Health and Physical Education in the National Curriculum
Key stage 1
Grade: 1, 2 and 3
Acknowledgements

The publisher wishes to acknowledged the many friends and colleagues who have helped in the development of the Health and Physical Education Syllabus.

The publisher is grateful for the immense work done by the Health and Physical Education members who have contributed their time and effort to revise and finalize the contents of the Health and Physical Education Syllabus. In particular, we wish to thank:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hussein Rasheed</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>Fathmath Hamna</td>
<td>Madhrasathul Ahmadiyya</td>
</tr>
<tr>
<td>Fathmath Yoosuf</td>
<td>Maafannu Madrasa</td>
</tr>
<tr>
<td>Fathmath Shareef</td>
<td>Ameer Ahmed Preschool</td>
</tr>
<tr>
<td>Aminath Nasheeda</td>
<td>Lale Youth International School</td>
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<tr>
<td>Khadheeja Leena</td>
<td>Falaah Preschool</td>
</tr>
<tr>
<td>Asifa Waheed</td>
<td>Galolhu Madrasa</td>
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</tbody>
</table>
Foreword

May Almighty Allah bestow his blessings and mercy upon Mohamed, his messenger (PBUH), who personified his life as a curriculum throughout his life through the exemplary conduct and behaviours. May Almighty Allah also grant blessings and mercy upon his companions and household.

The year 1979 was an insightful year as the government of Maldives strategized to mainstream the primary school education. This led to the development of the first syllabi for grades 1 to 5 in the Maldives in 1980, following which the revision of the syllabi in 1982. The crafting and implementation of the 1st National Curriculum for primary grades 1-5 was done in 1984. An effort was then made to revise the curriculum in 1997 and was completed by year 2000.

The 2nd revision of the 1st curriculum commenced in 2006, during which it was realised that enormous changes were needed to the curriculum. A decision for curriculum reform was made to address the needs and demands of the country, and bring rise to the development of the 2nd national curriculum framework.

The 2nd national curriculum is developed based on the changes that have taken place in the society, from practices of the past to the current needs, with a vision for a better tomorrow. It aims to build a knowledgeable future generation, highly skilled to cater the needs of the 21st century, with a focus on nurturing attitudes and values. The curriculum also intends to inculcate the main competencies outlined, such as practicing Islam. Other competencies include self-management, critical thinking, creative thinking, human relations, healthy life styles, sustainable practices and ICT literacy. The curriculum also intends to produce students who possess the 21st century skills, and are healthy both physically and also spiritually, to be responsible towards the progression of the Maldivian society.

The Health and Physical Education key stage 1 provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. It provides opportunities for students to find out about their strengths and simple actions they can take to keep themselves healthy, responsible and safe. The content allows students to explore their own sense of self and the factors that contribute to identities. They learn about emotions and how their interactions with others and the physical and social changes they go through as they grow older.

I hereby take this opportunity to extend my sincere gratitude and heartfelt appreciation to each and every individual for the tireless effort, commitment and dedication in developing the National Curriculum Framework and this syllabus. I pray that the Almighty Allah bless them for their commitment and contribution.

Last but not least, it is my sincere hope that this syllabus be beneficial for the students and teachers in the Republic of Maldives.

Adam Shareef Umar
Minister of State for Education
Ministry of Education
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

The Syllabus is presented in four strands personality and social development, growth development and health awareness, health of individual and community and physical fitness. Out of these four strands, physical fitness strands aims to inculcate an active life throughout the life span with engagement in exercise and games which are needed for a healthy living. At the completion of the syllabus the child becomes a young person who is resilient has emotional strength and perseveres in the face of challenges and manifests courage, optimism, adaptability and resourcefulness.

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.

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.

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.

**Physical Fitness:** This Strand has 4 sub strands. They are educational gymnastics, 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. The GA program 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 lifestyle. 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?

Practising 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.

Using technology and the media
This learning area supports the use of technology to gain an understanding of various issues that are related to students’ health and wellbeing. They are given opportunities to explore information in a number of forms to make informed choices about issues related to their health and wellbeing.

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.
## Scope and Sequence

### Fundamental Movement Skills

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic locomotor movements</td>
<td>Refine all locomotor skills</td>
<td>Locomotor movement for agility</td>
</tr>
<tr>
<td>Animal walks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free style</td>
<td>While moving</td>
<td>While moving</td>
</tr>
<tr>
<td></td>
<td>Changing direction</td>
<td>Changing direction</td>
</tr>
<tr>
<td>Underarm Accuracy</td>
<td>Underarm</td>
<td>Underarm</td>
</tr>
<tr>
<td>Using preferred and non-</td>
<td>Overarm</td>
<td>Overarm</td>
</tr>
<tr>
<td>preferred hand</td>
<td>Using preferred and non-preferred hand</td>
<td>Using preferred and non-preferred hand</td>
</tr>
<tr>
<td>A variety of self-tossed</td>
<td>A variety of self-tossed objects</td>
<td>Using preferred hand.</td>
</tr>
<tr>
<td>objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using hand and feet</td>
<td>Using preferred and non-preferred hand</td>
<td>Using preferred and non-preferred hand and foot.</td>
</tr>
<tr>
<td></td>
<td>and foot</td>
<td>Traps balls of different sizes and shapes using preferred and non-preferred hand and foot.</td>
</tr>
<tr>
<td>For accuracy.</td>
<td>For accuracy and distance</td>
<td>Using either foot.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using preferred foot/hand.</td>
</tr>
<tr>
<td>One hand (bat or racquet)</td>
<td>Using forehand and backhand off a tee</td>
<td>with both forehand and backhand</td>
</tr>
<tr>
<td></td>
<td>with a bat or racquet</td>
<td></td>
</tr>
</tbody>
</table>
### Key stage 1  
**Health and Physical Education in the National Curriculum**

| a short rope in a variety of ways | side swings and jumps |

#### Educational Gymnastics

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>three different static support position (front support, hangs and balances)</td>
<td>statics with supports (e.g. bunny hops)</td>
<td>static on one / two /three / four body parts. co-operative balance</td>
</tr>
<tr>
<td>Landing safely on feet.</td>
<td>Landing safely on feet from a raised surface</td>
<td>landing on feet with rotation</td>
</tr>
<tr>
<td>different types of locomotion</td>
<td>locomotion backward and forward</td>
<td>different locomotion hop left / right, on the spot, forward, backward, in circles</td>
</tr>
<tr>
<td>springs on one leg or both legs</td>
<td>springs on one leg or both legs</td>
<td>springs for; distance, height, and accuracy</td>
</tr>
</tbody>
</table>

#### Swimming

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter and exit</td>
<td>slide in entry and exit</td>
<td>step in entry</td>
</tr>
<tr>
<td>float or glide to a standing or other secure position</td>
<td>Arm sculling to support the body in an upright position.</td>
<td>Sculling head first</td>
</tr>
<tr>
<td>Move through the water unassisted with feet clear of the bottom</td>
<td>Recover from a back float or back glide to a standing position</td>
<td></td>
</tr>
<tr>
<td>Float for 30 seconds holding a rescue floating aid</td>
<td>Swim 20 metres using an action which resembles a stroke</td>
<td>Swim 50 meters using action which resembles two or more strokes</td>
</tr>
<tr>
<td>Open eyes and breathe out while submerging the body completely</td>
<td>survival sculling for 30 seconds.</td>
<td>survival sculling for 1 minute</td>
</tr>
<tr>
<td></td>
<td>Submerge and recover an object from of chest depth</td>
<td>Perform a surface dive, swim underwater and recover an object from water of chest depth</td>
</tr>
</tbody>
</table>
### Health and Skill related fitness

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>moderate vs. vigorous physical activity</td>
<td>components of health-related fitness</td>
<td>Classifies health-related fitness</td>
</tr>
<tr>
<td>Recognizes cardiorespiratory endurance</td>
<td>benefits of the components of health-related fitness</td>
<td>Physical Activity pyramid</td>
</tr>
<tr>
<td>muscular endurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flexibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic vocabulary of the components of skill-related fitness. (agility, static and dynamic balance, coordination, power, reaction time and speed)</td>
<td>components of skill-related fitness</td>
<td>Applying component of skill related fitness</td>
</tr>
<tr>
<td></td>
<td>benefits of the components of skill-related fitness</td>
<td></td>
</tr>
</tbody>
</table>

### Healthy body awareness

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth, growing up, aging and death</td>
<td>Stages of development</td>
<td>Physical, social and emotional development</td>
</tr>
<tr>
<td>Changes due to growth</td>
<td>Unique characteristics during growth</td>
<td>Factors affecting growth and development</td>
</tr>
<tr>
<td>Private body parts</td>
<td>Caring given at different stages</td>
<td>Level of control people can have over them.</td>
</tr>
<tr>
<td>Good touch, bad touch and confusing touch</td>
<td>Responsibilities due to growth</td>
<td>What promotes growth</td>
</tr>
<tr>
<td>Specific people to go for help</td>
<td>Good and bad secrets</td>
<td>Strangers</td>
</tr>
<tr>
<td>senses</td>
<td>Specific adults and community resources to go to for help</td>
<td>Identifying strangers</td>
</tr>
</tbody>
</table>
Discuss proper times and places to share confused feelings with appropriate adults
Staying safe from strangers

Male and female physical similarities and difference
Dangerous situations

**Nutrition**

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize the qualities of food (fresh, bitter, sour, sweet, crunchy)</td>
<td>Food consumed at home</td>
<td>Food labels</td>
</tr>
<tr>
<td>physical and sensory qualities (taste, colour, smell, texture) of food and drinks.</td>
<td>Discuss how people he or she does not know may influence his or her food intake.</td>
<td>Choosing healthy food</td>
</tr>
<tr>
<td>Where food comes from</td>
<td>Energy giving food</td>
<td>vitamins</td>
</tr>
<tr>
<td>plant or animal origin food</td>
<td>Eating in moderation and variation</td>
<td>nutrients</td>
</tr>
<tr>
<td>Food that can be eaten raw and cooked</td>
<td>Body building food</td>
<td>what each nutrients does to the body</td>
</tr>
<tr>
<td>Why eat good food</td>
<td></td>
<td>Six nutrients from Maldives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home grown food</td>
</tr>
</tbody>
</table>

**Common diseases and disorders**

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to be healthy</td>
<td>Health dimension</td>
<td>Health concern in community</td>
</tr>
<tr>
<td>Caring for the sick</td>
<td>How we feel when we are sick</td>
<td>services the community provides to promote</td>
</tr>
<tr>
<td>Right weight, over weight</td>
<td>Caring for the sick</td>
<td>special health needs of different groups in the community</td>
</tr>
<tr>
<td>presence of germs and where they can be found</td>
<td>Define disease</td>
<td>Common infectious disease</td>
</tr>
</tbody>
</table>
### Germs preventive measures

<table>
<thead>
<tr>
<th>Germs preventive measures</th>
<th>communicable and non communicable diseases</th>
<th>Symptoms of common infectious diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>difference between communicable and non communicable disease</td>
<td>Preventive measures</td>
</tr>
<tr>
<td></td>
<td>Define common communicable disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>how communicable diseases spread</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Types of parasites that infect the body</td>
<td></td>
</tr>
</tbody>
</table>

### Environmental Health

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of environment</td>
<td>Healthy/unhealthy environment</td>
<td>Living and non living components of environment</td>
</tr>
<tr>
<td>Special environment</td>
<td>Environmental hazards</td>
<td>Aspects of the environment that are important to people and their health.</td>
</tr>
<tr>
<td>Pollutants (air and water)</td>
<td>Pollutants (industrial and motor vehicle)</td>
<td>Health risk of pollutants</td>
</tr>
<tr>
<td></td>
<td>Noise and light</td>
<td>Disease associated with pollutants</td>
</tr>
<tr>
<td>health risks of pollutants</td>
<td>Health risks of sun strokes</td>
<td>Waste disposal</td>
</tr>
<tr>
<td></td>
<td>Clothing at different weather</td>
<td></td>
</tr>
</tbody>
</table>

### Personal hygiene

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice to prevent spread of disease</td>
<td>Personal hygiene</td>
<td>Importance of personal hygiene</td>
</tr>
</tbody>
</table>

### Key stage 1: Health and Physical Education in the National Curriculum

<table>
<thead>
<tr>
<th>Managing personal belonging</th>
<th>Clean community</th>
<th>Personal grooming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand washing procedure</td>
<td></td>
<td>Maintaining health teeth</td>
</tr>
<tr>
<td>Oral health</td>
<td>Brushing procedures</td>
<td>Tooth decay</td>
</tr>
<tr>
<td>Benefits of oral health</td>
<td>Recognize the cause of unhealthy teeth (plaque, bacteria, sugary foods)</td>
<td>Sugary foods</td>
</tr>
</tbody>
</table>

### Safety at home and community

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>safe and unsafe situations</td>
<td>Road signs</td>
<td>Passenger responsibilities</td>
</tr>
<tr>
<td>unsafe places in the environment</td>
<td>Traffic rules</td>
<td>Safety equipment</td>
</tr>
</tbody>
</table>

### Personal Identity

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
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<td>recognising attributes of self and others</td>
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### Relationship

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</table>
### Making Friends, Cooperation, and School and Community

- Making friends
- Appropriate behaviour within relationships at home
- How to build and maintain relationships
- Recognising and accepting differences
- Getting along
- Appropriate behaviour within relationships

### Resilience

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<td>Identifying feelings of others</td>
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<td>Caring for self and others</td>
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<td>People who can help at school</td>
<td>People who can help in the community</td>
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Grade 1
Strand: Growth Development and body awareness

Sub-strand: Healthy Body Awareness

Outcome GDB1.1

*Identify ideas and feeling and question about birth, growing-up, ageing and death.*

**Indicators:**

This is evident when the student:

a. Discusses how the arrival of a baby may change own life and responsibilities

b. Collects information on their own growth (growth charts, samples of drawing, writings etc.)

c. Uses words and pictures to describe how people change as they grow up

d. Talks about the birth or death of family members friends or pets.

Outcome GDB1.2

*Acquire 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. Uses the “No, go and tell rule”.

Outcome GDB1.3

**Identify effective interpersonal communication skills that promote safe living.**

**Indicators:**

This is evident when the student:

- a. Identify good and bad secrets.
- b. Identify specific people in the school to go for help.

Outcome GDB1.4

**Understands that the senses are used by the brain to gather information about the world around them.**

**Indicators:**

This is evident when the student:

- a. Using blindfolds, explains how one loses direction and the ability to identify objects without eyesight.
- b. Demonstrates that objects can be identified by smell and taste without actually seeing them.

Sub-strand: Nutrition

Outcome GDB2.1

**Identify different food and discuss where and when certain foods are consumed and the reason for this.**

**Indicators:**

This is evident when the student:

- a. Uses senses to recognize the qualities of food (fresh, bitter, sour, sweet, crunchy).
- b. Identifies foods that are eaten at certain times and suggest reasons for this.
- c. Identify different physical and sensory qualities (taste, colour, smell, texture) of a range of food and drinks.

Outcome GDB2.2

**Identify different types of food available and group them according to their sources.**

**Indicators:**

This is evident when the student:

- a. Talks and draws pictures to illustrate where different food come from.
- b. Classifies foods according to plant or animal origin.
- c. Group foods according to those that can be eaten raw and those that require some cooking.
### Outcome GDB2.3  
**Understands that the body needs nutrition to grow and that nutrition comes from good food.**

**Indicators:**

This is evident when the student:

- a. Explains to friends that when they eat good food they will grow up faster
- b. Tell classmates that vegetables, fruits, milk and meat are good foods.

### Sub-strand: Common diseases and disorders

### Outcome GDB3.1  
**Describes what it means to be healthy.**

**Indicators:**

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 GDB3.2  
**Understands the expressions overweight, underweight and right weight and their link to eating habits.**

**Indicators:**

This is evident when the student:

- a. Tells friends about one’s desire to maintain right weight.
- b. Shows to parents one’s dislikes to being overweight or skinny.

### Outcome GDB3.3  
**Begins to acquire the concept of germs and how to control its spread.**

**Indicators:**

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, over sneeze/ cough, bathing.
Strand: Personality and Social development

Sub-strand: Personal Identity

Outcome PSD1.1

Identifies similarities and differences between oneself and others.

Indicators:

This is evident when the student:

a. Identify and share physical characteristics, likes and dislikes, favourite food.

b. Identifies the range of feeling he/she experiences and that his/her feeling and experiences may differ from others.

c. Manages his or her own belongings.

Sub-strand: Relationship

Outcome PSD2.1

Feels that one is as an important member of one’s family, and describes similarities and differences between families.

Indicators:

This is evident when the student:

a. Show positive feeling and relationship with the teacher.

b. Identifies similarities and differences between families with reference to number of members, family type, livelihood and abode.

c. Interacts with adults respectfully (e.g. does not interrupt when adult is speaking, wait for others to finish).
Outcome PSD2.2

Becomes familiar with the techniques of making friends.

Indicators:

This is evident when the student:

a. Identify activities that friends do together (e.g. play games, share toys, and communicates).

b. Identify positive communication skills (frequent eye contact, smiles).

c. Exhibit politeness and warmth when talking to others.

Sub-strand: Resilience

Outcome PSD3.1

Learns to think and act independently to meet one’s own needs.

Indicators:

This is evident when the student:

a. Tries different ways to solve a problem.

b. Keeps trying without giving up when success does not come easy.

c. Chooses to do difficult tasks and tries out new activities.

Outcome PSD3.2

Senses that smiles help bring success in asking for things while frowning brings failure.

Indicators:

This is evident when the student:

a. Reminds classmates when they get angry that anger is bad and destroys happiness.

b. Exhibits efforts to control one’s anger by attempting to eliminate the causes for it.
**Strand: Health of individual and communities**

**Sub-strand:** Environmental Health

<table>
<thead>
<tr>
<th>Outcome</th>
<th>HIC1.1</th>
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<tr>
<td><strong>Indicators:</strong></td>
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<tr>
<td>This is evident when the student:</td>
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<tr>
<td>a. Describes a range of environment (parks, homes, beaches, forests, school compound, markets)</td>
<td></td>
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<tr>
<td>b. Describes environments special to them and what makes them special.</td>
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<tr>
<td>c. Talks about quiet places, noisy places, crowded places and places to be alone</td>
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<thead>
<tr>
<th>Outcome</th>
<th>HIC1.2</th>
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<tr>
<td><strong>Indicators:</strong></td>
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<tr>
<td>This is evident when the student:</td>
<td></td>
</tr>
<tr>
<td>a. Lists emissions from industrial plants, motor vehicles and burning of firewood as air pollutants.</td>
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<tr>
<td>b. Names discharge from industrial plants and homes as water pollutants.</td>
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**Sub-strand: Personal Hygiene**

**Outcome HIC2.1**

*Demonstrate the ability to make informed decisions for healthy living relating to personal hygiene and active living.*

**Indicators:**

This is evident when the student:

a. Name some practices that help prevent the spread of germs (e.g., washing hands often, covering mouth and nose when sneezing or coughing, disinfecting cuts, not sharing water bottles, avoiding others’ body fluids, staying away from others when you are contagious).

b. Manages personal belongings (e.g., bags, books, water bottles, lunch boxes).

c. Perform proper hand washing procedure

**Outcome HIC2.2**

*Appreciate and understand the importance of oral health for healthy living.*

**Indicators:**

This is evident when the student:

a. Identify positive and negative oral health habits (positive = brushing teeth, flossing teeth), (negative = thumb sucking, nail biting)

b. Discuss the benefits of having healthy teeth (eating is easier, nice smile)

**Sub-strand: Safety at home, school and community**

**Outcome HIC3.1**

*Explore safe and unsafe situations.*

**Indicators:**

This is evident when the student:

a. Explores with teacher’s help safe and unsafe situations.

b. Identify unsafe places at home and school for example open electrical wiring, cooking stove, open well
Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome PF1.1

Perform a range of fundamental movement skills using different body parts in response to stimuli, including equipment, words and signals.

Indicators:

This is evident when the student:

a. Discover different locomotion activities by revising and extending a locomotion skills (e.g. dodging, leaping).

b. Bounces a ball continuously using both hands.

c. Throws underarm for accuracy.

d. Throws overarm using preferred and non-preferred hand.

e. Traps a small rolled ball.

f. Traps a large ball using hands and feet.

g. Kicks balls of various shapes and sizes for accuracy.

h. Strikes with one hand off a tee using a bat or racquet.

Sub-strand: Educational Gymnastics (Dominant Movement Patterns)

Outcome PF2.1

Perform with assistance the DMP’s of educational gymnastics

Indicators:

This is evident when the student:

a. Explores the three different static support position (front support, hangs and balances

b. Explore landing safely on feet.

c. Tries out different types of locomotion (e.g. cat walk, walk forward/backward

d. Perform springs on one leg or both legs (e.g. on the spot over objects)
**Sub-strand:** Swimming

**Outcome** PF2.1

* Begins to acquire basic skills associated with swimming and survival techniques.

**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

**Outcome** PF1.1

* Begins to understand the components of health-related fitness and the basic vocabulary used in health related fitness.

**Indicators:**

This is evident when the student:

a. Recognizes moderate vs. vigorous physical activity (for example changes in body signals during slow activities vs. fast activities).

b. Recognizes cardiorespiratory endurance (for example body signals such as increased pulse).

c. Recognizes muscular strength (for example pushing, pulling, or lifting something heavy a few times develop strength).

d. Recognizes muscular endurance (for example pushing, pulling, or lifting for a long time develops muscular endurance).

e. Recognizes flexibility (for example twisting, bending, and stretching improve flexibility).
Outcome PF1.2

 Begins to understand the components of skill-related fitness and the basic vocabulary used in skill related fitness.

Indicators:

This is evident when the student:

a. Recognizes basic vocabulary of the components of skill-related fitness.

- **Recognizes agility** - quick movement.
- **Recognizes static and dynamic balance** - standing still.
- **Recognizes coordination** - eye-hand or eye-foot coordination.
- **Recognizes power** – strength.
- **Recognizes reaction time** - time needed to act quickly.
- **Recognizes speed** - short sprints.
Grade 2
Strand: Growth Development and body awareness

**Sub-strand:** Healthy Body Awareness

**Outcome GDB1.1**

*Compare similarities and differences between people at different stages of life.*

**Indicators:**

**This is evident when the student:**

a. Recognise that people he/she knows are at different stages of development

b. Describes how people share many characteristics yet are unique

c. Compare the care needed by people at different stages of life.

d. Describes how achievement and responsibilities change as people grow older.

**Outcome GDB1.2**

*Acquire personal body safety skills.*

**Indicators:**

**This is evident when the student:**

a. Recall grade one indicators.

b. Identify when secrets should and should not be told (e.g., good and bad secrets).

c. Identify specific adults and community resources to go to for help. Discuss proper times and places to share confused feelings with appropriate adults.
Health and Physical Education in the National Curriculum

Key stage 1

Outcome GDB1.3

*Identify situations and behavior that promote or lessen respect for the human body.*

Indicators:

This is evident when the student:

a. Identify language and behavior patterns that promote or lessen respect for the body.

b. Identifies physical similarities and differences between male and female.

Sub-strand: Nutrition

Outcome GDB2.1

*Identify the factors that influence personal food intake.*

Indicators:

This is evident when the student:

a. Describes food that is consumed at home and when it is eaten, and suggests reasons for this.

b. Describes the times of the day that when he or she feels hungry, what he or she eats at these times and give reasons for this.

c. Discuss how people he or she does not know may influence his or her food intake.

Outcome GDB2.2

*Identifies energy giving foods and their importance and sources.*

Indicators:

This is evident when the student:

a. Explains that energy giving foods provide energy to work, walk, run, and breathe and carry out other activities.

b. Draws and labels some energy giving foods.

c. Discuss the idea of eating in moderation and variation.

Outcome GDB2.3

*Identifies food types on the basis of energy giving, body building and protective functions.*

Indicators:

This is evident when the student:

a. Identify some energy giving foods, draws and labels them.

b. Identify some body building foods, draws and labels them.

c. Names some protective and regulatory foods, and draws and label them.
**Sub-strand:** Common diseases and disorders

**Outcome GDB3.1**

*Identify the dimensions of health.*

**Indicators:**

This is evident when the student:

a. Talks about, draws or role-play how he/she feels when he/she is healthy.

b. Discuss how he/she feels when he/she is physically sick.

c. Describes healthy people and, what they can do and how they feel.

d. Discusses a story, film or personal experiences which deals with the importance of emotions in people’s lives.

**Outcome GDB3.2**

*Grows aware of disabilities and learns to accept and include friends and classmates afflicted with disabilities or disorders.*

**Indicators:**

This is evident when the student:

a. Demonstrates compassion and kindness towards classmates and others with special needs.

b. Tells parents and peers that bullying or ostracizing special needs classmates will hurt them much.

**Outcome GDB3.3**

*Recognizes communicable and non communicable diseases and personal prevention strategies that used to control spread.*

**Indicators:**

This is evident when the student:

a. Define disease

b. Name some communicable and non communicable diseases.

c. 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 PSD1.1

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

Indicators:

This is evident when the student:

a. Makes references to one’s home, family, island, school, ward etc.

b. Identify some physical and geographical features of their island. E.g.: Mentions landmarks on one’s island, the predominant vegetation.

Sub-strand: Relationship

Outcome PSD2.1

Gathers that extended families are connected by blood and that they may live in one house or separate houses or even in separate islands or countries.

Indicators:

This is evident when the student:

a. Names extended family members living with one, and names others living in separate homes or islands.

b. Explains who uncles, aunts and cousins are.

c. Interacts with adults respectfully (e.g. takes turn when speaking).

Outcome PSD2.2

Identify the techniques of handling true relationships with classmates / friends.

Indicators:

This is evident when the student:

a. Helps others in the class where they require help.

b. Practices tolerance and listens to classmates.

c. Lends personal items to classmates and borrows items from them.
Sub-strand: Resilience

Outcome PSD3.1

Recognizes that behavioral expressions of negative emotions can be destructive to oneself and one’s relationships.

Indicators:

This is evident when the student:

a. Engages in positive self talk to cool down when negative emotions run high.

b. Exhibits a problem solving approach at times of emotional outbursts.

c. Practices age appropriate assertive behaviour (e.g., ‘Stop it, I don’t like it when you …

Outcome PSD3.2

Senses the difference between resilience and perseverance.

Indicators:

This is evident when the student:

a. Shows the determination to keep going, overcoming obstacles by changing track to accomplish one’s goals.

b. Asks for help from teachers and parents when in difficult situations.

c. Relies on one’s own abilities and independent thought.
Strand: Health of individual and communities

Sub-strand: Environmental Health

Outcome HIC1.1

Explain how the places where people live, work and play can influence health.

Indicators:

This is evident when the student:

a. Contributes to a discussion about what makes a place healthy to play and live in.

b. Describes what makes a place unhealthy.

c. Examines the home for potential hazards and suggests changes that may be necessary to improve the environment.

Outcome HIC1.2

Identifies the types of pollutions affecting the quality of life.

Indicators:

This is evident when the student:

a. Identifies water, air, and land pollution as the most commonly talked about types of pollution.

b. Identifies noise pollution, light pollution, thermal pollution and visual pollution as less talked about types of pollution.

Outcome HIC1.3

Understands the dangers of sun strokes and frost bites resulting from long exposure to hot sun and severe cold without adequate warm clothing.

Indicators:

This is evident when the student:

a. Identify safety measures that can be taken when working long hours in the sun.

b. Talk about winter clothing and why it is necessary.

c. Discuss about the safety measures school has taken to protect them from the sun.
Sub-strand: Personal Hygiene

Outcome HIC2.1

Demonstrate the ability to make informed decisions for healthy living relating to personal hygiene and active living.

Indicators:

This is evident when the student:

a. Review personal hygiene practices, (e.g. take a daily showers to keep skin, hair, ears, hands, and nails clean. brush teeth in the morning, after meals, and before bedtime. Wear clean clothes).

b. Pays attention to keeping one’s home neat and clean.

c. Supports keeping community sources of water clean, the roads, mosques and community areas clean.

d. Supports keeping community sources of water clean, the roads, mosques and community areas clean.

Outcome HIC2.2

Appreciate and understand the importance of oral health for healthy living.

Indicators:

This is evident when the student:

a. Understand positive oral health (brushing with proper tooth brush, flossing, regular dental checkup, using fluoride tooth paste).

b. Recognize the cause of unhealthy teeth (plaque, bacteria, sugary foods).

Sub-strand: Safety at home, school and community

Outcome HIC3.1

Identifies various road signs for pedestrians and danger signs at construction sites, electrical and road works.

Indicators:

This is evident when the student:

a. Identifies safety signs and symbols round the school

b. Observes and obey road signs and other cautionary signs.

c. Relates to classmates stories of accidents involving disregard to cautionary signs.
Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome PF1.1

Perform a range of fundamental movement skills using different body parts in response to stimuli, including equipment, words and signals.

Indicators:

This is evident when the student:

a. Continues to refine all locomotor skills taught in grade 1
b. Bounces a ball continuously using both hands while moving and changing direction.
c. Throws underarm and overarm using preferred and non-preferred hand.
d. Catch a variety of self-tossed objects. 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 a tee with a bat or racquet.
g. Jumps a short rope in a variety of ways.

Sub-strand: Educational Gymnastics (Dominant Movement Patterns)

Outcome PF2.1

Perform with assistance the DMP’s of educational gymnastics.

Indicators:

This is evident when the student:

a. Continues to refine all DMP’s taught in grade 1
b. Perform statics with supports (e.g. bunny hops).
c. Land safely on feet from a raised surface.
d. Perform different kinds of locomotion (e.g. elephant walk forward / backward /sideways).
e. Perform springs (e.g. jumps with two feet from a bench on to a mini tramp, then a super mat).

Sub-strand: Swimming
Outcome PF2.1

Begins to acquire major skills associated with swimming and survival techniques.

Indicators:

This is evident when the student:

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

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

c) Swim 20 metres using an action which resembles a stroke.

d) Perform survival sculling for 30 seconds.

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

f) Be pulled through the water with a rope to a standing position of safety.

g) Submerge and recover an object from chest depth

Sub-strand: Health and Skill related fitness

Outcome PF1.1

Understand the components of health-related fitness and interpret the relationship between the different activities and exercises to the components of health related fitness.

Indicators:

This is evident when the student:

a. Describes the components of health-related fitness (for example describes flexibility is bending, twisting, and stretching).

b. Describes the benefits of each of the components of health-related fitness (for example describes cardiorespiratory endurance as participation in physically demanding activities for longer periods of time).

c. Gives examples of physical activities which incorporate one or more of the components of health-related fitness (for example understands a curl-up is muscular strength if done a few times; a curl-up is muscular endurance if done for long periods of time).
Outcome PF2.1
understand the components of skill-related fitness and interpret the relationship between the different activities and exercises to the components of skill related fitness

Indicators:

This is evident when the student:

a. Understands the basic components of skill-related fitness (for example understands quick movement, standing still, eye-hand or eye-foot coordination, strength, time needed to act quickly, and short sprints).

b. Describes the benefits of each of the components of skill-related fitness (for example starting a race quickly is a benefit of reaction time).

c. Gives examples of physical activities which incorporate one or more of the components of skill-related fitness (for example understands shuttle run is an activity with agility and dynamic balance).
Grade 3
**Strand: Growth Development and body awareness**

**Sub-strand:** Healthy Body Awareness

**Outcome GDB1.1**

*Explain differences in growth and development between individuals*

**Indicators:**

This is evident when the student:

a. Explain that growth and development involve physical, social, emotional and intellectual changes that occur in a predictable sequence.

b. Identifies factors that influence growth and development (nutrition, illness, injury).

c. Classifies factor that influence growth and development according to the level of control people can have over them.

d. Explain what he or she could do promote his or her growth and development.

**Outcome GDB1.2**

*Acquire personal body safety skills and decision making skills that can be used in times of crisis to promote safe living.*

**Indicators:**

This is evident when the student:

d. Recall and discuss when to use personal body safety rules.

e. Define strangers and identify ways to protect themselves from strangers.

f. Describes ways to stay safe from strangers.

g. Decide between safe and dangerous situation that occurs in various environments.

h. Discuss how listening to your feelings help to distinguish between safe and dangerous situations.
Outcome GDB1.3

Recognizes that body shapes are just differences with no “ideal” body shapes and acknowledges the importance of being healthy.

Indicators:

This is evident when the student:

a. Exhibits an identity of who one is, rather than how one looks.

b. Maintains a caring and mindful connection to one’s own body.

Sub-strand: Nutrition

Outcome GDB2.1

Consider information provided by the manufacturer and advertisers of health related products and services.

Indicators:

This is evident when the student:

a. Compares the information on the labels of different brands of health products such as vitamin tablets, health foods, tooth paste and sunscreens.

b. Display a series of health related advertisement and discusses how advertising technique might influence consumers’ choices.

c. Discuss why people choose different products.

d. Develop a basic set of criteria to use in choosing a health product.

Outcome GDB2.2

Understands protective foods and their importance in the functioning of the human body.

Indicators:

This is evident when the student:

a. Participates in class discussions on the basic functions of vitamins.

b. Participates in class discussions on how minerals help the body.
Outcome GDB2.3

*Explain the six nutrients and their food source and what it does to the body*

**Indicators:**

**This is evident when the student:**

a. Name the six nutrients and select an ideal food for each.

b. Discuss what each nutrient does to the body.

c. Contributes to class discussion on the availability of the six nutrients from Maldives.

d. Discuss about home grown food and their contribution to a health diet.

**Sub-strand:** Common diseases and disorders

Outcome GDB3.1

*Discuss ways in which the local community contributes to the health of individuals and groups*

**Indicators:**

**This is evident when the student:**

e. Identifies health concerns in the community incorporating different dimension of health.

f. Identifies some of the services the community provides to promote the health of groups and individuals and identifies how they are used.

g. Describes the special health needs of different groups in the community and how these are met.

Outcome GDB3.2

*Recognizes that some diseases are infectious, and they should stay away from school and friends to prevent passing the disease to others.*

**Indicators:**

**This is evident when the student:**

a. Lists some infectious diseases such as common cold, measles, mumps, and hand, foot and mouth disease.

b. Discuss the symptoms of these diseases and the discomfort caused.

c. Discuss about the preventive measures that can be taken to prevent these diseases.
Outcome GDB3.3

Identify communicable diseases prevalent in the Maldives and their preventive measures.

Indicators:

This is evident when the student:

a. Define common communicable diseases (for e.g., common cold, flu, measles,).

b. Identify how communicable diseases spread.

c. Identify types of parasites that infect the body (for e.g., lice, ticks, hookworm).
Strand: Personality and Social development

**Sub-strand:** Personal Identity

**Outcome** PSD1.1

*Understands one’s own feelings and talks about the feeling using SEAL (Social and Emotional Aspect of Learning).*

**Indicators:**

This is evident when the student:

a. Identifies various emotions that are habitually used in response to certain situations and demonstrates associated facial expressions.

b. Dramatizes feelings to a teacher given scenario.

c. Mimics faces showing positive as well as negative emotions.

**Sub-strand:** Relationship

**Outcome** PSD2.1

*Recognizes the challenges of living with stepparents and how the challenges can be overcome.*

**Indicators:**

This is evident when the student:

a. Stresses respect for stepparents and show patience with them while getting used to them.

b. Advocates showing step parents love and care.

**Outcome** PSD2.2

*Recognizes and accepts the many ways in which classmates are both similar to and different from each other, and identifies ways to celebrate the differences.*

**Indicators:**

This is evident when the student:

a. Accepts differences in look, feelings and actions of others without reservations.

b. Advocates that differences between classmates do not mean one is better and the other worse.
**Sub-strand:** Resilience

**Outcome  PSD3.1**

*Grow sensitive to others emotions, and react positively towards friends.*

**Indicators:**

This is evident when the student:

a. Expresses empathy to friends in distress, and provides them with emotional support.

b. Shows trust towards friends, classmates and adults friendly to one.

**Outcome  PSD3.2**

*Gathers that one can accomplish more by improving resilience through group work and teamwork with other students.*

**Indicators:**

This is evident when the student:

a. Demonstrates connectedness to other students by talking, playing and working with them.

b. Expresses oneself clearly in teamwork, projecting positive self-regard.
Strand: Health of individual and communities

Sub-strand: Environmental Health

Outcome HIC1.1

Explain how and why people should care for the environment to maintain their health.

Indicators:

This is evident when the student:

a. Identifies the living and non living components of a local environment and suggests how they can influence one another.

b. Identifies aspects of the environment that are important to people and their health.

c. Identifies a number of ways in which people care for the environment to maintain the health of the community.

Outcome HIC1.2

Identifies some health risk associated with each type of pollution.

Indicators:

This is evident when the student:

a. Explain health risk of polluted air.

b. Identifies disease associated with drinking dirty water.

Sub-strand: Personal Hygiene

Outcome HIC2.1

Demonstrate the ability to make informed decisions for healthy living relating to personal hygiene and active living.

Indicators:

This is evident when the student:

a. Identifies the importance of personal hygiene for oneself, one’s family and for one’s relationship with others.

b. Brushes the teeth and bathes regularly, wears clean clothes and clips fingernails.

c. Express the need for getting well dressed for social events.
### Outcome HIC2.2

**Appreciate and understand the importance of oral health for healthy living**

Indicators:

**This is evident when the student:**

1. Discuss about ways of maintaining healthy teeth (brush twice daily, floss daily, eat nutritious food) causes of tooth decay and how to prevent cavities.
2. List types of sugary foods.

### Sub-strand: Safety at home, school and community

#### Outcome HIC3.1

**Understands responsible behavior as a passenger and as a pedestrian**

Indicators:

**This is evident when the student:**

1. Understands safe and responsible behavior as a passenger in a vehicle and as a pedestrian.
2. Practices safe and responsible behavior as a pedestrian in variety of setting.
3. Talk about safety equipment in different settings (passenger in a car, cyclist).
Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome PF1.1

Perform a range of fundamental movement skills using different body parts in response to stimuli, including equipment, words and signals.

Indicators:

This is evident when the student:

a. Perform locomotor movement skills with agility.

b. Throws underarm and overarm for accuracy and distance using preferred and non-preferred hand.

c. Catches using preferred hand.

d. Traps balls of different sizes and shapes using preferred and non-preferred hand and foot.

e. Kicks using either foot.

f. Strikes with both forehand and backhand.

g. Performs simple routines using a short rope (e.g. side swings and jumps, alternate foot and basic steps).

h. Passes to a stationary target (e.g. passes with hand, foot or equipment).

i. Dribbles with preferred foot/hand.
Sub-strand: Educational Gymnastics (Dominant Movement Patterns)

Outcome PF2.1
Perform without assistance the DMP’s of educational gymnastics

Indicators:

This is evident when the student:

a. Perform static on one / two /three / four body parts.

b. Perform co-operative balance activities (e.g. leaning against each other / leaning as far away from each other as they can).

c. Perform landing on feet with rotation.

d. Perform different locomotion (e.g. hop left / right, on the spot, forward, backward, in circles.

e. Perform springs for;
   • distance: across imaginary objects,
   • height: imagine picking a mango from a tree,
   • accuracy: landing on target.

Sub-strand: Swimming

Outcome PF2.1
Demonstrate basic swimming ability and survival techniques

Indicators:

This is evident when the student:

a. Perform a step in entry.

b. Demonstrate sculling head first.

c. Swim 50 meters using action which resembles two or more strokes (15 meters using an above-water arm recovery stroke and 15 meter using an underwater arm recovery).

d. Perform survival sculling for 1 minute.

e. Demonstrate swim for 1 minute holding a rescue floatation aid.

f. Using a firm object pull a partner to safety.

g. Perform a surface dive, swim, underwater and recover an object from water of chest depth.
Sub-strand: Health and Skill related fitness

Outcome PF1.1

Applies components of health-related fitness in designing and assessing their daily physical activities

Indicators:

This is evident when the student:

a. Classifies daily activities that require each of the different components of health-related fitness (for example understands that playing on the monkey bar develops muscular strength and muscular endurance).

b. Classifies a variety of physical activities into their appropriate places on the Activity Pyramid.

c. Classifies fitness assessments to corresponding components of health-related fitness (for example Understands sit-and-reach measures flexibility; PACER measures cardiorespiratory endurance).

Outcome PF2.1

Applies components of health-related fitness in designing and assessing their daily physical activities.

Indicators:

This is evident when the student:

a. Applies components of skill-related fitness to improve performance in a variety of activities (for example Understands power can increase jumping distance in the standing long jump).

b. Relates components of skill-related fitness to daily activities (for example understands coordination may be improved when raking the leaves).
Planning, Teaching and Assessment Example

Strand: Physical Fitness
Sub-strand: Fundamental movement skills
Outcome: PF1.1 Perform a range of fundamental movement skills using different body parts in response to stimuli, including equipment, words and signals.
           b. Throws underarm for accuracy
Sub-strand: Health and skill related fitness
Outcome: PF1.1 Begins to understand the components of health-related fitness and the basic vocabulary used in health related fitness.
Indicator: a. Recognizes moderate vs. vigorous physical activity (for example changes in body signals during slow activities vs. fast activities)
Key competency: Perform successfully with a partner.
Resources (7 minutes): A range of balls, beanbags, cones.
Warm up: For warm up students will be instructed to play the “Stuck in the Mud” game.
Procedure: 1. Each child carrying a ball. When tagged stand still holding the ball. To be released must swap their ball with another child’s.
           2. Ask the children if they enjoy playing games and being active. Talk to them about why it is good for them to be active and get out of breath. Talk about moderate vs. vigorous physical activity
<table>
<thead>
<tr>
<th><strong>Activity</strong> (30 minutes):</th>
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<tr>
<td>Divide the play area into 4 parts. Arrange appropriate run-off areas between each part. Make sure each part has the appropriate number of hoops, bean bags and balls that are easily accessible (keep to the same colours if possible).</td>
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</tbody>
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| Throw a beanbag into a hoop placed 5, 6 or 7 (depending on individual ability) paces away. | Emphasise aim and pace (strength). Allow students to explore the best flight pattern to achieve success. Teacher demonstrates good technique of throwing.  
- non-throwing arm to aim and counter-balance,  
- opposite foot to throwing hand to move forward during action,  
- follow through. |
| With a partner repeat the activity. | Encourage partners to co-operate in retrieving and feeding beanbag back. Encourage pupils to be aware and sensitive to others using their area. |
| With a partner select a large ball. Place 2 cones a stride apart, placed 5, 6 or 7 paces away. Send the ball to your partner. Partner to retrieve | Encourage a variety of ways of sending the ball, e.g. rolling, bouncing, kicking it between the cones. **Show children how to retrieve and stop a ball using different parts of the body.** Children have 4 or 5 goes each. How many points scored? Which partnership scored the most? Why? |
| **Cool down** (7 minutes) |  |
| **Traffic Police** | Whole class activity. Remind children about why it is good for them to play and get out of breath.  
Talk to them about how running around causes changes to body e.g. breathing, temperature etc. |
| Teacher non-verbally directs a variety of movements, including stretching and balancing. |  |

**Assessment:** By observation against learning outcomes and through discussion with children.
Glossary

**Agility:** Agility is the ability to change the direction of the body in an efficient and effective manner.

**Aerobics:** Literally means ‘with oxygen’. This term is used to describe exercise intensity where muscles use oxygen to convert glucose and fat into energy.

**Aquatics:** Water-based activities. eg. learn to swim, swimming, canoeing, water sports and water safety.

**Assertiveness:** The ability to express yourself and your rights without violating the rights of others.

**Balance:** The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints).

**Body composition:** Used to describe the percentage of fat, bone and muscle in human bodies.

**Bullying:** A form of harassment involving intimidatory verbal or physical behaviour or emotional or psychological coercion.

**Cardiovascular endurance:** The ability of the body to sustain prolonged exercise over a relatively long period of time.

**Control:** to exercise restraint or direction over; dominate; command.

**Conflict:** Conflict can occur when people have opposing beliefs, ideas, resources, needs or goals.

**Conflict resolution skill:** The skills required to resolve a dispute or conflict. Successful conflict resolution can occur by listening to and providing opportunities to meet each side’s needs so that each is satisfied with the outcome. eg. win/win approach, assertiveness, using ‘i’ statements or negotiation.

**Cool down:** Slowing down activity and stretching after physical activity to disperse toxins built up in muscle and reduce the possibility of any ill effects.

**Cooperative physical activities:** is a behaviour demonstrated by individuals working together toward goals which can be shared.

**Co-ordination:** the ability to control the movement of the body in co-operation with the body’s sensory functions e.g. catching a ball.
**Coping strategies:** Refers to specific efforts that people use to reduce or minimise stressful events.

**Drug:** A substance other than food which affects the structure or function of the body.

**Flexibility:** Flexibility, and suppleness all mean the range of limb movement around joints. In gymnastics and athletics pupils can explore using the full range of movement in a controlled and focused way. All children have different levels of flexibility and lessons should be differentiated to account for the range.

**Fitness:** A set of attributes a person has in regards to a person’s ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility; is determined by a combination of regular activity and genetically inherited ability.

**Fitness testing:** Measurements used to determine an individual’s standards in fitness.

**FITT principle:** This summarises the basic principle of fitness training: frequency (how often), intensity (how hard), time (how long) and type (strength, endurance).

**Fundamental motor skills:** Movement abilities that improve with practice and are transferable to specific sports and other motor tasks. Eg. walking, running, striking and throwing

**Fundamental movement skills:** In the context of this syllabus document this term is used interchangeably with fundamental motor skills.

**Health:** Health is a state of complete physical, mental and social wellbeing. It is not merely the absence of disease or infirmity and includes the ability to lead a socially and economically productive life.

**Health related fitness:** Involves those factors related to good health such as cardiovascular health, body composition, flexibility, muscular strength and endurance.

**Manipulative skills:** Skills developed through handling an object or apparatus.

**Muscular endurance:** The ability to exert force over an extended period.

**Muscular power:** The ability to exert force over a short period of time.

**Muscular strength:** The ability of muscles to exert force.

**Non-preferred and preferred limb:** Learning and practising skills with either side of the body.

**Nutrients:** Proteins, carbohydrates, fats, vitamins and minerals provided by food and necessary for growth and the maintenance of life.

**Power:** The ability to transfer body energy into force; also used in relationships contexts eg. Coercion.

**Physical activity:** Simply means movement of the body that uses energy eg. walking, cycling, gardening or climbing stairs
**Relationships**: The connections or bonds people have with each other.

**Resilience**: The ability to cope with life and bounce back when situations are challenging.

**Responsibility**: A sense of duty or social obligation, usually applied to civic rights and responsibilities.

**Resting heart rate**: The number of times the heart beats per minute while a person is at rest.

**Risk**: A situation involving potential danger or threat.

**Rotation**: Moving about one’s own axis.

**Self concept**: The composite of ideas, feelings and attitudes that a person has about their own identity, worth, capabilities and limitations.

**Skill related fitness**: Factors that enhance performance in sport or motor skills. eg. agility, coordination, power, speed and balance.

**Speed**: The ability of the body to perform movement in a particular period of time.

**Statics and balances**: Held or still positions that are fundamental for all movement and provide the basis for locomotion. eg. handstand

**Strength**: The ability of a muscle or muscle group to overcome a resistance.

**Survival skills**: Skills used in aquatic environments to maximise survival such as survival sculling or treading water.

**Target heart rate**: The heart rate required to achieve a desired training effect.

**Vigorous physical activity**: Energetic activity/movement aimed to increase cardiovascular output.

**Warm up**: Processes to prepare the body for physical activity. eg. jog and stretch.