



Health and Physical Education
in the
National Curriculum
Grade two



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 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 and enable the child 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 two

Strand: Growth Development and Body Awareness

Sub strand: Healthy Body Awareness

Outcome: GDH 202

Demonstrate understanding of the life cycle of living thing; function of skeletal system and the individual difference in growth and development.

Indicators

This is evident when the student:

- a. Explores the life cycle of animals and relates to the life cycle of human.
- b. Understand body size, shapes and appearance is determined by genetics.
- c. Identify basic structures and functions of the skeletal system.
- d. Recognize that there are individual difference in growth and development.
- e. Practice positive behavior that protects and promote a healthy skeletal system.

Sub strand: Nutrition

Outcome: GDN 201

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. Define nutrient.
- b. Describe how each food group contributes to healthy body.
- c. Names a variety of fruit and vegetables to be shared at a planned recess.
- d. Identifies which fruit and vegetables require cooking before eating.
- e. Identifies foods that are eaten at certain times and suggest reasons for this
- f. Plans and holds a healthy morning tea for special guests and applies safe food handling practices.

- g. Identify the purpose of nutrition fact label.
- h. Understands food choices can lead to health risks
- i. Describe the benefit of consuming fruits and vegetables.
- j. Describe how each food group contributes to healthy body.

Sub strand: Common diseases and disorders

Outcome: GDC 201

Indicators

Identify the dimensions of health.

This is evident when the student:

- a. Identify the five main dimension of health.
- b. Talks about, draws or role-play how he/she feels when he/she is healthy.
- c. Discuss how he/she feels when he/she is physically sick.
- d. Describes healthy people and, what they can do and how they feel.
- e. Recognize the importance of emotions in people's lives.

GDC 202

This is evident when the student:

Recognizes communicable and non-communicable diseases and personal prevention strategies that can be used to control spread of diseases

- a. Define disease.
- b. Name some communicable and non-communicable diseases.
- c. Recognize the main difference between communicable and non-communicable disease.
- d. Identify ways to prevent the spread of diseases e.g., washing hands not sharing personal items like comb brush, vaccination

Strand: Personality and Social Development

Sub strand: Personal Identity

Outcome: PSP 201

Indicators

Identifies groups and places that are part of one's life.

This is evident when the student:

- a. Take pride in own home, family and island.
- b. Identify atoll, island, home
- c. Manages own belongings.
- d. Recognize and accept that people are different.

Sub strand: Interpersonal skill

Outcome: PSI 201

Indicators

Develop effective interpersonal skills to maintain relationship, respect and responsibility.

This is evident when the student:

- a. Identify characteristics of a healthy relationship.
- b. Recognize the importance of personal space.
- c. Explains things to do when angry or hurt
- d. Demonstrate an age-appropriate conflict resolution strategy.

Sub strand: Resilience

Outcome: PSR 201

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 feelings and situations that trigger certain emotions.
- b. Discuss stress and identify stressful situations.
- c. Practice coping skills (e.g., role play, skits, and journal).

Strand: Health of Individual and Community

Sub strand: Injury Prevention

Outcome: HII 201

Indicators

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

This is evident when the student:

- a. Identify the dangers of playing with fire
- b. Identify strategies to intervene safely when someone is being bullied.
- c. Design a fire escape plan with their parents for their home.
- d. Discuss important pedestrian safety precaution.
- e. Identify bystanders and interveners related to bullying.
- f. Identify the role of attitude in causing and preventing accidents.
- g. Demonstrate stop, drop and roll when clothing is on fire

Sub strand: Personal body safety skill

Outcome: HIP 201

Indicators

Acquire age appropriate personal body safety skills

This is evident when the student:

- a. Identify good and bad secrets
- b. Identify when secrets should and should not be told (e.g., good and bad secrets
- c. Discuss how listening to your feelings help to distinguish between safe and dangerous situations
- d. Discuss proper times and places to share confused feelings with appropriate adults

Strand: Healthy Physical Activities

Sub strand: Fundamental Movement Skill

Outcome: HPF 201

Indicators

Perform different manipulative skills needed to perform a variety of sports.

This is evident when the student:

- a. Bounces a ball continuously using both hands while moving and changing direction.
- b. Throws underarm and overarm using preferred and non-preferred hand
- c. Catch a variety of self-tossed objects
- d. Traps balls of different sizes and shapes using preferred and non-preferred hand and foot.
- e. Kicks balls of various shapes and sizes for accuracy and distance.
- f. Strikes using forehand and backhand off
- g. a tee with a bat or racquet
- h. Jumps a short rope in a variety of ways

Sub strand: Locomotor and Non-locomotor movements

Outcome: HPL 201

Indicators

Perform a combination of locomotor and non locomotor skills

This is evident when the student:

- a. Perform various locomotor skills (run, jog, walk, hop, gallop, jump, skip, crawl, leap)
- b. Perform a combination of non-locomotor movement for e.g., twist and turn, bend and stretch, push and pull
- c. Perform a movement sequence combining non-locomotor and locomotor movement skills for e.g., combine

Sub strand: Swimming and water safety

Outcome: HPS 201

Indicators

Begins to acquire major skills associated with swimming and survival techniques

This is evident when the student:

Entry into water

a. Perform a slide in entry and exit using the edge.

Sculling and body orientation

b. Demonstrate arm sculling actions to support the body in an upright position with the face above the surface of the water.

c. Recover from a back float or back glide to a standing position

Movement and swimming strokes

d. Swim 20 metres using an action which resembles a stroke.

Survival skills

e. Perform survival sculling for 30 seconds.

f. Perform floating for 1 minute, holding a rescue floatation aid and kick for safety.

g. Be pulled through the water with a rope for 5 meter to a standing position of safety.

Underwater skills

h. Submerge and recover an object from chest depth.

Sub strand: Health and skill-related fitness activities

Outcome: HPH 201

Indicators

Participates in physical activities that enhance fitness 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. (for e.g., Playing games that require catching and throwing, such as handball and netball)

Cardiovascular endurance (Knowledge)	b. Describe the role of physical activity in maintaining good health.
	c. Identify activities that cause the heart rate to increase
Muscular Endurance /Muscular Strength (Skills)	d. Perform abdominal sit up, push up, forward and side lunges and squats to improve endurance and increase muscle strength.
	e. (this could be achieved by performing different types of animals walks, wheel barrows, and games such as tug of war
Muscular Endurance /Muscular Strength (Knowledge)	f. Identify the activities that can be accomplished more efficiently with stronger muscles
Flexibility (Skill)	g. Perform stretching of hamstring, biceps, triceps and quadriceps without injury.
Flexibility (Knowledge)	h. Identify the muscles being stretched during a stretching session.
	i. Identify and locate hamstring, biceps, triceps and quadriceps.
Body composition (Skill)	j. Engage in uninterrupted movement activities (in games such as tag or follow the leader, active games involving running and chasing)
Body composition (Knowledge)	k. Identify how to maintain healthy body composition.
	l. Understand the relationship between energy in and energy out
Skill	m. Participate in recognize health fitness assessment which cardiovascular endurance, muscular strength and endurance, flexibility and body composition

