PHYSICAL EDUCATION AND SPORTS SYLLABUS

FOR

UPPER PRIMARY (P4-P6)

Second Edition

KIGALI, 2026

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FOREWORD

The Rwanda Basic Education Board (REB) is honoured to present the second edition of the Upper Primary Physical Education and Sports (P4–P6). 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

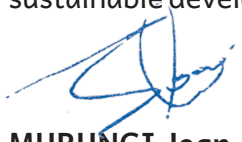
ACKNOWLEDGEMENT

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.



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1. GENERAL INTRODUCTION

1.1. Background to the syllabus adaptation

The adaptation of the Physical Education and Sports (PES) syllabus for upper 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 upper 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 demonstrate 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.

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.
- G**uidance 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 in Upper primary education consists of twenty-five units, Primary four consists 9 units, while primary five and six comprising 8 units each. At each level, the syllabus begins by outlining the key competences intended for that class.

6.3. Syllabus for grade four/P4

6.3.1. General competences of the subject at the end of Grade 4/P4

- Perform a range of aerobic warm-up, stretching and relaxation exercises and develop basic Gymnastics skills using good body control;
- Practice simple Gymnastics moves correctly, using the body well;
- Play, enjoy and appreciate Rwandan traditional games by learning their cultural meaning;
- Perform floor exercises and use simple Gymnastic equipment carefully and confidently;
- Practice basic throwing, running and jumping skills correctly;
- Perform basic Football skills like passing, dribbling and shooting the ball during a game situation by following the rules of the game;
- Practice and use simple Volleyball skills like serving, passing and hitting the ball during games;
- Practice dribbling, passing and shooting the ball in Basketball games by following rules of the game;
- Practice basic Handball skills like passing, catching receiving and shooting the ball during a game situation.

6.3.2. Table units for Grade four/P4

Topic area: Movement and Gymnastics		**Sub-topic: Motor control**
P4 Physical Education and Sports	**Unit 1: Motor control**	**Number of periods: 8**
Key Unit Competence: Perform a range of aerobic warm-up, stretching and relaxation exercises and develop basic Gymnastics skills using good body control.		

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of warm-up, stretching and relaxation exercises. • Describe how these exercises benefit the body before and after physical activity.	• Perform Gymnastics exercises correctly using proper techniques. • Demonstrate control and coordination during movements.	• Participate actively in sports activities. • Demonstrate coordination during play. • Show fairness and teamwork spirit.	• Aerobic warm-up exercises (hopping, jogging, dancing, marching). • Stretching exercises that improve flexibility and prepare muscles. • Relaxation exercises to help the body recover after activity.	• In groups or individually, pupils perform warm-up, stretching, relaxation and basic Gymnastics exercises. • In groups, pupils play different games that develop physical abilities and fitness.

			• Aerobic exercises to develop basic Gymnastics skills and emphasizing good body control. • Different games that develop physical abilities and fitness	• In groups or individually, pupils play games that develop motor control.

Link to other subjects:

- **SET (human skeleton system and muscular system):** The pupil learns about muscles functions during sport activities.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.
- **Mathematics:** The pupil applies counting numbers.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and adjust body movements to improve coordination, balance, flexibility and perform warm-up, stretching, relaxation and basic Gymnastics skills correctly.
- **Cooperation, interpersonal management and life skills:** Work together during physical activities, follow instructions and safety rules, support classmates and demonstrate discipline and responsibility.
- **Lifelong learning:** Develop the habit of regular exercise and understand the importance of warm-up, stretching, relaxation and body control for maintaining physical fitness and healthy living.

Basic values:

- **Dignity and integrity:** Respecting oneself and others, following instructions, using equipment responsibly and practicing Gymnastics and exercises honestly and safely.
- **Self-reliance:** Taking responsibility for personal learning by organizing equipment, performing warm-up, stretching, relaxation and basic Gymnastics exercises independently.
- **Hard work:** Applying effort and regular practice to improve flexibility, balance, coordination and body control and continuing to try when movements are difficult.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal involvement of boys and girls in warm-up, stretching, relaxation and Gymnastics activities.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, teamwork and self-control during movement activities.
- **Inclusive Education:** Developed through ensuring equal participation and support for pupils with different abilities during motor control and Gymnastics exercises.

Assessment criteria:

- Using assessment checklists and rubrics, the teacher assesses pupils' understanding of the health benefits of physical activity and sports, along with their ability to correctly perform warm-up, stretching, relaxation and basic Gymnastics exercises in a safe outdoor space. The assessment also considers pupils' responsibility, safety awareness, enthusiasm and cooperation during activities.

Materials:

- Sport facilities, whistles and a stopwatch, mats , balls, rope, a piece of chalk.

Topic area: Movement and coordination		**Sub-topic: Body control and balance**
P4 Physical Education and Sports	**Unit 2: Body control and balance**	**Number of periods: 6**

Key Unit Competence: Practice simple Gymnastics movements correctly, using their bodies well.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the concept of body control and balance in movement. • Describe how to maintain body control and balance during physical activities.	• Perform controlled and balanced movements. • Move with awareness of space, rhythm and body coordination.	• Show confidence and creativity during activities. • Listen carefully to instructions. • Follow safety guidelines at all times.	• Exercises and games that develop Intelligence. • Exercises and games that develop cooperation. • Exercises and games that develop fair play and emotional control.	• In groups, pupils perform exercises and games that develop intelligence. • In groups, pupils perform exercises and games that develop cooperation. • In groups, pupils perform exercises and games that develop fair play and emotional control.

Link to other subjects:

- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **SET (human muscular system):** The pupil learns about muscles functions during sport activities.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and adjust body positions, balance and movements to perform simple Gymnastics skills correctly, improve coordination and maintain body control safely.
- **Cooperation, interpersonal management and life skills:** Work with others during Gymnastics activities, follow safety rules, support classmates and demonstrate discipline, respect and responsibility.
- **Creativity and innovation:** Create and perform simple movement sequences by combining different body positions, balances and Gymnastics movements.

Basic values:

- **Dignity and integrity:** Respecting oneself and others, following safety rules, using Gymnastics equipment properly and performing movements honestly without unfair practices.
- **Self-reliance:** Taking responsibility for personal improvement by practicing body control, balance and simple Gymnastics movements independently.
- **Hard work:** Making continuous effort and regular practice to improve balance, coordination, flexibility and correct execution of Gymnastics skills.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Gymnastics movements, balance activities and body control exercises.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, patience and self-confidence while practicing Gymnastics skills.
- **Inclusive Education:** Developed through adapting activities and encouraging support among pupils with different abilities during balance and body control activities.

Assessment criteria:

- The teacher uses an assessment checklist and rubric to evaluate pupils' body control, balance, cooperation, emotional control and fair play during group relay games. The assessment also considers teamwork, respect, self-discipline and positive attitude throughout the activity.

Materials:

- Sport facilities, armband, sponges, beanbag (rolled up sock), a rug or other soft objects, buckets, banana leaves, rope, chalks, radio (song/music) or other sounds if music is not available.

Topic area: Sports and games		**Sub-topic: Individual sports**		
P4 Physical Education and Sports		**Unit 3: Rwandan Traditional games**		**Number of periods: 4**
Key Unit Competence: Play, enjoy and appreciate Rwandan traditional games by learning their cultural meaning.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of playing Rwandan traditional games. • Describe how these games contribute to culture, health and social skills. • Identify common Rwandan traditional games.	• Play different Rwandan traditional games while respecting the rules. • Explore and describe the cultural significance of these games.	• Show respect to all players during games. • Demonstrate fairness in all game situations. • Work effectively as part of a team.	Rwandan traditional games such as: Kubuguza (Trictrac game), Kwihishana (Hide and seek), Gucamata (Swift scoop), Gukirana / Gutegana (Wrestling), Akamarimari (Top and whip), Gatebegatoke (Somersaults), Guheka Mapyisi (Hyena-style carrying), Gusiganwa (Sprint), Kwiyereka Ingoma (Drum dance), Gutanga Ubute (Touch-and-run game) etc.	• In group discussions, pupils identify Rwandan traditional games that promote social values such as teamwork, respect, turn-taking and cooperation. • Individually or in groups, pupils play traditional games selected by the teacher based on available materials, time and skills of pupils.

Link to other subjects:

- **Ikinyarwanda:** Umwaka wa kane (umutwe wakane: Imikino gakondo).
- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education: T**he pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Research:** Explore and learn about different Rwandan traditional games, their rules, origins and cultural meanings to appreciate and preserve Rwandan heritage.
- **Communication in the official language:** Explain traditional game rules, share ideas and discuss the cultural values learned through participation in Rwandan traditional games.
- **Cooperation, interpersonal management and life skills:** Work together during traditional games, respect others, follow rules, demonstrate fair play and develop teamwork and social skills.

Basic values:

- **National and cultural identity:** Appreciating and promoting Rwandan heritage through traditional games, songs and activities that strengthen cultural pride and unity.
- **Peace and tolerance:** Cooperating with others, respecting differences, resolving disagreements peacefully and encouraging classmates during traditional games.
- **Solidarity and democracy:** Working together in groups, sharing responsibilities, helping others and participating fairly in traditional games and activities.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in traditional games and giving equal opportunities to perform different roles.
- **Peace and Values Education:** Developed through promoting cooperation, respect, teamwork, discipline and fair play while participating in traditional games.
- **Inclusive Education:** Developed through ensuring that all pupils participate in traditional games by adapting activities according to different abilities and encouraging peer support.

Assessment criteria:

- To evaluate pupils' understanding of Rwandan traditional games' rules, social values and skills, as well as their ability to perform these games. The assessment also considers respect for cultural heritage, cooperation, fair play and teamwork during activities.

Materials:

- Pictures or videos of pupils playing traditional games, real or improvised game materials (stones, sticks, seeds, a wooden board, etc.), chart paper or a blackboard for listing games, flashcards with game names and short descriptions, space (classroom or outdoor) for demonstrations.

Topic area: Movement and Gymnastics		Sub-topic: Body control and balance
P4 Physical Education and Sports	**Unit 4: Introduction to Gymnastics**	**Number of periods: 6**

Key Unit Competence: Perform floor exercises and use simple Gymnastic equipment carefully and confidently.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of performing basic floor movements. • Explain basic floor movements and the safety rules associated with them.	• Perform a forward roll using seven steps (beginner level). • Perform a forward roll using three steps (advanced level). • Perform a smooth forward roll from start to finish, standing up without using hands.	• Show patience when working with others. • Demonstrate respect toward peers and teachers. • Maintain a positive attitude during activities.	• Rolling forward from different starting positions. • Rolling using seven simple steps (for beginners). • Rolling using three advanced steps (for more experienced pupils).	• Individually or in group, pupils perform forward roll with seven simple steps (beginners). • Individually or in group, pupils perform forward roll with three steps(advanced). • Individually, pupils perform roll smoothly from start to finish and stand up without using hands.

	• Perform side-lying hip raise exercises. • Perform hip and quadriceps exercises. • Perform body strengthening exercises. • Perform jump rope exercises. • Perform cone jumping exercises. • Perform dance-based exercises.		• Side-lying hip raise exercises. • Hip and quadriceps strengthening exercises. • General strengthening exercises. • Jumping rope exercises. • Cone jump exercises. • Dance-based exercises.	• Individually or in group, pupils perform side-lying hip raise exercise. • Individually or in group, pupils perform hip and quadriceps exercises. • Individually or in group, pupils perform strengthening exercises. • Individually or in group, pupils perform jumping rope exercises. • Individually or in group, pupils perform cone jumps exercises. • Individually or in group, pupils perform dancing exercises.

Link to other subjects:

- **SET (human skeleton system and muscular system):** The pupil learns about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports..
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to perform basic floor exercises and use simple gymnastic equipment carefully and confidently. The assessment also considers safety awareness, confidence and responsibility during activities.

Materials:

- Chalk (anything to mark a line on the ground), Gymnastic mats or a safe ground, whistle, stop watch and sport facilities, rope, cones, etc.

Topic area: Sports and games		**Sub-topic: Individual sports**
P4 Physical Education and Sports	**Unit 5: Introduction to Athletics**	**Number of periods: 9**

Key Unit Competence: Practice basic throwing, running and jumping skills correctly.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of throwing, jumping and running for good health.	• Run with improved speed, coordination and form.	• Show effort in all activities. • Practice safety during exercises and games.	• Exercises of running 10 to 100 meters at top speed. • Ladder relay running exercises.	• Individually or in groups, pupils perform running exercises from 10 to 100 meters at top speed. • Individually or in groups, pupils perform ladder relay running exercises.

• Describe how these activities improve body strength and physical fitness. • Identify different types of running exercises in athletics.	• Throw various objects or implements accurately and with control.	• Demonstrate respect for others at all times.	• Exercises for jumping (forward, backward, to both sides, squat jump). • Knee-throwing exercises using available objects (e.g.: balls, beanbags or other lightweight materials).	• Individually or in groups, pupils perform jumping exercises using the cross-hopping game. • Individually or in groups, pupils perform jumping forward exercises. • Individually or in groups, pupils perform jumping backward exercises. • Individually or in groups, pupils perform jumping exercises to both sides. • Individually or in groups, pupils perform forward squat jumps. • Individually or in groups, pupils perform kneeling throws using available objects (balls, beanbags or other throwable materials), • Individually or in groups, pupils throw objects toward a target using their non-dominant hand,

			• Overhead two-handed throwing exercises. • Target throwing exercises using the non-dominant hand. • Javelin throw simulation using a baton or javelin, including a 5-meter run-up before the throw.	• Individually or in groups, pupils perform javelin-throwing exercises.

Link to other subjects:

- **SET (human skeleton system and muscular system):** The pupil learns about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and adjust running, jumping and throwing techniques to improve performance and perform Athletics skills correctly and safely.
- **Cooperation, interpersonal management and life skills:** Participate in athletics activities by respecting rules, supporting others, demonstrating discipline, teamwork and fair play.
- **Lifelong learning:** Develop the habit of regular physical exercise and understand the importance of Athletics activities for improving fitness, health and personal development.

Basic values:

- **Hard work:** Applying effort and regular practice to improve running speed, jumping ability, throwing skills and overall physical performance.
- **Self-reliance:** Taking responsibility for personal improvement by practicing Athletics skills independently and following correct techniques.
- **Dignity and integrity:** Respecting rules, accepting results fairly, using equipment responsibly and demonstrating honesty during Athletics activities.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in running, jumping and throwing activities without discrimination.
- **Peace and Values Education:** Developed through promoting discipline, teamwork, respect for rules, fair play and positive attitudes during Athletics activities.
- **Inclusive Education:** Developed through adapting Athletics activities to support pupils with different abilities and ensuring everyone participates safely and confidently.

Assessment criteria:

- To assess pupils' ability to perform running, jumping and throwing exercises with speed, strength and endurance, the teacher uses an assessment checklist and rubric. The assessment also considers pupils' effort, perseverance, safety awareness and self-discipline during activities.

Materials:

- Sport facilities, cones, marker like (small flag), running lane or track, white chalk for drawing on the ground, balls, stick or cane, whistle and watch, measuring tape, batons or javelins.

Topic area: Sports and games		Sub-topic: Collective sports		
P4 Physical Education and Sports		**Unit 6: Introduction to Football**		**Number of periods: 9**
Key Unit Competence: Perform basic Football skills like passing, dribbling and shooting the ball during a game situation by following the laws of the game.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of basic Football skills in game situations. • Identify how these skills contribute to successful play.	• Pass the ball accurately to teammates. • Dribble the ball with control using both feet. • Shoot the ball effectively towards the goal.	• Show respect to others at all times. • Develop teamwork spirit.	• Exercises of passing the ball using the inside part of the foot. • Exercises of controlling and receiving the ball with the inside of the foot in pairs (3 to 5 meters apart). • Pass and move exercises in groups of 3 to 4 players.	• Individually or in groups, pupils perform passing exercises using the inside part of the foot. • Individually or in pairs (3 to 5 meters apart), pupils perform exercises controlling and receiving the ball with the inside of the foot. • In groups of 3 to 4, pupils perform pass-and-move exercises. • In groups of 3 to 4, pupils perform exercises with varied gate sizes, pass distances and timing.

			• Receiving and controlling the ball with different parts of the body (head, foot, thigh, chest) • Exercises of shooting on target while moving.	• Individually or in groups, pupils perform exercises of receiving and controlling the ball with the head. • Individually or in groups, pupils perform exercises of receiving and controlling the ball with the chest. • Individually or in groups, pupils perform exercises receiving and controlling the ball with the thigh. • Individually or in groups, pupils perform exercises receiving and controlling the ball with the foot. • Individually or in groups, pupils perform shooting exercises on target while moving. • In groups or teams, pupils perform passing, receiving, controlling and shooting the ball in game situations.

Link to other subjects:

- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze game situations, make appropriate decisions and apply passing, dribbling and shooting skills effectively during Football activities.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follows Football rules, demonstrate fair play, discipline and teamwork during games.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, explain Football rules and strategies and encourage others during Football activities.

Basic values:

- **Justice:** Respecting Football rules, accepting decisions fairly, playing honestly and avoiding unfair actions during games.
- **Solidarity and democracy:** Working together with teammates, sharing responsibilities, communicating and supporting others during Football activities.
- **Dignity and integrity:** Showing respect to opponents and teammates, using appropriate behavior, playing fairly and taking care of Football equipment.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Football activities, including passing, dribbling, shooting and teamwork.
- **Peace and Values Education:** Developed through promoting fair play, respect for rules, cooperation, discipline and good relationships among pupils during Football games.
- **Inclusive Education:** Developed through adapting Football activities to meet the needs of pupils with different abilities and encouraging teamwork and support among all players.

Assessment criteria:

- To assess pupils' ability to perform kicking (shooting), passing, receiving, controlling and shooting skills in Football during game situations, the teacher uses an assessment checklist and rubric. The evaluation also considers teamwork, fair play, respect, self-discipline and adherence to rules.

Materials:

- Sport facilities, balls, cones, whistle and stop watch.

Topic area: Sports and games		Sub-topic: Collective sports
P4 Physical Education and Sports	**Unit 7: Introduction to Volleyball**	**Number of periods: 8**

Key Unit Competence: Practice and use simple Volleyball skills like serving, passing and hitting the ball during games.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of basic Volleyball skills and how they contribute to the flow and success of the game. • Identify how these skills improve team performance during a match.	• Serve the ball accurately during the game using the correct technique. • Pass the ball effectively to teammates with control and precision.	• Respect the rules of the game. • Demonstrate teamwork and cooperation. • Show respect and fairness toward others.	• Exercises of serving the ball. • Exercises of passing the ball. • Exercises of receiving the ball. • Exercises of hitting the ball.	• Individually or in groups, pupils perform underhand serve exercises by hitting the ball from below the waist using a swinging arm. • Individually or in groups, pupils perform overhand serve exercises by tossing and striking the ball overhead. • Individually or in groups, pupils perform reception exercises by using proper hand placement to receive the ball.

	• Hit the ball with proper technique to direct it strategically toward the opponent's court.			• Individually or in groups, pupils perform overhand pass exercises with correct form. • Individually or in groups, pupils perform underhand pass (bump) exercises with control. • In groups, pupils play a Volleyball game using serving, passing and reception techniques in a real game situation.

Link to other subjects:

- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze game situations, make appropriate decisions and apply serving, passing and hitting skills effectively during Volleyball activities.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follow Volleyball rules, demonstrate teamwork, discipline and fair play during games.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, explain Volleyball rules and strategies and encourage others during Volleyball activities.

Basic values:

- **Solidarity and democracy:** Working together with teammates, communicating, sharing responsibilities and participating actively during Volleyball activities.
- **Justice:** Respecting Volleyball rules, accepting decisions fairly, taking turns and playing honestly during games.
- **Respect for others and human rights:** Showing respect to teammates and opponents, using positive language, including everyone and avoiding actions that may hurt others.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Volleyball activities, including serving, passing, hitting and teamwork.
- **Peace and Values Education:** Developed through promoting cooperation, respect, discipline, fair play and positive communication during Volleyball games.
- **Inclusive Education:** Developed through adapting Volleyball activities to support pupils with different abilities and encouraging teamwork and mutual support among all participants.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher assesses pupils' ability to perform basic Volleyball skills—including passing, receiving, setting and serving—with proper technique, control and consistency during individual, group and game situations. The assessment also includes teamwork, sportsmanship, respect and self-discipline.

Materials:

- Sport facilities, balls, whistle and watch.

Topic area: Sports and games		Sub-topic: Collective sports		
P4 Physical Education and Sports		**Unit 8: Introduction to Basketball**		**Number of periods: 8**
Key Unit Competence: Pupils will be able to practice dribbling, passing, and shooting the ball in Basketball games by following rules of the game.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain why basic Basketball techniques are important during the game. • Identify how these techniques help pupils perform better.	• Dribble the ball correctly using proper technique. • Pass the ball accurately to teammates. • Shoot the ball effectively toward the basket.	• Participate actively in all activities. • Respect the rules of the game. • Show teamwork with others. • Practice safety during all activities.	• Exercises of passing the ball (chest pass, bounce pass, overhead, baseball pass). • Exercises of dribbling the ball (with one hand, crossover dribbling, behind the back, between the legs).	• Individually, pupils perform exercises of holding the ball with both hands, releasing it, and following through. • In pairs, pupils practice chest passes, bounce passes, overhead passes and baseball passes with proper follow-through and receiving techniques. • Individually or in groups, pupils perform dribbling exercises using one hand, crossover dribbling, behind-the-back dribbling and dribbling between the legs.

			• Exercises of shooting the ball (jump shot, lay-up shot), • Play a game applying basic Basketball techniques — passing, receiving, dribbling and shooting — while following the rules in the game situation.	• Individually or in groups, pupils perform shooting exercises including jump shots and lay-up shots. • In groups, pupils play Basketball games applying basic techniques—passing, receiving, dribbling and shooting—while respecting the rules of the game.

Link to other subjects:

- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

- Generic competencies:
- Critical thinking and problem-solving: Analyze game situations, make appropriate decisions and apply dribbling, passing and shooting skills effectively during Basketball activities.
- Cooperation, interpersonal management and life skills: Work with teammates, respect opponents, follow Basketball rules, demonstrate teamwork, discipline and fair play during games.
- Communication in the official language: Communicate with teammates, give and follow instructions, explain Basketball rules and strategies and encourage others during Basketball activities.

Basic values:

- **Justice:** Respecting basketball rules, accepting decisions fairly, playing honestly and avoiding unfair actions during games.
- **Solidarity and democracy:** Working together with teammates, sharing responsibilities, communicating and supporting others during Basketball activities.
- **Dignity and integrity:** Showing respect to teammates and opponents, using equipment responsibly, demonstrating good behavior and playing fairly.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Basketball activities, including dribbling, passing, shooting and teamwork.
- **Peace and Values Education:** Developed through promoting discipline, respect for rules, cooperation, fair play and self-control during Basketball games.
- **Inclusive Education:** Developed through adapting Basketball activities to support pupils with different abilities and encouraging teamwork and respect among all participants.

Assessment criteria:

- Using assessment checklists and rubrics, the teacher evaluates pupils' ability to perform basic Basketball skills—passing, receiving, shooting and dribbling—effectively and safely during game situations. The assessment also considers adherence to rules, control, teamwork and sportsmanship.

Materials:

- Sport facilities, Basketball balls, cones, whistle, watch, bibs.

Topic area: Sports and games		Sub-topic: Collective sports
P4 Physical Education and Sports	**Unit 9: Introduction to Handball**	**Number of periods: 8**
Key Unit Competence: Practice basic Handball skills like passing, catching receiving and shooting the ball during a game situation		

Learning objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain why basic Handball skills are important during the game. • Identify how these skills help pupils play effectively.	• Pass the ball accurately to teammates. • Catch the ball securely during play. • Shoot accurately toward the goal.	• Follow the rules during games. • Play fairly and respectfully. • Work well with teammates.	• Exercises of catching/ reception of the ball with both hands and holding it in one hand before passing it to the teammate or shooting into the goal. • Exercises of passing the ball (Chest pass, bounce pass, overhead pass). • Exercises of shooting the ball (Back shot, vertical jump shot, stride jump shot, diving shot).	• Individually or in groups, pupils perform exercises of catching/receiving the ball with both hands and holding it in one hand before passing. • In pairs or groups, pupils perform passes (chest, bounce, overhead pass). • In pairs, individually or groups, pupils perform dribbling exercises (behind the back, forward and one hand dribbling).

			• Exercises of dribbling the ball exercises (using one hand, behind the back, Forward dribbling) • Applying basic Handball techniques (passing, receiving, dribbling, shooting) in a game while following the rules.	• In pair or individually, pupils perform shooting exercises (in-place or standing shot, back shot, vertical jump shot, stride jump shot exercises, diving shot exercises). • In the game situation, pupils in teams play games by applying basic Handball techniques (passing, receiving, dribbling, shooting) while following the rules of the game.

Link to other subjects:

- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze game situations, make appropriate decisions and apply passing, catching, receiving and shooting skills effectively during Handball activities.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follow Handball rules, demonstrate teamwork, discipline and fair play during games.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, explain Handball rules and strategies and encourage others during Handball activities.

Basic values:

- **Solidarity and democracy:** Working together with teammates, communicating, sharing responsibilities and supporting each other during Handball activities.
- **Justice:** Respecting Handball rules, accepting decisions fairly, taking turns and playing honestly during games.
- **Respect for others and human rights:** Showing respect to teammates and opponents, using positive language, including everyone and avoiding actions that may harm others.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Handball activities, including passing, catching, receiving, shooting and teamwork.
- **Peace and Values Education:** Developed through promoting respect, discipline, cooperation, fair play and self-control while following Handball rules and playing with others.
- **Inclusive Education:** Developed through adapting Handball activities to support pupils with different abilities and encouraging teamwork, respect and support among all participants.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to perform basic Handball skills—passing, receiving, shooting and dribbling—effectively and safely during game situation by following rules of the game. The assessment also considers adherence to rules, teamwork, sportsmanship, respect and self-discipline.

Materials:

- Sport facilities, balls, cones, whistle and a watch.

6.4. Syllabus for Grade five/P5

6.4.1. General competences of the subject at the end of Grade five/P5

- Perform a range of exercises that focus on circulatory and respiratory systems and develop basic techniques in Gymnastics;
- Create dance sequences with varied movements;
- Perform exercises of rolling safely and refine techniques;
- Demonstrate a variety of throwing techniques and perform different types of jumps and runs with increased speed;
- Develop technical Football skills both individually and in teams;
- Develop technical skills of playing Volleyball in the game situations;
- Apply technical skills of Basketball in the game situations;
- Develop technical skills of Handball in the game situations.

6.4.2. Unit table for Grade five/P5

Topic area: Movement and Gymnastics		**Sub-topic: Motor control**
P5 Physical Education and Sports	**Unit 1: Motor control**	**Number of periods: 8**

Key Unit Competence: Perform a range of exercises that focus on circulatory and respiratory systems and develop basic techniques in Gymnastics.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of warm-up, stretching and relaxation. • Describe how each activity prepares the body for physical exercise.	• Perform basic Gymnastics exercises using proper technique. • Demonstrate control and coordination in movements. • Maintain balance and correct body posture throughout the activity	• Participate actively in all sports activities. • Follow instructions accurately and promptly. • Show respect to peers and instructors.	• Exercises for flexion and extension. • Exercises for bending and stretching arms and legs. • Exercises for moving the body in different ways.	• Individually or in groups, pupils perform flexion and extension exercises. • Individually or in groups, pupils perform bending and stretching exercises for arms and legs. • Individually or in groups, pupils perform exercises to move the body in different ways.

		• Follow safety rules consistently during activities.	• Exercises for running at medium speed for various periods of time (jogging, sprinting, high knee, skipping, slow and deep breathing, prolonged inspiration and expiration exercises). • Wheelbarrow practice exercises. • Push-up exercises. • Squatting exercises. • Arm row exercises. • Shoulder press exercises. • Standing bicep curl exercises. • Standing position exercises. • Rope climbing exercises.	• Individually or in groups, pupils perform running exercises at medium speed for various periods of time. • Individually or in groups, pupils perform jogging exercises. • Individually or in groups, pupils perform sprinting exercises. • Individually or in groups, pupils perform slow and deep breathing exercises. • Individually or in groups, pupils perform high knee exercises. • Individually or in groups, pupils perform skipping exercises. • Individually or in groups, pupils perform prolonged inspiration and expiration exercises.

			• Walking on parallel beams exercises. • Jump rope length exercises. • Two rope turner exercises. • Jumping over a rope, taking off and landing on two feet exercises.	• Individually or in groups, pupils perform wheelbarrow practice exercises. • Individually or in groups, pupils perform exercises such as: push-up, squatting, arm row, shoulder press, standing bicep curl. • Individually or in groups, pupils perform rope climbing exercises. • Individually or in groups, pupils perform walking on parallel beam, log or bench exercises. • Individually or in groups, pupils perform crouch jumping exercises. • Individually or in groups, pupils perform jump rope, two rope turner, jumping over a rope, taking off and landing on two feet. exercises.

Link to other subjects:

- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **SET (human skeleton and muscles):** The pupil learns about muscles functions during sport activities.
- **Social and Religious Education:** The pupil learns how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and adjust body movements, breathing patterns and exercise techniques to improve physical fitness, coordination and performance in Gymnastics activities.
- **Cooperation, interpersonal management and life skills:** Work with others during physical activities, follow safety rules, support classmates and demonstrate discipline, responsibility and confidence.
- **Lifelong learning:** Develop the habit of regular exercise and understand the importance of physical activities in maintaining healthy circulatory and respiratory systems and overall well-being.

Basic values:

- **Self-reliance:** Taking responsibility for personal health and fitness by performing exercises independently, monitoring body responses and improving Gymnastics techniques.
- **Hard work:** Applying consistent effort and regular practice to improve physical fitness, coordination, flexibility, strength and basic Gymnastics skills.
- **Dignity and integrity:** Respecting safety rules, using equipment properly, following instructions and demonstrating responsible behavior during physical activities.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in aerobic exercises, stretching, relaxation and Gymnastics activities.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, confidence and self-control while performing exercises and Gymnastics skills.
- **Inclusive Education:** Developed through adapting motor control and Gymnastics activities to meet pupils' different abilities and ensuring equal participation for all.

Assessment criteria:

- To assess pupils' ability to perform exercises that strengthen the circulatory and respiratory systems and develop basic Gymnastics techniques, the teacher uses an assessment checklist and rubric focusing on correct posture, control and coordination, breathing technique, balance and effort. The assessment also considers pupils' perseverance, self-discipline and respect for safety guidelines.

Materials:

- Sport facilities, whistles, a stopwatch, balls and benches, cones, parallel beams, ropes, tumbling mats.

Topic area: Movement and Gymnastics		**Sub-topic: Body control and balance**		
P5 Physical Education and Sports	**Unit 2: Body control and balance**			**Number of periods: 6**
Key Unit Competence: Perform a sequence of varied movement smoothly.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the purpose of warm-up and cool-down exercises.	• Perform a sequence of varied movements smoothly. • Demonstrate control and coordination throughout the sequence. • Maintain proper timing and flow between movements.	• Respect others when they perform. • Work well with others in a group. • Develop self-control during physical activity. • Build self-confidence.	• Exercises for creating short dance and gymnastic movement sequences with good rhythm. • Exercises for performing created dance and gymnastic movement sequences in front of the class. • Exercises for designing games that help to control the body and improve balance.	• Individually or in groups, pupils perform exercises creating short dance and gymnastic movement sequences with good rhythm. • Individually or in groups, pupils perform sequences of created dance and gymnastic movements in front of the class. • Individually or in groups, pupils perform exercises designing games that help control the body and improve balance.

				• Individually or in groups, pupils perform exercises and games: for mental and physical strength, that develop cooperation and teamwork.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **Social and Religious Education:** The pupils learn how to share, respect others, play fairly, work in team, and how to understand and control their feelings while practising physical and sport activities.
- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and adjust body positions, balance, coordination and movement patterns to perform a sequence of varied movements smoothly and correctly.
- **Creativity and innovation:** Create and combine different movements, balances and body positions to perform simple movement sequences with confidence and control.
- **Cooperation, interpersonal management and life skills:** Work with others during movement activities, support classmates, follow safety rules and demonstrate discipline and respect.

Basic values:

- **Self-reliance:** Developing confidence and independence in controlling body movements, maintaining balance and performing sequences of movements correctly.
- **Hard work:** Practicing regularly with determination to improve coordination, flexibility, balance and smooth performance of movement sequences.
- **Dignity and integrity:** Respecting safety rules, following instructions, supporting others and performing movements responsibly during physical activities.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in balance exercises, body control activities and movement sequences.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, confidence and patience while performing movement activities with others.
- **Inclusive Education:** Developed through adapting movement activities to support pupils with different abilities and ensuring that all pupils participate actively and safely.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to create dance sequences combining various movements during exercises or games. The assessment also considers creativity, confidence, cooperation and enthusiasm displayed throughout the activity.

Materials:

- Sport facilities, rooms or open and safe place, whistles, stop watches, balls, cones, ropes, narrowband, radio, drums or laptop.

Topic area: Movement and Gymnastics		**Sub-topic: Body control and balance**		
P5 Physical Education and Sports		**Unit 3: Gymnastics exercises**		**Number of periods: 6**
Key Unit Competence: Perform exercises of rolling safely and refine techniques.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Know and follow safety rules during exercises. • List different ground Gymnastics exercises. • Identify the correct body posture during rolling movements.	• Perform backward and forward rolls safely with control and good technique. • Demonstrate suppleness through smooth rolling movements. • Demonstrate proper posture while performing rolls.	• Listen to feedback and make corrections. • Participate fully and take tasks seriously. • Use equipment properly and safely. • Develop self-confidence.	• Exercises of backward roll from a squatting position. • Exercises of backward roll from a standing position.	• Individually or in groups, pupils perform backward rolls from a squatting position. • Individually or in groups, pupils perform backward rolls from a standing position.

	• Engage in prolonged aerobic exercises to build endurance.		• Gymnastic exercises (moving forward, moving backward, moving side to side, moving up and down, moving arms and legs to the right and left, moving arms and legs forward and backward).	• Individually or in groups, pupils perform gymnastic exercises such as: moving forward, moving backward, moving side to side, moving up and down, moving arms and legs to the right and left and moving arms and legs forward and backward.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary abilities by learning new words related to Physical Education and Sports.
- **Social and Religious Education:** The pupils learn how to share, respect others, play fairly, work in team and how to understand and control their feelings while practising physical and sport activities.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze body positions, balance and movement techniques to perform rolling exercises correctly, safely and improve performance.
- **Cooperation, interpersonal management and life skills:** Work with others during Gymnastics activities, follow safety procedures, support classmates and demonstrate discipline and responsibility.
- **Creativity and innovation:** Combine different rolling techniques and body movements to create simple Gymnastics sequences with confidence and control.

Basic values:

- **Safety and responsibility (Dignity and integrity):** Following safety rules, using gymnastics equipment properly, respecting others and performing rolling exercises responsibly.
- **Self-reliance:** Developing confidence and independence in practicing rolling techniques, controlling body movements and improving personal skills.
- **Commitment and resilience:** Continuing to practice after mistakes, showing determination and improving rolling techniques through regular effort and persistence.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in rolling exercises and Gymnastics activities without discrimination.
- **Peace and Values Education:** Developed through promoting discipline, confidence, respect, cooperation and responsibility while practicing Gymnastics skills safely.
- **Inclusive Education:** Developed through adapting rolling activities to support pupils with different abilities and ensuring that all pupils participate safely and confidently.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to perform rolling exercises safely and refine their techniques during practice. The assessment also considers pupils' focus, self-control and adherence to safety guidelines throughout the activity.

Materials:

- Sport facilities, mats, carpets, rooms, whistles, stop watches, balls, benches, cones, ropes, dumbbells.

Topic area: Sports and games		Sub-topic: Individual sports
P5 Physical Education and Sports	**Unit 4: Athletic basic techniques**	**Number of periods: 10**

Key Unit Competence: Demonstrate a variety of throwing techniques and perform different types of jumps and runs with increased speed.

Learning objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain why warming up and stretching are important before athletic activities. • State different types of running exercises in Athletics. • Differentiate between sprint and endurance exercises.	• Perform jumps using correct technique. • Demonstrate basic throwing techniques with precision and effort. • Run with improved speed and proper form.	• Work well with team members during exercises. • Listen carefully and follow instructions. • Develop self-confidence.	• Exercises of running nonstop for 5 to 8 minutes at medium speed. • Exercises of jumping over short obstacles after running. • Exercises of jumping over obstacles forward. • Exercises of jumping over obstacles backward.	• Individually or in groups, pupils perform running exercises nonstop for 5 to 8 minutes at medium speed. • Individually or in groups, pupils perform exercises jumping short obstacles after running. • Individually or in groups, pupils perform exercises jumping over short obstacles after running.

• Describe different throwing techniques.			• Exercises of jumping over obstacles sideways from a standing position. • Exercises combining jumping over obstacles forward, backward and sideways from a standing position. • Exercises of the triple jump following the steps: hop, step and jump. • Exercises of high jump practice following these steps: running (approach), jumping (take-off), going over the bar (flight) and landing safely. • Exercises of high jump using the "scissors" technique.	• Individually or in groups, pupils perform exercises jumping over obstacles forward, backward and sideways from a standing position. • Individually or in groups, pupils perform triple jump exercises following the steps: hop, step and jump. • Individually or in groups, pupils perform high jump practice following three steps: approach, take-off, flight and landing safely. • Individually or in groups, pupils perform high jump exercises using the "scissors" technique. • Individually or in groups, pupils perform throwing exercises using one hand with strength from legs, arms and body.

			• Exercises of throwing heavy objects using one hand with strength from legs, arms and body. • Exercises of rotational throwing by standing firmly, spinning the body and throwing with arms stretched out.	• Individually or in groups, pupils perform rotational throwing exercises by standing firmly, spinning the body and throwing with arms stretched out.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and adjust throwing, jumping and running techniques to improve performance, speed, accuracy and safety during athletics activities.
- **Cooperation, interpersonal management and life skills:** Work with others during Athletics activities, respect rules, support teammates, demonstrate discipline, teamwork and fair play.
- **Lifelong learning:** Develop interest in regular physical exercise and understand the importance of athletics skills for improving fitness, health and personal development.

Basic values:

- **Hard work:** Applying consistent effort and regular practice to improve throwing techniques, jumping ability, running speed and overall athletic performance.
- **Self-reliance:** Taking responsibility for personal improvement by practicing athletics skills independently, setting goals and developing confidence in physical abilities.
- **Dignity and integrity:** Respecting athletics rules, accepting results fairly, using equipment responsibly and demonstrating honesty and good behavior during activities.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in running, jumping and throwing activities with equal opportunities to develop Athletic skills.
- **Peace and Values Education:** Developed through promoting discipline, teamwork, respect for rules, fair play and positive attitudes during Athletic activities.
- **Inclusive Education:** Developed through adapting Athletics activities to support pupils with different abilities and ensuring safe and active participation for all pupils.

Assessment criteria:

- Using assessment checklists and rubrics during exercises, the teacher evaluates pupils' ability to perform throwing exercises with heavy objects, as well as different types of jumping and running at accelerated speeds. The assessment also considers pupils' effort, self-discipline, safety awareness and positive attitude throughout the activities.

Materials:

- Sport facilities, whistles, stopwatches, balls, ropes, sticks, truck field, and cones, paper boxes, plastic hurdles, soft landing mats, high jump crossbar, marker cones, tape measure and posts, medicine balls, physio balls, first aid box, tennis balls, boxes, rake/hoe, posts, bean bags, water bottles.

Topic area: Sports and games		**Sub-topic: Collective sports**
P5 Physical Education and Sports	**Unit 5: Football basic techniques**	**Number of periods: 10**
Key Unit Competence: Develop technical Football skills both individually and in teams		

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify when and how to dribble, pass, shoot or defend during a game. • Explain the basic objectives of Football.	• Execute accurate passes to teammates in both stationary and moving situations. • Perform powerful and accurate shots at goal. • Demonstrate controlled dribbling using both feet.	• Collaborate effectively with teammates during the game. • Demonstrate fair play and good sportsmanship. • Take initiative and contribute actively during group tasks. • Respect teammates, opponents and game rules.	• Exercises of running to meet the ball. • Exercises of running to meet and control the ball. • Exercises of running to meet the ball, control it and pass to a partner. • Exercises of running to meet the ball, controlling it and passing to a partner at a limited distance of 10–15 meters.	• In pairs or groups, pupils perform exercises of running to meet the ball and control it and pass to the partner. • In pairs or groups, pupils perform exercises of running to meet the ball, control it and pass to the partner at a limited distance of 10–15 meters. • In pairs or groups, pupils perform exercises of controlling the ball using the thigh and foot, the chest, the head.

			• Exercises of controlling the ball using the thigh and foot, the chest, the head. • Exercises of passing the ball to a partner and receiving it at varied distances according to ability. • Exercises of playing in groups using different Football techniques. • Exercises of playing in small-sided groups with a reduced number of goalposts.	• In pairs or groups, pupils perform exercises of passing the ball to the partner and receiving it at varied distances according to their abilities. • In groups, pupils play using different Football techniques: controlling the ball with the chest, head, thigh, foot and passing accordingly. • In small-sided groups, pupils play Football with a reduced number of goalposts.

Link to other subjects:

– **English**: The pupils improve their vocabulary by learning new words related toPhysical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Football situations make appropriate decisions and apply technical skills such as passing, dribbling, shooting and ball control effectively during individual and team activities.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follow Football rules, demonstrate teamwork, discipline, leadership and fair play during Football activities.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Football techniques and strategies and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, sharing responsibilities, communicating effectively and supporting others during Football activities.
- **Justice:** Respecting football rules, accepting decisions fairly, playing honestly and promoting fair competition during games.
- **Dignity and integrity:** Showing respect to teammates, opponents and officials, using equipment responsibly and demonstrating good behavior during Football practices and matches.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Football skills training, including individual techniques and team activities.
- **Peace and Values Education:** Developed through promoting teamwork, respect, discipline, fair play, responsibility and positive relationships during Football activities.
- **Inclusive Education:** Developed through adapting Football activities to support pupils with different abilities and encouraging cooperation and support among all players.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to play Football by applying technical skills during exercises or game situations. The assessment also considers pupils' attitudes and values such as teamwork, respect, fair play, self-discipline and sportsmanship.

Materials:

- Sport facilities, whistles, footballs, sticks, cones, narrow band, bibs, stopwatch, ladder, posts.

Topic area: Sports and games			**Sub-topic: Collective sports**	
P5 Physical Education and Sports		**Unit 6: Volleyball basic techniques**		**Number of periods: 10**
Key Unit Competence:Develop technical skills of playing Volleyball in the game situations.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify basic Volleyball techniques. • Identify key positions on the Volleyball court.	• Take appropriate positions during the game. • Move quickly to receive, pass, set and hit the ball effectively.	• Show respect to teammates and opponents at all times. • Demonstrate self-confidence while maintaining good sportsmanship. • Work cooperatively and supportively as part of your team.	• Exercises of underhand serve. • Exercises of overhand serve. • Exercises of jump serve. • Exercises of forearm pass (Bump). • Exercises of overhead pass (Set). • Exercises of underhand pass.	• Individually or in groups, pupils perform underhand serve exercises by standing behind the service line, tossing the ball in the air and hitting it with the hand or arm. • Individually or in groups, pupils perform overhand serve exercises by standing behind the service line, tossing the ball up and hitting it from above the shoulder. • Individually or in groups, pupils perform jump serve exercises by tossing the ball higher, jumping and hitting the ball in the air to generate more power. • Individually or in groups, pupils practice the forearm pass (bump).

			• Exercises of serving, passing, setting and hitting the ball in a Volleyball game situation adhering to rules of the game.	• Individually or in groups, pupils practice the overhead pass (set). • Individually or in groups, pupils practice the underhand pass. • In groups, pupils play Volleyball games applying serving, passing, setting and hitting skills during play. • In groups of six, pupils use different Volleyball techniques and occupy playing positions in the front and back zones. • In groups of six, pupils perform clockwise rotation on every service during game situations, following instructions carefully.

Link to other subjects:

- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Volleyball game situations, make appropriate decisions and apply technical skills such as serving, passing, setting and hitting effectively during games.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follow Volleyball rules, demonstrate teamwork, discipline, leadership and fair play during Volleyball activities.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Volleyball techniques and strategies and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, communicating effectively, sharing responsibilities and supporting others during Volleyball activities.
- **Justice:** Respecting Volleyball rules, accepting decisions fairly, playing honestly and promoting fair participation during games.
- **Respect for others and human rights:** Showing respect to teammates, opponents and officials, using positive language, including everyone and avoiding actions that may harm others.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Volleyball skills practice, including serving, passing, attacking and teamwork.
- **Peace and Values Education:** Developed through promoting cooperation, respect, discipline, fair play, communication and self-control during Volleyball games.
- **Inclusive Education:** Developed through adapting Volleyball activities to support pupils with different abilities and ensuring that all pupils participate actively and safely.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to serve, pass and play Volleyball by observing their technical skills during exercises and game situations. The assessment also includes pupils' demonstration of teamwork, respect, fair play, self-discipline and positive attitude.

Materials:

- Sport facilities, volleyballs, whistle, cones, equipment, bibs, net, rope, posts.

Topic area: Sports and games		Sub-topic: Collective sports
P5 Physical Education and Sports	**Unit 7: Basketball basic techniques**	**Number of periods: 10**
Key Unit Competence:Apply technical skills of Basketball in the game situations.		

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the basic objectives of Basketball • Identify appropriate moments during the game to dribble, pass or shoot.	• Dribble the ball effectively during the game. • Pass the ball accurately to teammates. • Shoot the Basketball using proper technique.	• Demonstrate teamwork and cooperate with others. • Participate actively in all sports activities. • Show respect to teammates, opponents and officials.	• Exercises of dribbling the ball (bouncing the ball up and down on the floor with one hand while moving, bouncing it low, bouncing it around the knees, bouncing it to keep control and moving forward with it, bouncing forward the ball higher, bouncing it around the waist or chest to a marked point and return with speed, one after another, going through the cones).	• Individually or in groups, pupils dribble by bouncing the ball up and down on the floor with one hand while moving. • Individually or in groups, pupils practice low dribbling techniques. • Individually or in groups, pupils dribble the ball bouncing around knee height. • Individually or in groups, pupils maintain control while dribbling forward. • Individually or in groups, pupils perform high dribbling by bouncing the ball higher while moving forward.

			• Exercises of the chest pass (pushed from the chest). • Exercises of bounce pass (bounced once to a teammate). • Exercises of overhead pass (thrown from above the head) using both hands. • Exercises of step forward to make a strong and accurate pass. • Exercises of set shooting. • Exercises of jump shooting. • Exercises of lay-up shooting. • Exercises of shooting the ball into the basket to score points.	• Individually or in groups, pupils dribble the ball at waist or chest height to a marked point and return quickly. • Individually or in groups, pupils dribble one after another through cones to improve control and agility. • In pairs or groups, pupils practice chest pass (pushing from the chest). • Individually or in groups, pupils practice bounce pass (bouncing once to a teammate). – Individually or in groups, pupils practice overhead pass (throwing from above the head using both hands). – Individually or in groups, pupils practice stepping forward to make strong and accurate passes. • Individually, pupils practice set shooting.

			• Exercises in groups of 3 to 5 pupils play by applying basic Basketball technical skills of passing, receiving, dribbling and shooting in the game, adhering to the rules of the game.	• Individually, pupils practice jump shooting. • Individually, pupils practice lay-up shooting to score points. • In groups of 3 to 5 pupils, pupils apply basic Basketball skills (passing, receiving, dribbling, shooting) in game situations, following the rules of the game.

Link to other subjects:

- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Basketball game situations, make appropriate decisions and apply technical skills such as dribbling, passing, shooting and defending effectively during games.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follow Basketball rules, demonstrate teamwork, discipline, leadership and fair play during Basketball activities.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Basketball techniques and strategies and encourage others during training and games.

Basic values:

- **Solidarity and democracy**: Working cooperatively with teammates, communicating effectively, sharing responsibilities and supporting others during Basketball activities.
- **Justice:** Respecting Basketball rules, accepting decisions fairly, playing honestly and promoting fair participation during games.
- **Dignity and integrity:** Showing respect to teammates, opponents and officials, using equipment responsibly and demonstrating good behavior during Basketball practices and games.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Basketball skill development, including dribbling, passing, shooting and teamwork activities.
- **Peace and Values Education:** Developed through promoting discipline, respect, cooperation, fair play, communication and self-control during Basketball games and practices.
- **Inclusive Education:** Developed through adapting Basketball activities to support pupils with different abilities and ensuring active and safe participation for all pupils.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates each pupil's ability to apply Basketball technical skills during exercises and game situations while following the rules of the game. The assessment also considers pupils' attitudes and values such as teamwork, sportsmanship, respect, self-discipline and fair play.

Materials:

- Sport facilities, Basketball balls, cones, whistle, watch, bibs, trees and rim.

Topic area: Sports and games		**Sub-topic: Collective sports**		
P5 Physical Education and Sports	**Unit 8: Handball basic techniques**			**Number of periods: 6**
Key Unit Competence: Develop technical skills of Handball in the game situations				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the basic objectives of Handball. • Describe shooting and goalkeeping used in handball game.	• Shoot accurately and with control. • Defend the goal using appropriate goalkeeping techniques. • Use Handball techniques well during game situations.	• Participate actively every activity. • Show enthusiasm and teamwork. • Take responsibility for equipment and safety during play.	• Exercises of performing techniques and tactics of standing shots. • Exercises of performing techniques and tactics of jump shots. • Exercises of performing techniques and tactics of running shots. • Exercises of performing techniques and tactics of diving shots.	• Individually or in groups, pupils perform techniques of standing shots, jump shots, running shots and diving shots. • In pairs or groups, pupils practice goalkeeping techniques (moving, saving high balls with hands, saving low balls with legs, saving middle shots with the body from different distances and angles, goalkeeping after shots.

			• Exercises of goalkeeper techniques (moving, saving high balls with hands, saving low balls with legs, saving middle shots with the body from different distances and angles). • Exercises of 3 to 6 pupils, performing techniques and tactics of shooting and goalkeeping in small games on half-court. • Exercises of 3 to 6 pupils play by applying basic Handball technical skills of passing, receiving, dribbling and shooting and goalkeeping in the game, adhering to the rules of the game.	• In groups of 3 to 6 pupils, pupils practice shooting and goalkeeping techniques and tactics in small games on a half-court. • Pupils play games in groups of 3 to 6, applying basic Handball skills — passing, receiving, dribbling, shooting and goalkeeping — while following the rules of the game.

Link to other subjects:

– **English**: The pupils improve their vocabulary by learning new words related to physical education and sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Handball game situations, make appropriate decisions and apply technical skills such as passing, catching, receiving, shooting and defending effectively during games.
- **Cooperation, interpersonal management and life skills:** Work with teammates, respect opponents, follow Handball rules, demonstrate teamwork, discipline, leadership and fair play during Handball activities.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Handball techniques and strategies and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, communicating effectively, sharing responsibilities and supporting others during Handball activities.
- **Justice:** Respecting Handball rules, accepting decisions fairly, playing honestly and promoting fair participation during games.
- **Respect for others and human rights:** Showing respect to teammates, opponents and officials, using positive language, including everyone and avoiding actions that may harm others.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Handball skill development, including passing, catching, receiving, shooting and teamwork activities.
- **Peace and Values Education:** Developed through promoting discipline, respect, cooperation, fair play, communication and self-control while practising Handball skills and playing games.
- **Inclusive Education:** Developed through adapting Handball activities to support pupils with different abilities and ensuring active, safe and equal participation for all pupils.

Assessment criteria:

- This assessment evaluates pupils' ability to perform technical Handball skills such as passing, catching, shooting and defending within game situations. It focuses on accuracy, technique, decision-making and teamwork during play. Pupils are also assessed on their adherence to rules of the game, effort and safe execution of skills. The teacher could use an assessment checklist and rubric.

Materials:

- Sport facilities, balls, cones, whistle, a watch, goal posts, trees and nets.

6.5. Syllabus for Grade six/P6

6.5.1. General competences of the subject at the end of Grade six/P6

- Refine and increase participation in physical exercises and improve body control;
- Create a simple character and narrative through movement and dance in response to a range of stimuli;
- Execute basic gymnastic movements such as forward roll, backwards roll, body balance positions; and group movement sequences;
- Perform jumps, runs and throws better from different positions;
- Develop Football skills and apply techniques and tactics of kicking, passing and using appropriate parts of the body during game play;
- Improve techniques of playing Volleyball tactically in game situations;
- Perform defensive and offensive techniques and tactics of Basketball in game situations, using both individual and collective strategies;
- Use Handball techniques and tactics effectively in game situations.

6.5.2. Unit table for Grade six/P6

Topic area: Movement and Gymnastics		**Sub-topic: Motor control**
P6 Physical Education and Sports	**Unit 1: Motor Control**	**Number of periods: 6**
Key Unit Competence: Refine and increase participation in physical exercises and improve body control.		

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the importance of warm-up, stretching and relaxation. • Describe how these exercises help improve health and prevent injury	• Perform Gymnastics correctly using proper techniques. • Demonstrate control and coordination during movements.	• Take part actively in all exercises. • Work well with teammates and show respect.	• Exercises of running a 150-meter course for 8 minutes increasing number of rounds. • Exercises of jumping over adapted obstacles considering the ability and progression. • Exercises of jumping over a rope. • Exercises of consecutive tuck jumps with coordination and the increased speed of spinning the rope.	• Individually or in groups, pupils run 150 meters for 8 minutes, increasing the number of rounds. • Individually or in groups, pupils jump over obstacles or a rope, adjusting for ability and progress. • Individually or in groups, pupils perform consecutive tuck jumps while spinning the rope faster.

			• Exercises of side jumps to the right and left. • Exercises of forward and backwards jumps. • Exercises of lateral jumps to the left and right and forward jumps with the increased repetitions according to the ability. • Exercises of forward roll beginning by standing with arms overhead. • Exercises of forward roll. • Exercises of performing synchronized backwards rolls focusing on teamwork, rhythm and creating smooth, coordinated movement sequences.	• Individually or in groups, pupils do side, forward, and backward jumps, increasing repetitions according to ability. • Individually or in groups, pupils perform a forward roll. • In pairs or small groups, pupils perform synchronized backward rolls, focusing on teamwork, rhythm and smooth coordination.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and refine body movements, coordination and exercise techniques to improve body control, physical fitness and performance during physical activities.
- **Cooperation, interpersonal management and life skills:** Work effectively with others during physical activities, follow safety rules, demonstrate leadership, discipline, responsibility and respect for others.
- **Lifelong learning:** Develop a lifelong habit of regular physical exercise and recognize its importance in maintaining physical fitness, health and overall well-being.

Basic values:

- **Self-reliance:** Taking responsibility for personal improvement by participating actively in physical exercises, controlling body movements and developing personal fitness skills independently.
- **Hard work:** Applying consistent effort and regular practice to improve body control, coordination, flexibility, strength and performance in physical activities.
- **Commitment and resilience:** Continuing to practice despite challenges, learning from mistakes and showing determination to improve physical abilities and movement skills.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in physical exercises, coordination activities and body control practices.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, responsibility, self-confidence and self-control during physical activities.
- **Inclusive Education:** Developed through adapting motor control activities to support pupils with different abilities and ensuring equal and safe participation for all pupils.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to participate actively in physical exercises and improve body control.

Materials:

- Sport facilities, carpet or mat, whistle, balance bars, benches, rope, tape measure, cones and other supportive materials.

Topic area: Movement and Gymnastics		**Sub-topic: Body control and balance**
P6 Physical Education and Sports	**Unit 2: Body control and balance**	**Number of periods: 6**

Key Unit Competence: Create a simple character and narrative through movement and dance in response to a range of stimuli.

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain what body control and balance mean in movement.	• Perform movements with control and balance.	• Follow instructions carefully.	• Exercises of performing balance tag game.	• In groups, pupils perform balance tag game.

• Understand the importance of body control and balance in physical activities.	• Move carefully, aware of space, rhythm, and body coordination.	• Show self-confidence and creativity during physical and sports activities. • Follow safety guidelines at all times.	• Exercises of increasing the balance holding time. • Exercises of increasing the number of taggers according to the size of groups. • Exercises of performing games to increase the speed of movement on the ground. • Exercises of jumping rope • Exercises of jumping after spinning the rope twice or three times. • Exercises of performing lateral plyometric jumps. • Exercises of speed ladder agility drills. • Exercises of performing high knees.	• In groups, pupils perform balance tag game increasing the balance hold time. • In groups, pupils play games to increase the number of taggers according to the size of groups. • In groups, pupils perform games increasing the speed of movement on the ground. • Individually or in groups, pupils perform exercises of jumping rope. • Individually or in groups, pupils perform exercises of jumping after spinning the rope twice or three times. • Individually or in groups, pupils perform exercises of lateral plyometric jumps. • Individually or in groups, pupils perform exercises of speed ladder agility drills. • Individually or in groups, pupils perform variated ladder linear running.

			• Exercises of performing jumping strides. • Exercises of performing lateral quick stepping side to side. • Exercises of performing backward jumping. • Exercises of performing lateral single-leg hops.	• Individually or in groups, pupils perform high knees. • Individually or in groups, pupils perform jumping strides. • Individually or in groups, pupils perform lateral quick stepping side to side. • Individually or in groups, pupils perform backwards jumping. • Individually or in groups, pupils perform lateral single-leg hops exercises.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Creativity and innovation:** Create and perform movement and dance sequences that express simple characters, stories and ideas in response to different stimuli.
- **Communication in the official language:** Express ideas through movement, explain dance sequences, give and follow instructions and discuss the meaning of performances with others.
- **Cooperation, interpersonal management and life skills:** Work collaboratively during movement and dance activities, respect others' ideas, demonstrate teamwork, discipline and confidence during performances.

Basic values:

- **Self-reliance:** Developing confidence and independence in creating movements, expressing ideas through dance and controlling body movements.
- **National and cultural identity:** Appreciating and promoting Rwandan culture through creative movements, traditional dances and activities that express cultural values.
- **Solidarity and democracy:** Working cooperatively with others, sharing ideas, respecting different expressions and creating movement sequences together.

- **Cross cutting issues:**
- **Gender Equality:** Developed through encouraging equal participation of boys and girls in movement creation, dance activities and expression of ideas without discrimination.
- **Peace and Values Education:** Developed through promoting cooperation, respect, creativity, confidence, teamwork and appreciation of others' performances during movement activities.
- **Inclusive Education:** Developed through adapting movement and dance activities to support pupils with different abilities and ensuring that all pupils participate actively and confidently.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to create a simple character and story through movement and dance. They should show creativity, clear expression and respond well to the given theme or music. Good coordination, sequencing and focused performance are also expected.

Materials:

- Sport facilities, radio, drums, drumsticks, piano, rope, CD player, had disk, computer, speakers, balls, ladder and stairs.

Topic area: Movement and Gymnastics		Sub-topic: Body control and balance
P6 Physical Education and Sports	**Unit 3: Gymnastics exercises**	**Number of periods: 6**

Key Unit Competence: Safely execute basic gymnastic movements such as forward roll, backwards roll, body balance positions, and group movement sequences.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Identify the correct body posture for rolling. • Explain why warming up and stretching are important before exercise.	• Use proper landing techniques during jumps and rolls. • Maintain body tension for control and stability. • Demonstrate safe, balanced movement in all activities.	• Work cooperatively with others. • Show resilience during challenges. • Demonstrate confidence and stay motivated.	• Exercises of performing the own created gymnastic exercises routine of balance, control and flexibility in a limited period of time. • Exercises of creating and perform a simple sequence movement by combining different body positions used in Gymnastics.	• Individually or in groups, pupils create and perform gymnastic routines demonstrating balance, control and flexibility within a set time. • Individually or in groups, pupils create and perform simple sequences combining different body positions used in Gymnastics.

			• Exercises of creating a sequence of gymnastic movements that involve supporting or shifting body weight using different parts of the body (e.g.: hands, arms, legs and feet). • Exercises of performing gymnastic movements with grace, expression and smooth transitions, focusing on the quality of movement. • Exercises of performing simple Gymnastics exercises of partner balance lean. • Exercises of performing simple Gymnastics exercises of seated squat hold, back-to-back sit, toe-to-toe pull, leg raise pyramid, bridge pose, triangle balance, plank hand tap, crawl, push pose.	• Individually or in groups, pupils create sequences involving supporting or shifting body weight using various body parts (hands, arms, legs, feet). Partner exercises (in pairs) • Perform gymnastic movements with grace, expression and smooth transitions, focusing on movement quality. • Perform partner balance lean exercises, seated squat hold exercises, back-to-back sit exercises, toe-to-toe pull exercises, leg raise pyramid exercises, bridge pose exercises, triangle balance exercises, plank hand tap exercises, crawling exercises. • Perform push pose exercises.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and refine body positions, balance, coordination and movement techniques to perform Gymnastics skills safely, correctly and confidently.
- **Cooperation, interpersonal management and life skills:** Work collaboratively during Gymnastics activities, follow safety rules, support classmates and demonstrate discipline, responsibility and teamwork.
- **Creativity and innovation:** Create and perform simple group movement sequences by combining rolls, balances and body positions with confidence and control.

Basic values:

- **Safety and responsibility (Dignity and integrity):** Following safety rules, using Gymnastics equipment correctly, respecting others and performing movements responsibly.
- **Self-reliance:** Developing confidence and independence in performing forward rolls, backward rolls, balance positions and movement sequences.
- **Commitment and resilience:** Continuing to practise, learning from mistakes and showing determination to improve Gymnastics skills and body control.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Gymnastics exercises, body balance activities and group movement sequences.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, confidence, responsibility and safety awareness while performing Gymnastics movements.
- **Inclusive Education:** Developed through adapting Gymnastics activities to support pupils with different abilities and ensuring safe and active participation for all pupils.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates how well pupils perform Gymnastics and other physical activities by focusing on correct technique, control and balance. It also looks at their coordination, strength and flexibility as well as their effort and safety during movements.

Materials:

- Sport facilities, mat or carpet, whistle, balance bars, benches, rope and any safe gymnastic props, portable Bluetooth speaker (for music, optional), cones or markers to organize safe spacing.

Topic area: Sports and games		**Sub-topic: Individual sports**
P6 Physical Education and Sports	**Unit 4: Athletics exercises**	**Number of periods: 10**
Key Unit Competence: Jump, run, and throw from different positions.		

Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain basic principles like speed, force and coordination.	• Demonstrate progress in power, rhythm and timing during activities. • Demonstrate proper techniques for running, jumping and throwing.	• Follow instructions carefully. • Display sportsmanship during activities. • Demonstrate cooperation and respect towards others.	• Exercises of running (100m–400m) sprints by using proper technique with maximum speed. • Exercises of speed practice and cone sprint exercise. • Exercises of sprint starts signals: On your marks, Set and Go with proper techniques and position. • Exercises of resistance running of 1500m–3000m with jumping obstacles with one leg and land softly with bent knees.	• Individually or in groups, pupils perform 100m–400m sprints using proper technique at maximum speed. • Perform speed practice drills, including cone sprint drills. • Practice sprint start signals (On your marks, Set, Go) with proper body positions executed individually. • Perform resistance running of 1500m–3000m with jumping obstacles on one leg, landing softly with bent knees.

			• Exercises of practice rounds, starting with short runs (100–200m) and jumping over low, distanced, increased number of obstacles. • Exercises of performing triple jump through three phases: The hop, step and jump. • Exercises of taking off on one foot and lands on the same foot or stepping on to the other foot and land on it. • Exercises of jumping into the sandpit and landing with both feet. • Exercises of performing the javelin throw and performing the discus throw.	• Practice rounds starting with short runs (100–200m) jumping over low obstacles, including variations with closer spacing and increased numbers of obstacles. • Perform triple jump through the three phases: hop, step and jump. • Perform take-off and landing exercises on the same foot or stepping onto the other foot and landing on it. • Perform jumping into the sandpit, landing with both feet. • Perform javelin and discus throw exercises.

Link to other subjects:

- **SET (human skeleton and muscles):** The pupils learn about muscles functions during sport activities.
- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze and refine body positions, balance, coordination and movement techniques to perform Gymnastics skills safely, correctly and confidently.
- **Cooperation, interpersonal management and life skills:** Work collaboratively during Gymnastics activities, follow safety rules, support classmates and demonstrate discipline, responsibility and teamwork.
- **Creativity and innovation:** Create and perform simple group movement sequences by combining rolls, balances and body positions with confidence and control.

Basic values:

- **Safety and responsibility (Dignity and integrity):** Following safety rules, using Gymnastics equipment correctly, respecting others and performing movements responsibly.
- **Self-reliance:** Developing confidence and independence in performing forward rolls, backward rolls, balance positions and movement sequences.
- **Commitment and resilience:** Continuing to practice, learning from mistakes and showing determination to improve Gymnastics skills and body control.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Gymnastics exercises, body balance activities and group movement sequences.
- **Peace and Values Education:** Developed through promoting discipline, cooperation, respect, confidence, responsibility and safety awareness while performing Gymnastics movements.
- **Inclusive Education:** Developed through adapting Gymnastics activities to support pupils with different abilities and ensuring safe and active participation for all pupils.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to perform jumping, running, and throwing exercises using proper techniques. The evaluation could also focus on accuracy, coordination, power and control during movements. Safety and consistency across attempts are also important factors in the evaluation.

Materials:

- Sport facilities, cones, whistle, stopwatch and ground markers, low hurdles or improvised safe obstacles, water bottles, jumping equipment, measuring tape, landing pit, mat, kids' and teens' javelins, baton, stick and discus.

Topic area: Sports and games		Sub-topic: Collective sports		
P6 Physical Education and Sports		**Unit 5: Basic Football tactics**		**Number of periods: 10**
Key Unit Competence: Develop Football skills and apply techniques and tactics of kicking, passing and using appropriate parts of the body during game situation.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the basic rules of Football. • Identify when and why to use specific techniques or body parts during the game.	• Make simple tactical decisions, such as when to pass, shoot or dribble. • Control the ball effectively during play using different parts of the body.	• Demonstrate confidence, courage, determination and self-control while playing. • Show respect, fairness and good sportsmanship toward teammates and opponents.	• Exercises of: kicking a moving or stationed ball using the inside of the foot with techniques and proper body position of kicking a moving or stationed ball using the instep of the foot with techniques and proper body position, kicking a moving or stationed ball using the toe of the foot with techniques and proper body position, heading the ball for scoring or passing after a set piece, timing, accuracy	• Individually or in groups, pupils perform kicking exercises using the inside, instep and toe of the foot on both moving and stationary balls, applying proper technique and body position. • In pairs or groups, pupils practice heading techniques for scoring, passing and defensive play, focusing on timing, accuracy, jumping and correct body posture.

	• Apply correct body positioning on the field.	• Communicate effectively and cooperate well during team activities. • Cooperate well during team activities.	and jumping with a proper body position and defensive heading. • In rotations, two teams play a game by using Football technical and tactical skill of passing, dribbling, kicking and shooting with the appropriate parts of the body while the third team serves as the referees.	• In team rotations, two teams play a game applying Football skills such as passing, dribbling, kicking and shooting using appropriate body parts, while a third team acts as referees.

Link to other subjects:

- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Football game situations, make appropriate decisions and apply kicking, passing, ball control and tactical skills effectively during matches.
- **Cooperation, interpersonal management and life skills:** Work with teammates, apply team strategies, respect opponents, follow Football rules and demonstrate teamwork, discipline and fair play.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Football tactics and techniques and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, communicating effectively, applying team tactics, sharing responsibilities and supporting others during Football games.
- **Justice:** Respecting Football rules, accepting decisions fairly, playing honestly and applying tactics without unfair actions during game situations.
- **Dignity and integrity:** Showing respect to teammates, opponents and officials, using skills responsibly, caring for equipment and demonstrating fair play during Football activities.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Football skills, tactics and team activities without discrimination.
- **Peace and Values Education:** Developed through promoting teamwork, respect, discipline, fair play, responsibility and self-control while applying Football techniques and tactics.
- **Inclusive Education:** Developed through adapting Football activities to support pupils with different abilities and ensuring equal participation and cooperation among all players.
- **Inclusive Education:** Developed through adapting Football activities to support pupils with different abilities and ensuring equal participation and cooperation among all players.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to apply kicking and passing techniques effectively in Football games. Evaluation should also focus on using the appropriate body parts with proper tactics. Pupils are also assessed on their decision-making and teamwork during play.

Materials:

- Sport facilities, Footballs, whistle, red and yellow cards, cones or other markers, locally made balls, etc.

Topic area: Sports and games		Sub-topic: Collective sports
P6 Physical Education and Sports	**Unit 6: Basic Volleyball Tactics**	**Number of periods: 10**

Key Unit Competence: Improve techniques of playing Volleyball tactically in game situations.

Learning objectives			Content	Learning activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain simple tactics like rotations and passing sequences. • Describe the importance of teamwork and coordination during the game.	• Demonstrate basic team tactics during play. • Move quickly and efficiently on the field or court. • Position themselves correctly based on the game situation.	• Show team spirit during activities. • Work cooperatively with others. • Encourage fair play among peers. • Follow instructions carefully.	• Exercises of setting and spiking the ball. • Exercises of blocking the balls • Exercises of playing in teams.	• In pairs or groups, pupils perform setting and spiking techniques. • In pairs or groups, pupils perform blocking techniques and blocking drills. • In team rotations, two teams play a game applying Volleyball techniques and tactics like setting, spiking and blocking according to the rules, while a third team serves as referees.

Link to other subjects:

- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Volleyball game situations, make appropriate decisions and apply tactical skills such as serving, passing, setting, attacking and defending effectively during games.
- **Cooperation, interpersonal management and life skills:** Work with teammates, apply team strategies, respect opponents, follow Volleyball rules and demonstrate teamwork, discipline and fair play.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Volleyball tactics and techniques and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, communicating effectively, applying team strategies, sharing responsibilities and supporting others during Volleyball games.
- **Justice:** Respecting Volleyball rules, accepting decisions fairly, playing honestly and applying tactics in a fair manner during game situations.
- **Respect for others and human rights:** Showing respect to teammates, opponents and officials, encouraging participation, using positive language and avoiding actions that may harm others.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in Volleyball techniques, tactical activities and team games.
- **Peace and Values Education:** Developed through promoting cooperation, respect, discipline, communication, fair play and self-control while applying Volleyball tactics.
- **Inclusive Education:** Developed through adapting Volleyball activities to support pupils with different abilities and ensuring equal participation and teamwork among all pupils.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates the abilities of pupils to use basic Volleyball skills like passing, blocking, setting and serving correctly. Evaluation should also focus on how well pupils use these skills in the game situation, work with teammates and follow the rules of the game.

Materials:

- Sport facilities, volleyballs, net (adjusted to pupil height), whistles, cones, red/yellow cards, bibs for teams.

Topic area: Sports and games		Sub-topic: Collective sports		
P6 Physical Education and Sports	**Unit 7: Basic Basketball tactics**			**Number of periods: 10**
Key Unit Competence: Perform defensive and offensive techniques and tactics of Basketball in game situations, using both individual and collective strategies.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the difference between individual actions and team actions. • Identify examples of individual and team actions during play.	• Move effectively without the ball during the game. • Pass the ball accurately using various techniques.	• Show respect to others. • Demonstrate fair play during activities. • Display confidence in performance. • Exhibit team spirit in group activities.	• Exercises of basic passing skills of the chest pass (pushed from the chest). • Exercises of basic passing skills of the bounce pass (bounced once to a teammate). • Exercises of basic passing skills of the overhead pass (thrown from above the head). • Exercises of basic passing skills using both hands.	Basic passing skills (In pairs or groups): • Perform chest passes (pushed from the chest), bounce passes (bounced once to a teammate), overhead passes (thrown from above the head). • Use both hands for passing. • Step forward to make strong, accurate passes at various distances. • Perform baseball passes using one hand with proper body position.

			• Exercises of basic passing skills of the step forward to make a strong and accurate pass in various distances. • Exercises of performing basic passing skills of baseball pass using one hand with the proper body position. • Exercises of performing basic cone dribbling one by one in a reduced space. • Exercises of performing basic cone dribbling one by one between cones. • Exercises of performing basic cone dribbling one by one increasing speed, the hand on the ball and proper body position.	Dribbling exercises: • Perform basic cone dribbling one by one in a small space and between cones. • Increase dribbling speed, use proper hand placement and maintain correct body position. • Perform static and random dribbling individually or in groups. • Dribble against a passive defender in pairs. Tactical exercises: • Practice individual attacking tactics: be ready to pass, dribble or shoot; use fakes, quick moves and screens to get open; protect the ball; move smartly; aim to score near the basket. • Practice individual defensive tactics in groups.

			• Exercises of performing static dribbling. • Exercises of performing random dribbling. • Exercises of performing dribbling with a passive defender. • Exercises of individual tactic in attack and defence. • Exercises of working in team.	Game play: • In three-team rotations, two teams play a mini-game applying Basketball techniques and tactics in attack and defence, while the third team acts as referees.

Link to other subjects:

- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Basketball game situations, make appropriate decisions and apply offensive and defensive techniques and tactics using individual and team strategies.
- **Cooperation, interpersonal management and life skills:** Work effectively with teammates, apply collective strategies, respect opponents, follow Basketball rules and demonstrate teamwork, discipline and fair play.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Basketball tactics and strategies and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, communicating effectively, applying team strategies, sharing responsibilities and supporting others during Basketball games.
- **Justice:** Respecting Basketball rules, accepting decisions fairly, playing honestly and applying offensive and defensive tactics in a fair manner.
- **Dignity and integrity:** Showing respect to teammates, opponents and officials, demonstrating fair play, using skills responsibly and caring for Basketball equipment.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in applying Basketball techniques, offensive and defensive tactics and team strategies.
- **Peace and Values Education:** Developed through promoting teamwork, respect, discipline, fair play, communication and self-control while applying Basketball tactics during games.
- **Inclusive Education:** Developed through adapting Basketball activities to support pupils with different abilities and ensuring equal participation, cooperation and support among all players.

Assessment criteria:

- Using an assessment checklist and rubric, the teacher evaluates pupils' ability to demonstrate basic attacking and defending skills during the game situation and follow the rules of the game. Evaluation should also focus on their technique, decision-making, positioning and teamwork while playing.

Materials:

- Sports facilities, Basketballs, cones, bibs, whistle, stopwatch, court or open space.

Topic area: Sports and games		Sub-topic: Collective sports		
P6 Physical Education and Sports		**Unit 8: Basic Handball tactics**		**Number of periods: 8**
Key Unit Competence:Use Handball techniques and tactics effectively in game situations.				
Learning objectives			**Content**	**Learning activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
• Explain the basic rules of handball, including fouls, player positions and goal area restrictions. • Recognise common offensive and defensive tactics, such as passing to break the defence	• Apply team strategies during small-sided games. • Demonstrate basic tactical understanding by moving into space. • Support teammates effectively during play. • Defend actively and strategically	• Demonstrate fair play during activities. • Show respect to all participants. • Exhibit good sportsmanship in all situations. • Follow game rules and instructions consistently.	• Exercises of performing the individual tactics of standing pass. • Exercises of performing the individual tactics of running pass. • Exercises of performing the individual tactics of jump pass. • Exercises of performing the individual tactics of vertical jump pass or diving pass with proper body position.	Individual tactics (in pairs or groups): • Perform standing,running, jump and vertical jump (or diving) passes with proper body position. • Perform receiving and catching techniques for low, chest and overhead balls with correct posture. Basic collective tactics (in pairs or groups): • Practice pass and move, pass and follow, give-and-go and supporting teammates during game situations.

			• Exercises of performing the individual tactics of receiving and catching the ball with proper body position. • Exercises of performing the individual tactics of receiving and catching the low ball. • Exercises of performing the individual tactics of receiving and catching the chest ball. • Exercises of performing the individual tactics of receiving and catching the overhead ball. • Exercises of performing basic collective tactics of Pass and move. • Exercises of performing basic collective tactics of pass and follow • Exercises of performing basic collective tactics of give-and-go.	Game play: • In three-team rotations, two teams play using Handball techniques such as passing, spacing, shooting, blocking and marking, applying tactics in attack and defence according to instructions, while the third team serves as referees.

			• Exercises of performing basic collective tactics of supporting teammates in a game situation. • Exercises of playing in team.	

Link to other subjects:

- **English**: The pupils improve their vocabulary by learning new words related to Physical Education and Sports.

Generic competencies:

- **Critical thinking and problem-solving:** Analyze Handball game situations, make appropriate decisions and apply offensive and defensive techniques and tactics such as passing, catching, shooting and positioning effectively during games.
- **Cooperation, interpersonal management and life skills:** Work effectively with teammates, apply team strategies, respect opponents, follow Handball rules and demonstrate teamwork, discipline, leadership and fair play.
- **Communication in the official language:** Communicate with teammates, give and follow instructions, discuss Handball tactics and techniques and encourage others during training and games.

Basic values:

- **Solidarity and democracy:** Working cooperatively with teammates, communicating effectively, applying team strategies, sharing responsibilities and supporting others during Handball games.
- **Justice:** Respecting Handball rules, accepting decisions fairly, playing honestly and applying offensive and defensive tactics in a fair manner.
- **Dignity and integrity:** Showing respect to teammates, opponents and officials, demonstrating fair play, using skills responsibly and caring for Handball equipment.

Cross cutting issues:

- **Gender Equality:** Developed through encouraging equal participation of boys and girls in applying Handball techniques, tactics and team strategies during games.
- **Peace and Values Education:** Developed through promoting teamwork, respect, discipline, fair play, communication and self-control while using Handball techniques and tactics.
- **Inclusive Education:** Developed through adapting Handball activities to support pupils with different abilities and ensuring equal participation, cooperation and respect among all players.

Assessment criteria:

- To assess pupils' proficiency in performing basic technical skills in handball during game situations, as well as teamwork, respect, fairness and sportsmanship, the teacher uses an assessment checklist and rubric.

Materials:

- Sport facilities, Handball balls, stopwatch, cones, bibs and whistles.

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8. APPENDICES

SUBJECTS AND WEEKLY TIME ALLOCATION FOR SINGLE SHIFT IN UPPER PRIMARY (P4 –P6)

#	Subjects to be taught in P4 -P6	Number of periods (Period= 40 minutes)
1	Kinyarwanda/ Rwanda Sign Language	9
2	English	9
3	Mathamatics	9
4	Science and Elementary Technology	5
5	Social Studies and Religious Education	5
6	French	5
7	Creative Arts (Fine arts and Music)	2
8	Physical Education and Sport	2
9	Co-curricular Activities	4
	Total number of contact periods per week	**50**
	Total number of contact hours/week	**33.3**
	Total number of contact hours per year (39 weeks)	**1,300**