

Health Education Grade 1

At-a-Glance

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Health Education Grade 1 – At A Glance

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

This curriculum guide was developed with the aid of generative AI.

The Nova Scotia Department of Education and Early Childhood Development wishes to express its gratitude to the Ontario Ministry of Education for granting permission to adapt its literacy curriculum in the development of this guide.

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Learners will develop skills that foster emotional literacy

Rationale

Emotions are tools that help us adapt to our environment and assist us in decision-making. They enhance relationships and can help in keeping us safe. Emotions enable us to feel love, joy, and connect with others. Less comfortable emotions can feel painful and harder to cope with, but they serve essential functions in our health and well-being. Experiencing a wide range of emotions is an essential part of being human. Throughout life, people of all ages face changes that can affect their health and relationships. Learners will explore emotions associated with change. It is important to guide conversations and learning experiences on changes that evoke good feelings and ones that feel less comfortable. Changes take place at the individual and familial level for children, but also in the community. Intuition is a concept that is first introduced here in grade 1 recognizing it as both a feeling and a useful tool.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Name** common emotions associated with change (COM, CT)
- **Identify** healthy ways of coping with feelings that can happen in families, friendships, at school, and in communities (CZ, COM, CT, PCD)
- **Recognize** instinct as a useful emotional tool (CT, PCD)

Concepts (and Guiding Questions)

Emotions and Change

- What are the different kinds of emotions that changes can make someone feel?
- What are words that describe the changes that can happen in families, friendships, at school, and in community?
- Healthy Ways to Cope
- What are activities I like to do that make me feel good?
- What can I do that makes my body, mind, heart, and spirit feel peaceful and restful?
- When and why do people cry? What is the role of crying in humans?
- What kinds of experiences bring comfort to people?
- How do we share good feelings about something that has happened in our lives?
- How do we tell someone about things that feel hard to talk about?

Instincts

- What is intuition or a gut feeling?
- Where can instinct be felt in the body?
- How is intuition different from other feelings?
- How can instincts let us know that people need help?
- How do instincts keep us safe from danger or unsafe situations?
- What words can I use to describe how instinct feels in my body?
- Why is it important to trust our instincts??

Learners will explore ways healthy relationships are nurtured

Rationale

Positive relationships are essential to human well-being. They nurture a sense of belonging and connectedness which is a protective factor for positive health outcomes where multiple risk factors may exist in a person's life. Belonging is a fundamental need met through positive relationships that contribute to the connection a person feels to caregivers, siblings, extended family, teachers, friends, community, their culture, themselves, and the land, directly impacting health and well-being. Learners begin exploring qualities that make a healthy friendship and ways to be a good friend. In addition, learners will explore foundational concepts that introduce the ways in which people can be unique and deserve to be treated well. Both explorations are foundational in building an understanding of human rights, and that people can face discrimination and harassment when they are not treated with respect and dignity, which will be explored in later years.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- Explore the characteristics of a healthy friendship (COM, CT, PCD)
- Identify ways to be a good friend (COM, CT, PCD)
- Recognize ways that all people are unique and valuable and have a right to be treated with respect and dignity (CZ, COM)

Concepts (and Guiding Questions)

Characteristics of Healthy Friendships

- What makes someone a good friend?
- How can you show someone you'd like to be their friend?
- How can you let a friend know that they are safe around you? What would be unsafe behaviour in a friendship?

Being a Good Friend

- What are ways that friends take care of each other?
- What are ways I help friends if/when they need support?
- What can friends do when they disagree or are not getting along?
- How can I help my friend be a good friend to someone else?
- How do I respect a friend's boundaries?
- How do we show friends the ways we want to be treated?
- What are the kinds of things friends do together?
- How can I stand up for a friend if they are being mistreated?

Inclusion

- What are ways that friends and classmates are similar and different?
- What are the differences that make people unique?
- What are ways to celebrate uniqueness?
- How am I unique?
- What does it mean to be included? How does being included feel?
- What does it mean to treat someone with dignity?
- How do we treat the body, heart, mind, and spirit of ourselves and others with respect and dignity?
- How do I notice if people are treated differently because of their abilities, culture, race, and gender?
- What do I do if I notice someone being mistreated?

Learners will identify safe and effective strategies for personal safety and injury prevention

Rationale

Injuries are a leading cause of disability and mortality of children in Canada. These causes fall into two categories: Unintentional and Intentional Injury. For ages 5-9 common unintentional injuries include falls, burns, poisoning, road related injuries, and drowning. Intentional injuries can occur through multiple forms of violence (e.g. child sexual abuse and exploitation, family violence, bullying behaviour, and technology-facilitated violence). Injury includes impacts on heart, mind, body, and spirit.

Learners are introduced to age-appropriate concepts and skills pertaining to fire, water, and road safety as well as reinforcing the understanding that everything that goes into or onto our body has an effect. This includes exploration of the proper use of prescription and non-prescription medicines, allergy education, and the importance of sunscreen. As learners develop safety practices, the geographical context of the communities to which learners belong should be considered. This outcome also explores vital personal safety practices and literacies that are fundamental to protecting children from sexual victimization and exploitation.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Develop** safety skills to use at home and in the community. (CZ, COM, CT)
- **Recognize** the difference between safe and unsafe behaviour (CT, PCD)
- **Identify** adults that they can go to for help at home, at school, and in the community (COM, CT)
- **Describe** the difference between keep and speak secrets (COM, CT)

Concepts (and Guiding Questions)

Safety Skills

- What is my address and when is it okay to share it?
- How do our senses help to keep us safe?
- What are safety practices to prevent and respond to fire?
- How can I be safe around water?
- How can I be safe around people who are unknown or make me feel uncomfortable?
- How can I be safe when traveling and playing outside?
- What do I do if I get lost?
- How do I seek help from my home or in my community?
- What are safety rules that should be used around unknown/unsafe substances at home, school, and other places?

Differentiating Safe and Unsafe Behaviours

- How do our senses help to keep us safe?
- How do I use my senses to keep myself or others safe?
- What is a limit?
- What does a limit feel like for me?
- What is the difference between tattling and reporting?
- What kinds of problems among friends and classmates should we seek help for?
- How do I figure out the size of a problem (small problem, big problem)?

Learners will identify safe and effective strategies for personal safety and injury prevention (cont.)

Safe Adults

- Who is a safe adult/grown up in your life that you can go to help at home, at school, or in the community?
- What are the times I need help from a safe adult/grown up?
- How can I help a friend who needs help from a safe adult/grown up?
- When are times that someone else may need help from a safe adult/grown up?
- What words do I use to tell a safe adult that I think someone I know or care about needs help?

Keep and Speak Secrets

- What is a secret?
- Who might ask you to keep a secret?
- What are examples of secrets that need to be kept?
- What are examples of secrets that need to be told?
- What is the difference between tattling and reporting?
- What kinds of secrets, behaviours or events would you report to a safe adult/grown up?

Learners will explore habits that contribute to a healthy mind, heart, body, and spirit

Rationale

This outcome has been designed for children to be introduced to the health behaviours that contribute to the health of their bodies, including their brain. Healthy eating, sleep, oral hygiene, movement and quiet leisure that is restful, are all healthy behaviours that young children can begin to value and recognize as having a positive impact on their health and well-being. There are also many environmental and social factors that impact the use of healthy behaviours in the lives of children, including factors that are out of children's control. Food literacy is an important component of health education curriculum, one that provides knowledge and skills that contribute to the health of individuals, families, and society. It is recognized that not all children and youth are food secure. When planning for and delivering learning experiences that address outcomes related to healthy eating. It is critical for teachers to be aware of assumptions that all families are food secure.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Recognize** the role of sleep in having a healthy mind, heart, body, and spirit (CT, PCD)
- **Investigate** the role of active and quiet leisure in having a healthy mind, heart, body, and spirit (CT, PCD)
- **Explore** the role of food in having a healthy mind, body, heart, and spirit (COM, CT, PCD)
- **Explore** ways to maintain oral health (COM, CT)

Concepts (and Guiding Questions)

Sleep

- Why is sleep important?
- How is sleep good for our body and mind?
- How does screen time affect my sleep?
- What can you do to get a good night's sleep?

Leisure

- What activities or experiences do I like to do that are active?
- What are activities or experiences I like to do that are quiet and restful?
- How do the active experiences I like make my body, heart, mind and spirit feel?
- How do the quiet and restful experiences I like make body, heart, mind, and spirit feel?

Healthy Eating

- What is the purpose of food and where does it come from?
- How does my body get and use energy?
- What are the many different kinds of food people like to eat?
- What kinds of food do I enjoy?
- How can schools be places to enjoy food with other people?
- How does food contribute to a healthy mind, body, heart, and spirit?
- What foods are known to improve memory and concentration?
- How does sharing meals with others strengthen emotional connections?
- How does food play a role in cultural identity and traditions?
- How does food bring people together in times of celebration or healing?

Oral Health

- Why is oral health important?
- How do teeth change as we grow?
- How does having healthy teeth affect our mind and our body?
- How can we take care of our teeth?

Skill Descriptions

Describe

Provide a detailed account or explanation

Develop

Strengthen skills, knowledge, or understanding through building on acquired or existing abilities

Explore

Consider, review, or gather information about aspects or components to gain a comprehensive understanding.

Identify

Locate, select, or distinguish specific elements based on their unique features

Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

Name

State specific elements

Recognize

Identify by recalling and confirming information, distinguishing from new or unknown elements.