



Kindergarten 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.

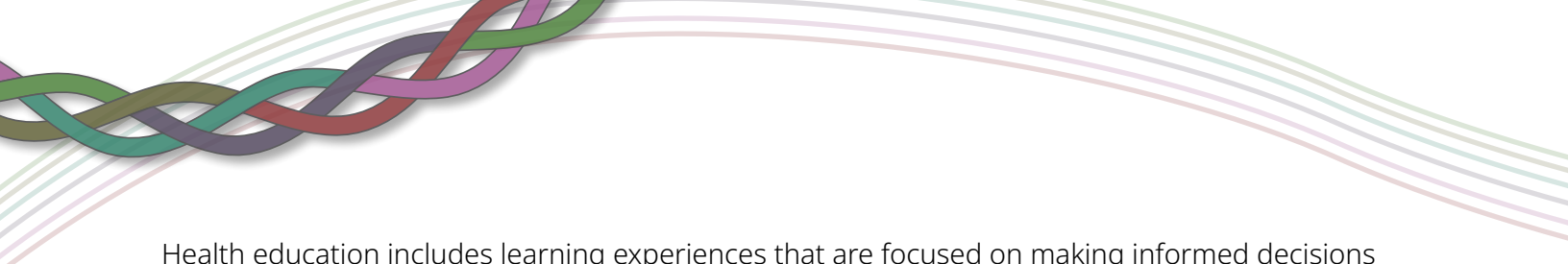
In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **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

Kindergarten learners will begin to develop their health skills and knowledge as they enter school. They will explore ways to support their brain and body health. Learners will explore familiar foods and food preferences. They will begin to identify basic emotions and things that make them feel calm and happy. Learners will explore their own identity and ways to respect the rights, identities, and bodies of others. They will start to explore ways people have healthy relationships with one another and the Land, including ways to communicate with others in kind and respectful ways and how to resolve conflicts. Learners will build foundational knowledge and skills to help keep them safe in and around bodies of water, on ice, and boats. Learners will develop ways to identify safe and unsafe substances and how to stay safe at home, in school, and in the community, including by identifying safe grown-ups.

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.

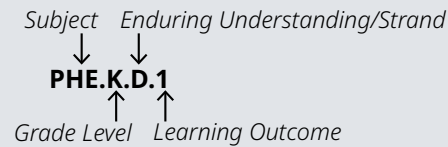
Healthy Communities

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.K.D.1** **Use accurate names of body parts** (including penis, testicles, vagina, vulva, bum, anus, nipples, breasts, chest); **and understand it is okay to ask questions to safe grown-ups about one's own body.**
- PHE.K.D.2** **Recognize the diversity of bodies** (including different abilities, skin colours, body parts, ages, shapes, sizes, conditions; and pregnant).

Daily Decisions for Wellness

- PHE.K.D.3** **Explore hygiene and health practices** (e.g., sleep, physical activity, dental care, hand washing, clothing, relaxing activities, food, water, smudging, etc.) **that support well-being.**

Food and Nutrition

- PHE.K.D.4** **Explore familiar foods and food preferences** (e.g., tastes, textures, etc.) **through experiential learning; intolerances and allergies; and how foods provide the fuel to learn, grow and play.**

Substances and Patterns of Behaviour

- PHE.K.D.5** **Recognize safe and unsafe uses of substances** (e.g., tobacco, allergens, medications, household materials, unknown substances, cannabis edibles, alcohol, etc.) **at home and at school; and ways to avoid or handle them** (including following safety symbols, having adult supervision, asking permission to consume/smell/touch substances).



Mental Health and Well-being

- PHE.K.D.6** **Identify basic emotions** (including happy, sad, mad, scared, surprised, disgusted) **all humans feel, body cues** (e.g., smiling, crying, tight muscles, upset stomach, etc.) **that could signal each emotion and situations when the emotions can be felt.**
- PHE.K.D.7** **Explore activities, people, places, objects and sensations** (e.g., mindful breathing; rocking; swinging; moving; hugging; getting hair brushed, a back rub; etc.) **that could make one feel calm, happy and content.**
- PHE.K.D.8** **Explore the needs and care of the brain and body for overall health** (e.g., nourishment, challenges/experiences, sleep, protection, etc.).

Strand E: Healthy Relationships

Identity and Expression

- PHE.K.E.1** **Explore the individual range of ways that people identify and express themselves** (e.g., clothing, physical characteristics, interests, gender expression, names, cultures, races, ethnicities, abilities, languages, values/beliefs, etc.).

Diversity, Equity, and Inclusion

- PHE.K.E.2** **Recognize that all people are valuable, have equal rights** (e.g., privacy, education, autonomy, safety, self-expression, body rights, personal space, etc.); **and deserve to be respected and included.**

Relationship Building

- PHE.K.E.3** **Recognize different ways** (e.g., fairness, equity, respect, etc.) **people have healthy relationships with others and with the Land; and connections with places, objects and living things.**

Communication and Conflict Resolution

- PHE.K.E.4** **Explore how words, body language and actions can be kind and respectful** (healthy), **or hurtful and harmful** (unhealthy) **to others.**
- PHE.K.E.5** **Explore ways to resolve** (e.g., get help from a safe grown-up, talk, share, take turns, make a deal, apologize, ask to stop, wait and cool off, etc.) **conflict** (e.g., name calling, exclusion, possessiveness, losing, feeling upset, etc.).



Boundaries, Consent, and Mistreatment

- PHE.K.E.6** **Explore bodily autonomy, and how to set and respect personal boundaries** (including privacy, personal space, keep and speak secrets).
- PHE.K.E.7** **Explore how to ask for, give and refuse permission and respect refusal** (e.g., verbally and non-verbally) **in a variety of situations** (e.g., personal touch, tickling, hugging, helping, taking something, taking pictures, etc.).

Strand F: Healthy Communities

Community Connections

- PHE.K.F.1** **Identify ways** (including asking for caregivers' permission, identifying safe grown-ups) **to be safe at home, at school and in the community** (e.g., walk/bike/bus/snowmobile/car, on land/snow, what to do if lost, understanding safety signs, playing on the playground, safe school/daycare/activity pick-up, safe handling of objects [e.g., firearms, sharps, tools, electrical outlets, machinery], etc.).
- PHE.K.F.2** **Recognize safe and unsafe behaviours when in and around water and on or around ice and boats.**

Environmental Health

- PHE.K.F.3** **Experience reciprocal benefits of connecting to the Land** (e.g., respect and care for the Land, enjoyment from physical activity in all weather/seasons, improved mental health, connection to culture/community, improved sleep, other physical/mental/emotional/spiritual benefits, 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.