PHYSICAL EDUCATION AND SPORTS SYLLABUS

FOR

LOWER PRIMARY SCHOOLS (P1-P3)

Second Edition

KIGALI, 2026

COPYRIGHT:

© 2026 Rwanda Basic Education Board

All rights reserved

This syllabus is the property of Rwanda Basic Education Board.

Credit should be given to the authors when the source of this book is quoted.

FOREWORD

The Rwanda Basic Education Board (REB) is honoured to present the second edition of the Lower Primary Physical Education and Sports (P1–P3). This syllabus serves as an official guide to competence-based teaching and learning, providing coherence and consistency in the delivery of quality basic education across the country. Developed through the collective expertise of subject specialists, educators and curriculum developers, it stands as a key resource in advancing the Competence-Based Curriculum (CBC) and reflects Rwanda's continued commitment to nurturing knowledge, skills, values and positive attitudes among pupils.

Quality basic education is the foundation for Rwanda's sustainable development and prosperity. In line with the country's education philosophy, this syllabus emphasizes critical thinking, creativity, inclusiveness and holistic pupil development. It seeks to empower young people with the competencies necessary to achieve their full potential, equipping them with relevant knowledge, practical skills and the right attitudes and values to integrate effectively into society and seize employment opportunities in a competitive world.

Anchored in Rwanda Vision 2050 and the National Strategy for Transformation (NST2), this syllabus supports the nation's goal of building a knowledge-based economy driven by innovation, resilience and global competitiveness. It prioritizes pupil-centred pedagogy, active learning and the practical application of knowledge to prepare pupils not only for academic success but also to become responsible, ethical and productive citizens capable of contributing to Rwanda's continued transformation.

This syllabus reflects our determination to equip pupils with 21st-century skills, foster innovation and instil values of integrity, social responsibility and lifelong learning. Its success depends largely on the dedication and professionalism of teachers and school leaders. We therefore call upon all educators to embrace the approaches, methodologies and assessment strategies outlined herein with commitment and passion, transforming classrooms into dynamic spaces of curiosity, creativity and inspiration.

On behalf of REB, I extend my heartfelt appreciation to all who contributed to the development of this syllabus. Your expertise and dedication have been instrumental in shaping a curriculum that responds to the needs of our pupils and supports.

Rwanda's national aspirations. Together, we can ensure that education continues to be a powerful driver of our nation's development and prosperity.

Dr. MBARUSHIMANA Nelson

Director General of REB

ACKNOWLEDGEMENT

The development of this syllabus has been a collective effort that reflects the dedication, expertise, and commitment of many stakeholders. On behalf of the Curriculum, Teaching and Learning Resources Department of the Rwanda Basic Education Board (REB), I wish to express my deepest appreciation to all who contributed to the successful preparation of this Lower Primary Physical Education and Sports syllabus (P1–P3).

Special thanks go to the subject experts, curriculum developers, teachers and education partners whose insights, feedback and professional contributions have been invaluable in shaping this syllabus. Your collaboration has ensured that the syllabus is not only aligned with Rwanda's Competence-Based Curriculum but also responsive to the aspirations of Vision 2050 and the National Strategy for Transformation (NST2).

We also acknowledge the invaluable support of development partners and education stakeholders who have consistently provided technical assistance in curriculum adaptation. Your partnership has greatly contributed to strengthening the quality of Rwanda's education system.

Finally, we call upon teachers, school leaders and all education practitioners to use this syllabus with commitment and professionalism, ensuring that classrooms become vibrant learning environments that nurture knowledge, skills, values and positive attitudes among pupils. Through your dedication, this syllabus will fulfil its purpose of empowering pupils to realize their full potential and contribute meaningfully to Rwanda's sustainable development.

MURUNGI Joan
Head of Curriculum, Teaching and Learning Resources Department
Rwanda Basic Education Board (REB)

TABLE OF CONTENTS

FOREWORD iii

ACKNOWLEDGEMENT v

1. GENERAL INTRODUCTION 1

1.1. Background to the syllabus adaptation 1

2. TEACHING AND LEARNING PHYSICAL EDUCATION AND SPORTS 2

2.1. Rationale of teaching and learning Physical Education and Sports 2

2.1.1. Physical Education and Sports and society 3

2.1.2. Physical Education and Sports and the pupil 3

2.1.3. Physical and Sports and other subjects 4

2.2. Competences 4

2.2.1. Generic competences 5

2.2.2. Physical Education and Sports broad competences 6

2.2.3. Physical Education and Sports and developing competences 7

2.3 Values 7

2.3.1 Curriculum values 8

2.3.2 Basic Values 9

3. PEDAGOGICAL APPROACH 11

3.1. Role of the teacher 11

3.2. Role of the pupil 12

3.3. Inclusive and special needs education 14

4. ASSESSMENT APPROACH 15

4.1. Levels of assessment across terms **15**
4.1.1. Assessment of Physical Education and Sports 16
4.2. Record Keeping **17**
4.3. Assessment criterion for Physical Education and Sports **18**
4.4. Reporting to parents **19**
5. RESOURCES **19**
5.1. Materials needed for implementation of this syllabus **19**
5.2. Human resources **21**
5.3. Skills required for the teacher of Physical Education and Sports **21**
6. SYLLABUS UNITS **24**
6.1. Presentation of the structure of the Syllabus Units **24**
6.2. Physical Education and Sports **25**
6.3. Syllabus for grade one/P1 ..... **26**
6.3.1. General competences of the subject at the end of Grade 1/primary one 26
6.3.2. Table Units for primary one/Grade 1 27
6.4. Syllabus for grade two/P2 ..... **46**
6.4.1. General competences of the subject at the end of primary two/Grade 2 46
6.4.2. Table Units for primary two/Grade 2 47
6.5. Syllabus for grade three/P3 ..... **65**
6.5.1. General competences of the subject at the end of primary three/Grade 3 65
6.5.2. Table Units for primary three/Grade 3 66
7. BIBLIOGRAPHY **85**
8. APPENDICES **86**

1. GENERAL INTRODUCTION

1.1. Background to the syllabus adaptation

The adaptation of the Physical Education and Sports (PES) syllabus for lower primary reflects Rwanda's ongoing commitment to strengthening the Competence-Based Curriculum (CBC), first rolled out in 2015. Continuous feedback from teachers, school leaders and education partners highlighted the need for improvements in content delivery, time allocation and responsiveness to pupil needs.

This second edition incorporates the Ministerial directive to harmonize school hours to five per day and 33 weeks of learning annually and ensures greater coherence, inclusiveness and alignment with national priorities such as Vision 2050 and the National Strategy for Transformation (NST2), which emphasize a knowledge-based economy, responsible citizenship and sustainable development.

Physical Education and Sports (PES) integrates social, cultural, civic and even spiritual dimensions of learning. It provides opportunities for pupils to interact with their environment, build positive human relationships and practice ethical values such as fairness, respect, and teamwork. PES reflects Rwanda's cultural diversity through traditional games, dances and community-based physical activities, while also engaging with the evolving global context of modern sports and physical well-being.

Through this subject, pupils acquire knowledge, skills, attitudes and values that prepare them to face real-life challenges such as maintaining health, preventing lifestyle diseases, promoting peace and cooperation through sports and demonstrating discipline and responsibility. Ultimately, PES equips pupils to make sound judgments, respect diversity and grow into responsible, productive and active citizens who contribute positively to society.

2. TEACHING AND LEARNING PHYSICAL EDUCATION AND SPORTS

2.1. Rationale of teaching and learning Physical Education and Sports

Physical Education and Sports (PES) is an essential component of the Competence-Based Curriculum because it promotes the holistic development of pupils—physically, mentally, socially and emotionally. The subject goes beyond physical activity to instil lifelong values, attitudes and competences that prepare pupils for healthy, productive and responsible lives.

- **Promotion of physical fitness and health:** PES enables pupils to develop strength, flexibility, endurance and coordination. It fosters healthy lifestyle habits that prevent non-communicable diseases and reduce sedentary behaviours.
- **Cognitive development and motor skills:** Through games, drills and exercises, pupils improve motor control, body awareness and problem-solving skills. It enhances focus, memory and decision-making, linking movement to brain development.
- **Social and emotional growth:** PES encourages teamwork, cooperation, fair play and respect for others. It teaches conflict resolution, self-discipline, resilience and emotional regulation through competitive and cooperative activities.
- **Cultural and civic values:** Pupils engage in traditional games, dances, and sporting practices that preserve and celebrate Rwanda's cultural heritage. It nurtures civic responsibility, inclusion, gender equity, peacebuilding and unity through shared participation in sports.
- **Spiritual and ethical development:** By emphasizing integrity, fairness and responsibility, PES helps pupils to grow as ethical individuals. Sportsmanship and respect for rules foster moral character and accountability.

- **Preparation for real-life and career opportunities:** earners acquire life skills such as goal setting, perseverance, leadership and time management. PES exposes pupils to possible careers in sports, physical health, recreation, coaching and community service.
- **Contribution to sustainable development:** By promoting health, social cohesion, inclusion and peaceful coexistence, PES contributes to Rwanda's vision of producing responsible, innovative and patriotic citizens.

2.1.1. Physical Education and Sports and society

Physical Education and Sports is very important in lower primary schools. It helps pupils stay healthy and fit. Regular exercise helps prevent heart diseases, obesity, and poor diet. Doing more physical activity, like longer or more frequent exercise, gives even better health benefits. Physical Education and Sports also helps bring people together, solve conflicts and promote peace through sports and teamwork.

From an economic view, investing in Physical Education and Sports can lower health costs by preventing illness and helps pupils stay productive. Healthy pupils go to school more and do better, which helps them get good jobs in the future.

Physical Education and Sports helps teachers find pupils who have special talents in sports. These talents can be developed to help pupils grow and maybe become professional athletes, which can also help the economy and bring pride to the country.

In class, pupils develop skills and confidence in many physical activities. They learn to plan, do and check their actions. They also learn to be creative, work alone or in teams, and solve problems.

2.1.2. Physical Education and Sports and the pupil

Physical Education and Sports help pupils to build physical skills and confidence. They learn to use these skills in many activities, sports and games. The subject teaches how the body works and helps pupils to grow physically.

PES also helps pupils to develop good personal and social skills like self-esteem, fair play, accepting winning and losing and working well with others. Through physical activities, pupils discover their talents, strengths and what they enjoy. This helps teachers to support talented pupils to improve and possibly become athletes.

Pupils also learn how to stay active and healthy for life. In PES lessons, the focus is often on improving yourself, taking part and cooperating—not just on winning or losing.

2.1.3. Physical and Sports and other subjects

Physical Education and Sports supports learning in other subjects. It helps pupils to improve their language skills, especially English, by and learning new words and following and using instructions during games plays. PES also involves counting, measuring and timing activities, which strengthens skills in Mathematics.

Through movement and understanding of the body, pupils connect with concepts in sciences, like health and the human body. Teamwork and rules in games help pupils to practice cooperation and social skills linked to Social Studies. Physical Education and Sports relates to Music and Creative Arts by encouraging rhythm, coordination and creativity in movements and dances. In ICT, pupils can use technology like videos, apps or projectors to learn and review sports techniques, rules and health information. In Religion, PES teaches values like respect, fairness, teamwork and discipline, which are important in many faiths and help pupils to develop good character.

The confidence and skills gained in Physical Education and Sports help pupils to perform better in all these subjects.

2.2. Competences

A competence is the ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviours to accomplish a task successfully. In this syllabus, competences reflect a holistic blend of these elements, enabling pupils to apply them confidently and appropriately in diverse real-life situations.

By acquiring these competences, pupils become better equipped to handle challenges, make informed decisions, act responsibly and contribute positively as active members of society. The competences are embedded in the broad subject competences, yearly objectives and unit-specific learning competences. Both generic competences and basic competences must be emphasized and consistently reflected in the teaching and learning process.

Teachers are encouraged to design learning experiences that engage pupils in meaningful tasks, allowing them to practice and demonstrate competences both during and at the end of the learning process.

2.2.1. Generic competences

- **Critical thinking and problem-solving:** In PES, pupils are constantly required to make quick decisions during games (e.g.: choosing the best pass in football, positioning in handball or deciding a strategy in athletics). They also analyse their own performance and that of peers, learning how to improve individually and as a team.
- **Creativity and innovation:** Sports and physical activities encourage pupils to use imagination and creativity to invent new movements, adapt traditional games or create dance and exercise routines. Innovation in tactics, strategies and team formations helps them apply knowledge in new and exciting ways.
- **Research:** Pupils in PES can investigate indigenous games, traditional dances, nutrition for athletes or modern training techniques. They learn to collect, interpret and apply information to improve health, performance and ethical decision-making in sports.
- **Communication in the official language:** Through team games and group discussions, pupils practice giving instructions, offering encouragement and expressing strategies clearly. They develop confidence in speaking and writing about sports rules, health topics and cultural practices, which enhances their communication skills in real-life contexts.

- **Cooperation, interpersonal management, and life skills:** Sports naturally require teamwork, fair play, empathy and respect for diversity. Pupils acquire values of responsibility, discipline, leadership and participation in activities such as environmental protection (e.g.: keeping play grounds clean), promoting health (e.g.: hygiene, exercise) and serving the community through sports.
- **Lifelong learning:** PES instils the habit of regular exercise and caring for one's physical and mental well-being. Pupils develop adaptability by linking sports knowledge to daily life, encouraging them to stay physically active, healthy and socially engaged throughout their lives.

2.2.2. Physical Education and Sports broad competences

At the end of the lower primary level, the pupils should be able to;

- Develop physically, socially, emotionally and intellectually through active participation in sports and games.
- Perform movement skills like running, jumping, throwing and gymnastic exercises in different situations.
- Demonstrate personal and team skills in both individual and group sports.
- Understand and practice fair play, cooperation and team spirit, showing respect for others of different backgrounds and abilities.
- Use body movement to express ideas, show creativity and enjoy physical activity.
- Show positive attitudes toward physical activity, health and lifelong fitness.
- Apply good game skills and a healthy competitive spirit during sports activities.
- Successfully perform physical fitness tests and understand the results.

2.2.3. Physical Education and Sports and developing competences

The national policy documents based on national aspirations identify some 'basic competences' alongside the 'Generic competences'' that will develop higher order thinking skills and help pupils learn subject content and promote application of acquired knowledge and skills.

In Physical Education and Sports, pupils develop the following specific competences:

- Deep knowledge in many areas;
- High-level thinking like problem-solving, creativity and critical thinking;
- Social and teamwork skills;
- Competitive skills;
- A strong cultural identity and sense of belonging;
- Qualifications and skills useful for employment.

Success in team sports requires good communication and cooperation, making the team stronger together. Pupils think critically about their own and others' performances and find creative solutions to challenges. Improving health, fitness and skills needs strong problem-solving abilities.

2.3 Values

Values are enduring beliefs, principles, and dispositions that influence how individuals think, feel, make decisions, interact with others and apply knowledge, skills and attitudes in different situations. Within the Competence-Based Curriculum, values provide the ethical, social and cultural foundation for learning and responsible citizenship.

The Rwanda Curriculum Framework recognizes two complementary categories of values: Curriculum Values, which guide the philosophy, design and implementation of education and Basic Values, which represent the moral, civic and character attributes that learners are expected to internalize and demonstrate in their daily lives. Together, these values shape the development of competent, responsible, self-reliant and socially engaged citizens.

2.3.1 Curriculum values

- **Excellence:** Striving for the highest standards in learning, behaviour and performance by consistently producing quality work, using feedback for improvement and taking pride in achievement. It is reflected in accuracy, continuous growth and encouraging excellence in others (Pupils practise movements repeatedly to improve their running, jumping, balancing, throwing and catching skills. They celebrate personal improvement rather than winning only).
- **Aspiration and optimism:** Believing in one's potential and pursuing ambitious goals with confidence, perseverance and a positive outlook. It involves viewing challenges as opportunities for growth and inspiring hope in oneself and others (Pupils are encouraged to try new physical activities with confidence, complete simple movement challenges and believe they can improve through practice.)
- **Equity and inclusiveness:** Valuing the dignity and worth of every individual by promoting fairness, equal participation and opportunities for all. It is demonstrated through respect for diversity, support for others and opposition to discrimination and exclusion (Every pupil participates in games regardless of gender, ability or background. Teachers adapt activities so that all children can play safely and successfully).
- **Openness and transparency:** Acting honestly, ethically, and accountably while fostering trust and participation. It is reflected in clear communication, responsible decision-making, openness to feedback and fairness in interactions with others (Pupils follow game rules honestly, admit mistakes, wait for their turn and accept results fairly during play)

- **Importance of family, Rwandan culture and heritage:** Recognizing the role of family, culture and heritage in shaping identity, values, learning and social development. It is demonstrated through respect for family relationships, participation in community life and appreciation of cultural traditions and responsibilities (Pupils participate in traditional Rwandan games, songs, dances and simple cultural movement activities while appreciating their cultural identity).
- **Learner-centredness:** Placing learners at the heart of education by recognizing their needs, interests, abilities and experiences while promoting active engagement and ownership of learning. It is reflected in inclusive, supportive learning environments where learners participate, explore, collaborate, reflect and take responsibility for their learning (Pupils actively explore movement through play, make simple choices during games, solve movement challenges and learn through active participation).

2.3.2 Basic Values

- **Dignity and integrity:** Upholding self-worth and acting consistently according to moral and ethical principles. It is demonstrated through honesty, responsibility, respect for self and others and doing what is right even when unsupervised (Pupils respect themselves and others, use equipment responsibly, avoid cheating and play fairly).
- **Self-reliance:** Taking responsibility for one's learning, decisions, and wellbeing through initiative, confidence and independent action. It involves solving problems, managing resources effectively and making informed choices (Pupils organize their own equipment, dress appropriately for physical activities and perform simple exercises independently).
- **National and cultural identity:** Appreciating and promoting Rwanda's heritage, values, language, traditions and national aspirations. It is reflected in national pride, respect for cultural heritage and institutions and commitment to unity and social cohesion (Pupils appreciate Rwandan traditional games, songs and physical activities that promote national pride and unity).

- **Peace and tolerance:** Living harmoniously with others by respecting differences and resolving conflicts constructively. It is demonstrated through empathy, respectful dialogue, reconciliation and support for peaceful coexistence (Pupils cooperate, share equipment, resolve disagreements peacefully and encourage classmates during games).
- **Justice:** Promoting fairness, equity, and respect for rules, rights and responsibilities. It is reflected in impartial decision-making, ethical judgement, consistent application of rules and opposition to unfair treatment (Pupils respect game rules, take turns fairly and accept decisions made by teachers or referees).
- **Respect for others and human rights:** Recognizing and upholding the dignity, rights and freedoms of every person. It is demonstrated through courtesy, active listening, inclusion, respect for diversity, and protection of the rights of others (Pupils use kind language, avoid pushing or hurting others, include everyone in activities and respect differences).
- **Solidarity and democracy:** Working collaboratively for the common good while respecting participation, shared responsibility and collective decision-making. It is reflected in teamwork, community service, social responsibility and respect for diverse views (Pupils work together in pairs and groups, help teammates, share responsibilities and make simple group decisions during games).
- **Patriotism:** Demonstrating love, loyalty and commitment to the wellbeing and development of Rwanda. It is expressed through civic responsibility, community participation, promotion of national unity and positive representation of the country (Pupils participate enthusiastically in school sports activities, respect the national flag and anthem during sports events and care for school facilities).
- **Hard work:** Applying consistent effort, diligence and responsibility in pursuing goals and fulfilling duties. It is demonstrated through persistence, productive use of time, initiative and commitment to quality outcomes (Pupils complete physical tasks with effort, practise regularly and continue trying even when activities are difficult).

- **Commitment and resilience:** Remaining dedicated to goals and continuing to make progress despite difficulties and setbacks. It is reflected in perseverance, adaptability, learning from mistakes, emotional self-control and determination to succeed (Pupils continue practicing after making mistakes, complete activities without giving up and encourage others to persevere).

3. PEDAGOGICAL APPROACH

Physical Education and Sports is taught and learned by focusing on the pupils' competences, shown through their ability to perform different gymnastic and physical exercises. The syllabus provides the exercises and games pupils should do and explains how they should be done and assessed.

Teachers prepare Physical Education and Sports lessons by explaining and demonstrating activities that help pupils develop the right skills and competences in the subject. The move to a Competence-Based Curriculum aims to make learning deeper, more enjoyable, and something pupils carry with them for life.

3.1. Role of the teacher

In the Competence-Based Curriculum, the teacher is a guide who helps pupils to become active, confident and responsible. In Physical Education and Sports, the teacher also acts as an organizer, advisor and problem solver.

The teacher's main roles in PES lessons are:

- Support pupils to build self-confidence, teamwork and respect for rules through games and sports (promoting fair play);
- Understand pupils ' abilities and choose physical activities (like running, jumping, games) that suit their level and needs;
- Organize the class space, prepare equipment (e.g.: balls, cones), and show safe use of all materials;

- Provide a variety of activities that are fun, creative, active and challenging to help pupils grow;
- Teach pupils how to stay safe during physical activities and respect differences among classmates;
- Assess progress regularly and give positive feedback to help pupils improve;
- Include cross-cutting issues such as peace and values education, gender education, comprehensive sexuality education, genocide studies, environment and sustainability, financial education, inclusive education, standardization culture, impact of social media and disaster risk reduction and management in Physical Education and Sports lessons, making learning more meaningful.

Through this approach, pupils not only get physically stronger, but also become more disciplined, cooperative and aware of life skills needed in and out of school.

Teachers are also encouraged to guide pupils in participating during Co-curricular or Extra-curricular activities related to sports organized by the school using available sports facilities and materials. They should also provide opportunities for pupils to explore other sports and games not included in this syllabus such as: Swimming, Table Tennis, Chess, Cricket, Scrabble, Karate, Kung-fu, Judo etc.

3.2. Role of the pupil

In the new curriculum, the pupils the main focus. The teacher does not just give all the knowledge. Each pupil different and already has some skills and knowledge. The syllabus gives activities that help pupils to learn by doing.

In Physical Education and Sports, the teacher should make the lesson fun, safe and friendly. Activities should match what pupils like, know and can do.

Pupils should take part in many physical activities like:

- Gymnastics;
- Athletics;
- Sports and games.

These activities help pupils to:

- Move better;
- Work as a team;
- Follow rules;
- Make good decisions during play.

They should also learn:

- Individual sports like running and gymnastics;
- Team sports like Football, Basketball, Handball and Volleyball.

Pupils are encouraged to participate in Co-curricular or Extra-curricular activities related to sports organized by the school, depending on the available sports facilities and materials. The school may also allow pupils to explore other sports and game not included in this syllabus such as: Swimming, Table Tennis, Rugby, Cricket, Scrabble, Karate, Kung-fu, Judo etc.

3.3. Inclusive and special needs education

All Rwandan pupils, including those with special needs, have the right to education, including Physical Education and Sports. pupils may have different needs — such as physical, emotional, sensory or intellectual challenges — but they must still be included in PES activities.

Every school must enrol these pupils and create strategies to help them learn and participate in PES. The teacher plays an important role by adapting games and exercises to meet the abilities and needs of each pupil.

In Physical Education and Sports, pupils with special needs should be:

- Included in all activities, not left out or discriminated against;
- Given the chance to enjoy movement, build confidence and improve their physical skills;
- Supported to participate safely and progress at their own level.

Teachers must:

- Encourage all pupils to take part in Physical Education and Sports;
- Modify tasks and equipment when needed (e.g.: lighter balls, slower pace);
- Ensure the lesson is inclusive, safe and fun for everyone.

Including pupils with special needs in Physical Education helps them feel valued, respected and motivated to stay active and healthy, just like everyone else.

4. ASSESSMENT APPROACH

- Assessment within the CBC is a fundamental component of the teaching and learning process. It is designed to evaluate pupils' progress across knowledge, skills, attitudes and values, while simultaneously supporting continuous learning and development. Unlike traditional models, CBC assessment emphasizes real-life problem-solving, requiring pupils to apply acquired competences to complex, everyday situations.
- Assessment entails the systematic collection and interpretation of evidence to measure pupil performance against established standards. Beyond measuring achievement, it informs instructional improvement and provides constructive feedback to pupils, parents and educators, thereby fostering accountability and guiding educational decision-making.

4.1. Levels of assessment across terms

To provide a comprehensive picture of pupil achievement and development, assessment is conducted at multiple levels:

i) **Diagnostic**: Conducted before instruction to identify pupils' prior knowledge and skills; administered at the beginning of a unit or lesson to guide teaching.

ii) **Formative/continuous**: Carried out during the learning process to track progress and provide feedback; implemented continuously through quizzes, projects, class activities and teacher observations.

iii) **Summative assessment:**

- **End Term I:** Administered after instruction to evaluate pupils' achievement of Term I content; conducted at the end of the first term as a school-based assessment.
- **End Term II**: District-coordinated assessment designed to measure achievement of Term II content; developed by schools and quality-checked at district level.

- **End Term III**: National assessment to evaluate mastery of the entire year's content; prepared, set and moderated by NESA at the end of the third term.

4.1.1. Assessment of Physical Education and Sports

Assessment in Physical Education and Sports is used to check how well pupils are doing in both theory and practice. It helps the teacher see how pupils are improving in their movement skills, teamwork, rules understanding and healthy habits.

Teachers assess pupils on both subject-specific and generic competences outlined in the syllabus, gaining a full picture of each pupil's progress. In Physical Education and Sports, **observation** is the most common and effective form of assessment. It involves monitoring pupils during physical and sports activities or real game situations providing accurate insights.

The Physical Education and Sports teacher observation focuses on:

- Pupilresponses to tasks (games, exercises or game situation) and questions;
- Participation individually, in groups or as a class;
- Interaction with peers during physical and sports activities;
- How well the pupil understands the activity while doing it.

The teachers must assess pupils fairly by using a rubric—either prepared by themselves or provided by the competent Authority—based on clear criteria for each unit. The goal is to evaluate what each pupil can do, show and apply in real physical activities and sports.

PES assessment includes:

- **Practical part:** Showing skills like passing the ball, shooting the ball, serving the ball, scoring the goal, shooting the ball into the basket, running, jumping, throwing objects or implements, teamwork, fair play and proper use of equipment. During practical assessment **checklist and rubrics** should be used to focus on the pupil's performance of physical skills.
- **Theoretical part:** Explaining the rules of games, body parts used in movement, safety, and the importance of staying active in physical and sports activities. During theoretical assessment, oral questions or paper-based assessment can be used to evaluate the pupil's knowledge and understanding of PES concepts.

Category of assessment	Level of assessment	Weight
Comprehensive assessment	**School based assessment**	**Practice:** 70%, **Theory:** 30%.

Physical Education and Sports should be assessed using both theory and practical methods. The pass mark is 50%.

4.2. Record Keeping

This process involves collecting facts and evidence from assessment tools to evaluate a pupil's performance by comparing it to set criteria or standards. The data collected, usually in the form of scores, should be carefully recorded and stored in a portfolio. This information helps guide corrective actions, adjust teaching strategies and provide feedback to pupils and their parents about progress toward achieving unit competences.

Proper record-keeping involves storing all assessment results—either in a physical file or electronically—clearly showing each pupil's strengths and weaknesses. These records help teachers plan targeted activities and share performance results with both pupils and parents.

Additionally, assessment records play an important role in talent detection. By consistently monitoring pupils' abilities, teachers can identify pupils who show exceptional skills in areas such as athletics, ball games, dance or leadership. Early detection of these talents allows teachers and parents to nurture and support pupils' potential, guiding them toward further development opportunities in sports, academics or other co-curricular activities.

4.3. Assessment criterion for Physical Education and Sports

Assessment in Physical Education and Sports is based on key unit and generic competences. These include how well a pupil:

- Understands instructions;
- Performs physical exercises or games;
- Demonstrates technical skills in different games;
- Shows movement and coordination skills;
- Solves problems related to games or exercises.

It also considers how the pupil:

- Relates with others and works as a team;
- Handles winning and losing;
- Manages emotions;
- Avoids injuries and accidents;
- Shows commitment and willingness to participate;

- Wears appropriate sportswear;
- Practices fair play during activities.

4.4. Reporting to parents

In Physical Education and Sports, it is important to provide parents with comprehensive reports on their child's performance. These reports should go beyond marks or grades and clearly indicate the level to which the pupil has achieved the intended competences. They should highlight both the pupil's strengths—such as teamwork, discipline or technical skills—and areas that need improvement, such as coordination, endurance or rule comprehension.

In addition, reports should provide insights into talent detection, by identifying pupils who demonstrate exceptional ability in specific sports or physical skills. This helps parents recognize their child's potential early and collaborate with teachers, coaches and community programs to nurture it.

Such reports not only guide corrective measures where needed but also encourage pupils to remain motivated, engage in regular physical activity and pursue personal growth. They foster a shared responsibility between school and home, ensuring that pupils' abilities are supported holistically for both academic achievement and long-term talent development in sports.

5. RESOURCES

5.1. Materials needed for implementation of this syllabus

A variety of materials are essential to facilitate teaching and learning processes in Physical Education and Sports. These materials provide pupils with practical experiences, stimulate active participation and help to develop physical, social and cognitive competences. They include:

- **Textbooks and reference materials**: Up-to-date teacher's guides, pupil's books, sports rules and regulations handbooks, coaching manuals and health/fitness reference texts.
- **Teaching and learning aids**: Visual aids such as charts (showing body muscles, skills, or playing fields), posters of rules and fair play, demonstration videos and digital resources like fitness apps, e-learning platforms or sport skill tutorials.
- **Classroom materials**: Chalkboards/whiteboards, flip charts, markers and stationery for lesson explanations, strategy drawing (e.g.: tactics in football, basketball, handball) and reflection activities.
- **Sports equipment and facilities**: Balls, nets, racquets, cones, mats, stopwatches, whistles, hurdles, locally made equipment (e.g.: balls from banana fibres, skipping ropes from sisal) and playgrounds or courts to practice a variety of sports.
- **Library and resource centre materials**: Access to books, magazines and journals on sports, fitness, health and biographies of athletes to inspire pupils.
- **Field visit resources**: Materials to support visits to sports clubs, gyms, stadia or community recreation centres. Journals and notebooks help pupils record experiences from competitions and interactions with athletes.
- **Community and cultural resources**: Involvement of local coaches, referees, PES specialists, traditional games, cultural dances and access to community playgrounds or national sports facilities.
- **Assessment tools**: Rubrics, checklists, skill-performance rating sheets, fitness logs and test materials for both formative and summative assessment of pupils' progress in physical fitness, teamwork and skill development.

5.2. Human resources

The successful implementation of this syllabus in Physical Education and Sports relies heavily on qualified, competent and motivated human resources.

The following are key personnel required:

- **Teachers**: Professional and well-trained PES teachers with expertise in physical fitness, sports techniques, health education and inclusive pedagogical methods. Teachers should model discipline, teamwork, fair play and responsibility, while applying effective assessment strategies to track pupils' progress in skills, attitudes and physical fitness.
- **Community resource persons**: Coaches, referees, sports officials, health professionals, and athletes who can be invited as guest speakers, mentors or facilitators. They enrich learning by demonstrating practical skills, sharing real-life experiences and linking classroom knowledge to authentic sports practices and career pathways.
- **Parents and guardians**: Active partners in supporting pupils' participation in physical activities, encouraging healthy lifestyles at home and reinforcing values such as perseverance, cooperation and respect. Parents also play a role in monitoring pupils' well-being and motivating them to engage in physical exercise beyond the school environment.

Effective collaboration among these stakeholders fosters an enabling learning environment, equipping pupils not only with physical and cognitive competences but also with values of teamwork, sportsmanship, resilience and a lifelong commitment to health and fitness.

5.3. Skills required for the teacher of Physical Education and Sports

Effective teaching of Physical Education and Sports requires teachers to possess a broad set of professional, pedagogical and interpersonal skills.

These competencies enable them to deliver accurate subject content, promote positive values and attitudes and foster holistic pupil development in line with the Competence-Based Curriculum. The essential skills include:

- **Subject matter expertise:** Strong mastery of physical fitness, motor skills, sports techniques, health education and rules of various games to ensure accurate and comprehensive content delivery. Ability to connect Physical Education and Sports with other disciplines such as science (human body, health), mathematics (measurement, timing) and social studies (teamwork, fair play), linking classroom and field learning to real-life contexts.
- **Pedagogical and instructional skills:**
  - Capacity to design and implement pupil-centred, participatory and inclusive lessons using demonstrations, games, drills, group activities and problem-solving tasks.
  - Competence in integrating cross-cutting issues such as gender equality, peace education, environmental sustainability and inclusion of pupils with disabilities.
  - Creativity and innovation in developing and applying diverse teaching resources, including locally made equipment, ICT tools and community-based facilities.
  - Ability to adapt instruction to pupils' developmental stages, ensuring participation, engagement and safety for all.
- **Assessment skills**
  - Proficiency in designing and applying formative and summative assessments aligned with curriculum competencies in physical fitness, skills and attitudes.
  - Effective use of checklists, performance rubrics, observation tools and portfolios to monitor pupil progress.
  - Skill in giving constructive feedback that motivates pupils, encourages improvement and fosters resilience.

- **Classroom and field management skills**
  - Ability to establish a safe, respectful and inclusive learning environment during both indoor and outdoor activities.
  - Proficiency in organizing pupils, equipment and space efficiently for group work, games and cooperative learning.
  - Awareness of safety standards and first aid in managing risks and injuries during physical activities.
- **Communication and interpersonal skills**
  - Strong verbal and non-verbal communication to demonstrate physical movements clearly and provide effective instructions.
  - Active listening and empathy to respond to pupils' needs, abilities and concerns.
  - Collaboration with colleagues, parents, school leaders and community stakeholders to promote a culture of health, fitness and sportsmanship.
- **Guidance and counselling skills**
  - Ability to provide moral, emotional and motivational support to pupils, fostering confidence, teamwork and perseverance.
  - Demonstrating fairness, inclusivity and genuine care for pupils' physical and emotional well-being.
  - Supporting pupils in adopting healthy lifestyles and positive attitudes toward lifelong fitness.
- **Professional and ethical competence**
  - Commitment to continuous professional development through training, workshops and reflective practice in sports pedagogy.

- Integrity, impartiality, and ethical conduct, serving as a role model in discipline, teamwork and fair play.
- Capacity to balance skill development with the cultivation of values such as respect, cooperation and sportsmanship.

– **Research and innovation skills**

- Engagement in reflective practice and classroom-based research to improve instruction and adapt to pupils' needs.
- Use of innovative teaching methods and ICT tools (videos, digital apps, performance tracking tools) to enhance participation.
- Ability to contextualize global knowledge of sports, games and physical fitness within Rwanda's socio-cultural environment and available resources.

6. SYLLABUS UNITS

6.1. Presentation of the structure of the Syllabus Units

The PES syllabus is designed as a single, integrated syllabus implemented uniformly across all grades. Its structure follows a logical progression that ensures clarity, consistency and alignment with the Competence-Based Curriculum approach.

At each grade level, the syllabus is organized into topic areas, which are further broken down into sub-topic areas. Each sub-topic area is composed of units and every unit is characterized by the following features:

– **Alignment with lessons**: Each unit corresponds to a specified number of lessons, ensuring effective time allocation and instructional planning.

- **Key Unit Competence**: Every unit is built around *a Key Unit Competence* that guides all teaching and learning activities. This competence represents the overall learning goal to be achieved by both teacher and pupils.
- **Learning objectives**: Each key unit competence is translated into specific learning objectives, categorized as follows:
  - **Type I (Knowledge and understanding):** Focused on foundational knowledge and comprehension, often referred to as *Lower Order Thinking Skills (LOTS).*
  - **Type II and Type III (Skills, attitudes, and values):** Aimed at developing practical skills, critical thinking, ethical values and positive attitudes. These objectives, known as *Higher Order Thinking Skills (HOTS),* form the core focus of the adapted Competence-Based Curriculum.
- **Content specification:** Each unit outlines the scope of content to be taught and learned, ensuring that teachers and pupils work within the boundaries set by the stated learning objectives.
- **Link with other subjects:** PES connects with Science Elementary and Technology (body, health), Mathematics (measurement, scoring), Social and Religious Education (values, teamwork), Languages (rules, communication), Arts/Music (rhythm, dance).
- **Assessment criteria:** Focuses on participation, motor skills, teamwork, knowledge application, progress and talent. Both formative and summative assessment are used.
- **Teaching and learning resources:** Include sports equipment, locally made materials, playgrounds, visual aids, digital tools and community experts.

6.2. Physical Education and Sports

The Physical Education and Sports subject for Lower Primary education consists of eighteen units, with each class comprising six units.

6.3. Syllabus for grade one/P1

6.3.1. General competences of the subject at the end of Grade 1/primary one

- Carry out basic body movements, stretching and relaxation exercises and games.
- Practice different exercises and games to improve movement and coordination.
- Practice fun exercises and games to improve skills and fitness.
- Practice fun ball games and exercises to improve skills and fitness, while playing safely and fairly.
- Participate in simple hand-based games such as Volleyball, Basketball, Handball and Netball by using basic movement, sharing and playing safely with others.
- Play fun games and exercises to stay healthy and clean.

6.3.2. Table Units for primary one/Grade 1

Topic area: Movement and Gymnastics		**Sub-topic: Motor control**
P1 Physical Education and Sports	**Unit 1: Motor control**	**Number of periods: 3**
Key Unit Competence: Carry out basic body movements, stretching and relaxation exercises and games.		

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain how moving the body, stretching and relaxing help us to stay healthy and feel good. • Explain why it is important to do warm-up exercises before starting any physical or sports activity. • Describe how stretching and relaxing the body can prevent injuries and help the body to recover after exercise.	• Do warm-up and stretching exercises to prepare the body and prevent injuries. • Do relaxation exercises to help the body to rest and feel calm. • Perform basic movements like walking, running, turning and jumping with control.	• Listen to and follow the teacher's and teammates' instructions during activities. • Work respectfully and cooperatively with others. • Help keep sports equipment and play areas safe and organized.	• Exercises or play games to warm up the body and muscles. • Stretching and relaxation exercises.	• In teams, pupils play games to warm up and stretch their bodies and muscles. • With the teacher's demonstration, pupils do stretch exercises for different body parts. • In a circle, pupils walk slowly, breathe deeply and stretch their arms, legs and toes to cool down and relax.

• Explain why cool-down exercises help the body return to a normal, resting state after physical activity.	• Show correct body posture and good balance and coordination while playing movement games and stay safe during exercises.	• Take part actively and regularly in all physical activities. • Accept feedback positively and try to improve. • Be responsible by preparing well for each activity.		

Link to other subjects:

- **Social Studies and Religious Education:** The pupil learns how to share, respect others, play fairly and understand their feelings.
- **SET (Science and Elementary Technology): T**he pupil explores how the human body moves, stretches and balances, helping them learn more about how their bodies work.

Generic competencies:

- **Communication:** Developed through following instructions and communicating with others during body movement, stretching, relaxation exercises and games.
- **Critical thinking and problem-solving:** Developed through making decisions to perform body movements, stretching, relaxation exercises and games safely and appropriately.
- **Lifelong Learning:** Developed through understanding the importance of regular physical activity for a healthy lifestyle.

Basic values:

- **Self-reliance:** Take responsibility for performing body movements, stretching and relaxation exercises independently.
- **Hard work:** practise body movements, stretching and relaxation exercises with effort and continue trying to improve their skills.
- **Dignity and Integrity:** Follow teachers' rules, use equipment properly and participate honestly and fairly.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal involvement of boys and girls in exercises and games.
- **Peace and Values Education:** Developed through demonstrating discipline, fair play, respect and self-control.
- **Inclusive Education:** Developed through equal participation and respect for pupils' different abilities during movement activities.

Assessment criteria:

- Through playing games and using checklists or rubrics, the teacher observes how pupils follow instructions, move safely, control their bodies, start and stop correctly, stay focused and reflect on their movements.

Materials:

- Sport facilities (playground/field/court or open and safe space available at school), whistle, sticks, rope, cones and chalks.

Topic area: Movement and Gymnastics		Sub-topic: Body control		
P1 Physical Education and Sports		**Unit 2: Movement and coordination**		**Number of periods: 3**
Key Unit Competence: Practice different exercises and games to improve movement and coordination.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain how good movement and coordination help to improve performance and prevent injuries during physical activities. • Explain why it is important to use proper movement and posture during exercises. • Explain why movement and coordination are important in daily activities and games.	• Perform basic movements like walking, marching, running, jumping and smoothly changing direction. • Coordinate arms and legs correctly, such as moving the left leg with the right arm and the right leg with the left arm while marching.	• Show teamwork and cooperation while playing games and performing physical exercises. • Demonstrate self-confidence during games and physical exercises. • Display fair play when playing games. • Follow the teacher's instructions during games and physical activities.	• Exercises and games that develop coordination, movement and body control. • Exercises and games that encourage sharing, helping each other, teamwork and cooperation.	• On two parallel lines, pupils perform the exercise by moving in line and taking correct positions. • In groups, pupils play the game to learn sharing, helping each other, teamwork and cooperation.

Link to other subjects:

- **English:** The pupil learns and repeats important key words used in sports to get new vocabularies.
- **Mathematics: T**he pupil learns basic ideas about shapes and space while marching in parallel lines.
- **Music:** The pupil learns about timing and coordination while marching to the rhythm.
- **SET (**the pupil learns how their muscles, arms and legs work together. They also learn about body parts and how those parts help in balance and coordination exercises)

Generic competencies:

- **Communication:** Developed through following instructions and communicating with others during movement, coordination exercises and games.
- **Cooperation, Interpersonal Relations and Life Skills:** Developed through sharing, helping others, working as a team and demonstrating friendship and fair play during games and exercises that improve movement and coordination.
- **Lifelong Learning:** Developed through appreciating the importance of movement, coordination, proper posture, teamwork and regular physical activity for health and injury prevention.

Basic values:

- **Justice:** follow game rules, take turns fairly and demonstrate fair play during activities
- **Respect for others and human rights:** work together, help one another and participate actively in group exercises and games.

Cross cutting issues:

- **Environmental and Sustainability:** Developed through encouraging pupils to keep the playing field clean and organized after activities.
- **Inclusive Education:** Developed through encouraging all pupils to participate actively and equally in exercises and games, regardless of their abilities.

Assessment criteria:

- While playing the game, the teacher observes how pupils follow instructions, move safely and correctly using coordination skills, play confidently, cooperate and show teamwork.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), whistles, sticks, ropes (including short ropes like *umushumi)*, chalks, Additional object or item chosen by the teacher for activities (e.g.: balls, cone, or flag).

TOPIC AREA: Sports and games	**Sub-topic: Individual sports**	
P1 Physical Education and Sports	**Unit 3: Physical exercises and games**	**Number of periods: 5**
Key Unit Competence: Practice fun exercises and games to improve skills and fitness.		

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of running to health. • Recognize key actions like throwing, catching and passing the ball. • Identify which movements are used in different games (for example, playing Agati, throwing ball etc.).	• Perform running, jumping and throwing exercises using the right technique. • Throw and catch a ball or soft object with control. • Skip, hop or march with good balance and rhythm. • Jump in place or over low objects using proper form. • Run short distances in a straight line with correct form.	• Show self-confidence while taking part in activities. • Work cooperatively with others during group exercises and games. • Follow instructions carefully. • Play fairly during games and sports activities. • Accept winning or losing with respect after a game.	• Exercises and games of running on short distance. • Position and Jumping exercises and games. • Exercises and games that involve throwing various objects.	• In teams, pupils play the games to practice speed and body control. • In groups, pupils play the games to improve fitness and movement skills. • Individually or in groups, pupils play in pairs, using jumping and turning movements.

	• Use materials like sticks, ropes, or balls properly during activities.	• Show friendship and respect towards others. • Respect		• In teams, pupils play the games to improve their memory and throwing skills.

Link to other subjects:

- **English:** The pupil learns new vocabularies related to directions.
- **Mathematics:** The pupil apply measuring short distances to run during Athletics.
- **SET: T**he pupil learns different body parts—like legs, arms, and muscles and how they work when running, jumping and throwing.

Generic competencies:

- **Communication:** Developed through following instructions and communicating with others during running, jumping, throwing exercises and games.
- **Lifelong Learning:** Developed through practice and appreciating the importance of physical exercises and games for improving fitness, strength and healthy living.

Basic values:

- **Self-reliance:** Performing running, jumping and throwing exercises confidently and improving personal skills through practice.
- **Dignity and integrity:** Respecting rules, avoiding cheating and using sports equipment safely during running, jumping and throwing activities
- **Hard work and commitment:** Practicing running, jumping and throwing skills with effort and perseverance.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing running, jumping, throwing, warm-up and cool-down exercises to improve fitness and maintain a healthy body.
- **Inclusive Education:** Developed through encouraging all pupils to participate actively and equally in running, jumping and throwing activities.
- **Gender Equality:** Developed through giving boys and girls' equal opportunities to participate in running, jumping and throwing activities.

Assessment criteria:

- Through playing the game, the teacher observes pupils' understanding of the rules and their ability to throw catch, run and jump with coordination and control. Pupils play by following instructions, showing teamwork and demonstrating fair play and respect for others.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), whistle, cones, balls and ropes.

Topic area: Sports and games		Sub-topic: Collective sports		
P1 Physical Education and Sports		**Unit 4:Ball games played with our feet (for example: Football)**		**Number of periods: 9**
Key Unit Competence: Practice fun ball games and exercises to improve skills and fitness, while playing safely and fairly.				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Know what dribbling, passing and shooting mean. • Explain how playing football helps to improve health and fitness. • Identify the difference between using the left and right foot when dribbling or shooting.	• Control and stop the ball using the inside or bottom of the foot. • Dribble the ball while walking or running slowly, using both feet. • Pass the ball gently and accurately to a teammate.	• Work well with others and play fairly. • Care about helping your team. • Respect your teammates and others. • Follow the teacher's instructions during activities.	• Exercises to move the ball forward using the feet. • Exercises to control and pass the ball with the feet. • Exercises to pass the ball from hands to feet. • Exercises to kick the ball toward the goal and try to score.	• In teams, pupils practise dribbling skills to control the ball and improve coordination. • On two straight lines, pupils practise passing skills. • On two opposite lines, pupils drop the ball from their hands and kick it to the other team.

• Explain why warming up and stretching before playing is important. • Recognize the goal area and explain its role in the game.	• Kick the ball toward the goal and try to score. • Use either foot (left or right) when asked to improve coordination.	• Try again willingly after missing or failing a task. • Participate actively without being forced or distracted. • Show enjoyment and motivation during activities.		• Individually or in teams, pupils play games where they kick the ball far or try to score a goal.

Link to other subjects:

- **Mathematics: T**he pupil learns to move in straight lines or parallel lines while dribbling.
- **English:** Pupil learns key words as new vocabularies such as dribble, to kick, to pass, goal.
- **SET:** The pupil identifies body parts used in doing different physical and sports activities such as foot, hands, head, thigh, knee etc.

Generic competencies:

- **Communication:** Developed through following teachers' instructions and communicating with teammates while dribbling, passing and shooting the ball.
- **Critical Thinking and Problem Solving:** Developed through controlling the ball, choosing where to pass and aiming accurately when shooting.
- **Lifelong Learning:** Developed through practising football skills and appreciating the importance of physical fitness and safe participation in games.

Basic values:

- **Justice:** Taking turns, following game rules and accepting results fairly during football activities.
- **Dignity and Integrity:** Respecting football rules, playing fairly and using balls and other equipment responsibly during dribbling, passing and shooting activities.
- **Hard work and commitment:** Practicing dribbling, passing, controlling and shooting skills with effort to improve fitness and performance.

Cross cutting issues:

- **Peace and Values Education:** Developed through promoting teamwork, respect, cooperation and fair play while playing football.
- **Inclusive Education:** Developed through encouraging all pupils to participate in football exercises and games according to their abilities.
- **Gender:** Developed through providing equal opportunities for boys and girls to practise football skills and participate in games.

Assessment criteria:

- While playing the game, the teacher observes how well pupils understand the rules and goals; they dribble, control, pass and shoot the ball with their feet and also their participation, effort, teamwork, fair play and respect for others.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), whistle, balls (can include footballs or improvised balls), sticks, cones, chalkboard, goalposts.

Topic area: Sports and games	Sub-topic: Collective sports	
P1 Physical Education and Sports	**Unit 5:** Ball games primarily played with our hands (for example: Volleyball, Basketball, Handball, Netball)	Number of periods: 10

Key Unit Competence: participate in simple hand-based ball games such as Volleyball, Basketball, Handball and Netball by using basic movements, sharing and playing safely with others.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Recognize different games of using hands (like Basketball, Volleyball, Netball and Handball). • Understand how playing ball games with our hands helps to build strength. • Know why warm-up and cool-down exercises are important.	• Use hands to catch, pass and throw the ball during games. • Pass and catch the ball accurately with both hands. • Throw the ball toward a target (goal or box) with control. • Dribble the ball with control.	• Appreciate teamwork and help others during the game. • Show enthusiasm and confidence while playing. • Respect teammates and follow game rules.	• Exercises for throwing, passing and catching the ball. • Exercises for dribbling the ball using hands.	• In teams or groups, pupils play games to practice passing and catching the ball, building their accuracy. • In teams, pupils play games that involve dribbling the ball with their hands while moving or standing.

• Describe and learn the basic rules of ball-handling skills: passing, catching, dribbling and throwing.	• Catch the ball accurately from different heights and directions.	• Keep sports facilities and equipment safe and organized. • Show empathy, stay motivated and stay focused during the game.		

Link to other subjects:

- **Mathematics** T**he pupil learns counting while counting passes** (E.g. 10 passes to win).
- **English:** The pupil learn key words as new vocabularies such as: to *throw, to pass, to catch, to dribble, a ball, a team, a goal, a line, a circle, to run, to stop etc.*
- **Social and Religious Education:** The pupil learns how to be fair, share with others and cooperate as a team.
- **SET: T**he pupil demonstrates coordination by using their senses together with different parts of the body.

Generic competencies:

- **Critical Thinking and Problem Solving:** Developed through applying basic hand movements to catch, throw, pass and receive the ball during games.
- **Communication:** Developed through following instructions and communicating with teammates during hand-based ball games.
- **Lifelong Learning:** Developed through appreciating the importance of practicing hand-based ball games for improving physical fitness, teamwork and a healthy lifestyle.

Basic values:

- **Self-reliance:** Performing basic hand-based ball skills confidently and participating actively in games.
- **Hard work and commitment:** Practicing catching, throwing, passing and receiving skills with effort to improve performance and fitness
- **Dignity and Integrity:** Respecting game rules, using balls and equipment responsibly and playing fairly during hand-based ball games.

Cross cutting issues:

- **Peace and Values Education:** Developed through encouraging sharing, cooperation, respect and fair play during games.
- **Gender:** Developed through giving boys and girls equal opportunities to play hand-based ball games.
- **Inclusive Education:** Developed through encouraging all pupils to take part in simple hand-based ball games.

Assessment criteria:

- Through playing the game the teacher observes how pupils throw, catch, pass and dribble the ball. The teacher also checks if pupils follow rules, work in teams and show fair play and good behaviour.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), court, whistle, soft balls, balls of different sports (if available, if not available use improvised balls), cones, chalk and a stick.

Topic area: Health and well-being		**Sub-topic: Disease and prevention**		
P1Physical Education and Sports		**Unit 6: Health and well-being**		**Number of periods: 3**
Key Unit Competence: Play fun games and exercises to stay healthy and clean.				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Understand that playing and exercising help the body to stay healthy. • Know that sweating and moving help the body to remove dirt and waste. • Identify diseases that can be prevented by keeping clean and practicing good hygiene.	• Practice hygiene by washing hands and keeping the play area clean. • Sort or throw waste into the correct bins during activities. • Use hygiene materials like soap, water, cups and buckets correctly.	• Appreciate the importance of being healthy and clean every day. • Be willing to play and do exercises often. • Show respect for cleanliness and personal hygiene. • Listen to and follow the teacher's instructions during sports and games.	• Exercises and games that help to keep the body clean (Such as: running games that make pupils sweat and clean the skin) • Exercises that help to prevent diseases caused by poor hygiene (Such as: games that include handwashing, using clean materials or sorting waste).	• In teams, pupils play the games to learn how to keep their bodies clean while staying active. • In groups, pupils play the games to promote good hygiene practices through fun and movement.

Link to other Subjects:

- **SET**: The pupil learns concepts relate to waste management, hygiene and taking care of the body.
- **Social and Religious Education:** The pupil learns how to stay clean, work as a team, and care for their community.
- **Music:** The pupil sings songs while washing hands.

Generic competencies:

- **Communication:** Developed through following instructions and sharing ideas during health-related games and exercises.
- **Cooperation, Interpersonal Relations and Life Skills:** Developed through playing games with others, helping teammates and respecting others during activities.
- **Lifelong Learning:** Developed through appreciating the importance of regular physical activity, cleanliness and healthy habits for well-being.

Basic values:

- **Respect for others and human rights:** Practicing good hygiene, respecting others' space and promoting a clean and safe environment.
- **Dignity and Integrity:** Keeping the body clean, following health and safety rules and taking care of personal hygiene during activities.
- **Solidarity and democracy:** Working together and supporting classmates in activities that promote health and well-being.

Cross cutting issues:

- **Health and Well-being:** Developed through participating in games and exercises that promote physical fitness, cleanliness and healthy living habits
- **Gender:** Developed through ensuring equal participation of boys and girls in exercises and activities that promote health and hygiene.
- **Inclusive Education:** Developed through involving all pupils in health-related games and exercises and encouraging support for one

Assessment criteria:

- Through the game, the teacher observes how pupils actively participate, follow safety rules, show fairness, work well in teams, try their best, respect others and maintain good personal hygiene throughout the whole activity.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), whistle, stick, ropes, cones, clean water, cup for each child, piece of soap, bucket of water with tap, chalk, old piece of paper, bucket/basket for throwing wastes, step and wash tool (Kandagira ukarabe), brooms, mopping sticks, hoe, dustbins.

6.4. Syllabus for grade two/P2

6.4.1. General competences of the subject at the end of primary two/Grade 2

- Practice moving safely with balance and control.
- Listen to the teachers' instructions and move faster or slower while changing direction.
- Perform exercises like running, jumping and throwing.
- Practice simple skills like kicking, dribbling and passing.
- Learn how to keep clean and doing exercise to avoid getting sick.

6.4.2. Table Units for primary two/Grade 2

Topic area: Movement and Gymnastics		**Sub-topic: Motor control**
P2 Physical Education and Sports	**Unit 1: Motor control**	**Number of periods: 3**
Key Unit Competence: Practice moving safely with balance and control.		

Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Understand why it is important to move safely. • Explain the meaning of some key words used in sports such as: agility, balance, body control, steady and movement. • Know how agility and balance help to prevent injuries.	• Move with good balance when walking, running or stopping. • Stand on one leg and switch legs with control. • Do agility exercises like zigzag running, jumping from square to square and stepping through a ladder.	• Show respect to others by listening, taking turns and sharing space or equipment. • Work together and cooperate during games and activities. • Be honest and fair when playing games.	• Agility exercises and games for example: changing direction exercises, jumping games etc. • Balance exercises and games. For examples standing on one leg, walking on a line and balance beam games.	• In groups or on the circle, pupils play the games using agility, quick thinking and body control to move and switch places safely and playfully. • Individually, pupils practice agility by running in a zigzag pattern on their own.

• Identify different ways of moving, such as jumping, zigzag running and animal walks.	• Move like animals (e.g.: frog jumps, crab walk) while showing coordination and body control.	• Feel confident in moving safely and doing exercises. • Be kind and helpful to others during group activities.		• Individually, pupils stand on one leg by holding the position and switching legs when the teacher instructs it.

Link to other subjects:

- **Mathematics:** The pupil applies counting skills while clapping or stepping.
- **SET:** The pupil learns how muscles, bones and joints work together to help them move quickly and stay balanced.

Generic competencies:

- **Communication:** Developed through following instructions and communicating during balance and body control activities.
- **Critical Thinking and Problem Solving:** Developed through adjusting body movements to maintain balance and perform movements safely.
- **Lifelong Learning:** Developed through practicing movements to improve balance, coordination and physical control.

Basic values:

- **Self-reliance:** Performing body movements, balance and control exercises confidently and responsibly
- **Hard work:** Practicing movements, stretching and coordination exercises with effort to improve balance and control

Cross cutting issues:

- **Health and Well-being:** Developed through practicing safe movements, exercises and activities that improve balance and body control.
- **Inclusive Education:** Developed through encouraging all pupils to participate and support each other during movement activities.
- **Standardization Culture:** Developed through observing safety rules and using equipment properly during activities.

Assessment criteria:

- The teacher observes pupils doing balance and agility exercises, checks their safety and control and gives feedback while pupils learn how their bodies help them move quickly and stay balanced.

Materials:

- Sport facilities (playground/field/court or open and safe space available at school), whistle, stopwatch, stick (tree), objects pupils can balance on their heads (e.g.: cup, bag, jerry can, basket).

Topic area: Movement and Gymnastics		**Sub-topic: Body control**		
P2 Physical Education and Sports		**Unit 2:** Movement and coordination		**Number of periods: 5**
Key Unit Competence: Listen to the the teachers' instructions and move faster or slower while changing direction.				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Understand why it is important to listen and follow instructions. • Recognize different types of movements like jumping, stepping and clapping. • Identify at least three senses used during play, such as hearing, sight and touch. • Learn and explain key words used in physical and sports activities.	• Move fast or slow when told and react quickly to the teacher's commands. • Move in rhythm by clapping, stepping or dancing to a beat. • Use senses like sight, hearing and touch during games and exercises. • Keep balance when walking in a line or standing still.	• Be ready to listen, stay active and focused. • Show cooperation and teamwork during exercises and games. • Demonstrate self-control and discipline and stay motivated without giving up easily.	• Rhythmic exercises and games. For example: Follow the rhythm • Exercises and games that develop the senses. For example: My senses • Listening and following instructions during group games. For example: Simon says	• Individually or in groups, pupils play carefully and moving to the beat. • Alone or with a partner, pupils practice the games using touch, hearing, smell and balance. • In groups, pupils listen carefully and following instructions during playing the games.

Link to other subjects:

- **Mathematics** :The pupil compares and sort objects, learning basic math skills like measuring and recognizing shapes.
- **Music**: The pupil moves by following the beat.
- **SET:** The pupil uses their senses such as touch, smell, sight, and hearing and how they help in exploring the world around pupils.

Generic competencies:

- **Communication:** Developed through listening to instructions, responding to rhythm, sounds and signals during movement activities
- **Critical Thinking and Problem Solving:** Developed through adjusting movements, speed, direction and body control according to instructions and game situations.
- **Lifelong Learning:** Developed through practicing different movements, using senses and following instructions to improve coordination skills.

Basic values:

- **Respect for others and human rights:** Listening to others, avoiding disturbance and allowing everyone to participate.
- **Dignity and Integrity:** Following instructions, respecting others and participating safely during rhythmic exercises and games.
- **Self-reliance:** Controlling body movements, using senses effectively and performing activities confidently.

Cross cutting issues:

- **Gender:** Developed through providing equal opportunities for boys and girls to participate in movement and coordination exercises.
- **Peace and Values Education:** Developed through listening to instructions, respecting others and cooperating during activities.
- **Health and Well-being:** Developed through practicing different movements, speeds and directions that improve coordination and physical fitness.

Assessment criteria:

- Through the game, the teacher observes pupils how they can perform actions such as: clapping, jumping, marching and hopping while copying the leader or as instructed by the teacher. The teacher also evaluates cooperation, teamwork and respect during the game.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), songs, whistle, drums, radio, TV, stopwatch, Gymnasium or hall, balls, piece of cloth, flash cards, music or drum.

Topic area: Sports and games		**Sub-topic: Individual sports**		
P2 Physical Education and Sports		**Unit 3: Athletic exercises and games**		**Number of periods: 5**
Key Unit Competence: Perform exercises like running, jumping and throwing.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Understand how Athletics exercises and games help in keeping the body strong and healthy • Learn key words related to Athletics. For example: sprint, jump, throw • Identify body parts used while doing athletic activities.	• Run 30–40 meters quickly with good coordination. • Jump correctly forward or upward using the right take-off and landing. • Throw light objects with control, aiming and proper hand movement. • Measure short distances (30–40 meters).	• Actively participate and enjoy all activities with confidence, teamwork and fair play. • Follow the teacher's rules and instructions. • Take part willingly and consistently in physical activities. • Help to keep sports facilities and materials safe and organized.	• Short-distance sprint exercises (30–40 meters). • Basic jumping exercises. • Basic throwing exercises with objects.	• Individually, pupils sprint for 30 to 40 meters. • Individually, pupils practice jumping forward, jumping high, hopping to markers and jumping over obstacles exercises. • Individually, pupils practice throwing by aiming at targets (partners or other targets).

Link to other subjects:

- **Mathematics:** The pupil learns measuring and comparing distances, building basic measurement and comparison skills.
- **English:** The pupil applies speaking and listening skills during discussions on key skills in Athletics during opening discussions, summary and reflection period.
- **SET:** The pupil learn how muscles, bones and joints work together during movement, balance and strength activities.

Generic competencies:

- **Communication:** Developed through listening to instructions and responding during running, jumping and throwing activities.
- **Critical Thinking and Problem Solving:** Developed through applying correct techniques, controlling movements and improving performance in athletic exercises.
- **Lifelong Learning:** Developed through practicing running, jumping and throwing skills to improve fitness and physical abilities.

Basic values:

- **Hard work:** Practicing running, jumping and throwing skills with effort and perseverance.
- **Justice:** Taking turns, following instructions and participating fairly in exercises and games.
- **Dignity and integrity:** Following rules, respecting others and using equipment safely during running, jumping and throwing exercises.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing running, jumping and throwing exercises that improve fitness, strength and body coordination.
- **Inclusive Education:** Developed through encouraging all pupils to participate and support each other during running, jumping and throwing exercises.
- **Gender:** Developed through providing equal opportunities for boys and girls to practice and participate in athletic activities (running, jumping and throwing).

Assessment criteria:

- The teacher observes how pupils do exercises at three stations: sprinting for speed, jumping for distance and throwing for accuracy.

Materials:

- Sport facilities(playground/field/court or open and safe space available at school), whistle, chalk, measuring tape, stopwatch, cones , sticks (wooden pieces), rope, decametre, standard balls (purchased or improvised), tennis balls, other light objects for throwing (e.g.: beanbags, small soft items).

Topic area: Sports and games		Sub-topic: Collective sports		
P2 Physical Education and Sports		**Unit 4: Ball games played with our feet (For example Football)**		**Number of periods: 6**
Key Unit Competence: Practice simple skills like kicking, dribbling and passing.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Know meanings of basics skills in Football such as: kicking the ball, dribbling the ball and passing the ball. • Understand when and how to use Football basic skills in the game. • Understand why dribbling, kicking and passing is important in Football.	• Move the ball while keeping balance and direction. • Dribble the ball using both feet while running. • Pass the ball with short and long passes to a teammate. • Kick or shoot the ball toward the goal with control.	• Respect teammates during the game. • Follow rules, and show honesty in games and exercises. • Play fairly, and accept winning or losing with a positive attitude. • Show teamwork, cooperate, help others and try their best in every activity.	• Exercises and games for running with the ball. • Short and long passing exercises. • Team games that teach following rules and game guidelines.	• Individually, pupils practice dribbling with their feet and taking turns and shoot into the goal. • In groups, pupils practise passing using both feet to build control and power. • In teams of seven, pupils play a Football game by following simple rules and working together.

• Understand some basic and safety rules to follow during playing Football game. • Learn and explain some key words related to Football game.	• Control the ball when moving in different directions. • Apply rules while playing and avoid making fouls or penalties.	• Participate willingly and actively in sports activities.		

Link to other subjects:

- **Mathematics:** Pupils learn to measure distance, example: how far do they make short or long passes.
- **SET:** The pupil learns how their muscles and bones work together to move feet for kicking, dribbling and passing.

Generic competencies:

- **Communication:** Developed through giving instructions, calling for the ball and discussing football activities with teammates.
- **Critical thinking and problem-solving:** Developed through choosing when and how to dribble, pass or kick the ball during football exercises and games.
- **Lifelong Learning:** Developed through appreciating the importance of practicing football skills regularly for fitness, health and active living.

Basic values:

- **Peace and tolerance:** Developed through sharing the ball, cooperating with teammates and encouraging others during football activities.
- **Dignity and Integrity:** Developed through playing football fairly, following rules, respecting others and using balls and equipment responsibly.
- **Self-reliance:** Developed through practicing kicking, dribbling and passing skills and improving personal performance.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing kicking, dribbling and passing skills that improve physical fitness, coordination and body control.
- **Inclusive Education:** Developed through encouraging all pupils to practice kicking, dribbling and passing and participate actively during activities.
- **Gender:** Developed through providing equal opportunities for boys and girls to practice and improve football skills (kicking, dribbling and passing).

Assessment criteria:

- The teacher observes pupils' dribbling, passing, teamwork and rule-following using checklists. The teacher also assesses control, accuracy, cooperation and safety for pupils during the game.

Materials:

- Sport facilities (playground/field/court or open and safe space available at school), balls (purchased or improvised), whistle, blackboard, goalposts.

Topic area: Sports and games		Sub-topic: Collective sports
P2 Physical Education and Sports	**Unit 5:** Ball games primarily played with Our hands (Volleyball, Handball, Basketball and Netball).	**Number of periods: 11**

Key Unit Competence: Perform basic hand-based ball skills such as catching, passing, throwing and shooting in the game like Volleyball, Handball, Basketball and Netball while demonstrating teamwork, respect and safe play.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Know basic ball handling skills and games such as: passing, catching, dribbling and shooting the ball. • Identify and explain ball-handling skills like throwing, catching, dribbling etc.	• Pass and catch the ball using both hands. • Dribble and shoot the ball with control. • Throw the ball accurately to a partner or target. • Shoot the ball into a goal, basket or at targets with control and accuracy.	• Show fairness by taking turns, respecting rules and cooperating with teammates. • Encourage others and work well as a team with focus and enjoyment. • Keep a safe distance to avoid hurting others.	• Exercises for hand-based shooting. • Exercises and games for throwing and passing the ball. • Playing team games while following rules and instructions.	• Individually or in teams, pupils play games like Basketball, Handball and Netball that involve shooting the ball with their hands, such as target throw. • Individually or in teams, pupils practise target throwing and take part in throw and catch relay activities by aiming at targets and passing the ball.

		• Be enthusiastic, willing to participate and stay motivated and focused during games and drills.		• In teams, pupils play games where they shoot the ball into goals using their hands, while following rules, applying skills and working together to score.

Link to other subjects:

- **Mathematics:** The pupil practises counting steps and seconds, which helps develop their number sense and timing.
- **English:** The pupil practise speaking and listening skills and use keywords as new vocabularies like to pass, a goal, a team, to win, to lose etc.

Generic competencies:

- **Critical thinking and problem-solving:** Developed through choosing the correct technique for throwing, passing, catching and shooting, aiming at targets and making decisions during team games.
- **Creativity and innovation:** Developed through practicing different ways of throwing, passing and shooting and applying simple strategies during team games.
- **Lifelong learning:** Developed through regular practice of hand-based ball skills, physical activity, teamwork, fair play and safe play habits.

Basic values:

- **Self-reliance:** Performing catching, passing, throwing and shooting skills confidently and responsibly.
- **Dignity and Integrity:** Respecting rules, playing fairly and using balls and equipment responsibly during hand-based ball activities.
- **Solidarity and democracy:** Working together, sharing the ball and supporting teammates during team games.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing catching, passing, throwing and shooting skills that improve fitness, coordination and safe participation.
- **Inclusive Education:** Developed through encouraging all pupils to participate in catching, passing, throwing and shooting activities while supporting each other during skill practice.

Assessment criteria:

- Teachers use checklists and rubrics to evaluate pupils' aiming, throwing, coordination, effort, cooperation, teamwork during physical exercises or game.

Materials:

- Sport facilities (playground/field/court or open and safe space available at school), balls, whistle, goalposts with net, ropes, blackboard, posts, chronometer(stop watch).

Topic area: Health and well-being		Sub-topic: Disease prevention		
P2 Physical Education and Sports		**Unit 6: Health and well-Being**		**Number of periods: 3**
Key Unit Competence: Learn how to keep clean and doing exercise to avoid getting sick.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Know that washing, eating healthy food and exercising keep us healthy. • Explain why hygiene is important in daily life and during sports. • Describe hygiene habits such as handwashing, wearing clean clothes and coughing into the elbow.	• Demonstrate good hygiene during activities by pretending to wash hands and covering sneezes. • Use materials like soap, water and cones correctly. • Act out or explain hygiene habits, such as reminding others to "wash your hands" when tagged.	• Participating enthusiastically and cooperating with others. • Encouraging classmates and helping them practice good hygiene habits. • Demonstrating honesty and fairness during games and activities. • Willingly sharing health tips both at home and at school.	• Exercises and games that teach the importance of hygiene and help develop positive habits for a healthy lifestyle. • Exercises and games that teach ways to prevent communicable diseases.	• In teams, pupils play games to learn how to stay safe within designated zones. • In teams, pupils play games to learn how germs spread and how to prevent infections by practicing hygiene actions such as handwashing, keeping personal space and following safe habits during play.

Link to other subjects:

- **SET:** Pupils learn how germs spread through contact and understand the importance of hygiene practices such as handwashing.
- **Social and Religious Education:** Pupils learn how germs spread and discover ways to keep themselves and others safe through good hygiene practices.

Generic competencies:

- **Communication:** Developed through sharing ideas about cleanliness, exercise and healthy behaviours with teachers and classmates.
- **Cooperation, Interpersonal Relations and Life Skills:** Developed through participating in health-related activities, supporting others and promoting cleanliness in the school environment.
- **Critical thinking and problem-solving:** Developed through identifying healthy and unhealthy practices and making appropriate choices to prevent illnesses.

Basic values:

- **Respect for others and human rights:** Keeping a clean environment, respecting others' health and practicing good hygiene habits.
- **Self-reliance:** Taking responsibility for personal hygiene, health and participation in physical activities.
- **Solidarity and democracy:** Working together to promote cleanliness, health and well-being.

Cross cutting issues:

- **Inclusive Education:** Developed through encouraging all pupils to participate in hygiene practices and physical activities regardless of their abilities.
- **Peace and Values Education:** Developed through promoting responsibility, respect and cooperation while learning about cleanliness and health.
- **Health and Well-being:** Developed through practicing personal hygiene, regular exercises and healthy habits that help prevent illness.

Assessment criteria:

- While pupils play games, teachers observe their hygiene practices, effort, and how pupils understanding of cleanliness to prevent illness. They check if pupils wash their hands properly, use equipment responsibly, follow game rules and demonstrate fairness and care for others' health.

Materials:

- Sport facilities (playground/field/court or open and safe space available at school), basin, soap, clean water, cones or markers, balls (light and easy to clean), picture cards showing hygiene actions (e.g.: washing hands, sneezing into elbow, whistle, watch.

6.5. Syllabus for grade three/P3

6.5.1. General competences of the subject at the end of primary three/Grade 3

- Practice simple gymnastics moves carefully and smoothly.
- Move a whole body in different directions and speeds with balance and control.
- Practice short-distance running, jumping and throwing through fun exercises and games.
- Play football by practicing basic skills like passing and shooting the ball.
- Move, pass and catch the ball while playing games like Volleyball, Basketball, Handball and Netball.
- Learn how to stay healthy by keeping clean, eating well, staying safe and helping others.

6.5.2. Table Units for primary three/Grade 3

TOPIC AREA: Movement and Gymnastics		**Sub-topic: Motor control**		
P3 Physical Education and Sports		**Unit 1: Motor control**		**Number of periods: 4**
Key Unit Competence: Practice simple Gymnastics moves carefully and smoothly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain and identify the body parts involved in Gymnastics. • Learn and explain some keywords related to motor control: to *squat, to roll, to jump, balance, to stretch, speed, direction*. • Explain the benefits of gymnastics in daily life (e.g.: staying fit, preventing injuries).	• Practise coordination and flexibility during activities (e.g.: stretching, turning). • Follow sequences of movement smoothly (e.g.: roll, stand and jump). • Perform a forward roll with correct technique such as: squat, hands on the ground, tuck chin, push off and roll.	• Respect the space and movements of others during group exercises. • Follow rules and cooperate fairly in team or partner games. • Show willingness to try new movements and physical activities without fear.	• Introduction to forward and backward rolling exercises. • Activities and games that improve flexibility. • Exercises involving varying speed and direction.	• Individually, pupils perform forward and backward roll exercises on the playground or other free and safe place. • In groups, pupils do flexibility exercises and play games by quickly and safely moving into different stretching positions.

• Identify basic flexibility exercises (e.g.: toe touch, arm circles, lunges)	• Perform a backward roll smoothly (sit with knees bent, tuck chin, roll along the spine, use hands for support).	• Show confidence in attempting exercises, even after making mistakes. • Demonstrate patience when learning or correcting movements.		• Individually and in teams, pupils perform exercises involving changes in direction and speed through games and movement exercises.

Link to other subjects:

- **SET:** The pupils name body parts used in forward and backward rolls (like arms, back and legs).
- **English:** The pupils follow spoken commands like "turn right" and "jump back" quickly.
- **Social and Religious Education:** The pupil learn how to maintain good relationships with others and demonstrate positive behaviour.

Generic competencies:

- **Critical thinking and problem-solving:** Developed through controlling body movements, maintaining balance and performing gymnastics skills safely.
- **Communication:** Developed through listening to instructions, explaining movements and giving encouragement to others during gymnastics activities.
- **Lifelong Learning:** Developed through understanding the importance of regular physical activity, body control, flexibility and safe movement for a healthy lifestyle.

Basic values:

- **Justice:** Taking turns, following instructions and participating fairly in exercises and games.
- **Dignity and Integrity:** Following safety rules, respecting others and using equipment properly during gymnastics exercises.
- **Self-reliance:** Performing rolling, stretching and movement exercises confidently while taking responsibility for personal safety.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing gymnastics movements that improve flexibility, balance, coordination and body control.
- **Peace and Values Education:** Developed through promoting discipline, respect and cooperation while practicing movements.
- **Inclusive Education:** Developed through encouraging all pupils to participate and support each other during gymnastics activities.

Assessment criteria:

- While pupils perform exercises such as rolling, stretching, and zigzag running, the teacher uses a checklist or rubric to observe their performance. The assessment focuses on movement accuracy, speed, balance, safety and effort. Pupils who perform well demonstrate control and active engagement, while those who struggle may require additional support.

Materials:

- Sport facilities (playground/ field/court or open and safe space available at school), whistle, watch or stopwatch, piece of chalk, pictures, any other sports materials pupils can use during rolling exercises.

TOPIC AREA: Movement and Gymnastics		**Sub-topic: Body control**		
P3 Physical Education and Sports		**Unit 2: Movement and Coordination**		**Number of periods: 3**
Key Unit Competence: Move whole body in different directions and speeds with balance and control.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify and explain the basic movement concepts: direction, speed, balance, coordination and control. • Understand simple physical actions used in games (e.g.: jumping, clapping, squatting, spinning, high knees).	• Perform body movements such as jumping, clapping, spinning, marching, toe-touching and squatting correctly. • Respond quickly and accurately to verbal or visual commands during movement games. • Repeat movement sequences in the correct order (e.g.: during memory Moves).	• Practice fair play by sharing, taking turns and respecting others. • Help others in need (e.g.: guide a peer who forgot a move or is struggling). • Demonstrate enthusiasm and willingness to participate in all activities.	• Exercises and games that develop cognitive skills. • Exercises aimed at developing fair play and emotional control.	• In a semi-circle, pupils play games that involve observing, remembering and repeating movement sequences, which helps develop their cognitive skills. • In pairs, pupils play a game that involves running and forming safe pairs activities.

Link to other subjects:

- **Social and Religious Education:** The pupil learns integrity and living with others in harmoniously. For example, teamwork, cooperation.
- **SET:** The pupil learns different sensory organs while playing the games.

Generic competencies:

- **Critical thinking and problem-solving:** Developed through remembering movements, making decisions and solving challenges during games.
- **Communication:** Developed through listening to instructions, following commands and expressing ideas during group activities.
- **Lifelong Learning:** Developed through understanding the importance of physical activity, concentration, emotional control and positive behavior for healthy living.

Basic values:

- **Self-reliance:** Making decisions, remembering movement patterns and performing activities confidently.
- **Respect for others and human rights:** Encouraging classmates, including everyone and avoiding harmful behavior during activities.
- **Dignity and Integrity:** Following instructions, respecting rules, playing fairly and controlling emotions during games and exercises.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing movements and games that improve coordination, balance, body control and physical fitness.
- **Gender:** Developed through providing equal opportunities for boys and girls to participate in movement exercises and games.
- **Peace and Values Education:** Developed through promoting fair play, respect, cooperation and emotional control during activities.

Assessment criteria:

- While pupils play the game, the teacher uses a checklist to observe their skills and knowledge, including following rules and instructions, movement abilities such as running and hopping, teamwork and fair play, emotional control during winning or losing and understanding of number concepts like sorting and pattern recognition.

Materials:

- Sport facilities (field/playground or open and safe space available at school), whistle, cones, pieces of cloth, watch, footballs, log, piece of wood, stick any other sports materials for warming up and body stretching.

Topic area: Sports and games		**Sub-topic: Individual sports**		
P3 Physical Education and Sports		**Unit 3: Athletic exercises and games**		**Number of periods: 8**
Key Unit Competence: Practice short-distance running, jumping and throwing through fun exercises and games.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the correct techniques used in sprinting, jumping and throwing. • Learn and explain some keywords related to the athletic exercises and games such as sprint, relay, baton, long jump, tag, throwing, starting line and finishing line.	• Run 40–100 meters using proper sprinting technique while maintaining good posture and speed. • Perform a smooth baton handover in relay races. • Jump in place, jump forward and skip rope with coordination and control.	• Demonstrate enthusiasm ,enjoyment and interest in all physical activities and games. • Demonstrate active listening and follows instructions from the teacher and teammates. • Demonstrate respect , calmness and cooperation during competitive situations (e.g.: races).	• Running exercises covering distances from 40 to 100 meters. • Introduction to relay running exercises. • Jumping exercises. • Throwing exercises.	• Each pupil participates individually in the sprint race activities, running beside cones set up on the playground. • Pupils work in teams to play running games that involve taking turns and passing a baton or stick to teammates. • In pairs or groups, pupils take turns swinging the rope and jumping over it.

• Understand basic safety rules related to running, jumping and throwing (e.g.: avoiding pushing, wearing proper footwear).	• Execute a long jump with focus and proper technique. • Throw different objects (ball, soft object, stick) using appropriate form and aim.	• Demonstrate the ability to accept feedback and use it for improvement.		• In teams, pupils play games that involve: – Aiming at moving targets. – Dodging objects. – Passing the ball accurately to teammates in turn.

Link to other subjects:

- **SET:** The pupil acquire foundational knowledge of the muscles and bones and how they work together during sports activities.
- **Mathematics:** The pupil practices comparing and converting between different length measurements.
- **Social and Religious Education:** The pupil learns about positive relationships and appropriate behaviour.

Generic competencies:

- **Critical thinking and problem-solving:** Developed through using correct techniques and making decisions during running, jumping and throwing activities.
- **Creativity and innovation:** Developed through trying different ways of running, jumping and throwing and adapting skills during athletic games
- **Lifelong Learning:** Developed through understanding the importance of regular physical activity, safety, and practicing athletic skills for a healthy lifestyle.

Basic values:

- **Hard work:** practice running, jumping, and throwing activities with effort and continue improving their performance.
- **Self-reliance:** develop confidence by practicing running, jumping, and throwing skills and completing activities independently.
- **Dignity and Integrity:** Following rules, respecting others and practicing running, jumping and throwing safely.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing running, jumping and throwing exercises that improve fitness, strength, coordination and body control.
- **Gender:** Developed through providing equal opportunities for boys and girls to practice and participate in athletic exercises and games.
- **Standardization Culture:** Developed through following safety rules, using equipment properly and performing running, jumping and throwing techniques correctly.

Assessment criteria:

- Through performing activities, the teacher observes pupils' speed, coordination and teamwork as they complete the obstacle relay. They observes how pupils move, follow instructions and support each other, giving feedback and guiding those who need help.

Materials:

- Sport facilities (field/playground or open and safe space available at school), whistle, watch, stick, cones, ropes, balls other various materials for throwing (e.g.: bean bags, soft balls).

Topic area: Sports and games		Sub-topic: Collective sports		
P3 Physical Education and Sports		**Unit 4: Ball games played with our feet (For Example Football)**		**Number of periods: 7**
Key Unit Competence: Play Football by practicing basic skills like passing and shooting the ball.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Understand basic Football techniques: Kicking, passing, dribbling, ball control and shooting. • Know the parts of the foot used during playing Football: Inside, instep (top), and sole. • Explain the importance of Warm-up and cool-down routines.	• Practice shooting the ball toward the goal with control and power. • Dribble the ball while maintaining control during play. • Kick a ball from the hands to the feet with balance and proper timing.	• Show teamwork and cooperation during practice and games. • Demonstrate respect for teammates, opponents and referees. • Act with integrity by playing fairly ,avoid cheating and follow the rules of the game.	• Introduction to the exercise and games of kicking a ball from hands to feet. • Practice the exercise and games of long passes by kicking the ball over a distance to a teammate.	• In teams, pupils perform activities that involve dropping and kicking a ball with control. • In teams, pupils practice long-distance passing and ball control.

• Understand where to stand and who to pass the ball while playing in small-sided football games. • Understand the commands and instructions used during the game (e.g.: no using hands or fingers to score goals). • Know the importance of passing and shooting in the game.	• Perform short and long passes with accuracy and control. • Trap and control the ball with the foot after a pass or rebound. • Shoot the ball into a target/ goalpost using proper technique. • Use both feet to kick, pass or stop the ball (when appropriate).	• Develop persistence and patience while practicing skills. • Show active participation and willingness to play. • Demonstrate confidence in trying new movements and football techniques. • Use equipment carefully and respect shared materials.	• Practice the exercise and games of shooting by kicking the ball toward the goal from a distance. • Introduction to playing football on a small-sided playground. • Play football in small teams while following instructions.	• In teams, pupils play games that involve kicking a ball toward the goal with accuracy, power and proper technique. • In teams, pupils play within limited space, demonstrating teamwork and communication. • In teams, pupils follow instructions and apply basic football strategies, such as passing and defending.

Link to other subjects:

- **Mathematics:** The pupil measure how far they can kick the ball
- **Social and Religious Education**: The pupil develops an understanding of integrity and the importance of living in harmony with others.
- **SET:** The pupil knows the parts of the human body used when playing Football.
- **English:** The pupil improve their vocabulary skills by learning new words used in physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Developed through making decisions during football activities, such as choosing when to pass or shoot and improving playing skills.
- **Creativity and innovation:** Developed through practicing different ways of passing, shooting and applying simple strategies during football games.
- **Communication:** Developed through giving instructions, encouraging teammates and working together during football activities and games.

Basic values:

- **Solidarity and democracy:** Working together, supporting teammates and participating actively in group football activities.
- **Dignity and Integrity:** Respecting others, using equipment responsibly, playing fairly and following rules during football skills practice and games.
- **Justice:** Taking turns, accepting decisions and respecting rules while practicing passing, shooting and playing football games.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing football skills such as passing and shooting that improve fitness, coordination and body control.
- **Peace and Values Education:** Developed through promoting teamwork, respect, cooperation and fair play during football practice and games.
- **Inclusive Education:** Developed through encouraging all pupils to participate in football activities and support each other while practicing skills.

Assessment criteria:

- Through performing exercises and games, the teacher uses a checklist and a rubric to observe pupils' skills in passing, shooting and ball control. The teacher also assesses their understanding of game rules and strategies, teamwork and cooperation, respect and fair play, as well as their participation in warm-up activities.

Materials:

- Sport facilities (field or playground or open and safe space available at school), watch, whistle, pictures or images, piece of chalk for line drawing, ordinary balls and footballs (including improvised balls, log, chalkboard, stick, rope, cones, goal posts.

Topic area: Sports and games	**Sub-topic: Collective sports**	
P3 Physical Education and Sports	**Unit 5:** Ball games primarily played with our hands (Volleyball, Handball, Basketball, Netball)	**Number of periods: 6**
Key Unit Competence: Move, pass and catch the ball while playing games like Volleyball, Basketball, Handball and Netball.		

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Understand the basic rules and objectives of Volleyball, Basketball, Handball and Netball. • Identify and apply different types of techniques used in each game.	• Demonstrate correct techniques for passing the ball accurately in different games. • Catch the ball safely and securely while stationary and while moving. • Coordinate hand-eye skills to catch and pass effectively under game situations.	• Show teamwork by communicating and supporting teammates. • Display fair play and respect for opponents and officials. • Maintain a positive attitude toward activities and games. • Be open to learning from mistakes and trying again.	• Exercises and games focused on throwing the ball to hit moving targets. • Exercises and games that involve dribbling the ball while running. • Playing in small teams while following instructions given by the teacher.	• In teams, pupils perform exercises throwing the ball at moving targets, enhancing coordination, timing and using proper technique. • In teams, pupils practice dribbling the ball with their hands while running on the field.

• Recognize the names of various ball games and their key rules. • Explain the importance of warm-up, hydration and cool-down during playing the games.	• Move efficiently while holding or controlling the ball. • Execute target throws with accuracy and controlled force.	• Encourage others during play. • Celebrate others' successes and demonstrate humility in victory. • Exhibit self-discipline and emotional control by avoiding blaming or shouting others.		• Pupils play games in small teams, applying the skills and techniques they have learned during play.

Link to other subjects:

- **Mathematics:** The pupil applies measuring skills while measures how far they can throw or pass the ball using steps or a tape measure.
- **English:** Pupils learn and repeat new words like throw, catch , dribble, etc.

Generic competencies:

- **Creativity and innovation:** Developed through practising different ways of passing, catching and applying simple strategies during hand-based ball games.
- **Critical thinking and problem-solving:** Developed through making decisions during ball games, such as choosing when to pass, catch or move with the ball.
- **Lifelong Learning:** Developed through understanding the importance of physical activity, teamwork, safe participation and healthy living.

Basic values:

- **Justice:** Respecting game rules, taking turns, and accepting decisions during passing, catching and playing activities
- **Commitment and resilience:** Practicing ball skills such as passing, catching, throwing and improving through effort and persistence.
- **Solidarity and democracy:** Working together, supporting teammates and participating actively in group ball games.

Cross cutting issues:

- **Health and Well-being:** Developed through practising movement, passing and catching skills that improve fitness, coordination and body control.
- **Inclusive Education:** Developed through encouraging all pupils to participate in hand-based ball games and support each other while practising skills.
- **Peace and Values Education:** Developed through promoting teamwork, respect, cooperation and fair play during ball games.

Assessment criteria:

- Through performing exercises, the teacher uses a checklist to observe pupils' ability to catch with two hands, dribble with control, throw accurately, follow instructions and demonstrate teamwork during games.

Materials:

- Sport facilities (field/court or open and safe space available at school), whistle, tennis balls, soft balls, stick, cones, bandanas (yellow, blue, or other colours), piece of wood, board, photos or videos, watch other improvised materials for throwing or receiving the ball.

Topic area: Health and well-Being		Sub-topic: Prevention disease		
P3 Physical Education and Sports		**Unit 6: Health and well-being**		**Number of periods: 5**
Key Unit Competence:Learn how to stay healthy by keeping clean, eating well, staying safe and helping others.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of washing hands and maintaining body cleanliness. • Identify good hygiene habits (e.g.: washing hands before eating and after playing).	• Help friends and family stay healthy by sharing hygiene knowledge. • Wash hands correctly using the step-and-wash method (Kandagira Ukarabe) or simulated stations.	• Show enthusiasm and willingness to participate in physical activities and hygiene routines. • Express a positive attitude toward staying active and maintaining cleanliness. • Demonstrate responsibility in managing personal hygiene (e.g.: washing hands without reminders).	• Exercises and games that help us understand the importance of health and well-being in our lives. • Exercises and games that teach prevention of non-communicable diseases.	• In groups, pupils perform exercises that teach the importance of health and well-being. • Individually, pupils perform exercises that teach disease prevention.

Link to other subjects:

- **SET:** Pupils learn about body systems and healthy habits like exercise, good nutrition and hygiene
- **English:** Pupils learn and learns how to pronounce new words like: diseases, well-being and health.
- **Social and Religious Education**: Pupils explore how hygiene, nutrition and exercises help to improve well-being in families and in communities.

Generic competencies:

- **Communication:** Developed through discussing health practices, sharing ideas about staying healthy and encouraging others to follow good habits.
- **Cooperation, Interpersonal Relations and Life Skills:** Developed through helping others, promoting cleanliness, safety and positive health behaviors.
- **Lifelong Learning:** Developed through understanding the importance of cleanliness, healthy eating, exercise and safe practices for maintaining a healthy lifestyle.

Basic values:

- **Self-reliance:** Taking responsibility for personal hygiene, healthy eating habits and safety practices.
- **Commitment and resilience:** Developing good health habits and continuing to practice them in daily life.
- **Peace and tolerance:** Supporting others and working together to maintain a safe and healthy environment.

Cross cutting issues:

- **Health and Well-being:** Developed through practicing cleanliness, healthy eating habits, safety practices and activities that promote a healthy lifestyle.
- **Standardization Culture:** Developed through following proper hygiene practices, safety rules and correct health procedures.
- **Peace and Values Education:** Developed through promoting responsibility, respect, cooperation and helping others in daily health Practices.

Assessment criteria:

- While pupils perform exercises, the teacher observes their participation, effort and ability to complete physical activities correctly. The teacher also listens to pupils' explanations about healthy habits and monitors how well they work together, follow safety rules and support one another. Positive feedback is provided to encourage progress and additional help is given to those who need it.

Materials:

- Sport facilities (Field/court/playground or open and safe space available at school), whistle, balls, stick, markers, cones, water, soap, towel, basin, sponge, step and wash station (Kandagira Ukarabe), brooms, mopping sticks, hoe.

7. BIBLIOGRAPHY

1. **IZERE, C. (1987).** *La conception moderne de l'Éducation Physique et Sportive dans les écoles primaires au Rwanda*. Butare.
2. **DUMONT, C. & Co. (1992).** *L'Éducation Physique et Sportive à l'école primaire (1ère et 2ème années)*. Paris.
3. **IKIGO CY'IGIHUGU GISHINZWE INTEGANYANYIGISHO. (1997).** *Integanyanyigisho y'Igororangingo na Siporo mu cyiciro cya mbere cy'amashuri abanza*. Kigali.
4. **MIJESCAFOP – UNICEF – MINEDUC. (1999).** *Guide pour animateur pédagogique en Éducation Physique et Sportive à l'école primaire*. Kigali.
5. **RIGHT TO PLAY. (2007).** *Jeux de la petite enfance: Guide du formateur*.
6. **RIGHT TO PLAY. (2008).** *Health game*. Right To Play.
7. **ARNOLD, P.J. (1991).** Health promotion and the movement curriculum, *Health Education Journal*, 50(3), 123–127.
8. **BORNEMANN, B. (1976).** *Jeux sportifs et sports collectifs*. Bornemann.
9. **Centre National de Documentation Pédagogique (CNDP). (1997, December).** *Integnayanyigisho y'Igororangingo na Siporo mu*.
10. **ELIAS, F., & HIGERS, A. (n.d.).** *Éducation physique et sportive pour les écoles primaires et les CERAI*. MINEPRISEC.
11. **Rwanda Basic Education Board (REB). (2025).** *Teacher's Guide for Physical Education and Sports (Primary 1-3)*.

8. APPENDICES

SUBJECTS AND WEEKLY TIME ALLOCATION FOR DOUBLE SHIFT IN LOWER PRIMARY (P1-P3)

#	Subjects to be taught in P1-P3	Number of periods (Period = 40 minutes)
1	Kinyarwanda/ Rwanda Sign Language	5
2	English	5
3	Mathematics	5
4	French	2
5	Social Studies and Religious Education	2
6	Science and Elementary Technology (SET)	2
7	Creative Arts (fine arts and Music)	2
8	Physical Education and Sports	1
9	Co-Curricular activities	1
	Total number of contact periods per week	**25**
	Total number of contact hours/Week	**16.6**
	Total number of contact hours per year (39 weeks)	**647.4**