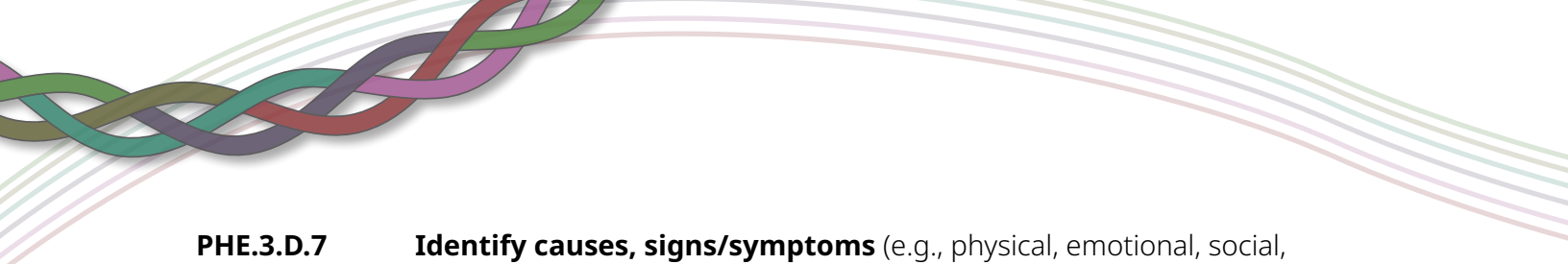
PHE.3.D.4 **Share a recipe from one's own culture or another that contains familiar and unfamiliar foods or flavours.**

Substances and Patterns of Behaviour

PHE.3.D.5 **Recognize safe and unsafe ways substances can be used for the body and/or mind** (e.g., ceremonial tobacco, communion wine, prescription medications, over-the-counter medications, traditional Indigenous medicines, caffeine, alcohol, cannabis edibles, vaping, etc.).

Mental Health and Well-being

PHE.3.D.6 **Recognize differences between fixed and growth mindsets and the value of positive thinking.**

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- PHE.3.D.7** **Identify causes, signs/symptoms** (e.g., physical, emotional, social, cognitive, prosocial) **and strategies to manage positive stress** (eustress) **and negative stress** (distress).
- PHE.3.D.8** **Recognize how brains process information differently** (neurodiversity).

Strand E: Healthy Relationships

Identity and Expression

- PHE.3.E.1** **Recognize how stereotypes** (e.g., gender and gender expression, culture, race, ethnicity, nationality, age, socio-economic status, language, etc.) **influence self-esteem, well-being and the treatment of one another** (e.g., influence one's actions and language, may limit behaviour, etc.).
- PHE.3.E.2** **Recognize and respect the range of gender identities** (e.g., male, female, non-binary, Two-Spirit, etc.), **gender expressions** (e.g., clothing, name, hairstyle, behaviour, etc.) **and sexes assigned at birth.**

Diversity, Equity, and Inclusion

- PHE.3.E.3** **Develop an understanding of, and respect for, human rights** (e.g., privacy, education, healthcare, body rights, autonomy, safety, culture, language, religion, self-defence, self-expression, etc.) **and how all people can contribute to their community** (e.g., helping others, sharing one's gifts, passing down knowledge, etc.).

Relationship Building

- PHE.3.E.4** **Identify characteristics of healthy** (e.g., mutual respect, trust, open communication, appreciation, affection, equality, privacy, consent, non-violent conflict resolution, honesty, etc.) **and unhealthy** (e.g., control, distrust, jealousy, poor communication, gossip, teasing, abuse, etc.) **relationships.**

Communication and Conflict Resolution

- PHE.3.E.5** **Explore different kinds of media** (e.g., commercials, online videos, artificial intelligence generated, video games, social media, movies, etc.) **to identify credible, false and/or exaggerated information and how people can be influenced** (e.g., positively, negatively) **to want and/or believe something.**



PHE.3.E.6 **Practice strategies** (e.g., addressing issues face-to-face, assertiveness, avoidance, refusal/saying no, seeking help [e.g., safe grown-up, Kids Help Phone, call 911, etc.], active empathy, etc.) **to address mistreatment** (e.g., spreading rumours, teasing, bullying, cyberbullying, violence, abuse [physical, verbal, emotional, mental, inappropriate touching], discrimination, etc.).

Boundaries, Consent, and Mistreatment

PHE.3.E.7 **Recognize different forms of mistreatment** (e.g., spreading rumours, teasing, bullying, cyberbullying, violence, abuse [physical, verbal, emotional, mental, inappropriate touching], discrimination, etc.) **in media, in the community, at school or at home; and reasons why people mistreat others** (e.g., insecurity, unmanaged emotions, modelling, hurt, lack of understanding, power imbalance, trying to fit in, misconceptions, etc.).

PHE.3.E.8 **Explore bullying and cyberbullying** (including prevention, victims not being at fault, bystander actions, setting boundaries, practicing assertiveness, reporting incidents).

PHE.3.E.9 **Explore issues of privacy and consent in online activities** (e.g., posting information, sharing pictures/messages/videos, use of artificial intelligence, downloading apps, etc.) **and the impact of what is shared** (e.g., information permanence, etc.).

PHE.3.E.10 **Practice clearly requesting permission, respecting responses** (e.g., verbally, non-verbally) **and responding to boundary violations in a variety of situations** (e.g., physical touch, taking pictures, joining activities, borrowing others' objects, sharing personal information, keeping and speaking secrets, etc.).

Strand F: Healthy Communities

Community Connections

PHE.3.F.1 **Explore needs, rights** (e.g., safety, protection, education, language, culture, traditional Indigenous practices, religion, etc.) **and responsibilities** (e.g., following laws, rules, practices, protocols, digital citizenship, etc.) **of being a community member; and ways to contribute to community well-being.**

Environmental Health

PHE.3.F.2 **Engage in sustainable practices with water, air, heat (fire) and the Land to enhance the health of self and others.**



Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.