

PHYSICAL EDUCATION AND SPORTS SYLLABUS FOR LOWER PRIMARY SCHOOLS

(Primary 1, 2 &3)

Kigali, 2020

Copyright

©2020 Rwanda Basic Education Board

All rights reserved

This syllabus is property of the Government of Rwanda.

Credit must be given to REB when the content is quoted.

FOREWORD

The Rwanda Basic Education Board is honored to present to you this syllabus which serve as both official documents and as a guide to competencebased teaching and learning. This syllabus ensures consistency and coherence in the delivery of quality education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes in order to prepare them to be well integrated into society and access employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the syllabus with teaching and learning materials and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, particularly the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the job markets has necessitated the shift to a competence-based curriculum. With the help of the teachers, whose role is central to the success of the syllabus, learners gaining appropriate skills and being able to apply what they have learnt in real life situations and thus making a difference not only to their lives but also to the nation.

I wish to sincerely extend my appreciation to all educational experts who contributed to the development and translation of this syllabus, particularly REB/ CTLR Department staff who organized the whole process from its inception. Any comment of contribution would be welcome for the improvement of this syllabus.

Dr. MBARUSHIMANA Nelson

Director General, REB.

ACKNOWLEDGEMENT

I I wish to sincerely extend my special appreciation to people who played a major role in development and translation of this syllabus. It would not have been successful without the participation of different partners that I would like to express my deep gratitude.

My thanks go to the Rwanda Basic Education Board leadership who supervised the whole activity and staff who were involved in the conception, initial writing in Kinyarwanda and translation in English of this syllabus. I also wish to extend my appreciation to primary school teachers, lecturers and different education experts for their valuable support.

Joan Murungi,

Head of Curriculum, Teaching and Learning Resources Department/REB

Table of Contents

FOREWORD	.....	III
ACKNOWLEDGEMENT	.....	IV
1. INTRODUCTION	.....	1
1.1 Background of Physical Education and Sports syllabus review	.....	1
1.2 Rationale of teaching and learning Physical Education and Sports	.....	1
1.2.1 PES and society	.....	1
1.2.2 PES and learners	.....	1
1.2.3 PES and other areas of the curriculum	.....	2
1.2.4 Competences	.....	2
2. PEDAGOGICAL APPROACH	.....	4
2.1 Teaching and learning of Physical Education and Sports	.....	4
2.1 Role of the learner	.....	4
2.2 Role of the teacher	.....	4
2.3 Special needs education and inclusive approach	.....	5

3. ASSESSMENT APPROACH	5
3.1 Formative and continuous assessment (assessment for learning)	5
3.2 Summative assessment (assessment of learning)	6
3.3 Record keeping	6
3.4 Assessment criterion	7
3.5 Reporting to parents	7
4. RESOURCES	7
4.1 Equipment	7
5. SYLLABUS UNITS	8
5.1 Presentation and structure of the Syllabus Units	8
5.2 Primary One Syllabus	9
5.2.1 Key competences	9
5.2.2 Primary One Syllabus Units	9
5.3 Primary Two Syllabus	20
5.4 Key competences	20

5.4.1 Primary Two Syllabus Units	21
5.4 Primary Three Syllabus Units	32
5.4.1 Key competences	32
5.4.2 Primary Three Syllabus Units	33
6. REFERENCES	43
7. SUBJECTS AND WEEKLY TIME ALLOCATION FOR LOWER PRIMARY LEVEL	44

1. INTRODUCTION

1.1 Background of Physical Education and Sports syllabus review

The rationale for revising the lower primary Physical Education and Sports (PES) syllabus is to ensure that the syllabus is responsive to the needs of learners and that teaching shifts from knowledge based curriculum to competence-based curriculum. With regards to equipping learners with knowledge, skills, attitudes and values, it is of a paramount importance that a learner portrays productivity, and values that are worth the Rwandan society and the well-being for all.

In comparison to the former syllabus (knowledge-based), the revision was an opportunity to develop Physical Education and Sports competence based syllabus which caters for the learner's holistic development (physical, cognitive and emotional).

1.2 Rationale of teaching and learning Physical Education and Sports

1.2.1 PES and society

People of all ages can benefit from physical activity. Individuals can improve their health by engaging in moderate amounts of physical activities on a regular basis. Regular participation in physical activities establishes lifelong habits that are very important to maintaining a healthy lifestyle and reducing the risk of cardiovascular diseases and obesity. In addition, when the Physical Education and Sports starts at the children's early ages, it creates hope of bringing about citizens that strive for sustainable development which is based on peace education and well-being.

1.2.2 PES and learners

This syllabus helps learners to develop human instincts such as happiness, not to be shy and being self-confident. It also instils tolerance, cooperation, patience, living well with others, truthfulness, faithful, trustworthiness and law abiding.

Physical Education and Sports educates friendship, cooperation and collaboration of a learner with others for the good of his/her life and that of others.

When teachers regularly play games/exercises with learners, it strengthens freedom of expression for the learners and the teacher. Physical Education and Sports will help discover talented learners so as to be supported to develop their talent. To the learners with special needs

education, the content of this syllabus will help them to show and develop their competences in physical exercises and sports activities as concerned with the support of their teachers.

1.2.3 PES and other areas of the curriculum

Physical Education and Sports complements other subjects as stipulated on the lessons' timetable. Indeed, Physical Education and Sports advances the learners' language proficiency through putting in practice a given game's instructions. For the learners to keep motivated and interested in the lesson, games are used in different parts of the lesson. The competences that learners portray in Physical Education and Sports become the reason for them to have self-confidence and then increase their academic performance in other subjects.

1.2.4 Competences

A competence is defined as the ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a particular task successfully.

Based on the nation's needs and policies (Education Sector Strategic Plan), there are sets of basic and generic competences on which critical thinking is founded. In this syllabus, the basic competences are revealed and developed at a learning unit, yearly and cycle level. A learner's activities must base on their capacity to do what they can so that specific competences can be developed during the learning process or at the end of a particular learning unit.

Generic competences

Generic competences are not the kind of competences based on a single subject/lesson but instead they are developed in a range of subjects/lessons at different learning occasions as well as various practical learning processes.

The following are the generic competences that should be developed:

- **Critical thinking:** To help learners to think imaginatively, innovatively, and holistically in evaluating and finding solutions to problems they encounter.
- **Creativity and innovation:** To help learners to take initiative and use their imagination to generate new ideas and construct new concepts.
- **Research and problem solving:** To help learners to find answers to questions based on evidence and facts and explain phenomena from the information gathered.

- **Communication:** To help learners to communicate effectively their findings through explanations, arguments, and drawing relevant conclusions. Teachers will ensure learners to use the language of instruction properly. This will help learners to communicate more effectively in written and spoken language and to do so in proper English and/or Kinyarwanda.
- **Cooperation, interpersonal management and life skills:** To encourage learners to participate in cooperative learning groups. This will enhance learners' ability to collaborate with others as a team and to practice positive ethical moral values and respect for the rights, feelings, and views of others.
- **Lifelong learning:** To help learners to update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge advances for personal fulfilment in areas that are relevant to their improvement and development.

Broad Physical Education and Sports competences to be acquired at the end of Lower Primary levels

By the end of lower primary education, learners should be able to:

- Perform basic gymnastic exercises carried out on the ground, changing direction and speed; coordinating movements and rhythm;
- Perform balance exercises with courage and self-confidence while following given instructions;
- Do various exercises of running while altering speed and relay running with speed;
- Perform exercises of jumping; throwing, receiving/catching, the ball while running;
- Dribble and kick the ball far away with the aim of scoring a goal;
- Play in teams by following given instructions;
- Show that they understand the importance of gymnastic exercises in their lives.

PES and developing competences and skills

The above mentioned competences will be achieved once all subjects are interlinked. PES will develop decision-making, cooperation, living well with others, critical thinking, problem solving, choose and try various ways of being innovative, bravery and courageousness through playing different games and performing physical exercises.

2. PEDAGOGICAL APPROACH

2.1 Teaching and learning of Physical Education and Sports

The Physical Education and Sports subject is taught and learnt focusing on the learners' competences revealed in their ability to perform various gymnastic and physical exercises. This syllabus highlights relevant exercises and games to perform and the way learners get them carried out and assessed. The teacher prepares Physical Education and Sports lessons, explains and demonstrates exercises/games to the learners that engage them into learning activities that develop their competences in Physical Education and Sports subject.

2.1 Role of the learner

In the learner-centred approach, learners are requested to be involved in various games and exercises focusing mainly on developing their competences. They are trained on assessing their level of performance by themselves, lead small groups and taking care of both materials and fellow learners.

2.2 Role of the teacher

The teacher of Physical Education and Sports has the main role of helping learners in developing their various competences and develops their self-positive image. The teacher should consider the following:

- Choose games that are related to the competences to be developed and the level of achievement;
- Prepare materials, set up the field, plan how to organize and carry out the game by avoiding wasting time;
- Give clear instructions and demonstrate to the learners so that they get well what they are going to do and how to do it;
- Ensure security and safety of learners in the classroom and promote the adoption of safe practices outside the classroom;
- Encourage learners to use their potential abilities to emphasize each one's commitment;

- Assess the level of competence every learner has reached compared to their previous assessment;
- Monitor if learners store/keep sports materials in the right places;

2.3 Special needs education and inclusive approach

Learners with special needs should experience the enjoyment of Physical Education and Sports. They should feel comfortable and not be discriminated in participating in physical activities. It is important that teachers encourage their maximum participation and monitor their progress in Physical Education and Sports according to learners' level and abilities.

The following should be done so that learners have clear and precise roles:

- Do not consider learners with special needs education as spectators or cheerers;
- Avoid stigmatizing them instead let them play together with others;
- Base on their competence without thinking that they always need to be assisted;
- Make various changes to give them an opportunity to play with others, adjust instructions and rules, materials, field size, duration of the game;
- Regularly, use sign language and repeat the instructions for those with hearing difficulty.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of each individual learner's progress in learning; and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching and learning process. In the competence-based curriculum, assessment must also be competence-based whereby it focuses on the learners' ability rather than on their knowledge only. In the Physical Education and Sports subject, the continuous assessment will be focused upon for the effective teaching and learning process at the school level.

3.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Before going

to the next unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, this should be done at the end of each unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. Observation is the most useful and most consistently used form of assessment in PES. It involves the informal monitoring of learners' progress as the actual learning takes place, and some of the most accurate information is gathered in this way. Teacher observation as a form of assessment is particularly appropriate for Physical Education and Sports, as assessment is best undertaken as the learners are engaged in activities. Teacher observation might also focus on the responses the learner makes when a task is given, the responses the learner makes to the teacher's questions and suggestions, the participation of the learner individually, in a group or as part of the class, the interaction of the learner with others when involved in group work, the understanding displayed by the learner when engaged in an activity.

3.2 Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competences. It can be internal school based-assessment. School-based summative assessment should take place once at the end of each term and once at the end of the year.

3.3 Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for corrective actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress towards unit competences and to advice accordingly.

The proper way of record keeping is to store (in one file or in an electronic form) all of the learners' assessments and the results indicating where strengths and weaknesses of the learners are, in their academics. All these have a role in preparing particular activities and plans for the targeted/intended competences to be realized. The assessment results are based upon by the teacher while sharing them (assessment results) with both the learner and the parents.

3.4 Assessment criterion

Assessment is based on various key unit competences and generic competences: how a learner understands instructions, performs physical exercises/games, technical skills in different games, movement and coordination skills and problem solving skills in relation to a given games or exercises.

Assessment will also base on the way a learner relates with others, cooperates and develops teamwork spirit, yielding victory and loss, controls emotions, avoids injuries/accidents resulting from exercises/games, express of commitment and will, wears Physical Education and Sports related sportswear and his/her fair play while performing exercises or games.

3.5 Reporting to parents

Physical Education and Sports subject requires that parents should be given reports indicating the learner's academic performance. Not only marks/grades can be based on determining that learners have gained the intended competences but also to highlight where learners are performing well and where they are not and thus, measures are taken.

4. RESOURCES

4.1 Equipment

For the intended competences to be realized, a field and other various instructional materials will be needed. For instance: teacher's guides describe how exercises are performed and games are played. The balls and jumping ropes made out of locally available resources, drums, whistle, radio, television, computer, projectors and other materials that were highlighted in different units as they will be distributed in the schools will be needed while teaching Physical Education and Sports lessons. The lack of playgrounds which are wide enough should not be the reason for not teaching Physical Education and Sports subject. There are many exercises/games learners can play which do not need a big playground. Corridors and other available safety spaces at school may be used.

Human resources

The Physical Education and Sports teacher must be professionally updated and regularly finding and trying out new instructional materials and methods. He/she is required to have the following skills:

- Be a role model in skills and behaviours expected of the learners;

- Organize and set up where the lesson should be taught by availing enough learning space;
- Encourage learners to participate in the Physical Education and Sports lesson;
- Cater for each and every learner's individual needs for providing equal opportunities to all;
- Provide particular assistance to learners with special education needs so that they develop competences in Physical Education and Sports;
- Encourage learners to strive for having good health and live in peace;
- Train learners for acceptable behaviours with trustworthiness;
- Effectively make use of teaching and learning materials and the syllabus.

5. SYLLABUS UNITS

5.1 Presentation and structure of the Syllabus Units

The Physical Education and Sports subject in lower primary education consists of 18 units where every class is comprised of 6 units. For each level, the syllabus is started by outlining the key competences that are intended for that class level, followed by topic areas which are divided into various learning areas. Every learning area is subdivided into different units.

Each unit has the following elements:

- Unit title;
- Number of periods;
- A key competence which guides learning activities for the whole unit. Each key competence is broken into three types of learning objectives (knowledge and understanding, skills, attitudes and values);
- Learning activities;
- Link with other subjects;
- Assessment criteria;
- Teaching and learning resources/materials.

5.2 Primary One Syllabus

5.2.1 Key competences

By the end of Primary One (P1), a learner of Physical Education and Sports should be able to:

- Perform basic warm-up and stretching exercises/games;
- Perform balance and direction changing exercises with courage and self-confidence;
- Perform walking exercises on straight lines;
- Play basic games of throwing, catching/receiving and running;
- Perform relays on short distances;
- Play simple teamwork games.

5.2.2 Primary One Syllabus Units

TOPIC AREA: GYMNASTICS AND MOVEMENT				
P1 Physical Education and Sports		UNIT 1: MOTOR CONTROL		No. of lessons: 3
Key unit competence: Perform a range of aerobic warm-up exercises, stretch the body and develop basic techniques of gymnastics.				
Learning objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		

<ul style="list-style-type: none"> - Explain the importance of warm-up and stretching exercises. - Identify the importance of balance exercises. 	<ul style="list-style-type: none"> - Warm-up of the body. - Stretching the body. - Changing direction 	<ul style="list-style-type: none"> - Courage. - Self-confidence. - Environmental sustainability. - Agility - Courage 	<ul style="list-style-type: none"> - Warm-up exercises/games. 	<ul style="list-style-type: none"> • Respond to the teacher's instructions. • Warm-ups: <ul style="list-style-type: none"> - While running. - In a static position. - While running around the field. - While running across corners.
			<ul style="list-style-type: none"> - Stretching and cooling down exercises/games. - Exercises that develop courage and agility (quickness) 	<ul style="list-style-type: none"> • Stretching and cooling down different parts of the body: <ul style="list-style-type: none"> - Neck stretch exercises; - Spinal cord stretch exercises; - Shoulder stretch exercises; - Chest stretch exercises; - Hamstrings stretch exercises; - Breathing in and out exercises; - Jogging; - Slowly cooling down the body while walking. • Walking on the piece of wood, with one leg, playing games that require much attention and carrying objects on the head without touching them.

Links to other subjects:

Mathematics: Numeracy.

SET: Directions.

Biology: Breathing.

Assessment criterion: Observe learner's performance while performing physical exercises.

Materials/Requirements: Field/court/playground, gymnasium, whistle, pictures, balls, piece of wood, sticks and any other object a learner can carry on the head without touching on them.

TOPIC AREA: GYMNASTICS AND MOVEMENT

P1 Physical Education and Sports

**UNIT 2: MOVEMENT AND COORDINATION
EXERCISES /GAMES**

No. of lessons: 6

Key unit competence: Perform marching exercises on straight lines

Learning objectives

**Knowledge and
Understanding**

Skills

Attitudes and Values

Content

Learning activities

<ul style="list-style-type: none"> - Explain the purpose of marching on the straight lines. - Enlist the parts of the human body. 	<ul style="list-style-type: none"> - March on straight lines. - Follow instructions. - Show different parts of the body. 	<ul style="list-style-type: none"> - Courage - Self-confidence. - Coordination - Honest - Collaboration 	<ul style="list-style-type: none"> - Exercises and games that develop movement and coordination. - Exercises that teach learners to take specific positions - Exercises that improve the knowledge of learners. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Follow given instructions. - Exercises strengthening abdominal and spinal cord muscles. - Exercises coordinating movements of arms and legs. - Exercises that teach taking positions : <ul style="list-style-type: none"> • On vertical lines. • On horizontal lines. - On a circle.. - Games that develop senses: <ul style="list-style-type: none"> • Blind folding games. • Touching games. • Sign making games.
---	---	--	--	---

			<p>– Exercises that improve socio-economic behaviour with others.</p>	<ul style="list-style-type: none"> – Games that develop memorization, calm and analysis: <ul style="list-style-type: none"> – Analytical memorising and remembering games. – Games that develop understanding different parts of the human body: <ul style="list-style-type: none"> • Playing skilful games and taking care of body parts – Follow given instructions: <ul style="list-style-type: none"> • Playing games with given instructions. • Body coordination and rhythmic games. • Parading exercises with a given rhythm. • Performing marching exercises with a given rhythm. • Performing various exercises while alternating parts of the body. – Playing games that encourage interaction with one another: <ul style="list-style-type: none"> • Games that encourage a learner to live/ behave well with others. • Games that relate to cooperation and learn to accomplish the given duties. – Playing in teams: <ul style="list-style-type: none"> • Games that encourage working as a team.
--	--	--	---	--

			<ul style="list-style-type: none"> - Exercises that improve feelings and emotions. 	<ul style="list-style-type: none"> - Playing competitive games : <ul style="list-style-type: none"> • Games that encourage a learner to have winning spirit. - Games that encourage patience and fair-play <ul style="list-style-type: none"> • Games that encourage a learner to accept game results
<p>Links to other subjects:</p> <ul style="list-style-type: none"> - Mathematics: Numeracy. - SET: Identifying positions and directions. - Biology: Parts of the body. - SST: Harmonious interaction with others. 				
<p>Assessment criterion: Observing learner's good relationship with others, self-confidence, decision-making, taking care of their body and cleanliness.</p>				
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, balls, pieces of clothes (for blind folding), soap, water and other materials.</p>				

TOPIC AREA: GYMNASTICS AND MOVEMENT

P1 Physical Education and Sports

UNIT 3: PHYSICAL EXERCISES AND GAMES

No. of lessons: 4

Key unit competence: Perform various running, jumping and throwing exercises.

Learning objectives

Knowledge and Understanding

Skills

Attitudes and Values

Content

Learning activities

- Understand the importance of performing physical exercises.
- Differentiate various equipment and materials used in physical exercises.

- Running
- Jumping
- Throwing

- Coordination
- Respect of given instructions.
- Courage
- Respect
- Decision-making

- Running exercises (distances of 20m-30m).

- Jumping exercises

- Throwing exercises

- Follow and respect given instructions.
- Running exercises:
 - In one place.
 - While moving in different directions.
 - A good starting movement that gives capacity to run.
- Rhythmic jumping.
- Jumping on one leg.
- By recognizing the supporting leg.
- Jumping movements.
- By throwing balls with either a stretched or folded hand.
- Throwing various playing objects.

				- Throwing playing objects while stationed in one place throwing to different directions.
Links to other subjects:				
- Mathematics: Numeracy.				
- SET: Directions.				
Assessment criterion: Observe physical ability of learners in doing physical exercises.				
Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls (Umupira wa Karere), stick, ropes, cones and chalkboard.				

TOPIC AREA: GYMNASTICS AND MOVEMENT

P1 Physical Education and Sports

UNIT 4: FOOTBALL

No. of lessons: 10

Key unit competence: Perform various games such as running, jumping and throwing.

Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
- Explain basic rules of football game.	- Dribbling the ball. - Shooting the ball. - Passing the ball. - Playing as a team.	- Follow instructions. - Courage. - Rapidity. - Teamwork. - Decision-making.	- Exercises of dribbling the ball. - Exercises of passing the ball by using legs. - Exercises of shooting the ball from the hands to the leg.	- Follow and respect given instructions. - Dribbling the ball from mark A to mark B. - Passing the ball to a teammate.

			<ul style="list-style-type: none"> - Long pass exercises. - Exercises of playing in small teams with the aim of shooting into the goal. 	<ul style="list-style-type: none"> - Exercises of shooting the ball from the hands to the leg (goalkeeper). - Kicking the ball from the ground (set pieces). - Playing with others while following instructions.
<p>Links to other subjects:</p> <p>Mathematics: Numeracy.</p> <p>SET: Directions.</p>				
<p>Assessment criterion: Observe competences of learners in dribbling, kicking the ball and their ability to play simple games that portray (show) teamwork.</p>				
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes, cones and chalkboard</p>				

TOPIC AREA: VARIOUS GAMES

P1 Physical Education and Sports

UNIT 5: BALL GAMES PLAYED WITH HANDS

No. of lessons: 10

Key unit competency: Perform throwing, catching and dribbling the ball.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

Content

Learning activities

– Explain the basic rules of playing ball games played using hands.

– Throwing the ball.
– Catching the ball.
– Dribbling the ball.

– Follow instructions.
– Self-confidence
– Rapidity.
– Teamwork.
– Decision-making.

– Exercises of throwing the ball.
– Exercises of catching the ball.
– Exercises of dribbling the ball.

– Following instructions and putting them in practice.
– Throwing the ball exercises from one to another.
– Exercises of catching the ball while a learner is in a static or moving position.
– Exercises of dribbling the ball towards a given direction.

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Directions.

Assessment criterion: Observe learners' competence in games of throwing, receiving and dribbling the ball.

Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes, cones and a chalkboard.

TOPIC AREA: HEALTH AND WELL-BEING				
P1 Physical Education and Sports		UNIT 6: DISEASE PREVENTION		No. of lessons: 3
Key unit competence: Perform physical exercises without discomforting others and prevent illnesses caused by lack of hygiene throughout sports.				
Learning objectives				
Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> - Explain how to keep away from diseases caused by poor or lack of hygiene. - Identify and explain ways of maintaining sports materials. 	<ul style="list-style-type: none"> - Prevention of illnesses through sports exercises/ games. - Proper maintenance of sports materials and equipment. 	<ul style="list-style-type: none"> - Cleanliness - Caring for sports materials. - Teamwork. - Decision-making. 	<ul style="list-style-type: none"> - Sports activities that promote body cleanliness. - Preventing diseases caused by poor or lack of hygiene. - Sports that promote tolerance. 	<ul style="list-style-type: none"> - Follow instructions and put them into practice. - Play games that teach prevention of diseases caused by lack of hygiene. - Play games that discourage discomforting one another.
Links to other subjects:				
<ul style="list-style-type: none"> - Mathematics: Numeracy. - SST: Disease prevention, cleanliness and living at peace with one another. 				
Assessment criterion: Engage learners in physical exercises and observe the way they play with the purpose of preventing diseases caused by lack of hygiene				
Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, tennis balls, improvised balls, a stick, ropes and cones.				

5.3 Primary Two Syllabus

5.4 Key competences

By the end of Primary Two (P2), a learner should be able to:

- Perform moderate body warm-up and stretching through a game/Exercise;
- Perform body balance and physical exercises with courage and self-confidence.
- Perform exercises/games of changing direction based on a given rhythm;
- Carry out exercises that develop sports skills;
- Accept willingly results of the game;
- Run short distance (relay) while passing on the baton/stick one another;
- Play in teams by following simple instructions.

5.4.1 Primary Two Syllabus Units

TOPIC AREA: GYMNASTICS AND MOVEMENT				
P2 Physical Education and Sports		UNIT 1: MOTOR CONTROL		No. of lessons: 3
Key unit competence: Perform warm-up, stretching and body balance exercises with courage and self-confidence.				
Learning objectives				
Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> - Explain the importance of doing warm-up and stretching exercises. - Identify the importance of performing physical exercises that teach balance. 	<ul style="list-style-type: none"> - Warm-up of the body. - Stretching the body. - Body flexibility. 	<ul style="list-style-type: none"> - Courage. - Self-confidence. - Follow instructions. 	<ul style="list-style-type: none"> - Warm-up exercises/games. - Stretching exercises/games. - Cool down exercises - Flexibility and balance exercises/games. 	<ul style="list-style-type: none"> - Follow and respect given instructions. - Warm-up exercises (running around the court). - Stretching exercises (legs stretch, arm stretch, chest stretch, back stretch neck stretch, shoulder stretch etc.). - Cool down exercises and stretching different parts of the body. - Exercises of breathing in and out. - Exercises of standing on one leg.

				<ul style="list-style-type: none"> - Jump with one leg while holding the other or without holding it depending on the instructions. - Exercises of walking along a piece of wood. - Exercises of pushing one another in pairs while standing on one leg or while squatting.
<p>Links to other subjects:</p> <ul style="list-style-type: none"> - Mathematics: Numeracy. - SET: Identifying directions. - Biology: Breathing. 				
<p>Assessment criterion: Have a critical look at how the learner: warms up, stretches and cool down the body and performing balance exercises.</p>				
<p>Materials: Field/playground/court, gymnasium, whistle, pictures, balls, a log, a stick and any other playing objects that a learner can carry by head without touching and jumping ropes.</p>				

TOPIC AREA: MOVEMENT AND COORDINATION**P2 Physical Education and Sports****UNIT 2: MOVEMENT AND COORDINATION****No. of lessons:7****Key unit competence: Act** accordingly in changing rhythm and direction on a straight line.**Learning objectives**

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none">- Explain the importance of walking on straight lines.- List parts of the body.	<ul style="list-style-type: none">- Walking on straight lines.- Following given instructions.	<ul style="list-style-type: none">- Courage.- Self-confidence- Honest.- Living in harmony with others	<ul style="list-style-type: none">- Physical exercises and games that develop movement and coordination.- Physical exercises and games that develop cognitive skills using senses.- Physical exercises that aimed at living well with others.- Physical exercises that develop emotions.	<ul style="list-style-type: none">- Follow given exercises' instructions and put them into practice.- Exercises of targeting and shooting static and moving objects.- Coordinative and rhythmic games (E.g.: "Mabigibigi game").- Performing physical exercises that concurrently match right and left hands and legs (E.g. Right and left).- Developing senses:<ul style="list-style-type: none">• Games that teach recognizing objects by smelling or touching them.

				<ul style="list-style-type: none"> • Blind folding games. • Touching game while blind folded (E.g. “Agatamabaro game”) • Games that teach detecting the direction of sound made (E.g. hide and seek game). – Memorizing, keeping at ease and giving much attention: <ul style="list-style-type: none"> • Games of guessing by a blind folded learner. • Observation game and memorizing what they saw (E.g. Do you remember me?) listening in and quick thinking game (E.g. “Inkware n’ Inkwavu game”), – Following given instructions: <ul style="list-style-type: none"> • On land and in water games (E.g. “Ku mazi no ku nkombe game”). • Play other games that require following instructions. – Games that train living well with others: <ul style="list-style-type: none"> • Games that develop sharing habits. • Games that teach solidarity
--	--	--	--	--

				<ul style="list-style-type: none"> - Playing in teams: <ul style="list-style-type: none"> • Games that teaches helping and supporting one another. • Games that promote competitiveness and avoid conflicts. - Playing games that train being patient: <ul style="list-style-type: none"> • Competing with the aim of positively accept the results of the game.
--	--	--	--	---

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Recognize positions and directions.
- **Biology:** Parts of the human body.
- **SST:** Living in harmony with others.

Assessment criterion: Observe learner's competences to harmonize the rhythm as they take positions on straight lines.

Materials: Field/court/playground, gymnasium, whistle, pictures and cones.

TOPIC AREA: GYMNASTICS AND MOVEMENT**P2 Physical Education and Sports****UNIT 3: ATHLETIC EXERCISES AND GAMES****No. of lessons: 5****Key unit competence:** Perform various games/exercises of running, jumping and throwing**Learning objectives**

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none">- Identify the importance of performing gymnastic exercises.- Differentiate various gymnastic equipment.	<ul style="list-style-type: none">- Running.- Jumping.- Throwing.	<ul style="list-style-type: none">- Follow instructions.- courage- Self-confidence.	<ul style="list-style-type: none">- Exercises of running the distance between 30 and 40 metres.- Jumping exercises.- Exercises of throwing and catching while making movement.	<ul style="list-style-type: none">- Following and respect given instructions- Exercises of running depending on the given signs.- Exercises of running on one place.- Exercises of jumping a rope, high jump and long jump.- Exercises of rolling the ball by using hands.- Exercises that teach proper handling the ball before throwing it.

				– Performing physical exercises of throwing and catching the ball while moving (Movement).
--	--	--	--	--

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Directions.

Assessment criterion: Observe the learner’s ability in running, jumping and throwing.

Materials: Field/court/playground, gymnasium, whistle, pictures, tennis balls, standards balls, a stick, ropes and cones.

TOPIC AREA: COLLECTIVE SPORTS

P2 Physical Education and Sports

UNIT 4:FOOTBALL

No. of lessons: 6

Key unit competence: Perform physical exercises that develop practical skills of playing football game in teams by respecting basic rules.

Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
– Outline techniques and basic rules of football game.	– Dribbling the ball. – Throwing the ball. – Kicking the ball far away. – Playing in a team. – Passing the ball one to another.	– Follow instructions. – Courage. – Rapidity. – Teamwork spirit.	– Exercises of dribbling the ball; – Exercises of throwing the ball; – Exercises of passing the ball;	– Follow and respect of given instructions; exercises; – Dribbling the ball with the aim of scoring in the goal by using the leg; – Exercises of passing the ball;

		<ul style="list-style-type: none"> - Decision-making. - Patience. 	<ul style="list-style-type: none"> - Exercises of kicking the ball far away; - Exercises of playing in a team of seven players with the aim of scoring goals; 	<ul style="list-style-type: none"> - Exercises of throwing the ball with both hands; - Exercises of kicking the ball far away with the aim of scoring the goal; - Exercises of taking playing positions on the field and scoring goals;
--	--	---	---	--

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Directions.

Assessment criterion: Observe and count number of passes a learner has passed to teammate and number of goals scored.

Materials: Field/court/playground, gymnasium, whistle, pictures, ordinary balls, cones, chalkboard and goal posts.

TOPIC AREA: COLLECTIVE GAMES**P2 Physical Education and Sports****UNIT 5: EXERCISES OF PLAYING BALL BY USING HANDS****No. of lessons:12**

Key unit competence: Follow basic rules of playing ball games played with hands while playing in teams and accept results from the game.

Learning objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> - Explain basic rules that govern ball games played with hands. 	<ul style="list-style-type: none"> - Throwing the ball. - Receiving the ball. - Dribbling the ball. 	<ul style="list-style-type: none"> - Follow instructions. - Courage. - Rapidity. - Teamwork spirit - Decision-making. - Self-confidence. 	<ul style="list-style-type: none"> - Exercises of shooting the ball aiming at static target (e.g. goal post, basket, ring...); - Exercises of throwing the ball aiming at a moving target (e.g.: players passing the ball to one another); - Exercises of dribbling the ball. - Exercises performed as competition of throwing the ball, shooting the ball by using one or two hands; 	<ul style="list-style-type: none"> - Follow and respect instructions of given exercises; - Receiving and passing the ball - Passing the ball which is aimed at the chest level; - Exercises of dribbling and passing the ball; - Exercises of passing the ball while learners are in a static or moving position; - Exercises of passing the ball with flexed arm, while standing or moving;

			<ul style="list-style-type: none"> - Exercises intended to teach learners to accept results of the game. 	<ul style="list-style-type: none"> - Performing exercises of passing the ball using one arm; - Competitive exercises with the aim of avoiding conflicts and accepting results of the game.
<p>Links to other subjects:</p> <p>Mathematics: Numeracy.</p> <p>SET: Directions.</p>				
<p>Assessment criterion: Observe and count the number of times a learner hit the target and count number of goals/points scored.</p>				
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, tennis balls, ordinary balls, ropes, cones, chalkboard and goal posts, ring and basket.</p>				

TOPIC AREA: HEALTH AND WELL-BEING				
P2 Physical Education and Sports		UNIT 6: HEALTH AND WELL-BEING		No. of lessons: 3
Key unit competence: Play games/exercises that facilitate learners to know the importance of cleanliness/hygiene to human life.				
Learning objectives				
Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> - Explain the importance of cleanliness of the human body. - Identify different types of diseases caused by poor or lack of cleanliness/hygiene. 	<ul style="list-style-type: none"> - Prevention of disease. - Maintain cleanliness/hygiene. 	<ul style="list-style-type: none"> - Cleanliness. - Teamwork. - Decision-making. 	<ul style="list-style-type: none"> - Know and prevent diseases caused by poor or lack of hygiene through playing games. 	<ul style="list-style-type: none"> - Follow and respect instructions of given exercises; - Play games that teach how to prevent malaria, diseases caused by dirtiness.
<p>Links to other subjects:</p> <ul style="list-style-type: none"> - Mathematics: Numeracy. - SST: Prevention of disease, living in peace with others, maintains cleanliness. - Biology: Know contagious diseases. 				
<p>Assessment criterion: Observe ways learners play games that teach cleanliness, taking care of materials/equipment.</p>				
<p>Materials: Field/court/playground, gymnasium, whistle, pictures, tennis balls, ordinary balls, a stick, ropes, cones, chalkboard, water, soap, towel, basin, sponge, step and wash, brooms, mopping sticks, hoe.</p>				

5.4 Primary Three Syllabus Units

5.4.1 Key competences

By the end of Primary Three (P3), the learner should be able to:

- Perform basic gymnastic exercises on the ground while changing direction and speed;
- Show self-confidence, self-control and balance while following given instructions;
- Sprint short distances, receiving/catching, throwing and jumping;
- Transmit the baton/stick while running at long distance;
- Dribble and control the ball while aiming in the goal;
- Pass and catch the ball;
- Kick the ball farther while aiming in the goal;
- Follow instructions and rules of the game while playing in teams;
- Demonstrate the understanding of the importance of gymnastic exercises in one's life.

5.4.2 Primary Three Syllabus Units

TOPIC AREA: GYMNASTICS AND MOVEMENT				
P3 Physical Education and Sports		UNIT 1: MOTOR CONTROL		No. of lessons: 4
Key unit competence: Perform basic ground gymnastic exercises with flexibility, self-control and balance.				
Learning objectives				
Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> - Explain how to use body parts to perform various ground physical exercises. - Identify the directions - Explain the role of self-control in daily life. 	<ul style="list-style-type: none"> - Perform different warm-up exercises. - Perform different stretching exercises. - Change direction and speed - Play various gymnastic exercises. 	<ul style="list-style-type: none"> - Self-confidence. - Differentiate parts of the body. - Being creative - Courage 	<ul style="list-style-type: none"> - Warm-up and stretching exercises. - Rolling exercises. - Flexibility and balance exercises. - Variation of the speed and direction exercise. 	<ul style="list-style-type: none"> - Following instructions of performing physical exercises; - Perform warm-up and stretching exercises; - Perform squatting exercises; - Apply press-up position; - Rolling down with the chin on the chest and the head between the hands without touching the ground; - Standing on one leg while holding the other; - Jumping on one leg and changing to the other in a distance of 10 metres;

				<ul style="list-style-type: none"> - Standing on one leg while bending the other in a moderate time which helps stay at ease or in balance; - Pushing one another's hands while squatting; - Jumping exercises while changing direction basing on given; instructions/signs; - Jumping exercises while moving forward, backward, leftwards, rightwards with legs together and legs apart; - Running exercises at the distance of 20 metres.
--	--	--	--	--

Links to other subject:

- **Mathematics:** Numeracy
- **SET:** Directions

Assessment criterion: Observe that a learner uses body parts in gymnastic exercises with courage and self-confidence.

Materials: Field, gymnasium, whistle, pictures, ordinary balls, a log, piece of wood, a stick and other playing objects a learner can balance on the head without touching.

TOPIC AREA: MOVEMENT AND COORDINATION

P3 Physical Education and Sports

UNIT 2: EXERCISES AND GAMES
THAT DEVELOP MOVEMENT AND
COORDINATION

No. of lessons: 6

Key unit competence: Perform exercises/games that develop movement and coordination basing on given instructions.

Learning objectives

Knowledge and understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> - Explain the importance of performing marching exercises. - Identify different body parts. 	<ul style="list-style-type: none"> - Walking on straight lines. - Following instructions. - Playing in teams. 	<ul style="list-style-type: none"> - Self-esteem - Self-confidence - Team work and cooperation. - Honest - Tolerance - Health supporting behaviour. 	<ul style="list-style-type: none"> - Exercises and games that develop movement and coordination; - Exercises and games that develop cognitive skills; - Exercises aiming at promoting living well with others; - Exercises aiming at developing emotions control. 	<ul style="list-style-type: none"> - Following instructions of physical exercises; - Exercises of shooting moving targets; - Exercises of doing concurrent movements of hands and legs (E.g. Mabigibigi game); - Developing senses: <ul style="list-style-type: none"> • Exercises of finding someone by voice while blind folded; • Exercises of touching an already seen object before being blind folded; • Exercises of feeling (someone or something) by touching;

				<ul style="list-style-type: none"> - Memorizing and critical analysis: <ul style="list-style-type: none"> • Colour sorting games; • Doing exercise of identifying body parts (Simon Says Game); • Playing different games based on given instructions; • Dancing according to clapping drumming rhythms (E.g. Gushayaya, guhamiriza, ikinimba); - Games that teach harmony with others: <ul style="list-style-type: none"> • Games that train a learner to cooperate with others; • Games that train tolerance; • Perform various exercises that develop/train self-confidence; • Games that help learners to control emotions.
--	--	--	--	---

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Identification of positions and directions.
- **Biology:** Parts of the body.
- **SST:** Living well with others.

Assessment criterion: Observe how a learner demonstrates cooperation, harmony with others, self-confidence and decision-making.

Materials: Field/court/playground, gymnasium, whistle, pictures, tennis ball, balls and other materials.

TOPIC AREA: MOVEMENT AND GYMNASTICS

P3 Physical Education and Sports

UNIT 3: ATHLETIC EXERCISES AND GAMES

No. of lessons: 5

Key unit competence: Perform sprint races, receiving and throwing, jumping and relay running of long distance.

Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> - Identify different ways of running, jumping, throwing and catching. - List different objects used in throwing and jumping. 	<ul style="list-style-type: none"> - Running - Jumping - Throwing - Sprinting 	<ul style="list-style-type: none"> - Good health habits - Coordination - Following instructions - Courage - Self-confidence - Honest 	<ul style="list-style-type: none"> - Exercises of running between 40-60 metres. - Jumping exercises. - Throwing and catching exercises. 	<ul style="list-style-type: none"> - Following instructions of physical exercises. - Sprint exercises. - Relay races exercises. - Hurdles races exercises. - Exercises of getting ready to jumping. - Exercises of changing speed running into the jump impulse. - Exercises of throwing balls with a stretched or folded hand. - Exercises of throwing a ball after running. - Exercises of making long jumping steps.

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Directions.

Assessment criterion: Observe the distance the learner has jumped, number of times they threw and the distance at which he/she has thrown.

Materials: Field/court/playground, gymnasium, whistle, pictures, standard balls, tennis balls, basket, ropes, cones.

TOPIC AREA: COLLECTIVE SPORTS

P3 Physical Education and Sports

UNIT 4: FOOTBALL

No. of lessons: 8

Key unit competence: Understand and apply the instructions in game situation and different ways of scoring the goal.

Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none">– Identify techniques, rules (Laws) of the game of football.	<ul style="list-style-type: none">– Dribbling the ball.– Throwing the ball.– Kicking far the ball.– Playing in a team.– Passing the ball.– Controlling the ball.	<ul style="list-style-type: none">– Follow instructions.– Self-esteem.– Rapidity.– Teamwork– Decision-making.– Patience.	<ul style="list-style-type: none">– Exercises of dribbling, passing and controlling the ball.– Exercises of throwing the ball to the farthest possible distance with hands while targeting teammate (Goalkeeper).– Exercises of kicking the ball far away with the aim of scoring the goal.	<ul style="list-style-type: none">– Following the instructions of given exercises;– Exercises of controlling the ball and reducing its speed;– Exercises of dribbling the ball;– Exercises of passing the ball towards the goal;

			<ul style="list-style-type: none"> - Exercises of playing in a team of 11 with the aim of scoring the goal. 	<ul style="list-style-type: none"> - Exercises of shooting far the ball that was held in the hands before it falls/lands on the ground (Goalkeeper); - Exercises of kicking the ball to the farthest possible distance while targeting teammate (Goalkeeper); - Exercises aimed at using/ applying all the techniques of the game; - Exercises of aiming at knowing the playing positions and which position one is supposed to play in.
--	--	--	--	--

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Directions.

Assessment criterion: Count the number of successful passes a player has passed to fellow teammates and the number of goals they scored.

Materials: Field, gymnasium, whistle, pictures, balls, cones and goal posts.

TOPIC AREA: COLLECTIVE SPORTS**P3 Physical Education and Sports****UNIT 5: BALL GAMES PLAYED WITH HANDS****No. of lessons: 10****Key unit competence:** Dribbling the ball competitively, receiving and passing the ball while running.**Learning objectives**

Knowledge and Understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none">- Identify different techniques of playing game by using hands.	<ul style="list-style-type: none">- Throwing the ball.- Catching the ball.- Rapidity.- Dribbling the ball.	<ul style="list-style-type: none">- Following instructions.- Courage.- Teamwork and tolerance.- Decision-making.- Self-confidence.- Promotion of health habits/practices.	<ul style="list-style-type: none">- Exercises of the body and the ball by using jumping or squatting techniques.- Exercises of throwing the ball aiming at a moving target.- Exercises of throwing and dodging.- Exercises of ball dribbling while running.	<ul style="list-style-type: none">- Follow instructions of given exercises.- Exercises of passing and catching the ball while jumping or crouching.- Passing the ball to teammates while moving.- Games of passing, receiving and shoot on the target.- Exercises of dodging an opponent with the ball in the hands or without it.- Competition exercises of dribbling ball by passing through cones/mark (Slalom).

Links to other subjects:

- **Mathematics:** Numeracy.
- **SET:** Directions.

Assessment criterion: Observe the way the ball is dribbled, received or thrown.

Materials: Field/court/playground, gymnasium, whistle, pictures, standard balls, tennis balls, ropes, cones, goal posts, ring and basket.

TOPIC AREA: HEALTH AND WELL-BEING

P3 Physical Education and Sports

UNIT 6: HEALTH AND WELL-BEING

No. of lessons:3

Key unit competence: Perform exercises that help understand the importance of health and well-being in the learner’s life.

Learning objectives

Knowledge and Understanding

- State the importance of gymnastic exercises for health living.
- Identify types of diseases caused by not doing sports.

Skills

- Perform gymnastics exercises and physical exercises.

Attitudes and Values

- Cleanliness.
- Prevention of disease.
- Teamwork.
- Decision-making.

Content

- Exercises that teach prevention of disease.
- Fast walking exercises.
- Running/jogging exercises.

Learning activities

- Follow instructions of given exercises.
- Prevention of diseases such as diabetes, high blood pressure, gout, rheumatoid arthritis and other related diseases.
- Handkerchief game (“Agatambaro” game).
- Stick game (Umukino w’ “agati”).
- Playing games related to cleanliness of hands.
- Songs related to hand washing.

Links to other subjects:

- **Mathematics:** Numeracy.
- **SST:** Prevention of disease, living at peace with others, keeping clean.
- **SET:** Knowing contagious diseases.

Assessment criterion: Observe behaviours (attitudes and values) of learners while playing/performing the game or exercise.

Materials: Field/court/playground, gymnasium, whistle, pictures, balls, stick, ropes, cones, chalkboard, water, soap, towel, basin, sponge, step and wash (Kandagira ukarabe), brooms, mopping sticks and hoe.

6. REFERENCES

1. **IZERE, C.1987.** La conception moderne de l'Education Physique et Sportive dans les écoles primaire au Rwanda. Butare.
2. **DUMONT. C & CO. 1992.** L'Education Physique et Sportive à l'école primaire (1^{ère} et 2^{ème} années). Paris.
3. **RIGHT TO PLAY.** Le programme du ballon rouge.
4. **IKIGO CY'IGIHUGU GISHINZWE INTEGANYANYIGISHO.** 1997. Integanyanyigisho y'Igororangingo na Siporo mu cyiciro cya mbere cy'amashuri abanza. Kigali.
5. **IKIGO GISHINZWE GUTEZA IMBERE UBUREZI MU RWANDA (REB).2012.** Imbonezamasomo y'Igororangingo na Siporo. Kigali.
6. **MIJESCAFOP – UNICEF - MINEDUC.1999.** Guide pour animateur pédagogique en Education Physique et Sportive a l'Ecole primaire. Kigali.
7. **RIGHT TO PLAY. 2008.** Health game. Right To Play.
8. **RIGHT TO PLAY. 2007.** Jeux de la petite enfance. Guide du formateur. Right To Play.
9. **ARNOLD, P.J.(1991b).** Health promotion and the movement curriculum, *Health Education Journal*, 50(3), 123-127.

Online sources

1. www.curriculumonline.ie/Primary/Curriculum-Areas/Physical-Education
2. www.activeschoolflag.ie/files/Primary_School_PE_Curriculum.pdf
3. www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf

7. SUBJECTS AND WEEKLY TIME ALLOCATION FOR LOWER PRIMARY LEVEL

Subjects in Primary 1 – 3		Weight (%)	Number of periods (1 period = 40 min.)		
			P1	P2	P3
1.	Kinyarwanda	27	8	8	8
2.	English	23	7	7	7
3.	Mathematics	20	6	6	6
4.	Social and Religious Studies	13	4	4	4
5.	Sciences and Elementary Technologies	7	2	2	2
6.	Creative arts: Music, Dance and Drama,	7	2	2	2
7.	Physical Education and Sports	3	1	1	1
Total number of periods per week		100	30	30	30
Total number of contact hours per week		20 hrs.	20 hrs.	20 hrs.	
Total number of contact hours per year (39 weeks)		780 hours /year			