Health Education Primary

At-a-Glance

2025

Health Education Primary – At A Glance

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.

Knowing how to respond to our own and others' uncomfortable feelings in healthy ways is a learned behaviour. Increasing our emotional literacy helps us name and manage our emotions better. This outcome introduces foundational knowledge and skills to label, describe, and express feelings and emotions. Helping children expand their vocabulary of 'feeling' words helps them to develop their capacity to regulate emotions more effectively, enhances mental health literacy and supports the development of healthy relationships. Emotional regulation is a lifelong process that requires continuous learning. Identifying healthy ways to cope with and regulate feelings is a foundational life skill that is reinforced throughout the health education curriculum.

Competencies

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

Indicators

- **Name** a variety of emotions (COM)
- **Describe** emotional responses in self and others (COM, CT)
- **Select** healthy ways to cope with a variety of our own and others' feelings (CT, PCD

Concepts (and Guiding Questions)

Emotions

- What words describe how people are feeling?
- In what ways could feelings be sorted?
- What are safe versus unsafe feelings?
- Why would we want to be able to describe how we feel?

Emotional Responses

- What are clues that might tell us how we are feeling, or other people are feeling?
- At what times might someone feel mixed emotions (i.e. nervous and excited; happy and sad)
- What are the different ways that we express emotions?
- When and why do people cry? What is the role of crying in humans?
- What kinds of events or experiences make children feel sad? frustrated? angry? scared? worried? embarrassed? happy? surprised? lonely, disappointed, anxious? proud?
- How can you find out why someone might be feeling a certain emotion?
- What are ways we can express feelings (e.g. happiness, concern, etc.) toward the ways others might be feeling?

Healthy Responses to Feelings

- What do you notice in your body and mind when you experience comfortable versus uncomfortable feelings?
- How can you tell when someone else might be feeling uncomfortable emotions?
- What can you do to help yourself, a friend, or a classmate feel better when they have a difficult or uncomfortable emotion?
- What kinds of experiences bring comfort to people?
- Who are safe adults/grown-ups we can share our difficult feelings with?
- How can we share difficult feelings we are having with others?

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. In this outcome healthy relationships are explored through the ways that families care for each other, recognizing and acknowledging that there are many ways to define a family. Learners will identify ways we show love for ourselves and others, notice the gifts in who we and others are. Developing life skills that enhance healthy relationships is a lifelong process and as such, skills and concepts related to healthy relationships show up in many ways throughout the health education curriculum.

Competencies

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

Indicators

- **Explore** ways that families take care of each other (CZ, COM)
- **Identify** ways that we show love and care for ourselves and others (CT, COM, PCD)
- **Describe** things that you like about yourself and others (COM, CT)

Concepts (and Guiding Questions)

Caring In Families

- What is a family and what are the many ways that families can look like?
- What makes a place a home?
- What does family mean to you?
- What are the times that families and communities come together to celebrate?
- How do families and communities celebrate happy times?
- What are different needs and roles among family members?
- What are important roles that each person plays in families and communities?
- What are ways for families to stay connected when they are apart?

Showing Care for Self and Others

- What do I appreciate about my body and what it can do?
- What are the ways that people care for family members?
- How do we show respect for our bodies and the bodies of others?
- What are ways we express concern for others?
- How can we share what we like and appreciate about our classmates?
- How do we care for people, plants, and animals?

Positive Identity

- How can we identify things we like about ourselves and things we are good at?
- What do we notice about our own gifts and the gifts of others?
- What are words that describe who I am and where I come from?
- What are the ways that families and people are different and the same?
- How do we respectfully talk about differences in families and among people in a way that celebrates and acknowledges uniqueness?

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 will engage in an age-appropriate introduction to safety practices for use of medications, fire and water safety, and safety around substances. Personal safety and bodily autonomy concepts are introduced within this outcome, as children learn language to tell an adult if they have, or are experiencing, sexual abuse or physical abuse building vital understanding that everyone has a right to their own body. Evidence shows that sexual offenders will test children's personal awareness to determine the risk of them telling. Knowing the correct terminology for parts of their body, including parts that are considered private, alongside the introduction of the concept of boundaries, are key learnings that are introduced in Grade Primary.

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)
- **Use** accurate names for all body parts including genitals (COM)
- **Name** safe adults/grown up and places where they can be found to go to for help (COM, CT)
- **Identify** ways for setting and respecting bodily autonomy and personal boundaries for self and others (CZ, COM, CT, PCD)

Concepts (and Guiding Questions)

Safety Skills

- What is my address? What are the times I might need to share it? Who would I share it with?
- 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 and ice?
- 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?
- How do I call for help from my home or in my community?
- Why is skin important and what are ways to protect it?
- What are safety rules that should be used around unknown/unsafe substances at home, school, and other places (e.g. needles, poison, household cleaning products, prescription and non-prescription medicines and supplements, unknown food?

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

Naming Parts of the Body

- What are accurate names for body parts?
- What are accurate names for genitals?
- Why is it important to know accurate names for all parts of our bodies including our genitals?
- What does public versus private mean?
- What kinds of activities related to my body are private?
- What kinds of activities related to my body can be public?

Safe Adults

- What is a safe adult/grown up?
- How do I know the difference between a safe and unsafe adult/grown up?
- Who is a safe adult/grown up that I can go to for help at school, at home, or in my community?
- Where are safe places I can go to for help?

Bodily Autonomy and Boundaries

- What is a boundary?
- Why are boundaries important?
- How do I know the parts of my body that are considered private?
- How do I know if it's okay for someone to touch or ask to see the parts of my body considered private?
- How do I know if it's okay to touch or see a part of the body considered private belonging to someone else?
- What words can I use to tell someone that they are not respecting my body or my boundaries?
- How do I say the word no when someone is breaking a boundary with me?
- How do I respond when someone says no to a boundary I am breaking?

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

Rationale

Healthy Behaviours like eating nutritiously, incorporating movement and active rest, getting quality sleep, preventing and managing communicable diseases, practicing good oral health care, and engaging with online technology in healthy ways all require application of knowledge and skills. When applied, these habits contribute to positive health outcomes and influence physical, mental, emotional, social, and spiritual health. Developing good habits to care for ourselves is an important component of Health Education. Disease prevention, movement, food literacy, sleep, and healthy technology use are all interconnected with key elements in the curriculum such as mental health and emotional literacy, sexual and reproductive health, healthy relationships, injury prevention, personal safety and reduction in harmful substance use. The concepts related to this outcome have been designed with hope that food, movement, sleep, rest, leisure, and other health practices will become valued because they nourish not only the body, but also the heart, mind, and spirit.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

Indicators

- **Name** strategies that prevent the spread of colds and viruses (CZ, COM, CT)
- **Describe** enjoyable ways to move your body (COM, CT)
- **Use** senses to describe a variety of foods (COM)

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Concepts (and Guiding Questions)

Preventing the Spread of Colds and Viruses

- What are viruses and bacteria? How do people spread them to others?
- Why would we want to help prevent the spread of viruses and bacteria?
- How does handwashing stop the spread of viruses and bacteria?
- What can I do to lessen my chances of not getting sick?
- What is the best way to wash your hands?

Movement

- How do I like to move my body?
- What are the ways the parts of my body move?
- How do I move my body every day?
- How does movement make my body, heart, mind, and spirit feel?
- How can we move our bodies more in our classroom?

Food

- What words describe how fruits and vegetables smell, taste, sound, look, and feel like?
- Why is it important to eat different kinds of foods?
- Why does eating some kinds of food make someone feel fuller faster?
- What are foods that grow in Nova Scotia?
- What words can you use to describe a food that is special to you, or to your family?
- How does food change in appearance when cut, cooked, or ready to eat?
- What smell of certain foods reminds you of a specific memory or place?

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

Name
State specific elements

Select
Locate 2-3 obvious details to support an answer

Use
Put knowledge or skills into action to complete a task or solve a problem