



Grade 7 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 7 learners will explore nutrients, the role nutrients play in the body, and the ways people relate to and choose foods. Food literacy skills will continue to be developed through the exploration of food labels, goal-setting, and planning and preparing a meal. They will investigate factors that influence the use/avoidance of substances and one's engagement in potentially harmful patterns of behaviour as they continue to develop decision-making skills. Learners will explore mood and mood management, ways to cope with difficult emotions or life experiences, and ways to promote mental health and well-being. They will examine identity, changes over time, and ways to support positive self-esteem. Learners will discuss power differences and the effects of stigma, bias, discrimination, stereotypes, and prejudice on the development of healthy and safe relationships. Safety strategies for digital communication will be discussed. They will make connections between the social determinants of health, the health of the built environment, and both personal and community health as they engage in opportunities for positive involvement in the community. Learners will further build decision-making skills to help prevent negative health outcomes including the risk of sexually transmitted and blood-borne infections. Learners will begin to develop communication strategies to support healthy romantic relationships.

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.

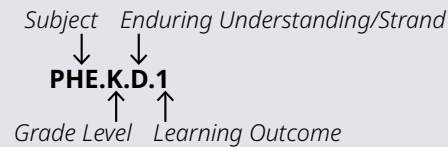
Healthy Communities

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.7.D.1 **Recognize typical causes, symptoms, treatments and transmission methods for sexually transmitted and blood-borne infections** (STBBIs) (e.g., human immunodeficiency virus [HIV], human papillomavirus [HPV], gonorrhea, syphilis, chlamydia, herpes, hepatitis, genital warts, etc.) **for all types of sexual behaviours.**

Daily Decisions for Wellness

PHE.7.D.2 **Identify ways to minimize the risk of sexually transmitted and blood borne infections** (STBBIs) (e.g., not engaging in sexual behaviours, limiting sexual partners, barrier methods [e.g., sex dams, condoms, etc.], Pre-Exposure Prophylaxis [PrEP], Post-Exposure Prophylaxis [PEP], regular testing, vaccinations, etc.) **for all types of sexual behaviours; and how to access confidential STBBI prevention products, testing and treatment in the community.**

PHE.7.D.3 **Investigate contraceptive methods** (including natural, hormonal, non-hormonal and emergency methods); **and how to choose and access contraceptives in the community.**

PHE.7.D.4 **Recognize what sexual activity is** (including vaginal, anal, oral sex) **and reasons** (including emotional and physical connection, pleasure, reproduction) **people choose to engage or not engage in sexual behaviours** (e.g., kissing, masturbation, touching, sexting, etc.).

PHE.7.D.5 **Explore personal values and influences** (e.g., family, friends, media, etc.) **related to sexuality, relationships and safe and consensual sexual behaviours.**



Food and Nutrition

- PHE.7.D.6** **Recognize how people, communities and cultures relate to foods** (including what is eaten; how foods are prepared, served and eaten) **for reasons of social engagement** (e.g., family connection, community, culture and tradition, etc.).
- PHE.7.D.7** **Investigate a variety of foods** (e.g., vegetables, fruits, grain products, milk products, wild game, meat, poultry, fish, eggs, nuts and seeds, plant-based foods, oils and fats, candy, cake, etc.) **and beverages** (e.g., water; smoothies; sugary drinks like juice, soft drinks, energy drinks; etc.) **to identify their key nutrients; the role nutrients play in the body; and the many reasons foods are chosen for consumption** (e.g., nutrition, taste, family, culture, access, Canada's Food Guide recommendations, etc.).
- PHE.7.D.8** **Locate and analyze the information found on a variety of food and beverage labels** (including ingredient names and the importance of their order, serving sizes, units of measurement, percent daily value, front of pack labelling, nutrition claims).
- PHE.7.D.9** **Develop a personally relevant health-promoting food and nutrition goal** (e.g., increase time eating with others, learning to prepare a family meal, drinking more water, reducing sugary drink intake, eating more vegetables and fruit, etc.) **using a needs assessment and goal-setting process** (e.g., SET GOALS method).
- PHE.7.D.10** **Develop a plan and prepare a simple and nutritious meal that meets personal needs** (e.g., taste, satisfying hunger, hydration needs, allergies, ways of eating, religious or cultural needs, etc.).

Substances and Patterns of Behaviour

- PHE.7.D.11** **Examine personal and social factors** (e.g., values, media, peer pressure, mental health, cultural norms, religious beliefs, legality, curiosity, addiction, Indigenous ceremony, genetics, life experiences, etc.) **that influence the use/avoidance of substances and one's engagement in potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, etc.).
- PHE.7.D.12** **Use decision-making models with a variety of substances, potentially harmful patterns of behaviour and strategies for dealing with the realities and pressures to use or misuse.**

Mental Health and Well-being

- PHE.7.D.13** **Recognize the signs, symptoms** (e.g., losing interest, withdrawing from activities/people, irritation, poor decision-making, racing thoughts, increased agitation, etc.) **and range of mood** (low mood, high mood) **in oneself; and strategies** (e.g., physical activity, healthy amount of sleep, connection with the Land, food choices, social engagement, counselling, etc.) **for mood management.**

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- PHE.7.D.14** **Investigate factors** (e.g., technology, stress, relationships, school pressures, changes, food, physical activity, environmental stressors, discrimination, etc.) **influencing mental health and well-being; and strategies** (e.g., mindfulness, physical activity, problem solving, meditation, seeking out supports, etc.) **to promote mental health and well-being in self and others.**
- PHE.7.D.15** **Describe healthy ways to cope with difficult emotions** (e.g., jealousy, anger, grief, disappointment, failure, rejection, exclusion, etc.) **and challenging life circumstances** (e.g., change, loss, divorce, moving, etc.).

Strand E: Healthy Relationships

Identity and Expression

- PHE.7.E.1** **Explore personal identity** (e.g., cultures, races, gender identities and expressions, traditions, abilities, languages, values, beliefs, roles, responsibilities, appearances, interests, skills, strengths, etc.); **and ways** (e.g., appreciate diversity; challenge thought distortions; have a positive mindset; recognize the impact of media, family and peer influence; etc.) **to support positive self-esteem.**
- PHE.7.E.2** **Analyze how personal identity changes over time** (e.g., through experiences and interactions with different people, activities and interests, etc.) **and how one's expression of identity may change in certain situations or environments.**

Diversity, Equity, and Inclusion

- PHE.7.E.3** **Identify types of stigma, discrimination, stereotypes, prejudice and bias** (e.g., age, culture, ethnicity, race, religion, gender, family structure, attractions, ability, neurodiversity, social status, STBBI status, HIV status, economic status, body type, physical/mental health and conditions, substance use, etc.) **and their effects** (including physical, mental, emotional, spiritual, social) **on self and others.**

Relationship Building

- PHE.7.E.4** **Recognize how power differences** (e.g., age, gender, sexual/romantic identity, social status, socioeconomic status, immigration status, ethnicity, race, ability, physical size, position of authority, etc.) **may impact relationships** (including romantic, peer, friendship, sexual); **and ways to create healthy and safe relationships.**



Communication and Conflict Resolution

- PHE.7.E.5** **Develop healthy communication strategies** (e.g., set and respect boundaries, ask for consent, be honest, address conflict, communicate continuously, etc.) **that could be used in a variety of romantic/sexual situations or relationships** (e.g., asking out, responding to rejection and boundary violations, ending an unhealthy relationship, etc.).

Boundaries, Consent, and Mistreatment

- PHE.7.E.6** **Connect the conditions** (including freely given, reversible, informed, enthusiastic, specific) **of sexual consent to related legal aspects** (e.g., age of consent, close-in-age exception, position of power/authority [e.g., teacher-student, coach-athlete, adult-child, etc.], substance use, laws to protect youth from exploitation, digital image sharing, etc.).
- PHE.7.E.7** **Compare and contrast sexting and sextortion; and safety strategies for self and others** (including consent, legalities and consequences, dealing with unwanted images, removing an online image, seeking help/support).

Strand F: Healthy Communities

Community Connections

- PHE.7.F.1** **Analyze how social determinants of health** (e.g., socioeconomic factors, physical environment, healthcare, health behaviours, etc.) **can impact an individual's personal health and the health of the community.**
- PHE.7.F.2** **Engage in opportunities for community action, awareness and/or leadership to positively impact relevant community health and well-being** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, discrimination, 2SLGBTQIA+ healthcare, human rights, food security, addictions, accessibility, mental health, trafficking, the environment, etc.).
- PHE.7.F.3** **Use a health-promoting decision-making process in case scenarios involving pools, open-water, moving water, ice and boats** (including with and without supervision).



Environmental Health

PHE.7.F.4 **Investigate connections between the health of the built environment and community health** (e.g., sanitation, agricultural production, access to healthy food/food production, pollution, industrialization, chemicals, transportation, housing, neighbourhood design, natural spaces, disease, energy production and consumption, sound, pests, 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.