

Schola Europaea
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Pedagogical Development Unit

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PHYSICAL EDUCATION SYLLABUS - SECONDARY CYCLE

APPROVED BY THE JOINT TEACHING COMMITTEE ON THE 7Th October

This syllabus replaces all previous syllabuses for Physical Education Secondary.

Entry into force progressively from September 2010

1.0 OBJECTIVES

1.1 General Objectives

The secondary section of the European Schools needs to perform the dual task of providing formal, subject based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupils should learn to describe, interpret, judge and apply their knowledge. Personal development of pupils is done in a range of spiritual, moral, social and cultural contexts. It involves for pupils an awareness of appropriate behaviour, an understanding of the environments in which they work and live and a development of individual identity. In practice these two tasks are inseparable within the school.

These two major objectives are developed in the context of a highlighted awareness of European reality, the characteristic feature of which is the richness of European cultures. This awareness and the experience acquired as a result of shared European life should lead to the development in pupils of behaviour showing clear respect for the traditions of each individual country in Europe, while at the same time preserving their own identities

1.2 Subject specific Objectives

Physical Education as an integral part of the total development of the individual is a main aspect of entire education. Its pedagogical significant effect is more than just the development of physical and motor skills.

Physical Education always includes social relations, emotions and cognition. In this way Physical Education should positively influence lifestyle and encourage cultural interaction.

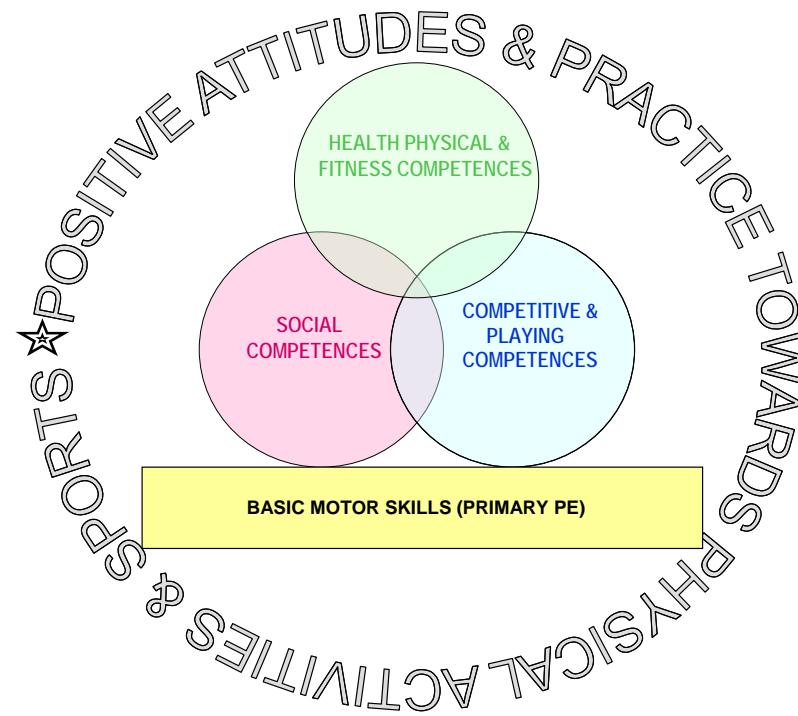
Physical Education should introduce access points to sport and culture in the community.

The central theme of Physical Education is to promote the potential for development through exercise, games, performance and health within a safe and structured environment. They are to be offered as experiences through the contents of sports disciplines.

1.2.1 Aims of the syllabus

- develop a positive attitude towards sporting activities in order to encourage life-long participation
- develop appropriate motor skills in continuation with Primary Physical Education
- develop a personal level of physical fitness and enough knowledge to allow the pupil to pursue a healthy and active lifestyle
- promote self-reliance, personal initiative and self-confidence
- foster an appreciation of the value of sportsmanship and responsibility
- develop an appreciation of one's own and others' capabilities, potential and limits

Within this structure the aim is to provide positive attitudes and practice towards physical activities and sport. This goal should be realized through basic motor skills, social competences, playing competences, competitive competences, health and physical fitness competences, by building on the foundations laid in Primary PE.



1.2.2 Skills and competences

Basic Motor Skills – taught in Primary and referring to the primary syllabus

- running – different directions, speeds, techniques, rhythms
- jumping and landing – 1 footed and 2 footed take-offs, long, high, left and right foot, moving forward, off different surfaces
- throwing and catching – various ways, different types of balls and other objects, different sizes and materials
- rolling, balancing, climbing, swinging and sliding

Social Competences

- participating with fair play: respecting others/respecting the rules
- being a part of a team and feeling team spirit
- getting responsibility for herself/himself and others as well as for materials/equipment
- co-operating with others and work for a common goal
- being responsible for the security of others
- having the ability to be autonomous
- supporting the teacher
- dealing with conflicts constructively and solve problems in a friendly way to get emotional well-being
- being involved in different roles (helper, referee, part of a team) and learn to play one's role

Playing Competences

- accepting the rules and the referee
- learning different techniques
- learning tactics
- developing team spirit
- enjoying a game and understanding its idea
- understanding the importance of safety
- developing adaptation

Competitive Competences

- developing a positive mentality
- developing a capacity for overcoming challenges
- increasing effort and concentration
- developing intrinsic motivation
- fostering positive thinking and motivation
- being able to self-evaluate
- achieving goals
- participating in competitions
- organising competitions
- accepting individual roles within the team

Health and Physical Fitness Competences

Health

- understanding the importance of exercise and activity to personal, social and mental health and well-being
- knowing and practising the principles of hygiene
- learning how to use training effects positively
- understanding the relationship between health and fitness to develop an awareness of the human body
- increasing physical resistance by participating in outside activities/adventure sports
- knowing about nutrition
- acquiring knowledge of first aid

Physical Fitness competences (strength – endurance – speed– flexibility – coordination)

- developing an active life style for a better quality of life
- understanding the positive consequences of exercise to improve training benefits
- using correct equipment and wearing functional clothing
- knowing and applying safety rules
- learning relaxation exercises

1.2.3 Theoretical guidelines and principles

- Base teaching on experiences gained during Primary Physical Education
- Maintain continuous contact with primary especially during the transition phase
- Vary methodology according to availability of facilities, equipment and teacher preferences
- Allow for sufficient periods of practice and exercise to have maximum quality of teaching and learning
- Pupils' participation in the planning of lessons should be developed
- Cross-curricular teaching and cooperation with other subjects should be taken into consideration
- Flexible teaching focussing on the individual as well as the group

1.2.4 Planning of teaching

- The central idea for all levels is exercise-games-performance-health
- Build upon a framework created by the syllabus by choosing teaching contents that have reference to basic motor skills within each of the sports disciplines
- Readiness to learn can be increased by the inclusion of the pupils' own sports activities and appropriate trends in free time activities
- Competition both at school level and higher can help motivate students
- The framework of the syllabus is adaptable to suit a range of different facilities within schools and possible cooperation in local clubs and facilities

1.2.5 Organisation of teaching

- Secondary Physical Education might be taught in single sex groups from year 3 onwards due to the different needs of girls and boys

2.0 CONTENTS

It is based on the competences learnt in Primary Physical Education.

2.1 Years 1-3 and 4-5

To ensure a balanced syllabus, the following ratios are recommended:

Team Sports 40%, Individual Sports 40%, Complementary Activities 20%.

2.1.1 Team Sports

During this cycle the following disciplines should be taught dependent on facilities: Basketball, Football, Handball, Hockey, Volleyball.

2.1.2 Individual Sports

In this cycle Athletics and Gymnastics are compulsory elements. According to the availability of facilities, equipment and teacher preferences; Swimming, Racket sports and Dance can be introduced. Physical health related fitness should be integrated into all areas of the curriculum where possible.

2.1.3 Complementary Activities

Complementary Activities may be introduced depending on the school's facilities, the teachers' and the pupils' interests (Ultimate Frisbee, Floorball, Tchoukball, Soft-Baseball, Tennis, Squash, Beach Volleyball, Kinball, Rugby, Martial Arts, Climbing, Nordic Walking, Orienteering, Cross-Country, Skating, Fitness, Rope-Skipping, Circus Skills, etc.).

2.2 Years 6 – 7

2.2.1 Team Sports/Individual Sports

To ensure a balanced syllabus it is recommended that a minimum of 2 team sports and 2 individual sports are chosen from the following list:

Basketball, Football, Handball, Hockey, Volleyball, Athletics, Fitness, Gymnastics, Racket sports and Swimming

2.2.2 Complementary activities

Complementary activities maybe continued and/or new ones introduced during this cycle.

Basketball

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Shooting: set and jump shot, lay up (right and left)	Learning, strengthening and varying basic techniques	<p>Drills should be basket-oriented, “shooting” should always be the main part of the proposed exercises.</p> <p>Promote the use of both hands to dribble.</p> <p>Small conditioned games: 1v1, 2v1, 2v2, only passes allowed, etc.</p> <p>Develop games to 3v3 and 5v5.</p>
Passing and receiving: direct, rebound pass, shoulder pass	Becoming acquainted with varieties of the game to improve general and sport specific co-ordination and fitness abilities	
Dribble: protection, pivot and progression	Understanding the elementary concept or idea of the game	
Footwork: stopping with one and two feet	Understanding and applying the differences between offensive and defensive behaviour	
Changing direction: crossed rotation	Understanding basic positions and their roles within the team and the game	
Basic individual and group tactical skills: Give and Go Man-to-man defence Participation on the defensive rebound.	Becoming acquainted with individual and group tactical measures	
Rules: introduction of basic rules	Dealing with infringements and safety measures Getting to know referee signals	

Basketball

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Shooting: set and jump shot, lay up (right and left)	<p>Playing with the ball and movement off the ball</p> <p>Learning, strengthening and varying basic techniques</p> <p>Strengthening individual and group tactical measures:</p> <p>Attack phases: Fast-break/fast-attack, set-play</p> <p>Defence phases: block the shot, stop the attack and recover ball possession</p> <p>Basic systems of play and roles of individual positions</p> <p>Understanding how rules can help in tactical development</p>	<p>Maintain the basket-oriented philosophy</p> <p>Demand more use of both hands to dribble</p> <p>Small conditioned games: 2v1, 2v2, 3v1, 3v2, time limits, etc.</p> <p>Develop 3v3 (Streetball) and 5v5 games</p>
Passing and receiving: direct, rebound pass, shoulder pass		
Dribble: protection, pivot and progression		
Footwork: stopping with one and two feet		
Changing direction: crossed, rotation, half rotation, between the legs and behind the body		
<p>Tactical team skills:</p> <p>Man-to-man defence</p> <p>Fast-break/fast-attack</p> <p>Team offensive balance</p> <p>Defensive block</p>		
Rules: development of rules	Getting to know referee signals	Pupils to start refereeing games

Basketball

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Shooting: set and jump shot, lay up (right and left)	Applying different systems of play Playing different offensive and defensive positions Coping autonomously with the game	Maintain the basket-oriented philosophy Pupils involved in coaching set play tactics Mainly 5v5 and 3v3 situations Conditioned games: time limits or restrictions
Passing and receiving: direct, rebound pass, shoulder pass		
Dribble: protection, pivot and progression		
Footwork: stopping with one and two feet		
Changing direction: crossed rotation, half rotation, between the legs and behind the body		
Tactical team skills: Man-to-man defence, floating man-to-man Triple threat Offensive rebound Defensive block		
Rules: full knowledge of rules	Getting to know referee signals	Pupils to referee games

Football

Year 1- 3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Shooting: with a stationary or moving ball	<p>Learning, strengthening and varying basic techniques</p> <p>Becoming acquainted with varieties of the game to improve general and sport specific co-ordination and fitness abilities</p> <p>Understanding the elementary concept or idea of the game</p> <p>Understanding and applying the differences between offensive and defensive behaviours</p> <p>Understanding basic positions and their roles within the team and the game</p> <p>Becoming acquainted with individual and group tactical measures</p>	<p>Drills should be goal-oriented, “shooting” should always be the main part of the proposed exercises:</p> <p>1v0+GK: 1 offensive player with no opposition against the GK</p> <p>1v1+GK, 2v0+GK, 2v1+GK and 2v2+GK</p> <p>Small conditioned games: GK+1v1+GK, or GK+2v2+GK, only passes allowed, etc.</p> <p>Pass and move – receive on the move</p> <p>Develop games to GK+5v5+GK</p>
<p>Passing and controlling: short (push pass), medium and long distance (lofted drive)</p> <p>Basic control techniques</p>		
<p>Dribbling: changing speed and direction, ball protection, creating space</p>		
<p>Feinting: simulate and change direction</p>		
<p>Basic individual and group tactical skills:</p> <p>Give and go</p> <p>Offensiveness (orientation towards the goal), shooting, creating space</p> <p>Defending: Reduce space, marking, interception, disarm and helping</p>		
<p>Goalkeeping: introduction to offensive and defensive basic techniques</p>	<p>Controlling the goal area, positioning</p>	<p>Make as many practices as possible end with a shot and rotate players in goal</p>
<p>Rules: introduction of basic rules</p>	<p>Dealing with infringements and safety measures</p> <p>Getting to know referee signals</p>	

Football

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Shooting: with a stationary or moving ball	Playing with the ball and movement off the ball Learning, strengthening and varying basic techniques	Maintain the-goal oriented philosophy Small conditioned games: time and space limitations, etc. Develop 5v5, 7v7, 8v8 (depending also on the facilities)
Passing and controlling: short, medium and long distance, chip pass Basic control techniques (including heading)		
Dribbling: protection, approach the goal and creates space		
Creative play: feinting, changing direction, etc.		
Tactical team skills: Creating scoring spaces Developing width in attack Balancing the defence Creating situations of numeric superiority	Strengthening individual and group tactical measures Becoming acquainted with attack phases: ball possession, creating scoring situations and scoring Becoming acquainted with defence phases: avoid scoring, stop the attack and recover ball possession Basic systems of play and roles of individual positions Understanding how rules can help in tactical development	
Goalkeeping: development of technique	Control of defence, starting fast-break	Practice in conjunction with defence
Rules: development of rules	Getting to know referee signals	Pupils to start refereeing games

Football

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Shooting: with a stationary or moving ball	<p>Applying different systems of play</p> <p>Playing different offensive and defensive positions</p> <p>Coping autonomously with the game</p>	<p>Maintain the-goal oriented philosophy</p> <p>Pupils involved in coaching set play tactics</p> <p>Mainly GK+5v5+GK GK+7v7+GK and GK+11v11+GK (depending also on the facilities) situations</p> <p>Conditioned games: time limits or restrictions</p>
<p>Passing and controlling: short, medium and long distance, chip pass</p> <p>Basic control techniques</p>		
Dribbling: Consolidation and improvement		
Creative play: Consolidation and improvement		
<p>Tactical team skills:</p> <p>Create numeric superiority</p> <p>Team tactics patterns</p> <p>Pressure</p> <p>Coping with situations of numeric inferiority</p>		
Goalkeeping: consolidation and improvement	Being a part of a tactical team play	Footwork (receive, control and pass)
Rules: full knowledge of rules	Getting to know referee signals	Pupils to referee games

Handball

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Goal scoring: slap shot with/without swing steps, jump shot	Learning, strengthening and varying basic techniques	Introducing handball skills with small games and variations of drills (including scoring orientation) Arranging the handball game by changing rules and conditions Demonstrating man-to-man defence
Passing and controlling: with one hand/two hands, slap shot, shock shot	Becoming acquainted with varieties of the game to improve general and sport specific co-ordination and fitness abilities	
Moving with the ball: bouncing, tapping	Understanding the elementary concept or idea of the game	
Basic individual tactical skills: finding space, marking an opponent, breakthrough	Understanding and applying the differences between offensive and defensive behaviour	
Basic group tactical skills: give and go, parallel striking, single and double crossing	Understanding basic positions and their roles within the team and the game	
Goalkeeping: introduction to offensive and defensive basic techniques	Becoming acquainted with individual and group tactical measures	Make as many practices as possible end with a shot and rotate players in goal.
Rules: introduction of basic rules	Learning basic positioning, movements of the goal keeper, catching, saving and distribution of the ball	
	Dealing with infringements and safety measures	
	Getting to know referee signals	

Handball

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Goal scoring: slap shot, jump shot, fall shot	Learning, strengthening and varying basic techniques	Variations of drills and games Introduction of zone marking (6-0, 5-1) and offensive systems (3-3, 2-4)
Passing and controlling: slap shot, shock shot and variations of shots		
Individual tactical skills: blocking variations		
Group tactical skills: fast break, barricade		
Tactical team skills: defensive and offensive systems	Learning, strengthening and varying individual, group and team tactical measures Basic systems of play and roles of individual positions Understanding how rules can help in the development of tactics	
Goalkeeping: shot stopping	Strengthening basic techniques	Practice in conjunction with defence
Rules: development of rules	Getting to know referee signals	Pupils to start refereeing games

Handball

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Goal scoring: slap shot, jump shot with variations for example delayed jump shot	Learning, strengthening and varying different techniques	Varieties of drill and games to improve and consolidate technical and tactical measures
Passing and controlling: slap shot, shock shot with variations	Applying different systems of the game Playing different defensive and offensive positions	Developing strategies to deal with power-play situations
Tactical team skills: different defensive and offensive systems	Coping autonomously with the game	Promote practise in conjunction with defensive and offensive systems including goal keeping
Goalkeeping: consolidation and improvement	Being a part of a tactical team play	
Rules: full knowledge of rules	Getting to know referee signals	Pupils to referee games

Hockey (Field Hockey)

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Grips: basic, double V, short handle	<p>Learning, strengthening and varying basic techniques</p> <p>Moving into space and basic stick-work skills</p> <p>Scanning to be aware of where the next pass is</p> <p>Understanding basic positions and their roles within the team and the game</p> <p>Becoming acquainted with individual and group tactical measures</p>	<p>Pass and receive in 3's and 4's – triangles and squares (stationary and moving)</p> <p>Play with conditions (2 balls, limit touches,)</p> <p>4v1, 3v1, 2v1 possession games</p> <p>Small sided conditioned games</p> <p>Play with 4 goals</p> <p>Bigger games with no tackling and limited touches</p> <p>Practice attacking and defending set plays</p>
Shooting: hit, push, clip hit on the move, deflections, rebounds		
Passing and Controlling: push, hit, clip hit, open and reverse stick receiving		
Dribbling: ball carrying position, slalom, Indian dribble		
Beat an opponent: drag right to left, left to right, push and run around		
Defending: closing down and channelling open stick, interception open stick, tackling two handed block		
Individual and group tactical skills: creating space, marking, fast break, introduction to penalty corners, hit outs and long corners.		
Goalkeeping: introduction to equipment and basic technique	Controlling the goal area, narrowing angles, clearing wide	<p>Make as many practices as possible end with a shot and rotate players in goal</p> <p>Footwork exercises and train with tennis balls</p>
Rules: introduction of basic rules	<p>Getting to know referee signals</p> <p>Understanding the rules for safe game play</p>	

Hockey (Field Hockey)

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Grips: one handed, reverse	<p>Creating space and moving off the ball</p> <p>Passing and receiving on the move and under pressure</p> <p>Scanning to aid decision making</p> <p>Understanding how rules can help in the development of tactics</p> <p>Basic systems of play and roles of individual positions within these systems (4-4-2, 1-3-3-3)</p>	Small sided games with rotating umpires
Shooting: open and reverse stick flicks, sweeps and deflections, one touch rebounds, stretching defence		Possession games within grids with limited touches
Passing and controlling: reverse stick upright, slap hit, open stick: from behind with pull from left to right, reverse stick: from behind in flow, flat one and two handed		6v6, 7v7, 8v8 games emphasising space and width of play
Dribbling: one handed open and reverse stick Beat an opponent: lift open stick, left reverse stick		Full sided games and coaching within the games to show systems of play
Defending: reverse stick tackle, chase tackle, closing down and channelling on reverse stick, man to man marking.		Penalty corner work in teams of attack and defence
Group tactical measures: follow up and support, patterns of attack , coping with overload in defence, development of tactics set plays		Shooting practices to highlight second phase shooting and improvisation
Goalkeeping: development of technique		Control of defence, cope with 2nd phase attack
Rules: development of rules	Getting to know referee signals	Pupils to start refereeing games

Hockey (Field Hockey)

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Consolidation and improvement of all basic skills within pressure/competitive situations	Movement and support play for different positions and different systems of play	6v6, 7v7 8v8 or full sided games
Consolidation and improvement of all set plays, especially with penalty corners		Pupils involved in coaching set play tactics
Group tactics: focusing on patterns of play across the defence, different systems of play, use of aerial balls, zone defence,	Penetrating the defence with overloads Organisation of defence	Practices to involve different systems of play or overloads
Goalkeeping: consolidation and improvement of technique		Penalty corner defence
Rules: full knowledge of rules	Getting to know referee signals	Pupils to referee games

Volleyball

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Passing and receiving: set, underarm serve, dig	Learning, strengthening and varying basic techniques	Introducing volleyball skills with small games and variations of drills, from 1with1, 2with2, 3with3 and/or 1v1, 2v2, 3v3
Basic individual tactical skills: feints, correct positioning in the team	Understanding the elementary concept or idea of the game	Drill and game variations (with and against each other)
Group-tactical skills: defence and offence formations	Understanding and applying the differences between offensive and defensive behaviour Understanding basic positions and their roles within the team and the game Becoming acquainted with individual and group tactical measures	Arranging the game by changing rules and tasks
Rules: introduction of basic rules	Dealing with infringements and safety measures Getting to know referee signals	

Volleyball

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Passing: overarm service, varieties of set (e.g. sideways)	Learning, strengthening and varying basic techniques Becoming acquainted with simple individual and group tactical measures Understanding how rules can help in tactical development	Variations of drills (isolation drill: feed/set/smash) and games Develop from 3v3 via 4v4 to full court 6v6
Receiving: service reception, varieties of digs		
Individual-tactical skills: service, lob, introduction of smash		
Group-tactical skills: different defensive and offensive systems		
Rules: development of rules	Getting to know referee signals	Pupils to start refereeing games

Volleyball

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Passing: Varieties of set (for example backwards), overarm service	Developing, improving and consolidating technical skills Becoming acquainted with different positions of the game and solving situations during the game creatively	Varieties of drills, games and training Develop, improve and consolidate the technical and tactical repertoire (for example positioning of setter)
Offence: smash with variations		
Defence: block, variations of service reception for example one-hand-dig with roll		
Tactical team skills: different attacking and defensive techniques and formations		
Rules: full knowledge of rules	Getting to know referee signals	Pupils to referee games

Aerobics/Dance

Year 1-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Aerobic Step aerobic Tae-bo, etc.</p>	<p>Learning rhythm (beats, bloc) Strengthening muscles Developing spatial awareness Developing the cardiovascular competence/ endurance Developing creativity</p>	<p>Warming-up with steps, skipping, running, etc. Repeat easy exercises on floor/step Work all the different muscles and start with stand-up position, then on floor/step Improving coordination and the memory of sequence Maintain and change the intensity Cool-down with stretching</p>
<p>Dance - Individual (e.g. Jazz dance) - Partner (e.g. classic dance) - Group (e.g. folk dance) - Formation (e.g. square dance)</p> <p>Rhythmic gymnastics</p>	<p>Learning the techniques of different dances. Learning the rhythm by using the music Developing spatial awareness Showing the creativity Improving the memory of sequences</p>	<p>Start with basic movement Encourage maintaining intensity Start to work on “beats”, start from slow to fast speed Work sequences on both sides Work individually, with a partner and in groups to promote creativity Presentation of results in front of other students Introduce work with club, hoop, ball, ribbon, rope</p>

Athletics

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Basic athletic motor skills:	Learning/improving basic athletic motor skills Introduction of general safety and competition rules	“Playing athletics” : games using running, jumping, throwing, etc.
Long-distance-running	Improving health and fitness Learning to run for 10-20 min.	Condition-training (for example time-run, shuttle-run) Nature experience Transport runs, cross and field, partner running/group running
Run fast/sprint	Improving rhythm, co-ordination, agility, action/reaction Increasing of speed	Catch- and run-games Running-ABC, rhythmical running (music, obstacles, tires, etc.)
One-/two-legged jumps Long-jump High-jump	Establishing take-off foot Gaining experience in long and high jumping Improving co-ordination, laterality, jump power	‘Jump-garden’ (banana boxes, tires, etc.) Step-, hop-, jump-games, relays
Throw straight	Learning the slap-throw as the basic throw Improving co-ordination and laterality	Exercises for slap-throw (different materials, target throws, slap-ball: stand-throw/3-steps-rhythm)
Shot-putt (start in year 3)	Learning a simple shot-putt technique	Introducing stand-shot and shot-putt technique (simple), using different weights

Athletics

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Basic techniques:	Improving athletic motor skills and techniques Knowledge and application of general safety and competition rules	Bounding exercises: high knees, heel flicks, striding out, etc.
Long-distance-running	Learning to run for 10-30 min. Improving health and fitness	Condition-training (e.g. time-run, shuttle-run, CONCONI-/COOPER-test, time estimating, transport runs) Nature experience (cross and field)
Run fast/sprint Start Relay	Improving rhythm and co-ordination; agility, action/reaction Increasing speed and running different techniques Learning sprint start Developing teamwork	Start- reacting- and speed-games, sprint start (blocks) Different kinds of relays Bounding exercises and accelerations
Long-jump High-jump	Gaining experience in horizontal and vertical jumps Improving jump-power and co-ordination	Long jumps/over obstacles Scissors → Fosbury Flop Variation of backwards/rotation jumps
Ball-throw	Exercising slap-throw as the basic throw	Slap-throw with different materials, target throws Slap-ball: stand-throw/3-steps-rhythm
Shot-putt	Exercising the shot-putt technique Increasing of maximum power and co-ordination	Stand-shot and shot-putt technique, different weights

Athletics

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Advanced techniques:	Improving athletic motor skills in training and competition Knowledge of safety and competition rules Gaining experience in competition/test situation	Pentathlon or other competitions
Long-distance-running	Learning to run for 10-30 min. Improving health and fitness Condition-training and nature experience	Time estimating, transport runs, cross & field Time-run, shuttle-run, CONCONI-/COOPER-test
Sprint Start Relay	Improving rhythm and co-ordination, agility, action/reaction Increasing speed and running different techniques Improving sprint start Improving teamwork	Sprints of different distances (30, 50, 100, 200 m) Start-, reacting- and speed-games, sprint start Different kinds of relays
Long-jump High-jump	Gaining experience in horizontal and vertical jumps/landing Improving jump-power and co-ordination	Long jumps → (step-) long-jump Fosbury Flop
Throws: Ball throw Discus/javelin (where possible)	Increasing of maximum power and co-ordination Repeating of all safety rules	Slap-throw with different materials, target throws Slap-ball: stand-throw/3-steps-rhythm
Shot-putt	Exercising basic techniques Improving co-ordination	Shot-putt technique (O'Brian)

Gymnastics

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Floor work Rolls (forward, backward, variations) Stands (head, hand) Rotations (cartwheel, round-off)</p>	<p>Understanding the elementary coordination Learning about postural work Learning to support ones body weight</p>	<p>Using different material: ropes, bench, box, big mat, bar, climbing rack, etc. Starting from different heights Introducing different ability groups</p>
<p>Rings and ropes Hanging, climbing, swinging Turns and rotations</p>	<p>Acquiring a movement after repetition Learning and respecting safety rules</p>	<p>Using low heights first, controlled swinging Using different positions with the hands</p>
<p>Beam Mounts and dismounts Footwork (steps, turns, jumps, etc.)</p>	<p>Understanding the importance of balance of different movements</p>	<p>Using different balance material: floor lines, floor beam, low beam, high beam, benches Combining different materials (box, high beam, spring board, etc.) for mount and dismount</p>
<p>Bars: parallel/horizontal/asymmetric Supporting, swinging, rotating (e.g. shoulder roll/stand, basic swing, etc.) Mounts and dismounts</p>	<p>Learning body control in support Developing upper body strength for controlled movements</p>	<p>Progressing from low to high bar Using different material for mounts/dismounts: spring board, box, soft mats, etc.</p>
<p>Vaulting: box and horse Support vaulting</p>	<p>Developing confidence Understanding the take-off, support, repulsion and landing Understanding the importance of safety (support)</p>	<p>Developing take-off techniques by using different material (elastic band, spring board, etc.) Obeying safety rules</p>

Gymnastics

Year 4-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Floor work Stands (head, hand) Rotations (cartwheel, round off) Combinations and sequences</p>		<p>Promoting partner work With and without music Introduction and repetition of sequences</p>
<p>Rings Mounts and dismounts Combinations and sequences</p>	<p>Improving skills learnt Improving of balance of different movements</p>	<p>Working on low and high rings Introduction of short sequences Controlled swinging</p>
<p>Beam Mounts and dismounts Footwork (steps, turns, jumps) Rolls and rotations (cartwheel) Combinations and sequences</p>	<p>Linking movements to develop a sequence by repetition, rhythm and continuity Making good use of partner work: active and passive support (safety)</p>	<p>Promoting jumps from line to low beam and high beam Introducing different dismounts Progressing from one to more beam lengths</p>
<p>Bars: parallel/horizontal/asymmetric Supporting, swinging, rotating (e.g. shoulder roll/stand, basic swing, etc.) Mounts and dismounts Combinations and sequences</p>		<p>Promoting transfer from low bar to high bar (asymmetric bars)</p>
<p>Vaulting: box and horse Support vaulting Rotation vaulting</p>	<p>Refining the take-off, support, repulsion and landing</p>	<p>Developing different take-off techniques and variations of vaults Different positions of box/horse</p>

Swimming

Year 1-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Aquatic play and water gymnastics Moving in, under and into the water Playing in the water Ball games in the water Water gymnastics</p>	<p>Getting to know the aquatic environment Gaining water confidence Learning correct breathing technique Developing the elementary concept of games</p>	<p>Variety of exercises to become acquainted with the water environment Running, catching, diving, conditioning, agility games, water polo, water volleyball, water basketball, etc. Also with music</p>
<p>Strokes Breaststroke, crawl, backstroke, butterfly Starts and turns Competitive swimming Relays</p>	<p>Learning at least two basic swim strokes Improving swimming technique Becoming acquainted with the ability of achievement Becoming acquainted with competition rules</p>	<p>Isolation drills for different stroke mechanics (legs only, arms only, coordination, etc.) using floats, paddles, etc. Competitions Swimming awards</p>
<p>Entries and diving Feet first entries, head first diving Simple rotation jumps Distance diving, deep diving</p>	<p>Learning, strengthening and improving of head-first diving Developing coordination</p>	<p>From stationary, with run-up Distance diving up to 15 meters, deep diving up to 3 meters, ring diving Practising artistic acts</p>
<p>Survival swimming: Endurance swimming Floating and sculling</p>	<p>Learning to swim for a long period of time and distance Treading water in stationary position</p>	<p>Survival swimming with clothes Swimming awards</p>
<p>Rescue swimming and lifesaving: Transport (towing) swimming Rescue and liberating hand-movements Behaviour and first aid at swimming accidents</p>	<p>Learning the correct technique Becoming acquainted with the behaviour and first aid at swimming accidents</p>	<p>Drills to improve towing techniques and escapes Practices organised to assess situations and apply knowledge of first aid at swimming accidents</p>

Badminton

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Basic techniques: Long/short service Overhead-Clear Underarm-Clear Drop shot Net play Footwork</p>	<p>Learning, strengthening and varying basic techniques</p> <p>Becoming acquainted with varieties of the game to improve general and sport specific co-ordination and fitness abilities</p> <p>Understanding the elementary concept or idea of the game</p> <p>Understanding the correct sequence of movements of all the basic skills and choosing the correct shot selection</p>	<p>Play <u>with</u> a partner: keeping a rally going for as long as possible</p> <p>Racket/shuttles handling, basic position</p> <p>Partner work (feeder): throw/set shuttles, multiple shuttles</p> <p>Slap throw games/exercises, pendulum</p> <p>Rally/strokes combination (e.g. long-long-short-short)</p> <p>Drills: mirror, wall, shadow (with/without shuttle, pendulum)</p>
<p>Basic tactical and game play skills</p>	<p>Getting to know basic rules associated with singles matches; simple refereeing</p> <p>Becoming acquainted with tactical measures</p>	<p>Exercises to force the partner to the back of the court</p>
<p>Rules: introduction of basic rules</p>	<p>Dealing with infringements and safety measures</p>	

Badminton

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Advanced techniques: Clear variations Drop shot and net play Smash Backhand-Clear Long/short Service Drive</p>	<p>Learning, strengthening and varying basic techniques: Strokes are performed more consistently and with more quality, improvement of timing and anticipation, increase quality of movement</p>	<p><u>Challenge</u> and <u>compete against</u> the partner Rally/strokes combination Drills: mirror, wall, shadow (with/without shuttle, pendulum) Half court singles</p>
<p>Tactical and game play skills (singles/doubles): Footwork, Centre Position Fitness and patience</p>	<p>Strengthening tactical measures in singles' play Understanding how rules can help in tactical development</p>	<p>Focus on singles and introduce doubles</p>
<p>Rules: development of rules</p>	<p>Understanding of rules associated with singles/ doubles matches</p>	

Badminton

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROCHES
Advanced techniques	Advanced stage of badminton, all basic strokes are automatic and performed with quality	Rally/strokes combination (e.g. long-long-short-short) Drills: mirror, wall, shadow (with/without shuttle, pendulum)
Tactical and game play skills	Learning to make the opponent move in Singles Learning defensive and offensive playing positions in Doubles	Focus on side by side/front and back Different partners; sector games, handicap games (e.g. ½ Single court : ½ Double court) Modified doubles Tournaments
Rules: full knowledge of rules	Getting to know the official rules	Pupils to referee games

Table Tennis

Year 1-3

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
Grips: Shake hand and Penholder	<p>Learning the correct sequence of movements of the basic strokes</p> <p>Learning to get the ball to certain areas of the table</p>	<p>Practice bat and ball handling skills</p> <p>Combination of backhand and forehand with movement (footwork)</p> <p>Bench table tennis</p>
<p>Basic techniques:</p> <p>Backhand push</p> <p>Forehand drive</p> <p>Basic backhand push service</p> <p>Forehand topspin service</p> <p>The importance and effect of topspin, backspin and sidespin</p>		
<p>Basic tactical and game play skills:</p> <p>Keep the ball on the table</p>		
Rules: Introduction of basic rules for singles	Dealing with infringements and safety measures	

Table Tennis

Year 4-5

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Advanced techniques: Backhand drive Long and short topspin and backspin serves on forehand and backhand Forehand smash Forehand push</p>	<p>Performing basic skills more consistently and with more quality Improvement of timing and anticipation Increasing the quality of movement Applying pressure to cross over point</p>	<p>Round the table with variations on type of stroke Competition with emphasis on hitting targets Top table Team singles: winning player stays on table</p>
<p>Tactical and Game-Play Skills: Singles: strategies to play on opponents' weaknesses Doubles: position when serving and receiving</p>	<p>Moving and wrong footing opponents Improving consistency of strokes</p>	<p>Combination hitting and footwork drills Tournaments Skills circuit</p>
<p>Rules: Development of rules</p>	<p>Developing of rules associated with singles and doubles matches</p>	<p>Self and peer refereeing</p>

Table Tennis

Year 6-7

CONTENTS	SKILLS/COMPETENCES	POSSIBLE TEACHING APPROACHES
<p>Advanced techniques: Stroke variation and spin practice Forehand and backhand block Forehand loop Backhand chop Backhand side spin service High toss service</p>	<p>Performing basic skills automatically and with quality</p> <p>Early anticipating through watching the bat and bat arm</p>	<p>Topspin versus backspin practices Smash and lob rallies Tournaments</p> <p>If possible, experience of refereeing within situations/tournaments</p> <p>Apply pressure to areas of the table and opponent with different types of hits and amounts of spin</p>
<p>Tactical and Game-Play Skills: Different speeds to create openings to hit winners</p>	<p>Mental preparation – maintaining concentration</p>	
<p>Rules: Full knowledge of rules</p>	<p>Getting to know referee signals</p>	<p>Self and peer refereeing</p>

3.0 ASSESSMENT

3.1 Functions and principles

Assessment is both a formative and a summative process.

Formative assessment is an ongoing process providing information about pupils' learning. It should also be a basis for pupils' further development and plays an important role in the provision of educational guidance for pupils, parents, or guardians and the school. Assessment need not always involve the award of a mark and it should not be punitive, but it should evaluate performance. For teachers, assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching.

Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time.

The following general principles of assessment of learning outcomes should be observed:

- performance should be assessed against all the objectives relating to knowledge and skills set out in the syllabus
- assessment must relate to work which has been covered in the course
- all types of work done by pupils on the course should be part of the assessment process
- pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale
- pupils should know how their performance compares with other pupils, in the same or other sections; this requires co-ordination between the teachers of the same and different sections to ensure comparability

3.2 Subject-specific assessment

In Physical Education all types of practical work done by the pupils on the course should be part of the assessment process. Each school's Physical Education department should work out their own parameters of assessment based on the following general rules:

3.2.1 Assessment in years 1-3

During this cycle assessment should focus on: participation, effort, progress, performance and social behaviour. In team sports assessment should focus on game situations with the support of technical demonstrations if necessary. In individual sports assessment should be based on technical demonstrations with the use of performance tables in athletics and swimming (see annex).

3.2.2 Assessment in years 4-5

During this cycle assessment is expressed as an **A mark** and a **B mark** of equal weight. The **A mark** focuses on: attendance, participation, effort and social behaviour. The **B mark** in team sports should focus on game situations with the support of technical demonstrations if necessary. In individual sports assessment should be based on technical demonstrations with the use of performance tables in athletics (see annex).

3.2.3 Assessment in years 6-7

During this cycle assessment is expressed as an **A mark** and a **B mark** of equal weight. The **A mark** focuses on: attendance, participation, effort, social behaviour and the ability to be autonomous. The **B mark** in team sports should focus on game situations with the support of technical demonstrations if necessary. In individual sports assessment should be based on technical demonstrations with the use of performance tables in athletics (see annex).

3.3 Definitions

Attendance

Any student absence without the written justification of the parents/medical certificate or a lack of the material needed for lessons (e.g. sports clothes or the required material for classes such as swimming) effects the A mark negatively.

Reference: Document 2007-D-4010-en-3, article 30 (regular attendance, dispensations, absences)

Participation

The student is involved in and takes responsibility for the preparation of group or individual activities and participates with a positive attitude and commitment.

Effort

The student participates in class at a maximum level of his/her physical capacities.

Social behaviour

The student participates with fair play, respecting others and the rules.

He/she takes responsibility for him/herself and others as well as for materials/equipment.

He/she cooperates with others and works towards a common goal.

He/she takes responsibility for the security of others.

He/she deals with conflicts constructively and solves problems in a friendly way.

Ability to be autonomous (year 6-7)

The student shows initiative in developing the group and individual activities.

He/she is also open to and objectively critical of initiatives presented by others.

He/she is able to work independently.

He/she is able to identify, select and apply work methods in a critical and creative way.

He/she takes responsibility to complete tasks.

He/she understands the value of activities that involve effort, persistence, initiative and creativity.

He/she is able to assess and control the development of the task undertaken.

4.0 Performance tables (see annexes for model)

4.1 Performance tables

Where appropriate they should be geared to the conditions specific to each school and developed by the Physical Education department.

4.2 School performance tables

They are mandatory for all Physical Education teachers of the school.

Annex 1: Performance table SWIMMING (model)

BOYS	6	7	8	9	10
50m Breaststroke					
3rd YEAR	01:12	01:03	00:55	00:47	00:41
2nd YEAR	01:14	01:06	00:57	00:50	00:43
1st YEAR	01:17	01:09	01:00	00:52	00:46
100m Breaststroke					
3rd YEAR	02:35	02:19	02:07	01:55	01:47
2nd YEAR	02:38	02:23	02:11	01:59	01:51
1st YEAR	02:42	02:27	02:15	02:03	01:55
50m Freestyle					
3rd YEAR	00:58	00:51	00:45	00:40	00:36
2nd YEAR	01:01	00:54	00:48	00:42	00:38
1st YEAR	01:04	00:56	00:50	00:44	00:40
100m Freestyle					
3rd YEAR	02:10	01:56	01:46	01:37	01:28
2nd YEAR	02:12	01:58	01:48	01:39	01:30
1st Year	02:14	02:00	01:50	01:41	01:32

GIRLS	6	7	8	9	10
50m Breaststroke					
3rd YEAR	01:18	01:09	01:00	00:53	00:46
2nd YEAR	01:21	01:12	01:03	00:55	00:49
1st YEAR	01:24	01:15	01:06	00:58	00:52
100m Breaststroke					
3rd YEAR	02:42	02:26	02:12	01:58	01:50
2nd YEAR	02:47	02:31	02:16	02:02	01:54
1st YEAR	02:52	02:36	02:20	02:06	01:58
50m Freestyle					
3rd YEAR	01:03	00:56	00:51	00:45	00:40
2nd YEAR	01:05	00:58	00:53	00:47	00:42
1st YEAR	01:07	01:00	00:55	00:49	00:44
100m Freestyle					
3rd YEAR	02:18	02:06	01:56	01:47	01:38
2nd YEAR	02:20	02:08	01:58	01:49	01:40
1st YEAR	02:22	02:10	02:00	01:51	01:42

Annex 2: Performance table ATHLETICS (model)

BOYS	6	7	8	9	10
high jump					
7th YEAR	1,30	1,40	1,50	1,60	1,65
6th YEAR	1,25	1,35	1,45	1,55	1,60
5th YEAR	1,20	1,30	1,40	1,50	1,55
4th YEAR	1,10	1,20	1,30	1,40	1,50
3rd YEAR	1,00	1,15	1,25	1,35	1,45
long jump					
7th YEAR	4,20	4,50	4,80	5,20	5,50
6th YEAR	4,00	4,30	4,65	5,00	5,30
5th YEAR	3,80	4,20	4,55	4,90	5,20
4th YEAR	3,70	4,00	4,30	4,60	5,00
3rd YEAR	3,30	3,60	4,00	4,30	4,65
shot putt 6,26 kg					
7th YEAR	6,50	7,50	8,50	9,50	10,30
6th YEAR	6,00	7,00	8,00	9,00	9,75
shot putt 5 kg					
6th YEAR	7,00	8,25	9,25	10,00	10,50
5th YEAR	6,50	7,60	8,60	9,30	10,00
4th YEAR	6,00	7,00	8,00	8,75	9,50
shot putt 4 kg					
5th YEAR	7,60	8,60	9,60	10,50	11,20
4th YEAR	7,00	8,00	9,00	9,75	10,50
3rd YEAR	5,50	6,50	7,50	8,50	9,30

	6	7	8	9	10
50m					
7th YEAR	8,1	7,6	7,1	6,8	6,5
6th YEAR	8,2	7,7	7,2	6,9	6,6
5th YEAR	8,3	7,8	7,3	7,0	6,7
4th YEAR	8,7	8,2	7,6	7,2	6,9
3rd YEAR	9,1	8,5	8,0	7,5	7,2
100m					
7th YEAR	15,0	14,0	13,3	12,8	12,3
6th YEAR	15,2	14,2	13,5	13,0	12,5
5th YEAR	15,5	14,5	13,8	13,3	12,8
4th YEAR	16,0	15,0	14,1	13,6	13,1
3rd YEAR	16,8	15,7	14,9	14,4	14,0
1000m					
7th YEAR	04:00	03:40	03:25	03:15	03:00
6th YEAR	04:05	03:45	03:30	03:20	03:05
5th YEAR	04:20	04:00	03:45	03:25	03:10
4th YEAR	04:25	04:05	03:50	03:30	03:15
3rd YEAR	04:40	04:20	04:00	03:40	03:20
Cooper test					
7th YEAR	1850	2150	2550	2950	3150
6th YEAR	1800	2100	2500	2900	3100
5th YEAR	1750	2050	2450	2850	3050
4th YEAR	1700	2000	2400	2800	3000
3rd YEAR	1650	1950	2350	2750	2950

GIRLS	6	7	8	9	10
high jump					
7th YEAR	1,05	1,15	1,25	1,35	1,40
6th YEAR	1,05	1,15	1,25	1,35	1,40
5th YEAR	1,00	1,10	1,20	1,30	1,35
4th YEAR	0,95	1,05	1,15	1,25	1,30
3rd YEAR	0,90	1,00	1,10	1,20	1,25
long jump					
7th YEAR	3,30	3,70	4,00	4,20	4,40
6th YEAR	3,20	3,65	3,90	4,10	4,30
5th YEAR	3,15	3,45	3,75	4,00	4,20
4th YEAR	3,10	3,40	3,70	3,95	4,10
3rd YEAR	3,00	3,25	3,50	3,75	4,00
shot putt 4 kg					
7th YEAR	5,00	6,00	7,00	7,75	8,50
6th YEAR	5,00	5,90	6,80	7,50	8,30
5th YEAR	4,75	5,50	6,25	7,00	7,50
4th YEAR	4,50	5,25	6,00	6,50	7,00
shot putt 3 kg					
5th YEAR	6,00	6,50	7,00	7,50	8,00
4th YEAR	5,80	6,40	7,00	7,40	7,80
3th YEAR	5,50	6,20	6,80	7,20	7,50

	6	7	8	9	10
50m					
7th YEAR	9,2	8,5	7,9	7,5	7,3
6th YEAR	9,2	8,5	7,9	7,5	7,3
5th YEAR	9,3	8,6	8,0	7,6	7,4
4th YEAR	9,4	8,7	8,1	7,6	7,4
3rd YEAR	9,6	8,9	8,3	7,7	7,5
100m					
7th YEAR	17,2	16,2	15,3	14,5	14,0
6th YEAR	17,2	16,2	15,3	14,5	14,2
5th YEAR	18,0	17,0	16,0	15,0	14,4
4th YEAR	18,3	17,3	16,3	15,3	14,7
3rd YEAR	18,6	17,6	16,6	15,7	15,0
1000 m					
7th YEAR	05:20	04:50	04:20	04:00	03:50
6th YEAR	05:20	04:50	04:20	04:00	03:50
5th YEAR	05:30	05:00	04:30	04:10	04:00
4th YEAR	05:30	05:00	04:30	04:10	04:00
3rd YEAR	05:40	05:05	04:35	04:20	04:10
Cooper test					
7th YEAR	1625	1925	2325	2725	2925
6th YEAR	1600	1900	2300	2700	2900
5th YEAR	1550	1850	2250	2650	2850
4th YEAR	1500	1800	2200	2600	2800
3rd YEAR	1450	1750	2150	2550	2750