

Curriculum in Physical education

This is a translation from Norwegian Nynorsk of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

Physical education is an important subject for stimulating lifelong joy of movement and a physically active lifestyle based on personal qualities and abilities. The subject shall help the pupils to learn, sense, experience and create with their bodies. Through movement activities and nature wandering together with others, physical education promotes collaboration, understanding and respect for each other. The subject shall help the pupils to develop their competence in exercising, lifestyle choices and health, and also to experience the importance of one's own efforts for achieving goals. The pupils' efforts are therefore part of the competence in physical education. The subject shall motivate the pupils to maintain a physically active and health-promoting lifestyle after leaving school and in their future working lives.

All subjects shall help the pupils to understand the value system for learning. Physical education shall give the pupils the opportunity to practise and reflect on interaction, co-responsibility, equality and equal value. In physical education, the pupils shall solve challenges and tasks in a diversified learning environment. The subject shall also challenge their courage to push their limits. Play, outdoor life ("friluftsliv"), dancing, swimming, sports activities and other movement activities are part of the all-round education tradition and the creation of identity in society. Physical education maintains the traditional movement activities in society, while also stimulating experimentation and creative exercise of talent in alternative forms of movement. Physical education encourages the pupils to think critically about how the way the ideal body is portrayed may affect self-esteem, health, fitness and lifestyles. Outdoor activities and nature wandering are the foundation for learning to enjoy and respect nature and for developing environmental awareness.

Core elements

Movement and bodily learning

The pupils shall enjoy being in movement alone and with others, based on their own interests, intentions and abilities. The pupils shall explore their own identity and their self-image, and reflect and deliberate on the relationship between movement, body, fitness and health. Physical education opens for bodily learning through playing and practising in outdoor life ("friluftsliv"), dancing, sports activities and other activities involving movement. Bodily learning refers to developing all-round motor-skills and awareness of the body, and stimulating the joy of movement.

Participation and interaction in movement activities

The pupils shall solve challenges and tasks in a common learning environment, and reflect on interaction and equality. In many movement activities participation, co-responsibility and cooperation are necessary to promote one's own and others' learning. This means being open to differences and including everyone, regardless of background and abilities.

Outdoor activities and nature wandering

The pupils shall use the local area and explore nature through a variety of outdoor activities in all four seasons. Experiences in nature and safe and sustainable outdoor life/nature wandering are important for the pupils. In physical education the pupils shall experience different cultures in outdoor life, including activities relating to Sami culture.

Interdisciplinary topics

Health and life skills

In physical education the interdisciplinary topic of health and life skills refers to promoting good mental and physical health and giving the pupils tools to make responsible life choices. The subject shall promote a positive self-image which can give the pupils a stable identity. The subject shall help the pupils to acquire knowledge about different perspectives on movement activities and health. The pupils shall also learn to treat health as a resource in a way that benefits each individual, and learn to make choices that are good for their own and others' health throughout life.

Democracy and citizenship

In physical education the interdisciplinary topic of democracy and citizenship refers to promoting the ability to interact in activities, and to reflecting on what one's own participation and efforts mean for interaction and learning in the subject. The subject shall contribute to giving the pupils knowledge about and understanding of democratic values and rules through co-participation, co-responsibility and cooperation in interaction with others. The subject shall also help the pupils to practise in thinking critically, learning to deal with differences of opinion and respecting disagreement.

Sustainability

In physical education the interdisciplinary topic of sustainability refers to experiencing nature with emphasis on safe and sustainable outdoor life nature wandering. The subject shall contribute to understanding that the choices each person makes have an impact on and consequences for

sustainable development and the protection of life on Earth, locally, regionally and globally.

Basic skills

Oral skills

Oral skills in physical education refers to the ability to listen and communicate in movement activities and to being able to explain and express one's own experiences and reflections. The development of oral skills in physical education progresses from language exploration of movement experiences to further reflection on and discussion of important content in the subject.

Writing

Writing in physical education refers to planning, expressing and assessing one's own development in the subject. This also means being able to prepare one's own exercise plans. The development of writing skills in physical education progresses from using drawings, pictures, figures and plans to being able to write more subject-specific texts and illustrations.

Reading

Reading in physical education refers to finding, interpreting and critically assessing different types of texts and information, and to searching for the necessary knowledge to develop competence in the subject. The development of reading skills in physical education progresses from collecting and reflecting on information from simple instructions, maps and texts to being able to read more multimedia and subject-specific texts, map and pictures.

Numeracy

Numeracy in physical education refers to using mathematical expressions to plan, carry out and reflect on different aspects in the diversity of movement activities in the subject. The development of numeracy skills in physical education progresses from experiencing distance, activities, play and games through increasing complexity to being able to relate movement activities to such concepts as weight, speed, force, time and amount.

Digital skills

Digital skills in physical education refers to the ability to use digital resources to explore, be creative and solve practical challenges in the subject. It also refers to using digital resources critically and with awareness to develop a stable identity, awareness of the body and a positive self-image. The development of digital skills in physical education progresses from being able

to follow rules for digital interaction and protection of individual information to using digital resources to plan and assess one's own fitness and exercise.

Competence aims and assessment

Competence aims and assessment Year 2

Competence aims after Year 2

The pupil is expected to be able to

- explore one's own bodily movement in play and other activities, alone and together with others
- explore and carry out basic movements such as to crawl, walk, run, hop on one leg, jump, land, turn and roll in different environments based on one's own abilities
- practise in delivering, receiving and playing with different objects and types of ball
- play and interact with others in activities in a variety of movement environments
- play and perform basic exercises to get accustomed to water, such as to dive, float, glide, move through the water and jump into and orient oneself in water
- understand and follow simple rules for interaction in various movement activities
- explore nature in the local environment with a variety of activities in each of the seasons
- understand and follow rules for hiking and wear the proper clothing according to the weather and outdoor conditions
- practise safe behaviour in traffic
- practise safe behaviour when in the water and practise how to call for help

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in Years 1 and 2 when alone and with others they take part in, practise and challenge their own opportunities for movement in different activities, indoors and outdoors, in nature and in the local environment.

The teacher shall facilitate for pupil participation and stimulate their desire to learn through a variety of movement activities the pupils perform alone or with others. The teacher and pupils shall engage in dialogue about their

development in physical education. The pupils shall be encouraged to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and what they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in movement activities, play and interaction, outdoor activities in the local environment and safe behaviour in traffic and when in the water.

Competence aims and assessment Year 4

Competence aims after Year 4

The pupil is expected to be able to

- explore and play games, take part in sports activities, dancing and other movement activities
- use one's body to explore activities and develop basic movements
- practise and use basic skills, such as running with, throwing, bouncing, kicking and catching a ball in various movement activities
- show the ability to swim by falling into deep water, front stroke swimming 100 m, during which the pupil dives down and picks up an object with his or her hands, stopping and resting for three minutes (while keeping afloat on one's stomach, orienting oneself, rolling over, floating on one's back), then swimming 100 m backstroke, and climbing ashore
- understand and follow rules for interaction in games and movement activities
- understand how one's own body and others' bodies are different, and include others in different movement activities
- explore outdoor activities and cooperate with others during the different seasons in the local environment
- make and use maps to orient oneself in familiar terrain
- practise safe and sustainable nature wandering
- understand and follow traffic rules

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in Years 3 and 4 when they participate in and practise so they can learn different movement activities, cooperate and include others in play and interaction, and explore outdoor activities during the four seasons in the local environment.

The teacher shall facilitate for pupil participation and stimulate the desire to learn through a variety of movement activities the pupils perform alone or

together with others, and through practising on assessing their own work in physical education. The teacher and pupils shall engage in dialogue about their development in physical education. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and what they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in movement activities, swimming, play and interaction in outdoor activities.

Competence aims and assessment Year 7

Competence aims after Year 7

The pupil is expected to be able to

- explore, play and play games, and play together with others in various movement activities
- practise complex movements, alone and together with others
- take part in activities according to one's own interests and abilities in dancing, outdoor life, sports activities and other movement activities
- use maps, digital tools and signs in nature to orient oneself in nature and the local environment
- understand and follow the rules for activities and games and respect the results
- understand the differences between oneself and others and participate in movement activities that may be adapted to the abilities of others, not only one's personal preferences
- perform basic techniques in front stroke swimming, backstroke swimming and swimming under water
- assess the safety of outdoor activities and nature wandering and learn self-rescue in water
- use the local environment and explore local outdoor life cultures
- explain the public right of access in nature and behaviour in nature
- go on overnight trips and reflect on one's own experiences of nature

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in Years 5, 6 and 7 when they participate and learn in a variety of movement activities, follow the rules for activities and games, and understand differences between themselves and others. The pupils also demonstrate competence by reflecting on movement activities, social interaction, nature wandering and experiences in nature.

The teacher shall facilitate for pupil participation and stimulate the desire to learn through a variety of movement activities the pupils perform alone or together with others, and through their assessment of their own work in physical education. The teacher and pupils shall engage in dialogue about their development in physical education. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and what they find they have done better than before. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in movement activities, play, games, self-rescue in water and outdoor life in the local environment.

Competence aims and assessment Year 10

Competence aims after Year 10

The pupil is expected to be able to

- explore one's own opportunities for exercising, health and well-being through play, dancing, outdoor life, sports activities and other movement activities
- exercise and develop skills in a variety of movement activities
- practise and carry out dance activities from youth cultures and other cultures, and together with co-pupils create and present dance compositions
- reflect on how different presentations of the body in media and society affect movement activity, and how the pupil sees his or her body and self-image
- plan and perform movement activities that can be carried out in the case of injury or illness
- use one's own skills and knowledge in a way that might help others to have progress
- recognise differences between oneself and others in movement activities and include everyone, regardless background and abilities
- understand the use of several types of maps and digital tools and use them to orient oneself in familiar and unfamiliar terrain
- perform a variety of swimming techniques and be able to swim a long distance based on one's own goals
- understand and perform lifesaving in, on and by water out in nature
- understand and perform lifesaving first aid
- practise outdoor life in all the seasons, including camping out, and reflect on what experiences in nature may mean for oneself and others
- assess the risk and safety of a variety of outdoor activities, understand and carry out sustainable and safe nature wandering

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in Years 8, 9 and 10 by exercising and using knowledge and skills in increasingly more complex movement situations, using their own skills and knowledge to help others progress in the subject, and acknowledging differences between themselves and others in movement activities. The pupils also demonstrate their competence by taking part in outdoor life in different seasons, including camping out, and by reflecting on what experiences in nature mean for oneself and others.

In physical education, interaction with others, practising and participating in different movement activities and nature wandering are essential aspects of the competence in the subject. Effort in physical education means that the pupil endeavours to solve subject-related challenges to the best of one's ability without giving up, challenges one's own physical capacity and collaborates with others.

The teacher shall facilitate for pupil participation and stimulate the desire to learn through a variety of movement activities the pupils perform alone or together with others, and when they assess their own work in physical education. The teacher and pupils shall engage in dialogue with the pupils about their development in physical education. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in movement activities, in participating and practising with others, in lifesaving, and in outdoor activities and outdoor life.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in physical education after completing Year 10. The teacher shall plan and facilitate for the pupils to demonstrate their competence in a variety of ways, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in physical education based on the competence demonstrated by the pupil in the subject. Interaction with others, and practising and participating in different movement activities and nature wandering are essential aspects of competence in physical education. The pupils' efforts are part of the competence in physical education and are therefore part of the basis for assessment.

Competence aims and assessment vg1

Competence aims after vg1

The pupil is expected to be able to

- exercise and create new varieties of play, movement activities and dance with others
- plan and follow methods for practising and exercising to achieve individual goals, including when one is not fully able to participate in the activity
- use one's own skills and knowledge to cooperate with others and contribute to making others good in activities and interaction
- prevent injury in movement activities and perform basic first aid
- use maps and digital tools in a way that ensures safe nature wandering for oneself and others
- use local traditions in nature wandering during all four seasons

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in vg1 by practising and exercising to reach individual goals and develop movement activities, and by exploring play and games together with others. The pupils also demonstrate competence when they use their own skills and knowledge to cooperate and make others good in activity and interaction. The pupils also demonstrate competence by using local traditions in nature wandering.

In physical education, interaction with others, practising and participating in different movement activities and nature wandering are essential aspects of the competence in the subject. Efforts made by pupils are part of the competence in physical education. Making an effort in physical education means that the pupil endeavours to solve subject-related challenges to the best of his/her ability without giving up, demonstrates independence, challenges his/her own physical capacity and cooperates with others.

The teacher shall facilitate for pupil participation and stimulate their desire to learn through a variety of movement activities the pupils do alone and together with others, and when they assess their own work in physical education. The teacher and pupils shall engage in dialogue about their development in physical education. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their

competence in movement activities, play and games together with others, first aid, outdoor activities and outdoor life.

Competence aims and assessment vg2

Competence aims after vg2

The pupil is expected to be able to

- take part in games, sports activities and other movement activities and understand how different activities affect and develop coordination, strength, stamina and mobility
- exercise alone and reflect on how physical activity can promote good physical and mental health and contribute to a health-promoting lifestyle after completing school and in one's future working life
- follow rules for participating in different movement activities and contribute to learning for others
- plan and carry out activities in outdoor life during the different seasons where the purpose is to have good experiences in nature
- have a sustainable approach to nature wandering and find ways of practising outdoor life in the local area

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in vg2 by training and learning in play and a variety of movement activities, by exercising alone, by helping others learn and by having a sustainable approach to nature wandering and an independent practice of outdoor life.

In physical education, interaction with others, practising and participating in different movement activities and nature wandering are essential aspects of the competence in the subject. The efforts made by the pupils are part of the competence in physical education. Making an effort in physical education means that the pupil endeavours to solve subject-related challenges to the best of his/her ability without giving up, demonstrates independence, challenges one's own physical capacity and cooperates with others.

The teacher shall facilitate for pupil participation and stimulate the desire to learn through a variety of movement activities the pupils perform alone or with others, and when they assess their own work in physical education. The teacher and pupils shall engage in dialogue about their development in physical education. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and reflect on their development in the subject. The teacher shall

provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in movement activities, their own exercising, and their participation and interaction in outdoor activities and outdoor life.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in physical education after completing vg2. The teacher shall plan and facilitate for the pupils to demonstrate their competence in a variety of ways, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in physical education based on the competence demonstrated by the pupil in the subject. Interaction with others, practising and participating in different movement activities and nature wandering are essential aspects of competence in physical education. The pupils' efforts are part of the competence in physical education and are therefore part of the basis for assessment.

Competence aims and assessment vg3

Competence aims after vg3

The pupil is expected to be able to

- practise and develop knowledge and skills in different movement activities based on one's own background and abilities
- plan, carry out and assess one's own exercising and explain how this may contribute to a physically active and health-promoting lifestyle after completing school
- describe and discuss relationships between movement, body, exercise and health in society
- collaborate on solving practical tasks in a common learning community, and based on practising and activity, reflect on how one's own participation may affect others
- plan and carry out outdoor activities and outdoor life in the local area

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop their competence in physical education in vg3 by practising and developing knowledge and skills in a variety of movement activities and by collaborating on solving practical tasks in a learning environment. The pupils also demonstrate competence by planning, carrying out and assessing their own exercise, outdoor activities and outdoor life in the local area.

In physical education, interaction with others, practising and participating in different movement activities and nature wandering are essential aspects of the competence in the subject. The efforts made by the pupils are part of the competence in physical education. Making an effort in physical education means that the pupil endeavours to solve subject-related challenges to the best of his/her ability without giving up, demonstrates independence, challenges his/her own physical capacity and cooperates with others.

The teacher shall facilitate for pupil participation and stimulate the desire to learn through a variety of movement activities the pupils perform alone or with others, and when they assess their own work in physical education. The teacher and pupils shall engage in dialogue about their development in physical education. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved, and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in movement activities, exercising in the context of lifestyle and health, cooperation and in interaction with others, and in outdoor activities and outdoor life in the local area.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in physical education after completing Vg3. The teacher shall plan and facilitate for the pupils to demonstrate their competence in a variety of ways, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in physical education based on the competence demonstrated by the pupil in the subject. Interaction with others, practising and participating in different movement activities and nature wandering are essential aspects of competence in physical education. The pupils' efforts are part of the competence in physical education and are therefore part of the basis for assessment.

Type of assessment

Assessment of coursework

Year 10: Pupils shall be awarded one grade for coursework.

Vg1 special for the vocational programmes: Pupils shall be awarded one grade for coursework.

Vg2 vocational programmes: Pupils shall be awarded one grade for coursework.

Vg3: Programmes for general studies and vocational programmes: Pupils shall be awarded one grade for coursework.

Vg3 supplementary programme for general university and college admissions certification: Pupils shall be awarded one grade for coursework.

When the subject is taught over several years, the pupils shall be awarded one grade for coursework for only the highest level of the subject.

Examination for pupils

Pupils do not have an examination.

Examination for external candidates

Year 10: There is no arrangement for examinations for external candidates.

Vg2 vocational education programmes: The external candidate shall sit for an oral-practical examination which is prepared and graded locally.

Each county authority determines whether external candidates shall be given a preparation part for locally prepared examinations.

Vg3 General studies programmes and vocational programmes in a school: The external candidate shall sit for an oral-practical examination which is prepared and graded locally. Each county authority determines whether external candidates shall be given a preparation part for locally prepared examinations.