



Grade 4 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 4 learners will continue to investigate the structure and function of the brain and the connection between thoughts, emotions, and behaviours. They will explore the connections between identity, self-esteem, self-expression, and mental health and well-being, and the effect the media has on these. They will further develop their digital literacy skills by practicing ways to navigate and safely communicate in online spaces. Learners will explore group structures, dynamics, and culture as they compare cultural and spiritual perspectives on relationship building and develop strategies to create healthy, equitable, and safe relationships. Learners will explore the interdependence of the Land and community health, the meaning and importance of *Mino-Pimatisiwin* and ways to build collective well-being. Learners will develop an understanding of puberty, the different rates of growth and change, and where to access accurate information. Learners will analyze influences on decision-making including peer pressure and media/social media. They will explore community food stories and traditions as they trace the origins of the food they eat.

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.

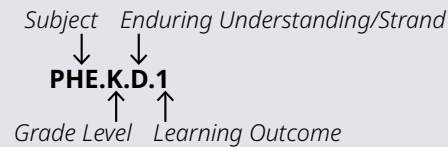
Healthy Communities

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.4.D.1** **Recognize that puberty is a normal time of physical and emotional changes; it occurs at different times, rates and to various degrees; and where to access reliable and valid information.**
- PHE.4.D.2** **Develop an understanding of the menstrual cycle** (including menstruation, the follicular phase, ovulation and the luteal phase) **and the possible physical symptoms** (e.g., muscle aches, cramps, skin changes, tender breasts, headaches, difficulty sleeping, poor concentration, etc.) **and feelings** (e.g., anxiety, irritability, shame, fear, etc.) **that may be experienced** (including positive and supportive strategies [e.g., heating pad for cramps, seeking medical treatment, medication, traditional Indigenous medicine, exercise, talking to someone, etc.] to feel comfortable during menstruation).
- PHE.4.D.3** **Recognize that menstruation is a normal and natural part of growth and development that should not be treated with secrecy or shame.**
- PHE.4.D.4** **Identify natural, physical** (e.g., hair growth, growing taller, voice changes, skin changes, breast development, menstruation, vaginal discharge, erection, ejaculation, nocturnal emissions, changes in sleep and energy needs, etc.), **emotional** (e.g., attractions [intellectual/emotional/physical/romantic]; strong and fluctuating emotional responses; self-consciousness; self-image, self-confidence and body image may change; etc.) **and social changes** (e.g., importance of friendships, desire to fit in, independence, relationships, etc.) **bodies may experience during puberty.**



PHE.4.D.5 **Recognize the reproductive anatomy** (including vulva, labia [inner/outer], clitoris, vagina, cervix, uterus, fallopian tubes, ovaries, penis, foreskin, scrotum, testicles, bladder, urethra, vas deferens, erectile tissue) **for all sexes assigned at birth** (male, female, intersex).

Daily Decisions for Wellness

PHE.4.D.6 **Recognize influences** (including family, values, culture, access to healthcare/information, peer pressure, media, income, education, discrimination, legacy of colonization) **on decision-making for health-related behaviours** (e.g., substance use, food, physical activity, hygiene, relationships, safety, sleep, screen use, illness prevention, etc.).

PHE.4.D.7 **Explore puberty hygiene practices** (e.g., regular showers/baths, clean clothes, period care [e.g., use of menstrual products, clean water, private facilities], deodorant/antiperspirant, teeth brushing/flossing, etc.) **that could be used to manage physical changes.**

Food and Nutrition

PHE.4.D.8 **Analyze a recipe for its food origins and how/when** (seasonal) **the ingredients get from their origin to the table** (e.g., how it grows/is grown; how it is farmed, fished, trapped, foraged or hunted; how it is processed; how it is transported; how it is sold or obtained, etc.).

PHE.4.D.9 **Explore foods and food traditions in local communities; and similarities and differences between one's own food story and other local communities' or cultural groups' stories.**

Substances and Patterns of Behaviour

PHE.4.D.10 **Identify the reasons** (e.g., to alter mood, curiosity, want to fit in with others/peer pressure, medical benefits, substance use disorder, etc.) **people use substances** (e.g., alcohol, nicotine, cannabis, vaping, caffeine drinks, prescription medication, over-the-counter medication, etc.) **and/or engage in potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, etc.); **and how they affect oneself and others** (e.g., physical health, relationships, etc.).

PHE.4.D.11 **Identify multiple sources of information** (e.g., Elders and Knowledge Keepers, family, friends, professionals, community organizations, stories, media, etc.) **about substances to determine validity and accuracy** (misinformation/disinformation, credibility).

Mental Health and Well-being

PHE.4.D.12 **Explore what contributes to positive mental health and well-being** (e.g., physical, emotional, social, spiritual and cognitive factors) **and what builds self-esteem** (e.g., positive relationships, self-care, physical activities, music, art, etc.).

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- PHE.4.D.13** Explore the interconnection of thoughts/emotions/behaviours.
- PHE.4.D.14** Recognize situations when the brain is in a survival (e.g., fear, unsafe, etc.), **emotional** (e.g., hitting or yelling at someone, etc.) **or thinking mode** (e.g., thinking before acting, relaxed and calm, etc.) **and strategies to access the thinking mode** (e.g., calm down techniques, relational techniques, reflecting and remembering techniques, etc.).

Strand E: Healthy Relationships

Identity and Expression

- PHE.4.E.1** Explore the relationship between identity, self-esteem and self-expression.
- PHE.4.E.2** Describe the influence (e.g., appearances, clothing, beliefs, values, cultural representation, body image, etc.) **of media** (e.g., social media, advertisements, entertainment media, etc.) **and the words/actions of others on self-esteem and self-expression.**

Diversity, Equity, and Inclusion

- PHE.4.E.3** Explore how different cultures acknowledge puberty and/or coming-of-age (e.g., confirmation, bat and bar mitzvah, quinceañera, strawberry teachings, vision quest, Sundance ceremony, etc.).
- PHE.4.E.4** Identify the similarities (e.g., honesty, respect, kindness, equality, etc.) **among cultural, spiritual and/or religious perspectives** (e.g., Seven Sacred Teachings, fables, Four Noble Truths, the Eight-Fold Path, Moral Code of Islam, the Platinum Rule, etc.) **that support healthy relationships.**

Relationship Building

- PHE.4.E.5** Identify groups to which one can belong (e.g., sports team, religious or cultural group, class, friends, club, etc.); **behaviours that help** (e.g., inclusion, respecting boundaries and differences, encouragement, compromise, teamwork, fair play, digital citizenship, etc.) **or hinder** (e.g., gossiping, teasing, exclusion, bullying/cyberbullying, initiation, discrimination, etc.) **positive group culture; and the effect group behaviour can have on the health of self and others.**

Communication and Conflict Resolution

- PHE.4.E.6** Develop strategies (e.g., protect privacy; share images with consent; use safe search techniques; recognize unsafe and/or inappropriate content, contact and conduct and tell a safe grown-up; etc.) **to safely navigate online environments** (including while using artificial intelligence and social media platforms).

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- PHE.4.E.7** **Develop strategies for healthy online communication and etiquette** (e.g., empathy, consent, tone/word/emoji choice, privacy, clear and concise messaging, respectful language, consider other's perceptions, calling in, etc.).
- PHE.4.E.8** **Develop communication strategies for creating and maintaining equitable, healthy relationships within a group** (e.g., reaching shared understandings with differing perspectives and opinions, taking turns talking, distribution of work, honesty, respect, cooperation, etc.).

Boundaries, Consent, and Mistreatment

- PHE.4.E.9** **Practice setting and respecting boundaries with peers/friends/teammates/authority figures to build healthy and safe relationships.**

Strand F: Healthy Communities

Community Connections

- PHE.4.F.1** **Explore *Mino-Pimatisiwin* (The Good Life); and culturally responsive ways** (e.g., show kindness, empathy and compassion; consider safety; learn from others; appreciate different communication styles; have diverse social connections; listen; seek understanding; participate in ceremony; etc.) **to honour and build individual and collective well-being.**

Environmental Health

- PHE.4.F.2** **Recognize ways the environment and a community's health are connected and interdependent** (e.g., food sources, food security, natural resources, ceremonies, medicines, housing, traditional Indigenous teachings, etc.).

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.