

“Physical Education (PE) is such a large, rich & complex field of practice that it can legitimately aspire to achieve a wide range of educational outcomes for school-age children & youth” (Kirk, 2013).

A balanced curriculum exposes learners to a variety of learning experiences which enables them to make informed choices throughout their lives (IBO, 2009).

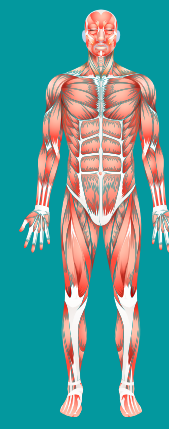
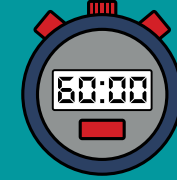


GAMES

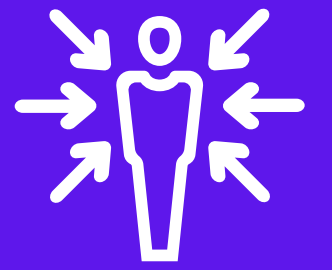
Students recognize the importance of manipulating space through gameplay. Students gain the knowledge to organize the different game types and work to develop the skills and strategies to be successful in a variety of games often while working with a team. Students demonstrate being principled learners by following rules of different games. Examples include lead-up, small-sided, modified, and (when developmentally appropriate) full-sided games from each of the four game types: target, net and wall, striking and fielding, and invasion.



HEALTH-RELATED FITNESS



Students recognize and appreciate the importance of maintaining a healthy lifestyle. Students gain a greater understanding about how they feel and how their body systems work in response to exercise. Examples include investigating, through movement, how the body systems work, the components of fitness, and reflecting on how different intensities and types of exercise make the body and mind feel.



The development of a variety of object control and locomotor skills with emphasis on technique and personal improvement. Students often set goals and discover ways they can better their own performance. Examples include swimming, skating, skiing, skateboarding, cycling, track and field, and rollerblading.

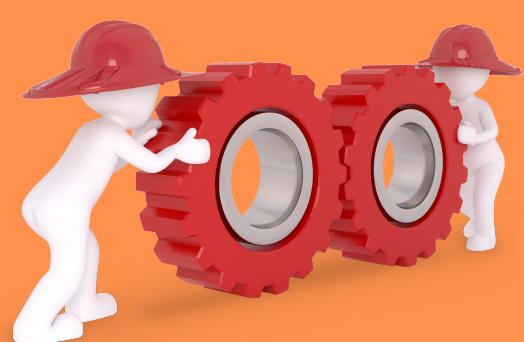
BALANCED

Primary Years Programme

PHYSICAL EDUCATION

Adapted from IBO, 2009

INDIVIDUAL PURSUITS



ADVENTURE CHALLENGES

Students use physical and critical thinking skills to solve problems and accomplish a common goal. Students can do this individually or while working in groups. Communication, resilience, decision-making, and problem-solving skills are often used to help overcome these challenges. Examples include a variety of challenges that often have multiple ways of completion in order to be successful. Sometimes these activities may not promote opportunities for vigorous physical activity; however, students are engaged developing approaches to learning skills such as communication, social, self-management, and thinking.



Students gain an appreciation for a variety of aesthetic movements. Students move, sometimes by linking movements together, in response to stimuli. Students communicate their feelings and emotions in different ways through their movements. Examples include synchronized swimming, parkour, dance, martial arts, yoga, gymnastics, and boxing choreography.

MOVEMENT COMPOSITION



Activities in PE should connect meaningfully to the everyday lives of learners (O'Connor & Penney, 2021). These activities should reflect learners' socio-ecological context and their access to particular play spaces (Méndez Giménez, Fernández Río, & Casey 2012).

