



Health and Physical Education in the National Curriculum

Key stage 1 (Grade: 1)

Revised



**NATIONAL
INSTITUTE OF
EDUCATION**

Health and Physical Education in the National Curriculum

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Introduction

Introduction Health and Physical Education Syllabus (H&PE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.

The syllabus uses a structured approach aimed to achieve the vision of the National Curriculum Framework throughout the grades. The syllabus will motivate the child to learn and explore the process of growth and development of the body and become confident and competent to maintain its functions in harmony with the environment and to be responsible and productive individuals now and in future.

The Health and Wellbeing Syllabus will build a solid foundation of knowledge and understanding of health dimensions required for healthy living and impart the essential skills required to protect and preserve the child's health and emotions in circumstance that are in his/her control or beyond his/her control. The syllabus also will inculcate values and attitudes to help create and maintain positive, healthy relationships and learn to appreciate other people in their lives. The moral and spiritual dimensions required for health and wellbeing in this fast-changing world will be addressed in other key competencies.

H&PE promotes intrapersonal development by helping children to recognize, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping the child to set and assess his/her own goals and to be able to manage his/her own behavior. H&WS enables the child to build a sense of self-efficacy which in turn can increase his/her sense of personal control, promote self-awareness and enable self-directed learning. H&PE particularly contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

H&PE can significantly contribute to interpersonal development by helping children to acquire a range of communication skills and to understand the ways in which they can show respect, care and consideration in their dealings with others. In school, children can learn how to develop and sustain relationships based on mutual respect and responsibility and can begin to understand the importance of trust and honesty in human interactions.

Children live in an age in which they are bombarded daily with information from a variety of sources. They are also under increasing commercial pressure where marketing techniques are employed widely to appeal to even the very youngest child. H&WS encourages children to become more discerning in their use of the media and to learn about and become aware of the techniques and strategies used in advertising and in the media in general.

As children progress through H&PE, they will encounter a wide range of issues. These will include substance abuse and misuse, relationships, sexuality, child abuse prevention, and resilience to peer pressure and in growing ages to the unwonted forces of the society. The H&PE is structured in such a way that these issues are not explored in isolation; rather the emphasis is on building a foundation of knowledge and understanding, skills, values and attitudes relevant to all these issues, with specific information provided where necessary.

For the purposes of this curriculum, health includes physical, mental, emotional and social wellbeing. The curriculum focuses on developing, reinforcing and refining the knowledge and skills of children

on health and wellbeing as they progress from grade to grade. The depth and breadth of this knowledge and skills will be captured by:

- a. Increasing the complexity of the knowledge and skills;
- b. By increasing the specificity of the knowledge and skills; and
- c. By increasing the diversity of contexts where the learning is applied.

Strands

Growth, Development and Health Awareness: This strand consists of 3 sub-strands: healthy body awareness, nutrition, common diseases and disorders.) This strand will help to prepare the child for bodily changes that occur in pre-adolescence and adolescence. The child will be able to identify its external body parts, and changes that occur in the body due to growth. It will also help the child to recognize the differences between males and females. The child will also be able to recognize and deal with feelings of sexuality. The strand will also help the child to understand the relation between disease and health, and how the body develops diseases or disorders.

Personality and Social Development: This strand consists of 3 sub strands: personal identity, my relationships and resilience. It is aimed to help the child recognize himself/herself as an individual surrounded by others, and learn how to cope in that environment. At the end of the learning period the child will be able to recognize how he/she is different from others and accepts himself/herself as a unique person. The child would recognize what his/ her strengths and weaknesses are and how to develop them and make the maximum use of his capabilities. The child will be able to recognize relationships and build appropriate relationships. He/she will know and how to deal with others and survive in friendly as well as hostile environment.

Health of Individual and community: This strand consists of 3 sub strands. They are environmental health, personal hygiene and safety. The strand is designed to impart knowledge that enables the child to take informed choices in relation to lifestyle issues such as healthy eating habits, rest and exercise, as well as substance abuse. It will help the child to identify and choose health and nutritious foods in order to build a solid foundation of healthy food habits. The child will also understand the role played by exercise and rest in maintaining health and reducing stress and help him/her to acquire healthy daily routines of activity and rest. The strand will also impart basic knowledge of medicines and harmful substances that affect health. It will also enable the child to acquire a fit and healthy body. In addition it also will create awareness of the environmental issues such as pollution that affect health, and how those issues are minimized and solved, as well as recognition of the responsibilities of individuals in safeguarding the environment.

The sub-strand on safety at school will help the child to become aware of potential threats at the school and on the way to the school, and how to cope with those threats. The sub strand on safety in the community helps the child to identify potentially dangerous situations and persons and how to seek help in those situations. The sub strand on emergencies and disaster preparedness imparts knowledge on how to respond to common emergencies.

Healthy Physical Activities: This strand has 3 sub strands. They fundamental movement skills, health and skill related fitness, and swimming. This strand is designed as a balanced Games Activity programme comprising concepts and skills development are necessary to lay a strong foundation for participation in daily activities, intra-mural games and recreational pursuits. Developing proficiency in physical activities helps students to channel their desire for play into constructive outcomes. Through these movement experiences, they learn about their abilities and limitations. This strand provides students with opportunities to engage in decision-making and problem-solving situations.

Opportunities for interaction during PE lessons serve to develop in students' social qualities such as courtesy, sportsmanship, co-operation, teamwork, loyalty and consideration for others.

Rationale

Health and physical education is a subject which provides students with knowledge, skill, capacities, values and enthusiasm to maintain a healthy life style. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education. It's a core subject from primary till lower secondary.

The subject is designed to promote physical fitness, develop motor skills and to instill values. This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. Students will have opportunities to participate regularly in a variety of physical activities. They will develop age appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities. Hence student will develop the attitudes that enable them to attain and maintain a healthy lifestyle and value a healthy, active lifestyle.

What is Health & Wellbeing about? Health and wellbeing is the learning area that provides students with knowledge, skills, capacities, values and enthusiasm to maintain healthy lifestyles, solve problems and make decisions that are directly related to personal health and wellbeing. This learning area is based on a broad notion of health that encompasses all aspects of an individual's wellbeing inclusive of social, mental, and physical.

Why study Health & Wellbeing? The wide range of experiences offered through this learning area promotes the overall health of students. It enhances the potential for lifelong participation in physical activity and creates the awareness of nutritional needs and food choices for optimal health across the life span, provides experiences to improve the capacity to manage challenging circumstances and develop caring and respectful relationships. Additionally, students understand how their actions and decisions affect their health, fitness and personal wellbeing. As a result, students become well-informed, health literate individuals who are competent, confident and joyful.

How is Health & Wellbeing structured? This learning area is built around three dimensions of health which focuses on what is important for students to know, understand, and be able to do in order to maintain a balanced life. The three strands of the learning area are as follows. Physical wellbeing: This strand focuses on factors that contribute to the effective functioning of the body and its systems. These include nutritional needs of the body, participation in physical activity, preventive health care, and physical safety, sexual and reproductive health.

Social wellbeing: This strand is about how people behave in relationships with others. It includes social skills that are necessary to build strong relationships and live in harmony. These include creating a sense of self-awareness, caring, empathy, compassion and feelings of belonging.

Mental and emotional wellbeing: This strand focuses on factors that influence mental and emotional wellbeing of a person and how to have a balanced life. These include the ability to use cognitive and emotional capabilities to understand and manage emotions and how to respond to the demands of everyday life in a constructive manner. There is also emphasis on discovering one's own capabilities and living a productive life amid the challenges of the modern world.

How does Health & Wellbeing contribute to the development of the key competencies?

Practicing Islam

The knowledge, skills and attitudes learned through health and wellbeing enable students to make healthy food choices, conserve resources and understand the consequences of using substances such as alcohol. At the same time, health and wellbeing as a learning area encourages students to exercise in order to be strong and fit, which is strongly emphasised in Islam.

Understanding and managing self

This learning area enables students to manage themselves, develop self-awareness, set goals and define strategies to achieve and maintain personal health goals. As a result, students gain the ability to practice health enhancing behaviours to avoid and reduce health risks.

Thinking critically and creatively

Through this learning area students use their critical and creative thinking skills to decide which health products are most suitable to their needs before they make a choice. Students also use critical thinking skills to analyse, organise, compare, synthesise, evaluate and identify valid health information. They also evaluate the impact of culture, media and technology on personal health decisions and practices.

Relating to people

This learning area contributes to the development of healthy relationships. It encourages students to respect others' feelings and work collaboratively to achieve their goals. The skills developed through this learning area include effective communication skills, the ability to analyse conflict and to use healthy communication and resolution strategies to resolve conflict. Moreover, students understand how personal behaviour can impact the health of self and others.

Making meaning

Experiences provided through this learning area help students to analyse and understand community and environmental health issues based on valid and reliable information and become health literate and self-directed learners. They demonstrate the ability to access and evaluate health information, products, and services and develop the ability to convey information, beliefs, opinions and feelings by using verbal and non-verbal skills.

Living a healthy life

The experiences gained through this learning area help learners to live a balanced life by making healthy food choices, participating in regular physical activity, considering one's own and others safety, gaining an awareness of diseases and preventing health risks.

Using sustainable practices

This learning area promotes lifelong healthy and balanced living which is one of the important elements of sustainable development. As a result, students protect and promote the health of themselves, their families and communities.

Assessing Health and Physical Education

- Effective assessment ensures that teachers recognise what students know and can do and what the next step in their learning pathway is. Good assessment practice ensures that:
- learning intentions are clear and their success criteria are written in student-friendly language, so that the students know what the learning will look like, feel like, and/or sound like;
- students are involved in establishing the learning intentions and/or success criteria and know what the learning intentions and success criteria mean;
- teachers should provide students feedback and feed-forward that is specific to the learning intentions throughout the unit of work
- a range of methods is used to gather evidence, for example, self-assessment, peer assessment, observational tools, learning logs, and student demonstrations of their learning

Grade one

Strand: Growth Development and Body Awareness

Sub strand: Healthy Body Awareness

Outcome: GDH 101

Demonstrate an understanding of some characteristic relating to growth and development; functions of some body parts and the importance of sleep and rest for proper growth.

Indicators

This is evident when the student:

- a. Illustrate various developmental stages, spanning several years of growth and development.
- b. Illustrate healthy choices and behaviors which promote healthy growth and development.
- c. Describe the functions of the organs they learned in foundation.
- d. Identify the five senses and practice positive behavior that protects the senses.
- e. Describe changes that occur as they grow (e.g., loss of milk teeth, height).
- f. Explain why sleep and rest are important for proper growth and good health.

Sub strand: Nutrition

Outcome: GDN 101

Develop and understanding about foods they can eat to enhance their health and practices good hygiene when handling food.

Indicators

This is evident when the student:

- a. Match foods to food groups
- b. Identify healthy and unhealthy foods
- c. Understand the importance of eating breakfast and lunch
- d. Recognize the importance of drinking water and other beverages
- e. Classifies foods according to plant or animal origin
- f. Realise that food gives them energy
- g. Records information about healthy and unhealthy favourite foods.
- h. Identify location of nutrition fact label
- i. Understands that food choices can contribute to a healthy body

Sub strand: Common diseases and disorders

Outcome: GDC 101

Indicators

Defines what it means to be healthy.

This is evident when the student:

- a. Uses words and pictures to express what it is like to be sad, happy, sick, lonely, scared, energetic or angry and what makes them feel this way
- b. Describes the basic activities that people do to stay healthy and how most of the basic activities are common to all people (sleep, play, balanced diet, exercise, personal hygiene)
- c. Describes any illness he or she, friends or family members have had identify the kind of care (such as emotional support, rest, exercise or medicine they received)

Outcome: GDC 102

Indicators

Begins to acquire the concept of germs how to control its spread.

This is evident when the student:

- a. Discuss the presence of germs and where they can be found.
- b. Describe ways to prevent the spread of germs and illness e.g.: wash hands, cover sneeze/cough bathing.
- c. Identify ways to cover sneeze.
- d. Discuss the importance of wearing mask.

Strand: Personal and Social Development

Sub strand: Personal Identity

Outcome: PSP 101

Indicators

Identifies similarities and differences between oneself and others.

This is evident when the student:

- a. Describes likes dislike, character, age
- b. Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender)
- c. Take care of own belongings

Sub strand: Interpersonal skills

Outcome: PSI 101

Indicators

Develop effective interpersonal skills to maintain relationship, respect and responsibility

This is evident when the student:

- a. Describe qualities of a good friend.
- b. Identify ways to get along with peers (e.g. take turn, share materials, show respect.
- c. Identify personal and shared space.
- d. Identify different emotions and feeling that contributes to healthy relationship (e.g. waiting for appropriate time to talk, not interrupting).
- e. Demonstrate age-appropriate ways to resolve conflict with limited assistance.

Sub strand: Resilience

Outcome: PSR 101

Indicators

Students will develop self-management skills to handle stress and cope with feelings, avoid and seek help in threatening situation

This is evident when the student:

- a. Identify personal feelings and behaviors.
- b. Identify coping skills to manage emotions (e.g., count to ten when angry).
- c. Identify trusted adults to notify for help (e.g., school, family, community)
- d. Role play how to tell a parent or trusted adult when feeling upset.

Strand: Health of Individual and Community

Sub strand: Injury prevention

Outcome: HII 101

Demonstrate understanding of different safety hazards in their surrounding and how to overcome them.

Indicators

This is evident when the student:

- a. Tell/write/sign phone numbers of their parents, guardian, fire, ambulance, police etc.
- b. Identify and obey safety rules at home, school and in the play ground
- c. Discuss safety precautions about bodies of water
- d. Describe safety rules for bus and other vehicles
- e. Discuss the importance of not eating or drinking unknown substances.
- f. Talk about the dangers of talking to a stranger
- g. Discuss harmful effects of bullying

Sub strand: Personal body safety skills

Outcome: HIP 101

Acquire age appropriate personal body safety skills.

Indicators

This is evident when the student:

- a. Identify feelings and physical signs associated with good bad and confusing touches.
- b. Identify private parts of the body as being parts of the body covered by bathing suits (underwear)
- c. Understands that their bodies belong to them, and that they have the right to say no to anyone who touches them in way that makes them feel uncomfortable
- d. Apply the “No, go and tell rule” in different scenarios

Strand: Healthy Physical Activities

Sub strand: Fundamental Movement Skills

Outcome: HPF 101

Explore different manipulative skills with developmentally appropriate challenges.

Indicators

This is evident when the student:

- a. Bounces a ball continuously using both hands
- b. Throws underarm for accuracy
- c. Throws overarm using preferred and non-preferred hand.
- d. Traps a small rolled ball.
- e. Traps a large ball using hands and feet.
- f. Kicks balls of various shapes and sizes for accuracy.
- g. Strikes with one hand off a tee using a bat or racquet.

Sub strand: Locomotor and Non-locomotor movements

Outcome: HPL 101

Perform different locomotor and non locomotor skills

Indicators

This is evident when the student:

- a. Perform various locomotor skills (run, jog, walk, hop, gallop, jump, skip, crawl, leap)
- b. Perform various non locomotor movement (push, pull, turn, twist, balance, sway)

Sub strand: Swimming and water safety

Outcome: HPS 101

Begins to acquire basic skills associated with swimming and survival techniques

Entry into water

Sculling and body orientation

Movement and swimming strokes

Survival skills

Indicators

This is evident when the student:

- a. Enter and exit water confidently
- b. Recover from a face down float or glide to a standing or other secure position
- c. Move through the water unassisted with feet clear of the bottom for a distance of 3 metres using any propulsion method
- d. Float for 30 seconds holding a rescue floating aid for support and signal for help

- e. Hold an object offered by the rescuer and be pulled to safety
- f. Open eyes and breathe out while submerging the body completely

Sub strand: Health and Skill-related Fitness Activities

Outcome: HPH 101

Indicators

Participates in physical activities that enhance fitness skill and fitness knowledge

This is evident when the student:

Cardiovascular endurance (Skill)

a. Take part at least 3 times a week in moderate to vigorous physical activities that increase breathing and heart rate. (e.g., brisk walking or jogging)

Cardiovascular endurance(Knowledge)

b. Identify that the heart is the most important muscles in the body and increasing the heart rate during physical activities strengthen the heart muscles.

Muscular Endurance /Muscular Strength (Skills)

c. Know that the heart functions as a pump for blood.

d. Perform a “v” sit for an extended period of time with arms stretched forward.

Muscular Endurance /Muscular Strength (Knowledge)

e. Moves from a sitting to a standing position and from a lying to a sitting position without using arms.

f. Explain that strong muscles helps prevent injury and produce more force

Flexibility (Skill)

g. Do simple stretching exercises without hyperflexing or hyperextending the joints

Flexibility (Knowledge)

h. Understand that proper body position while stretching will help prevent injury

Body composition (Skill)

i. Engage in uninterrupted movement activities (in games such as tag or follow the leader)

Body composition (Knowledge)

j. Identify body components (e.g., bones, muscles, fats, organs and tissues).

k. Understand body needs correct portion of food and water to function.

Skill

l. Participate in recognize health fitness assessment which cardiovascular endurance, muscular strength and endurance, flexibility and body composition