



**Viking International School  
Physical Education (PE) Curriculum**

# CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish Fællesmål and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

Physical Education at VIS develops students' motor skills, physical confidence, and joy in movement. Students learn to participate safely and skillfully across a wide range of activities, including games, fitness, dance, gymnastics, and swimming. The subject fosters teamwork, fair play, resilience, and positive social interaction.

Students gain an understanding of how physical activity supports health and wellbeing. They learn to set goals, reflect on progress, and take responsibility for their own physical development. PE prepares students for active, healthy participation in school life and the wider community.

Students' progress in Physical Education is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the Fællesmål sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom.

# YEARGROUP ALIGNMENT

<b>Danish</b>	<b>VIS</b>	<b>Key Stage (KS)</b>
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

# OVERVIEW

## Requirement (Friskoleloven §1a)

## How VIS meets this

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

## Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
<b>Versatile sports practice</b> 'Students can...'	Students can participate in basic, versatile movement activities and use simple motor skills in play and structured tasks. They can explore running, jumping, throwing, simple ball handling, dance, and basic gymnastics with growing control and curiosity.	Students can use more complex and coordinated movement patterns in a range of sports activities. They can apply basic techniques in games, dance, gymnastics, and athletics and adapt their movement to different tasks, equipment, and environments.	Students can perform and apply compound movement skills in developing sports activities. They can refine technique, use tactical understanding in games, and perform structured sequences in dance and gymnastics. They can evaluate their own performance and apply feedback.	Students can use advanced and varied movement patterns in a broad and versatile sports practice. They can analyse, refine, and adapt technical and tactical elements in a range of disciplines and demonstrate independence in improving their own performance.
<b>Sports culture &amp; relationships</b> 'Students can...'	Collaborate in pairs and small groups, follow simple rules, and participate in shared activities with respect and fair play.	Actively participate in the culture and community of sports. They can work cooperatively in teams, follow rules independently, take turns, and show positive behaviour toward others.	Analyse sports-related norms, values, and relationships. They can reflect on cooperation, conflict, and fair play, and explain how attitudes and behaviour influence group dynamics in sport.	Students can assess sports cultural norms, values, and relationships in a broader societal perspective. They can lead groups, apply ethical considerations, and evaluate how inclusion, fairness, and respect shape sports environments.
<b>Body, training &amp; well-being</b> 'Students can...'	Describe how their body reacts to physical activity and recognise changes in breathing, heart rate, and effort.	Discuss the importance of physical activity for health, development, and well-being. They can reflect on their own effort and describe healthy habits.	Analyse how body, training, and well-being interact. They understand basic training principles and can relate physical activity to physical and mental health.	Assess the interaction between body, training, and well-being in both current and future perspectives. They can plan, adjust, and reflect on training and lifestyle choices to support long-term health.

Area of competence		After KS1										
Competency goals		Athletics		Games & Ball Skills		Dance		Gymnastics		Outdoor Activities		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
Versatile sports practice	Students can participate in basic, versatile movement activities and use simple motor skills in play and structured tasks. They can explore running, jumping, throwing, simple ball handling, dance, and basic gymnastics with growing control and curiosity.	IC1	Run in a straight line, jump safely, and throw towards a target with emerging control.	Students know basic movement words (run, jump, hop) and understand that exercises change how the body feels before and after activity.	Bounce, kick, strike, throw, and catch a ball with two hands and begin to control a moving ball.	Students know the differences between simple ball games and understand that games have rules and require taking turns.	Copy fast and slow movements, repeat simple sequences, and show stillness and basic freestyle actions.	Students know that dance can vary in speed, level, and style and can identify mirroring, cannon, and unison in simple form.	Perform simple rolls (teddy bear, curled side roll, log roll), basic jumps, bunny hops, travelling actions, and partner balances.	Students know the names of basic rolls, jumps, and shapes and understand that linking actions creates a gymnastics sequence.	Follow simple outdoor instructions, participate in outdoor obstacle tasks, and use basic cycling signals.	Students know appropriate clothing for outdoor activities and understand the difference between pedestrians, cyclists, and roads.
		IC2	Run at varying pace, change direction, jump safely, throw accurately, and complete simple obstacle courses.	Students know what makes a safe landing, how pace changes running, and the purpose of warm-up and cool-down exercises.	Bounce or kick a moving ball, throw to a partner, strike/hit/kick with growing accuracy, and show spatial awareness in games.	Students know differences between ball games, understand simple rules, and can explain ways to throw and catch.	Repeat and link movements, dance at different speeds and levels, use stillness effectively, and dance in cannon, unison, and mirroring	Students know dance vocabulary (cannon, unison, mirroring), recognise movement inspired by stimuli, and understand dancing to music.	Perform rolls (teddy bear, log roll, forward roll), jumps (straight, tuck, jumping jack, half turn), balances, travelling actions, and simple sequences.	Students know names of shapes (star, tuck, pike, scissor kick), understand safe technique, and know that practice improves performance.	Follow marked trails, cooperate on outdoor puzzles, follow instructions outdoors, and cycle in a straight line using basic hand signals.	Students know outdoor safety rules, road/pedestrian differences, and attire needed for different weather.
		IC3	Sprint using the correct technique, adjust pace (sprint-jog-sprint), combine running and jumping, and perform a push throw.	Students know why pacing matters, recognise rules of a relay, and can describe how exercise affects the body.	Strike, kick, pass, dribble, catch at different speeds/directions, use space, and follow team game rules.	Students know names of team games, understand attacking/defending ideas, and know why rules and teamwork matter.	Link movements into sequences, vary speed and level, dance expressively, and perform motifs using cannon, mirroring, and unison.	Students know dance terminology, understand timing with music, and recognise choreography inspired by stimuli.	Perform forward and backward rolls, cat leaps, pike and tuck jumps, partner balances, linking actions, handstands, and cartwheels.	Students know how shapes and balances create sequences and understand how to transition smoothly between actions.	Orient a trail, solve outdoor tasks cooperatively, cycle withinstructions, understand control (straight line, change direction, brake safely), and use hand signals.	Students know how to read directional trail rules, and can explain how terrain affects performance.
Sports culture & relationships	Collaborate in pairs and small groups, follow simple rules, and participate in shared activities with respect and fair play.	Cooperation & Turn Taking		Understanding Rules		Respect & Fair Play						
			Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge				
		IC1	Work with a partner, take turns, share equipment, and participate safely in simple group activities.	Students know that activities require cooperation, listening, and respecting others' space.	Follow very simple rules in games and movement activities.	Students know that games have rules and that rules help everyone participate fairly.	Show positive behaviour during play, including encouraging others and stopping when asked.	Students know the difference between safe and unsafe behaviour in PE.				
IC2	Cooperate in pairs and small groups, pass to teammates, and participate in team activities with growing awareness of others.	Students know how teamwork helps games run effectively and understand why communication matters.	Follow basic game rules and understand simple concepts such as scoring, passing, and staying in bounds.	Students know that rules keep activities safe and fair and can name differences between familiar games.	Show respect for teammates, opponents, and equipment, and can manage win-lose situations appropriately.	Students know why respectful behaviour is important in PE and understand what safe movement looks like.						

<b>Body, training &amp; well-being</b> Describe how their body reacts to physical activity and recognise changes in breathing, heart rate, and effort.	<b>IC 3</b> Communicate effectively in team games, pass with purpose, use space to help teammates, and support peers during activities. Students know how teamwork improves performance and understand roles within a team. Follow game rules accurately, demonstrate fair play, and help maintain a respectful playing environment. Students know the rules of several ball games and can explain basic attacking and defending ideas. Show consistent sportsmanship, including helping others, accepting outcomes, and behaving safely during movement activities. Students know how to identify safe vs. unsafe choices and understand why rules, organisation, and cooperation contribute to a positive sports culture.
	<b>Warm-up &amp; Cool-down</b> <b>Health &amp; Body Awareness</b> <b>Safe Movement</b>
	<b>Skill (Students can...)</b> <b>Knowledge</b> <b>Skill (Students can...)</b> <b>Knowledge</b> <b>Skill (Students can...)</b> <b>Knowledge</b>
	<b>IC1</b> Follow simple warm-up and cool-down actions with guidance. Students know that bodies feel different before and after exercise and can name simple actions such as run, hop, jump. Describe how their body feels after movement (e.g., tired, warm, breathing fast). Students know that exercise is good for the body and helps keep the heart healthy. Move safely in shared spaces and follow simple safety instructions. Students know basic safety expectations in PE (space, stopping, listening).
	<b>IC 2</b> Follow warm-up and cool-down routines accurately and use equipment safely. Students know why we warm up and cool down and can name common exercises. Describe how exercise affects their breathing, heart rate, and energy level. Students know that different activities have different effects on the body and that regular movement supports well-being. Use space safely, follow equipment rules, and recognise when to ask for help. Students know basic safety rules for indoor and outdoor activity, including early cycling and pedestrian awareness.
<b>IC 3</b> Demonstrate warm-up and cool-down exercises independently and with accuracy. Students know why warm-ups prepare the body for movement and why cool-downs help recovery. Explain how exercise affects the body (breathing, pulse, muscles) and adjust movement accordingly. Students know the importance of regular physical activity for health and well-being. Cycle, run, and move with control, follow safety rules, and make decisions that keep themselves and others safe. Students know road-safety basics, directional understanding outdoors, and safe participation rules.	

<b>Area of competence</b> <b>Competency goals</b>	<b>After KS2</b>									
<b>Versatile sports practice</b> Students can use more complex and coordinated movement patterns in a range of sports activities. They can apply basic techniques in games, dance, gymnastics, and athletics and adapt their movement to different tasks, equipment, and environments.	<b>Athletics</b>		<b>Games &amp; Ball Skills</b>		<b>Dance</b>		<b>Gymnastics</b>		<b>Outdoor Activities</b>	
	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>
	sustained pace, combine sprint-jog intervals, jump with controlled takeoff/landing, and throw with improved technique and aim.	Know how different techniques influence performance and understand basic athletic event rules and safe participation.	Pass, dribble, shoot, and defend with control; apply simple attacking and defending strategies in modified games.	Know how spatial awareness, positioning, and tactics affect team play and can explain rules of familiar games.	Create and perform short choreographies using levels, timing, cannon, mirroring, and variation in movement quality.	Know dance terminology and understand how movement can express ideas, character, and musical patterns.	Perform forward and backward rolls, cartwheels, handstands against support, linked balances, and travel sequences with control.	Know names of key shapes and transitions and understand safety and technique in rolls, inversions, and flight actions.	Navigate simple outdoor routes, solve cooperative challenges, and cycle with controlled braking, turning, and signaling.	now basic orientation, outdoor safety expectations, and how different terrains affect movement.

Sports culture & relationships	Actively participate in the culture and community of sports. They can work cooperatively in teams, follow rules independently, take turns, and show positive behaviour toward others.	IC 5	Use sprint starts, maintain pace over distance, perform standing long jump and running jump, and throw for distance or accuracy.	Know how speed, rhythm, and force contribute to performance and can describe how technique improves results.	Use offensive strategies, mark opponents, pass under pressure, dribble at speed, and participate in small-sided competitive games.	Know tactical principles (support, spacing, defending lines) and understand differences between invasion, net/wall, and striking games.	Develop structured dance sequences with clear motifs, control timing, and perform collaboratively with expressive intention.	Know how to refine choreography using repetition, contrast, direction, and dynamics.	Perform cartwheels, handstands, bridge variations, partner balances, linked sequences, and travel using apparatus.	Know how to combine actions into routines and understand principles of body tension, control, and flow.	Cycle on varied paths, follow marked outdoor routes, cooperate in team navigation tasks, and manage personal equipment outdoors.	Know outdoor risk assessment basics and can explain how to prepare safely for different weather and terrain.	
		IC 6	Execute sprint starts, pace middle-distance running, combine run-jump-land sequences, and throw using power and technique (e.g., push throw, overhead throw).	Know rules for common athletics events and understand how warm-up, technique, and repetition enhance performance.	Apply complex tactics, switch play, maintain possession, transition between attack and defence, and collaborate strategically in team games.	Know how formations, roles, and game strategies affect outcomes and can analyse simple game situations.	Create polished group choreographies using formations, pathways, rhythmic structure, and expressive performance qualities.	Know how choreographic devices (cannon, unison, motif development, contrast) shape a performance.	Perform more advanced movements including cartwheels, handstands, bridges, dive rolls or jump variations, and create smooth transitions within routines.	Know how to compose sequences with beginning-middle-end structure and understand biomechanical concepts like balance, tension, and momentum.	Navigate using landmarks or simple maps, cycle with confidence in groups, and complete multi-step outdoor challenges safely.	Know navigation strategies, safety expectations, and how responsible decision-making supports safe outdoor participation.	
		Co-operation & Teamwork											
		Rules & Fair Play											
		Sportsmanship & Respect											
		Skill (Students can...)			Knowledge			Skill (Students can...)			Knowledge		
		IC 4	Work effectively in small teams, communicate roles, and support teammates during games and activities.	Know how cooperation and communication improve group performance.	Follow increasingly complex rules and manage conflict respectfully during activities.	Know why rules ensure fairness and safety and can identify common rule violations.	Show positive behaviour, encourage peers, and demonstrate integrity in competitive and non-competitive situations.	Know expectations for respectful participation and how behaviour affects others.					
		IC 5	Use clear verbal and non-verbal communication in team games and adapt their role to support team success.	Know how different team roles contribute to strategy and performance.	Apply rules independently, self-officiate simple games, and help maintain fairness.	Know the purpose of rules in various sports and can explain basic officiating principles.	Demonstrate honesty, respect opponents, support younger peers, and model safe behaviour.	Know ethical expectations in sport and understand respectful behaviour in competitive environments.					
		IC 6	Make tactical decisions, adapt to changing game situations, and contribute constructively to team strategy.	Know how decision-making, positioning, and communication shape team outcomes.	Lead warm-ups, help organise activities, and support rule enforcement with awareness and fairness.	Know how leadership, organisation, and responsibility contribute to a positive sports environment.	Model positive attitudes, encourage inclusiveness, and take responsibility for safety.	Know how behaviour, preparation, and shared responsibility contribute to safe and respectful participation.					
		Warm-up & Cool-down											
Health & Body Awareness													
Safe Movement													
Skill (Students can...)			Knowledge			Skill (Students can...)			Knowledge				
IC 4	Perform structured warm-up and cool-down routines with understanding of purpose.	Know why muscles, joints, and heart-rate preparation matter for performance.	Describe how exercise affects their body and identify signs of fatigue or exertion.	Know basics of healthy activity, hydration, and rest.	Use equipment safely and follow procedures during physical tasks.	Know safety expectations and can identify potential hazards.							
IC 5	Select movements to warm up specific muscle groups and adjust intensity during activities.	Know simple fitness concepts such as endurance, strength, flexibility, and coordination.	Monitor their own intensity and describe how breath, pulse, and muscles respond to exercise.	Know how different activities train different aspects of fitness.	Assess simple risks, choose safe actions, and take responsibility for equipment and personal space.	Know why preparation, awareness, and responsible behaviour support safe participation.							
Body, training & well-being	Discuss the importance of physical activity for health, development, and well-being. They can reflect on their own effort and describe healthy habits.												

	<b>IC 6</b>	Plan simple warm-ups, vary intensity, and apply training ideas to improve performance.	Know basic principles of progression, repetition, rest, and technique improvement.	Explain how the heart, lungs, and muscles respond to different intensities.	Know key fitness components and understand how regular activity promotes health.	Make informed safety choices, navigate outdoor environments, and manage equipment responsibly.	Know safety procedures and how to respond appropriately to potential risks.
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Area of competence		After KS3											
Competency goals		Athletics		Games & Ball Skills		Dance		Gymnastics		Outdoor Activities			
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge		
<b>Versatile sports practice</b>	Students can perform and apply compound movement skills in developing sports activities. They can refine technique, use tactical understanding in games, and perform structured sequences in dance and gymnastics. They can evaluate their own performance and apply feedback.	<b>IC 7</b>	Perform efficient sprint starts, maintain pace over middle distances, execute long jump and high jump techniques, and use controlled throwing actions for distance and accuracy.	Know rules of athletics events and understand how force, angle, and technique influence performance.	Use offensive and defensive strategies, create space, mark opponents, and transition between roles in modified game situations. Knowledge	Know tactical concepts such as support play, press/cover, numerical advantage, and movement off the ball.	Create structured choreographies using formations, levels, rhythmic patterns, and expressive qualities.	Know how choreographic devices (motif development, contrast, unison, canon) shape performance.	Perform sequences including rolls, cartwheels, handstands, bridges, flight actions, and balances with control and flow	Know biomechanical principles (momentum, body tension, centre of gravity) and use them to improve skill execution.	Navigate simple maps, follow multi-step routes, and participate safely in outdoor challenges.	Know basic navigation, equipment use, and environmental safety expectations.	
			<b>IC 8</b>	Analyse and refine running, jumping, and throwing techniques using feedback and performance cues	Know how speed, rhythm, stride mechanics, and aerodynamic positioning improve performance.	Apply advanced tactics (switching play, zonal vs. man marking, counterattack, press strategies) and adjust decisions under pressure.	Know principles of game analysis, team roles, and strategic decision-making.	Develop expressive, thematic group performances that incorporate transitions, spatial design, and coordinated timing.	Know how to interpret stimuli and apply choreographic structure (beginning–middle–end).	Perform more advanced skills such as round-offs, walkovers, assisted handsprings, and apparatus routines with control.	Know progression steps for complex skills and understand risk management in gymnastics.	Use map symbols, route choices, pacing, and team communication during outdoor navigation activities.	Know environmental responsibility, risk assessment, and outdoor planning basics.
				<b>IC 7</b>	Take on agreed roles in pairs and teams, communicate clearly, and contribute actively to group tasks and games.	Students know how collaboration, shared goals, and constructive communication support team performance and enjoyment.	Follow sport-specific rules, self-correct when mistakes are made, and help keep games fair.	Students know why rules exist, can explain basic rule concepts in the sports they play, and understand the link between rules, safety, and fairness.	Show respect for teammates, opponents, and officials, and include others regardless of ability.	Students know what good sportsmanship looks like in practice – including language, attitude, and behaviour – and understand how it affects the learning environment.			
<b>Sports culture &amp; relationships</b>	Analyse sports-related norms, values, and relationships. They can reflect on cooperation, conflict, and fair play, and explain how attitudes and behaviour influence group dynamics in sport.	<b>Co-operation &amp; Teamwork</b>			<b>Rules &amp; Fair Play</b>		<b>Sportsmanship, Respect &amp; Inclusion</b>						
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge						



Sports culture & relationships	Students can assess sports cultural norms, values, and relationships in a broader societal perspective. They can lead groups, apply ethical considerations, and evaluate how inclusion, fairness, and respect shape sports environments.	IC 10	Apply training cycles to improve performance and assess their own physical fitness using recognised tests.	Know how the cardiorespiratory and muscular systems respond to different intensities and how to plan fitness improvement.	Lead warm-ups, coach peers, referee games, and design simple game-based drills.	Know coaching principles, officiating rules, and how to break down skills for others.	Produce advanced choreography with thematic clarity and perform confidently for an audience.	Know how technique, expression, and staging contribute to high-quality performance.	Create and perform advanced routines demonstrating power, control, creativity, and precise transitions.	Know movement analysis methods and safety considerations for complex skills.	Plan, organise, and participate in extended outdoor activities requiring teamwork and navigation.	Know advanced route planning, group safety, and outdoor environmental ethics.	
		IC 11	Design personal fitness programmes, analyse biomechanical performance, and refine advanced techniques.	Know principles of performance analysis, energy systems, and long-term training plans.	Plan and deliver short coaching sessions, lead teams effectively, and evaluate group performance.	Know coaching models, leadership styles, and how to provide constructive feedback.	Choreograph complex works integrating advanced movement vocabulary, creative expression, and thematic content.	Know how intention, structure, and technical refinement create purposeful artistic performance.	Develop creative routines with combinations of tumbling, balances, inversions, and apparatus skills appropriate to age and safety.	Know biomechanical concepts such as force generation, stability, and angular momentum.	Lead teams safely through outdoor challenges, using navigation, planning, and risk assessment skills.	Know advanced safety protocols, group management principles, and environmental responsibility.	
		Co-operation & Teamwork											
		Rules & Fair Play											
		Sportsmanship, Respect & Inclusion											
		Skill (Students can...)			Knowledge			Skill (Students can...)			Knowledge		
		IC 9	Contribute to planning team tactics, listen to others' ideas, and help the group evaluate and improve its cooperation.	Students know how trust, communication, and role clarity influence both performance and enjoyment in teams.	Take on simple officiating roles in lessons or small games and apply rules fairly to both teams.	Students know how to interpret rules in context and understand how impartial decisions support credibility and respect in sport.	Show leadership in promoting respectful behaviour, challenge unsporting actions, and support a culture where everyone feels safe to participate.	Students know examples of inclusive practice and understand how discrimination or exclusion can appear in sport and how it can be countered.					
		IC 10	Take initiative to organise groups, distribute roles fairly, and support constructive collaboration under time pressure or in competition.	Students know how leadership style and group processes affect collaboration and can reflect on their own contribution.	Lad or co-lead a game, apply rules consistently, and manage disagreements in a calm and fair manner.	Students know how fair play principles apply in practice and can relate them to both school sport and wider sports culture.	Be clear role models for respectful behaviour, encourage others, and help create an environment where mistakes are seen as part of learning.	Students know how to build an inclusive community in PE and can explain why psychological safety is important for participation and performance.					
		IC 11	Lead or co-lead small groups, facilitate cooperation, and help peers reflect on their group processes in PE and sport.	Students know basic group-dynamics concepts and can relate them to experiences from PE, school projects, and sport outside school.	Take responsibility for fair implementation of rules in both formal and informal games or tournaments.	Students know how fair play and ethics are discussed in sport (e.g. doping, cheating, respect for officials) and can relate these to their own practice.	Actively promote respect, inclusion, and positive communication in PE and act if they witness exclusion or unsporting behaviour.	Students know how sport can both support and challenge equality and inclusion and can give examples of how to use PE to strengthen community and respect.					
		Training Preparation											
Health & Body Awareness													
Safe Movement & Risk Management													
Skill (Students can...)			Knowledge			Skill (Students can...)			Knowledge				
IC 9	Adapt warm-up and cool-down content to different training goals (strength, endurance, speed, mobility).	Students know how specific warm-up choices prepare relevant joints and muscles and how to match preparation to activity intensity.	Reflect on their own physical strengths and set simple personal activity or fitness goals.	Students know how regular training influences the body over time and can relate physical activity to long-term health and disease prevention.	Act responsibly in more demanding activities (e.g. higher speed, more complex apparatus, outdoor tasks) and respond appropriately when accidents or near-accidents occur.	Students know procedures for reporting injuries or unsafe situations and understand how group organisation and leadership support safety.							
Body, training & well-being	Assess the interaction between body, training, and well-being in both current and future perspectives. They can plan, adjust, and reflect on training and lifestyle choices to support long-term health.	Training Preparation											
		Health & Body Awareness											
Safe Movement & Risk Management													
Skill (Students can...)			Knowledge			Skill (Students can...)			Knowledge				

	<p><b>IC 10</b></p>	<p>Plan and justify warm-up and cool-down programmes for themselves or a small group based on activity type and training goal.</p>	<p>Students know key training concepts (opvarmning, hoveddel, nedkøling) and can link them to performance, injury prevention, and recovery.</p>	<p>Use simple fitness tests or observations to reflect on their own physical condition and adjust training accordingly.</p>	<p>Students know how different training forms affect the body's systems and can discuss the role of physical activity in a healthy lifestyle.</p>	<p>Plan activities with safety in mind, including equipment layout, group size, and clear rules, and react appropriately in case of minor injuries.</p>	<p>Students know principles for planning safe activities and have basic knowledge of first response/basis førstehjælp in a PE context.</p>
	<p><b>IC 11</b></p>	<p>Design, adapt, and evaluate warm-up and cool-down sequences for different age groups or training aims.</p>	<p>Students know how to justify training choices using basic knowledge about anatomy, physiology, and training principles.</p>	<p>Set longer-term physical activity or fitness goals and monitor their progress over time.</p>	<p>Students know how physical activity, stress, rest, and lifestyle interact and can discuss strategies for maintaining balance and well-being.</p>	<p>Identify and manage risks when planning activities for others, including considering ability levels, environment, and equipment.</p>	<p>Students know key elements of safe session design and understand their responsibility as active participants or peer leaders.</p>