

**New National Curriculum of Pakistan 2026
(NNCP)**

HEALTH AND PHYSICAL EDUCATION

Grades I - V



GOVERNMENT OF PAKISTAN
NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

List of Contents

Chapter 1	1
Introduction and Curriculum Framework	1
1.1 Purpose of the Curriculum.....	1
1.2 Objectives	1
1.3 Guiding Framework.....	1
1.4 Key Principles.....	2
1.5 Cross-cutting Themes.....	2
1.6 Summary of International Comparison	3
Chapter 2	4
Strands, Standards and Benchmarks	4
2.1 Strands	4
2.2 Standards.....	4
2.3 Benchmarks.....	5
Chapter 3.....	7
Content and Student Learning Outcomes	7
Chapter 4.....	21
Pedagogy.....	21
4.1 Approaches to Teaching and Learning.....	21
4.2 Suggested Teaching Methodologies.....	21
4.3 Developmental Considerations	22
4.4 Motivation and Participation.....	22
4.5 Inclusion and Diverse Learners.....	23
4.6 Teacher Professional Development	23
Chapter 5.....	24
Assessment.....	24
6.1 Guidelines on Assessment	24
6.2 Alignment with Standards and Learning Outcomes with Assessment Tools.....	24
6.1.1 Weightage for Each Strand	24
6.3 Types of Assessment	25
Chapter 6.....	29
Teaching and Learning Materials.....	29
6.1 Guidelines for Developing Teacher Guides, Textbooks, and Learning Materials.....	29
6.2 Other Learning Resources	30

List of Tables

Table 1: HPE / Strands	4
Table 2: HPE / Standards.....	5
Table 3: Benchmark Grade 1-5	5
Table 4: Grade-Wise Content and SLOs / HPE /Grade 1-5.....	7
Table 5: Suggested HPE Lesson Structure.....	22
Table 6. Weightage of Each Strand in HPE Curriculum	25
Table 7: Weightage of Each Strand in HPE Curriculum.....	25
Table 8. Types of Assessment and Examples from HPE.....	25
Table 9: Types of Assessment and Examples from HPE.....	25
Table 10: Weightage of Types of Assessment in HPE Curriculum	26
Table 11. Sample Rubric (Grade 4, Strand: Sports and Games – Passing Skill)	26
Table 12: Sample Rubric.....	26
Table 13:Assessment Activity / Suggested Frequency	27
Table 14: Assessment Component / Weightage.....	27
Table 15: Grade-Wise Materials, Resources, Tool and Equipment.....	31

Chapter 1

Introduction and Curriculum Framework

1.1 Purpose of the Curriculum

Health and Physical Education (HPE) curriculum for Grades 1–5 helps children grow into healthy, safe, and physically active individuals. It treats health, safety, and movement as a core part of education just like reading, math, or other areas of learning. The emphasis on healthy habits and active living during the early years of education tends to stay with a person for life. So, the HPE curriculum focuses on building healthy routines while children are young. It is designed to execute learning activities in classrooms and playgrounds while keeping in view the learner diversity and resource constraints in schools in various parts of the country.

1.2 Objectives

HPE curriculum is designed to achieve the following objectives:

- i) Practise good hygiene, eat well, and follow healthy daily routines.
- ii) Recognize common health risks and take simple steps to prevent illness.
- iii) Spot hazards and respond safely at home, on the road, and during emergencies.
- iv) Perform basic movement skills such as running, jumping, throwing, and balancing.
- v) Practise the rules and skills of common/local games and sports.
- vi) Participate in a team, play fairly, and show respect for others.
- vii) Build confidence and develop habits that support a lifelong active lifestyle.

1.3 Guiding Framework

The HPE curriculum is built around four strands:

(i) Health and Hygiene, (ii) Safety and Protection, (iii) Movements and Physical Literacy, and (iv) Sports and Games.

Each strand has a standard, a broad goal for what students should achieve over time. A standard is divided into two Benchmarks (one for grades 1-2 and the second for grades 3-5).

Each Benchmark is divided further into Student Learning Outcomes (SLOs), i.e., clear statements of what a student should know or do by the end of a lesson/topic in a particular grade. This step-by-step structure keeps learning consistent from Grade 01 to Grade 05 while ensuring a higher level of learning in four strands of the HPE curriculum.



Figure 01. Strands in HPE

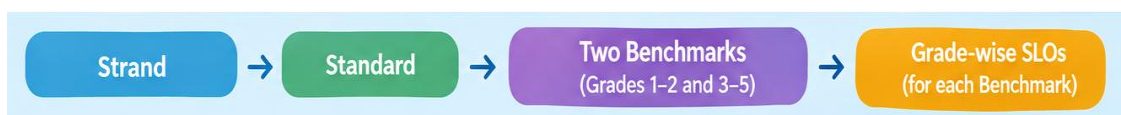


Figure 02. Structure of HPE Curriculum

1.4 Key Principles

HPE curriculum is based on the following key principles.

- i) **Learning by Doing:** At least 70% of class time should involve real activity, not just reading or listening.
- ii) **Age-appropriateness:** The content and activities match what children can realistically understand and do at each stage.
- iii) **Room for Everyone:** Lessons include children with disabilities and give equal space to boys and girls.
- iv) **Low-cost and Local Materials:** Activities use materials that can be arranged locally and/or with minimum cost.
- v) **Safety and Inclusion:** Every activity includes clear guidance on safe participation and inclusion of children.
- vi) **Step-by-step Growth:** Each grade emphasizes student learning based on what was learnt in the previous grade.
- vii) **Continuous Assessment:** Teachers assess student learning mostly by watching students perform using baseline, formative, and summative assessment.

1.5 Cross-cutting Themes

The cross-cutting themes, as given below, connect the HPE curriculum to the national priorities for our children as well as to wider global commitments Pakistan has made.

- i) **Child Rights:** As a signatory to the UN Convention on the Rights of the Child, Pakistan recognizes health, safety, and play as basic rights of every child. The HPE curriculum is designed on the same grounds for every child, regardless of gender, ability or school setting.
- ii) **Global Citizenship and the SDGs:** Team games train students to respect each other irrespective of their characteristics and backgrounds, and realize that their choices affect others, reflecting Global Citizenship Education (GCED) values. The curriculum also supports SDG 3 (health and well-being), SDG 4 (quality education), and SDG 5 (gender equality) through its focus on hygiene, safety, and equal participation for all.
- iii) **21st-Century and Life Skills:** Games and physical activities provide opportunities to develop teamwork, communication, problem-solving, and decision-making skills among students, thus preparing them for life beyond the classroom.
- iv) **Peace and Countering Extremism:** Fair-play rules and group games give children regular practice in resolving disagreements and respecting others. These habits help children grow up more tolerant and less likely to turn to violence.
- v) **Socio-Emotional Health:** Regular physical activity helps children to manage stress and anxiety. The HPE curriculum treats movement as a source of calm and confidence, besides physical training.
- vi) **Pakistani context:** Local games like cricket, hockey, kabaddi, Gulli-Danda, Pitthu, Langri (hopscotch), and Kho-Kho, along with everyday examples, keep the HPE curriculum close to students' real lives while still linking them to these wider global ideas.

1.6 Summary of International Comparison

The international comparison shows that the four strands proposed for the HPE curriculum are consistent with the curriculum followed in other countries such as Australia, Canada, Japan, Malaysia and Türkiye. Australia combined health, hygiene, nutrition and safety under “Being healthy, safe and active”; Japan integrates health and safety into Physical Education (PE) and daily school routines. Singapore addressed physical health and safety and reinforced safety through Outdoor Education. Canada covered health, hygiene and safety across its Healthy Living and other strands. Malaysia treated health and safety as defined areas within Health Education. Türkiye included health and safety through the “My Health and Safety” theme in Life Studies. These practices in other countries provided support for two strands, “Health and Hygiene”, and “Safety and Protection,” in HPE curriculum for Pakistan.

Japan, Singapore, Canada, Malaysia, Australia, and Türkiye have given importance to basic movement, coordination, fitness, play, and sport-specific skills. Japan and Singapore developed fundamental movement before specific games and sports. Canada placed basic movement under Movement Competence. Malaysia gave substantial emphasis to fundamental movement. Australia had a separate area of focus in the curriculum on Movement and Physical Activity. Türkiye used play as the foundational learning experience for sports and physical activities at primary level. This review of practices in other countries supported two strands, “Movements and physical literacy”, and “Games and Sports” in the HPE curriculum for Pakistan.

Chapter 2

Strands, Standards and Benchmarks

Curriculum for Health and Physical Education (Grade 01-05) aims to promote students' physical, mental, social, and emotional well-being. It develops knowledge, skills, and behaviors related to healthy living, personal safety, physical activity, movement, sports, and games.

2.1 Strands

A strand is the main area of learning in the curriculum. There are four strands in the curriculum of Health and Physical Education: (1) Health and Hygiene, (2) Safety and Protection, (3) Movement and Physical Literacy, and (4) Sports and Games.

Table 1: HPE / Strands

Strand 1: Health and Hygiene (HH) The Health and Hygiene strand develops students' understanding and practice of healthy living. It covers personal hygiene, nutrition, cleanliness, physical activity, disease prevention, and well-being. At grade 01- grade 02, students develop basic health and hygiene habits through guided practice. At grades 3–5, students apply healthy practices more independently and develop greater responsibility for personal and community well-being.
Strand 2: Safety and Protection (SP) The Safety and Protection strand develops students' awareness of hazards and safe practices. It covers personal safety, injury prevention, emergency response, disaster preparedness, and help-seeking. At grade 01- grade 02, students identify common hazards and practice basic safety responses. At grades 3–5, students identify risks, apply preventive measures, and demonstrate appropriate help-seeking responses.
Strand 3: Movements and Physical Literacy (MPL) The Movements and Physical Literacy strand develops fundamental movement, coordination, and fitness skills among students. It covers locomotor, non-locomotor, and object-control skills, as well as balance, spatial awareness, coordination, and physical fitness. At grade 01- grade 02, students develop basic movement skills through guided activities. At grades 3–5, students refine and apply these skills in different physical activities.
Strand 4: Sports and Games (SG) The Sports and Games strand develops students' participation in games and age-appropriate sports. It covers rules, fundamental skills, sport-specific skills, strategies, teamwork, fair play, and ethical participation. At grade 01- grade 02, students participate in simple and traditional games and follow basic rules. At grades 3–5, students apply skills and strategies, and demonstrate greater teamwork, leadership, and responsibility.

2.2 Standards

A standard is a learning goal that describes what learners should achieve over time within a strand. Standards of the Health and Physical Education (HPE) curriculum describe the broad learning expectations for each strand across primary school years (i.e., grades 01-05).

Table 2: HPE / Standards

Strand	Standard
Health and Hygiene (HH)	Students will interpret and practice healthy living, hygiene, nutrition, sanitation, physical activity, disease prevention, and well-being while taking personal and shared responsibility for health.
Safety and Protection (SP)	Students will interpret safety hazards, rules, injury prevention, first aid, emergency response, and disaster preparedness; demonstrate safe practices and appropriate responses; and internalize personal and others' safety and responsible decision-making.
Movements and Physical Literacy (MPL)	Students will explain movements and fitness concepts; demonstrate fundamental movement, coordination, and fitness skills; and value physical competence and active living.
Sports and Games (SG)	Students will interpret the rules, skills, strategies, and values of games and sports; perform sport-specific skills, teamwork, and strategies; and embrace cooperation, respect, inclusion, self-control, and ethical participation.

Note: All four standards will emphasize equitable opportunities for girls, boys and children with disabilities to participate through appropriate adaptations of activities, equipment, instructions and learning environments.

2.3 Benchmarks

A benchmark is a learning expectation at a particular stage of learning within a standard. Benchmarks describe the expected learning for two stages: (i) Grade 1- Grade 2 (ii) Grade 3- Grade 5.

Table 3: Benchmark Grade 1-5

Strand	Benchmark (Grade 1-Grade 2)	Benchmark (Grade 3-Grade 5)
Health and Hygiene (HH)	Students will understand basic health and hygiene habits, practice healthy and safe behaviors, and value personal and shared well-being.	Students will understand healthy living principles, demonstrate healthy self-care behaviors, and prioritize personal and community well-being.
Safety and Protection (SP)	Students will identify common hazards and safety practices; demonstrate appropriate safety, help-seeking, and emergency responses.	Students will explain safety risks and preventive measures; demonstrate safe practices and emergency responses; and internalize the safety concern.
Movements and Physical Literacy (MPL)	Students will explain basic movements and spatial concepts; demonstrate fundamental locomotor, non-locomotor, and object-control skills; and embrace physical activity and active participation.	Students will explain movement and fitness concepts; perform fundamental, object-control, coordination, and fitness skills; and develop commitment to physical competence and active living.
Sports and Games (SG)	Students will identify the rules, skills, and strategies of games and traditional play; perform fundamental game skills, follow rules, and participate actively; and embrace cooperation, fairness,	Students will interpret rules, skills, and strategies of selected games and sports; perform fundamental and sport-specific skills, coordination, and game strategies; and embrace fair play, teamwork,

	respect, self-control, inclusion, and enjoyment.	respect, inclusion, self-control, leadership, and ethical participation.
--	--	--

DRAFT

Chapter 3

Content and Student Learning Outcomes

This chapter presents the grade-wise content and Student Learning Outcomes (SLOs) for Health and Physical Education from Grade 1 to Grade 5. It also identifies key suggested activities and vocabulary to support age-appropriate learning, practical application, and the development of relevant knowledge, skills, and competencies.

Table 4: Grade-Wise Content and SLOs / HPE /Grade 1-5

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Hygiene and Cleanliness: Body parts requiring regular cleaning: hands, face, teeth, hair, nails	G1-01-HH-01: Identify body parts that require regular cleaning	The teacher will show or draw pictures of the hands, face, teeth, hair, and nails on the board. The teacher will name each body part and ask students to repeat the names. Students will then point to the body part the teacher names.
2. Healthy Food, Nutrition and Safe Water Healthy foods: milk, eggs, daal, vegetables, fruits, roti, rice, nuts; safe drinking water	G1-02-HH-02: Recognize healthy foods that support growth, strength, and good health.	The teacher will show pictures or draw common foods on the blackboard, such as milk, eggs, lentils (daal), vegetables, fruits, roti, rice, and nuts, along with less healthy choices such as chips, sweets, and fizzy drinks. The teacher will name the foods and explain in simple language that healthy foods help children grow, study, play, and stay strong. Students will be asked to identify the healthy foods by raising their hands or pointing to the correct pictures.
3. Clean and Healthy Environment Clean classroom/playground, dustbin, clean water, trees, clean toilets; no litter or stagnant water	G1-03-HH-03: List features of a clean and healthy environment.	The teacher will show or draw pictures of a clean classroom/playground, dustbin, clean drinking-water area, trees, and clean toilets, along with pictures of litter, stagnant water, and a dirty playground. Students will observe the pictures and identify which places or objects show a clean and healthy environment. The teacher will ask individual students questions.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety: Body awareness and basic personal boundaries	G1-04-SP-01: Recognize their body and basic personal boundaries.	Draw a child's body outline on paper or the board, explain body parts and body safety using age-appropriate language.

2. Road Safety: Common road signs, traffic signals, pedestrian safety rules	G1-05-SP-02: Identify common road signs, traffic signals, and pedestrian safety rules.	• Create simple traffic signs from waste paper or cardboard, and have students match each sign to its meaning.
3. Environmental Safety: Fire, electrical, water, and weather-related hazards	G1-06-SP-03: Name common fire, electrical, water, and weather-related hazards.	• Locally available pictures/ drawings to help students identify common fire, electrical, water, and weather hazards.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Movement Concepts: Walking, running, jumping, hopping, bending, stretching, twisting, turning	G1-07-MLP-01: Identify basic body movements, including walking, running, jumping, hopping, bending, stretching, twisting, and turning.	• The teacher shows or calls a movement (jump, hop, bend, turn). Students perform it and name the movement.
2. Body and Spatial Awareness Up/down, front/behind, near/far, left/right	G1-08-MLP-02: Recognize spatial concepts, including up/down, front/behind, near/far, and left/right.	• Students stand near/far, in front of/behind, or beside an object or classmate and state their position.
3. Direction and Speed Forward, backward, sideways, up/down; slow and fast movement	G1-09-MLP-03: Identify movements with their appropriate direction and speed.	• Teacher gives directions such as forward, backward, sideways, up and down. Students perform the movements and identify the direction.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Quick Classroom Brain-Breaks Simple stretching, walking, running, and movement breaks	G1-10-SG-01: Demonstrate simple movements that support focus and attention.	• Students will practice neck, shoulder, arm, and body stretching exercises. • The teacher will conduct follow-the-leader movement activities.

	G1-11-SG-02: Perform simple running and walking movements during games.	
2. Team and Coordination Games Teamwork, cooperation, ball passing, catching, target games, fair play	G1-12-SG-03: Recognize the importance of teamwork and cooperation during games. G1-13-SG-04: Demonstrate respect, cooperation, and positive behavior while playing with other.	• Teacher will organize group games and explain the value of teamwork. • Students will perform ball passing, catching, and target games. • Students will participate in team games and practice fair play.
3. Energy Burners Running, jumping, skipping, simple fitness activities	G1-14-SG-05: Identify physical activities that increase movement and use energy. G1-15-SG-06: Perform basic exercises and movement activities that support physical fitness.	• Teacher will introduce activities like running, jumping and skipping. • Students will take part in simple fitness circuits and movement activities. • Students will make a simple daily activity routine.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Healthy Body & Personal Hygiene Routine Nutritious food, clean water, adequate sleep, personal hygiene	G2-01-HH-01: Identify healthy habits including nutritious food, drinking clean water, adequate sleep and personal hygiene.	• Show students pictures of healthy and unhealthy foods and daily habits, such as eating fruits and vegetables, drinking clean water, exercising, sleeping on time, eating junk food, and staying up late. Students identify each habit as healthy or unhealthy and explain their choices.
2. Oral Health & Dental Care Basic dental care habits	G2-02-HH-02: Identify basic dental care habits.	• Show picture cards of different dental habits such as brushing teeth twice a day, rinsing the mouth after eating, eating fruits and vegetables, drinking water, eating too many sweets, and not

		brushing teeth. Students identify and sort the pictures into “Good for My Teeth” and “Not Good for My Teeth.”
3. Nutrition & Food Safety Common Pakistani foods and healthy food choices	G2-03-HH-03: Classify commonly available foods into appropriate healthy food choices.	Show pictures of commonly available Pakistani foods such as roti, daal, vegetables, fruits, milk, samosas, chips, and soft drinks. Students classify them into “Healthy Choices” and “Less Healthy Choices” baskets.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety Safe and unsafe behaviors; protection from harm; trusted adults; bullying	G2-04-SP-01: Identify safe and unsafe behaviors and ways to protect oneself from harm.	- Conduct a “Safety Detective” activity in which students identify hazards in the classroom, school, or familiar surroundings. - Use age-appropriate stories to tell about identifying and dealing with bullying behaviors. - Conduct a “My Helping Network” activity in which students name trusted adults at home and school.
2. Road Safety Traffic signs, signals, pedestrian and passenger safety	G2-05-SP-02: Recognize common traffic signs, signals, and safety rules for pedestrians and passengers.	Draw a chalk road and zebra crossing. Let students take turns as pedestrians and vehicles and practise stopping, looking both ways, listening, and crossing safely.
3. Fire, Water and Weather Safety Fire, water-related, and severe-weather hazards	G2-06-SP-03: Follow safety rules during fire, water-related, and severe-weather hazards in simulated conditions/drills.	Use local examples such as ponds, canals, rivers, water tanks, wells, and flooded streets. Use stories, role-play, or pictures to discuss safe actions during extreme heat, heavy rain, strong winds, lightning, and flooding.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Body Control and Balance Body positions that support balance	G2-07-MLP-01: Identify body positions that support balance, such as standing on one foot, bending, and stretching.	Students demonstrate different body positions to support balance, such as standing on two feet and one foot, bending and stretching, then discuss which position is easier to balance and why.

2. Coordination Hand, eye, and body coordination	G2-08-MLP-02: Demonstrate coordination by combining hand, eye, and body movements during physical activities.	Students perform activities such as clapping while walking, bouncing a ball, trapping a rolling ball, and stepping over objects, then identify the body parts working together.
3. Movement Combination Combining basic movements into patterns	G2-09-MLP-03: Combine basic movements, such as walking, jumping, bending, turning, and clapping, to create a simple movement pattern.	Students change their movements according to different teacher signals, such as clap = jump, whistle = turn, drum = walk (Move in Pattern).

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Movement and Agility Games Running, jumping, hopping, skipping, balance, body control	G2-10-SG-01: Perform basic movements, including running, jumping, hopping, and skipping, with increasing control. G2-11-SG-02: Demonstrate balance and body control during simple movement and agility games.	- The teacher will demonstrate basic movements, and students will copy and practice each movement. - Students will walk, hop, and jump along a marked line while maintaining their balance. - The teacher will arrange cones, and students will run, stop, turn, and move around the cones.
2. Team and Coordination Games Teamwork, cooperation, throwing, catching, passing, relay	G2-12-SG-03: Identify the importance of teamwork and cooperation during games. G2-13-SG-04: Demonstrate hand-eye coordination through simple team	- Teacher will divide students into small teams and discuss how team members can help each other. - Students will practice throwing, catching, and passing a soft ball with a partner. - Teams will take part in a relay race and pass a ball or object to the next team member.

	and coordination games.	
3. Target and Ball Games Basic rules, taking turns, safe play, passing and catching	G2-14-SG-05: Recognize basic rules of target and ball games.	- Teacher will demonstrate a simple target game and explain basic rules such as taking turns, staying behind the line, and playing safely. - Students will work in pairs and practice short-distance passing and catching with a soft ball.
4. Fitness and Energy Games Strength, balance, endurance; running, jumping, hopping, skipping	G2-15-SG-06: Perform simple exercises and games that develop strength, balance, and endurance.	- Teacher will discuss and demonstrate activities such as running, jumping, hopping, and skipping. - Students will complete a fun fitness circuit including jumping, balancing, hopping, and jogging stations. - The teacher will organize games such as “Run and Touch,” “Jumping Relay,” and “Follow the Leader.”

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Healthy Living & Personal Care Healthy daily habits: handwashing, brushing teeth, bathing, clean water, healthy food, exercise, adequate sleep	G3-01-HH-01: Identify healthy habits that help to stay healthy.	The teacher will show pictures or describe daily habits such as washing hands, brushing teeth, bathing, drinking clean water, eating fruits and vegetables, exercising, and sleeping on time. Students will identify healthy and unhealthy habits and explain why they are important.
2. Nutrition and Food Hygiene Healthy and unhealthy foods; handwashing; washing fruits and vegetables; keeping food covered; avoiding spoiled food	G3-02-HH-02: Classify healthy and unhealthy foods and explain food hygiene practices.	The teacher will show pictures or name familiar foods such as roti, daal, vegetables, fruits, milk, eggs, samosas, chips, sweets, and soft drinks. Students will classify them as healthy or unhealthy choices. The teacher will then discuss food hygiene practices such as washing hands before eating, washing fruits and vegetables, keeping food covered, and avoiding spoiled or uncovered food.
3. Disease Prevention & Physical Fitness Disease-prevention practices; physical activities that strengthen the body	G3-03-HH-03: Explain ways to prevent common diseases.	The teacher will discuss simple disease-prevention practices such as washing hands, eating healthy food, drinking clean water, maintaining personal hygiene, getting adequate sleep, and keeping the surroundings clean. Students will then discuss how activities such as walking, running, jumping, and playing games help strengthen the body.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety Physical harm, bullying, obstacles, unsafe behavior, unwanted touch, trusted adults	G3-04-SP-01: Follow safety rules to protect themselves from physical harm and bullying.	Conduct a “Safety Detective” activity in which students identify unsafe situations in teacher-drawn scenes or familiar school surroundings, explain the possible harm, and suggest a safe action to prevent it. Include situations involving obstacles, unsafe behavior, bullying, and unwanted touch.
2. Road Safety Pedestrian, cyclist and passenger safety; footpath, zebra crossing, traffic signals, helmet, seat belt	G3-05-SP-02: Follow common road-safety rules for pedestrians, cyclists and passengers.	Draw a simple road, footpath, zebra crossing, and traffic signals in the schoolyard. Under teacher’s guidance, let children take turns as pedestrians, cyclists, and passengers and practise following common road-safety rules such as using a footpath and zebra crossing, following traffic signals, wearing a bicycle helmet, wearing a seat belt, and staying seated in a vehicle.
3. Environmental Safety Fire, unsafe water/flood, extreme weather, electrical hazards	G3-06-SP-03: Describe safe practices for common environmental hazards such as fire, unsafe water, extreme weather, and electrical hazards.	Present pictures or simulated local situations involving fire, unsafe water/flood, extreme weather, and electrical hazards. Ask students to describe/follow the safe practice (under teacher’s guidance) for each situation, such as staying away from fire, avoiding unsafe water, staying indoors during severe weather, not touching damaged wires or electrical sockets, and staying near trusted/responsible adults.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Object Control Skills Throwing, catching, kicking, rolling, dribbling	G3-07-MLP-01: Differentiate among at least three object-control skills such as throwing, catching, and kicking.	Show pictures of children throwing, catching, kicking, rolling, and dribbling. Students name each skill and match the picture with the correct word.
2. Throwing Overarm throwing; body position, arm action, follow-through, accuracy	G3-08-MLP-02: Throw overarm with appropriate body position, arm action, and follow-through.	Students throw a soft ball at targets placed at different distances, focusing on correct technique and accuracy.
3. Kicking Controlled kicking toward a stationary	G3-09-MLP-03: Perform a controlled kick toward a	Students kick a soft ball toward cones or marked targets from different distances, focusing on direction and control.

target; direction and control	stationary target using appropriate body position and foot movement.	
-------------------------------	--	--

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Skill and Coordination Games Balance, hand-eye coordination, jumping, hopping, skipping	G3-10-SG-01: Maintain balance while in a physical activity. G2-11-SG-02: Develop the connection to coordinate hand and eye during games.	- Teacher will conduct a balance walk on a marked line. - Teacher will conduct a ball toss and catch activity. - Teacher will demonstrate jumping, hopping, and skipping, and students will practice.
2. Mental Physical Activities Concentration, attention, quick response, decision-making	G3-12-SG-03: Demonstrate improved concentration and attention through physical activities. G3-13-SG-04: Develop quick thinking and decision-making skills through games.	- Teacher will conduct “Simon Says” to improve concentration and attention. - Students will play quick response games by moving according to the teacher’s signals. - Teacher will give simple movement instructions, and students will follow them correctly.
3. Target and Ball Games Throwing, aiming, catching, rolling, target games	G3-14-SG-05: Achieve control by throwing a ball at a target. G3-15-SG-06: Demonstrate accuracy by catching and rolling a ball during simple games.	- Teacher will demonstrate throwing and aiming a ball at a target. - Students will practice throwing balls into hoops or at marked targets. - Students will play simple target games in pairs and groups.
4. Strategy and Fitness Games Speed, strength, endurance, relay, obstacles, simple strategies	G3-16-SG-07: Develop speed, strength, and endurance through activities.	- Teacher will conduct relay races to develop speed and endurance. - Teacher will organize obstacle activities involving running, jumping, and balancing. - Teacher will conduct team strategy games where students plan simple moves.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Nutrition & Balanced Diet Major food groups; balanced diet; rest; physical activity; healthy living	G4-01-HH-01: Explain the concept of a balanced diet, rest, and physical activity in healthy living.	- The teacher will introduce the major food groups using pictures and familiar foods such as roti, rice, daal, meat, eggs, milk, yogurt, vegetables, and fruits. Students will classify the foods into appropriate groups and discuss the role of different foods in the body. In groups, students will prepare a “Balanced Plate” by selecting foods from different groups and explain why their meal is balanced. - The teacher will conduct a “Healthy Living Wheel” activity. Students will select different pictures representing healthy habits such as eating fruits and vegetables, drinking clean water, exercising, washing hands, sleeping on time, and keeping the environment clean, and explain its role in the healthy life.
2. Personal Hygiene Handwashing, brushing teeth, bathing, trimming nails, clean clothes, clean hair	G4-02-HH-02: Describe personal hygiene practices that help in preventing illness.	The teacher will show pictures or flashcards of different personal hygiene practices, such as washing hands with soap, brushing teeth, bathing regularly, trimming nails, wearing clean clothes, keeping hair clean, and using clean toilets. Students will identify each practice and explain why it is important. The teacher can conduct a “Why is it Important?” activity in which students match a hygiene practice with its benefit.
3. Communicable & Non-communicable Diseases Basic distinction and familiar examples such as flu, dengue etc.	G4-03-HH-03: Differentiate between communicable and non-communicable diseases.	The teacher will briefly explain communicable and non-communicable diseases with familiar examples such as flu, dengue, diabetes, and heart disease. Students will sort disease cards into “Communicable” and “Non-Communicable” and explain their choices.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety Injury prevention; unsafe situations; physical harm; unfamiliar persons; trusted adults	G4-04-SP-01: Explain ways to prevent injuries and protect personal safety.	Teacher presents pictures, designs simulated situations or describes verbally, and children identify what is unsafe, e.g., climbing an unsafe wall, playing near construction work, wet floor, damaged furniture, blocked staircase or an unfamiliar person asking a child to go somewhere, and respond appropriately such as

		following safety rules and telling a trusted adult.
2. Road Safety Pedestrian and passenger safety; road crossing; school van/bus/rickshaw safety	G4-05-SP-02: Follow safety rules as pedestrians and passengers in simulated settings.	Children, under teacher's guidance in simulated situations, follow appropriate rules for different situations e.g., crossing a busy road, boarding a school van, walking near parked vehicles, using a zebra crossing, walking on a footpath, wearing a helmet, staying with the group, and remaining seated in a moving vehicle, crossing at a designated crossing and safely boarding, travelling in, and leaving a simulated school van, bus or rickshaw.
3. Disaster Safety Severe weather, fire, earthquake, flood, electrical hazards; emergency drills	G4-06-SP-03: Practise basic safety rules for common disasters and emergencies such as severe weather, fire, earthquake, flood or electrical hazards in simulated situations/drill.	During a supervised drill, children practise staying with the group, avoiding pushing or running, alert an adult, move away from smoke, following teacher instructions, following a designated safe route to the assembly point and, when instructed, using an alternative exit if the usual route is blocked.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Movement Sequence Combining two or more movements; body position and control	G4-07-MLP-01: Perform a sequence of two or more movements smoothly and with control.	Students perform a sequence such as run, jump, balance, turn, maintaining control and correct body position.
2. Timing and Adaptation Starting, stopping, speeding up, slowing down, changing direction	G4-08-MLP-02: Identify appropriate timing and movement changes needed in different situations.	Teacher gives signals at different times. Students identify when to start, stop, speed up, slow down, or change direction.
3. Movement Application Applying learned movements in varied activities	G4-09-MLP-03: Apply learned movement skills in different activities with coordination and control.	Students apply running, jumping, hopping, and balancing skills while completing an obstacle course.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Team Strategy Games Speed, strength, endurance; simple team strategies	G4-10-SG-01: Develop speed, strength, and endurance through activities. G4-11-SG-02: Understand the importance of regular physical activity.	- Teacher will conduct relay races to develop speed and endurance. - Teacher will organize obstacle activities involving running, jumping, and balancing. - Teacher will conduct team strategy games where students plan simple moves.
2. Speed, Agility and Reaction Games Quick movements; body-position changes; direction	G4-12-SG-03: Improve speed and agility through games. G4-13-SG-04: Practise changing body position with control.	- Teacher will use whistle/clap signals for quick movements. - Teacher will organize a zigzag cone race. - Teacher will conduct reaction and direction games.
3. Target and Precision Games Target activities, distance, accuracy, concentration	G4-14-SG-05: Develop concentration while performing target activities.	- Teacher will conduct distance target challenge. - Teacher will set up different targets for accuracy practice.
4. Ball-Control and Passing Games Passing, moving, teamwork, ball control	G4-15-SG-06: Understand the importance of passing during team play.	- Teacher will conduct partner-passing activities. - Teacher will organize pass and move games. - Teacher will conduct a small-sided passing game.
5. Competitive Challenge Games Skill-based challenges, simple competition, fair play	G4-16-SG-07: Demonstrate respect and fair play during competition.	- Teacher will conduct skill-based team challenges. - Teacher will organize a mini competition with simple rules.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Healthy Lifestyle: Balanced diet, physical activity, adequate sleep, healthy habits	G5-01-HH-01: Explain the importance of a balanced diet, physical activity, and adequate sleep.	The teacher will show pictures of common Pakistani foods and daily habits. Students will classify them as healthy or unhealthy and briefly explain their choices.

2. Nutrition and Health: Healthy food choices	G5-02-HH-02: Show willingness to choose healthy foods.	The teacher presents different food choices, such as fruit or candy and water or soft drink. Students choose the healthier option by raising a picture card or hand. Students then name one healthy food they would like to eat.
3. Hygiene & Disease Prevention: Hygiene practices and disease prevention	G5-03-HH-03: Identify common hygiene practices that help prevent the spread of diseases.	The teacher reads different habits, such as washing hands, sharing used tissues, and keeping nails clean. Students give a “Good” or “Bad” response.
4. Communicable & Non-communicable Diseases: Types and examples of diseases	G5-04-HH-04: Classify given examples of diseases as communicable or non-communicable.	In groups, students place disease cards under the correct heading: Communicable or Non-communicable.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety and Protection: Unwanted touch, unsafe requests, seeking help	G5-05-SP-01: Demonstrate safe responses to unsafe situations or behaviors.	Teacher presents pictures, describes simple situations, or designs a simulated situation such as unwanted touch or an unsafe request. Children distinguish between safe and unsafe situations. Children practice safe ways to deal with it, such as saying “Stop,” moving away, reporting the danger, and seeking help from a trusted adult.
2. Safety Hazards: Fire, electrical hazards, unsafe water, earthquakes, common hazards	G5-06-SP-02: Use appropriate safety actions during common hazards and disasters in simulated situations.	Teacher presents familiar hazards through pictures, verbal description, or simulated situations, such as a wet floor, broken furniture, exposed wire, blocked walkway, involving fire, electrical hazards, unsafe water, and earthquakes. Children explain one safe way to save themselves.
3. Road Safety: Pedestrian, cyclist and passenger safety	G5-07-SP-03: Apply appropriate road-safety practices as pedestrians, cyclists, and passengers in simulated traffic situations.	Create a simulated road environment in the schoolyard with a road, footpath, zebra crossing, traffic signals, and simple signs. Assign students different roles as pedestrians, cyclists, and passengers, and present different traffic situations for them to apply appropriate safety practices, such as stopping at signals, crossing at designated places, wearing a helmet, and using seat belts.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Skill Application: Combining learned movement and ball skills	G5-08-MLP-01: Execute two or more learned skills effectively in physical activity.	Students dribble toward a marker, change direction, pass to a partner, receive the ball, and shoot at a target.
2. Active Participation: Active involvement in physical activities	G5-09-MLP-02: Perform different movement skills actively throughout a physical activity.	Students actively take part in different physical tasks and encourage themselves and their classmates.
3. Confidence and Motivation: Challenging physical activities and peer encouragement	G5-10-MLP-03: Show confidence when participating in challenging physical activities.	Students perform progressively challenging movement tasks and encourage themselves and their peers.
4. Performance and Evaluation: Personal performance and skill criteria	G5-11-MLP-04: Compare personal performance with given criteria for a selected physical skill.	Students perform a skill and compare their performance with criteria such as accuracy, balance, control, and technique.

Content	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Sport-specific Skill Games: Passing, dribbling, shooting, defending, ball control	G5-12-SG-01: Identify basic attacking and defending skills correctly. G5-13-SG-02: Demonstrate control and coordination during gameplay.	- Practice passing, dribbling, shooting and defending through skill drills. - Conduct relay and ball-control games in small groups. - Use cone-dribbling, changing-direction, and reaction drills.
2. Attack and Defense Games: Basic attacking and defending skills and game situations	G5-14-SG-03: Perform basic attacking and defending skills with control.	- Practice passing, dribbling, shooting, and defending through skill drills. - Demonstrate different game situations and ask students to choose the correct action. - Conduct a short question-and-answer session and discuss simple game strategies.
3. Team Tactics and Decision-making Games: Positioning,	G5-15-SG-04: Demonstrate tactics through movements	Conduct passing, positioning, and movement drills in small groups.

movement, tactics, quick decisions	and positioning during team games. G5-16-SG-05: Apply appropriate skills while making quick decisions during play.	• Organize small-sided games with student practice passing, moving, and changing position. • Assign team rules and conduct cooperative games.
4. Endurance and Fitness Challenges: Jogging, jumping, skipping, shuttle runs	G5-17-SG-06: Identify endurance activities using correct body movements and techniques.	• Circuit Training: Students rotate through stations such as jogging, jumping, skipping, and shuttle runs. • Fitness Challenge: Students participate in age-appropriate challenges and encourage their teammates.
5. Leadership and Fair-play Games: Leadership, rules, cooperation, teamwork	G5-18-SG-07: Demonstrate leadership skills while participating in team games.	• Students take turns leading warm-ups and organizing their team during simple games. • Students participate in relay races while following rules and cooperating with teammates.

Chapter 4

Pedagogy

These guidelines support the effective teaching of Health and Physical Education (HPE) in Grades 1–5 through safe, inclusive, enjoyable, and practical learning. As HPE is primarily a skills-based subject, teaching shall emphasize learning by doing through movement, practice, games, demonstrations and real-life health activities. The teacher shall act as facilitator, role model, instructor and safety supervisor.

4.1 Approaches to Teaching and Learning

HPE shall be taught through learner-centred, active, experiential, inclusive and age-appropriate approaches. Teachers shall:

- emphasize practical participation and skill development rather than memorization;
- use play, movement, demonstrations, games, practice, role-play and real-life activities;
- connect learning with learners' everyday health, safety and physical activity experiences;
- promote healthy habits, cooperation, fair play, respect and responsibility;
- adapt activities to learners' age, ability and individual needs; and
- integrate assessment through observation, performance, participation and reflection.

The learning environment shall be safe, supportive, inclusive and enjoyable, ensuring meaningful participation of every learner.

4.2 Suggested Teaching Methodologies

Teachers should select methodologies according to the SLOs, grade level, learner needs and available resources. Key approaches include:

- **Play- and Activity-Based Learning:** Develop skills through games, movement and practical activities.
- **Demonstration and Guided Practice:** Demonstrate the skill, allow guided practice and gradually encourage independent performance.
- **Experiential Learning:** Enable learners to learn through doing, experiencing and reflecting.
- **Inquiry-Based Learning:** Encourage learners to explore simple questions related to health, safety and physical activity.
- **Collaborative Learning:** Use pair and group activities to develop teamwork, communication and cooperation.
- **Problem-Solving:** Provide simple situations requiring safe choices and appropriate decisions.
- **Project-Based Learning:** Use short, age-appropriate projects related to hygiene, healthy lifestyles, safety and physical activity.

Table 5: Suggested HPE Lesson Structure

Phase	Approx. Time	Key Activity
Warm-up	5 min	Light movement, stretching or a simple game.
Demonstration	5–7 min	Teacher explains and demonstrates the target skill.
Guided Practice	10–12 min	Learners practise individually, in pairs or groups with teacher feedback.
Application/Game	8–10 min	Learners apply the skill through a game or practical situation.
Cool-down & Reflection	3–5 min	Light stretching/breathing and brief reflection.

Timing may be adjusted according to the grade, SLO, activity and available period.

4.3 Developmental Considerations

Grades 1–2

Learners should primarily learn through play, movement, exploration and direct experience. Teachers should use simple games, demonstrations and guided practice to develop fundamental movement skills, healthy routines, safety behaviours and cooperation. Activities should be short, enjoyable and closely supervised. Technology, where available, should mainly support visual demonstrations, songs and movement activities.

Grades 3–5

Learners should gradually engage in more structured, purposeful and independent learning. Teachers should provide opportunities to practise and apply health, movement and sports skills through structured games and real-life situations. Learners should be encouraged to investigate simple health issues, work collaboratively, provide peer feedback, take leadership roles and solve safety- and activity-related problems. Technology may support demonstrations, simple research, performance recording and presentation, while maintaining emphasis on physical participation.

4.4 Motivation and Participation

Teachers shall:

- recognize effort, participation and improvement, as well as performance;
- use varied and enjoyable activities that keep learners physically active;
- rotate roles such as leader, demonstrator and team member;
- avoid elimination games that leave learners inactive;
- model respect, fair play and positive behaviour; and
- address teasing, bullying and exclusion promptly.

4.5 Inclusion and Diverse Learners

HPE shall enable all learners to participate safely and meaningfully. Teachers should:

- modify equipment, distance, speed, space, rules or instructions according to individual needs;
- provide appropriate alternative roles where full physical participation is not possible;
- use structured peer support to encourage cooperation and inclusion; and
- consider relevant learner needs and available school guidance when planning physical activities.

The principle shall be: Modify, Adapt and Include—not Exclude.

4.6 Teacher Professional Development

Teachers shall develop both HPE subject knowledge and practical pedagogical skills. Professional development should focus on:

- planning SLO-aligned and age-appropriate HPE lessons;
- demonstrating and teaching movement, health and sports skills;
- using active, experiential and collaborative methodologies;
- managing physical activities and ensuring safety;
- assessing knowledge, skills, participation and behaviour;
- adapting activities for diverse learners;
- promoting teamwork, decision-making and problem-solving; and
- applying child protection, safeguarding and inclusive practices.

Continuous professional learning through demonstration lessons, peer observation, coaching, mentoring and school-based professional learning communities should support effective implementation.

Key Principle

HPE in Grades 1–5 shall be learned through active participation—learners should move, practise, play, explore, cooperate, apply and reflect rather than simply listen and memorize.

Chapter 5

Assessment

6.1 Guidelines on Assessment

Assessment in Health and Physical Education (HPE) is primarily performance-based and continuous, since the subject develops practical skills, healthy behaviors and attitudes alongside knowledge. Assessment should inform teaching, support every learner's progress, and value effort and improvement as much as final performance.

Alignment: Assessment should be directly linked to the Benchmarks and SLOs of the relevant Strand and grade.

- i) **Continuous assessment:** A mix of formative and summative methods should be used across the year rather than relying on a single test.
- ii) **Inclusivity:** Tasks, criteria and expectations should be adapted for learners with disabilities so that every learner can demonstrate achievement.
- iii) **Transparency:** Assessment criteria and expected performance should be shared with learners in simple language before the task.
- iv) **Positive use:** Assessment should never be used to rank, embarrass or exclude a learner from participation.

6.2 Alignment with Standards and Learning Outcomes with Assessment Tools and Techniques

Assessment in HPE should match with the standard, benchmark or Student Learning Outcome (SLO). Most of the SLOs in this curriculum ask students to perform, demonstrate, or practise a skill or behavior. Assessment should mainly use practical, observation-based tools rather than written tests alone. A written test can check if a student knows a safety rule. A practical task can check if the student can actually apply it. To keep this alignment clear, each SLO should be matched to a suitable assessment tool based on the type of learning domain it deals with:

- (i) **Knowledge-based SLOs.** For example, identifying healthy foods, naming safety hazards can be assessed through short oral or picture-based questions, simple quizzes or sorting/matching activities.
- (ii) **Skill-based SLOs.** For example, throwing, balancing, passing a ball can be assessed through observation checklists, skill demonstrations and performance-based tasks.
- (iii) **Behavior- and value-based SLOs.** For example, teamwork, fair play, and safety habits can be assessed through teacher observation during games, peer-check activities, and self-assessment checklists.

6.1.1 Weightage for Each Strand

Each of the four HPE strands carries a recommended weightage for assessment. This weightage shifts slightly between the two stages i.e., Grade 1-2 and Grade 3-5, to reflect the growing focus on structured Sports and Games as learners move into the higher grades.

Table 6. Weightage of Each Strand in HPE Curriculum

Table 7: Weightage of Each Strand in HPE Curriculum

Strand	Grade 1 – Grade 2	Grade 3 – Grade 5
Strand 1: Health and Hygiene	20%	18.75%
Strand 2: Safety and Protection	20%	18.75%
Strand 3: Movements and Physical Literacy	20%	18.75%
Strand 4: Sports and Games	40%	43.75%
Total	100%	100%

6.3 Types of Assessment

There are three main types of assessment: baseline assessment, formative and summative assessment. The purpose of these types of assessment, with examples, is given below.

Table 8. Types of Assessment and Examples from HPE

Table 9: Types of Assessment and Examples from HPE

Types	Purpose	Examples in HPE
Baseline Assessment	one before teaching starts (at the start of a unit, term, or year), to find out what students already know or can do, so lessons can be planned at the right level and later progress can be measured against this starting point.	Quick skill try-out (e.g., can students already throw or balance?), simple health/hygiene quiz, teacher observation on day one of a unit or term.
Formative Assessment	Ongoing assessment during teaching/learning to monitor progress and give feedback.	Skill observation checklists, teacher questioning, self-assessment, peer-check activities, practice-task performance.
Summative Assessment	Assessment at the end of a unit/term to judge overall achievement of Benchmarks/ SLOs.	End-of-term practical skill test, short knowledge quiz, demonstration of a movement sequence or game skill with observation checklist.

Given the practical, skill-based nature of the subject, greater weightage is assigned to formative, classroom/ground-based assessment than to one-time summative tests.

Table 11: Weightage of Types of Assessment in HPE Curriculum**Table 10: Weightage of Types of Assessment in HPE Curriculum**

Assessment Component	Weightage
Formative Assessment (Total)	70%
• Skill observation checklists (practical tasks during lessons)	30%
• Class participation and effort in practical activities	20%
• Self-assessment and peer-assessment tasks	10%
• Short in-class knowledge checks (oral/written)	10%
Summative Assessment (Total)	30%
• End-of-term practical skill demonstration/test	20%
• End-of-term written/oral knowledge quiz	10%
Total	100%

6.1.2 Tools and Techniques of Assessment

- i) **Observation Checklists:** A list of specific, observable skill criteria (e.g., ‘jumps and lands with control’) marked as achieved/not yet achieved during practice.
- ii) **Rubrics:** Descriptive scoring guides (e.g., Beginning / Developing / Proficient) used for practical skill or game-play tasks, especially in grades 3-5.
- iii) **Self-Assessment:** Learners reflect on and rate their own performance using simple ‘I can...’ statements or smiley-face scales for younger grades.
- iv) **Peer Assessment:** Learners observe and give feedback to a partner against 1-2 simple, clearly defined criteria.
- v) **Practical/Performance Tests:** Direct observation of a learner performing a skill, game, or safety procedure against the Benchmark/SLO.
- vi) **Portfolios/Progress Records:** A simple collection of a learner’s progress evidence (e.g., teacher notes, photos of participation, self-checklists) over the term, useful for reporting.

Table 11. Sample Rubric (Grade 4, Strand: Sports and Games – Passing Skill)**Table 12: Sample Rubric**

Criteria	Beginning (1)	Developing (2)	Proficient (3)
Technique	Struggles with correct passing form even with support.	Uses correct form with occasional reminders.	Consistently uses correct passing technique independently.
Accuracy	Passes rarely reach the intended target/teammate.	Passes reach the target/teammate about half the time.	Passes consistently and accurately reach the target/teammate.
Teamwork	Rarely passes to teammates; plays individually.	Passes to teammates with occasional prompting.	Actively looks for and passes to teammates during play.

6.1.3 Suggested Frequency of Assessment

To keep assessment manageable for teachers while ensuring regular feedback to learners, the following frequency is recommended across a 28-week academic year:

Table 13: Assessment Activity / Suggested Frequency

Assessment Activity	Suggested Frequency
Skill observation checklist (formative)	Every lesson/unit, recorded periodically (e.g., daily, weekly or bi-weekly)
Self-assessment / peer-assessment	At the end of each unit
Short knowledge check (formative)	Once per unit, for Health and Hygiene / Safety and Protection content
Practical skill test (summative)	Once per term, covering the term's key Benchmarks/SLOs
Written/oral knowledge quiz (summative)	Once per term
Strand-wise progress report to parents	At the end of each term

Example: Computing a Learner's Overall Score (Grade 4)

The example below shows how a teacher of Grade 3- Grade 5, may combine formative and summative components, using the weightages given in table#3, to arrive at a learner's overall term score out of 100:

Table 14: Assessment Component / Weightage

Assessment Component	Weightage	Learner's Score	Weighted Score
Skill observation checklists	30%	26/30	26
Class participation and effort	20%	18/20	18
Self- and peer-assessment	10%	8/10	8
In-class knowledge checks	10%	7/10	7
End-of-term practical skill test	20%	16/20	16
End-of-term written/oral quiz	10%	8/10	8
Overall Term Score	100%	—	83 / 100

This overall score, together with the strand-wise weightage in table#1, allows the teacher to also report the learner's achievement separately for each of the four strands, giving a fuller picture of strengths and areas for continuation. By keeping in mind the types of assessment, tools of assessment, and learning domains of SLOs, teachers always use the right kind of check at the right time.

6.1.4 Reporting and Grading Guidance

- (i) **Descriptive Reporting for Early Grades:** For Grade 1- Grade 2, descriptive/observational reporting (e.g., 'Achieved', 'Progressing', 'Needs Support') is recommended instead of numerical scores, in line with early-years assessment practice.

- (ii) Grade 3–Grade 5 Scoring:** Combine formative and summative scores using the weightages given in table# 3 to compute an overall term/annual score out of 100 for each learner.
- (iii) Strand-wise Reporting:** Report cards should reflect achievement across all four strands separately, rather than a single combined HPE score, so parents and teachers can see specific strengths and areas needing support.
- (iv) Using Results for Improvement:** Assessment records should also be used to plan differentiated support and additional practice for learners who are not yet meeting expected Benchmarks.

Together, these Assessment Guidelines ensure that learners in Health and Physical Education are assessed fairly and consistently across all four strands, with an appropriate balance between continuous, practical formative assessment and periodic summative assessment. Teachers, textbook authors and assessment developers should use this section alongside Sections 3 and 4 of this document to ensure that classroom practice, learning materials and assessment remain fully aligned with the Strands, Standards, Benchmarks and SLOs presented in this curriculum.

Chapter 6

Teaching and Learning Materials

This chapter sets out (1) guidelines for developing teacher guides, textbooks and learning materials on Health and Physical Education (HPE), and (2) the resources, tools, and equipment needed to deliver the curriculum from Grade 01 through Grade 05, for textbook authors, curriculum developers, publishers, teacher educators and school administrators.

6.1 Guidelines for Developing Teacher Guides, Textbooks, and Learning Materials

- 6.1.1 Purpose and Scope:** These guidelines support textbook authors, curriculum developers, and publishers in translating the Strands, Standards, Benchmarks, and Student Learning Outcomes (SLOs) of the Health and Physical Education (HPE) curriculum (Grade1- 5) into age-appropriate, activity-based textbooks and learning materials. As HPE is a skills-based and practical subject, textbooks should go beyond information delivery and actively promote movement, participation, safe practice, healthy habits, and positive behavior. Every unit must be directly traceable to the relevant Benchmark and SLOs to ensure consistent and measurable learning.
- 6.1.2 General Principles for Developing HPE Textbooks:** HPE textbooks should be age-appropriate, activity-based, inclusive, locally relevant, and safety-focused. At least 70% of content should involve practical activities, games, or movement tasks. Activities should use affordable/local resources, reflect Pakistani culture, and provide suitable adaptations for diverse learners. Each unit should align with curriculum SLOs, show clear progression without unnecessary repetition, and use simple, clear, grade-appropriate language supported by definitions, pictures, and examples.
- 6.1.3 Structuring Content in the Textbook:** It is recommended that each unit/lesson in the textbook follow a consistent structure so that learners, teachers and parents become familiar with the pattern of learning. Each textbook unit/lesson should follow a consistent, learner-friendly structure: begin with a Learning Outcome derived from the SLOs, followed by Let's Understand for simple concept/skill explanations with visuals, Let's Learn the Skill for step-by-step demonstrations, and Let's Practice through guided, individual, pair, or group activities. Each activity should include relevant materials, procedure, grouping, time/space, safety precautions, and expected outcomes.
- 6.1.4 Guidelines for Illustrations and Visual Material:** Illustrations should present each skill through clear, step-by-step visuals, with equal representation of boys, girls, and learners with disabilities. Images should reflect realistic Pakistani school settings, including affordable equipment and under-resourced schools. Safety diagrams should be simple, bold, and easy to understand.
- 6.1.5 Do's and Don'ts for Textbook Authors:** Authors of teacher guide/student workbook/Textbook authors should align every unit with the relevant Benchmark/SLO, use low-cost and accessible activities, include clear safety instructions, and provide suitable modifications for all learners. Instructions should be short, simple,

sequenced, and illustrated, with a basic assessment or self-check to confirm achievement of the learning outcomes.

6.1.6 Integrating Assessment into Textbook Units: Assessment in HPE should focus on practical performance and observation rather than written questions alone. Each unit should include a self-assessment checklist, teacher observation checklist, peer-check activity, and a short knowledge check to assess skills, participation, safety awareness, and understanding.

6.1.7 Quality Review Checklist for Authors (Before Submission): Before submission, authors should ensure that each unit is aligned with the relevant Strand, Standard, Benchmark, and SLOs, includes learner-friendly outcomes, practical activities, inclusive illustrations, safety notes, affordable equipment, and simple assessment or self-checks. Language should also be clear and appropriate for the grade level. For example, a unit for Grade 5 ‘Passing and Teamwork in Mini-Football’, the unit should introduce passing and teamwork, demonstrate the correct passing technique step-by-step, and provide a pair-based “Pass and Move” activity followed by a small-sided game. A safety reminder should be included, and learning can be assessed through a teacher checklist covering correct technique, passing to teammates, and communication.

6.2 Other Learning Resources

6.2.1 Resource Kit (All Grades)

Every school should maintain a shared HPE resource kit so that basic activities can run regardless of grade:

- First-aid box and basic safety materials
- Drinking-water facility and reusable water bottles
- Handwashing and personal hygiene materials
- Cones, markers, hoops and skipping ropes
- Balls of different sizes and weights
- Exercise mats
- Whistles and stopwatches
- Measuring tape and basic fitness-measurement tools
- Posters/charts on nutrition, hygiene, safety and healthy lifestyles
- Picture/flash cards for younger learners
- Sports rules and activity cards
- Audio-visual and digital resources
- Locally made/low-cost equipment such as bean bags, plastic bottles as markers, cardboard targets and rope ladders

6.2.2 Grade-wise Materials, Resources, Tools and Equipment

Requirements increase in range and complexity from Grade 1 to Grade 5, moving from basic movement props toward sport-specific and fitness-assessment equipment:

Table 15: Grade-Wise Materials, Resources, Tool and Equipment

Grades	List of Materials/Resources/Tools/Equipment
Grade 1	Soft balls; bean bags; hoops; cones; floor markers; skipping ropes; lightweight bats; balloons; balance boards/low beams; exercise mats; tunnels; target-throwing equipment; picture cards; body and hygiene charts; healthy-food cards; handwashing materials; first-aid box; whistle; stopwatch; audio/video resources for movement activities.
Grade 2	Balls of different sizes; bean bags; hoops; cones; skipping ropes; lightweight bats and rackets; shuttlecocks; balance equipment; exercise mats; target boards; floor ladders/markers; relay batons; simple fitness cards; health and hygiene posters; food-group charts; first-aid box; whistle; stopwatch; audio/video resources.
Grade 3	Football; volleyballs; basketballs or suitable soft balls; bats; rackets; shuttlecocks; skipping ropes; hoops; cones; relay batons; agility ladders; exercise mats; balance equipment; target-throwing equipment; measuring tape; stopwatch; physical-fitness activity cards; anatomy/body-system charts; nutrition and hygiene posters; first-aid box; whistle.
Grade 4	Football; volleyballs; basketballs; cricket bats and soft cricket balls; badminton rackets and shuttlecocks; skipping ropes; hoops; cones; agility ladders; relay batons; exercise/yoga mats; resistance bands; balance equipment; measuring tape; stopwatch; scoreboards; fitness-testing resources; nutrition and healthy-lifestyle charts; personal hygiene resources; first-aid kit; whistle; digital/audio-visual resources.
Grade 5	Football; volleyballs; basketballs; cricket equipment; badminton rackets and shuttlecocks; table-tennis equipment where available; skipping ropes; hoops; cones; agility ladders; relay batons; exercise/yoga mats; resistance bands; balance equipment; fitness-testing equipment; measuring tape; stopwatch; weighing scale; height-measuring scale/stadiometer; scoreboards; sports rules/reference cards; anatomy and body-system charts; nutrition and physical-activity resources; mental/emotional well-being resources; first-aid kit; whistle; audio-visual/digital learning resources.

Note for reviewers: Where listed equipment is unavailable, schools should substitute with locally made or low-cost alternatives (see 2.1) rather than omit the related activity, in keeping with the principle that at least 70% of HPE content must remain practical and activity-based.

Annex- I

Progression Grid

Health and Physical Education (Grades1- 5)

Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health and Hygiene - Personal Hygiene - Nutrition and Water - Physical Activity - Disease Prevention and Safety	1. Personal hygiene and cleanliness 2. Healthy food, nutrition, and safe water 3. Clean and healthy environment	1. Healthy Body & Personal Hygiene Routine 2. Oral Health & Dental Care 3. Nutrition & Food Safety	1. Healthy Living & Personal Care 2. Nutrition and Food Hygiene 3. Disease Prevention & Physical Fitness	1. Nutrition and Balanced Diet 2. Personal Hygiene 3. Communicable and Non-communicable Diseases	1. Healthy Lifestyle 2. Nutrition and Health 3. Hygiene and Disease Prevention 4. Communicable and Non-communicable Diseases
Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Safety and Protection - Personal Safety - Environmental Safety - Personal Protection - Emergency Care	1. Personal Safety 2. Road Safety 3. Environmental Safety	1. Personal Safety 2. Road Safety 3. Fire, Water and Weather Safety	1. Personal Safety 2. Road Safety 3. Environmental Safety	1. Personal Safety 2. Road Safety 3. Disaster Safety	1. Personal Safety and Protection 2. Safety Hazards 3. Road Safety
Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Movements and Physical Literacy - Fundamental Movement and Skill Application - Locomotor and Non- Locomotor Movement - Adaptation and Coordination - Movement in Games and Activities	1. Movement Concepts 2. Body and Spatial Awareness 3. Direction And Speed	1. Body Control and Balance 2. Coordination 3. Movement Combination	1. Object Control Skills 2. Throwing 3. Kicking	1. Movement Sequence 2. Timing and Adaptation 3. Movement Application	1. Skill Application 2. Active Participation 3. Confidence and Motivation 4. Performance and Evaluation
Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sports and Games - Movement, Skills and Game Participation - Teamwork and Coordination - Target and Ball Skills - Fitness and Challenge Games - Strategy, Leadership and Fair Play	1. Quick Classroom Brain Breaks 2. Team and Coordination Games 3. Energy Burners	1. Movement and Agility Games 2. Team and Coordination Games 3. Target and Ball Games 4. Fitness and Energy Games	1. Skill and Coordination Games 2. Mental and Physical Activities 3. Target and Ball Games 4. Strategy and Fitness Games	1. Team Strategy Games 2. Speed, Agility and Reaction Games 3. Target and Precision Games 4. Ball-Control and Passing Games 5. Competitive Challenge Games	1. Sport-specific Skill Games 2. Attack and Defense Games 3. Team Tactics and Decision-making Games 4. Endurance and Fitness Challenges 5. Leadership and Fair-play Games

Annex- II

Health and Physical Education (Grade 1-Grade 5)

SLOs (Bloom's Taxonomy)

Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Health and Hygiene	K=3 U=0 A=0 Aff=0 Psy= 0	K=2 U=1 A=0 Aff= 0 Psy= 0	K=1 U=2 A=0 Aff= 0 Psy= 0	K=0 U=3 A=0 Aff= 0 Psy= 0	K=1 U=2 A=0 Aff.=1 Psy=0	K=7 U=8 A=0 Aff.=1 Psy=0
Safety and Protection	K=3 U=0 A=0 Aff=0 Psy=0	K=2 U=0 A=1 Aff=0 Psy=0	K=0 U=1 A=2 Aff=0 Psy=0	K=0 U=1 A=2 Aff=0 Psy= 0	K=0 U=0 A=3 Aff=0 Psy=0	K=5 U=2 A=8 Aff=0 Psy=0
Movements and Physical Literacy	K=3 U=0 A=0 Aff=0 Psy=0	K=1 U=0 A=0 Aff= 0 Psy=2	K=0 U=1 A=0 Aff=0 Psy=2	K=1 U=0 A=0 Aff=0 Psy=2	K=0 U=0 A=1 Aff.=1 Psy=2	K= 5 U=1 A=1 Aff=1 Psy=8
Sports and Games	K=2 U=0 A=0 Aff=0 Psy= 4	K=2 U=0 A=0 Aff=0 Psy=4	K=0 U=0 A=1 Aff=0 Psy=6	K=0 U=2 A=0 Aff.=1 Psy=4	K=1 U=1 A=1 Aff.=1 Psy=3	K=5 U=3 A=2 Aff=2 Psy=21
Total	15	15	16	16	18	80