

Grade 6 Physical Education and Wellness: Year at a Glance

Overview

Grade 6 Physical Education and Wellness brings together movement, health, and personal decision making across the year. Students build financial literacy skills by looking at borrowing and investing and how these choices affect well-being. They keep developing active living habits, exploring what motivates people to stay engaged in physical activity throughout life. Movement skill development continues with attention to structure in physical activities, movement patterns that improve performance, and conflict resolution during activity. Students explore character development by connecting well-being strategies to life opportunities and lifelong learning. Safety learning centres on risk and the factors that influence the outcomes of an action. Healthy eating study looks at how access to food shapes nutrition choices. Healthy relationships focus on understanding different perspectives as a foundation for respectful, positive connections. Growth and development rounds out the year, covering the physical, social, personal, and environmental changes of adolescence, including human reproduction from fertilization to birth. [See the curriculum: 1, 2, 3, 4, 5, 6, 7, 8, 9.](#)

The year at a glance

Grade 6

Organizing idea	Guiding questions	Learning outcomes
Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.	How can personal finances be enhanced?	Students investigate borrowing and investing in a variety of situations. (see the curriculum)
Active Living: Developing physical literacy through movement and active living supports well-being across a lifespan.	How can motivation support engagement in active living?	Students analyze motivation and its relationship to personal development and active living. (see the curriculum)
Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.	How does structure bring organization to physical activity?; In what ways can movement patterns function to improve performance?; How can conflict resolution support engagement in physical activity?	Students examine and demonstrate an understanding of structure in physical activity. (see the curriculum); Students adapt and apply movement patterns in controlled and dynamic physical activities. (see the curriculum); Students analyze and apply conflict resolution in physical activity. (see the curriculum)
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can lifelong learning be supported?	Students connect strategies for well-being to life opportunities and lifelong learning. (see the curriculum)
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	In what ways might risk influence the outcome of an action?	Students examine risk and identify the factors that influence action. (see the curriculum)

Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.	How might access to food affect nutrition?	Students examine access to food and its effect on making decisions related to nutrition. (see the curriculum)
Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can perspectives influence healthy relationships?	Students consider and describe a variety of perspectives that support the development of healthy relationships. (see the curriculum)
Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development.	How can decision making support change during maturation?; How can human reproduction support growth and development?	Students examine physical, social, personal, and environmental factors connected to maturation during adolescence. (see the curriculum); Students investigate human reproduction from fertilization to birth. (see the curriculum)

Across the year

- Active living and movement skill development work together throughout the year, as students build motivation for physical activity alongside stronger movement patterns, structure, and conflict resolution skills during games and activities. [See the curriculum: 1, 2.](#)
- Character development connects to nearly every other strand, since lifelong learning and resilience grow out of the same decision-making skills students use in safety, nutrition, and relationships. [See the curriculum: 1, 2, 3, 4.](#)
- Growth and development ties directly to healthy relationships, as understanding adolescence and changing perspectives both support students in navigating friendships and family life during this stage. [See the curriculum: 1, 2.](#)
- Financial literacy introduces a new kind of decision making this year, asking students to think about borrowing and investing as part of overall well-being alongside the choices they make about food, safety, and activity. [See the curriculum: 1, 2, 3.](#)