

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

HEALTH AND PHYSICAL EDUCATION

Grade I - V



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

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Chapter 01

Introduction and Curriculum Framework

1.1 Purpose of the Curriculum

The Health and Physical Education (HPE) curriculum for grades 1-5 aims to support children in becoming healthy, safe, and physically active individuals. It recognizes health, safety, and physical activity as essential components of a child's overall education and development. Healthy habits and active lifestyles developed during the early years can contribute to lifelong health and well-being. Therefore, the HPE curriculum emphasizes the development of healthy routines, positive behavior, and age-appropriate physical activity from an early age. The curriculum is designed to facilitate meaningful learning experiences in classrooms and playgrounds while taking into account learner diversity, varying school contexts, and differences in the availability of resources across the country.

1.2 Objectives

HPE curriculum is designed to achieve the following objectives:

- (i) Practice 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) Practice the rules and skills of common/local games and sports.
- (vi) Participate in team activities, 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.



Figure 01. Strands in HPE

Each strand has a Standard, a broad goal for what learners 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 learner 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.

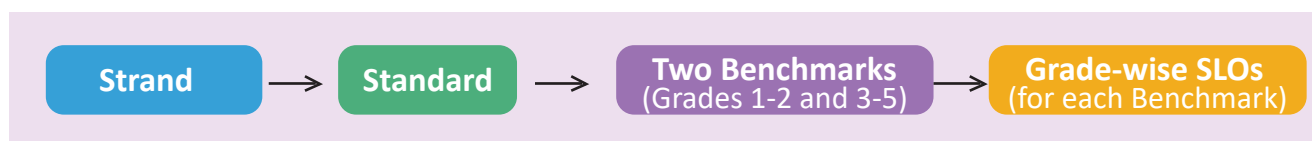


Figure 02. Structure of HPE Curriculum

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 opportunity 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 learners perform using baseline and formative assessment.

1.5 Cross-Cutting Themes

The cross-cutting themes outlined below align the HPE curriculum with national priorities for children's health, well-being, safety, and development, while also reflecting relevant international frameworks and commitments.

- (i) **Child Rights:** As a State Party to the United Nations Convention on the Rights of the Child (UNCRC), Pakistan recognizes children's rights to health, protection, development, and participation in play and recreational activities. The HPE curriculum promotes equitable learning opportunities for all children, regardless of gender, ability, or school context.
- (ii) **Socio-Emotional Health and Well-being:** Regular physical activity improves children's physical health, helps them manage stress and anxiety, and builds confidence. The HPE

curriculum promotes physical activity not only for fitness but also for emotional well-being and positive social interactions.

- (iii) **Global Citizenship and the Sustainable Development Goals (SDGs):** Team games and collaborative physical activities provide opportunities for learners to practice respect, cooperation, inclusion, and responsibility towards others, reflecting key values of Global Citizenship Education (GCED). The curriculum also contributes to SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 5 (Gender Equality) through its emphasis on health, safety, well-being, inclusion, and equitable participation.
- (iv) **21st-Century Skills and Life Skills:** Games and physical activities provide opportunities for learners to develop teamwork, communication, problem-solving, decision-making, self-management, and interpersonal skills that are useful both within and beyond the classroom.
- (v) **Peace, Tolerance and Social Cohesion:** Fair play, team activities, and group games provide learners with opportunities to practice cooperation, resolve disagreements constructively, respect differences, follow agreed rules, and develop attitudes that support peaceful and respectful interaction.
- (vi) **Pakistani Context:** Popular and locally common practiced games, including cricket, hockey, kabaddi, gilli-danda, pitthu garam, baraf pani, kokla chappaki, langri, marbles (bantay/kanchy), hide and seek (chupan chupai), musical chairs, and kho-kho, along with familiar everyday examples, help make learning meaningful and relevant to learners lived experiences while connecting local practices with broader educational priorities.

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 the 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 02

Strands, Standards and Benchmarks

The Health and Physical Education (HPE) curriculum for grades 1-5 aims to promote learners' physical, mental, social, and emotional well-being. It develops knowledge, skills, attitudes, and behaviors related to healthy living, personal safety, physical activity, movement, sports, and games.

2.1 Strands

A strand is a broad area of learning within 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.

Strand 1(S1): Health and Hygiene (HH)

The Health and Hygiene strand develops learners' understanding and practice of healthy living. It covers personal hygiene, nutrition, cleanliness, physical activity, disease prevention, and well-being. In grades 1- 2, learners develop basic health and hygiene habits through guided practice. In grades 3-5, learners apply healthy practices more independently and develop greater responsibility for personal and community well-being.

Strand 2(S2): Safety and Protection (SP)

The Safety and Protection strand develops learners' awareness of hazards and safe practices. It covers personal safety, injury prevention, emergency response, disaster preparedness, and help-seeking behavior. In grades 1- 2, learners identify common hazards and practice basic safety responses. In grades 3-5, learners identify risks, apply preventive measures, and demonstrate appropriate help-seeking responses.

Strand 3(S3): Movements and Physical Literacy (MPL)

The Movements and Physical Literacy strand develops fundamental movement, coordination, and fitness skills among learners. It covers locomotor, non-locomotor, and object-control skills, as well as balance, spatial awareness, coordination, and physical fitness. In grades 1- 2, learners develop basic movement skills through guided activities. In grades 3–5, learners refine and apply these skills in different physical activities.

Strand 4(S4): Sports and Games (SG)

The Sports and Games strand develops learners' participation in games and age-appropriate sports. It covers rules, fundamental skills, sport-specific skills, strategies, teamwork, fair play, and ethical participation. In grades 1- 2, learners participate in simple and traditional games and follow basic rules. In grades 3-5, learners 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 progressively 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 1-5).

Strands	Standards
SD1: Health and Hygiene (HH)	Learners will know and practice healthy living, hygiene, nutrition, sanitation, physical activity, disease prevention, and well-being while taking personal and shared responsibility for health. (SD1)
SD2: Safety and Protection (SP)	Learners will identify safety hazards and apply knowledge and skills related to rules, injury prevention, basic first aid, emergency response and disaster preparedness; demonstrate safe practices and appropriate responses; and value their own and others' safety through responsible decision-making. (SD2)
SD3: Movements and Physical Literacy (MPL)	Learners will explain movements and fitness concepts; demonstrate fundamental movement, coordination, and fitness skills; and value physical competence and active living. (SD3)
SD4: Sports and Games (SG)	Learners 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. (SD4)

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 below describe the expected learning for two stages: (i) Grades 1-2 (ii) Grades 3-5.

Strands	Benchmarks (Grades 1- 2)	Benchmarks (Grades 3- 5)
S1: Health and Hygiene (HH)	Learners will understand basic health and hygiene habits, practice healthy and safe behaviors, and value personal and shared well-being. (B1)	Learners will understand healthy living principles, demonstrate healthy self-care behaviors, and prioritize personal and community well-being. (B2)
S2: Safety and Protection (SP)	Learners will identify common hazards and safety practices; demonstrate appropriate safety, help-seeking, and emergency responses. (B1)	Learners will explain safety risks and preventive measures, demonstrate safe practices and appropriate emergency responses, and develop a sense of safety awareness. (B2)
S3: Movements and Physical Literacy (MPL)	Learners will explain basic movements and spatial concepts; demonstrate fundamental locomotor, non-locomotor, and object-control skills; and embrace physical activity and active participation. (B1)	Learners will explain movement and fitness concepts; perform fundamental, object-control, coordination, and fitness skills; and develop commitment to physical competence and active living. (B2)
S4: Sports and Games (SG)	Learners will explain the rules, skills, and strategies of games and traditional play; perform fundamental game skills, follow rules, and participate actively; and embrace cooperation, fairness, respect, self-control, inclusion, and enjoyment. (B1)	Learners 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, inclusion, self-control, leadership, and ethical participation. (B2)

Chapter 03

Contents and Student Learning Outcomes

This chapter presents the grade-wise content and Student Learning Outcomes (SLOs) for Health and Physical Education from grades 1- 5. It also lists key suggested activities and vocabulary to support age-appropriate learning, practical application, and the development of relevant knowledge, skills, and competencies. Each SLO is assigned a unique code. The coding scheme provides a special identification code for each SLO based on its subject, grade, strand, standard, benchmark, and SLO number. For example, HPE-G2-S3-SD1-B1-08 represents SLO No. 08 under Benchmark 1, Standard 1, Strand 3 for Grade 2 of the Health and Physical Education (HPE) curriculum. Against each SLO, some activities are suggested for more comprehension of that SLO. Teachers may use other activities to achieve the given SLOs. The following key has been used to read the SLO coding:

HPE-G1-S1-SD1-B1-01

Subject	Grade	Strand	Standard	Benchmark	SLO
Health and Physical Education (HPE)	1	S1	SD1	B1	01

Grade 1

Strand 1: Health and Hygiene (HH)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Hygiene and Cleanliness: Body parts requiring regular cleaning, such as hands, face, teeth, hair, and nails.	HPE-G1-S1-SD1-B1-01: Identify body parts that require regular cleaning. [Remember]	<ul style="list-style-type: none"> 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 learners to repeat the names. Learners 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, dry fruits, nuts; safe drinking water	HPE-G1-S1-SD1-B1-02: Recognize healthy foods that support growth and development for good health. [Remember]	<ul style="list-style-type: none"> The teacher will show pictures or draw common foods on the blackboard, such as milk, eggs, lentils (daal), vegetables, fresh and dry fruits, roti, rice, nuts, and water, along with unhealthy choices such as junk foods, 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. Learners will be asked to identify the healthy foods by raising their hands or pointing to the correct pictures.
3. Clean and Healthy Environment Classroom/playground, dustbin, clean water,	HPE-G1-S1-SD1-B1-03: List features of a clean and healthy environment.	<ul style="list-style-type: none"> The teacher will show or draw pictures of a clean classroom/playground, dustbin, clean drinking-water area, trees, and clean toilets, along with

trees, clean toilets; no litter or stagnant water	[Remember]	<p>pictures of litter, stagnant water, and a dirty playground.</p> <ul style="list-style-type: none"> • Learners will observe the pictures and identify which places or objects show a clean and healthy environment.
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Strand 2: Safety and Protection (SP)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety: Body awareness and basic personal boundaries	HPE-G1-S2-SD1-B1-04: Recognize their body and basic personal boundaries. [Remember]	<ul style="list-style-type: none"> • Draw a child's body outline on paper or the board, explain body parts and body safety using age-appropriate language. • The teacher must inform the children about good touch, bad touch, and how to maintain a safe distance from strangers.
2. Road Safety: Common road signs, traffic signals, pedestrian safety rules	HPE-G1-S2-SD1-B1-05: Identify common road signs, traffic signals, and pedestrian safety rules. [Remember]	<ul style="list-style-type: none"> • The teacher will create simple traffic signs from paper or cardboard or use pictures, and ask learners to match each sign to its meaning.
3. Environmental Safety: Fire, electrical, water-related hazards, and weather-related hazards	HPE-G1-S2-SD1-B1-06: Name common fire, electrical, water, and weather-related hazards. [Remember]	<ul style="list-style-type: none"> • The teacher will arrange locally available pictures/ drawings to help learners identify common fire, electrical, water, and weather hazards.

Strand 3: Movements and Physical Literacy (MPL)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Movement Concepts: Walking, running, jumping, hopping, bending, stretching, twisting, turning	HPE-G1-S3-SD1-B1-07: Identify basic body movements, including walking, running, jumping, hopping, bending, stretching, twisting, and turning. [Remember]	<ul style="list-style-type: none"> • The teacher shows or calls a movement (jump, hop, bend, turn). Learners perform it and name the movement.
2. Body and Spatial Awareness Up/down, front/behind, near/far, left/right	HPE-G1-S3-SD1-B1-08: Recognize spatial concepts, including up/down, front/behind, near/far, and left/right. [Remember]	<ul style="list-style-type: none"> • Learners will 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	HPE-G1-S3-SD1-B1-09: Identify movements with their appropriate direction and speed. [Remember]	<ul style="list-style-type: none"> • The teacher will give directions such as forward, backward, sideways, up, and down. Learners perform the movements and identify the direction.

Strand 4: Sports and Games (SG)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Quick Classroom Brain Breaks Simple stretching, walking, running, and movement breaks	HPE-G1-S4-SD1-B1-10: Demonstrate simple movements that support focus and attention. [Psychomotor] HPE-G1-S4-SD1-B1-11: Perform simple running and walking movements during games. [Psychomotor]	<ul style="list-style-type: none"> Learners will practice neck, shoulder, arm, and body stretching exercises. The teacher will conduct follow-the-leader movement activities.
2. Team and Coordination Games Teamwork, cooperation, ball passing, catching, target games, fair play	HPE-G1-S4-SD1-B1-12: Recognize the importance of teamwork and cooperation during games. [Remember] HPE-G1-S4-SD1-B1-13: Demonstrate respect, cooperation, and positive behavior while playing with others. [Psychomotor]	<ul style="list-style-type: none"> Teacher will organize group games and explain the value of teamwork. Learners will perform ball passing, catching, and target games. Learners will participate in team games and practice fair play.
3. Energy Burners Running, jumping, skipping, simple fitness activities	HPE-G1-S4-SD1-B1-14: Identify physical activities that increase movement and use energy. [Remember] HPE-G1-S4-SD1-B1-15: Perform basic exercises and movement activities that support physical fitness. [Psychomotor]	<ul style="list-style-type: none"> Teacher will introduce activities like running, jumping, and skipping. Learners will take part in simple fitness circuits and movement activities. Learners will make a simple daily activity routine.

Grade 2

Strand 1: Health and Hygiene (HH)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Healthy Body & Personal Hygiene Routine Nutritious food, clean water, adequate sleep, personal hygiene	HPE-G2-S1-SD1-B1-01: Identify healthy habits including nutritious food, drinking clean water, adequate sleep and personal hygiene. [Remember]	<ul style="list-style-type: none"> Show learners 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. Learners identify each habit

		as healthy or unhealthy and explain their choices.
2. Oral Health & Dental Care Basic dental care habits	HPE-G2-S1-SD1-B1-02: Identify basic dental care habits. [Remember]	<ul style="list-style-type: none"> 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. Learners 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	HPE-G2-S1-SD1-B1-03: Classify commonly available foods into appropriate healthy food choices. [Understand]	<ul style="list-style-type: none"> Show pictures of commonly available Pakistani foods such as roti, daal, vegetables, fruits, milk, samosas, chips, and soft drinks. Learners classify them into “Healthy Choices” and “Less Healthy Choices” baskets.

Strand 2: Safety and Protection (SP)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety Safe and unsafe behaviors; protection from harm; trusted adults; bullying	HPE-G2-S2-SD1-B1-04: Identify safe and unsafe behaviors and ways to protect oneself from harm. [Remember]	<ul style="list-style-type: none"> Conduct a “Safety Detective” activity in which learners 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 learners name trusted adults at home and school.
2. Road Safety Traffic signs, signals, pedestrian and passenger safety	HPE-G2-S2-SD1-B1-05: Describe common traffic signs, signals, and safety rules for pedestrians and passengers. [Understand]	<ul style="list-style-type: none"> Draw a chalk road and zebra crossing. Let learners take turns as pedestrians and vehicles and practice stopping, looking both ways, listening, and crossing safely.
3. Fire, Water and Weather Safety Fire hazards, water-related hazards, and severe weather hazards	HPE-G2-S2-SD1-B1-06: Follow safety rules during simulated drills for fire, water-related hazards, and severe weather. [Apply]	<ul style="list-style-type: none"> 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.

Strand 3: Movements and Physical Literacy (MPL)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Body Control and Balance Body positions that support balance	HPE-G2-S3-SD1-B1-07: Identify body positions that support balance, such as standing on one foot, bending, and stretching. [Remember]	<ul style="list-style-type: none"> Learners will 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	HPE-G2-S3-SD1-B1-08: Demonstrate coordination by combining hand, eye, and body movements during physical activities. [Psychomotor]	<ul style="list-style-type: none"> Learners will 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	HPE-G2-S3-SD1-B1-09: Combine basic movements, such as walking, jumping, bending, turning, and clapping, to create a simple movement pattern. [Psychomotor]	<ul style="list-style-type: none"> Learners will change their movements according to different teacher signals, such as clap = jump, whistle = turn, drum = walk (Move in Pattern).

Strand 4: Sports and Games (SG)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Movement and Agility Games Running, jumping, hopping, skipping, balance, body control	HPE-G2-S4-SD1-B1-10: Perform basic movements, including running, jumping, hopping, and skipping, with increasing control. [Psychomotor] HPE-G2-S4-SD1-B1-11: Demonstrate balance and body control during simple movement and agility games. [Psychomotor]	<ul style="list-style-type: none"> The teacher will demonstrate basic movements, and learners will copy and practice each movement. Learners will walk, hop, and jump along a marked line while maintaining their balance. The teacher will arrange cones, and learners will run, stop, turn, and move around the cones.
2. Team and Coordination Games Teamwork, cooperation, throwing, catching, passing, relay	HPE-G2-S4-SD1-B1-12: Recognise the importance of teamwork and cooperation during games. [Remember] HPE-G2-S4-SD1-B1-13: Demonstrate hand-eye coordination through	<ul style="list-style-type: none"> Teacher will divide learners into small teams and discuss how team members can help each other. Learners 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.

	simple team and coordination games. [Psychomotor]	
3. Target and Ball Games Basic rules, taking turns, safe play, passing and catching	HPE-G2-S4-SD1-B1-14: Recognize basic rules of target and ball games. [Remember]	<ul style="list-style-type: none"> Teacher will demonstrate a simple target game and explain basic rules such as taking turns, staying behind the line, and playing safely. Learners 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	HPE-G2-S4-SD1-B1-15: Perform simple exercises and games that develop strength, balance, and endurance. [Psychomotor]	<ul style="list-style-type: none"> The teacher will discuss and demonstrate activities such as running, jumping, hopping, and skipping. Learners 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.”

Grade 3

Strand 1: Health and Hygiene (HH)

Contents	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	HPE-G3-S1-SD1-B2-01: Identify healthy habits that help to stay healthy. [Remember]	<ul style="list-style-type: none"> The teacher will show pictures, describe, or perform daily habits such as washing hands, brushing teeth, bathing, drinking clean water, eating fruits and vegetables, exercising, and sleeping on time. Learners 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	HPE-G3-S1-SD1-B2-02: Describe healthy and unhealthy foods, and food hygiene practices. [Understand]	<ul style="list-style-type: none"> The teacher will show pictures or name familiar foods such as roti, daal, vegetables, fruits, milk, eggs, samosas, chips, sweets, and soft drinks. Learners 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	HPE-G3-S1-SD1-B2-03: Explain ways to prevent common diseases. [Understand]	<ul style="list-style-type: none"> 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. Learners will then discuss how activities such as walking, running, jumping, and playing games help strengthen the body.

Strand 2: Safety and Protection (SP)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety Physical harm, bullying, obstacles, unsafe behavior, unwanted touch, trusted adults	HPE-G3-S2-SD1-B2-04: Follow safety rules to protect themselves from physical harm and bullying. [Apply]	<ul style="list-style-type: none"> Conduct a “Safety Detective” activity in which learners 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, fights, bullying, and unwanted touch. Guide children to report the unsafe situation to trusted adults.
2. Road Safety Pedestrian, cyclist and passenger safety; footpath, zebra crossing, traffic signals, helmet, seat belt	HPE-G3-S2-SD1-B2-05: Follow common road-safety rules for pedestrians, cyclists and passengers. [Apply]	<ul style="list-style-type: none"> Draw a simple road, footpath, zebra crossing, and traffic signals in the schoolyard. Under the teacher’s guidance, let children take turns as pedestrians, cyclists, and passengers and practice 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 such as floods, extreme weather, electrical hazards	HPE-G3-S2-SD1-B2-06: Describe safe practices for common environmental hazards such as fire, unsafe water, extreme weather, and electrical hazards. [Understand]	<ul style="list-style-type: none"> Present pictures or simulated local situations involving fire, unsafe water/flood, extreme weather, earthquake, and electrical hazards. Ask learners to describe and follow safe practices (under teacher 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.
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Strand 3: Movements and Physical Literacy (MPL)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Object Control Skills Throwing, catching, kicking, rolling, dribbling	HPE-G3-S3-SD1-B2-07: Differentiate among at least three object-control skills such as throwing, catching, and kicking. [Understand]	<ul style="list-style-type: none"> Show pictures of children throwing, catching, kicking, rolling, and dribbling. Learners name each skill and match the picture with the correct word.
2. Throwing Overarm throwing; body position, arm action, follow-through, accuracy	HPE-G3-S3-SD1-B2-08: Throw overarm with appropriate body position, arm action, and follow-through. [Psychomotor]	<ul style="list-style-type: none"> Learners throw a soft ball at targets placed at different distances, focusing on correct technique and accuracy.
3. Kicking Controlled kicking toward a stationary target; direction and control	HPE-G3-S3-SD1-B2-09: Perform a controlled kick toward a stationary target using appropriate body position and foot movement. [Psychomotor]	<ul style="list-style-type: none"> Learners kick a soft ball toward cones or marked targets from different distances, focusing on direction and control.

Strand 4: Sports and Games (SG)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Skill and Coordination Games Balance, hand-eye coordination, jumping, hopping, skipping	<p>HPE-G3-S4-SD1-B2-10: Maintain balance during a physical activity. [Psychomotor]</p> <p>HPE-G3-S4-SD1-B2-11: Coordinate hand and eye movements during games. [Psychomotor]</p>	<ul style="list-style-type: none"> 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 learners will practice.
2. Mental and Physical Activities Concentration, attention, quick response, decision-making	<p>HPE-G3-S4-SD1-B2-12: Demonstrate improved concentration and attention through physical activities. [Psychomotor]</p> <p>HPE-G3-S4-SD1-B2-13: Develop quick thinking and decision-making skills through games. [Apply]</p>	<ul style="list-style-type: none"> The teacher will conduct “Simon Says” to improve concentration and attention. Learners will play quick response games by moving according to the teacher’s signals. The teacher will give simple movement instructions, and learners will follow them correctly.

3. Target and Ball Games Throwing, aiming, catching, rolling, target games	HPE-G3-S4-SD1-B2-14: Attain control by throwing a ball at a target. [Psychomotor] HPE-G3-S4-SD1-B2-15: Demonstrate accuracy by catching and rolling a ball during simple games. [Psychomotor]	<ul style="list-style-type: none"> Teacher will demonstrate throwing and aiming a ball at a target. Learners will practice throwing balls into hoops or at marked targets. Learners will play simple target games in pairs and groups.
4. Strategy and Fitness Games Speed, strength, endurance, relay, obstacles, simple strategies	HPE-G3-S4-SD1-B2-16: Develop speed, strength, and endurance through activities. [Psychomotor]	<ul style="list-style-type: none"> 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 learners plan simple moves.

Grade 4

Strand 1: Health and Hygiene (HH)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Nutrition & Balanced Diet Major food groups; balanced diet; rest; physical activity; healthy living	HPE-G4-S1-SD1-B2-01: Explain the concept of a balanced diet, rest, and physical activity in healthy living. [Understand]	<ul style="list-style-type: none"> The teacher will introduce the major food groups using pictures and familiar foods such as flatbread (roti), rice, lentils (daal), meat, beans, eggs, milk, yogurt, vegetables, and dry and fresh fruits. Learners will classify the foods into appropriate groups and discuss the role of different foods in the body. In groups, learners 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. Learners will select 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 how each supports a healthy life.

2. Personal Hygiene Handwashing, brushing teeth, bathing, trimming nails, clean clothes, clean hair	HPE-G4-S1-SD1-B2-02: Describe personal hygiene practices that help in preventing illness. [Understand]	<ul style="list-style-type: none"> 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. Learners will identify each practice and explain why it is important. The teacher can conduct a “Why is it Important?” activity where learners match a hygiene practice to its benefit.
3. Communicable & Non-communicable Diseases Basic distinction and familiar examples such as flu, dengue, etc.	HPE-G4-S1-SD1-B2-03: Differentiate between communicable and non-communicable diseases. [Understand]	<ul style="list-style-type: none"> The teacher will briefly explain communicable and non-communicable diseases with familiar examples such as flu, dengue, diabetes, and heart disease. Learners will sort disease cards into “Communicable” and “Non-Communicable” and explain their choices.

Strand 2: Safety and Protection (SP)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety Injury prevention; unsafe situations; physical harm; unfamiliar persons; trusted adults	HPE-G4-S2-SD1-B2-04: Explain ways to prevent injuries and protect personal safety. [Understand]	<ul style="list-style-type: none"> The teacher will present pictures, create simulated situations, or describe scenarios verbally. Learners will identify unsafe situations, such as climbing an unsafe wall, playing near construction sites, walking on a wet floor, encountering a blocked staircase, or being approached by an unfamiliar person asking them to go somewhere. They will suggest or demonstrate appropriate responses, such as following safety rules and informing a trusted adult.
2. Road Safety Pedestrian and passenger safety; road crossing; school van/bus/rickshaw safety	HPE-G4-S2-SD1-B2-05: Follow safety rules as pedestrians and passengers in simulated settings. [Apply]	<ul style="list-style-type: none"> Children, under teacher’s guidance in simulated situations, will 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, etc.
3. Disaster Safety Severe weather, fire, earthquake, flood, electrical hazards; emergency drills	HPE-G4-S2-SD1-B2-06: Practice basic safety rules for common disasters and emergencies such as severe weather (hot or cold), fire, earthquake, flood, or electrical hazards in simulated situations/drill. [Apply]	<ul style="list-style-type: none"> During a supervised drill, children practice staying with the group, avoiding pushing or running, alerting an adult, moving 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.

Strand 3: Movements and Physical Literacy (MPL)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Movement Sequence Combining two or more movements; body position and control	HPE-G4-S3-SD1-B2-07: Perform a sequence of two or more movements smoothly and with control. [Psychomotor]	<ul style="list-style-type: none"> Learners 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	HPE-G4-S3-SD1-B2-08: Identify appropriate timing and movement changes needed in different situations. [Remember]	<ul style="list-style-type: none"> Teacher gives signals at different times. Learners identify when to start, stop, speed up, slow down, or change direction.
3. Movement Application Applying learned movements in varied activities	HPE-G4-S3-SD1-B2-09: Apply learned movement skills in different activities with coordination and control. [Psychomotor]	<ul style="list-style-type: none"> Learners apply running, jumping, hopping, and balancing skills while completing an obstacle course.

Strand 4: Sports and Games (SG)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Team Strategy Games Speed, strength, endurance; simple team strategies	<p>HPE-G4-S4-SD1-B2-10: Develop speed, strength, and endurance through activities. [Psychomotor]</p> <p>HPE-G4-S4-SD1-B2-11: Explain the importance of regular physical activity. [Understand]</p>	<ul style="list-style-type: none"> 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 learners plan simple moves.
2. Speed, Agility and Reaction Games	HPE-G4-S4-SD1-B2-12:	<ul style="list-style-type: none"> Teacher will use whistle/clap signals for quick movements.

Quick movements; body-position changes; direction	Improve speed and agility through games. [Psychomotor] HPE-G4-S4-SD1-B2-13: Practise changing body position with control. [Psychomotor]	<ul style="list-style-type: none"> Teacher will organize a zigzag cone race. Teacher will conduct reaction and direction games.
3. Target and Precision Games Target activities, distance, accuracy, concentration	HPE-G4-S4-SD1-B2-14: Develop concentration while performing target activities. [Psychomotor]	<ul style="list-style-type: none"> Teacher will conduct a distance target challenge. Teacher will set up different targets for accuracy practice.
4. Ball-Control and Passing Games Passing, moving, teamwork, ball control	HPE-G4-S4-SD1-B2-15: Explain the importance of passing during team play. [Understand]	<ul style="list-style-type: none"> 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	HPE-G4-S4-SD1-B2-16: Demonstrate respect and fair play during competition. [Affective]	<ul style="list-style-type: none"> Teacher will conduct skill-based team challenges. Teacher will organize a mini competition with simple rules.

Grade 5

Strand 1: Health and Hygiene (HH)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Healthy Lifestyle Balanced diet, physical activity, adequate sleep, healthy habits	HPE-G5-S1-SD1-B2-01: Explain the importance of a balanced diet, physical activity, and adequate sleep. [Understand]	<ul style="list-style-type: none"> The teacher will show pictures of common Pakistani foods and daily habits. Learners will classify them as healthy or unhealthy and briefly explain their choices.
2. Nutrition and Health: Healthy food choices	HPE-G5-S1-SD1-B2-02: Show willingness to choose healthy foods. [Affective]	<ul style="list-style-type: none"> The teacher will present different food choices, such as fruit or candy and water or soft drink. Learners choose the healthier option by raising a picture card or hand. Learners then name one healthy food they would like to eat.
3. Hygiene & Disease Prevention: Hygiene practices and disease prevention	HPE-G5-S1-SD1-B2-03: Identify common hygiene practices that help prevent the spread of diseases. [Remember]	<ul style="list-style-type: none"> The teacher will read different habits such as washing hands, sharing used tissues, and keeping nails clean. Learners give a “Good” or “Bad” response.
4. Communicable & Non-communicable	HPE-G5-S1-SD1-B2-04:	<ul style="list-style-type: none"> In groups, learners will place disease cards under the correct

Diseases: Types and examples of diseases	Classify given examples of diseases as communicable or non-communicable. [Understand]	heading: Communicable or Non-communicable.
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Strand 2: Safety and Protection (SP)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Personal Safety and Protection: Unwanted touch, unsafe requests, seeking help	HPE-G5-S2-SD1-B2-05: Demonstrate safe responses to unsafe situations or behaviors. [Apply]	<ul style="list-style-type: none"> The teacher will present pictures, describe simple situations, or design a simulated situation such as unwanted touch or an unsafe request. Children will distinguish between safe and unsafe situations. Children will 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 from Hazards: Fire, electrical hazards, unsafe water, earthquakes, common hazards	HPE-G5-S2-SD1-B2-06: Use appropriate safety actions during common hazards and disasters in simulated situations. [Apply]	<ul style="list-style-type: none"> Teacher will present 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 will explain one safe way to save themselves. Divide learners into small groups. Give each group a situation card, such as a learner has a minor cut, then ask learners to identify the appropriate first aid items from the first aid kit.
3. Road Safety: Pedestrian, cyclist and passenger safety	HPE-G5-S2-SD1-B2-07: Apply appropriate road-safety practices as pedestrians, cyclists, and passengers in simulated traffic situations. [Apply]	<ul style="list-style-type: none"> The teacher will create a simulated road environment in the schoolyard with a road, footpath, zebra crossing, traffic signals, and simple signs. Assign learners 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.

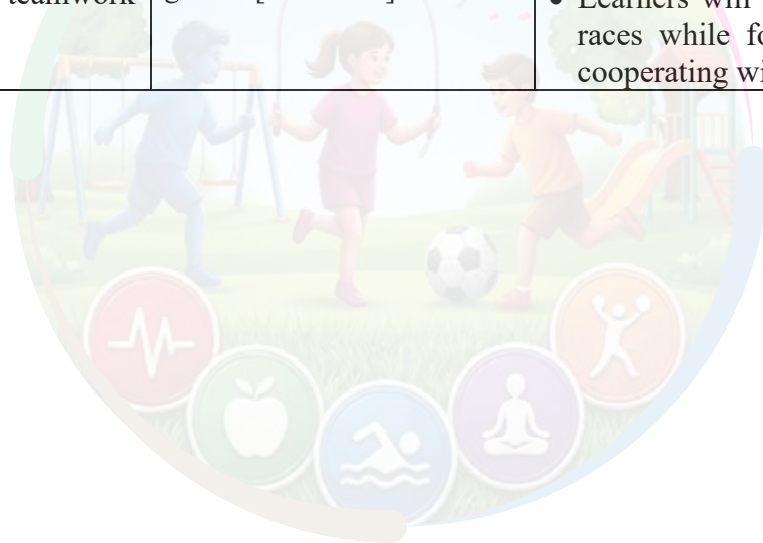
Strand 3: Movements and Physical Literacy (MPL)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Skill Application: Combining learned movement and ball skills	HPE-G5-S3-SD1-B2-08: Execute two or more learned skills effectively in physical activity. [Psychomotor]	<ul style="list-style-type: none"> Learners 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	HPE-G5-S3-SD1-B2-09: Perform different movement skills actively throughout a physical activity. [Psychomotor]	<ul style="list-style-type: none"> Learners actively take part in different physical tasks and encourage themselves and their classmates.
3. Confidence and Motivation: Challenging physical activities and peer encouragement	HPE-G5-S3-SD1-B2-10: Show confidence when participating in challenging physical activities. [Affective]	<ul style="list-style-type: none"> Learners perform progressively challenging movement tasks and encourage themselves and their peers.
4. Performance and Evaluation: Personal performance and skill criteria	HPE-G5-S3-SD1-B2-11: Compare personal performance with given criteria for a selected physical skill. [Analyze]	<ul style="list-style-type: none"> Learners perform a skill and compare their performance with criteria such as accuracy, balance, control, and technique.

Strand 4: Sports and Games (SG)

Contents	Student Learning Outcomes (SLOs)	Key Suggested Activities
1. Sport-Specific Skill Games: Passing, dribbling, shooting, defending, ball control	<p>HPE-G5-S4-SD1-B2-12: Identify basic attacking and defending skills correctly. [Remember]</p> <p>HPE-G5-S4-SD1-B2-13: Demonstrate control and coordination during gameplay. [Psychomotor]</p>	<p>The teacher will manage learners to perform the following activities: -</p> <ul style="list-style-type: none"> 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	HPE-G5-S4-SD1-B2-14: Perform basic attacking and defending skills with control. [Psychomotor]	<p>The teacher will manage learners to perform the following activities: -</p> <ul style="list-style-type: none"> Practice passing, dribbling, shooting, and defending through skill drills. Demonstrate different game situations and ask learners 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, movement, tactics, quick decisions	HPE-G5-S4-SD1-B2-15: Demonstrate tactics through movements and positioning during team games. [Psychomotor] HPE-G5-S4-SD1-B2-16: Apply appropriate skills while making quick decisions during play. [Apply]	The teacher will manage learners to perform the following activities: - <ul style="list-style-type: none"> • Conduct passing, positioning, and movement drills in small groups. • Organize small-sided games with learners to practice passing, moving, and changing position. • Assign team rules and conduct cooperative games.
4. Endurance and Fitness Challenges: Jogging, jumping, skipping, shuttle runs	HPE-G5-S4-SD1-B2-17: Recognize endurance activities and the body movements and techniques associated with them. [Remember]	<ul style="list-style-type: none"> • Learners will rotate through stations such as jogging, jumping, skipping, and shuttle runs. • Learners will participate in age-appropriate challenges and encourage their teammates.
5. Leadership and Fair-play Games: Leadership, rules, cooperation, teamwork	HPE-G5-S4-SD1-B2-18: Demonstrate leadership skills while participating in team games. [Affective]	<ul style="list-style-type: none"> • Learners will take turns leading warm-ups and organizing their team during simple games. • Learners will participate in relay races while following rules and cooperating with teammates.



Chapter 04

Pedagogy

The guidelines in Chapter 04 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 curriculum shall be taught through learner-centered, 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.

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 by 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.

Suggested HPE Lesson Structure for Sports and Games

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 practice 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.

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

4.2 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 practice 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.

4.3 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.

4.4 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.

4.5 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, practice, play, explore, cooperate, apply and reflect rather than simply listen and memorize.

Chapter 05

Assessment

5.1 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.

- i. **Alignment:** Assessment should be directly linked to the Benchmarks and SLOs of the relevant Strand and grade.
- ii. **Continuous Assessment:** A variety of tasks and activities should be used across the year rather than relying on a single test.
- iii. **Inclusivity:** Tasks, criteria and expectations should be adapted for learners with disabilities so that every learner can demonstrate achievement.
- iv. **Transparency:** Assessment criteria and expected performance should be shared with learners in simple language before the task.
- v. **Positive Use:** Assessment should never be used to rank, embarrass or exclude a learner from participation.

5.2 Alignment of Standards and Learning Outcomes with Assessment Tools and Techniques

Assessment in HPE should match the standard, benchmark, or Student Learning Outcome (SLO). Most of the SLOs in this curriculum expect learners to perform, demonstrate, or practice a skill or behavior. Assessment should mainly use practical, observation-based tools rather than written tests alone. A written or picture-based test can check if a learner recognizes a safety rule. A practical task can check if the learner can apply it in the given situation. 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 and 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, and 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.

5.2.1 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., grades 1-2 and grades 3-5, to reflect the growing focus on structured Sports and Games as learners move into the higher grades.

Table 1. Weightage of Each Strand in HPE Curriculum

Strand	Grades 1-2	Grades 3-5
Strand 1: Health and Hygiene	20%	19%
Strand 2: Safety and Protection	20%	19%
Strand 3: Movements and Physical Literacy	20%	19%
Strand 4: Sports and Games	40%	43%
Total	100%	100%

5.3 Types of Assessment

There are two main types of assessment: (i) baseline assessment and (ii) formative assessment, which can be used to assess student learning in the Health and Physical Education subject. The purpose of these types of assessment, with examples, is given below.

Table 2. Types of Assessment and Examples from HPE

Types	Purpose	Examples in HPE
Baseline Assessment	Conducted before or at the beginning of instruction to determine learners' prior knowledge, skills, and abilities. The information helps teachers plan instruction at an appropriate level and provides a reference point for measuring progress.	Initial movement-skill observation; simple health and hygiene questions; teacher observation at the beginning of a unit or term.
Formative Assessment	Conducted continuously during teaching and learning to monitor progress, identify learning needs, and provide timely feedback for improvement.	Skill-observation checklists; teacher questioning; self-assessment; peer assessment; observation of participation and practice-task performance.

Given the practical, skill-based nature of the subject, weightage is assigned to classroom activities and practical tasks for assessment.

Table 3. Weightage of Types of Assessment in HPE Curriculum

Assessment Component	Weightage
<i>Formative Assessment during lessons (Total)</i>	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 oral/written knowledge checks	10%
<i>Summative Assessment at the end of the lesson, term or year (Total)</i>	30%
• Practical skill demonstration/performance task	20%
• Short written/oral knowledge assessment	10%
Total	100%

5.3.1 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 4. Sample Rubric (Grade 4, Strand: Sports and Games – Passing Skill)

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.

Note: The rubrics for assessing learner performance against the Student Learning Outcomes (SLOs) for each grade are provided in Annex-III.

5.3.2 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 5. Frequency of Assessment Activities

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	Once per term, covering the term's key Benchmarks/SLOs
Written/oral knowledge quiz	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 that a teacher of Grade 4 may combine various assessment components, using the weightages given in Table 3, to arrive at a learner's overall term score out of 100:

Table 6. Example of computing the overall score for a learner in Grade 4

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; it gives a fuller picture of strengths and areas for improvement. By keeping in mind the frequency of assessment, tools of assessment, and learning domains of SLOs, teachers will use the right kind of assessment tool(s) and give feedback to learners at the right time.

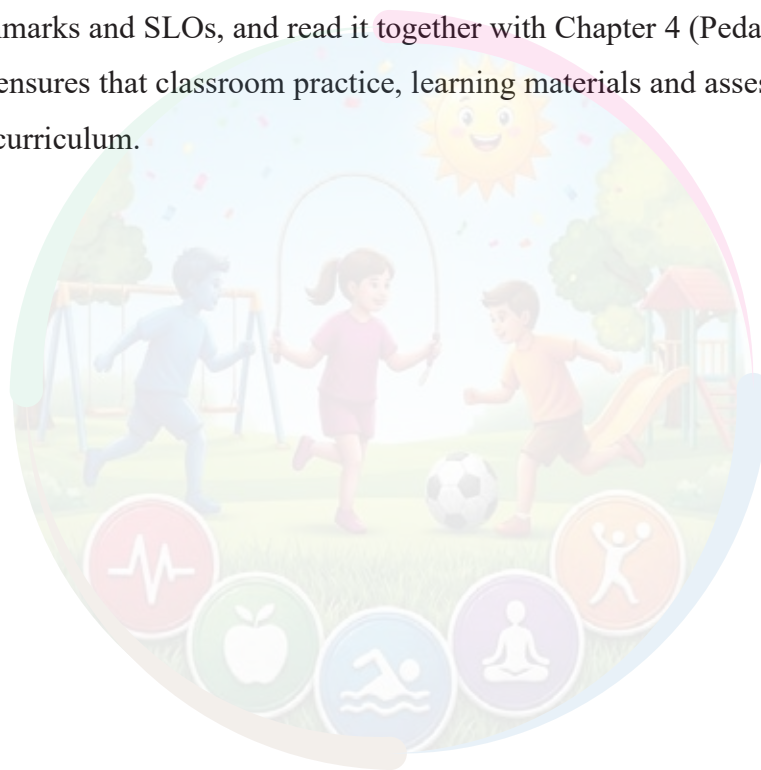
5.3.3 Reporting and Grading Guidance

- (i) **Descriptive Reporting for Early Grades:** For grades 1-2, descriptive/observational reporting (e.g., 'Beginning', 'Developing' and 'Proficient') is recommended instead of numerical scores, in line with early-years assessment practice.
- (ii) **Grades 3- 5 Scoring:** Calculate each learner's overall term or annual score out of 100 by combining their performance across the four strands according to the weightage in Table 1.

(iii) Strand-Wise Reporting: Report cards should reflect achievement across all four strands separately as well, so that 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 or performance levels.

These assessment guidelines ensure that learners in Health and Physical Education are assessed fairly and consistently across all four strands, through continuous and practical formative assessment. Teachers, developers of textbooks/resource materials/teachers' guide book/activity books, and teacher trainers should use this curriculum document as the reference for the Strands, Standards, Benchmarks and SLOs, and read it together with Chapter 4 (Pedagogy) and Chapter 5 (Assessment). It ensures that classroom practice, learning materials and assessments remain fully aligned with the curriculum.



Chapter 06

Teaching and Learning Materials

This chapter sets out (1) guidelines for developing teachers' guides and learning materials (i.e., textbooks, resource materials, activity books and workbooks) 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 authors, teachers, publishers, teacher educators and school administrators.

6.1 Guidelines for Developing Teachers' Guides and Learning Materials

6.1.1 Purpose and Scope: These guidelines support developers of teachers' guides and learning materials, teachers, teacher trainers, publishers and other stakeholders in translating the Strands, Standards, Benchmarks, and Student Learning Outcomes (SLOs) of the Health and Physical Education (HPE) curriculum (Grades 1- 5) into age-appropriate, activity-based guidebooks and learning materials. As HPE is a skills-based and practical subject, textbooks/resource materials/teachers' guide book/activity books 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 Teachers' Guides and Learning Materials: HPE teachers' guides and learning materials 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 Teachers' Guides and Learning Materials: It is recommended that each unit/lesson in teachers' guides and learning materials follows a consistent structure so that learners, teachers and parents become familiar with the pattern of learning. Each unit/lesson should follow a consistent, learner-friendly structure: begin with Student Learning Outcome(s) (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 for Developers of Teachers' Guides and Learning Materials:** Authors of teachers' guides and learning materials 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 Units:** Assessment in HPE should focus on practical performance and observation instead of 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, the unit for grade 5 'Passing and Teamwork in Mini-Football' 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 grades 1-5, moving from basic movement props toward sport-specific and fitness-assessment 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.



Annex- I

Progression Grid for Health and Physical Education (Grades 1- 5)

Strand	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health and Hygiene <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Acquisition 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 <ul style="list-style-type: none"> 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

Learning Levels of SLOs (with respect to Bloom's Taxonomy) for Health and Physical Education (Grade 1- 5) Curriculum

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

Annex- III

Grade-Wise SLOs with Learning Levels (Bloom’s Taxonomy), and Assessment Rubrics

The grade-wise assessment rubrics, as given below, provide clear assessment criteria. They are aligned with the Student Learning Outcomes (SLOs). Assess learners through pictures, oral questions, demonstrations, classroom activities, and games instead of written tests. There are three performance levels.

- 1) **Proficient (3 Marks):** The learner achieves the learning outcome independently and correctly.
- 2) **Developing (2 Marks):** The learner partially achieves the learning outcome or needs occasional prompts.
- 3) **Beginning (1 Mark):** The learner shows limited achievement and needs frequent guidance.

Some examples of the assessment rubrics are given below: -

Grade 1

Strand 1: Health and Hygiene (HH) for Grade 1

#	Main Topic and Sub-Topics	Domain and Taxonomy Level	Student Learning Outcomes (SLOs)	Proficient (3 Marks)	Developing (2 Marks)	Beginning (1 Mark)
1	Personal Hygiene and Cleanliness Body parts requiring regular cleaning, such as hands, face, teeth, hair, nails	Cognitive (Remember)	HPE-G1-S1-SD1-B1-01: Identify body parts that require regular cleaning.	Identifies at least 5 body parts requiring regular cleaning, including hands, face, teeth, hair, and nails.	Identifies 3–4 body parts requiring regular cleaning.	Identifies fewer than 3 body parts and needs support.
2	Healthy Food, Nutrition and Safe Water Healthy foods: milk, eggs, daal, vegetables, fruits, roti, rice, dry fruits, and nuts; safe drinking water	Cognitive (Remember)	HPE-G1-S1-SD1-B1-02 Recognize healthy foods that support growth and development for good health.	Recognizes at least 6 healthy foods from the listed food groups and identifies safe drinking water as a healthy choice.	Recognizes 3–5 healthy foods from the listed food groups and needs some support to identify safe drinking water.	Recognizes fewer than 3 healthy foods and needs support to identify safe drinking water.
3	Clean and Healthy Environment Classroom/playground, dustbin, clean water, trees, clean toilets; no litter or stagnant water	Cognitive (Remember)	HPE-G1-S1-SD1-B1-03 List features of a clean and healthy environment.	Lists at least 5 features, such as a clean classroom, clean playground, dustbin, clean drinking water, trees, clean toilets, and absence of litter or stagnant water.	Lists 3–4 features of a clean and healthy environment.	Lists fewer than 3 features and needs support.

Grade 2

Strand 3: Movements and Physical Literacy (MPL) for Grade 2

S#	Main Topic and Sub-Topics	Domain and Taxonomy Level	Student Learning Outcomes (SLOs)	Proficient (3 Marks)	Developing (2 Marks)	Beginning (1 Mark)
1	Body Control and Balance Body positions that support balance	Cognitive (Remember)	HPE-G2-S3-SD1-B1-07 Identify body positions that support balance, such as standing on one foot, bending, and stretching.	Correctly identifies at least 3 body positions that support balance, including standing on one foot, bending, and stretching.	Correctly identifies 1–2 body positions that support balance.	Has difficulty identifying body positions that support balance.
2	Coordination Hand, eye, and body coordination	Psychomotor	HPE-G2-S3-SD1-B1-08 Demonstrate coordination by combining hand, eye, and body movements during physical activities.	Demonstrates coordination successfully in at least 3 activities, such as clapping while walking, bouncing a ball, trapping a rolling ball, and stepping over objects.	Demonstrates coordination in 1–2 activities but needs occasional guidance.	Has difficulty coordinating hand, eye, and body movements and needs frequent guidance.
3	Movement Combination Combining basic movements into patterns	Psychomotor	HPE-G2-S3-SD1-B1-09 Combine basic movements, such as walking, jumping, bending, turning, and clapping, to create a simple movement pattern.	Independently combines at least 4 basic movements in the correct sequence to create and perform a simple movement pattern.	Combines 2–3 movements in a pattern but needs some prompts or guidance.	Has difficulty combining movements into a sequence and needs frequent guidance.

Grade 3

Strand 2: Safety and Protection (SP)

S#	Main Topic and Sub-Topics	Domain and Taxonomy Level	Student Learning Outcomes (SLOs)	Proficient (3 Marks)	Developing (2 Marks)	Beginning (1 Mark)
1	Personal Safety Physical harm, bullying, obstacles, unsafe behaviour, unwanted touch, trusted adults	Cognitive (Apply)	HPE-G3-S2-SD1-B2-04 Follow safety rules to protect themselves from physical harm and bullying.	Consistently follows appropriate safety rules in given scenarios, identifies unsafe situations, takes suitable protective action, and reports concerns to a trusted adult.	Follows some safety rules and identifies suitable protective actions but needs occasional prompts or guidance.	Has difficulty following safety rules or selecting appropriate protective actions and needs frequent guidance.
2	Road Safety Pedestrian, cyclist and passenger safety; footpath, zebra crossing, traffic signals, helmet, seat belt	Cognitive (Apply)	HPE-G3-S2-SD1-B2-05 Follow common road-safety rules for pedestrians, cyclists and passengers.	Correctly demonstrates relevant safety rules in simulated situations, including using a footpath and zebra crossing, following traffic signals, wearing a helmet or seat belt, and remaining safely seated as a passenger.	Demonstrates some safety rules correctly but needs occasional reminders about procedures or safe behaviour.	Has difficulty demonstrating road-safety rules and needs frequent guidance.
3	Environmental Safety Fire, unsafe water/flood, extreme weather, electrical hazards	Cognitive (Understand)	HPE-G3-S2-SD1-B2-06 Describe safe practices for common environmental hazards such as fire, unsafe water, extreme weather, and electrical hazards.	Describes appropriate safety practices for all four hazard categories and correctly demonstrates safe responses in guided simulations.	Describes suitable practices for 2–3 hazard categories but needs support to explain or demonstrate some responses.	Describes suitable practices for fewer than 2 hazard categories and needs substantial guidance.

Grade 4

Strand 2: Safety and Protection (SP)

#	Main Topic and Sub-Topics	Domain and Taxonomy Level	Student Learning Outcomes (SLOs)	Proficient (3 Marks)	Developing (2 Marks)	Beginning (1 Mark)
1	Personal Safety Injury prevention, unsafe situations, physical harm, unfamiliar persons, trusted adults	Cognitive (Understand)	HPE-G4-S2-SD1-B2-04 Explain ways to prevent injuries and protect personal safety.	Identifies unsafe situations, explains suitable preventive actions, and identifies when to seek help from a trusted adult.	Identifies some unsafe situations but needs support to explain or select appropriate preventive actions.	Has difficulty identifying unsafe situations or explaining ways to protect personal safety.
2	Road Safety Pedestrian and passenger safety, road crossing, school transport safety	Cognitive (Apply)	HPE-G4-S2-SD1-B2-05: Follow safety rules as pedestrians and passengers in simulated settings.	Consistently follows appropriate pedestrian and passenger safety rules during simulations, including safe crossing and boarding practices.	Follows some safety rules but needs reminders or assistance in certain simulated situations.	Frequently fails to follow safety rules during simulations and requires substantial guidance.
3	Disaster Safety Severe weather, fire, earthquake, flood, electrical hazards, emergency drills	Cognitive (Apply)	HPE-G4-S2-SD1-B2-06 Practice basic safety rules for common disasters and emergencies in simulated situations or drills.	Correctly follows instructions, uses designated safe routes, stays with the group, and responds appropriately during supervised drills.	Follows some procedures but needs reminders or support to complete the drill safely.	Has difficulty following instructions or practicing basic safety procedures, even with guidance.

Grade 5

Strand 4: Sports and Games (SG) for Grade 5

#	Main Topic and Sub-Topics	Domain and Taxonomy Level	Student Learning Outcomes (SLOs)	Proficient (3 Marks)	Developing (2 Marks)	Beginning (1 Mark)
1	Sport-specific Skill Games Passing, dribbling, shooting, defending, ball control	Cognitive (Remember)	HPE-G5-S4-SD1-B2-12 Identify basic attacking and defending skills correctly.	Correctly identifies basic attacking and defending skills and distinguishes between their purposes.	Identifies some attacking and defending skills but confuses some skills or their purposes.	Has difficulty identifying basic attacking and defending skills.
2	Sport-specific Skill Games Passing, dribbling, shooting, defending, ball control	Psychomotor	HPE-G5-S4-SD1-B2-13 Demonstrate control and coordination during gameplay.	Demonstrates effective ball control and coordination while moving and interacting with teammates during gameplay.	Demonstrates some control and coordination but performs inconsistently during gameplay.	Has difficulty maintaining ball control and coordination during gameplay.
3	Attack and Defense Games Basic attacking and defending skills and game situations	Psychomotor	HPE-G5-S4-SD1-B2-14 Perform basic attacking and defending skills with control.	Performs appropriate attacking and defending skills with control and applies them effectively in game situations.	Performs some skills correctly but shows inconsistent control or needs prompts to select appropriate actions.	Has difficulty performing attacking and defending skills with control, even with guidance.
4	Team Tactics and Decision-making Games Positioning, movement, tactics, quick decisions	Psychomotor	HPE-G5-S4-SD1-B2-15 Demonstrate tactics through movements and positioning during team games.	Uses appropriate movements and positioning to support team tactics during games.	Uses some appropriate movements and positions but applies tactics inconsistently.	Has difficulty using movements and positioning to support team tactics.
5	Team Tactics and Decision-making Games Positioning, movement, tactics, quick decisions	Cognitive (Apply)	HPE-G5-S4-SD1-B2-16 Apply appropriate skills while making quick decisions during play.	Makes timely decisions and applies suitable skills effectively in changing game situations.	Makes some appropriate decisions but responds slowly or applies skills inconsistently.	Has difficulty making appropriate decisions or selecting suitable skills during play.

#	Main Topic and Sub-Topics	Domain and Taxonomy Level	Student Learning Outcomes (SLOs)	Proficient (3 Marks)	Developing (2 Marks)	Beginning (1 Mark)
6	Endurance and Fitness Challenges Jogging, jumping, skipping, shuttle runs	Cognitive (Remember)	HPE-G5-S4-SD1-B2-17 Identify endurance activities using correct body movements and techniques.	Correctly identifies endurance activities and recognizes appropriate body movements and techniques for performing them.	Identifies some endurance activities but has difficulty recognizing the correct movements or techniques.	Has difficulty identifying endurance activities and the movements or techniques associated with them.
7	Leadership and Fair-play Games Leadership, rules, cooperation, teamwork	Affective	HPE-G5-S4-SD1-B2-18 Demonstrate leadership skills while participating in team games.	Takes initiative, communicates clearly, supports teammates, and helps organize team activities while following rules.	Demonstrates some leadership behaviours but needs reminders to organize activities, support teammates, or follow rules.	Rarely takes initiative or has difficulty supporting and organizing the team, even with guidance.



Curriculum Development Team

S. No.	Name	Role
1.	Dr. Tabassum Naz, Director, NCCW	Chairperson
2.	Mr. Abdul Hanan, DEA, NCCW	Member
3.	Dr. Muhammad Idrees, Director, PIE	Team Lead
4.	Mr. Abdus Sami Khan, Education Policy Specialist	Member
5.	Ms. Nighat Lone, Curriculum Specialist	Member
6.	Mr. Asfandiyar Khan, Education Consultant	Member
7.	Dr. Mubeshera Tufail, Assistant Professor, AIOU	Member
8.	Dr. Misbah Muzaffar, Assistant Professor, FCE	Member
9.	Mr. Amjad Hussain Saddique, Assistant Director, FDE	Member
10.	Mr. Muhammad Rizwan, SST (PE), FDE	Member
11.	Ms. Umbar Saddique, SET (PE), FDE	Member
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17.	Ms. Iqra Sajjad, PET, AJK	Member
18.	Mr. Sarshad Hussain, PET, GB	Member
19.	Ms. Syeda Roman Bukhari, PET, Multan	Member
20.	Mr. Tahir Mehmood, AEA, NCCW	Secretary/Member

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NOTIFICATION

F.No.1-1/2025/NCC(Acad): In exercise of the powers conferred under Section 3(2)(a) of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976, the competent authority i.e. the Director, NCC Wing, Ministry of Federal Education and Professional Training (M/o FE&PT) has approved *New National Curriculum of Pakistan (NNCP-2026)* for the subjects of Early Childhood Care and Education (ECCE), English, Urdu, Mathematics, Health & Physical Education, Arts & Crafts, Information and Communication Technology (Grade 1-5), The World Around Us (Grade 1-3) and Social Studies and Science (Grade 4-5).

2. This curriculum shall be implemented in all public and private educational institutions within the Islamabad Capital Territory (ICT) and in educational institutions under the Federal Government across the country w.e.f. academic year 2027-28. These curricula can be downloaded from official website of NCCW at ncc.gov.pk


(Tahir Mahmood)
Assistant Educational Advisor
051-9265579

The Manager,
Printing Corporation of Pakistan Press,
University Road, Karachi

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5. APS to Joint Educational Advisor, FE&PT, Islamabad
6. APS to Director, NCC Wing, M/o FE&PT, Islamabad

(Assistant Educational Advisor)



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