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</table>
Background

A Qatar National Vision (QNV) 2030 was developed in 2008 to serve as a clear roadmap for Qatar’s future. The vision constitutes a guide for economic, social, human and environmental development of the country in the coming decades. Central to developing the economy, society and environment are people. Human development therefore is the cornerstone of the QNV 2030. What type of citizens and what characters, do we think, are best suited to the creation of Qatar’s future? How do we educate the population so that it is healthy, motivated and equips Qatari children and youth with the values, knowledge, skills and attitudes to contribute to Qatar traditions and culture as well as meeting the challenges of an ever-changing global society?

In addressing these questions, a National Development Strategy (NDS) 2011-2016 was developed that outlined the plans, programmes and projects that Qatar needs to pursue to achieve its vision. Included as part of the NDS was an Education and Training Sector Strategy (ETSS) 2011-2016 which identified several initiatives, outcomes and projects. Priority areas were further developed, and these were central to the establishment of a Qatar National Curriculum Framework (QNCF) developed by the Supreme Education Council (SEC) of Qatar in partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO). This was published in 2016.

The underpinning philosophy and purpose of the QNCF is that it:

- reflects Qatar values, traditions and culture;
- meets international benchmarks and effective educational theories and practices;
- is set within an approach to curriculum design that promotes ‘Higher Order Thinking Skills’ (HOTS) and ‘deep’ or ‘mastery’ learning;
- is informed by the latest research, including how learning takes place within the brain;
- sets subject learning within a wider context of key competencies and subject-bound competencies; and
- sets out a clear, concise structure for learning that shows how the components of the curriculum are aligned.

The components include the aims, values, principles, competencies, outcomes, links with other subjects, cross-cutting issues, extra-curricular activities and the contribution that each subject makes to Literacy and Numeracy.

The QNCF – A competency-based approach

“The key competencies are important transversal capabilities that all subjects and cross-curricular approaches should foster. At the same time, the QNCF promotes the development of subject-related competencies (i.e. knowledge, skills and attitudes) that are addressed within the context of specific learning areas and subjects and are spelled out through the subject standards and other curriculum documents.” (QNCF p.14, 2016).
1. Introduction

Rationale for the review

The rapid expansion of new technologies and new knowledge at a pace never experienced before, has led to new maps of knowledge, new systems of social connectivity and new best practices. Today’s increasingly globalised world requires citizens to be able to interact with people from all around the world and cope with the many and varied challenges that brings. It is recognised that one set of learning cannot last a lifetime and so learners must be able to use knowledge and develop skills and the positive attitudes that allow them to solve problems and imagine new ways of doing things. These combinations of knowledge, skills and attitudes are referred to as ‘competencies’. This competency-based approach provides a future-orientation to student-centred learning and the curriculum by placing a focus on competency development. This contrasts with a standards-based approach.

The previous change to the Physical Education Curriculum Standards was conducted in 2008, one decade ago. Since that time internationally researched pedagogical and curriculum developments have emerged as well as the continuing problem of decreasing levels of physical activity and increasing levels of obesity. These factors, combined with the overarching QNCF rationale, amplify the responsibility of Physical Education to develop key competencies and subject competencies for students that are applied to achieve better health and societal returns as well as higher performance standards.

Physical Education Curriculum Standards\(^1\) Development Process

The starting point for the Qatar Physical Education Curriculum Standards Review was provided by:

- A review of the Qatar Physical Education Curriculum Standards (2008) and how the documentation benchmarked\(^2\) to other countries international practice;
- A systematic review\(^3\) of the current implementation of standards in schools
- The conceptual framework and guiding curriculum principles provided by the QNCF (UNESCO/SEC, 2016).

The review highlighted many positives, such as the three-strand curriculum organisation and a comparable standard when benchmarked internationally. It also uncovered an overcomplicated and confused approach to delineating standards\(^4\), indicators and essential content; and inconsistent standards in practice. UNESCO (2015) research has developed thinking about the use of learning outcomes\(^5\) that effectively incorporate competencies. If suitably and accurately developed, learning outcomes provide a coherent focus not only regarding the scope and sophistication of learning, the competency and standard expected but also crucially on the criteria to be assessed.

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\(^1\)The term standards in this context refers to the physical education documentation (See ‘Terminology’ section)

\(^2\)See the Association for Physical Education (afPE) Benchmark Paper (2018) authored by Professor David Kirk

\(^3\)The review included lesson observations, viewing of documentation, semi-structured stakeholder interviews, stakeholder meetings and discussion

\(^4\)Standards used in this context refers to the standard of achievement which includes knowledge, skills and understanding (See ‘Terminology’ section)

\(^5\)Learning outcomes are defined in the QNCF as “The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors an individual is expected to have mastered upon the successful completion of an education program (Source: ISCED Glossary, UIS 2012)
Three key questions frame the approach to the development process:

1. What are we trying to achieve?
2. How is the learning organised?
3. How well are we achieving?

In answering these key questions, the elements that come together to form the conceptual basis of the QNCF are the elements that have been scrutinised in developing a conceptual framework for Physical Education. Included in these elements are subject knowledge, skills and attitudes, which form the components of physical education competency. Using these component descriptions, six knowledge contexts or physical education competencies have been developed (see section 4) and the six competencies have been amalgamated with the three strands of the Qatar Physical Education Curriculum Standards (2008), expressed as learning outcomes.

**Fig 1: Features of the new Physical Education Curriculum Standards and improvements introduced**

<table>
<thead>
<tr>
<th>Feature of the new Physical Education Standards</th>
<th>Improvements made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alignment with the QNCF</td>
<td>A Clear conceptual framework is provided</td>
</tr>
<tr>
<td>2. Three key questions are outlined</td>
<td>A continuous disciplined innovation process is encouraged&lt;br&gt;The questions provide the foundation for the approach whether when planning units of work and lessons or developing the PE programme for grade or stage</td>
</tr>
<tr>
<td>3. Six competencies developed</td>
<td>Clearly mapped to the subject components of knowledge, skills and attitudes&lt;br&gt;Aligned to the QNCF key competencies&lt;br&gt;Competencies are integral to, and at the forefront of physical education learning</td>
</tr>
<tr>
<td>4. Three strands have been retained</td>
<td>The three strands have been renamed, strengthening the learning domain focus and ensuring the learning and language is more closely aligned to the QNCF&lt;br&gt;Sub-strands have been developed to provide greater clarity&lt;br&gt;The six competencies have been arranged integral to the three strands</td>
</tr>
<tr>
<td>5. Stage descriptors have been introduced</td>
<td>Student expected achievement is described for each school stage</td>
</tr>
<tr>
<td>6. Learning outcomes have been written for each of the sub-strands</td>
<td>Learning outcomes reflect the scope, sophistication, QNCF key competencies, PE competencies and the expected standard&lt;br&gt;The learning outcomes focus assessment criteria, assessment strategy and methods&lt;br&gt;Bloom’s taxonomy language has been used to focus the standard within the learning outcomes&lt;br&gt;Learning outcomes are written per stage not grade – as per the QNCF</td>
</tr>
<tr>
<td>7. Updated teaching and learning approaches</td>
<td>Aligned with ‘Mastery’ or ‘deep’ learning approaches&lt;br&gt;Focused on bringing competencies to the forefront of student-learning&lt;br&gt;Integrate the effective use of ICT</td>
</tr>
<tr>
<td>8. Assessment focuses on competency learning but also the standard of competency learning</td>
<td>This relationship ensures assessment is an integral part of students’ day-to-day schooling rather than a series of end-of-course assessments.</td>
</tr>
</tbody>
</table>

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6 See the QPECS 2018 Guidance document and the QNCF ‘Big Picture’ diagram
7 See the QPECS 2018 Guidance document and the Conceptual Framework for Physical Education
8 When the skill and attitude components have a knowledge context they are competencies.
9 Without a clear conceptual structure, there is a risk that the key competencies for example, become fragmented and disconnected from competency learning in the subject and this makes learning less effective. All components must be aligned.
2. The importance of teaching physical education

Physical education is an integral part of the total education of every child from kindergarten through to grade 12. It helps all students develop movement competence, cognitive understanding, cultural values and positive attitudes about sports and health, so that they can develop an interest in patterns of physical activity which are essential for healthy development and lay the foundations for adopting safe and active lifestyles within the community.

Physical education is the only subject whose primary focus addresses the body, and the development of movement competence as part of physical development. This ensures that students can move efficiently, effectively and safely in a range of movement environments and per se contributes to students’ self-worth, self-esteem and confidence. Students learn in, through, and about movement, gaining an understanding that movement is integral to human expression and can contribute to people’s aesthetic appreciation and pleasure and enhance their lives.

Through physical education students are empowered to participate in physical activity and understand how this influences their own health and well-being and that of others. In demonstrating the benefits of an active lifestyle, students can encourage others to participate in a range of physical activities. Physical education provides a range of opportunities for students to challenge and extend themselves in an environment of managed risk. Students often step outside their comfort zone to take on new social, physical, and emotional challenges. Taking on challenges and assessing risk requires the exploration and development of decision-making skills and the ability to think critically. This can encourage students to participate in social action and develop a sense of responsibility, fairness, equity, justice, respect and tolerance. Regular participation and involvement in individual activities as well as activities involving persisting groups can reduce symptoms of anxiety and depression and benefit cognitive function and academic achievement.

Physical Education through participating in and enjoying a range of physical activities can make a significant contribution to building personal, social and cultural identity and help students to communicate effectively.

Physical education explicitly teaches the necessary knowledge, skills and attitudes for working with and relating to others, and provides authentic learning opportunities to develop these skills, which can also be developed in other subjects. Such learning opportunities also enable the development of leadership, teamwork and cooperation skills alongside learning to be humble in victory and gracious in defeat.

Physical education can serve to be the applied knowledge context to reinforce skills and attitudes learned across the curriculum developed in for example science, math’s, ICT, English and Arabic and such subject links can help reduce the barriers to participation. These links between subjects and cross-cutting issues provides a solid foundation for further studies not only relating to movement and the body but also social and health sciences, recreation, and tourism as well as the many careers that involve pathways into sport, education, health, justice, and the social services.
3. The aims of physical education

The aims for physical education are aligned to the aims of the QNCF and the three physical education learning strands.

The Qatar national curriculum for physical education aims to ensure that all students:

1. Develop key competencies and physical education competencies to succeed and excel in a broad range of sports and physically demanding activities;
2. Build character and embed values that reflect the Qatari culture;
3. Appreciate and value physical activity and its relation to leading healthy, safe and active lives;
4. Regularly participate in extra-curricular activities, festivals, competitive sports and activities.
4. Physical education competencies

Competencies are made up of skills and attitudes in a particular knowledge context as clarified in the figure below:

![Fig 2: The components of competency]

**Knowledge:**

**What will learners gain?**

*Learners will:*

- Become aware of bodily positions and movements;
- Acquire basic terminology associated with physical activities, sports and health;
- Develop a knowledge of habits, life styles and life skills that are important for the preservation and improvement of individual and public/community health;
- Understand the link between balanced nutrition and healthy physical activities; and
- Develop a knowledge of appropriate safety methods to employ during competition and involvement.

**Skills:**

*Learners will:*

5. Improve their physical/motor skills and strategies;
6. Apply safety rules and methods;
7. Organize and use leisure time effectively;
8. Manage emotions constructively;
9. Develop communication skills, act responsibly and contribute effectively to group and team activities; and
10. Develop language skills, thinking skills, and the ability to move efficiently.

**Attitudes:**

*Learners will:*

- Develop a sense of belonging to the Qatari nation while participating in physical activities and competitions;
- Develop positive attitudes toward physical activity as the basis for practicing physical activities throughout life;
- Learn to accept and respect differences;
- Develop the capacity to work effectively as members of teams;
- Develop self-esteem and confidence through coping with different tasks; and
- Learn to appreciate and respect rules and the concept of fairness.

Six knowledge contexts or competencies can be created from the specific items listed in each of the components above: Each of the six competency areas are further explained in the QPECS (2018) Guidance document.
Physical education competencies:

1. Movement Competence
   Refers to the acquisition, development and application of movement skills, concepts and strategy.

2. Valuing Physical Activity
   An individual who values a physically active life is disposed to make time and other provision to regularly and routinely engage in forms of physical activity even when other attractive alternatives exist.

3. Physical Activity for Health and Wellbeing
   This competence can take many forms, where the intention is to engage in moderate to vigorous physical activity on a routine and regular basis to experience physical and psychological benefits and contribute to wellbeing and being well.

4. Managing Risk and Safety in Movement Environments
   Risk is ever present in movement as a medium for learning and increases in importance in physical activity forms where greater complexity, difficulty, adventure and challenge are involved.

5. Playing Sport
   This an important Qatari cultural practice young people should experience, typically through modified forms of physical activity, and in the context of age appropriate competitions, seasons, diverse roles, teams as persisting groups and festivity, developing opportunities to experience fair play, team work, leadership and cooperation.

6. Appreciating Movement Aesthetically
   This competence can be experienced and developed in a wide range of physical activity forms including expressive movement and sport, which are characterised by flow, poise and economy and offer opportunities for self-expression, as a form of ‘somaesthetic\(^\text{10}\) attention’.

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\(^{10}\) The term ‘somaesthetics’ was developed in research (1996) by Richard Shusterman through the compounding of “soma”, an expression derived from the Greek word for body, and “aesthetics”, a word derived from the Greek aesthesis, meaning ‘sensory perception’. 
5. Main strands in physical education

Strands

Three unifying learning Strands designate the way in which related physical education competencies are organised. The three strands¹¹ are:

1. Moving Literately;
2. Leading Healthy, Safe and Active Lives;

Sub-Strands

Each of the Strands are further apportioned into three sub-strands. The sub-strands amalgamate the relevant competencies. Sub-strands help better focus planning, teaching and assessment for student learning. Learning outcomes have been written for each sub-strand.¹²

Fig 3: The three strands and nine sub-strands of physical education

<table>
<thead>
<tr>
<th>Strand</th>
<th>Moving Literately</th>
<th>Leading Healthy, Safe and Active Lives</th>
<th>Building Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-strand</td>
<td>Movement skills</td>
<td>Valuing physical activity</td>
<td>Cultural and personal identity</td>
</tr>
<tr>
<td>Sub-strand</td>
<td>Movement concepts</td>
<td>Physical activity for health and wellbeing</td>
<td>Communication and cooperation</td>
</tr>
<tr>
<td>Sub-strand</td>
<td>Movement strategy</td>
<td>Managing risk and safety</td>
<td>Appreciating movement aesthetically</td>
</tr>
</tbody>
</table>

¹¹ The three strands have been renamed to better reflect the QNCF and the competency framework developed for physical education. The previous three strands were titled: 'Skills and strategies for physical activity'; 'Concepts for an active and healthy life'; 'Personal and social development'

¹² See section 10 for the Physical Education Learning Outcomes written for each strand and sub-strand per stage
6. Relative weight of the subject according to the strand and stage

Fig 4: Table to illustrate the ‘weighting’ of the subject components for assessment purposes.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Strand</th>
<th>Sub-strand</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Moving Literately</td>
<td>Movement skills</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Stage K – Grade 3</td>
<td>Movement concepts</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movement strategy</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Leading Healthy, Safe and Active Lives</td>
<td>Valuing physical activity</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>Physical activity for health and wellbeing</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing risk and safety</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Building Character</td>
<td>Cultural and personal identity</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>Communication and cooperation</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciating movement aesthetically</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Strand</th>
<th>Sub-strand</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Stage</td>
<td>Moving Literately</td>
<td>Movement skills</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>Movement concepts</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movement strategy</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Leading Healthy, Safe and Active Lives</td>
<td>Valuing physical activity</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>Physical activity for health and wellbeing</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing risk and safety</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Building Character</td>
<td>Cultural and personal identity</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>Communication and cooperation</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciating movement aesthetically</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage</th>
<th>Strand</th>
<th>Sub-strand</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory Stage</td>
<td>Moving Literately</td>
<td>Movement skills</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>Movement concepts</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movement strategy</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Leading Healthy, Safe and Active Lives</td>
<td>Valuing physical activity</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>Physical activity for health and wellbeing</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing risk and safety</td>
<td>10%</td>
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<tr>
<td></td>
<td>Building Character</td>
<td>Cultural and personal identity</td>
<td>10%</td>
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<tr>
<td></td>
<td>30%</td>
<td>Communication and cooperation</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciating movement aesthetically</td>
<td>10%</td>
</tr>
<tr>
<td>Stage</td>
<td>Strand</td>
<td>Sub-strand</td>
<td>Weight</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Secondary Stage</td>
<td>Moving Literately</td>
<td>Movement skills</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>Movement concepts</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movement strategy</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Leading Healthy, Safe</td>
<td>Valuing physical activity</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>and Active Lives</td>
<td>Physical activity for health and</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>wellbeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing risk and safety</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Building Character</td>
<td>Cultural and personal identity</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>Communication and cooperation</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciating movement aesthetically</td>
<td>5%</td>
</tr>
</tbody>
</table>
### 7. Physical education teaching time

Fig 5: Recommended time allocation for physical education based on international benchmarks:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Early years KG-3</th>
<th>Primary education stage Grades 4-6</th>
<th>Preparatory education stage Grades 7-9</th>
<th>Secondary education stage Grades 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended time</td>
<td>30-60 minutes of physical education per day</td>
<td>3 hours per week of physical education and extra-curricular sport / physical activity <em>(a minimum of 2 hours per week for timetabled PE)</em></td>
<td>3 hours per week of physical education and extra-curricular sport / physical activity <em>(a minimum of 2 hours per week for timetabled PE)</em></td>
<td>3 hours per week of physical education and extra-curricular sport / physical activity <em>(a minimum of 100 minutes per week for timetabled PE)</em></td>
</tr>
</tbody>
</table>
8. Teaching and learning physical education in the 21st Century

This section explains:

- The competency approach to learning in and through physical education
- The variety of interactive learning and teaching methods, approaches and activities that should personalise physical education curriculum experiences and deepen student engagement with learning in the subject
- The diversity of innovative formative and summative assessment methods that influence student access and engagement in deep learning and promote opportunity for students to demonstrate competencies
- Expectations of teachers in raising aspirations and improving standards.

The past two decades have seen the emergence of a global movement, especially in Europe, the United States and Australia that calls for a new approach to learning for the twenty-first century. There is now a significant body of literature focusing mainly on three areas — motivations for a new model of learning; the specific competencies required to function effectively in the twenty-first century; and the pedagogy required to encourage those capabilities. Research has identified the learning competencies believed to be critical in positioning individuals and societies to be successful in the 21st Century and for these competencies to become core outcomes of public education (OECD 2017, UNESCO 2015, P21 Partnership for 21st Century Learning 2016).

In making the transition from the existing physical education curriculum standards (2008) focus, to the integration of QNCF key competencies and physical education competencies, several significant shifts must occur within our teaching, learning and assessment practice to achieve a 21st Century learning model:

1. The development of 21st Century learning outcomes (that indicate the learning scope, sophistication, standards and competencies; and which focus assessment);
2. 21st Century curriculum leadership and pedagogical practices;
3. 21st Century assessment of learning outcomes;
4. 21st Century Learning Environments. A key enabler that will facilitate the systemic shift required in physical education will be the effective use of ICT rich learning environments and supporting networks.

In addition, there will need to be:

5. 21st Century Continuing Professional Development (CPD)

8.1 QNCF Key Competencies and Physical Education Competencies

The following table maps the intersection of QNCF key competencies with the physical education competencies. The key competencies are important for developing learning in physical education competencies, and the key competencies are also developed through physical education competency learning. Two key competencies of ‘communication’, and ‘cooperation and participation’, are integral to all physical education competencies and they are listed as specific sub-strands in the Building Character Strand. The mapped intersection indicated by the burgundy squares manifest as learning outcomes in the three subject strands (see section 11).
8.2 Teaching and learning strategies

Qatar has embraced a vision for the 21st Century and identified the key competencies crucial for students to acquire. What can teachers do to help students acquire those competencies? What teaching and learning strategies should they use?

### Learning to Learn

What is certain about pedagogy for 21st century competencies, is that it cannot simply be didactic or command. It must shift away from very traditional pedagogies concerned with the “delivery of knowledge” and move to pedagogy that “develops knowledge”. Applied skills and attitudes in various knowledge contexts define competency learning *in* physical education *and* competency learning *through* physical education. Competencies
that students need to develop to become better learners are elevated to the forefront of the teaching-learning process. This competency focus embraces a greater inclusive approach to special needs education.

Realising such a student-centred approach consists of the following principles\(^{13}\) (Livingston et al 2017, UNESCO 2017):

1. **Learner engagement**

Learning opportunities need to be engaging. Teachers must understand student needs and preferences, and what motivates them. Today’s learners expect more responsibility, choice, interaction (see point 4) and ownership in their learning.

2. **Mutual respect**

A communal atmosphere that promotes mutual respect between teachers and students and between students themselves is vital in achieving the values and aims of the QNCF. This approach nurtures the development of good character, student responsibility and accountability, deep thinking and altruistic behaviour. It involves teachers setting clear expectations, modelling respectful behaviour and enforcing rules consistently, fairly and without favouritism.

3. **Build on prior learning**

Teaching needs to build on learners’ existing knowledge and skills and construct big picture learning for students. This is a teaching and learning strategy called ‘chunking’. Learners should be introduced to new knowledge and skills when they have mastered essential knowledge and concepts and key skills. Learning challenges should be progressive and are most effective and motivating when they are linked to child developmental stages and experiences and individualised for all learners. The sequence of achievement and learning outcomes (see section 10) support this expectation.

4. **Classroom interactions**

It is important that teaching and learning is accomplished through meaningful dialogue with students. This is consistent with what we now know about how students learn best through social interaction. Social interaction promotes interdependence and independence in the relationship between teacher and learner. Questions should promote discussion that helps to produce knowledge, rather than just question and answers that ‘prove’ knowledge has been delivered. Effective questioning also provides teachers with evidence regarding student cognitive development. Teaching and learning strategies that require interactive learning such as ‘enquiry-based’, ‘experiential’ or ‘storytelling’ are wholly appropriate.

\(^{13}\) The Teaching and learning principles and strategies are further illustrated in the QPECS (2018) guidance document.
5. **Relevance of curriculum to learners**

Meaningful learning involves students applying what is being taught within the context of their own worlds. This requires an approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in applied contexts that involve real-world problems and projects that are relevant to the learner. Physical Education should represent present life. Authentic contexts, promoted in pedagogical approaches as Play pedagogy, Sport Education, Teaching Games for Understanding (TGfU) and Problem or enquiry-based Learning approaches for example subscribe to learner relevance.

6. **Developing knowledge, skills and attitudes**

Curriculum and pedagogy should combine skills and attitude outcomes as well as the acquisition of knowledge so that knowledge is applied. This approach entails 'learning by doing' in real world contexts and student interaction (see previous points 4 and 5). This principle emphasises the importance of competency-based learning, around which the QNCF is arranged.

7. **Information and Communications Technology (ICT)**

The development and application of computer science, telecommunication and data processing have led to a transformation in how modern society functions. Access to knowledge information is easily accessible, so that children, young people and adults may search, transmit and apply knowledge when appropriate to their situation, not when a syllabus or teacher dictates it.

Rapid technological advances have themselves nurtured the shift from "knowledge delivery" to "knowledge production" and a competency-based learning approach. Emerging technologies were initially developed, however outside of the educational context and were later integrated into it. Education, as a relevant aspect in human life, is now combining with ICT to create a new learning environment where students take responsibility for their own learning.

As new technologies develop, teachers must converge the ICT into the educational and pedagogical paradigms. The ideas of teaching construction and the way meaningful learning is contextually built using technology presents a new pedagogical consideration and challenge. A new question that addresses the effectiveness of using ICT to increase educational standards, should direct our decision-making regarding its use (UNESCO 2017).

A cornerstone of developing ICT use from a pedagogical perspective, is teachers’ reflective use of ICT integral to the teaching and learning processes. These manifest in practice differently to using ICT for knowledge delivery.
8.3 Physical education assessment strategies

The key principle concerning assessment is that it aligns with curriculum, pedagogy and learner needs; and the primary purpose of assessment is to improve learning.

Teachers are disinclined to spend time on deepening learning when they feel under pressure to cover the required subject content in textbooks or in units of work. Assessments should not be purely content-driven or based on rote learning of knowledge but should build upon the skills and attitudes of learners in applied knowledge contexts and be informative and relevant to both learners and teachers.

Learning outcomes indicate the totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors an individual is expected to have mastered (QNCF 2016) and this is perhaps the most important change - the focus on relating competency-based learning with the measurement and reporting of what students have achieved. This relationship helps make assessment an integral part of students’ day-to-day schooling rather than a series of end-of-course assessments.

When developing an assessment strategy, it is important to understand the conceptual framework for physical education (see Appendix 4) and its alignment to the QNCF. This demonstrates the interrelationship between aims, key competencies, subject competencies, strands, pedagogical approaches, and learning outcomes. The learning outcomes also provide a very clear aligned focus for assessment.

Competencies are a combination of knowledge, skills and attitudes that are expressed in terms of what individuals and groups can do. The word competence implies the ability to act with success to achieve the learning outcomes, which themselves collectively express the standard expected for the stage. Assessment focusing on student achievement of the learning outcomes, therefore provides information to the teacher about several aspects of student learning:

a. The progress the student is making;
b. The competencies the student is developing (including areas of strength and areas to develop);
c. The standard at which the student is achieving;
d. a-c provides information on which to reflect about how to adapt curriculum and pedagogical practice to meet student needs.

In summary, competency assessment focuses on how well the student is performing the expected curriculum knowledge, skills and attitudes (key competencies and physical education competencies) in relation to specified standards (expressed as learning outcomes per stage using key language e.g. ‘Analyse’ ‘Synthesise’ etc).

Competency-assessment has three main parts:

1. Formative observing and recording information aligned to learning outcomes (digital images, digital video etc.) and how to use that ongoing information effectively;
2. Making a summative judgment about the achievement of the learning outcomes; and
3. Reporting that information to stakeholders (e.g. pupils, parents, school, education authority).
Information can be recorded in three ways:

a. what pupils do;

b. what pupils write (or represent e.g. through drawing, and other artefacts/evidence); and

c. through what pupils say (i.e. questioning for oral assessment / peer and self-assessment).

This approach to recording information about progress made to achieving learning outcomes (derived from the key competencies and physical education competencies) is consistent with the combination of knowledge, skills and attitude detailed in the QNCF. Information needs to be collected carefully, systematically and with clear purpose. Some means of recording (e.g. writing and saying) could be collected by pupils themselves (self-monitoring).

Assessment alignment

Alignment is of crucial importance in two ways. The first is the alignment of nested concepts, e.g. competence; strand; learning outcomes per stage; content and assessment. The second is at the more micro level (within a strand) of pedagogical approaches; use of ICT; content (forms of physical activity); learning progression; and assessment.14

14 The teaching and learning principles and strategies are further illustrated in the QPECS (2018) guidance document
9. Cross-curricular and integration

Links with other subjects and cross-cutting issues:

- Science: develop an understanding of the functioning of organisms and organic systems in accordance with knowledge acquired from other subject areas;
- Mathematics: using numbering systems in exercises and games and in facilitating fair competition and the ability to celebrate successes and address weaknesses/pitfalls constructively;
- Life skills: cooperation strategies;
- Using ICT and social Media to acquire and transmit information with regard to sports, physical exercise and health;
- English: knowledge of the international names of sporting activities;
- The capacity to celebrate success and deal with failure constructively.

<table>
<thead>
<tr>
<th>Cross-cutting issues</th>
<th>Physical Education sub-strands</th>
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<tr>
<td>The environment and Sustainability</td>
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<td>Life Skills</td>
<td>x  x  x  x  x  x  x</td>
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<td>Safety and Security</td>
<td>x  x  x  x</td>
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<td>Health Education</td>
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<td>Values Education</td>
<td>x  x  x  x</td>
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<td>Family Education</td>
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Figure 7: QNCF cross-cutting issues mapped with physical education competencies

The contribution of Physical Education, Sports and Health to Literacy and Numeracy

- Using communication strategies and numbering in the context of physical exercises, games and competitions;
- Following rules, identifying errors and correcting them.
10. **Sequence of student expected achievement: stage descriptors and learning outcomes**

The following descriptors outline student achievement expected by the end of each school stage:

<table>
<thead>
<tr>
<th>Early Childhood Stage - Achievement Descriptor (KG – 3)</th>
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<tbody>
<tr>
<td>By the end of this stage students should master fundamental movement skills and become increasingly confident participating in a wide range of activities with and without equipment both individually and with others. to extend their agility, balance and co-ordination. They should be able to engage in competitive (against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Students should describe physical and social changes that occur as they grow older and recognise how individual differences and behaviours contribute to personal identities; and how values and a collective sense of achievement contributes to cultural identity. Students should enjoy being physically active and feel successful as the basis for developing positive attitudes to participating in routines, customs, activity festivals, and celebrations. They will be able to show respect for basic rules, for others and follow safety procedures to avoid accidents and know how to warm up and cool down to avoid injury. Students should inform adults if they feel uncomfortable, unsafe or need help with a task, problem or circumstance. They share with others and manage adverse feeling describing ways to include others to make them feel they have a place and a right to belong to the group. Students show an appreciation of their own and the work of others by comparing performances with previous ones and identifying strengths and weaknesses. They explore health messages and how they relate to health decisions and behaviours, describing how to keep themselves and others healthy, safe and physically active.</td>
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<th>Primary Education Stage - Achievement Descriptor (Grades 4 – 6)</th>
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<tr>
<td>By the end of this stage students should develop more specialised skills, learning how to use them in combination, systematically and sequentially with control and accuracy, applying them in a wide variety of activities including modified versions of different sports, to solve movement challenges. They should show enthusiasm for communicating, collaborating and competing and develop an appreciation of movement and how to improve using knowledge of strengths and weaknesses, compositional principles and basic principles of attack and defence. Students participate in democratic decision-making and manage and solve conflicts constructively. They should be able to explain the influence of media, people and places on social interaction and identities as well the influence of emotions on behaviours. Students should demonstrate they value physical activity by making effective use of their leisure time and attending extra-curricular activities. They develop positive attitudes to participating socially in regular physical activity, examine how involvement creates community connections and demonstrate respect and tolerance and appreciate their own culture, as well as the values, beliefs and cultures of others. They can explain the significance of their own and others’ contributions to health, physical activity participation, health and wellbeing. They should plan and practise strategies to promote safety, apply procedures for accidents and follow conventions for different activity contexts. Physical education equipment should be used safely and responsibly, appropriate clothing should be worn, and protective equipment used appropriately.</td>
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### Preparatory Education Stage - Achievement Descriptor (Grades 7 – 9)

Students should build on and embed the knowledge, skills and attitudes learnt in Early Childhood and Primary Education Stages, become more capable, confident and proficient in advanced compositional strategy and attacking and defending strategies and techniques, and apply them across different sports and physical activities. They should analyse performances in various contexts to develop appreciation of the elements that make a performance effective and how to collaboratively communicate these principles to their own and others' work. Students should be able to develop and adhere to physical activity plans and display positive and disciplined sporting and physical activity behaviours towards self and others as the basis for developing sustained social physical activity participation throughout life. They should have the confidence, interest and understanding to get involved in sports and physical activities in and out of school and make informed decisions about healthy habits, personal hygiene and safe and correct physical activity to prevent injury, illness and disease, to maintain and to bring about improvements to physical health, mental and social wellbeing and fitness. Students will understand the principles of safe practice and apply these in a wide variety of movement environments analysing risk and managing hazards. They will take on different roles within activities and show determination and resolve in taking on different challenges, making good use of collective thinking in embracing different standpoints. They will communicate constructively to investigate cultural and historical significance of a range of physical activities and promote values such as inclusion, social fairness and respect for rules and manage personal, physical, social and emotional changes that occur as they grow older.

### Secondary Education Stage - Achievement Descriptor (Grades 10 – 12)

By the end of their school physical education experience, students should be able tackle complex and demanding physical activities. They should organise their time effectively in and out of school to develop a positive, sustained and specialised interest in sport, creative performance or physical activity, that develops personal fitness and promotes an active, healthy lifestyle. Students should move literately in their selected activities synthesising knowledge and experience of advanced movement concepts and strategies and advanced technique, as well as learning in other subjects and acquisition of specialised terminology to evaluate and improve performance. Students will design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels. The develop risk assessment and hazard management plans to use during competition and activity involvement and plan and evaluate options for managing situations where their own or others’ health, safety and wellbeing may be at short or long-term risk. They will use Emotional Intelligence skills to evaluate and cope constructively with the outcomes of emotional responses to different situations. Students will use social media ethically and responsibly to communicate about physical education, school sport, festivals and community events. They will demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They examine the role physical activity, outdoor recreation and sport play in the lives of Qatari citizens and understand the significance that current influences and their role, identity, social relationships, attitudes, beliefs, behaviours and decision-making play in determining future community connection and cohesion, values, diversity, health and wellbeing. They will promote and adhere to the Islamic codes of conduct in physical activities and competition as dependable and honourable citizens of the State of Qatar.
The following tables list the learning outcomes by strand and sub-strand. The scope, sophistication, competencies and the achievement standard required are expressed as learning outcomes. The learning outcomes help focus teacher assessment. The physical education outcomes (in bold font) have been mapped to the QNCF learning outcomes (in grey font). O2,6 for example references Outcome 2, number 6. The QNCF outcomes are referenced in full in the QPECS guidance document.

Strand 1: Moving Literately; Sub-strand 1: Movement Skills

<table>
<thead>
<tr>
<th>Early Childhood Stage (KG – 3) G(KG-3)</th>
<th>Primary education stage (Grades 4 – 6) G(4-6)</th>
<th>Preparatory education stage (Grades 7 – 9) G(7-9)</th>
<th>Secondary education stage (Grades 10 - 12) G(10-12)</th>
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<td>G(KG-3) 1.1.1 master fundamental movement skills; G(KG-3) 1.1.2 perform basic stability, locomotion and manipulation skills using different body parts; G(KG-3) 1.1.3 demonstrate an awareness of what body parts move and in what way. Master basic elements of reading, writing and numeracy (i.e. are familiar with letters and the structure of simple texts; are familiar with numbers and associate mathematical symbols with different concrete objects (O4,1); Coordinate and control body functions and movements (O4,6).</td>
<td>G(4-6) 1.1.1 master specialised movement skills in isolation and combination; G(4-6) 1.1.2 apply skills in a variety of movement sequences and situations; G(4-6) 1.1.3 orientate and control their body positions in maintaining a desired shape in a stationary position; G(4-6) 1.1.4 use core strength to maintain balance and control of their body whilst moving through space in different ways. Indicate proof of their capacities to orient in time and space effectively (O2,3).</td>
<td>G(7-9) 1.1.1 analyse and refine body awareness, to effectively perform in various activity contexts with advanced technical precision, fluency, control, agility, balance and coordination. G(10-12) 1.1.1 synthesise knowledge and experience of advanced technique to demonstrate an unconscious perception of moving literately.</td>
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## Strand 1: Moving Literately; Sub-strand 2: Movement Concepts

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<tr>
<th>Early Childhood Stage (KG – 3) G(KG-3)</th>
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<td>G(KG-3) 1.2.1 create and participate in activities with and without equipment demonstrating an understanding of where the body moves; how it moves; and with whom or what.</td>
<td>G(4-6) 1.2.1 move systematically and sequentially with control and accuracy of movement, internalising prior learning and experiences; G(4-6) 1.2.2 manipulate and modify elements of effort, space, time and people; G(4-6) 1.2.3 give force to objects or receive force from objects in sending, receiving or retaining objects.</td>
<td>G(7-9) 1.2.1 analyse and develop spatial awareness, effort awareness, time awareness and relationship awareness to effectively perform in various activity contexts with poise, technical fluency, control, agility, balance and coordination.</td>
<td>G(10-12) 1.2.1 synthesise knowledge and experience of movement concepts to demonstrate an unconscious perception of moving literately.</td>
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<td>Build on prior learning and experiences (O2,2); Are aware of errors in reasoning and attempt to correct them (O3,4); Approach information creatively by asking questions and searching for answers (O3,6); Coordinate with others in games and other physical activities (O4,6); Master (and produce) simple tools and procedures in the context of games and practical activities (i.e. drawing; handicrafts) (O6,7).</td>
<td>Build on and apply prior learning and experiences by internalising them systematically and sequentially (O2,4).</td>
<td>Improve their conceptual thinking and abstract reasoning in the context of inquiry-based learning (O3,3).</td>
<td>Develop complex conceptual mapping in different learning areas/subjects (O3,1).</td>
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<td>G(KG-3) 1.3.1 combine elements of effort, space, time, objects and people when performing movement sequences identifying and describing basic compositional ideas and basic tactics for attacking and defending. Appreciate and make good use of peer and team learning (O2,3); Develop sound reasoning by linking, in the context of simple inferences, appropriate premises/hypothesis with adequate conclusions (O3,1); Are aware of, and follow thinking rules and patterns, for instance in the context of following and applying linguistic patterns (i.e. lexical; grammatical; semantic; phonological; orthographic (O3,2); Identify, locate, access and process information in the context of simple activities related to reading, writing and numeracy (O3,5); Use reading, writing and oral communication skills, as well as numeracy skills in solving simple problems cooperatively and in daily situations (O4,3).</td>
<td>G(4-6) 1.3.1 select and combine suitable movement skills, compositional principles and the principles of attack and defence; G(4-6) 1.3.2 know strengths and weaknesses of performance and use feedback and appropriate terminology to build on strengths and work to overcome weaknesses; G(4-6) 1.3.3 develop consistency, fluency and precision in specific techniques that develop agility, whole balance and coordination. Are aware of their strengths and weaknesses, build on strengths and work to overcome weaknesses (O1,2).</td>
<td>G(7-9) 1.3.1 analyse advanced compositional strategy and advanced attacking and defending strategies that develop the whole body; G(7-9) 1.3.2 make informed decisions to perform effectively in various activity contexts with creativity, control fluency and precision in advanced techniques, agility, balance and coordination. Are aware of and make appropriate use of different modes of thinking/references (i.e. deductive; inductive; deductive-inductive; hypothetical; normative) (O3,2); Participate in decision making in families, schools and communities (O5,7); Show interest in public affairs and contribute to problem solving at school and community level (i.e. identify situations that require action and come up with appropriate solutions) (O5,8).</td>
<td>G(10-12) 1.3.1 synthesise knowledge and experience of advanced attacking and defending strategies and/or compositional strategy to evaluate and improve performance; and demonstrate an unconscious perception of moving literately; G(10-12) 1.3.2 demonstrate entrepreneurial spirit and resilience in addressing new and unfamiliar challenges; G(10-12) 1.3.3 show flexibility, creativity and responsibility. Participate in decision making in families, schools, local communities and broader national processes (O5,1); Show interest in public affairs and contribute to problem solving at school and community level by engaging in community service and other forms of activities, such as campaigns, fund raising, lobbying (O5,3); Manifest entrepreneurial spirit and skills (O6,5); Show flexibility, creativity and responsibility (O6,7).</td>
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### Strand 2: Leading Healthy, Safe and Active Lives; Sub-strand 1: Valuing Physical Activity

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<th>Early Childhood Stage (KG – 3) G(KG-3)</th>
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<td>G(KG-3) 2.1.1 recognise situations and opportunities to promote health and wellbeing; G(KG-3) 2.1.2 explore health messages and how they relate to health decisions and behaviours; G(KG-3) 2.1.3 seek out others to play actively; G(KG-3) 2.1.4 enjoy being physically active and feel successful as the basis for developing positive attitudes; G(KG-3) 2.1.5 participate in a range of physical activities. Sustain their motivation to learn and the enjoyment of learning (O2,7) Experience motivation and enthusiasm with regard to (learning) activities that require effort, concentration, and dedication (O6,2).</td>
<td>G(4-6) 2.1.1 plan and practise strategies to promote health and wellbeing; G(4-6) 2.1.2 recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours; G(4-6) 2.1.3 make effective use of leisure time and attend extra-curricular clubs; G(4-6) 2.1.4 develop positive attitudes to participating socially in regular physical activity and show enthusiasm for participating in festivals and sporting events; G(4-6) 2.1.5 explain and adhere to the components of healthy active lifestyles. Understand and adhere to the components of healthy life styles (O1,5).</td>
<td>G(7-9) 2.1.1 investigate and select strategies to promote health and wellbeing; G(7-9) 2.1.2 evaluate health information and communicate their own and others’ health concerns; G(7-9) 2.1.3 develop and adhere to regular physical activity plans for themselves and others; G(7-9) 2.1.4 demonstrate responsibility for effective self-governance to promote Qatar sporting culture and sustained physical activity participation; G(7-9) 2.1.5 display positive and disciplined sporting and physical activity behaviours towards self and others as the basis for developing sustained social physical activity participation throughout life. Understand and adhere to the components of healthy active lifestyles and make informed decisions about health, diet, physical education and exercise (O1,2); understand and adhere to the components of healthy life styles and make informed decisions about health, diet, physical education and exercise (O1,3); Manage information critically, creatively and responsibly by. Sharing it with others in the context of inquiry-based activities, such as project work (O3,5); Develop a critical approach to media and other public messages (O4,6).</td>
<td>G(10-12) 2.1.1 demonstrate a positive, sustained and specialised interest in sport, creative performance or physical activity as part of a healthy active lifestyle; G(10-12) 2.1.2 propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices; G(10-12) 2.1.3 critically analyse and apply health information from a range of sources to health decisions and situations; G(10-12) 2.1.4 organise and use leisure time effectively including providing and promoting opportunities for younger students to engage in a range of leisure activities; G(10-12) 2.1.5 examine the role physical activity, outdoor recreation and sport play in the lives of Qatari citizens and investigate how this has changed over time. Show capacity to promote healthy life styles in a consistent way (O1,3); Understand and appreciate the need of, and opportunities for life-long learning (O2,1); Make appropriate usage of mathematical instruments when handling scientific, practical or technological problems (O2,5); Understand and appreciate the need Develop intellectual tools necessary for further studies in higher education, as well as the integration in the world of work (such as research and problem-solving (O2,7); Pull together the relevant information/knowledge in the context of complex and creative project work linked to problem solving in private, public and professional life (O3,7).</td>
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<tr>
<td>Early Childhood Stage (KG – 3) G(KG-3)</td>
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<td>G(KG-3) 2.2.1 use basic terminology to recognise and describe their physical development and the effects of exercise on their bodies; G(KG-3) 2.2.2 participate in regular physically active play and explain how it keeps individuals healthy and well; G(KG-3) 2.2.3 appreciate other behaviours (such as rest and nutrition), that link to health and wellbeing; G(KG-3) 2.2.4 are able to overcome negative emotions. Are aware of emotions, overcome negative emotions and manifest positive and pro-active feelings and dispositions (O1,6).</td>
<td>G(4-6) 2.2.1 participate in physical activities designed to enhance fitness and health; G(4-6) 2.2.2 develop a participation plan and explore the impact regular activity can have on fitness, health and wellbeing; G(4-6) 2.2.3 explain the different contribution individuals can make to the wellbeing of their local communities. Make use of scientific concepts and approaches in investigating the natural and man-made environment (O2,2); Are aware of, develop and make use of learning-to-learn skills (i.e. identify learning needs and resources; develop a work plan, including strategies to monitor learning progress; assess outcomes against learning objectives) (O2,7); Are aware of, and engage in the different contributions individuals can make to the wellbeing of their local and broader communities (O5,4).</td>
<td>G(7-9) 2.2.1 participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal physical activity and fitness plans; G(7-9) 2.2.2 understand and adhere to the components of healthy life styles and make informed decisions about health, diet, physical education and physical activity to bring about improvements to physical health and mental and social wellbeing. Process information/knowledge critically and creatively in the context of decision making and problem solving related to study, daily life and community issues (O3,3); Develop critical media awareness and use media means to discuss public issues (O5,9); Are aware of the basic competencies needed for different life situations and career paths, including ICT related competencies (O6,1); Plan and manage simple projects to achieve objectives (leading, delegating, analysing, communicating, debriefing, evaluating as appropriate) (O6,6).</td>
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<tr>
<td>G(10-12) 2.2.1 design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels; G(10-12) 2.2.2 critically analyse healthy active lifestyle guidance to make informed decisions about physical activity behaviour and the benefits expected. Are aware of the negative consequences of using drugs (O1,7); Are aware of, and make reference to, and usage of ethical norms of scientific work (O2,5); Demonstrate proof of complex and sound reasoning by drawing evidence-based conclusions from appropriate premises (O3,2); Identify and engage in the debating of scientific and moral dilemmas (O3,3); Compare information/knowledge from different sources (i.e. information to be found in the media or on the internet) and formulate personal critical stand points (O3,5); Plan and manage more complex projects i.e. community service projects; scientific &amp; technological projects; cultural projects – to achieve objectives (leading, delegating, analysing, communicating, debriefing, evaluating, as appropriate) (O6,4); Demonstrate the ethics of work (O6,6); Are aware of and demonstrate proof of the competencies and tasks required in private, public and professional life (O6,8).</td>
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</table>
### Early Childhood Stage (KG – 3) G(KG-3)

- G(KG-3) 2.3.1 show respect for basic rules, for others and safety procedures to avoid danger such as accidents;
- G(KG-3) 2.3.2 know how to warm up and cool down for activity;
- G(KG-3) 2.3.3 identify, describe, practise and apply strategies that can be used in physical activities or situations when they feel uncomfortable, unsafe or need help with a task, problem or circumstance;
- G(KG-3) 2.3.4 generate and implement ideas, simple plans and tactics that are safe.

Follow rules and procedures to avoid danger such as accidents and diseases (O1,5);
Observe basic security precautions and what measures to take in order to avoid dangers to their lives and the lives of others (such as traffic rules) (O5,3);
Develop and make appropriate use of life skills (i.e. politeness; risk and danger awareness; respecting basic health and hygiene rules; basic awareness of survival rules and procedures in the case of disasters and other difficult situations) (O6,2);
Develop a basic understanding of the need to and possibilities to, protect the environment through individual and collective action (O6,5).

### Primary education stage (Grades 4 – 6) G(4-6)

- G(4-6) 2.3.1 plan and practise strategies to promote safety;
- G(4-6) 2.3.2 know and make appropriate use of risk and danger awareness;
- G(4-6) 2.3.3 respect basic health and hygiene rules;
- G(4-6) 2.3.4 know and apply procedures in the case of accidents or other difficult situations;
- G(4-6) 2.3.5 understand safety methods and conventions for different activity contexts including the importance of appropriate clothing;
- G(4-6) 2.3.6 use physical education equipment safely and responsibly;
- G(4-6) 2.3.7 apply rules and methods for safe lifting and handling;
- G(4-6) 2.3.8 use personal protective equipment as required.

Seek and make use of guidance, advice, information and support, when appropriate (O2,6);
Link decisions with their consequences responsibly (O3,4);
Manifest initiative with regard to actions to be taken in specific circumstances (O3,7);
Develop and make appropriate use of life skills (i.e. politeness; risk and danger awareness; respecting basic health and hygiene rules; basic awareness of survival rules and procedures in the case of disasters and other difficult situations) in the context of community-oriented activities (O6,2).

### Preparatory education stage (Grades 7 – 9) G(7-9)

- G(7-9) 2.3.1 know and apply the principles of safe practice in movement environments;
- G(7-9) 2.3.2 practise and apply strategies to seek help for themselves or others;
- G(7-9) 2.3.3 investigate and select strategies to promote safety;
- G(7-9) 2.3.4 develop and apply knowledge of safe and correct exercise;
- G(7-9) 2.3.5 analyse risk and manage hazards;
- G(7-9) 2.3.6 engage in regular physical activity, healthy habits and personal hygiene that are important for the prevention of illness and disease, and the preservation and improvement of individual and public/community health.

Show initiative, assess risks and handle obstacles to learning independently and creatively (O2,4);
Manifest discipline in work and take the initiative with regard to improving their working environment (O2,5);
Identify, locate, access and process appropriate information independently and responsibly, including through the means of ICT and e-learning (O3,1);
Assess the quality of their information/knowledge and the way it is used for different purposes (i.e. whether it is appropriate; comprehensive; correct; ethical) (O3,7);
Protect the natural and man-made environment and contribute to sustainable development (O5,10).

### Secondary education stage (Grades 10 - 12) G(10-12)

- G(10-12) 2.3.1 develop risk assessment and hazard management plans to use during competition and activity involvement;
- G(10-12) 2.3.2 plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long-term risk;
- G(10-12) 2.3.3 propose, practise and evaluate responses in situations where external influences may impact on their ability to make safe choices.

Indicate proof of capacities to organise, present and share information in a clear, coherent and accessible way (O3,4);
Protect the natural and man-made environment and contribute to sustainable development through networked activities and communities of practice (O5,5).
### Strand 3: Building Character; Sub-strand 1: Cultural and Personal Identity

<table>
<thead>
<tr>
<th>Early Childhood Stage (KG – 3) G(KG-3)</th>
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<td>G(KG-3) 3.1.1 take part in routines, customs, activities, festivals, and celebrations; G(KG-3) 3.1.2 describe ways to include others to make them feel they have a place and a right to belong to the group; G(KG-3) 3.1.3 participate in physical activities from their own and other cultures; G(KG-3) 3.1.4 describe physical and social changes that occur as they grow older and discuss how family and community acknowledge these; G(KG-3) 3.1.5 demonstrate a positive sense of personal identity and respect for similarities and differences; G(KG-3) 3.1.6 show a sense of social justice and recognise and deal with unfair behaviour.</td>
<td>G(4-6) 3.1.1 participate in physical activities from their own and others' cultures and examine how involvement creates community connections and intercultural understanding; G(4-6) 3.1.2 demonstrate respect and tolerance and appreciate their own culture, as well as the values, beliefs and cultures of others; G(4-6) 3.1.3 develop and apply coping strategies to address personal and social changes; G(4-6) 3.1.4 practise skills to establish and manage relationships; G(4-6) 3.1.5 take on different roles beyond active participant.</td>
<td>G(7-9) 3.1.1 respect and appreciate their own culture as well as the values, beliefs and culture of others; G(7-9) 3.1.2 participate in and investigate cultural and historical significance of a range of physical activities; G(7-9) 3.1.3 evaluate strategies to manage personal, physical and social changes that occur as they grow older; G(7-9) 3.1.4 show others respect and manage emotions whilst taking on different roles within an activity (specifically the role of a captain) making good use of the advantages of collective thinking and embracing a different standpoint, if appropriate; G(7-9) 3.1.5 are aware of study and career opportunities in physical education, sports and health areas; G(7-9) 3.1.5 demonstrate determination and resolve in facing up to different challenges in a range of contexts.</td>
<td>G(10-12) 3.1.1 examine the impact of changes and transitions on relationships; G(10-12) 3.1.2 evaluate factors that shape identities and critically analyse how individuals impact the identities of others; G(10-12) 3.1.3 demonstrate an individual work ethic and composure in complex situations that leads to sound reasoning in the decision-making process contributing to effective team membership; G(10-12) 3.1.4 act autonomously, competently and responsibly in organising fair competition based on mutual tolerance and respect for human dignity; G(10-12) 3.1.5 use Emotional intelligence skills of self-awareness and self-management; and; social awareness and relationship management to cope constructively with emotions; G(10-12) 3.1.6 promote and adhere to the Islamic codes of conduct in physical activities and competition as a dependable and honourable citizen, values that address prejudice, discrimination and marginalisation and demonstrate a sense of belonging to the Qatar Nation.</td>
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Understand and adhere to the Islamic codes of conduct and manners in different daily-life and special situations, such as national holidays and religious celebrations (O1,1); Be aware of prejudices and stereotypes and try to overcome them in the context of school, activities, games and out of school interactions (O1,4); Show a more complex awareness of their local and wider environment (i.e. family, kindergarten; local community) and how it functions (i.e. basic rules; timelines/calendar; rights and responsibilities; expectations) (O5,1); Identify common elements and links between themselves and other people, places, phenomena and things (O5,2); Develop a basic understanding of Human Rights, tolerance and respect of self and others (O6,3); Develop an awareness of the social and natural environment in relation to familiar surroundings (i.e. family and local community) (O6,4); Develop awareness of human activities, and of the potential for personal pro-active contributions (O6,6).
**Strand 3: Building Character; Sub-strand 2: Communication and Cooperation**

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<td>G(KG-3) 3.2.1 practice in a cooperative manner in group situations when participating in physical activities; G(KG-3) 3.2.2 develop basic language appropriate for exploring alternatives to improve their personal best; G(KG-3) 3.2.3 share with others and manage adverse feelings.</td>
<td>G(4-6) 3.2.1 participate positively and fairly in individual and team competitions by encouraging others and negotiating roles and responsibilities; G(4-6) 3.2.2 manage and solve conflicts constructively by learning how to be magnanimous in victory and gracious in defeat; G(4-6) 3.2.3 sustain opinion in a civil way and to negotiate, compromise and adopt win-win situations; G(4-6) 3.2.4 participate in democratic decision-making in groups and teams paying attention to different communication situations and styles.</td>
<td>G(7-9) 3.2.1 practise and apply personal and social skills when undertaking a range of roles in physical activities; G(7-9) 3.2.2 collaborate and communicate ideas constructively, promoting values such as inclusion and social fairness applying rules fairly and consistently to the conventions and codes of conduct for different PE areas and extra-curricular activities; G(7-9) 3.2.3 analyse oral and non-verbal communication skills in various authentic sporting and physical activity contexts to improve performance; G(7-9) 3.2.4 promote principles and values such as inclusion and social fairness; G(7-9) 3.2.5 appreciate and respect rules and the concept of fairness.</td>
<td>G(10-12) 3.2.1 devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams; G(10-12) 3.2.2 use debating, ICT and social media skills ethically and responsibly to participate in communication about PE, school and community events.</td>
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<tr>
<td>- Demonstrate confidence, self-esteem and personal and interpersonal skills (i.e. expressing opinions civilly; asking questions; asking for advice and support; offering advice and support; participating in simple exercises of decision making; participating in group activities based on specific tasks) (O1,2);</td>
<td>- Know how to reinforce their strengths mutually in the context of team/group work (O1,3); Manage resources (time, people, and their environment) productively and responsibly (i.e. make plans for learning; distribute and respond to tasks; lead others; observe timelines; assess outcomes) (O2,8); Improve their reading, writing and numeracy skills to the level of an independent user in their mother tongue and as a basic user in English (O1,4); Understand and produce more complex oral messages by paying attention to different communication situations and styles (O4,2); Give their opinion on different topics and sustain their view points in a civil way (O4,3); Engage in sporting and artistic activities, individually and in cooperation with others, for the experience of fair competition and group solidarity (O4,6); Participate in democratic decision-making in families and schools (O5,5); Manage and solve conflicts constructively by learning how to negotiate, compromise and adopt win-win situations (O5,6); Develop organisational skills, the ability to take initiative and work with others in the context of peer and group work (O6,1).</td>
<td>- Engage in constructive and civil dialogue by exchanging ideas and arguments and assessing their validity (of own ideas/arguments and those of others), and are ready to embrace a different stand point if appropriate (O3,4); Are aware of, and make good use of the advantages of collective thinking (O3,6); Assess the quality of their information/knowledge and the way it is used for different purposes (i.e. whether it is appropriate; comprehensive; correct; ethical) (O3,7); Improve their oral communication, reading, writing and numeracy skills to the level of an independent user in their mother tongue; as an independent user in English; and as a basic user in another language (O4,1); Understand and produce more complex discourses and texts, with a special emphasis on literature and usage of language in real-life situations (O4,2); Demonstrate Human Rights values and principles in daily life (i.e. fighting against prejudices and discrimination of all kinds; fighting against poverty and marginalisation; promoting gender equality) (O5,4); Develop organisational skills, the ability to take initiative and work with others in the context of inquiry-based and problem-solving oriented activities (O6,3).</td>
<td>- Improve their oral communication, reading, writing and numeracy skills to the level of a proficient user in their mother tongue; as a proficient user in English; and as an independent user in another language (O4,1); Pay attention, in the usage of languages, to aspects such as correctness, fluency and expressivity in compliance with different situations of private, public and professional life (O4,2); Demonstrate debating skills and the capacity to engage constructively in public debates (O4,4); Use new technologies to express themselves and participate in networked communication and communities of practice independently and responsibly (O4,5); Understand critically media messages (including social media message) and participation in media communication at school and community levels (O4,6); Make good usage of their debating skills and engage in public debates constructively (O5,4).</td>
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### Strand 3: Building Character; Sub-strand 3: Appreciating Movement Aesthetically

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<td>Learners will...</td>
<td>G(KG-3) 3.3.1 appreciate their own and the work of others by comparing performances with previous ones and identifying strengths and weaknesses.</td>
<td>G(4-6) 3.3.1 use appropriate language to demonstrate appreciation of performance in various movement contexts; G(4-6) 3.3.2 monitor their own and others progress in learning and make necessary adjustments; G(4-6) 3.3.3 use feedback in a positive yet developmental way that is sensitive to the feelings of others.</td>
<td>G(7-9) 3.3.1 know strengths and weaknesses and terminology associated with setting and prioritising learning goals; G(7-9) 3.3.2 make appropriate use of different modes of thinking to inform decision-making about moving efficiently; G(7-9) 3.3.3 develop decision-making as an individual, group and team to develop and implement actions that improve performance in a range of physical education, school and community sport and physical activity situations.</td>
<td>G(10-12) 3.3.1 synthesise relevant information and develop critical thinking and language skills to evaluate performance overtime that provides opportunity to improve the ability to move efficiently; G(10-12) 3.3.2 make appropriate use of literacy, numeracy, science and ICT to synthesise and evaluate aspects of performance (both short and long term) to develop aesthetic and imaginative capacities; G(10-12) 3.3.3 acquire and use more specialised terminology that is used fluently and expressively in physical activities, sports and health contexts.</td>
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[29]
Bibliography


Web-links
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https://en.unesco.org/themes/ict-education
Accessed: 24/03/18

UNESCO - Education 2030 Framework for Action
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