

Health and Physical Education

New Normal Curriculum Framework
Class PP-XII



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Foreword

The 21st Century is increasingly observed as an era of comfort and luxury to the majority of the world's population. Unlike in the past, people travel to workplaces by cars, heavy manual works are done by machinery, and leisure time is spent largely on televisions, social media, and video games. Such sedentary lifestyles with an intake of energy-rich food risk becoming susceptible to a variety of non-communicable diseases. Globally and nationally, this scenario is a big concern as it heavily impacts the productivity of every citizen, and incurs heavy investment on the government in providing appropriate health and medical services. The health and physical education (HPE) in schools can help establish healthier members of the Bhutanese society to countering the unhealthy lifestyles.

In the light of the increasing plight of sedentary lifestyles and its consequences on youth, the school Health and Physical Education (HPE) curriculum provides learners the much-needed health and physical literacy education for leading healthy lifestyles. The investment in this area is perceived to fetch far-reaching dividends in terms of educational attainments, and in accelerating the productivity of citizens to serve the government and the society at their fullest capacity. At the same time, it can help minimise the pressure of medical expenses on the government. Therefore, every citizen is expected to acquire competencies for “active and healthy lifestyles” and “quality and productive life” through quality school HPE curriculum.

For achieving the goals of HPE, educational experiences must be practical and action-packed, wherein, both teachers and learners take vigorous and sustained physical activities during the lesson, as well as life outside schools. This competency-based curriculum, however, may necessitate individual teachers and the school authorities to make necessary adjustments with time and resources as per the curriculum policies. Therefore, this subject calls forth the participation and contribution of schools as a whole, and the community in the vicinity to reveal the relevance of the subject to every learner and citizen.

The Royal Education Council is optimistic that this subject will have a long-lasting impact on every learner in the school system and to the citizens at large.

Director General

Royal Education Council, Paro

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1. Background

In line with the aspirations of the education ministry, the development of the HPE curriculum for primary schools was first endorsed during the seventh national curriculum board meeting held in 1999. In subsequent years, the development of the curriculum and instructional guidelines were initiated by the curriculum division of the Education Ministry in collaboration with teachers and Japanese physical education instructors in Bhutan (Curriculum and Professional Support Division, 2000). The draft instructional HPE curriculum was first introduced in some selected primary schools in 2000 with the prime purpose of piloting and further refining the draft curriculum before it could be implemented nationwide (Curriculum and Professional Support Division, 2000; Sherub, 2001). In the beginning of 2008, the new revised sets of HPE curricular documents consisting of a curriculum framework and an activity book each for pre-primary to grade-six levels were supplied to all primary schools (Curriculum and Professional Support Division, 2008a). An instructional time of one period per week was allocated and mandated for all primary schools to implement the new instructional HPE curriculum commencing from 2008 academic sessions. The current competency-based HPE curriculum is designed based on the eclectic model (integration of eight models) and multi-activity design, which are determined by the context of Bhutanese education, learners, and the social dynamism of 21st century.

The importance and the need for an instructional HPE curriculum in Bhutanese schools are well-documented in the education policies and curricular guidelines of the Ministry of Education (MoE). The key education policy documents among others include Education Sector Strategy: Realizing the Vision 2020 (Department of Education, 2000), The Purpose of School Education (Curriculum and Professional Support Division, 2008b), Health and Physical Education Curriculum Framework: Classes PP-VI (Curriculum and Professional Support Division, 2008a), and Educating for GNH: A Guide to Advancing Gross National Happiness (Curriculum and Professional Support Division, 2010). All these education and curricular policies encourage Bhutanese schools to implement the instructional HPE curriculum to promote holistic development of all students (Department of Education, 2000).

The importance and significance of the HPE curriculum is well articulated within the concept of the promotion of wholesome education and educating for GNH. The concept of wholesome education as an education paradigm was construed as a holistic approach to Bhutanese education that emphasized the overall growth and development of students. Contrary to the previous academic excellence-focused approach, wholesome education was regarded as a broad and composite model emphasizing a holistic development in preparing students to be healthy and productive citizens (Department of Education, 2000). Therefore, in an attempt to realize GNH goals through the enactment of wholesome education policies, the HPE curriculum was considered as an indispensable part of school education. In the promotion of wholesome education, a quality HPE curriculum is needed primarily to promote physical health, physical skills, healthy lifestyle, social skills, and overall wellbeing of students (Curriculum and Professional Support Division, 2008a). In contrast, due to their nature and the design, other core academic subjects like language, science, and mathematics may not provide skills and experiences that students need in promoting health and wellbeing (Pangrazi & Dauer, 1992). Therefore, in the absence

of an instructional HPE curriculum in schools students may be deprived of well-developed sets of physical skills necessary for leading healthy lifestyles (Pangrazi, 2007; Pangrazi & Dauer, 1992).

Internationally, there is an increasing recognition of the importance of school HPE in educating a whole child (Lund, 2010), which underpins the goal of promoting quality education for all (UNESCO, 2005). HPE is commonly recognised as an important school-based intervention in promoting lifelong health and wellbeing of students (Emmel & Penney, 2010). It helps students to become physically active and lead healthy lifestyles (Decorby, Halas, Dixon, Wintrup, & Janzen, 2005) by promoting health-related fitness, physical competence, cognitive understanding, positive attitudes toward physical activity (NASPE, 2003). Past studies have also demonstrated that HPE could promote students' physical activity levels (Barnett, Beurden, Morgan, Brooks, et al., 2009; Gortmaker et al., 1999; NSW Department of Health, 2003; Pangrazi, Beighle, Vehige, & Vack, 2003), physical fitness (Al-Shamli, 2010; Annesi, Westcott, Faigenbaum, & Unruh, 2005; Carrel et al., 2005; James, McKenzie, Kolody, & Melbourne, 1997), and fundamental movement skills of students (Beurden, Zask, Barnett, & Dietrich, 2002). Further, past studies reported potential gains in nutrition knowledge and attitudes among students resulting from the implementation of school-based interventions (Anderson et al., 2003; Lakshman, Sharp, Ong, & Forouhi, 2010; Luepker et al., 1996). Given that a large number of students attend school education, HPE could be an effective school curriculum in addressing students' health problems related to sedentary lifestyles (Budd & Volpe, 2006; Rattigan & Biren, 2007) and in educating the whole child (Lund, 2010).

2. Introduction

For the health and wellbeing, and educational benefits, the implementation of the HPE curriculum in schools has become imperative and not a choice. HPE plays a pivotal role in promoting Wholesome Education for all learners, including learners with special needs. It helps to prepare a learner to become efficient adults because individuals who are healthy and fit can be happier and successful in social life. It provides learners with avenues to develop and apply competencies including collaboration skills in the pursuit of good health. It educates learners on personal, social, cultural, and environmental factors influencing the health and wellbeing of individuals, groups, and communities.

Through the HPE curriculum, learners can develop skills that have a positive influence on their own and others' wellbeing and can prepare them to be independent and contributing members of the society in the pursuit of GNH. It encourages them to lead healthy and active living that have a direct impact on the promotion of physical fitness, psychological wellbeing, and cognitive capabilities. These benefits can lead to improved productivity, constructive social behaviours, personal satisfaction, and reduces the occurrence of chronic diseases. It can also promote a healthy school atmosphere for all learners, hence, contributing to the overall active participation of learners in education.

The HPE curriculum can help young learners respect and develop their bodies, learn movement skills through physical activities and games that facilitate them to spend leisure time actively and

productively. It also provides excellent opportunities for learners to develop a wide range of virtues such as sportsmanship, self-esteem and actualisation, teamwork, a sense of appreciation and participation in games and sports, and the power to endure hardships and obstacles in life. Further, as supported by international research findings, the curriculum can help improve academic performance because a learner who is physically active, fit, and healthy can think, concentrate, and learn better.

3. Goals

The goal of the HPE curriculum is to empower learners to be healthy, active, and happy citizens through active engagement in authentic learning, founded on the principles of 21st Century competency-based curriculum, pedagogies, and assessments.

The following are the attributes that can help determine the achievement of the goal in a learner.

- Leads physically active lifestyles through the conceptual understanding and spontaneous movement skills, conscientious of the importance of health for a happier and productive life.
- Respects oneself and others by building interpersonal relationships through effective communication, collaboration, and empathy for all.
- Practises healthy nutritional habits and water sanitation with the understanding of nutrition and their importance for body growth and development.
- Rationalises dietary habits and lifestyles towards preventing obesity, malnutrition, wastage of foods, without compromising the necessities and health of individuals.
- Participates in social activities as responsible and productive individuals with the understanding that participatory social workers can bring developmental changes in society.
- Engages in physical activities, games, and sports at all levels through applications of knowledge and skills of HPE for enhancing competencies in health, academia, and social domains.

4. Key Competencies

Towards achieving the HPE goal, the key competencies are identified to be achieved by a learner at the end of the school education. The key competencies are the abilities of a learner for leading a productive, quality, and happy life through routines of active and healthy lifestyles. As a result of effective implementation of the curriculum, a learner will have gained understanding, values, motives, and skills that are applied in determining individual behaviours and conduct for the wellbeing and happiness of self and others. The competencies are demonstrated and assessed in terms of applications and practices of knowledge, concept, values, and skills of movement education, active living, life skills, nutrition, and water sanitation hygiene (WASH). The core HPE competencies are provided below.

- Comprehend health benefits and risks associated with lifestyles, body postures, WASH, substance use, and life skills to make healthy choices.
- Value natural growth and development, and associated physiological, anatomical, and emotional changes to enhance physical, emotional, and social health and wellbeing.
- Perform physical activities and sports efficiently with applications of movement concepts, principles, strategies, and skills for active living and healthy lifestyles.

- Apply concepts, principles, strategies, and skills of hygiene, sanitation, physical fitness, safety, healthy diet, and First Aid to promote healthy habits and active living for overall wellbeing.
- Apply life skills to participate productively in educational, health, and social activities for the promotion of social wellbeing and harmony.
- Execute healthy routines of a balanced diet, active living, and physical fitness to promote body efficiency and longevity.
- Evaluate individual dietary habits, physical activities, substance use, and fitness levels to make alterations to lifestyles for health benefits and quality of life.

5. Guiding Principles

The development of the HPE curriculum is guided by the ideals that competency-based teaching-learning through movement and physical activities can mould learners to lead a healthy lifestyle throughout their lives. The following are the fundamental principles that guide the HPE curriculum for class PP to XII.

- *Educating for GNH*

The essence of GNH education is to promote the values and skills of harmonious living with oneself, society, and the environment. It is described and translated through the nine domains of education, healthy living, and community vitality, and good governance, preservation of the environment, cultural resilience, sustainable development, time, and emotional wellbeing. The focus of the HPE curriculum on life skills, movement competency, interpersonal relationships, and health and wellbeing correspond to the indicators of the GNH domains.

- *Authentic Learning*

In the 21st century, there is a great urgency for a learner to acquire movement competence and appreciate physical activities that ultimately guide learners towards leading healthy lifestyles. The overarching goal of the HPE curriculum is to empower every learner with necessary competencies, knowledge, and skills in leading active and healthy lifestyles. The learners are engaged in experiential learning activities, personal reflections, extensive debates, and discussion on health issues, and they apply and practise instructional learnings in their immediate environment. The learners are equipped with life skills crucial for values judgments on personal habits and attitudes for leading active and healthy lifestyles.

- *Learning by Doing*

The teaching of the curriculum contents requires the use of different teaching strategies and approaches. To facilitate learnings through understanding and realization of the importance of physical activities, it is envisaged that teaching and learning are based on the idea of ‘learning by doing’. The curriculum provides the learner opportunities to develop fundamental movements, motor skills, and physical fitness through daily physical activities for healthy living. Therefore, this curriculum is developed based on the principle of ‘learning by doing’ through continuous physical activities.

The Participatory Approach to Long-term Health and Educational Benefits

The HPE is one of the unique subjects, in that, its conceptual understanding, skills, and values must be developed through regular physical activities for lifelong impacts. However, skills are better mastered through active participation and practices of physical activities. The HPE curriculum ensures that every learner learns through experiential learning, participate regularly in the physical activities, transcending the barriers of age, gender, caste, and abilities of learners.

- *Developmentally Appropriate Activities*

Development and learning take place at various levels. A well-structured curriculum, developed based on the developmental stages of learners, helps stimulate the growth and development of HPE competencies, general skills, and fitness of a learner. In consideration of the developmental levels of learner, the HPE curriculum envisages the inclusion of learning activities that are appropriate to the attributes of learners at different stages, which include age, height, weight, strength, and the special needs, so that all the learners can actively participate in physical learning activities.

- *Inclusion of Learners*

The HPE curriculum utilises differentiated instruction to meet the needs of all learners. The opportunities to participate and learn in a considerate and learner-friendly environment are provided to all learners irrespective of their age, gender, and abilities. Although the learning opportunities are being targeted for all, learners with special needs are often left unattended, creating social and learning disparities. This curriculum ensures that all the learners have access to equal opportunities to participate and learn in HPE lessons. As such, learners with special needs are also given special considerations while planning and implementing HPE lessons. There is no exception for the curriculum to be gender-biased in a democratic learning and equitable society of GNH.

- *Inter-disciplinary Learning*

The HPE deals with the concepts and skills of fundamental movements, social skills, nutrition, first aid, growth, and physiology of the body. Inevitably, the HPE curriculum draws in the concepts and skills from other subject areas, such as biology, chemistry, physical sciences, social sciences, mathematics, and all forms of communications. Similarly, life-related themes of life skills, water and sanitation, social values, and sexuality education are integrated into the curriculum. Therefore, a meaningful and life-related HPE curriculum uses an interdisciplinary approach incorporating concepts and principles from different subjects for enriching the overall educational experiences and competency development of a learner.

- *Performance-based Assessment*

By the nature of the subject, the main focus is the development of body movement and manipulative competencies transferable to diverse situations in life. Unlike other subjects focusing cognitive-based learning and assessment, the HPE emphasises the measure of abilities and competencies on body movement, manipulative techniques, and social skills. The subject prerogative necessitates

performance-based assessment, whereby specific movement and social skills are measured objectively by adopting appropriate use of assessment techniques and tools.

- *Learning Supported by the School Staff, Families, and Communities to be Effective*

The community serves as a repository of local knowledge, belief systems, and cultural practices that bind the fabric of society. For learners, the parents are their first teachers, guides, and advisors to their actions and behaviour in societies. By this token, parents know the best of their learners; occasionally, parents know more about the realities of the communities. Underscoring the need to align HPE learning experiences to real-time life skills, it is crucial to harness the expertise and support of communities in the implementation process. Figure 2 illustrates the relationships between the principle assumptions and the guiding principles.

6. Curriculum Structure and Organisation

The learning experiences in the HPE curriculum for key-stages are explained through categorical strands and learning competency themes and sub-themes that determine the scope of lesson delivery in pre-primary through the end of school education.

Strands

The broad learning areas in HPE are organised into three interrelated strands for the scope of the curriculum in schools. The scope of each strand is aligned with the overall competencies that are expected for a learner to achieve in HPE at the end of the school education. The strands provide outlines of the principals and the key learning areas in the subject. The strands are interrelated and complementary to each other in promoting the core competencies for healthy and active lifestyles. The learning experiences and competency development under the strands are facilitated through theme-based lesson designs, pedagogies, and assessments.

- *Movement and Physical activity (MPA)*

This strand covers the fundamental and specialised physical movements important for leading active lifestyles. The strand promotes competencies in physical activities, movement skills, sports skills, fitness, healthy body postures, and safety in physical activities. The competencies and education experiences for the strand are promoted mainly through practical experiences and physical practices during and after school sessions. A learner is provided ample opportunities to perform, reflect, correct and execute the movement skills promoting active living.

- *Personal and Interpersonal Development (PID)*

This strand deals with inter- and intra-personal skills necessary for active participation in health and physical activities involving both individual and social settings. It emphasises the development of individual values, life skills, social skills, and emotional intelligence that enable a learner to self-regulate and promote social harmony and dynamism for active living. The competencies and education experiences for the strand are promoted through the theme of Behaviour and life skills for

social harmony. However, the competencies under this strand are also promoted through integration in the activities under two other inter-related strands.

- *Health and Healthy Lifestyle (HHL)*

This strand includes learning experiences about hygiene, sanitation, WASH, food and nutrition, reproductive health, personal safety, and substance abuse that can directly impact the health and wellbeing of an individual learner and others. The competencies and education experiences for the strand are promoted through three learning themes: Water, Sanitation, and Hygiene for Healthy Living; Nutrition Choices and Habits for Longevity and Sports Excellence; and Healthy and Ethical Use of Substances.

Key Stages

The expected competencies, competency indicators, learning experiences, and assessments under the strands are organised progressively and accumulatively for key-stage I through key-stage V. The competencies at each key-stage are assessed through indicators using formative assessments and summative assessments emphasising the four competency domains: Concepts, values, skills and applications. The key-stages are:

Key-stage I (Pre-primary to Class III)

Key-stage II (Class IV to VI)

Key-stage III (Class VII and VIII)

Key-stage IV (Class IX and X)

Key-stage V (Class XI and XII)

- *Key-Stage I*

At this stage, the curriculum focuses on the development of basics to intermediate level of competencies in fundamental movement skills, water sanitation and hygiene (WASH) practices, social skills, healthy dietary habits, and active living. The learners learn through multi-activity design for competencies under the three strands; movement and physical activity, intra-and interpersonal development, and health and healthy lifestyles. The levels of knowledge, values, and skills identified are aligned with those covered in other curricula and school learning experiences for the key-stages. This would demand to contextualise the curriculum contents to the development level and the health and wellbeing needs of a learner in the key-stage.

- *Key-Stage II*

At this stage, the curriculum focuses on acquiring the near-mastery level of fundamental movement skills, social skills, and healthy dietary habits through multi-activity design promoting active lifestyles and physical efficiency. The learning experiences are facilitated through three strands; movement and physical activity, intra-and interpersonal development, and health and healthy lifestyles. The levels of knowledge, concepts, and skills identified are aligned with those covered in other curricula and school learning experiences for the key-stage. This demands to contextualise the curriculum contents to the development level and health and wellbeing needs of the learners.

- *Key-Stage III*

The competencies and learning experiences for this key-stage emphasises on empowering learners in acquiring mastery-level of Fundamental Movement Skills (FMS), and intermediate proficiency in specific physical, health, and social skills for promoting active and healthy lifestyles for the health and wellbeing of self and others. The curriculum contents include applied concepts and knowledge, spontaneous application of movement and physical skills, fitness development skills, healthy dietary habits, hygiene and sanitation, reproductive health, and life skills. The curriculum adopts a theme-based and integrated approach to facilitating learning experiences towards achieving competencies in multi-dimensional areas of health and wellbeing.

- *Key-Stage IV*

For this key-stage, the curriculum focuses on the proficient-level of balanced competencies for personal development and professional enhancement in the areas of health, wellbeing, personal, and social skills. The learning experiences are designed requiring applications of advanced knowledge, concepts, and skills important for learners in acquiring both personal and professional competencies in health and Wellbeing. The curriculum highlights intellectual, physical, and behavioural competencies incorporating scientific theories and principles of learning areas such as Human Body and Efficiency; Games and Sports; Safety and First Aid; Fitness and Physical Efficiency; and Body Postures and Spatial Awareness.

- *Key-Stage V*

The curriculum for this key-stage provisions for excellent-level of physical competencies and subject content mastery in health and wellbeing, which are important for a learner in enriching individual health and wellbeing, and in pursuing academic and professional careers. Therefore, the curriculum includes advanced concepts, theories, and skills in Human Anatomy and Physiology, Human Body and Efficiency, Test and Measurements, Safety and First Aid, Games and Sports, Kinesiology, Physical Training and Coaching, Nutrition, and Planning and Management. The competencies are achieved through learning experiences grounded in practical and field applications.

7. Key Stage-wise Competency-based Standards

The core competencies in HPE are further differentiated into key-stage competencies based on learners' developmental stages to facilitate progressive and cumulative attainments of the competencies at the end of schooling. The key-stage competencies are achieved through progressive and contextual practical and theory lessons.

Key-stage I

- Perform physical activities involving foundational movement skills for health and social engagement.
- Perform physical activity using the concept of safety measures for injury prevention.
- Respect diversity with a sense of belonging and social harmony.
- Apply basic concepts, and practices of personal hygiene and sanitation to promote healthy living.

- Make healthy food choices by using the knowledge and understanding of a balanced diet for personal health.

Key-stage II

- Perform physical activities involving fundamental movement skills for health and social engagement.
- Apply safety concepts and skills for active participation in recreational and educational physical activities.
- Manage growth and changes in the individual body. Respect diversity in their daily life with a sense of belonging and social dynamism.
- Applying fundamental concepts, strategies, and practices of sanitation and hygiene for the promotion of active and healthy lifestyles.
- Make healthy food choices by using the concept of a balanced diet for enhancing personal health.
- Make healthy decisions on substance use through understanding the effect of substances on personal health.

Key-stage III

- Apply techniques of fundamental movement skills in physical activities for active living.
- Perform physical activity using the concept of safety measures for injury prevention and maximum participation.
- Participate in physical fitness activities with an adequate understanding of related importance for a healthy and active lifestyle.
- Use correct body postures in physical activities for physical efficiency, and health and wellbeing.
- Manage individual physical, emotional, and social experiences occurring with natural growth and development.
- Apply the knowledge of interpersonal, communication, and social skills to sustain personal conduct and friendly relationships. Apply healthy food habits for the enhancement of personal health thorough understanding of the concept of a balanced diet.
- Apply fundamental concepts, strategies, and practices of good hygiene and sanitation to promote healthy living.
- Recognise the risks of unhealthy use of substances and medicines through the understanding of their effects on personal health and society.

Key-stage IV

- Apply concepts and specific skills of different physical activity and safety measures to enhance active and healthy living.
- Assess physical fitness levels to guide alterations in individual physical activities for a healthy and active lifestyle.
- Apply principles of growth and development to assess personal skills and qualities to maximise one's potential as a responsible citizen.
- Practise healthy food habits for normal growth and development, and for the enhancement of physical efficiency and health through understanding the functional needs of a balanced diet.

- Execute correct body postures and skills in physical activities for efficiency and injury prevention.
- Use life skills for personal development and safety.
- Apply collaborative skills and techniques to promote Water Sanitation and Hygiene.
- Apply the understanding of fundamental concepts, strategies, and practices of sports nutrition to promote advanced sports performance.
- Recognise health risks associated with the unsafe use of substances by understanding the effect of psychoactive substances and other medicines on personal health and societies.

Key-Stage V

- Analyse concepts, principles, and applications of advanced physical skills for efficiency and active living.
- Identify safety measures, body injuries, and related basic remedies for safe participation in physical activities.
- Design individual fitness plans applying principles of FITT for achieving desired health-related and skill-related fitness.
- Analyse body postures and their impact on physical efficiency and self-esteem.
- Apply understanding of concepts, strategies, and practices of sports nutrition to promote advanced sports performance.
- Apply the theory of growth and development to assess capabilities, and explore opportunities for enhancing the physical, social, emotional, and intellectual development.
- Apply the concept of life skills for personal development and social wellbeing.
- Apply the concept of a balanced diet to promote good health and prevent nutrition-related diseases.
- Apply the concepts and understanding of Water Sanitation and Hygiene (WASH) to promote health and hygiene in schools and communities.
- Adopt conventional and innovative ways of preventing unsafe use of substances to maintain personal health and social harmony.

8. Class-wise Competencies

ECCD and Pre-Primary

- Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination.
- Manage self-space, body positions, and pathways in physical activities.
- Follow safety rules during physical activity to prevent injuries.
- Perform First Aid for sunburn, fever, and nosebleed.
- Participate in team physical activities with respect and regard for individual differences.
- Follow safe drinking-water practices (boiled, filtered) at homes and in schools.
- Use effective steps and techniques of hand-washing and brushing teeth.
- Follow healthy meal routines.

Class I

- Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency.
- Manage self-space, body positions, and pathways in physical activities using
- Perform First Aid for sunburn, fever, and nosebleed.
- Respect individual physical differences and appearances of each other.
- Interact and behave well with others while participating in team physical activities.
- Follow safe drinking-water practices (boiled, filtered) at homes and in schools.
- Drink safe water (boiled, filtered) at homes and in schools.
- Use steps and techniques of brushing teeth and hand-washing.
- Maintain hygienic practices of teeth and hand-washing for health.
- Follow healthy meal choices and routines.

Class II

- Identify skipping, galloping, bouncing, and striking, static body balance necessary to perform physical activity.
- Perform skipping, galloping, bouncing, striking, static body balance as efficient physical activity.
- Use proper attire, maintain safe space, and take timely water breaks during physical activity.
- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), blister.
- Identify ways to appreciate and motivate for team-work.
- Listen and follow instructions during activities (walk and run, catch and throw, sit and stand).
- Practise effective hand-washing techniques before and after daily activities.
- Maintain a clean body.
- Practice eating habits for Go, Grow, and Glow

Class III

- Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, dribbling with long implement necessary to perform physical activity.
- Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for promoting physical efficiency.
- Carry out daily physical activities with correct body postures.
- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister.
- Participate in team physical activities with courtesy and respectful manners with each other accepting individual differences while.
- Identify hygienic practices and common individual waste disposal at home and in schools.
- Maintain the cleanliness of toilets for health and hygiene.
- Practice healthy food habits for Go, Grow, and Glow.

Class IV

- Identify continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance necessary to perform physical activity.
- Perform continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance for promoting physical efficiency.
- Use equipment safely with spatial awareness during physical activities.
- Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.
- Perform First Aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth).
- Cooperate in team activities regardless of ethnic or cultural differences.
- Practise hand-washing steps at critical junctures and clean toilet habits.
- Dispose individual waste in designated places.
- List the benefits of healthy food choices (reducing salt, saturated fat, sugar, ‘junk food’).
- Explain the relationship between types of food intake and physical activities.
- Follow the guidelines for safe use of substances (medicines).

Class V

- Perform continuous leap in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for physical efficiency.
- Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.
- Perform First Aid for poisoning and lodged foreign object (eyes/ears/nose/mouth).
- Respect for diversity in teamwork.
- Identify factors influencing practices of personal hygiene and sanitation-related to WASH.
- Practice oral, hand, and menstrual (red dot) hygiene and sanitation-related to the toilet.
- Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.
- Create a healthy eating plan and maintain food journals to reflect on balanced daily food intake.
- Describe the preventive measures of substance misuse.
- Relate the ill effects of substances misuse on personal health and family to guide individual healthy habits.

Class VI

- Identify skills while performing continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance for promoting physical efficiency.
- Use equipment safely with spatial awareness during physical activities in preventing injuries.
- Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries.
- Apply First Aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth) and abrasion.
- Follow rules and regulations for personal and social harmony.
- Exhibit teamwork and cooperation regardless of ethnic or cultural diversity.
- Compare and contrast lifestyle choices for healthy life styles and dietary habits.

- Take ownership of their WASH facilities in the school.
- Explain the relationship between the type of food intake and physical activities in terms of health benefits and diseases (nutrients, vitamins and minerals, carbohydrates, protein, and fats).
- Identify the ill-effects of misused substances.
- Follow the guidelines for the safe use of substances (medicine).

Class VII

- Perform physical activities applying basic techniques of locomotors, stability, and object control.
- Use basic techniques of locomotors, stability and object control in performing simple aerobic exercise and target games.
- Perform physical fitness activities to promote cardiovascular endurance, muscle strength and endurance, flexibility, and body fat composition.
- Incorporate fitness activities to participate in regular recreational activities.
- Maintain a healthy BMI zone.
- Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries.
- Relate safety measures with locomotors, stability, and object control to prevent injuries.
- Apply the concept of safety measures to prevent injury while performing aerobic exercise and target games.
- Apply First Aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, and fatigue.
- Examine the factors influencing an individual's emotional and social development (peer influence, media influence, and cultural influence).
- Identify physical activities that promote and maintain social and emotional wellbeing.
- Identify personal conducts and skills that contribute towards building personal and interpersonal relationships.
- Identify practices of maintaining personal hygiene and sanitation.
- Practise food safety at home and school by developing food safety plans.
- Identify the benefits and commonly misused substances and the effect on performance in physical activities.
- Follow the advice of parents/teachers or medical persons for the consumption of any medicines to avoid health risks.

Class VIII

- Use basic techniques of locomotors, stability, and object control in effectively performing simple aerobic exercise, striking and fielding, target, net and wall, and invasion games.
- Perform physical fitness activities by preparing personal fitness routines to promote general fitness and health.
- Incorporate fitness activities in regular recreational activities using fitness routine to develop habits of active living.

- Determine to maintain a healthy BMI zone.
- Use correct body postures in performing dynamic physical activities with efficiency.
- Apply the concept of safety measures to prevent injury while performing aerobic exercise, striking and fielding, and target, net and wall, and invasion games.
- Apply First Aid for a lodged foreign object (eyes/ears/nose/mouth, sprain, strain, cramps, and fatigue).
- Examine the factors influencing an individual's emotional and social development.
- Identify physical activities that promote and maintain social and emotional wellbeing through aerobics and meditation.
- Maintain a personal diary to record an individual's feelings and emotional state.
- Identify early signals of teenage pregnancy to avail support from parents and teachers.
- Identify personal conducts and skills that contribute towards building friendly relationships using skills of listening and expressing ideas.
- Practise food safety and a balanced diet at home and school.
- Identify ways to sustain water supply schemes and the functionality of the WASH facilities in schools.
- Follow medical advice for the consumption of any medicines.

Class IX

- Perform track and field events, target game, striking and fielding, net and wall, invasion games for promotion of process, and performance outcome.
- Perform specific warming up and cooling down exercises of varying nature, situation, and physical environment with correct body positioning to prevent injuries.
- Apply physiological safety and skills before, during, and after in individual and team physical activities to prevent injuries.
- Perform remedial exercises to improve body postures through yoga asana and physiotherapy exercises.
- Implement remedial exercises to improve body postures.
- Assess and perform First Aid for lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain.
- Apply First Aid for lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain.
- Assess and improve physical fitness levels through alterations of activities for specific fitness components.
- Apply fitness assessment skills to guide and improve individual fitness levels through selected physical activities.
- Identify individual strengths and weaknesses and factors affecting social growth and development.
- Manage challenges relating to individual strengths and weaknesses for social growth and development.
- Practise core life skills daily for psycho-social wellbeing.

- Practise healthy eating and hydration to improve performance in sports.
- Practice healthy eating habits to reduce the risk of nutrition deficiency and non-communicable diseases.
- Prepare strategies to collaborate with others to maintain water, sanitation, and hygiene.
- Identify the safe use of medicines for health benefits.

Class X

- Perform techniques, skills, and tactics of game categories (target game, striking and fielding, net and wall, and invasion games) with proficiency.
- Apply techniques, skills, and tactics of game categories in performing recreational activities and sports spontaneously.
- Apply fitness assessment skills to guide and improve individual fitness levels through selected physical activities to enhance personal fitness levels.
- Assess to apply safety measures and skills before, during, and after individual and team physical activities.
- Apply remedial exercises to improve body posture.
- Assess and perform First Aid for a lodged foreign object (eyes/ears/nose/mouth), fracture, dislocation, chemical burn, altitude sickness, and cardiopulmonary resuscitation (CPR).
- Identify and practice core life skills important for developing leadership qualities and preventing teenage pregnancy.
- Prepare plans for healthy eating and hydration for individual performance in sports.
- Follow food safety steps to prepare daily healthy meals.
- Prepare strategies to collaborate with others to maintain water, sanitation, and hygiene.
- Identify skills of preventing unsafe use of substances (Being assertive, self-aware, and analytical).
- Apply skills of decision making and self-control to prevent unsafe use of substances.

Class XI

- Analyse the principles of body training concerning human anatomy and physiology for skill development.
- Perform advanced skills of vigorous games and sports and individual fitness programs.
- Apply concepts of transfer of training in enhancing physical skills and performance in sports.
- Design fitness activities applying FITT principles to achieve desired health-related and skill-related fitness levels.
- Implement fitness plans to achieve the desired fitness level.
- Perform basic first aid, remedies, and rehabilitation exercises for sports-related injuries.
- Identify postural deformities (knock knee, flat foot, bowleg, lordosis, scoliosis, and kyphosis) to perform remedial exercises.
- Assess individual health, safety, and social security needs for active participation in physical activities and sports.
- Plan individual interventions to meet health, safety, and social security needs.

- Identify applications of life skills for healthy social relations and harmony.
- Apply core life skills for effective personal and social conduct in daily life.
- Prepare nutrition and hydration routine depending on the nature and intensity of participation in sports.
- Practise healthy dietary and hydration habits to enhance performance in physical activities and sports.
- Identify WASH practices applicable to individual needs, and maintain zero waste in schools and communities.
- Identify strategies to address the causes and unsafe use of substance and doping.
- Apply life skills to reflect, analyse, and make rational decisions in preventing unsafe use of substance and doping.

Class XII

- Analyse the application of principles of training and conditioning for enhancing performance in sports.
- Perform advanced skills of vigorous activities (games and sports) in an individual fitness routine.
- Apply principles of training and conditioning for enhancement of performances in vigorous games and sports and individual fitness routines.
- Assess and perform basic first aid, remedies, and rehabilitation exercises for specific sports injuries.
- Implement safety measures, First Aid, and remedial exercises for sports injuries.
- Identify basic conditioning and remedial exercises for common injuries in sports.
- Apply basic body conditioning, safety measures, and remedies to prevent injuries in
- Design a fitness plan applying FITT principles to achieve desired health-related and skill-related fitness levels.
- Apply fitness designs and plans to achieve an individual desired level of skill-related and health-related fitness.
- Assess individual behaviour and actions in terms of SMART to promote safety, social security, and active participation in physical activities and sports.
- Apply life skills to be SMART in daily living for individual and social harmony.
- Analyse effective dietary habits in promoting physical activities and sports performances.
- Apply healthy eating and hydration habits to improve performance in specialised sports.
- Prepare nutrition and hydration routine depending on the nature and intensity of coaching and training in sports.
- Analyse effective dietary habits in promoting physical activities and sports performances.
- Apply healthy eating and hydration habits to improve performance in specialised sports.
- Identify ways to carry out simple operation and maintenance of WASH facilities in the community.
- Use and efficiently maintain toilets and WASH services and facilities in the community.

- Identify ways to prevent unsafe use of substance and doping in line with national and international acts related to substance use, narcotic drugs, and doping.
- Behave and act according to acts, laws, rules, and regulations on the safe and ethical use of substances for individual and social wellbeing.

9. Learning objectives, Core Concepts, and Process/Essential Skills

ECCD and PP

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> Name walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills necessary for performing physical activities. Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination. Use walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills for effective participation in physical activities. 	Fundamental Movement Skills for Active Participation	<ul style="list-style-type: none"> Observe and follow Participate actively in individually and team activities Manage individual safety
<ul style="list-style-type: none"> Explain self-space, body positions, and pathways in physical activities. Explain the importance of maintaining self-space, correct body positions, and pathways in physical activities. Manage self-space, body positions, and pathways in physical activities. Follow safety rules during physical activity to prevent injuries. 	Safety for Active Participation	<ul style="list-style-type: none"> Self-express through physical activities
<ul style="list-style-type: none"> Explain sunburn, fever, and nosebleed. Perform First Aid for sunburn, fever, and nosebleed. Apply First Aid for sunburn, fever, and nosebleed. 	First Aid for Supporting and Saving lives	
<ul style="list-style-type: none"> List differences in physical appearance (gender, height, weight) of individuals. Explain ways of accepting individual differences in a team. Participate in team physical activities with respect and regard for individual differences. 	Team Work in Physical Activities	

<ul style="list-style-type: none"> ● Explain safe and unsafe drinking water. ● Explain that drinking safe water can prevent disease. ● Drink safe water (boiled, filtered) at homes and in schools. ● Explain reasons for washing hands, brushing teeth, keeping toilets clean, and disposing of waste in designated places for personal hygiene and sanitation. ● Use effective steps and techniques of hand-washing and brushing teeth. ● Practise hand and oral hygiene and proper disposal of waste. 	Personal Hygiene for Disease Prevention	
<ul style="list-style-type: none"> ● List three important meals in a day (Breakfast, Lunch, and Dinner). ● Explain the health benefits of taking the right amount of three meals a day. ● Follow healthy meal routines. 	Healthy Foods or Growth	

Class I

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> ● Recognise leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for performing physical activities. ● Perform leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency. ● Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency. 	Fundamental Movement Skills for active participation	<ul style="list-style-type: none"> ● Observe and follow ● Participate actively in individually and team activities, ● Manage individual safety
<ul style="list-style-type: none"> ● Explain space awareness safety (direction and self-space). ● Explain the importance of space awareness in group physical activities for active and safe participation. ● Manage self-space, body positions, and pathways in physical activities. ● Use safe self-space, body positions, and pathways for active participation in physical activities. 	Safety and First Aid for Active Participation	<ul style="list-style-type: none"> ● Self-express through physical activities

<ul style="list-style-type: none"> • Explain sunburn, fever, and nosebleed. • Perform First Aid for sunburn, fever, and nosebleed. • Apply First Aid for sunburn, fever, and nosebleed. 	First Aid for Supporting and Saving lives
<ul style="list-style-type: none"> • List differences in physical appearance (gender, height, weight) of individuals. • Respect individual physical differences of each other. • Interact and behave well with others while participating in team physical activities. • Follow basic instructions during physical activities. 	Teamwork in Physical Activities
<ul style="list-style-type: none"> • Explain safe and unsafe drinking water. • Explain that drinking safe water can prevent disease. • Drink safe water (boiled, filtered) at homes and in schools. • Tell the health benefits of oral hygiene and hand-washing. • Use steps and techniques of brushing teeth and hand-washing. • Maintain hygienic practices of teeth and hand-washing for health. • Explain the concept of Food for Go, Grow, and Glow. 	Personal Hygiene for Disease Prevention
<ul style="list-style-type: none"> • Explain the importance of healthy and unhealthy food. • List three important meals in a day (breakfast, lunch, and dinner). • Explain the health benefits of taking the right amount of food for three meals a day. • Follow healthy meal choices and routines. 	Healthy Foods for Go, Grow and Glow

Class II

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> • Identify skipping, galloping, bouncing, and striking, static body balance necessary to perform physical activity. • Perform skipping, galloping, bouncing, striking, static body balance as efficient physical activity. 	Fundamental Movement Skills for Active Participation	<ul style="list-style-type: none"> • Observe, reflect, and follow

<ul style="list-style-type: none"> Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities. 		<ul style="list-style-type: none"> Participate actively in individually and team activities Manage individual safety Self-express through physical activities
<ul style="list-style-type: none"> State the concept of space awareness (direction, self-space). Imitate the skills of space awareness for active and safe participation in physical activity. Use proper attire, maintain safe space, and take timely water breaks during physical activity. 	Safety for Active Participation	
<ul style="list-style-type: none"> Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister. Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister. Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister. 	First Aid for Supporting and Saving Lives	
<ul style="list-style-type: none"> Explain the importance of respecting individual differences in abilities. Identify ways to appreciate and motivate for team-work. Listen and follow instructions during activities (walk and run, catch and throw, sit and stand). 	Teamwork in Physical Activities	
<ul style="list-style-type: none"> Explain hand, oral, body, and food hygiene (cleanliness and food safety, teeth, body). Practise effective hand-washing techniques before and after daily activities. Maintain a clean body. 	Personal Hygiene for Disease Prevention	
<ul style="list-style-type: none"> Explain healthy food for Go, Grow, and Glow, and junk food. Identify the health risk of taking unhealthy and junk food. Practice eating habits for Go, Grow, and Glow. 	Healthy Foods for Go, Grow and Glow	

Class III

Learning Objectives	Learning Themes	Process/ Essential skills
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<ul style="list-style-type: none"> • Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, dribbling with long implement necessary to perform physical activity. • Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for promoting physical efficiency. • Use dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for effective participation in recreational activities. 	<p>Fundamental Movement Skills for Active Participation</p>	<ul style="list-style-type: none"> • Observe, reflect, and follow • Participate actively in individual and team activities • Manage individual safety and habits
<ul style="list-style-type: none"> • State the importance of correct body position in physical activity. • Use correct body positions of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects. • Carry out daily physical activities with correct body posture. 	<p>Safety for Active Participation</p>	<ul style="list-style-type: none"> • Articulate, self-express, and self-regulate
<ul style="list-style-type: none"> • Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister. • Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister. • Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blister. 	<p>First Aid for Supporting and Saving Lives</p>	<ul style="list-style-type: none"> • Self-explore • Cooperate and support each other
<ul style="list-style-type: none"> • Explain the importance of good behaviour while participating in team physical activity. • Accept individual differences while participating in team physical activities. • Display courtesy and respectful manner to each other. 	<p>Teamwork in Physical Activities</p>	
<ul style="list-style-type: none"> • Explain the concepts of personal hygiene and sanitation practices. • Identify hygienic practices and common individual waste disposal at home and in schools. • Maintain the cleanliness of toilets for health and hygiene. • Dispose individual waste at designated places. 	<p>Personal Hygiene and Sanitation for Disease Prevention</p>	
<ul style="list-style-type: none"> • Relate healthy food with a healthy body and active participation in physical activities. • Take regular water breaks for hydration and rehydration of the body. • Practice healthy food habits for Go, Grow, and Glow. 	<p>Healthy Foods for Go, Grow and Glow</p>	

Learning Objectives	Learning Themes	Process/ Essential skills		
<ul style="list-style-type: none"> Identify continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance necessary to perform physical activity. 	Fundamental Movement Skills for Physical Efficiency	<ul style="list-style-type: none"> Observe, reflect, identify and follow Initiate and participate actively in individual and team activities Manage individual health routines and habits Articulate, self-express, and self-regulate Self-explore and discover Cooperate and support each other Apply knowledge and skills to individual context 		
<ul style="list-style-type: none"> Perform continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance for promoting physical efficiency. 				
<ul style="list-style-type: none"> Use continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance) for effective participation in recreational and social physical activities. 			Safety for Active Participation	
<ul style="list-style-type: none"> State the importance of safety in physical activities. Use equipment safely with spatial awareness during physical activities. Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries. 	First Aid for Supporting and Saving Lives			
<ul style="list-style-type: none"> Explain wounds, choking, lodged foreign object (eyes/ears/nose/mouth). Perform First Aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth). Apply First Aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth). 		Respect for Diversity in Teamwork		
<ul style="list-style-type: none"> Describe the differences in the physical appearances of individuals. Explain the importance of respecting each other (teamwork, successful completion of task, healthy relationship). Exhibit teamwork and cooperation regardless of ethnic or cultural diversity. 	WASH for Healthy Living			
<ul style="list-style-type: none"> Explain concepts of hygienic practices at critical junctures (hands, teeth, body) and proper waste disposal. Recognise WASH facilities. 				

<ul style="list-style-type: none"> • Explain the importance of cleanliness at home and schools for the prevention of WASH-related disease (diarrhoea, dysentery, cholera, cough, and cold). • Practise hand-washing steps at critical junctures and clean toilet habits. • Dispose individual waste in designated places. • Support and practice menstrual hygiene. 		
<ul style="list-style-type: none"> • Describe the balanced diet and healthy food plate. • List the benefits of healthy food choices (reducing salt, saturated fat, sugar, ‘junk food’). • Explain the relationship between types of food intake and physical activities. 	Healthy Food Habits	
<ul style="list-style-type: none"> • Name commonly misused substances and their ill effects. • Identify the negative effects of the use of substances on health (drugs, tobacco, and alcohol). • Follow the guidelines for safe use of substances (medicines). 	Impact of Substances on Health	

Class V

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> • Identify continuous leap in multi-direction, sprinting, punting, striking with an implement, volleying, dynamic body balance, and physical activity. • Perform continuous leap in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for physical efficiency. • Use continuous leap in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for effective participation in recreational and social physical activities. 	Fundamental Movement Skills for Physical Efficiency	<ul style="list-style-type: none"> • Observe, reflect, identify and follow • Initiate and participate actively in individual and team activities
<ul style="list-style-type: none"> • State basic consideration of safety in physical activities. • Use equipment safely to prevent injuries. • Use correct body postures to carry out appropriate warm-up and cooling down exercise before and after performing daily physical activities to prevent injuries. 	Safety to Prevent Injuries	<ul style="list-style-type: none"> • Manage individual health routines and habits

<ul style="list-style-type: none"> • Explain poisoning and lodged foreign objects (eyes/ears/nose/mouth). • Perform First Aid for poisoning and lodged foreign object (eyes/ears/nose/mouth). • Apply First Aid for poisoning and lodged foreign object (eyes/ears/nose/mouth). 	First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> • Articulate, self-express, and self-regulate • Self-explore and discover • Cooperate and support each other • Apply knowledge and skills to individual context
<ul style="list-style-type: none"> • Respect for diversity in teamwork. • Explain the importance of rules and respecting each other. • State the benefits and importance of teamwork (a win-win situation, successful completion of a task, promote friendship). • Exhibit teamwork and cooperation regardless of ethnicity. 	Respect for diversity in Teamwork	
<ul style="list-style-type: none"> • Explain WASH-related diseases (diarrhoea, dysentery, cholera, cough and cold), and ways to maintain personal hygiene and sanitation and facilities. • Identify factors influencing practices of personal hygiene and sanitation-related to WASH. • Practice oral, hand, and menstrual (red dot) hygiene and sanitation-related to the toilet. • Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools. 	WASH for Healthy Living	
<ul style="list-style-type: none"> • Explain ways to improve dietary habits. • Create a healthy eating plan. • Maintain food journals to reflect on balanced daily food intake. 	Healthy Food Habits	
<ul style="list-style-type: none"> • Describe the preventive measures of substance misuse. • Relate the ill effects of substances misuse on personal health and family. • Practice healthy habits by avoiding the use of substances. 	Impact of Substances on Health	

Class VI

Learning Objectives	Learning Themes	Process/ Essential skills
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<ul style="list-style-type: none"> • Identify continuous leap in-game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance necessary to perform physical activity. • Perform continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance for promoting physical efficiency. • Use continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance for effective participation in recreational and social physical activities. 	<p>Fundamental Movement Skills for Physical Efficiency</p>	<ul style="list-style-type: none"> • Observe, reflect, identify and follow • Initiate and participate actively in individual and team activities • Manage individual health routines and habits
<ul style="list-style-type: none"> • State basic consideration and importance of safety in physical activities. • Use equipment safely with spatial awareness during physical activities in preventing injuries. • Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries. 	<p>Safe Use of Equipment</p>	<ul style="list-style-type: none"> • Articulate, self-express, and self-regulate • Self-explore and discover • Cooperate and support each other
<ul style="list-style-type: none"> • Explain heatstroke, lodged foreign object (eyes/ears/nose/mouth), and abrasion. • Perform First Aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth) and abrasion. • Apply First Aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth) and abrasion. 	<p>First Aid for Supporting and Saving Lives</p>	<ul style="list-style-type: none"> • Apply knowledge and skills to individual context
<ul style="list-style-type: none"> • Explain the importance of teamwork and cooperation regardless of ethnic or cultural diversity (mixed group, effective communication, role sharing, target setting, and collaboration). • Follow rules and regulations for personal and social harmony. • Exhibit teamwork and cooperation regardless of ethnic or cultural diversity. 	<p>Respect for Diversity in Teamwork</p>	
<ul style="list-style-type: none"> • Compare and contrast lifestyle choices for healthy habits. • Practise personal hygiene and sanitation. • Take ownership of their WASH facilities in the school. 	<p>WASH for Healthy Living</p>	

<ul style="list-style-type: none"> Identify where foods fit in the food pyramid. Practise healthy eating habits and maintain food journals. Explain the relationship between the type of food intake and physical activities in terms of health benefits and diseases (nutrients, vitamins and minerals, carbohydrates, protein, and fats). 	Healthy Food Habits
<ul style="list-style-type: none"> Identify the ill-effects of misused substances. Follow the guidelines for the safe use of substances (medicine). Avoid the use of substances that have ill effects on personal health and influence family and society. 	Impact of Substance on Health

Class VII

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> Explain the technical concepts and importance of locomotors, stability, and object control. Perform physical activities applying basic techniques of locomotors, stability, and object control. Use basic techniques of locomotors, stability and object control in performing simple aerobic exercise and target games. 	Movement Skills for Physical Competency	<ul style="list-style-type: none"> Compare and construct, identify and deduce Comprehend, initiate and participate actively in individual and team activities
<ul style="list-style-type: none"> Explain the importance of physical fitness for better health, active participation in educational and social activities. Perform physical fitness activities to promote cardiovascular endurance, muscle strength and endurance, flexibility, and body fat composition. Incorporate fitness activities to participate in regular recreational activities. 	Fitness and Active Lifestyle	<ul style="list-style-type: none"> Manage individual health routines and habits
<ul style="list-style-type: none"> Explain height and weight based on BMI to know about one's growth and development. Calculate individual BMI using weight and height. Maintain a healthy BMI zone. 	BMI for Health and Wellbeing	<ul style="list-style-type: none"> Articulate, self-express, and self-regulate

<ul style="list-style-type: none"> • Explain the concept of correct dynamic body postures in physical activities. • Explain skills of maintaining correct body postures in dynamic physical activities for efficiency. • Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries. 	<p>Body Postures for Health and Efficiency</p>	<ul style="list-style-type: none"> • Self-explore and discover • Cooperate and support each other • Apply knowledge and skills to individual and team context
<ul style="list-style-type: none"> • Explain the importance of safety measures in performing locomotors, stability, and object control safely. • Relate safety measures with locomotors, stability, and object control to prevent injuries. • Apply the concept of safety measures to prevent injury while performing aerobic exercise and target games. 	<p>Safety, First Aid, and Injury Prevention</p>	
<ul style="list-style-type: none"> • Explain lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, and fatigue. • Perform First Aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, and fatigue. • Apply First Aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, and fatigue. 	<p>First Aid for Supporting and Saving Lives</p>	
<ul style="list-style-type: none"> • Explain infancy, learner-hood, adolescence, and adulthood concerning physical, social, and emotional wellbeing. • Examine the factors influencing an individual’s emotional and social development (peer influence, media influence, and cultural influence). • Identify physical activities that promote and maintain social and emotional wellbeing. 	<p>Wholistic Growth and Development</p>	
<ul style="list-style-type: none"> • Explain factors leading to teenage pregnancy. • Introspect implications of teenage pregnancy on personal health, wellbeing, and education. • Say no to things leading to teenage pregnancy. 	<p>Teenage Pregnancy and Consequences</p>	
<ul style="list-style-type: none"> • Explain the importance of code of conduct, social norms, promote self-responsibilities, and self-discipline for social harmony. • Identify personal conducts and skills that contribute towards building personal and interpersonal relationships. • Follow rules and regulations to cooperate and complete team activities. 	<p>Discipline and Manners for Social Harmony</p>	

<ul style="list-style-type: none"> • Explain the importance of water, sanitation, and hygiene (WASH) for personal health. • Identify practices of maintaining personal hygiene and sanitation. • Take ownership of WASH facilities in school and at home. 	WASH for Healthy Living
<ul style="list-style-type: none"> • Explain nutrition concerning body functions, personal health, deficiency diseases, and non-communicable diseases. • Calculate the number of serves of the different food groups required for an individual per day. • Practise food safety at home and school by developing food safety plans. 	Healthy Food Habits for Longevity
<ul style="list-style-type: none"> • Explain the importance of safe use of medicines to promote personal health and its effects on personal health when misused. • Identify the benefits and commonly misused substances and the effect on performance in physical activities. • Follow the advice of parents/teachers or medical persons for the consumption of any medicines to avoid health risks. 	Impact of Substances on Health

Class VIII

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> • Explain the technical concepts and importance of locomotors, stability, and object control. • Perform physical activities applying basic techniques of locomotors, stability, and object control. • Use basic techniques of locomotors, stability, and object control in effectively performing simple aerobic exercise, striking and fielding, target, net and wall, and invasion games. 	Movement Skills for Physical Competency	<ul style="list-style-type: none"> • Compare and construct, identify and deduce • Comprehend, initiate and participate actively in individual and team activities
<ul style="list-style-type: none"> • Explain the importance of physical fitness for leading active and productive life through habitual participation in physical activities and physical efficiency. • Perform physical fitness activities by preparing personal fitness routines to promote general fitness and health. • Incorporate fitness activities in regular recreational activities using fitness routine to develop habits of active living. 	Fitness for Health and Wellbeing	

<ul style="list-style-type: none"> • Explain weight and height (BMI). • Calculate individual BMI using the skill of measuring weight and height. • Determine to maintain a healthy BMI zone. 		
<ul style="list-style-type: none"> • Explain the importance of correct body postures considering low and high risk, low and high intensity, environmental risk factors for effective body function. • Correct individual body postures to assess the nature and intensity of the activity for safe participation. • Use correct body postures in performing dynamic physical activities with efficiency. 	Body Postures for Health and Efficiency	<ul style="list-style-type: none"> • Manage individual health routines and habits • Articulate, self-express, and self-regulate • Self-explore and discover
<ul style="list-style-type: none"> • Explain the importance of safety measures in performing locomotors, stability, and object control safely. • Relate safety measures with locomotors, stability, and object control to prevent injuries. • Apply the concept of safety measures to prevent injury while performing aerobic exercise, striking and fielding, and target, net and wall, and invasion games. 	Safety and Injury Preventions	<ul style="list-style-type: none"> • Cooperate and support each other • Apply knowledge and skills to individual and team context
<ul style="list-style-type: none"> • Explain lodged foreign object (eyes/ears/nose/mouth, cramps, and fatigue). • Perform first Aid for a lodged foreign object (eyes/ears/nose/mouth), cramps, and fatigue. • Apply First Aid for a lodged foreign object (eyes/ears/nose/mouth, sprain, strain, cramps, and fatigue). 	First Aid for Supporting and Saving Lives	
<ul style="list-style-type: none"> • Explain factors affecting growth and development in relation to height and weight, happiness and sadness, cheerfulness, extrovert and introvert. • Examine the factors influencing an individual's emotional and social development. • Identify physical activities that promote and maintain social and emotional wellbeing through aerobics and meditation. • Maintain a personal diary to record an individual's feelings and emotional state. 	Wholistic Growth and Development	
<ul style="list-style-type: none"> • Explain the social and economic consequences of teenage pregnancy. • Identify early signals that may lead to teenage pregnancy. 	Teenage Pregnancy and Consequences	

<ul style="list-style-type: none"> Consult and get support from parents and teachers on the early signals of teenage pregnancy. 	
<ul style="list-style-type: none"> Explain the importance of a code of conduct to promote self-responsibilities, social equity, and decision making through effective communication and teamwork. Identify personal conducts and skills that contribute towards building friendly relationships using skills of listening and expressing ideas. Follow rules and regulations in all teamwork for cooperation and success. 	Discipline and Manners for Social Harmony
<ul style="list-style-type: none"> Explain a balanced diet with relation to serving sizes to enhance personal dietary habits (food groups and balanced diet, serving sizes for different food groups). Describe nutrition concerning body functions, personal health, deficiency diseases, and non-communicable diseases. Calculate approximately the number of serves of the different food groups required for an individual per day. (Refer Food and Dietary Guidelines for School-Aged learners (2019)). Identify food safety practices based on nutrition requirements to prevent nutritional deficiency and excess in themselves and others. Practise food safety and a balanced diet at home and school. 	Healthy Food Habits for Longevity
<ul style="list-style-type: none"> Explain the importance of water, sanitation, and hygiene (WASH) for personal health. Identify ways to sustain water supply schemes and the functionality of the WASH facilities in schools. Plan water conservation activities. 	WASH for Healthy Living
<ul style="list-style-type: none"> Explain the importance of the safe use of medicines and the impact of substance misuse on the individual, family, and society. Identify the benefits and negative impacts of medicines. Follow medical advice for the consumption of any medicines. 	Impact of Substances on Health

Class IX

Learning Objectives	Learning Themes	Process/ Essential skills
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<ul style="list-style-type: none"> • Explain concepts and importance of track and field events, and game categories (striking, and fielding, target, net and wall, and invasion games) for proficiency in sports. 	<p>Specific Movement Skills for Sports Proficiency</p>	<ul style="list-style-type: none"> • Assess, analyse and rationalise, • Create, initiate and execute ideas and skills • Prepare and execute individual health plans
<ul style="list-style-type: none"> • Perform track and field events, target game, striking and fielding, net and wall, invasion games for promotion of process, and performance outcome. 		
<ul style="list-style-type: none"> • Apply specific physical skills of game categories for active participation in recreational activities and sports. 		
<ul style="list-style-type: none"> • Explain the concepts of alignment of bones and joints, use and functions of muscles, the abnormal wearing of joints, use of energy, and prevention of muscle strain. • Perform specific warming up and cooling down exercises of varying nature, situation, and physical environment with correct body positioning to prevent injuries. • Apply physiological safety and skills before, during, and after in individual and team physical activities to prevent injuries. 	<p>Correct Body Posture for Physical Efficiency</p>	<ul style="list-style-type: none"> • Articulate, self-express, and self-regulate • Self-explore and discover • Cooperate and support each other • Apply knowledge and skills to generate new ideas • Share ideas and skills
<ul style="list-style-type: none"> • Explain the importance of postural safety and remedies to enhance anatomical and physiological efficiency in performing physical activities. • Perform remedial exercises to improve body postures through yoga asana and physiotherapy exercises. • Implement remedial exercises to improve body posture. 	<p>Postural Safety and Remedies for Efficiency</p>	
<ul style="list-style-type: none"> • Explain lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain. • Assess and perform First Aid for lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain. • Apply First Aid for lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain. 	<p>First Aid for Supporting and Saving Lives</p>	
<ul style="list-style-type: none"> • Explain the components of health-related fitness for an active lifestyle. • Assess and improve physical fitness levels through alterations of activities for specific fitness components. • Apply fitness assessment skills to guide and improve individual fitness levels through selected physical activities. 	<p>Physical Fitness for Healthy Living</p>	

<ul style="list-style-type: none"> • Explain relations between physiological changes and psycho-social development of an individual. • Identify individual strengths and weaknesses and factors affecting social growth and development. • Manage challenges relating to individual strengths and weaknesses for social growth and development. 	Psycho-social development for harmony.
<ul style="list-style-type: none"> • Explain the importance of life skills in the enhancement of code of conduct and prevention of teenage pregnancy. • Identify core life skills concerning psycho-social development. • Evaluate situations applying concepts of life skills in physical activities and provide positive feedback. • Practise core life skills daily for psycho-social wellbeing. 	Life Skills for Quality Living
<ul style="list-style-type: none"> • Explain the importance of sports nutrition to enhance performance in sports. • Identify food and fluid needs for individual performance in sports. • Estimate food and nutrients consumed by an individual in meals using servings. • Practise healthy eating and hydration to improve performance in sports. 	Nutrition for Sports Excellence
<ul style="list-style-type: none"> • Explain nutrient deficiency and nutrient excess diseases. • Identify risk factors for nutrition deficiency and non-communicable diseases. • Practice healthy eating habits to reduce the risk of nutrition deficiency and non-communicable diseases. 	Right Nutrients for Longevity
<ul style="list-style-type: none"> • Study best practices and impacts of WASH in schools and communities. • Identify ways to engage the community for sustaining WASH practices. • Prepare strategies to collaborate with others to maintain water, sanitation, and hygiene. 	WASH for Healthy Living
<ul style="list-style-type: none"> • Explain the impacts of unsafe use of substances on individual health, society, and economy. • Identify the safe use of medicines for health benefits. • Advocate and create awareness on the safe use of substances among friends and in the community. 	Ethics in Substance Use for Health Benefits.

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> • Explain inter-relations amongst game categories for developing proficiency in sports performance. • Perform techniques, skills, and tactics of game categories (target game, striking and fielding, net and wall, and invasion games) with proficiency. • Apply techniques, skills, and tactics of game categories in performing recreational activities and sports spontaneously. 	Specific Movement Skills for Sports Proficiency	<ul style="list-style-type: none"> • Assess, analyse and rationalise, • Create, initiate and execute ideas and skills
<ul style="list-style-type: none"> • Explain the components of skill-related fitness (agility, balance, power, speed, coordination, and reaction time) of skill-related fitness for an active lifestyle. • Assess and improve physical fitness levels through alterations of activities for specific fitness components. • Apply fitness assessment skills to guide and improve individual fitness levels through selected physical activities to enhance personal fitness levels. 	Physical Fitness for Healthy Living	<ul style="list-style-type: none"> • Prepare and execute individual health plans • Articulate, self-express, and self-regulate
<ul style="list-style-type: none"> • Explain the importance of safety measures and skills for active participation in physical activities. • Assess safety issues to take related measures in preventing injuries during physical activities of different nature, situation, and physical environment. • Apply safety measures and skills before, during, and after individual and team physical activities. 	Postural Safety and Remedies for Efficiency	<ul style="list-style-type: none"> • Self-explore and discover • Cooperate and support each other
<ul style="list-style-type: none"> • Explain factors contributing to poor body postures. • Perform remedial exercises to improve body postures through yoga asana and physiotherapy exercises. • Apply remedial exercises to improve body posture. 	Correct Body Posture for Physical Efficiency	<ul style="list-style-type: none"> • Apply knowledge and skills to generate new ideas • Share ideas and skills
<ul style="list-style-type: none"> • Explain lodged foreign object (eyes/ears/nose/mouth), fracture, dislocation, chemical and electrical burn, altitude sickness, and cardiopulmonary resuscitation (CPR). • Assess and perform First Aid for a lodged foreign object (eyes/ears/nose/mouth), fracture, dislocation, chemical burn, altitude sickness, and cardiopulmonary resuscitation (CPR). 	First Aid for Supporting and Saving Lives	

<ul style="list-style-type: none"> Apply First Aid skills for lodged foreign objects (eyes/ears/nose/mouth), fracture, dislocation, chemical burn, altitude sickness, and cardiopulmonary resuscitation (CPR). 	
<ul style="list-style-type: none"> Explain relations between physiological changes with social and emotional development in personal growth and development. 	Psycho-Social Development for Harmony.
<ul style="list-style-type: none"> Assess strengths and weaknesses in the progress of individual emotional and social development. Identify opportunities to strengthen social and emotional development. 	
<ul style="list-style-type: none"> Adapt to deal with demands and situations in daily life for social and emotional development. 	
<ul style="list-style-type: none"> Explain the importance of life skills in developing leadership qualities and in preventing teenage pregnancy. Identify core life skills important for developing leadership qualities and preventing teenage pregnancy. Practise core life skills daily for leadership and wellbeing. 	Life Skills for Quality Living
<ul style="list-style-type: none"> Explain the importance of food choices for nutrition requirements for specific sports. Estimate food and nutrients consumed by individuals in terms of servings related to specific sports. Prepare plans for healthy eating and hydration for individual performance in sports. 	Nutrition for Sports Excellence
<ul style="list-style-type: none"> Explain the importance of food combination, preparation, and food safety to prevent nutrient deficiency diseases. List the right food combinations and five steps of food safety. Follow food safety steps to prepare daily healthy meals. Consume the right food combinations and servings. 	Right Nutrients for Longevity
<ul style="list-style-type: none"> Discuss the importance of community-based approaches in sustaining WASH practices. Identify ways to engage the community in sustaining WASH practices. Prepare strategies to collaborate with others to maintain water, sanitation, and hygiene. 	WASH for Healthy Living

<ul style="list-style-type: none"> • Discuss the adverse effects of unsafe use of substances on the performance in physical activities (psychoactive substances, doping, medicines). • Identify skills of preventing unsafe use of substances (Being assertive, self-aware, and analytical). • Apply skills of decision making and self-control to prevent unsafe use of substances. 	Ethics in Substance Use for Health Benefits
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CLASS XI

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> • Explain concepts and principles of exercise, basic mechanics of body movements, effects of exercise on the body, and the difference in individual motor skill acquisition. • Analyse the principles of body training concerning human anatomy and physiology for skill development. • Perform advanced skills of vigorous games and sports and individual fitness programs. • Apply concepts of transfer of training in enhancing physical skills and performance in sports. 	Movement Skills for Physical Competencies	<ul style="list-style-type: none"> • Assess, analyse, evaluate, and rationalise, • Create, initiate and execute ideas and skills
<ul style="list-style-type: none"> • Explain the FITT principles (Frequency, Intensity, Time, and Type) applied in physical activities for enhancing fitness level. • Design fitness activities applying FITT principles to achieve desired health-related and skill-related fitness levels. • Implement fitness plans to achieve the desired fitness level. 	FITT for Individual Fitness Programs	<ul style="list-style-type: none"> • Prepare and execute individual health plans • Articulate, self-express, and self-regulate
<ul style="list-style-type: none"> • Explain sports injuries (ankle sprain, groin pull, hamstring strain, shin splints, knee injury, and muscle strain, fracture, dislocation, chemical burn), prevention, related First Aid, and remedies. • Perform basic first aid, remedies, and rehabilitation exercises for sports-related injuries. • Implement safety measures, First Aid, and remedial exercises for sports-related injuries. 	Sports Injury Preventions and First Aid for Physical Efficiency	<ul style="list-style-type: none"> • Self-explore and discover • Cooperate and support each other

<ul style="list-style-type: none"> • Explain the impact of common postural deformities on body structure and functions. • Identify postural deformities (knock knee, flat foot, bowleg, lordosis, scoliosis, and kyphosis) and remedial exercises. • Apply remedial exercises to correct and improve body posture and physiological efficiency. 	Correct Body Postures for Physical Efficiency	<ul style="list-style-type: none"> • Apply knowledge and skills to generate new ideas • Disseminate ideas and skills
<ul style="list-style-type: none"> • Explain the importance of the health, safety, and social security needs of individuals based on Maslow’s theory. • Assess individual health, safety, and social security needs for active participation in physical activities and sports. • Plan individual interventions to meet health, safety, and social security needs. 	Safety and Security for Social Harmony	
<ul style="list-style-type: none"> • Explain the fundamentals of life skills important for physical, social, spiritual, and emotional wellbeing. • Identify applications of life skills for healthy social relations and harmony. • Apply core life skills for effective personal and social conduct in daily life. 	Life Skills for Individual and Social Wellbeing	
<ul style="list-style-type: none"> • Explain the importance of dietary diversity (food groups, food within the groups, nutritional needs for good health) for sports performance. • Explain the importance of hydration and food requirements for different sports (endurance, team sports, and strength sports). • Explain Recommended Dietary/Daily Allowance for healthy living (RDA concepts vitamins, fat-soluble, water-soluble, minerals, relationship of RDA with health). • Explain nutrient absorption and inhibition (food combination-cooking method-loss of heat-sensitive vitamins, food storage-loss of vitamins, spoilage). • Identify locally available foods and fluids to enhance nutrition intake in preparing an individual dietary plan. • Prepare nutrition and hydration routine depending on the nature and intensity of participation in sports. • Practise healthy dietary and hydration habits to maximise nutrition intake to enhance performance in sports. 	Nutrition Choices for Excellence in Sports	

<ul style="list-style-type: none"> • Explain ‘Integrated Water Resources Management (IWRM)’ to sustain water within the school and the community. • Explain solid wastes and NPK in urine used as an organic fertilizer through 4Rs (refuse, reduce, reuse, and recycle). • Conduct online research on WASH-related practices. • Identify WASH practices applicable to individual needs. • Identify ways to maintain zero waste in schools and communities. • Promote sustainable WASH services and facilities in schools and communities. 	WASH for Healthy Living
<ul style="list-style-type: none"> • Discuss the causes and consequences of unsafe use of substance and doping. • Explain the impact of unsafe use of the substance on individual health, family, and society. • Identify strategies to address the causes and unsafe use of substance and doping. • Apply life skills to reflect, analyse, and make rational decisions in preventing unsafe use of substance and doping. 	Ethics in Substance Use for Health Benefits

CLASS XII

Learning Objectives	Learning Themes	Process/ Essential skills
<ul style="list-style-type: none"> • Explain concepts and movement principles (Law of motion and forces, a summation of joints, maximum velocity, applied impulse, the law of reaction). • Analyse the application of principles of training and conditioning for enhancing performance in sports. • Perform advanced skills of vigorous activities (games and sports) in an individual fitness routine. • Apply principles of training and conditioning for enhancement of performances in vigorous games and sports and individual fitness routines. 	Movement Skills for Physical Competencies	<ul style="list-style-type: none"> • Assess, analyse, evaluate, and rationalise, • Create, initiate and execute ideas and skills

<ul style="list-style-type: none"> • Explain sports injuries (Rotator cuff strains, Achilles tendonitis, Jumper’s knee, shin splints, sciatica, tennis elbow, and shoulder injury), preventions, related First Aid, and remedies. • Assess and perform basic first aid, remedies, and rehabilitation exercises for specific sports injuries. • Implement safety measures, First Aid, and remedial exercises for sports injuries. 	Sports Injury Preventions and First Aid for Physical Efficiency	<ul style="list-style-type: none"> • Prepare and execute individual health plans • Articulate, self-express, and self-regulate
<ul style="list-style-type: none"> • Discuss common sports injuries (rotator cuff strains, Achilles tendonitis, Jumper’s knee, shin splints, sciatica, tennis elbow, shoulder injury) and remedies. • Identify basic conditioning and remedial exercises for common injuries in sports. • Apply basic body conditioning, safety measures, and remedies to prevent injuries in sports. 	Correct Body Postures for Physical Efficiency	<ul style="list-style-type: none"> • Self-explore and discover • Cooperate and support each other
<ul style="list-style-type: none"> • Explain the FITT principles (frequency, intensity, time, and type) applied in physical activities for enhancing fitness level. • Design a fitness plan applying FITT principles to achieve desired health-related and skill-related fitness levels. • Apply fitness designs and plans to achieve an individual desired level of skill-related and health-related fitness. 	FITT for Individual Fitness Programs	<ul style="list-style-type: none"> • Apply knowledge and skills to generate new ideas • Disseminate ideas and skills
<ul style="list-style-type: none"> • Discuss ways of applying SMART (sincere, mindful, astute, resilient, timeless) in physical activities for promoting individual safety and social security. • Assess individual behaviour and actions in terms of SMART to promote safety, social security, and active participation in physical activities and sports. • Apply life skills to be SMART in daily living for individual and social harmony. 	Safety and Security for Social Harmony	
<ul style="list-style-type: none"> • Explain applications of life skills for efficient participation in vigorous physical activities and sports. • Assess individual applications of life skills in leading an active social lifestyle. • Apply core life skills in leading an active social lifestyle and harmony. • Explain the importance of hydration and nutrition requirements for different sports (training, pre-competition, competition, and recovery, sports supplements, including legality under WADA-World Anti-Doping Agency, and sports drinks). 	Life Skills for Individual and Social Wellbeing	

<ul style="list-style-type: none"> ● Explain RDA and dietary habits in enhancing physical activity and sports efficiency (nutritional diseases, dietary habits, serving size, dietary diversity, physical activity, balanced energy intake with our nutrient requirement). ● Prepare nutrition and hydration routine depending on the nature and intensity of coaching and training in sports. ● Analyse effective dietary habits in promoting physical activities and sports performances. ● Apply healthy eating and hydration habits to improve performance in specialised sports. ● Promote dietary habits at home to improve health in the family and the community. 	
<ul style="list-style-type: none"> ● Explain the importance of hydration and nutrition requirements for different sports (training, pre-competition, competition, and recovery, sports supplements, including legality under WADA- World Anti-Doping Agency, and sports drinks). ● Explain RDA and dietary habits in enhancing physical activity and sports efficiency (nutritional diseases, dietary habits, serving size, dietary diversity, physical activity, and balanced energy intake with our nutrient requirement). ● Prepare nutrition and hydration routine depending on the nature and intensity of coaching and training in sports. ● Analyse effective dietary habits in promoting physical activities and sports performances. ● Apply healthy eating and hydration habits to improve performance in specialised sports. ● Promote dietary habits at home to improve health in the family and the community. 	Nutrition Choices for Excellence in Sports
<ul style="list-style-type: none"> ● Explain strategies for promoting effective WASH practices in the community. ● Explain ‘Integrated Water Resources Management (IWRM)’ to sustain water in the school and the community. ● Explain the importance of proper use of toilets, operations, and maintenance of WASH facilities (for all users). ● Identify ways to carry out simple operation and maintenance of WASH facilities in the community. ● Use and efficiently maintain toilets and WASH services and facilities in the community. 	WASH for Healthy Living

<ul style="list-style-type: none"> • Explain the importance of individual, social, and government’s initiative towards preventing unsafe use of substance and doping. • Identify ways to prevent unsafe use of substance and doping in line with national and international acts related to substance use, narcotic drugs, and doping. • Abide by acts, laws, rules, and regulations on the safe and ethical use of substances for individual and social wellbeing. 	Ethics in Substance Use for Health Benefits	
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10. Teaching and Learning Approaches

The spectrum of teaching style establishes a framework of possible options of relationship between the teacher and learner (Mosston & Ashworth, 1986); and is based on the central importance of decision-making. The spectrum describes a continuum teaching learning process where decisions from teachers gets transferred to learners to explore their creativity. The children becomes more responsible with the shift of decision making from teacher to students.

The teaching styles

Styles	Description
Command	Teacher makes all decisions.
Practice	Children carry out teacher-prescribed tasks. Children work in pairs: one performs, the other provides feedback.
Reciprocal	Child carry out the activity in groups of threes as observers, doer and feeder. Observer gives the feedback, doer perform the skills and feeder supplies the object whenever necessary.
Self-check	Children assess their own performance against criteria.
Inclusion	Teacher plans the activity and child monitors their own work in the process of learning.
Guided Discovery	Children solve teacher set movement problems with assistance.
Convergent	Children are given a problem that has only one solution but they can discover ample of strategies to get to the solution.
Divergent	Children solve problems without assistance from the teacher.
Learner Designed Individual Program	Teacher determines content and child plans the programme.
Learner Initiated	Child plans own programme, teacher acts as an advisor.
Self-Teaching	Child takes full responsibility for the learning process.

Blended Learning	Multimedia is used for teaching, learning, and creating knowledge and skills
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The spectrum offers a range of options to teachers that can accommodate child’s diverse learning styles to meet the learning intentions more appropriately. The table below shows the range of styles in the spectrum and illustration of its key aspects: matching the appropriate teaching style to the learning intentions of a lesson.

Spectrum Style	Learning Intentions	HPE example
Command	Physical: fundamental movement skills.	Performing running, jumping and catching skills.
Practice	Physical: Motor skill development.	Groups of four practice the “manipulative skills.
Reciprocal	Social: Working with others. Cognitive: observing, analysis.	In pairs, practice the skill of catching and throwing.
Self-check	Social: Helping others assess their own performance.	Scoring activities. Success criteria on a teaching card.
Inclusion	Social: Maximising involvement. Assisting others to succeed.	Using objects and hurdles set at different heights and distances.
Guided discovery	Cognitive: Discovery learning.	Learners try different skills and strategies in individual and team activities.
Blended learning	Three domains of learning	A learner uses multimedia to learn and create aerobic dance.

11. Assessment and Reporting

In the competency-based HPE curriculum, the curriculum recommends to focus on the “Assessment in learning” and “Assessment for learning” (formative- CA for effective teaching and learning), and “Assessment of learning” (summative- competency attainments).

The “Assessment of Learning” is used to measure the degree to which objectives have been achieved. Information collected through this type of assessment is used mainly to measure the attainment of competency. In a competency-based curriculum, the “assessment for learning” is used for comparing and making judgments about a learner’s learning attainments against a set of desired competencies at the end of a class or a key-stage (criterion-referenced evaluation). The results of the assessments can also be used for gauging future instructions for the learner, and for evaluating the effectiveness of the instructional process itself.

The main purposes of assessments in HPE are conducted to provide:

- information on a learner’s progress and status;

- motivate a learner to improve their performance;
- make a judgment about the effectiveness of teaching;
- provide teachers with information on the status of learners concerning the learning objectives;
- evaluate the curriculum program;
- place learners in an appropriate instructional group;
- provide teachers with objective information on a learner's status for grading;
- provide meaningful feedback that reflects the learner's individual growth and allows the learner and the teacher to plan purposeful and appropriate learning experiences; and
- Identify knowledge, skills, and behaviours evidenced in the learner.

There are three forms of assessment identified for the HPE curriculum.

Alternative Assessment

An alternative assessment is one that is different from those assessments, which is normally given to learners (i.e., true/false, matching, essay questions, standardised tests, etc.). An alternative assessment is “untraditional”, and includes assessments in forms of drawing a picture, making a video of a particular skill, etc. On many occasions, this type of assessment allows learners to create a product that the teacher will have to grade learners mostly using a rubric. Often learners are made to work with other class mates to complete a task to be assessed.

Performance-based Assessment

In performance-based assessment, learners are asked to make, do, or create something in context to a learning area in focus. Depending on the objectives and theme of the lesson, learners can be given a performance task (performing skills), product task (project), or portfolio task (essay, brochure). It provides learners a chance to do things that are more practical rather than just answering questions.

Authentic Assessment

This type of assessment is carried out more like in a real-life setting. It gives a new outlook for learners and teachers, unlike monotonous paper-pencil testing. The testing is done in a real situation of activity, instead of testing skills and knowledge separately from actual game situation. It enables teachers to assess the ability of learners to apply skills and knowledge in a real-life situation.

The assessment, assessment recording, result generation and reporting samples are appended in the Appendix.

Assessment Tools and Techniques

A teacher can choose any assessment tools and techniques provided in Table 1 depending on type of assessment selected to assess a domain competency.

Assessment Task, Tools and Techniques

Domain	Assessment type	Task	Tools	Techniques
Concept	Alternative Assessment	Drawing a Picture, Making a Video, Colleague, Songs, Concept Mapping Project	Checklist Rubrics	Conferencing Interview
	Standardized Test	True/False, Matching, Multiple Choice, Essay Questions	Paper-Pencil Test	Testing
Skills	Performance-based Assessment	Performance Task, Product Task (essay, brochure)	Rubrics	Observation, Project Work, Portfolio Task
Application	Authentic Assessment	Application of Knowledge values and skills in actual situations (in and beyond instructional activities) activity	Checklist, Rubrics, Journal	Observation, Journaling

Auto-generated Report of Assessment Results

Depending on the entry of assessment results and the weighting for the key-stage, the results will be auto-generated at any given point of time. The assessment results for a learner at the end of a year is reported in terms of competency levels achieved by the learner. The result contains the descriptions of the overall and the theme competency level achieved by the learner.

For reporting on a learner's learning results, the schools can use either competency level or total points scored by the learner, as may be required by the education assessment policies. The important aspect of competency-based assessment is that the results or progress reports should include a descriptive competency level achieved by the learner.

The five competency achievement levels

Grade	Level	Scores	
A	Exceeding	A gross score of 95 and above.	The learner demonstrates exemplary expected competencies.
B	Advancing	A gross score of 81-94.	The learner demonstrates advancement towards exemplary competencies
C	Meeting	A gross score of 66-80.	The learner demonstrates the expected competencies.

D	Developing	A gross score of 46-65.	The learner demonstrates progress towards the expected competencies.
E	Beginning	A gross score of 45 and below.	The learner demonstrates limited expected competencies.

The processes of generating assessment results for PP-XII are explained in Table 15.

Table 15. Process of Generating Assessment Results

Learner's scores and competency level	Calculations	Competency level
1. Score and competency level for the domains in a theme	Total points scored by a learner in a domain under a theme divided by the total out-of-points of the assessments in the domain and multiplied by the total point for the domain provided in the table: <i>Key-stage competency points for the themes</i>	A: 95 and above
2. Score and competency level for the themes	Total points scored by a learner in the theme divided by the total out-of-points of the assessments in theme and multiplied by the total points for the theme provided in the last column of the table: <i>Key-stage competency points for the themes</i>	B: 81-94 C: 66-80 D: 46-65 E: 45 and below
3. Score and competency level in the domains of learning in HPE	Total points scored by a learner in a domain under all the themes divided by the total out-of-points of the assessments in the domain for all themes and multiplied by 100.	
4. Overall score and competency level in HPE	A sum of total points scored by a learner in the three domains of learning in HPE.	

The sample of assessment result entry by weighting is provided in the Appendix.

12. Enabling Conditions

The Health and Physical Education is a unique curriculum and hence calls for variations and resources towards effective delivery of the curriculum. Of the many, some of the most prominent factors and conditions necessary as a prerequisite for the implementation of the curriculum are explained in the following points.

Curriculum Implementation Practices

The implementation guide is prepared primarily to promote the quality and effective implementation of the HPE curriculum in all schools. The following are the suggestive guidelines for teachers and schools to adhere to in implementing the curriculum.

Instructional and Implementation Policy

- Provide instructional time for HPE as per the period allocation policy of REC.
- Ensure the full inclusion of all learners and require every learner to attend the physical education lessons.
- Use HPE instructional periods meaningfully for achieving HPE competencies of a learner.

Instructional time calculation is based on the learning experiences required for achieving the Essential Learning Area competencies for health and wellbeing. The total instructional time for the HPE is provided in the National School Curriculum Framework (REC, 2020).

The percentage (%) of the total instruction time distributions in the HPE curriculum for core competency for different key-stages are provided in Table 17.

Table 17. Instructional Time for Core Competencies

Core Competencies	Instructional Time (hrs.)						
	I	II	III	IV	V		
	G	G	G	G	O	G	O
Comprehend health benefits and risks associated with lifestyles, body postures, WASH, substance use, and life skills to make healthy choices.	15	15	17	15	40	15	60
Value natural growth and development, and associated physiological, anatomical, and emotional changes to enhance physical, emotional, and social health and wellbeing.	15	15	15	12	40	12	65
Perform physical activities and sports efficiently with applications of movement concepts, principles, strategies, and skills for active living and healthy lifestyles.	70	70	40	30	85	30	120
Apply concepts, principles, strategies, and skills of hygiene, sanitation, physical fitness, safety, healthy diet, and First Aid to promote healthy habits and active living for overall health and wellbeing.	40	40	20	15	60	15	90
Apply life skills to participate productively in educational, health, and social activities for the promotion of social wellbeing and harmony.	20	20	10	8	40	8	60

Execute healthy routines of a balanced diet, active living, and physical fitness to promote body efficiency and longevity.	10	13	10	8	25	8	45
Evaluate individual dietary habits, physical activities, and fitness levels to make alterations to lifestyles for health benefits and quality of life.	10	10	10	8	30	8	40
<i>Note: General (G), Optional (O)</i>	180	183	122	96	320	96	480

The percentage (%) of the total instruction time distributions in the HPE curriculum for different strands and learning themes of different key-stages are provided in Table 18.

Table 18. Instructional Time for Learning Themes

Strand	Learning Themes	Key-stage Instructional Time (%)				
		I	II	III	IV	V
Movement and Physical Activity	Movement and skills for active lifestyles and sports excellence	50	50	40	40	40
	Body postures, safety, and remedies for efficiency and wellbeing	10	10	10	10	15
	Fitness for health and quality life	0	0	10	10	10
Health and Healthy Living	Water, sanitation, and hygiene for healthy living	15	10	10	10	10
	Nutrition choices and habits for longevity and sports excellence	10	10	10	15	10
	Healthy and ethical use of substances	0	5	5	5	5
Personal and Interpersonal Development	Behaviours and life skills for social harmony	15	15	15	10	10
		100	100	100	100	100

Curriculum Delivery and Materials

- The HPE curriculum should be taught in schools like any other curricula with a proper lesson and assessment plans.

- Teachers teaching HPE should teach the curriculum as reflected in the current education policy of the Education Ministry and the curriculum directives.
- Provide opportunities for learners to participate in after-school physical activities to support the learning and practice of skills and knowledge learned in HPE classes.
- Provide maximum practice opportunities in HPE lessons to maximise benefits in terms of fitness promotion and skill acquisition.
- Schools should mobilise and maximise the use of standard equipment such as balls, racquets, and bats supplied to schools for HPE lessons and other games and sports.

Appropriate Attire

- Health and Physical Education involves different physical movements and exercises. It demands free physical movement of every individual learner for the maximum fitness development and skill acquisition. Contrarily, tight and uncomfortable attires would restrict free physical participation and limit the learner's physical movements. Moreover, restrictive attire would be unsafe for the learners and it would cause injuries. Therefore, the HPE teachers and the school authorities should encourage learners to wear proper attire or uniforms for HPE lessons.
- Particularly, HPE teachers should be allowed to wear sporting outfits and uniforms for the HPE lessons. This is mainly to facilitate teachers to properly and precisely demonstrate physical skills to the learners, and to conduct safe HPE teaching and learning. Visual learning plays an important role in HPE where a learner picks up physical skills through demonstrations and observations.

Safety Precaution

- Usually, learners are very curious and enthusiastic about physical activities. Often it is very difficult to control and maintain the attention of learners, mainly in primary levels. The following general steps must be considered for the safety of learners in the HPE classes.
- Learners should maintain proper order and decorum while making any movements in and out of the class during the HPE class.
- Exposing learners to extreme heat and cold should be prevented. Encourage learners to use hats and sun lotions on sunny days.
- Safe teaching and learning materials including safe playgrounds must be prepared, distributed, and used appropriately.
- Maintain proper tempo of exercise for different class levels. For classes PP to III, teachers should emphasise the learner's participation and learning of correct skills, rather than specific performance.
- Provide adequate warming-up and cooling-down exercises.
- Avoid forcing learners to do any physical activity beyond their interest and ability.
- Encourage learners to drink safe and clean water before and after activity to prevent dehydration.

Supportive Social Environment in Schools

A supportive social environment has a positive effect on the teaching and learning processes in the classrooms. Learners are more able and more motivated to do well and achieve their full potential if the school has a sound school culture of trust, care and safety, apathy, and sharing. If the relationships are founded in mutual acceptance and inclusion and are modelled by all, a culture of respect and happy coexistence become the norm in the school. Besides this sound culture, schools may need to make necessary adjustments of time and resources to facilitate the teacher and learners to participate in the curriculum implementation.

Community Participation

The engagement and participation of the community in such a common purpose-driven program, HPE, is necessary to have access to resources and services. For instance, various organisations, including public health units, can collaborate with educators to deliver programs and services within the school setting, and orient the delivery of HPE to the life-related curriculum.

Parents need to understand about Health and Physical Education curriculum to enable and support learner's learning process. This is a two-way process where everyone benefits from the active participation of parents. Parents are encouraged to support their learner's learning by attending parent-teacher meetings, workshops, and scheduling practice and study time at home. They are a powerful influence in the learner's life and must, therefore, make the right health choices to inculcate a healthy way of living.

Proficiency and Competency of Teachers and Managers

The efficacy of translating any school curriculum into the real classroom situation is dependent on teachers. The uniqueness of the HPE curriculum from other school curricula presents extra pressure on teacher's competency and resources. An untrained teacher, or any other subject teacher may experience deficiency on the delivery of the curriculum. Such practices are likely to provide negative experiences to the learners resulting to lifetime dislike for the subject. Therefore, teachers involved in the implementation of the HPE curriculum must be adequately oriented on the concepts and skills on movements, health, and nutrition, the importance of physical activities. The trained HPE teachers will have the capacity to motivate and help learners to work towards the expected learning outcomes of the program.

The learning environment should always be physically and emotionally safe. Teachers must build an atmosphere of acceptance to learners physical differences, abilities, gender identities, racial and ethnic backgrounds, etc. The focus should be on the improvement of skills and quality education involving the latest resources, mentorship, professional development, and training opportunities in HPE. Parents should be actively involved and always informed of their learner's performance and progress so that they can further support their children.

13. Cross-curricular Linkages

HPE contributes as the bedrock to the attainment of overall health, wellbeing, and attainment of academic, professional and social excellence in learners. It incorporates transversal skills, intellectual competencies, performance competency, and behavioural competencies which are the cutting themes across school curricula and the goal of education. It contributes in learning sciences, ICT, arts contributing to the achievement of the expected overall competency- standards of national school curriculum.

14. Appendices

Assessment and Weighting

The key-stage assessment weighting for learning themes and domains in HPE are provided in Table 2.

Table 2. Assessment and Weighting

Learning Themes	Domain	Key-stage Assessment Weighting (%)				
		I	II	III	IV	V
Movement and Skills for Active Lifestyles and Sports Excellence	C	11	10	9	10	11
	S	18	20	16	17	17
	A	21	20	15	13	12
	Sub total	50	50	40	40	40
Body Postures, Safety, and Remedies for Efficiency and Wellbeing	C	1	2	2	3	4
	S	4	4	4	4	6
	A	5	4	4	3	5
	Sub total	10	10	10	10	15
Fitness for Health and Quality Life	C	0	0	2	3	3
	S	0	0	4	4	4
	A	0	0	4	3	3
	Sub total	0	0	10	10	10
Water, Sanitation, and Hygiene for Healthy Living	C	3	2	2	3	3
	S	6	4	4	4	3
	A	6	4	4	3	4
	Sub total	15	10	10	10	10
Nutrition Choices and Habits for Longevity and Sports Excellence	C	2	2	2	4	3
	S	4	4	4	6	3
	A	4	4	4	5	4

	Sub total	10	10	10	15	10
Healthy and Ethical Use of Substances	C	0	1	1	1	2
	S	0	2	2	2	1
	A	0	2	2	2	2
	Sub total	0	5	5	5	5
Behaviour and Life Skills for Social Harmony	C	3	3	3	3	3
	S	6	6	6	4	3
	A	6	6	6	3	4
	Sub total	15	15	15	10	10
	Total	100	100	100	100	100
<i>Note: Concepts (C); Skills (S); Application and Practice (A)</i>						

Weighting for Calculating Competency Level of a Learner

The weighting and distributions of competency points of assessments in HPE for class PP-XII are provided in Table 3. The specific assessment protocols for different themes and competencies are provided in the activity guidebooks and teacher handbooks for the key-stages.

Table 3. Overall Competency Point for the Key-stage Learning Domain

	Key-stage				
	I	II	III	IV	V
Performance and Skills (physical, health, and social)	38	40	40	41	37
Application (participations and practices of healthy and active living)	42	40	39	32	34
Knowledge and Values (concepts, reasoning, critical thinking)	20	20	21	27	29
Total	100	100	100	100	100

Key-Stage Competency Points for the Domains under the Themes

The distribution of competency points domains under the learning themes for the key-stages are provided in Tables 4 to 8.

Table 4. Key-Stage I

Themes	Performance and Skills (physical, health, and social)	Application (participations and practices of healthy and active living)	Knowledge and Values (concepts, reasoning, critical thinking)	Total
Movement And Skills for Active Lifestyles and Sports Excellence	18	21	11	50
Body Postures, Safety, and Remedies for Efficiency and Wellbeing	4	5	1	10
Water, Sanitation, and Hygiene for Healthy Living	6	6	3	15
Nutrition Choices and Habits for Longevity and Sports Excellence	4	4	2	10
Behaviour and Life Skills for Social Harmony	6	6	3	15
Total	38	42	20	100

Table 5. Key-Stage II

Themes	Performance and Skills (physical, health, and social)	Application (participations and practices of healthy and active living)	Knowledge and Values (concepts, reasoning, critical thinking)	Total
Movement And Skills for Active Lifestyles and Sports Excellence	20	20	10	50
Body Postures, Safety, and Remedies for Efficiency and Wellbeing	4	4	2	10
Water, Sanitation, and Hygiene for Healthy Living	4	4	2	10
Nutrition Choices and Habits for Longevity and Sports Excellence	4	4	2	10

Healthy and Ethical Use of Substances	2	2	1	5
Behaviour and life skills for social harmony	6	6	3	15
Total	40	40	20	100

Table 6. Key-Stage III

Themes	Performance and Skills (physical, health, and social)	Application (participations and practices of healthy and active living)	Knowledge and Values (concepts, reasoning, critical thinking)	Total
Movement And Skills for Active Lifestyles and Sports Excellence	16	15	9	40
Body Postures, Safety, and Remedies for Efficiency and Wellbeing	4	4	2	10
Water, Sanitation, and Hygiene for Healthy Living	4	4	2	10
Nutrition Choices and Habits for Longevity and Sports Excellence	4	4	2	10
Behaviours and Life Skills for Social Harmony	4	4	2	10
Healthy and Ethical Use of Substances	2	2	1	5
Behaviour and Life Skills for Social Harmony	6	6	3	15
Total	40	39	21	100

Table 7. Key-Stage IV

Themes	Performance and Skills (physical, health, and social)	Application (participations and practices of healthy and active living)	Knowledge and Values (concepts, reasoning, critical thinking)	Total
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Movement And Skills for Active Lifestyles and Sports Excellence	17	13	10	40
Body Postures, Safety, and Remedies for Efficiency and Wellbeing	4	3	3	10
Water, Sanitation, and Hygiene for Healthy Living	4	3	3	10
Nutrition Choices and Habits for Longevity and Sports Excellence	4	3	3	10
Behaviours and Life Skills for Social Harmony	6	5	4	15
Healthy and Ethical Use of Substances	2	2	1	5
Behaviour and Life Skills for Social Harmony	4	3	3	10
Total	41	32	27	100

Table 8. Key-Stage V

Themes	Performance and Skills (physical, health, and social)	Application (participations and practices of healthy and active living)	Knowledge and Values (concepts, reasoning, critical thinking)	Total
Movement And Skills for Active Lifestyles and Sports Excellence	17	12	11	40
Body Postures, Safety, and Remedies for Efficiency and Wellbeing	6	5	4	15
Water, Sanitation, and Hygiene for Healthy Living	4	3	3	10
Nutrition Choices and Habits for Longevity and Sports Excellence	3	4	3	10
Behaviour and Life Skills for Social Harmony	3	4	3	10

Healthy and Ethical Use of Substances	1	2	2	5
Behaviour and Life Skills for Social Harmony	3	4	3	10
Total	37	34	29	100

Entry of Assessment Results and Reporting

The assessment results of the learners can be entered in the following automatic Table 9 to 14. A separate assessment template in Excel sheet will be provided to schools.

Table 9. Assessment Result Entry Template in Excel (the sample is based on weighting for the key-stage)

School:	Kangkhu	Year	2020
Name:	Pema	1.	2.
Class:	I	3.	4.
Section	B	5.	6.

Table 10 Movement and Skills for Active Lifestyles and Sports Excellence

Competency Indicator	Skill		Application		Concepts	
	Scored points	Out of point	Score	Out of point	Score	Out of point
1	5	10	2	20	5	10
2	1	10	2	10	5	10
3	1	10	2	10	5	10
4	1	10	2	10	5	10
5	1	10	2	10	5	10
6	1	10	10	10	5	10
7	1	10	10	10	5	10
8	11	70	30	80	35	70

Table 11. Body Postures, Safety, and Remedies for Efficiency and Wellbeing

Competency Indicator	Skill		Application		Concepts	
	Scored points	Out of point	Score	Out of point	Score	Out of point
1	5	10	2	20	5	10
2	1	10	2	10	5	10
3	1	10	2	10	5	10
4	1	10	2	10	5	10
5	1	10	2	10	5	10
6	1	10	10	10	5	10
7	1	10	10	10	5	10
8	11	70	30	80	35	70

Table 12 Water, Sanitation, and Hygiene for Healthy Living

Competency Indicator	Skill		Application		Concepts	
	Scored points	Out of point	Score	Out of point	Score	Out of point
1	5	10	2	20	5	10
2	1	10	2	10	5	10
3	1	10	2	10	5	10
4	1	10	2	10	5	10
5	1	10	2	10	5	10
6	1	10	10	10	5	10
7	1	10	10	10	5	10
8	11	70	30	80	35	70

Table 13 Nutrition Choices and Habits for Longevity and Sports Excellence

Competency Indicator	Skill		Application		Concepts	
	Scored points	Out of point	Score	Out of point	Score	Out of point
1	5	10	2	20	5	10
2	1	10	2	10	5	10
3	1	10	2	10	5	10
4	1	10	2	10	5	10
5	1	10	2	10	5	10
6	1	10	10	10	5	10
7	1	10	10	10	5	10
8	11	70	30	80	35	70

Table 14 Behaviour and Life Skills for Social Harmony

Competency Indicator	Skill		Application		Concepts	
	Scored points	Out of point	Score	Out of point	Score	Out of point
1	5	10	2	20	5	10
2	1	10	2	10	5	10
3	1	10	2	10	5	10
4	1	10	2	10	5	10
5	1	10	2	10	5	10
6	1	10	10	10	5	10
7	1	10	10	10	5	10
8	11	70	30	80	35	70

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