



# Physical and Health Education: What's New?

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## K–9 curriculum

The redesigned Physical and Health Education (PHE) K–9 curriculum has undergone a revision process since the initial draft went online during the 2013/14 academic year. The feedback received from individuals in the field was instrumental in exploring new ideas to implement in this version of the curriculum. Here is a brief overview of the differences between the redesigned PHE K–9 curriculum and the existing curriculum, as well as changes made to the curriculum since the 2013/14 draft was posted.

There are several differences between the existing curriculum and the redesigned K–9 curriculum. The redesigned K–9 curriculum:

- aims to develop a holistic understanding of health and well-being by promoting and developing all aspects of student health and wellness, including physical, social, and mental well-being
- contains statements of Big Ideas to support teaching and learning for deep understanding and skills transfer
- includes learning standards addressing various influences on healthy choices, including social and peer pressure, differing sources and validity of health information, and situational factors
- focuses on developing healthy habits in all areas of health that students will continue to practise after graduation

The redesigned K–9 curriculum continues to emphasize:

- physical and health education as important components of British Columbia's educational program
- the development of knowledge, skills, and mindsets to make informed decisions for lifelong participation in a range of physical activities in diverse environments
- the development of knowledge, skills, and strategies for building respectful relationships, positive self-identity, and emotional health
- the development of the knowledge, skills, and strategies needed to make responsible and informed health and safety decisions

As with other areas of learning, there is no fixed way to organize for PHE instruction. The structure and format chosen will be based on the strengths and needs of the students, teachers, school, community, and school district.

Alternative delivery is still available for some students and their parents or guardians who may feel more comfortable addressing some of the PHE learning standards at home.

A change since the 2013/14 draft K–9 curriculum was posted is the addition of headings to organize the Curricular Competencies. The headings are as follows:

- **Physical Literacy** — The Curricular Competencies under this heading focus on student acquisition of knowledge, skills, and mindsets that will enable them to successfully participate in a wide range of physical activities.
- **Healthy and Active Living** — This group of Curricular Competencies focuses on developing a healthy lifestyle, both in and out of school. It includes aspects of a healthy lifestyle, such as healthy eating, daily physical activity, and choices that have a positive influence on health and well-being.
- **Social and Community Health** — The overall health and safety of ourselves and others is directly influenced by our surroundings, including the physical environment and our interpersonal relationships with others. By focusing on the reciprocal relationship between the individual and community health, this group of Curricular Competencies enables students to develop an understanding of how the health of others and the community can influence, and be influenced by, us as individuals.
- **Mental Well-Being** — These Curricular Competencies address the many factors in our lives that influence our mental well-being, including our sense of self, our relationships with others, and how we might cope with the many changes we experience throughout life. In this area, students will also explore various pressures and influences on mental well-being, while learning about strategies to promote mental well-being for themselves and others.

## Proposal for Grade 10–12 curriculum

The PHE Grade 10 draft curriculum maintains the K–9 curriculum structure and format and is proposed to be required for all students in the graduation learning years.

The PHE Grades 11–12 draft curriculum in the Proposal includes a provincial optional curriculum for Fitness and Conditioning, as well as two potential others: Outdoor Education, and Recreation and Leisure. Optional curriculum is also being considered for such topics as Exercise Science and Sports Medicine. As well, the curriculum proposal supports flexibility for teachers and students by providing a variety of options for creating new courses, through the combination of elements of different provincially developed courses into a new course or the creation of a locally developed course based on a provincial template.

## Discipline-Specific *or* Interdisciplinary Study

