



Grade 5 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 5 learners will explore the different food needs, preferences, experiences, and influences on eating. They will learn strategies to find valid and reliable sources of information and use decision-making models. Learners will make connections between mental health and well-being and *Mino-Pimatisiwin*. They will further develop their media literacy skills, including an exploration of diversity in the media and the effect representation has on oneself. They will continue to develop conflict resolution strategies to build healthy and equitable relationships. Learners will continue to build knowledge and skills to help keep themselves safe, including by identifying lures online and in-person as well as identifying safe practices in and around bodies of water, on ice, and boats. Learners will investigate the Convention on the Rights of the Child and inequities within Manitoba that may be affecting the health and well-being of Manitoba communities. Learners will further develop their understanding of puberty growth and changes, including the role of hormones, ranges of emotions, and puberty hygiene. They will explore their own values related to relationships and will find ways to show respect for the rights and identities of others.

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.

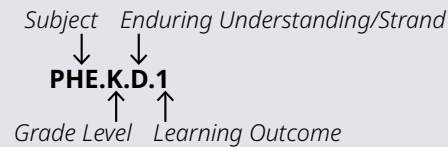
Healthy Communities

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.5.D.1** **Identify how reproduction and pregnancy occur** (including sexual intercourse, insemination/surrogacy and in vitro fertilization).
- PHE.5.D.2** **Recognize the role hormones** (e.g., testosterone, estrogen, progesterone) **play during puberty** (e.g., romantic and sexual feelings, attraction [intellectual/emotional/physical/romantic], menstruation, masturbation, mood swings, timing of puberty onset, sex characteristics, etc.) **for male, female and intersex bodies.**
- PHE.5.D.3** **Recognize the normalcy of curiosity about bodies and one's sexuality; and where to access reliable and valid information.**
- PHE.5.D.4** **Recognize that romantic/sexual attractions are a natural and individual part of being human** (including attraction to one gender [gay, lesbian, heterosexual], attraction to more than one gender [bisexual, pansexual], not experiencing attraction [asexual], Indigiqueer identity [Two-Spirit]); **and that there are different ways of experiencing and expressing sexuality over time.**

Daily Decisions for Wellness

- PHE.5.D.5** **Examine multiple sources of information about sexual health, sexuality, gender and relationships to ensure validity, accuracy and personal relevance** (e.g., family, friends, health service providers, community organizations, safe grown-ups, Elders and Knowledge Keepers, media, etc.).
- PHE.5.D.6** **Identify hygiene practices** (e.g., personal, cultural, religious, medical) **during puberty** (e.g., deodorant vs antiperspirant; showering; clean clothes; period care – use and disposal of pads/menstrual aids, clean water, private facilities; etc.).



Food and Nutrition

- PHE.5.D.7** **Appreciate that people have different food needs, preferences** (e.g., amount, kind of foods, ingredients, etc.) **and experiences** (e.g., health conditions; allergies; intolerances; access to food; ways of eating – vegan, vegetarian, religious or cultural needs; etc.) **that can change over a lifetime.**
- PHE.5.D.8** **Recognize factors that influence eating and drinking** (e.g., hunger, taste, texture, enjoyment, food skills, food access, social situations, activity level, advertising, culture, allergies, etc.); **environments in which different eating occurs; and benefits from eating together.**

Substances and Patterns of Behaviour

- PHE.5.D.9** **Practice using decision-making models with a variety of substances** (e.g., caffeine drinks, alcohol, nicotine, cannabis, vaping, etc.) **and potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, etc.).

Mental Health and Well-being

- PHE.5.D.10** **Recognize the depth** (e.g., irritated to rage, happy to euphoric, etc.), **range and expression of emotions in a variety of situations.**
- PHE.5.D.11** **Connect mental well-being and *Mino-Pimatisiwin* (The Good Life)** (including the balance between physical, mental, social, emotional and spiritual well-being).

Strand E: Healthy Relationships

Identity and Expression

- PHE.5.E.1** **Explore the diversity** (including ethnicity, race, culture, age, gender identity and expression, attractions, marital status, family structure, body size/shape, abilities, roles, social status, economic status, Canadian context) **of people in media** (e.g., tv/movies, ads, books, song lyrics, videos, social media, etc.); **and the effects** (e.g., self-esteem, choices, confidence, sense of belonging, etc.) **of representation on oneself.**
- PHE.5.E.2** **Demonstrate ways to promote respect and dignity for people of all gender identities** (e.g., male, female, non-binary, gender fluid, cisgender, transgender, Two-Spirit, etc.), **gender expressions** (e.g., clothing, name, pronouns, hair style, behaviour, mannerisms, voice, cultural variations, etc.) **and sexual/romantic identities** (e.g., bisexual, heterosexual, homosexual, asexual, gay, lesbian, queer, Two-Spirit, biromantic, panromantic, etc.).



Diversity, Equity, and Inclusion

PHE.5.E.3 **Connect children's rights in Canada** (Convention on the Rights of the Child) **to one's well-being.**

Relationship Building

PHE.5.E.4 **Explore one's values related to relationships, sexuality, gender and family; and how they affect one's relationships** (including diversity of relationships, communication, balance of power, decision-making).

Communication and Conflict Resolution

PHE.5.E.5 **Practice conflict resolution strategies from various cultures** (e.g., listening to multiple points of view, accepting responsibility for one's actions, talking circles, treaties, compromise, consensus, accommodation, making oneself heard, flexible thinking, negotiation, mediation, etc.) **in multiple contexts** (e.g., online, various relationships).

Boundaries, Consent, and Mistreatment

PHE.5.E.6 **Identify strategies** (e.g., communicate, be assertive, go somewhere safe, find a safe grown-up, report, block on social media, etc.) **to address the changing nature of personal boundaries and consent that come with puberty** (including various relationships and situations; welcomed and unwanted attention; online content, contact and conduct).

PHE.5.E.7 **Recognize power** (e.g., age, gender, sexual/romantic identity, socioeconomic status, physical size, social status, immigration status, race, ethnicity, ability, position of authority, etc.) **and abuse in relationships** (including harassment, bullying, sexual abuse, intimate partner violence, gender-based violence, luring, grooming, exploitation); **where/how it may occur; and where/how to get help to disclose abuse.**

PHE.5.E.8 **Recognize common lures used online and in-person** (including requesting help, offering gifts/money, creating fake emergencies, giving compliments, sharing secrets, making declarations of love, showing familiarity, offering fame, saying inappropriate actions are just a game or an accident, making job offers, exerting authority, making threats, breaking rules).



Strand F: Healthy Communities

Community Connections

- PHE.5.F.1** **Recognize inequities** (e.g., clean water, healthcare access, nutritious food, safe environment, etc.) **in various communities in Manitoba in relation to the Convention on the Rights of the Child #24: the right to a healthy and safe environment; and advocate for an issue of choice.**
- PHE.5.F.2** **Promote safety strategies among peers for situations involving pools, open-water, moving water, ice and boats.**

Environmental Health

- PHE.5.F.3** **Identify a local environmental concern that affects health** (e.g., water quality, pollution, air quality, pesticides, extreme heat, GMOs, toxicity of products, overfishing, overhunting, mercury erosion, overland flooding, climate change, etc.); **and make a community contribution for a more equitable society.**

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.