

National School Curriculum

HEALTH AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK

Classes PP-XII



Department of Curriculum and Professional Development
Ministry of Education
Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements.

Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Published by

Department of Curriculum and Professional Development
Ministry of Education
Royal Government of Bhutan
Thimphu, Bhutan.

Provisional Edition 2021

First Edition 2022

www.education.gov.bt

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ISBN: 978-99936-0-581-2

Acknowledgements

The Department of Curriculum and Professional Development acknowledges the school principals, District Education Officers and other education officials for rendering necessary support for the review of the HPE curriculum framework. Since the reviewed document is based on the earlier version the acknowledgement is also extended to all the writers of the HPE framework (PP-XII), published in 2020 and 2021.

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Foreword

The 21st century is observed increasingly as an era of comfort and luxury to most people across the world. Unlike in the past, people travel to workplaces by cars, machinery doing heavy manual work, and majorly leisure time spent on televisions, social media, and video games. Sedentary lifestyles with increased consumption of energy-rich food risk becoming susceptible to varieties of non-communicable diseases. A sedentary lifestyle is a serious concern as it negatively impacts the productivity of every citizen besides incurring heavy investment on the government in providing appropriate health and medical services. Health and physical education (HPE) in schools can help establish healthier members of the Bhutanese society to counter unhealthy lifestyles.

In the light of the increasing plight of sedentary lifestyles and their consequences on youth, the school Health and Physical Education (HPE) curriculum provide learners with the much-needed health and physical literacy for leading healthy lifestyles. HPE curriculum is perceived to fetch far-reaching dividends in terms of learners' educational attainments, and acceleration of productivity of citizens to serve the government and the society at their optimum capacity. Furthermore, the HPE can help minimise the pressure of medical expenses on the government. Therefore, it expects every citizen to acquire competencies for active and healthy lifestyles and quality and productive life through the quality school HPE curriculum.

The achievement of the goal of HPE requires learning experiences that are practical and action-packed. Both the teachers and learners need to be involved continuously in vigorous and sustained physical activities in and outside school life. The competency-based curriculum requires multi-sectorial participation and contribution in promoting experiential learning for the learners.

Therefore, DCPD is optimistic that HPE will have a long-lasting impact on every learner and citizen at large.



Tashi Namgyal
Director

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1. INTRODUCTION

1.1. Background

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 the wholistic development of all learners (Department of Education, 2000).

The importance and significance of the HPE curriculum are well articulated in the promotion of wholesome education and education for GNH. The concept of wholesome education as an education paradigm was construed as a holistic approach to Bhutanese education that emphasised the overall growth and development of learners. Contrary to the previous academic excellence focused approach, the wholesome education was regarded as a broad and more composite model emphasising a wholistic development in preparing learners to be healthy and productive citizens (Department of Education, 2000). Therefore, in an attempt to realize GNH goals through the implementation of wholesome education policies, the HPE curriculum is considered to be an indispensable area of study in school education. A quality HPE curriculum is needed primarily to promote physical health, physical skills, healthy lifestyle, social skills, and overall wellbeing of learners (Curriculum and Professional Support Division, 2008a). In contrast, due to their nature and design, other core academic subjects like language, science, and mathematics may be limited in promoting those skills and experiences that learners need for their health and wellbeing. Therefore, in the absence of an instructional HPE curriculum in schools learners may be deprived of well-developed sets of physical skills necessary for leading healthy lifestyles.

1.2. Rationale

The HPE curriculum in schools has become imperative and not a choice for the learners' health, wellbeing and, the educational benefits. HPE plays a pivotal role in promoting the wholesome education of all learners, including learners with special needs. It helps a learner develop into a healthy, fit, and efficient adult, who is happier and more 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 in 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 and others' wellbeing, in developing into independent and contributing members of the GNH pursuing society. It encourages them to lead healthy and active lives that directly impact the promotion of physical fitness, psychological wellbeing and cognitive capabilities. These benefits can lead to improved productivity, constructive social behaviours, and personal satisfaction with reduced occurrence of chronic diseases. HPE can also promote the active participation of learners in education as it creates healthy school atmospheres for all learners.

The HPE curriculum can help young learners to respect and develop their bodies, learn movement skills, and spend leisure time actively and productively through regular engagements in active physical activities, games, and sports. 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. The learning experiences help learners develop dispositions 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.

1.3. Scope

Learning experiences in HPE contribute to the overall education of a learner as it is the bedrock to the attainment of overall health, wellbeing, and attainment of academic, professional and social excellence. Upon achieving the HPE competencies, which are aligned to lifelong learning needs and higher education studies, a class XII graduate would be competent to pursue higher academic and professional careers related to health sciences, nutrition, HPE, sports coaching, sports medicines, teaching, etc.

The outcomes of learning experiences identified for key stages and class levels include competencies on transversal, digital, health, physical, sports, social, emotional, life-skills, aesthetic, academic and lifelong learning for the wholistic development of a learner. The HPE competencies for key stages and class levels include specific learning objectives on spirituality and values, language, entrepreneurship, transversal competencies, sustainability living, community vitality and digital skills.

2. GOALS

The goal of the HPE curriculum is to have learners empowered 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 achievements of the goal in a learner would be characterised by the following attributes of a healthy, active and happy citizen.

- Leads physically active lifestyle applying conceptual understanding and movement skills, cognisant of the importance of health for a happier and productive life.
- Builds interpersonal relationships through effective communication, collaboration, and empathy to promote respect for all.
- Practises healthy nutritional habits and water sanitation, applying the understanding of nutrition and its importance for body growth and development.
- Rationalises dietary habits and lifestyles to prevent obesity, malnutrition, food waste, without compromising the necessities and health of individuals.
- Participates in social activities to develop into responsible and productive individuals contributing actively to the development of a society and the nation.
- 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.

3. KEY COMPETENCIES

The core competencies are the ability of a learner to lead a productive, quality and happy life through routines of active and healthy lifestyles. The competencies developed will also enable a learner to pursue higher education and professional training in the areas related to health sciences, physical education, sports, and nutrition education. The following key competencies consisting of cognitive, performance, and behavioural abilities are developed in a learner to develop the attributes of a healthy, active, and happy citizen at the end of the school education.

- i. Comprehend health benefits and risks associated with lifestyles, body postures, WASH, substance use and life skills for making healthy life choices.
- ii. Value natural growth and development and associated physiological, anatomical and emotional changes to enhance physical, emotional and social health and wellbeing.
- iii. Perform physical activities and sports efficiently by applying movement concepts, principles, strategies and skills for active living and healthy lifestyles.
- iv. 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.
- v. Apply life skills to participate productively in educational, health and social activities

resulting in social wellbeing and harmony.

- vi. Execute healthy routines of a balanced diet, active living and physical fitness to promote body efficiency and longevity.
- vii. Evaluate individual dietary habits, physical activities, substance use and fitness levels to alter lifestyles for health benefits and quality of life.

4. 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 into individuals capable of leading an active and healthy lifestyle throughout their lives. The following are the nine fundamental principles that underpin the design and implementation of HPE curriculum for class PP to XII.

i. Educating for GNH

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. 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, community vitality, and good governance, preservation of the environment, cultural resilience, sustainable development, time, and emotional wellbeing.

ii. 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 the necessary competencies, knowledge, and skills in leading active and healthy lifestyles. The learners are engaged in experiential learning activities, personal reflections, extensive debates, and discussions on health issues. Learners apply and practise instructional learning 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.

iii. Experiential learning

The teaching-learning of the curriculum contents requires the application of different teaching strategies and approaches. The "learning by doing" concept is the key to facilitating experiential-based learning in HPE. The curriculum provides the learner opportunities to develop fundamental movements, motor skills, and physical fitness through daily physical activities for healthy living. Therefore, experiential and place-based learning are the main approaches to facilitating competency development in individual learners.

iv. Participatory approach to long-term health and educational benefits

The HPE is one of the unique subjects where conceptual understanding, skills, and values are developed through regular participation in health and movement education for lifelong impact. The skills are better mastered through active participation and practices of focused physical activities. The HPE curriculum ensures that every learner has the opportunity to initiate, participate, create, and design individual and group learning experiences.

v. Developmentally appropriate learning experiences

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. The HPE curriculum suggests learning activities that are appropriate to the attributes of a learner at different developmental stages. The elements of different developmental levels of the learners include age, interest, strength, and individual needs so that all learners can participate actively for the continual development and progress in HPE.

vi. Learner-centred and inclusive learning experiences

The HPE curriculum utilises differentiated instructions to meet the needs of every individual learner. The individual learner is provided with similar opportunities and environments to experience in HPE, irrespective of age, gender, and abilities. This curriculum ensures that all learners have access to equal opportunities to participate and learn in HPE lessons. The planning and implementation of learning experiences in HPE are inclusive for all types of learners to support individualised democratic learning and the equitable society of GNH.

vii. Trans-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 sexual education are integrated into the curriculum. Therefore, a meaningful and life-related HPE curriculum uses a trans-disciplinary approach incorporating concepts and principles from different subjects for enriching the overall educational experiences and competency development of a learner.

viii. Competency-based assessment

By the nature of the subject, the main focus is on developing physical movement and manipulative competencies transferable to diverse situations in life. Unlike other curricula which focus on cognitive-based learning and assessment, the HPE emphasises assessing abilities and competencies related to cognition, physical performance, social and health behaviours, and lifestyles. The performance-based assessments conducted objectively by

adopting appropriate assessment techniques and tools are the key to facilitating continuous development in every learner.

ix. Whole-school and community support to learning

The school and communities are the repositories of new knowledge, educational experiences, belief systems, culture, and authentic learning. School staff and the communities can facilitate quality learning experiences for the desired educational outcomes in learners. Parents can effectively guide children as they know best about their children and the realities of the communities. Similarly, the school staff can be both the sources of learning and roles models, who can influence learners in their education, both explicitly and implicitly. Therefore, the expertise and support of school staff, parents, and communities are crucial for the effective learning and attainment of HPE competencies and real-time life skills.

5. CURRICULUM STRUCTURE AND ORGANIZATION

The competencies identified in HPE for achieving the curriculum goal are categorised into three strands and themes, which are the broad learning areas in HPE. The strands and themes include differentiated learning experiences for different key stages and class levels. The differentiated learning experiences are developmentally appropriate and contextualised to learners' needs.

5.1 Strands

i. Movement and physical activity for active living and sports excellence

This broad theme covers the fundamental and specialised physical movements important for leading active lifestyles. The theme promotes competencies in physical activities, movement skills, sports skills, fitness, healthy and correct body postures, and safety in physical activities. The competencies and learning experiences under the theme 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.

ii. Personal and interpersonal development for individual and social harmony

The theme focuses on inter-and intra-personal skills necessary for active participation in health and physical activities, involving both individual and social settings. The theme facilitates the development of a learner's 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 theme include behaviour and life skills necessary for social harmony. Further, the competencies under this theme are also promoted through integration in the activities under two other interrelated themes.

iii. Health and healthy lifestyle (HHL) for wellbeing

This theme focuses on hygiene, sanitation, WASH, food and nutrition, reproductive health, personal safety, and substance abuse. The learning experiences can directly impact the health and wellbeing of individual learners and communities. The specific competencies and education experiences in the theme include Water, Sanitation, and Hygiene for Healthy Living; Nutrition Choices and Habits for Longevity and Sports Excellence; and Healthy and Ethical Use of Substances.

5.2 Key-stages

There are five key stages identified considering the cognitive, physical, social, and psychological needs of the learners to facilitate effective and contextualised learning experiences for competency development. The competencies, learning objectives, learning experiences, and assessment practices in HPE under the three strands are progressive and cumulative for key-stage I through key-stage V.

Key-stages

- i. Key-stage I (Pre-primary to Class III)
- ii. Key-stage II (Class IV to VI)
- iii. Key-stage III (Class VII and VIII)
- iv. Key-stage IV (Class IX and X)
- v. Key-stage V (Class XI and XII)

i. Key-stage I

For this key stage, the curriculum focuses on basics and intermediate 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. The learning experiences are contextualised to learners' development level, health, and wellbeing needs.

ii. Key-stage II

The curriculum and the learning experiences for the key stage are 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 under three strands; movement and physical activity, intra-and interpersonal development, and health and healthy lifestyles. The knowledge, concepts, and skills for the key stage are trans-disciplinary.

iii. Key-stage III

For 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 level of knowledge, concepts, and skills identified are contextualised to the learners' development level and health and wellbeing needs.

The curriculum contents include applied concepts and knowledge, spontaneous application of movements, physical skills, fitness development skills, healthy dietary habits, hygiene and sanitation, reproductive health, and life skills. The themes and an integrated approach are central to facilitating learning experiences in multi-dimensional areas of health and wellbeing.

iv. 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 to develop the application of advanced knowledge, concepts, and skills. Specific personal and professional competencies in health and wellbeing are developed through the application of advanced concepts and skills. 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.

v. Key-stage V

The curriculum for this key stage constitutes a higher level of physical competencies and subject content mastery in health and wellbeing. The content mastery in HPE is to facilitate the development of individual health and wellbeing, and for pursuing academic and professional careers. Therefore, the curriculum includes advanced concepts, theories, and skills in Human Anatomy and Physiology, Human Body and Efficiency, Tests 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 on practical and field applications.

5.3 Key-stage competencies

Depending on the learners' developmental level, the key competencies in the HPE curriculum are differentiated into key-stage competencies to facilitate progressive and cumulative learning experiences and competency developments. The development of key-stage competencies is facilitated through learning experiences that are contextual, progressive, practical and exploratory.

The following are the progressive competencies to be achieved at the end of each key-stage.

i. Key-stage I

- Perform physical activities involving foundational movement skills for health and social engagement.
- Perform physical activity using the concept of safety measures to prevent injuries.
- Respect diversity with a sense of belonging for 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.

ii. 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 for optimal development.
- Respect diversity in their daily life with a sense of belonging and social dynamism for community vitality.
- Apply fundamental concepts, strategies, and practices of good sanitation and hygiene for the promotion of active and healthy lifestyles.
- Make healthy food choices by applying the concept of a balanced diet to enhance personal health.

- Make healthy decisions on substance use through understanding the effects of substances on personal health.

iii. Key-stage III

- Apply techniques of fundamental movement skills in physical activities for active living.
- Perform physical activity using the concept of safety measures to prevent injuries and maximise participation.
- Participate in physical fitness activities with an adequate understanding of related importance for leading 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 to prevent negative impacts on health.
- Apply the knowledge of interpersonal, communication and social skills to sustain personal conduct and friendly relationships.
- Apply healthy food habits with the understanding that a balanced diet is important for personal health.
- 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 to prevent ill effects on individual health, family and society.

iv. Key-stage IV

- Apply concepts and specific skills of different physical activities and safety measures to enhance active and healthy living.
- Assess physical fitness levels to guide alterations in individual physical activities to lead a healthy and active lifestyle.
- Apply principles of growth and development to assess personal skills and qualities to maximise individual contribution as a responsible citizen.
- Practise healthy food habits with the understanding of the functional needs of a balanced diet for normal growth and development to enhance physical efficiency and health.
- 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 psychoactive substances and other medicines to prevent individual health hazards and social implications.

v. 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 to promote individual sense of body image.
- 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, homes and communities.
- Adopt conventional and innovative ways of preventing unsafe use of substances to maintain personal health and social harmony.

6. CLASS-WISE COMPETENCIES, THEMES, OBJECTIVES, AND ESSENTIAL SKILLS

The class-level competencies are the element of key-stage competencies to be achieved by a learner at the end of an academic session.

6.1 Pre-primary

- i. Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination for physical fitness.
- ii. Manage self-space, body positions, and pathways in physical activities for active participation.
- iii. Follow safety rules during physical activity to prevent injuries.
- iv. Perform First Aids for sunburn, fever, and nosebleed to prevent health hazards.
- v. Participate in team physical activities with respect and regard for individual differences to promote social skills.
- vi. Follow safe drinking-water practices (boiled, filtered) at homes and in schools to prevent dehydration.
- vii. Use effective steps and techniques of hand-washing and brushing teeth to promote personal hygiene.
- viii. Follow healthy meal routines to develop healthy dietary habits.
- ix. See proper disposal of waste to maintain clean environment.

Competency Themes	Learning Objectives	Process and Essential skills
Fundamental Movement Skills for Active Participation	<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. 	<ul style="list-style-type: none"> ● Observe and follow ● Participate actively in individual and team activities ● Manage individual safety ● Self-express through physical activities
Safety for Active Participation	<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. 	

	<ul style="list-style-type: none"> ● Follow safety rules during physical activity to prevent injuries. 	
First Aid for Supporting and Saving lives	<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. 	
Teamwork in Physical Activities	<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. 	
Personal Hygiene for Disease Prevention	<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 waste disposals. 	
Healthy Foods or Growth	<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. 	

6.2 Class I

- i. Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl ups, static body balance and transferring weight for physical efficiency.
- ii. Manage self-space, body positions, and pathways in physical activities for active participation.
- iii. Perform First Aids for sunburn, fever, and nosebleed to prevent health hazards.
- iv. Respect individual physical differences and appearances to promote respect and social coexistence.

- v. Interact and behave well with others while participating in team physical activities to promote social skills.
- vi. Follow safe drinking-water practices (boiled, filtered) at homes and in schools to prevent waterborne diseases.
- vii. Drink safe water (boiled, filtered) at homes and in schools to prevent dehydration.
- viii. Use steps and techniques of brushing teeth and hand-washing for personal health.
- ix. Follow healthy meal choices and routines to develop healthy dietary habits.
- x. Practise proper disposal of waste to protect environment.

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

Teamwork in Physical Activities	<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. 	
Personal Hygiene for Disease Prevention	<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. 	
Healthy Foods for Go, Grow and Glow	<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. 	

6.3 Class II

- i. Identify skipping, galloping, bouncing, striking, and static body balance necessary for efficient physical activity.
- ii. Perform skipping, galloping, bouncing, striking, static body balance for efficient physical activity.
- iii. Use proper attire, maintain safe space, and take timely water breaks during physical activity for physical efficiency.
- iv. Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blisters to save life.

- v. Identify ways to appreciate and motivate others to promote team spirit.
- vi. Listen and follow instructions during activities (walk and run, catch and throw, sit and stand) for social coherence.
- vii. Practise effective hand-washing techniques before and after daily activities health safety.
- viii. Maintain a clean body to promote personal hygiene.
- ix. Practise eating habits for Go, Grow, and Glow for optimum development.
- x. Practise proper disposal of waste to protect environment.

Competency Themes	Learning Objectives	Process/ Essential skills
Fundamental Movement Skills for Active Participation	<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. ● Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities. 	<ul style="list-style-type: none"> ● Observe, reflect, and follow ● Participate actively in individually and team activities ● Manage individual safety ● Self-express through physical activities
Safety for Active Participation	<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. 	
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters. ● Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters. ● Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters. 	

Teamwork in Physical Activities	<ul style="list-style-type: none"> ● Explain the importance of respecting individual differences in abilities. ● Identify ways to appreciate and motivate for teamwork. ● Listen and follow instructions during activities (walk and run, catch and throw, sit and stand). 	
Personal Hygiene for Disease Prevention	<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. 	
Healthy Foods for Go, Grow and Glow	<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. ● Practise eating habits for Go, Grow, and Glow. 	

6.4 Class III

- i. Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, and dribbling with long implement necessary to perform physical activity.
- ii. Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance and dribbling with a long implement for promoting physical efficiency.
- iii. Carry out daily physical activities with correct body postures for physical efficiency.
- iv. Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects) and blisters to save life.
- v. Participate in team physical activities with courtesy and respectful manners with each other accepting individual differences for social development.
- vi. Identify hygienic practices and common individual waste disposal at home and in schools to prevent environment pollution.
- vii. Maintain the cleanliness of toilets for health and hygiene.
- viii. Take regular water breaks for hydration and rehydration of the body.
- ix. Practise healthy food habits for Go, Grow, and Glow to develop into health and efficient individuals.
- x. Dispose individual waste at designated places to control environmental pollution

Themes	Learning Objectives	Process/ Essential skills
Fundamental Movement Skills for Active Participation	<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. 	<ul style="list-style-type: none"> ● Observe, reflect, and follow ● Participate actively in individual and team activities ● Manage individual safety and habits
Safety for Active Participation	<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. 	<ul style="list-style-type: none"> ● Articulate, self-express, and self-regulate ● Self-explore
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters. ● Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters. ● Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters. 	<ul style="list-style-type: none"> ● Cooperate and support each other
Teamwork in Physical Activities	<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. 	

Personal Hygiene and Sanitation for Disease Prevention	<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. 	
Healthy Foods for Go, Grow and Glow	<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. ● Practise healthy food habits for Go, Grow, and Glow. 	

6.5 Class IV

- i. Perform continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement and dynamic body balance for promoting physical efficiency.
- ii. Use equipment safely with spatial awareness during physical activities for safety and mobility.
- iii. Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries.
- iv. Perform First Aid for wounds, choking, lodged foreign objects (eyes/ears/nose/mouth) to save life.
- v. Cooperate in team activities regardless of ethnic or cultural differences to develop social skills.
- vi. Practise hand-washing steps at critical junctures and clean toilet habits to prevent diseases.
- vii. Dispose individual waste in designated places and practice menstrual hygiene to protect environment from pollution.
- viii. List the benefits of healthy food choices (reducing salt, saturated fat, and sugar, junk food) to make personal decision for health.
- ix. Explain the relationship between types of food intake and physical activities to prevent obesity.
- x. Follow the guidelines for safe use of substances (medicines) for positive impacts on health.

Competency Themes	Learning Objectives	Process/ Essential skills
Fundamental Movement Skills for Physical Efficiency	<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. 	<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 implements, 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 objects (eyes/ears/nose/mouth). ● Perform First Aid for wounds, choking, lodged foreign objects (eyes/ears/nose/mouth). ● Apply First Aid for wounds, choking, lodged foreign objects (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 tasks, healthy relationship). 	

	<ul style="list-style-type: none"> ● 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. ● 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. 	
Healthy Food Habits	<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. 	
Impact of Substances on Health	<ul style="list-style-type: none"> ● Name commonly misused substances and its ill effects. ● Identify the negative effects of the use of substances on health (doma, tobacco, and alcohol). ● Follow the guidelines for safe use of substances (medicines). 	

6.6 Class V

- i. Perform continuous leap in multi-direction, sprinting, punting, striking with an implement, and volleying and dynamic body balance for physical efficiency.
- ii. Explain basic considerations of safety in physical activities to prevent injuries.
- iii. Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities for efficient participation.
- iv. Perform First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth) to

save life.

- v. Respect for diversity in teamwork for social coherence.
- vi. Identify factors influencing practices of personal hygiene and sanitation-related to WASH for problem solving.
- vii. Se oral, hand, and menstrual (red dot) hygiene and sanitation-related to the toilet for hygiene.
- viii. Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock,garbage bins, and water tanks) at home and schools to promote individual responsibilities.
- ix. Create a healthy eating plan applying the concepts of a balanced diet to promote healthy dietary habits.
- x. Relate the ill effects of substance misuse on personal health and family to guide individual decisions on the use of substance.

Competency Themes	Learning Objectives	Process/ Essential skills
Fundamental Movement Skills for Physical Efficiency	<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. 	<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
Safety to Prevent Injuries	<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 warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries. 	<ul style="list-style-type: none"> ● Articulate, self-express, and self-regulate

First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain poisoning and lodged foreign objects (eyes/ears/nose/mouth). ● Perform First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth). ● Apply First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth). 	<ul style="list-style-type: none"> ● Self-explore and discover ● Cooperate and support each other ● Apply knowledge and skills to individual context
Respect for diversity in Teamwork	<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. 	
WASH for Healthy Living	<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. ● Se 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. 	
Healthy Food Habits	<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. 	
Impact of Substances on Health	<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. ● Practise healthy habits by avoiding the use of substances. 	

6.7 Class VI

- i. Identify skills while performing continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance for promoting physical efficiency.
- ii. Use equipment safely with spatial awareness during physical activities to prevent injuries.
- iii. Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities for physical efficiency.
- iv. Apply First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth) and abrasion to save life.
- v. Follow rules and regulations for personal and social harmony.
- vi. Exhibit teamwork and cooperation regardless of ethnic or cultural diversity for social harmony.
- vii. Compare and contrast lifestyle choices for healthy life styles and dietary habits for decision making.
- viii. Take ownership of their WASH facilities in the school to develop social responsibility.
- ix. Explain the relationship between the type of food intake and physical activities for diseases preventions (nutrients, vitamins and minerals, carbohydrates, protein, and fats).
- x. Identify the ill-effects of misused substances to make informed decisions.
- xi. Follow the guidelines for the safe use of substances (medicine) to develop health conducts.

Competency Themes	Learning Objectives	Process/ Essential skills
Fundamental Movement Skills for Physical Efficiency	<ul style="list-style-type: none"> ● Identify continuous leap in-game situations, 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. 	<ul style="list-style-type: none"> ● Observe, reflect, identify and follow ● Initiate and participate actively in individual and team activities ● Manage individual health

Safe Use of Equipment	<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>routines and habits</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 individual context
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain heatstroke, lodged foreign objects (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 objects (eyes/ears/nose/mouth) and abrasion. 	
Respect for Diversity in Teamwork	<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. 	
WASH for Healthy Living	<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. 	
Healthy Food Habits	<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).	
Impact of Substance on Health	<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. 	

6.8 Class VII

- i. Perform physical activities applying basic techniques of locomotors, stability, and object control for physical efficiency.
- ii. Use basic techniques of locomotors, stability and object control in performing simple aerobic exercise and target games for efficient performance.
- iii. Perform physical fitness activities to promote cardiovascular endurance, muscle strength and endurance, flexibility, and body fat composition.
- iv. Maintain physical fitness and a healthy BMI for physical wellbeing.
- v. Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries and enhance physical efficiency.
- vi. Relate safety measures with locomotors, stability, and object control to prevent injuries.
- vii. Apply the concept of safety measures while performing aerobic exercise and target games to prevent injuries.
- viii. Apply First Aid for a lodged foreign object (eyes/ears/nose/mouth), poisoning, shocks, and fatigue to prevent health hazards.
- ix. Examine the factors influencing emotional and social development (peer influence, media influence, and cultural influence) of individuals to develop mindfulness.
- x. Identify physical activities that promote and maintain social and emotional wellbeing to make decision on the individual participations.
- xi. Identify personal conducts and skills that contribute towards building personal and interpersonal relationships to guide individual conducts.
- xii. Identify practices of maintaining personal hygiene and sanitation for individual adoption of healthy practices.
- xiii. Practise food safety at homes and schools by developing food safety plans to prevent food-related hazards.
- xiv. Identify the benefits and commonly misused substances and the effect on performance in physical activities for decision making.

- xv. Follow the advice of parents/teachers, professionals, and medical persons for the consumption of any medicines to avoid health risks.

Competency Themes	Learning Objectives	Process/ Essential skills
Movement Skills for Physical Competency	<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. 	<ul style="list-style-type: none"> ● Compare and construct, identify and deduce ● Comprehend, initiate and participate actively in individual and team activities
Fitness and Active Lifestyle	<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. 	<ul style="list-style-type: none"> ● Manage individual health routines and habits ● Articulate, self-express, and self-regulate
BMI for Health and Wellbeing	<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. 	<ul style="list-style-type: none"> ● Self-explore and discover ● Cooperate and support each other
Body Postures for Health and Efficiency	<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 	<ul style="list-style-type: none"> ● Apply knowledge and skills in

	exercise before and after performing daily physical activities to prevent injuries.	an individual and team contexts.
Safety, First Aid, and Injury Prevention	<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. 	
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain lodged foreign objects (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. 	
Wholistic Growth and Development	<ul style="list-style-type: none"> ● Explain infancy, child-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. 	
Teenage Pregnancy and Consequences	<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. 	
Discipline and Manners for	<ul style="list-style-type: none"> ● Explain the importance of code of conduct, social norms, promote self-responsibilities, and self-discipline for social harmony. 	

Social Harmony	<ul style="list-style-type: none"> ● Identify personal conducts and skills that contribute towards building personal and interpersonal relationships. ● Follow rules and regulations to cooperate and complete team activities. 	
WASH for Healthy Living	<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. 	
Healthy Food Habits for Longevity	<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. 	
Impact of Substances on Health	<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. 	

6.9 Class VIII

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

- efficiency.
- v. Apply the concept of safety measures while performing aerobic exercise, striking and fielding, and target, net and wall, and invasion games to prevent injuries.
 - vi. Apply First Aid for a lodged foreign object (eyes/ears/nose/mouth, sprain, strain, cramps, and fatigue to save life.
 - vii. Examine the factors influencing emotional and social developments for making informed individual decisions.
 - viii. Identify physical activities that promote and maintain social and emotional wellbeing for individual participations.
 - ix. Maintain a personal diary on individual's feelings, emotions, diet, and physical activities to develop reflection skills and mindfulness of the self.
 - x. Identify early signals of teenage pregnancy to avail support from parents and teachers.
 - xi. Identify personal conducts and skills in listening and expressing ideas to build friendly relationships and effective communications.
 - xii. Practise food safety and dietary habits for balanced nourishment of the body.
 - xiii. Identify ways to sustain water supply schemes and the functionality of the WASH facilities in schools to optimised health benefits.
 - xiv. Follow medical advices on the consumption of medicines to optimise its benefits on the individual health.

Competency Themes	Learning Objectives	Process/ Essential skills
Movement Skills for Physical Competency	<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. 	<ul style="list-style-type: none"> ● Compare and construct, identify and deduce ● Comprehend, initiate and participate actively in individual and team activities ● Manage individual
Fitness for Health and Wellbeing	<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. 	

	<ul style="list-style-type: none"> ● 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. ● Explain weight and height (BMI). ● Calculate individual BMI using the skill of measuring weight and height. ● Determine to maintain a healthy BMI zone. 	<p>health routines and habits</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 individual and team context
Body Postures for Health and Efficiency	<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. 	
Safety and Injury Preventions	<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. 	
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain lodged foreign objects (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). 	

<p>Wholistic Growth and Development</p>	<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. 	
<p>Teenage Pregnancy and Consequences</p>	<ul style="list-style-type: none"> ● Explain the social and economic consequences of teenage pregnancy. ● Identify early signals that may lead to teenage pregnancy. ● Consult and get support from parents and teachers on the early signals of teenage pregnancy. 	
<p>Discipline and Manners for Social Harmony</p>	<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. 	
<p>Healthy Food Habits for Longevity</p>	<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. 	

	<ul style="list-style-type: none"> ● 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. 	
WASH for Healthy Living	<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. 	
Impact of Substances on Health	<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. 	

6.10 Class IX

- i. Perform track and field events, target game, striking and fielding, net and wall, invasion games to enhance learning through experiences and performance outcomes.
- ii. Apply physiological safety and skills before, during, and after individual and team physical activities to prevent injuries.
- iii. Perform remedial physical exercises to promote healthy body postures.
- iv. Apply First Aids for lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain to prevent health complications.
- v. Assess physical fitness levels to recognise individual fitness levels.
- vi. Apply fitness development skills to improve individual fitness levels.
- vii. Identify individual strengths and weaknesses affecting social growth and development for decision making.
- viii. Manage challenges relating to individual strengths and weaknesses for social growth and development.

- ix. Practise core life skills daily for psycho-social wellbeing.
- x. Practise healthy eating and hydration to improve performance in sports.
- xi. Se healthy eating habits to reduce the risk of nutrition deficiency and non-communicable diseases.
- xii. Prepare strategies to collaborate with others to maintain water, sanitation, and hygiene.
- xiii. Identify the safe use of medicines for health benefits.

Competency Themes	Learning Objectives	Process/ Essential skills
Specific Movement Skills for Sports Proficiency	<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. 	<ul style="list-style-type: none"> ● Assess, analyse, and rationalise, ● Create, initiate and execute ideas and skills ● Prepare and execute individual health plans ● Articulate, self-express, and self-regulate ● Self-explore and discover ● Cooperate and support each other
	<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. 	
Correct Body Posture for Physical Efficiency	<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>Postural Safety and Remedies for Efficiency</p>	<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. 	<ul style="list-style-type: none"> ● Apply knowledge and skills to generate new ideas ● Share ideas and skills
<p>First Aid for Supporting and Saving Lives</p>	<ul style="list-style-type: none"> ● Explain lodged foreign objects (eyes/ears/nose/mouth), inflammations, sprain, and strain. ● Assess to 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>Physical Fitness for Healthy Living</p>	<ul style="list-style-type: none"> ● Explain the components of health-related fitness for an active lifestyle. ● Assess to 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>Psycho-social development for harmony.</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. 	

<p>Life Skills for Quality Living</p>	<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 well-being. 	
<p>Nutrition for Sports Excellence</p>	<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. 	
<p>Right Nutrients for Longevity</p>	<ul style="list-style-type: none"> ● Explain nutrient deficiency and nutrient excess diseases. ● Identify risk factors for nutrition deficiency and non-communicable diseases. ● Se healthy eating habits to reduce the risk of nutrition deficiency and non-communicable diseases. 	
<p>WASH for Healthy Living</p>	<ul style="list-style-type: none"> ● Review 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. 	
<p>Ethics in Substance Use for Health Benefits.</p>	<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. 	

	<ul style="list-style-type: none"> • Advocate and create awareness on the safe use of substances among friends and in the community. 	
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6.11 Class X

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

Learning Themes	Learning Objectives and Experiences	Process/ Essential skills
Specific Movement Skills for Sports Proficiency	<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. 	<ul style="list-style-type: none"> • Assess, analyse and rationalise, • Create, initiate and

	<ul style="list-style-type: none"> ● Apply techniques, skills, and tactics of game categories in performing recreational activities and sports spontaneously. 	<p>execute ideas and skills</p>
Physical Fitness for Healthy Living	<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 to 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. 	<ul style="list-style-type: none"> ● Prepare and execute individual health plans ● Articulate, self-express, and self-regulate ● Self-explore and discover
Postural Safety and Remedies for Efficiency	<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. 	<ul style="list-style-type: none"> ● Cooperate and support each other ● Apply knowledge and skills to generate new ideas
Correct Body Posture for Physical Efficiency	<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. 	<ul style="list-style-type: none"> ● Share ideas and skills
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> ● Explain lodged foreign objects (eyes/ears/nose/mouth), fracture, dislocation, chemical and electrical burn, altitude sickness, and cardiopulmonary resuscitation (CPR). ● Assess to perform First Aid for a lodged foreign object (eyes/ears/nose/mouth), fracture, dislocation, chemical burn, altitude sickness, and cardiopulmonary resuscitation (CPR). 	

	<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). 	
Psycho-Social Development for Harmony.	<ul style="list-style-type: none"> ● Explain relations between physiological changes with social and emotional development in personal growth and development. 	
	<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. 	
Life Skills for Quality Living	<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. 	
Nutrition for Sports Excellence	<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. 	
Right Nutrients for Longevity	<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. 	

	<ul style="list-style-type: none"> ● Follow food safety steps to prepare daily healthy meals. ● Consume the right food combinations and servings. 	
WASH for Healthy Living	<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. 	
Ethics in Substance Use for Health Benefits	<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. 	

6.12 Class XI

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

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

Competency Themes	Learning Objectives	Process/ Essential skills
Movement Skills for Physical Competencies	<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. 	<ul style="list-style-type: none"> ● Assess, analyse, evaluate, and rationalise, ● Create, initiate and execute ideas and skills ● Prepare and execute individual health plans ● Articulate, self-express, and self-regulate ● Self-explore and discover
FITT for Individual Fitness Programs	<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. 	
Sports Injury Preventions and First Aid	<ul style="list-style-type: none"> ● Explain sports injuries (ankle sprain, groin pull, hamstring strain, shin splints, knee injury, and 	

for Physical Efficiency	<p>muscle strain, fracture, dislocation, chemical burn), prevention, related First Aid, and remedies.</p> <ul style="list-style-type: none"> ● Perform basic first aid, remedies, and rehabilitation exercises for sports-related injuries. ● Implement safety measures, First Aid, and remedial exercises for sports-related injuries. 	<ul style="list-style-type: none"> ● Cooperate and support each other ● Apply knowledge and skills to generate new ideas ● Disseminate ideas and skills
Correct Body Postures for Physical Efficiency	<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. 	
Safety and Security for Social Harmony	<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. 	
Life Skills for Individual and Social Well-being	<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. 	
Nutrition Choices for Excellence in Sports	<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). 	

	<ul style="list-style-type: none"> ● 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. 	
WASH for Healthy Living	<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. 	
Ethics in Substance Use for Health Benefits	<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. 	

	<ul style="list-style-type: none"> ● 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. 	
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6.13 Class XII

- i. Analyse the application of principles of training and conditioning for enhancing performance in sports.
- ii. Perform advanced skills of vigorous activities (games and sports) to enhance an individual fitness and physical proficiency.
- iii. Apply principles of training and conditioning for enhancement of performances in vigorous games and sports and individual fitness routines.
- iv. Assess and perform basic first aid, remedies, and rehabilitation exercises for specific sports injuries.
- v. Implement safety measures, First Aid, and remedial exercises for sports injuries.
- vi. Identify basic conditioning and remedial exercises for common injuries in sports.
- vii. Apply basic body conditioning, safety measures, and remedies to prevent injuries in sports
- viii. Design a fitness plan applying FITT principles to achieve desired health-related and skill-related fitness levels.
- ix. Apply fitness designs and plans to achieve an individual desired level of skill-related and health-related fitness.
- x. Assess individual behaviour and actions in terms of SMART to promote safety, social security, and active participation in physical activities and sports.
- xi. Apply life skills to be SMART in daily living for individual and social harmony.
- xii. Apply core life skills to lead an active social lifestyle and promote harmony.
- xiii. Analyse effective dietary habits for promoting physical activities and sports performances.
- xiv. Apply healthy eating and hydration habits to improve performance in specialised sports.
- xv. Prepare nutrition and hydration routine depending on the nature and intensity of coaching and training in sports to enhance performance.
- xvi. Analyse effective dietary habits in promoting physical activities and sports performances.
- xvii. Apply healthy eating and hydration habits to improve performance in specialised sports.
- xviii. Identify ways to carry out simple operation and maintenance of WASH facilities

- for community health and vitality.
- xix. Promote proper use and maintenance of WASH services and facilities for community wellbeing.
 - xx. Identify ways to prevent unsafe use of substance and doping in line with national and international acts, rules and regulations.
 - xxi. Conduct according to acts, laws, rules, and regulations on the safe and ethical use of substances for individual and social well-being.

Competency Themes	Learning Objectives	Process/ Essential skills
Movement Skills for Physical Competencies	<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. 	<ul style="list-style-type: none"> ● Assess, analyse, evaluate, and rationalise, ● Create, initiate and execute ideas and skills ● Prepare and execute individual health plans
Sports Injury Preventions and First Aid for Physical Efficiency	<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 to perform basic first aid, remedies, and rehabilitation exercises for specific sports injuries. ● Implement safety measures, First Aid, and remedial exercises for sports injuries. 	<ul style="list-style-type: none"> ● Articulate, self-express, and self-regulate ● Self-explore and discover
Correct Body Postures for Physical Efficiency	<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. 	<ul style="list-style-type: none"> ● Cooperate and support each other

	<ul style="list-style-type: none"> ● Identify basic conditioning and remedial exercises for common injuries in sports. ● Apply basic body conditioning, safety measures, and remedies to prevent injuries in sports. 	<ul style="list-style-type: none"> ● Apply knowledge and skills to generate new ideas ● Disseminate ideas and skills
FITT for Individual Fitness Programs	<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. 	
Safety and Security for Social Harmony	<ul style="list-style-type: none"> ● Discuss ways of applying SMART (sincere, mindful, astute, resilient, and 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. 	
Life Skills for Individual and Social Well-being	<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). 	

	<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, 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. 	
<p>Nutrition Choices for Excellence in Sports</p>	<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. 	
<p>WASH for Healthy Living</p>	<ul style="list-style-type: none"> ● Explain strategies for promoting effective WASH practices in the community. 	

	<ul style="list-style-type: none"> ● 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. 	
Ethics in Substance Use for Health Benefits	<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. 	

7. TEACHING AND LEARNING EXPERIENCES

The effective teaching and learning experiences in HPE are contextualised to the learners' prior-experiences, interest, progression, active participation to achieve learning objectives and competencies. The following are the key determinants to providing quality learning experiences.

7.1 Competency-based learning

The identification and facilitation of learning experiences are based on the competency in focus. The learner's interest, development level, prior knowledge, skills and the level of participation are duly considered in designing new learning experiences.

7.2 Place-based education

The learning experiences needed for the development of competencies are identified recognising the learners' social, cultural, environmental, and spiritual experiences in a context. The learners' experiences and exposures to their immediate environments help determine the nature, conceptual construct, and design of activities facilitated under

physical, health and social learning experiences. Therefore, the learning experiences are localised, contextualised, and individualised with the use of different resources and individual experiences available in the locality and immediate environment.

7.3 Dimension of effective pedagogy

Effective teaching and learning experiences in HPE involve teacher and learner-identified approaches, strategies, and the context of learning that can facilitate learners to achieve curricular competency learning outcomes. Teachers and learners use different methods of learning that involve specific and combinations of different teaching methods and styles. Effective learning methods in HPE entail learner-contextualised Experiential Learning, Direct Instruction, Indirect Instruction, Interactive Instructions, and Project Work. Alternately, Teaching Games for Understanding (TGfU) is a useful approach for learning, training and coaching high-organisation physical activities such as sports requiring development and transfer of specific skills and techniques into competitive performances. The TGFU approach in HPE focuses on the tactical understandings of performance skills and tactical approaches to game performance.

The most common spectrum of teaching style that that can be adapted in HPE are provided in table 1.

Table 1. The Teaching Styles

Teaching styles	Description
Command	Teacher makes all the decisions.
Practice	Learners carry out teacher-prescribed tasks. Learners work in pairs: one performs, the other provides feedback.
Reciprocal	Learners carry out the activity in groups with observers, doers and feeders. Observer gives the feedback, the doer performs the skills and the feeder supplies the object and support whenever necessary.
Self-check	Learners assess their own performance against certain criteria and checklist.
Inclusion	Teacher plans the activity and the learners monitor their own work in the process of learning.
Guided Discovery	Learners solve teacher set movement problems with assistance.
Convergent	Learners are given a problem that has only one solution but they can discover ample strategies to get to the solution.
Divergent	Learners solve problems without assistance from the teacher.
Learner Designed Individual Program	Teacher determines the content and the learners plan the programme.

Learner Initiated	Learners plan their own programme, teachers act as an advisor.
Self-Teaching	Learners take full responsibility for the learning process.
Blended Learning	Multimedia is used for teaching, learning, and creating knowledge and skills

The spectrum offers a range of options to teachers that can accommodate a child's diverse learning styles to meet the learning intentions more appropriately. Table 2 shows teaching styles in the spectrum and its key aspects: matching the appropriate teaching style to the learning intentions of a learner.

Teaching style	Learning intentions	HPE example
Command	Physical: fundamental movement skills.	Performing running, jumping and catching skills.
Practice	Physical: Motor skill development.	Groups of four see the “manipulative skills.
Reciprocal	Social: Working with others. Cognitive: observing, analysis.	In pairs, see 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.

7.4 Autonomy, flexibility, and adaptability

The competency-based curriculum encourages teachers and learners to determine the selection, design, and facilitation of learning experiences required for competency development. The learning activities and experiences are contextualised by teachers and schools based on the learners’ interest, needs, progress and active participation for effectiveness.

7.5 Reflective practices

Since the competency development in HPE would require learning, unlearning, relearning of physical skills and healthy practices, it is important that learners participation and learning progression are recorded, analysed, and improved through continuous reflection practices. Similarly, teachers' facilitations are self-recorded, reflected and improved for efficiency in facilitating quality learning experiences and competency developments.

7.6 Blended learning

The teacher and learners use multiple resources and approaches to promote authentic and experiential learning experiences. The effective learning involves practical sessions, field observations, projects, learner-led activities, outdoor activities, simulations, digitalisation involving the use of multimedia and ICT facilities. The teachers and learners can use any of the 12 relevant approaches and strategies of blended-learning facilitations.

7.7 Differentiated instructions

Recognising different individual nature, physical abilities, social exposures, and values orientations, the facilitation of learning experiences are differentiated for different schools and learners. The teachers as facilitators can use multiple pedagogies and strategies differentiated by learners' needs for a given context of learning and learners' progress.

7.8 Individualised learning

With different pace, and levels of progression in learning, individual learners are given due importance and necessary support from teachers, schools, and parents. Learners are encouraged to prepare individual plans of learning experiences and competency targets. Similarly, the assessment of learners' learnings are conducted using different tools and techniques that best fit for the individual learner.

8. ASSESSMENTS

Competency-based learning (CBL) is an outcome-based and learner-centred forms of instruction where learners progress to more advanced work upon mastering the necessary prerequisite contents, skills, and competency achievements. CBL can be broadly defined as a pedagogical approach that focuses on the mastery of measurable learners' outcomes. The evaluation of learners' progress is based solely on whether learners demonstrate mastery of predetermined competencies (Albanese et al., 2008), that is, explicit and measurable objectives clearly communicated to them.

In the competency-based HPE curriculum, the “Assessment in learning” and “Assessment for learning” are emphasised for competency development in learners. The “Assessment of learning” appraisals are generated from progressive formative assessments and recommended standardised tests such as fitness test and examinations.

In a competency-based curriculum, the “assessment for learning” is mainly for recording, analysing and supporting individual learner’s learning progressions against a set of desired competencies identified for a class or a key-stage (criterion-referenced evaluation). The formative assessment results are used for analysing a learner’s learning progress, evaluating the effectiveness of the learning experiences and instructional process, and for identifying future support for learning.

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 judgement 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 behavioural evidences in the learner.

8.1 Benchmarking of competencies

The assessment results for a learner at the end of a term or year is reported in terms of competency benchmarking of five levels. The schools can use either of the competency benchmarking system, shown in table 4, as may be required by the education assessment policies. The important aspect of the competency-based assessment is that the results or progress reports should include a

description and anecdotes for the competency level achieved by the learner.

<i>Competency level</i>	<i>Percentage score (range)</i>	<i>Class</i>	<i>Score points (GPA)</i>	<i>Anecdotes</i>
Exceeding	80-100	A	4	The learner has an extensive knowledge and understanding of the content and can readily apply this knowledge at any given time. In addition, the learner has achieved a very high level of competency in the processes and skills and can apply in new situations. The learner has achieved a high level of critical thinking, creativity, and is able to communicate and collaborate effectively in all situations. Further, the learner is culturally and spiritually sensitive and responsive through one's behaviour and conduct in the society.
Advancing	60-79	B	3	The learner has a thorough knowledge and understanding of the content and a relatively high level of competency in the processes and skills. In addition, the learner is able to apply this knowledge and these skills in most situations. The learner displays critical thinking, creativity, and communicates and collaborates appropriately in almost all situations. Further, the learner is socially sensitive to one's behaviour and conduct in the society.
				The learner possesses foundational and functional knowledge and

Meeting	40-59	C	2	understanding of the main areas of academic content with an adequate level of competency in the processes and skills. The learner possesses a certain degree of critical thinking, creativity, and is able to communicate and collaborate in most of the situations. Further, the learner is sensitive in one's behaviour and conduct in the society.
Approaching	20-39	D	1	The learner possesses basic knowledge and understanding of the academic contents, and has achieved a limited level of competency in the processes and skills. The learner is able to collaborate with close friends and has limited communication skills. Further, the learner has limited awareness of one's behaviour and conduct in the classroom.
Beginning	0-19	E	0	The learner possesses limited basic knowledge and understanding in few areas of the content; has achieved very limited competency in most of the processes and skills. The learner possesses limited communication and collaboration skills. Further, the learner is aware of oneself with limited sensitivity for others.

8.2 Forms of assessments

Basically, three forms of assessments can be conducted in HPE to assess a learner's achievements of objectives and competencies as a result of learning experiences.

- *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 situations. It enables teachers to assess the ability of learners to apply skills and knowledge in a real-life situation.

- *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 class learners mostly using a rubric. Often learners are made to work with other classmates 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 lessons, 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.

8.3 Assessment tools and techniques

A teacher can choose any assessment tools and techniques provided in table 3 depending on the type of assessment selected to assess a domain competency.

Table 3. Assessment Task, Tools and Techniques

<i>Domain</i>	<i>Assessment type</i>	<i>Task</i>	<i>Tools</i>	<i>Techniques</i>
	Alternative Assessment	Drawing a picture, making a video, colleague, songs, concept mapping, project	Checklist Rubrics	Conferencing Interview

<i>Cognitive Competency</i>	Standardised Test	True/false, matching, multiple choice, essay questions	Paper-Pencil Test	Testing
<i>Performance Competency</i>	Performance-based Assessment	performance task, producttask (essay, brochure)	Rubrics	Observation, Project Work, Portfolio Task
<i>Behavioural Competency</i>	Authentic Assessment	Application of knowledge, values and skills in actual situations (in and beyond instructional activities)	Checklist, Rubrics, Journal	Observation, Journaling

8.4 Assessments, recording, and reporting

The learners' learning progress and competency achievements are assessed in terms of learning objectives identified for each class. Each of the competency in a learner is assessed in terms of its corresponding learning objectives and learning experiences. The teachers continuously assesses and records the achievement level of the competency objectives; identified for each competency achievement. Each of the learning objectives for a competency is assessed using appropriate tools and techniques and recorded in terms of objective scores (1 to 3 points). The scores for the competency objectives are the main basis of calculating the learner's achievement levels in individual and the overall competencies in HPE.

The summative assessment results at the end of a term or year are generated from the formative assessment results and other learning evidences. The summative results are reported in term of the five-level competency benchmarking provided in table 4. The following steps are provided to assist teachers on the assessments, recording, analyses, and reporting of learners' competency achievements.

Step 1. A learner is assessed for each competency objectives and the results recorded in the following table using the three-point score: *1: not achieved-still in conceptual and factual level; 2: achieving-intermediate level of using concepts, facts and skills to a learning context, and 3: achieved-use concept, fact, skills to the learning context and beyond.* Each competency objective is assessed out of 3 points.

Competency	Competency Learning objectives	Assessment results	Teacher's remark and support required
Competency 1	Objective 1		
	Objective 2		
	Objective 3		

Example

Competency for class VI	Competency Learning objectives	Assessment results (total 9 points)	Teacher remark and support
i. Participate safely in physical activities applying equipment safely and spatial awareness to prevent injuries	i. State basic consideration and importance of safety in physical activities.	3	Can well reason the importance of safety measures in any given context of physical activities
	ii. Use equipment safely with spatial awareness during physical activities in preventing injuries.	2	Can follow safety measures mostly in the guided activities. Limited spatial awareness beyond the learning context
	iii. Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities	1	Frequently uses incorrect body posing in the learning activity.
Assessment results for the competency		$6/9 \times 100 = 67\%$	<ul style="list-style-type: none"> Achieving the competency. Require more practice on safety skills and use of correct body postures

Note: In a similar manner the learner's progress in the competency objectives for all the competencies identified for the class level are assessed and recorded.

Step 2. Generating Summative Assessment Results for a term or a year.

<i>Competencies for the class</i>	<i>Sum of the scores for the competency objectives</i>	<i>Term or year-end competency level</i>
Competency 1: Participate safely in physical activities applying equipment safely and spatial awareness to prevent injuries	X	Provide the benchmarking level in which the learner's overall competency score falls.
Competency 2	Y	
Competency 3...	Z	
Sum of the scores for all the competencies	T	
% competency score	$T/\text{no of competencies assessed} = \text{overall competency score for the term or a year}$	

Example

<i>Competencies for the class</i>	<i>Sum of the scores for the competency objectives</i>	<i>Term or year-end competency level</i>
Participate safely in physical activities applying equipment safely and spatial awareness to prevent injuries	67% (from the example in step one)	Referring to the benchmarking the assessment result for the learner can be reported as 59 % or Meeting Level or GPA of 2 depending upon the assessment reporting policies and practices.
Competency 2	40 % (dummy)	
Competency 3...	70% (dummy)	
<i>Sum of the scores for all the competencies</i>	177	
<i>% of overall competency score for the term or year</i>	$177/3=59\%$	
Result report: The learner needs more support in competency 2.		

9. ENABLING CONDITIONS

The Health and Physical Education is a unique curriculum and hence calls for variations and resources towards an 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.

9.1 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.

a. *Instructional and Implementation Policy*

- Facilitated instructional time and learning experiences in HPE as per the period allocation policy of DCPD.
- Ensured the full inclusion of all (not needed) learners and require every learner to attend the physical education lessons.

b. *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 use of skills and knowledge learned in HPE classes.
- Provide maximum use 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.

c. *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.

d. 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 class 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.

9.2 Supportive school and community environment

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.

a. 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 the Health and Physical Education curriculum to enable and support the 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.

b. 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 in 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 and the importance of physical activities. The trained HPE teachers will have the capacity to motivate and help learners to work toward 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 learner's physical differences, abilities, gender identities and racial and ethnic backgrounds. The focus should be on the improvement of skills and quality education involving the latest resources, mentorship, and 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.

10. CROSS-CURRICULAR STUDIES

As determined by the design of the competency-based curriculum, the required learning experiences are organised and facilitated through thematic learning experiences under the three strands; physical and movement skills, personal and interpersonal skills, health and healthy lifestyles. The thematic learning experiences provides opportunities for learner to acquire competencies identified for cerebral, emotional, aesthetic, physical and social domains of development. The construct and the nature of learning experiences in HPE would contribute in learning sciences, ICT, arts, language, and social skills that contribute to the

cross-curricular learning in spirituality and values, language, entrepreneurship, transversal competencies, sustainability living, community vitality and digital competencies.

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