



Grade 6 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 6 learners will examine food systems around the world, the different methods of obtaining food, the influence of media on food and beverage choices, the importance of food variety to meet one's needs, and strategies for adopting health-promoting behaviours. They will also examine the role of vaccines. Learners will discuss the risks of using and misusing a variety of substances. They will delve deeper into thought distortions, stress and anxiety, and find strategies to manage them. Learners will develop strategies to build healthy, equitable relationships, including ways to promote positive group culture. They will learn about ways to stay safe when staying home alone. Learners will also take opportunities to advance community health as they investigate the connections between the health of the natural environment and the community. Learners will investigate personally relevant strategies to manage growth and changes in puberty, analyze influences on one's self-esteem, find ways to show respect for their own and others' bodies, and discover sources of support when making decisions.

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.

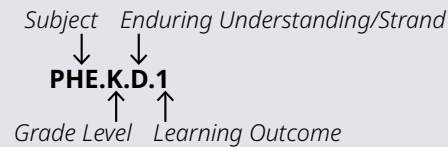
Healthy Communities

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.6.D.1 **Identify strategies** (e.g., talk to someone, avoid comparisons, seek valid information, ask questions, practice healthy habits and flexible thinking, etc.) **to manage physical** (e.g., hair growth, growing taller, voice changes, skin changes, changes in sleep and energy needs, breast development, erection, ejaculation, nocturnal emissions, menstruation, vaginal discharge, etc.), **mental** (e.g., increased risk-taking, beginning of long term thinking, formation of own values and beliefs, 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.) **that occur during puberty.**

Daily Decisions for Wellness

PHE.6.D.2 **Reflect on decision-making processes** (including when to use these processes), **sources of support** (e.g., family, Elders, safe adults, community organizations, trusted websites, etc.) **and how choices affect the well-being of self and others.**

PHE.6.D.3 **Examine vaccines** (e.g., grade 6 vaccines: HPV, meningitis, hepatitis B, flu, coronavirus, etc.); **how they work and are accessed; and why they are important for the protection of self and others.**

Food and Nutrition

PHE.6.D.4 **Examine the influence** (e.g., advertising and food claims, influencers, facts and myths, etc.) **of media on food and beverage choices** (including sugary and energy drinks).

PHE.6.D.5 **Investigate food systems from around the world** (e.g., garden, farmed, wild, etc.) **and ways they are changing to meet local and global needs** (e.g., how food is produced, processed, and transported; how waste is managed; etc.).

- PHE.6.D.6** **Examine different methods for obtaining food** (e.g., grocery store, market, hunting, gathering, gardening, fishing, food banks, soup kitchens, etc.) **and the importance of choosing a variety of foods to better satisfy hunger and meet the body's needs.**
- PHE.6.D.7** **Demonstrate personal responsibility** (e.g., trying new foods, choosing a variety of foods, listening to hunger cues, etc.) **in the area of food and nutrition by following a method that encourages health-promoting behaviours** (e.g., I AM HEALTHY method, I APPEAR method).

Substances and Patterns of Behaviour

- PHE.6.D.8** **Recognize short- and long-term effects and risks** (including brain and body development) **associated with the use and misuse of caffeine, nicotine, alcohol, vaping and cannabis products.**

Mental Health and Well-being

- PHE.6.D.9** **Investigate types** (e.g., jumping to conclusions, overgeneralizing, emotional reasoning, all or nothing thinking, etc.) **and impacts** (e.g., anxiety, misinformation, self-esteem, decision-making, etc.) **of thought distortions; and how to review evidence to overcome them.**
- PHE.6.D.10** **Recognize the signs, symptoms and impact of stress and anxiety; as well as strategies** (e.g., physical activity, nature, sleep, food choices, mindfulness, healthy boundaries, create a plan, talk to someone, etc.) **for their management.**
- PHE.6.D.11** **Explore the physiological stress response** (including fight, flight, flock, freeze).

Strand E: Healthy Relationships

Identity and Expression

- PHE.6.E.1** **Analyze influences** (e.g., family, culture, peer group, media, peer pressure, sexually explicit content, etc.) **on self-esteem; and how one perceives, thinks and feels about one's body and the bodies of others.**
- PHE.6.E.2** **Identify strategies** (e.g., talk about feelings and experiences with safe people; celebrate positive qualities, skills and interests rather than focusing on appearance-related qualities; recognize when social media and other forms of media focus on appearance-centered messaging and images; challenge unrealistic body standards; participate in physical activity for fun and enjoyment; seek support from a mental health



professional; focus on a body's abilities; develop a global awareness of body image; etc.) **to accept and appreciate one's body and respect diverse bodies** (e.g., different abilities, ethnicities, ages, genders, shapes, sizes, medical conditions; pregnant; etc.).

Diversity, Equity, and Inclusion

PHE.6.E.3 **Recognize healthy and unhealthy group** (e.g., sports teams, clubs, peer/friend group, online community, etc.) **cultures/norms; their effect on group/individual behaviours; and ways to promote positive group culture.**

Relationship Building

PHE.6.E.4 **Identify characteristics of healthy and unhealthy relationships** (including family, friendship, peer, acquaintance, romantic) **and strategies** (e.g., value a person's qualities; demonstrate mutual respect, empathy, caring, commitment, honesty and trust; use reciprocal communication; compromise; create a balance of power; be open to different perspectives; set and respect boundaries and personal space; give positive affirmations; etc.) **for developing, maintaining and enhancing safe relationships.**

Communication and Conflict Resolution

PHE.6.E.5 **Develop respectful strategies to communicate about sexual health and sexuality** (e.g., use respectful and inclusive language, show empathy and cultural literacy, use correct terminology or socially accepted terminology, acknowledge different levels of comfort, respect others' responses, etc.).

Boundaries, Consent, and Mistreatment

PHE.6.E.6 **Practice asking for consent for safety and respect in all types of relationships** (e.g., with adults, with friends, with peers, in romantic relationships, in relationships with a power imbalance, etc.), **interactions** (including touching, hand-holding, hugging, kissing, etc.) **and environments** (e.g., public, private).



Strand F: Healthy Communities

Community Connections

- PHE.6.F.1** **Explore safety related to staying at home alone** (e.g., creating an emergency plan, answering the door, getting help from a nearby safe adult, locking doors and windows, following house rules, contacting emergency services, ensuring personal safety before helping others, responding to fires and injuries, using a first aid kit, etc.).
- PHE.6.F.2** **Engage in volunteerism to enhance personal and community health and well-being.**

Environmental Health

- PHE.6.F.3** **Investigate connections between the health of the natural environment and community health** (e.g., water and air quality, sanitation/contamination, weather, wildlife, resource consumption, access to food, disease, pests, vectors, 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.