

# Health Education 4-6

*Foundational Outcomes*

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# Health Education 4

During the 2020-21 school year, teachers are expected to deliver the lessons in the Kids in the Know: A Personal Safety Program which can be found digitally through the GNSPES landing page in the “Other Links” box by clicking on the C3P button.

Students will be expected to

## Specific Curriculum Outcomes

Students will be expected to

### Healthy Self

- 1.1 describe the physical and emotional changes that take place during puberty
- 1.2 differentiate between gender roles and gender identity
- 1.3 demonstrate an awareness that values are an integral part in making healthy decisions and fostering healthy behaviour
- 1.4 differentiate between anxious feelings that we all have and signs of anxiety that are more serious, and identify people who can help
- 1.5 identify personal factors that motivate them to participate in physical activity and quiet leisure activities

### Healthy Relationships

- 2.1 identify components of a healthy relationship
- 2.2 demonstrate an awareness of the link between positive self-identity and making healthy decisions that affect relationships and care of self

### Healthy Community

- 3.1 demonstrate an awareness of the various forms of gambling, and consider risks associated with gambling and gaming online
- 3.2 analyze how marketing impacts health
- 3.3 design active transportation routes through a creative process and promote ways to safely engage in walking or wheeling in their communities
- 3.4 explore the relationship between sustainable development and health
- 3.5 describe ways they can prevent injuries from falls

# Health Education 5

During the 2020-21 school year, teachers are expected to deliver the lessons in the Kids in the Know: A Personal Safety Program which can be found digitally through the GNSPES landing page in the “Other Links” box by clicking on the C3P button. It’s important to connect with previous year’s teachers, where possible to ensure the sexual health outcomes were addressed (i.e. puberty related SCO from Health Education 4). These should be taught early in the school year.

## Specific Curriculum Outcomes

Students will be expected to

### Healthy Self

- 1.1 demonstrate an understanding that sexual orientation is a part of our personality and explore the harmful effects of homophobia
- 1.2 describe the male and female reproductive systems, explaining the process of reproduction and how the reproduction system matures through the process of puberty
- 1.3 practise skills for managing stress in their lives
- 1.4 recognize when sadness or worry becomes life affecting and practise how to express a mental health concern for themselves or others
- 1.5 demonstrate an understanding of the basic nutrients found in food and the function they serve within the body
- 1.6 assess total minutes of short and long periods of moderate and vigorous activity for an average day of the week or weekend
- 1.7 demonstrate an understanding of the impact caffeine has on the body, health, and performance

### Healthy Relationships

- 2.1 demonstrate an awareness of, and ways to prevent common chronic and communicable diseases, including HIV, Hepatitis B and C, and the potential impact of disease on the lives of themselves and their families
- 2.2 examine relationships in their lives that promote positive health outcomes and those that interfere with learning, relationship building/friendship, or quality of life at home
- 2.3 recognize forms of relational aggression and demonstrate prosocial behaviour to counter relational aggression

- 2.4 describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviours

## Healthy Community

- 3.1 assess sources of information via the Internet for safety and reliability, and practise ways to enhance safe use of the Internet
- 3.2 demonstrate knowledge of the prevalence of mental health disorders among children and youth and describe certain circumstances that may increase the risk of some mental health disorders, as well as protective factors that enhance mental health
- 3.3 analyze gendered media messages and how they may impact body image, create expectations about gender roles, and affect how we express our gender

# Health Education 6

During the 2020-21 school year, teachers are expected to deliver the lessons in the Kids in the Know: A Personal Safety Program which can be found digitally through the GNSPES landing page in the “Other Links” box by clicking on the C3P button. It’s important to connect with previous year’s teachers, where possible to ensure the sexual health outcomes were addressed (SCO 5.1.1 and 5.1.2). These should be taught early in the school year.

## Specific Curriculum Outcomes

Students will be expected to

### Healthy Self

- 1.1 investigate the concept of sexuality and sexual health
- 1.2 describe the most common sexually transmitted infections for youth
- 1.3 demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally
- 1.4 recognize the signs and symptoms of major depressive disorder and attention deficit/hyperactive disorders
- 1.5 identify and practise health enhancing ways to manage feelings and changes associated with the onset of puberty
- 1.6 differentiate between internal and external cues of hunger and satiety and suggest techniques for mindful eating
- 1.7 describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease
- 1.8 assess total minutes of moderate and vigorous activity during school compared to after school and weekends

### Healthy Relationships

- 2.1 practise communication skills that keep relationships in their lives healthy
- 2.2 create a personal value code of ethics on relationships within their lives

## Healthy Community

- 3.1 identify responsibilities of global citizenship and take age-appropriate action to address a global health issue
- 3.2 take age-appropriate action to present a mental health issues faced among school-aged children in order to reduce the stigma that is often attached to mental health disorders
- 3.3 respond to marketing and advertising of and communication about the use of alcohol, tobacco, gambling, caffeine, medicines, food and natural/alternative health products and communicate these ideas within the school community
- 3.4 identify personal safety strategies to use when home alone and/or babysitting
- 3.5 demonstrate an awareness of health issues related to the overuse of networking devices and video gaming, and assess signs of concern in oneself or others

