



**INTERNATIONAL
CHRISTIAN
SCHOOL**

Health & Physical Education Department 2026-2027

Department Chair: **Rebecca Vuong**



"Hurdle Race", by Jean Jacoby, 1936

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Introduction

Welcome to the Health & Physical Education Department at ICS. This Subject Handbook is designed to provide an overview of the Health & Physical Education Department's policies, procedures, and curriculum. It serves as a guide for teachers, students, and parents to ensure a cohesive and effective learning environment.

Department Vision and Mission

Vision

To equip students with the knowledge and skills they need to live an active and healthy life that honors Christ.

Mission

To help students lead active, healthy lives that glorify God, empowering them to be confident, knowledgeable movers through a holistic focus on physical, mental, and spiritual growth. We honor Christ through healthy competition and social connection, equipping students for a lifetime of wellness.

Secondary Department Faculty by Course

Middle School Courses	Grade	Teacher
Grade 6 PE - Boys	6	
Grade 6 PE - Girls	6	
Grade 7 PE - Boys	7	
Grade 7 PE - Girls	7	
Grade 8 PE - Boys	8	
Grade 8 PE - Girls	8	

High School Courses	Grade	Teacher
Grade 9 PE	9	
Grade 10 Advanced PE	10	
Health - Boys	10 / 11 / 12	
Health - Girls	10 / 11 / 12	
Personalized Fitness	11 / 12	
Personalised Fitness (Year-Long)	11 / 12	
Sports and Exercise Science	11/12	

ICS Teaching & Learning Philosophy

ICS Standards

ICS has a standards-based approach to education. This means we have clear and objective targets (standards) for learning in every subject, at every grade level. In the liberal arts (Math, Science and the Humanities) we emphasise the importance of knowledge, which is the basis for much of what we call 'skills'. In the creative arts (Music, Art and Drama) we emphasise the quality of both technique and interpretation. In Physical Education and Health we develop standards of physical capacity and skill.

Assessing learning of these standards is achieved by the use of proficiency rubrics, which clearly delineate a continuum from 'below standard' to 'approaching standard' to 'meeting standard' to 'exceeding standard'. Both formative and summative assessments are appropriate to the subject-specific standards.

Theology is the "Queen of the Sciences", and so the Bible has the pre-eminent place in our curriculum, training students in a Biblical worldview and understanding of the 'whole counsel of God'.

ICS Teaching & Learning Principles

- The Bible is our final authority in all matters of faith and conduct
- We use evidence-based practice founded on good cognitive science
- Optimal learning is knowledge-based and teacher-directed
- The teaching cycle: explicit instruction, modelling, practice, feedback
- The essence of a liberal arts education is deep reading, thinking, writing and discussion, in pursuit of goodness, truth and beauty, through Socratic dialogue
- We prioritise the known benefits of physical reading and handwriting
- We prepare students to operate effectively in a dual-modal society: departmental handbooks outline where digital technology is effective in enhancing learning, and our curriculum policy details education in digital literacy
- ICS partners with parents in mitigating the harms associated with screen-based childhood and learning, including our policies on homework and device-use

ICS Assessment

Formative assessment refers to a variety of methods teachers use to gather evidence about the effectiveness of their teaching and of students' academic progress over time. Formative feedback to students aims to help students understand where they are at with their learning, where it is they should be aiming for, and how to take next steps towards mastery of particular learning.

Summative assessments are assessments used to evaluate students' proficiency against ICS Standards in a particular unit, semester, or course. These assessments 'count' to

Health & Physical Education Department Curriculum

At ICS, Health and Physical Education seeks to celebrate the intricate design and purposeful movement of the human body. Our curriculum is designed to ignite a passion for lifelong wellness and a deep appreciation for the physical gifts bestowed by our Creator. We empower students to develop not only muscular strength and agility but also the discipline to honour God through the stewardship of their health.

Our purpose is to provide a rigorous, holistic education that builds essential foundations across the physical, mental, and spiritual domains. Students don't just play games; they master the mechanics of personal fitness, analyze the dynamics of healthy competition, and internalize Biblical values through social interaction and teamwork.

We expect each student's personal best every day as they move toward adulthood with confidence and competence. To ensure our students are prepared for leadership and peak physical performance, our learning standards provide a coherent path toward specialized excellence. This framework offers a seamless transition into elective pathways, including Advanced P.E., Personalized Fitness, and Leadership in PE, equipping students to be active, knowledgeable influencers in a modern world.

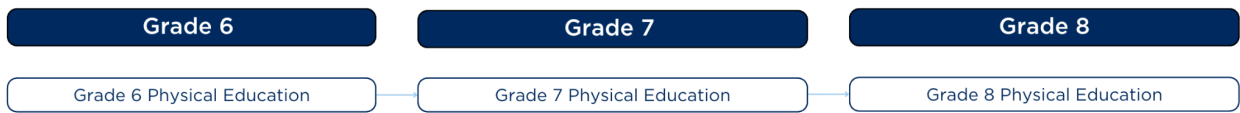
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Sport and Exercise Science	11/12

Note: For more information about each course in the Health and Physical Education Curriculum, please read the following:

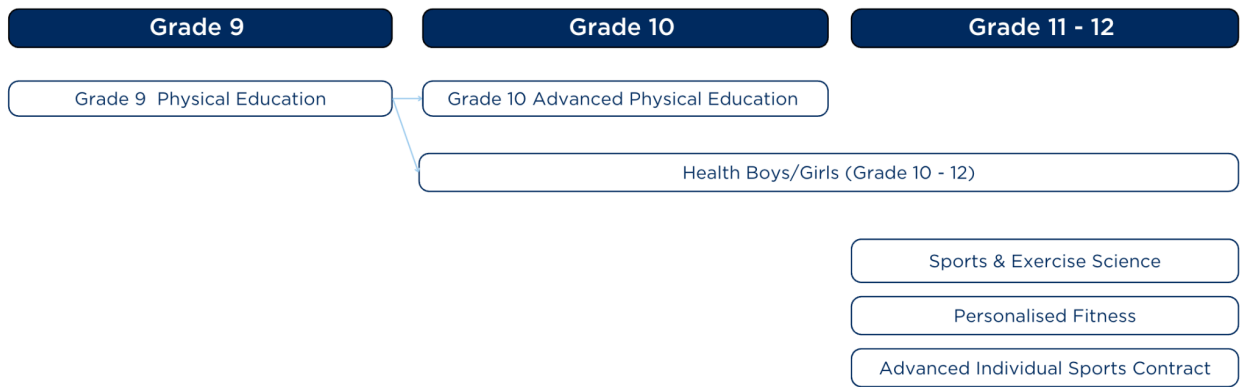
- [MIDDLE SCHOOL COURSE GUIDE 2026/27](#)
- [HIGH SCHOOL COURSE GUIDE 2026/27](#)

Health and Physical Education Course Pathways Grades 6 - 12

Middle School Course Pathways



High School Course Pathways



School & Health and Physical Education Policies

General Classroom Practice

We will provide students with multiple challenges that reinforce and enhance their natural tendency to learn, move, and play.

All activities will be tailored to the general ability levels of the students in the class. It is expected that all students will wear the required PE uniform and participate / attempt all activities to the best of their abilities.

We expect a classroom environment that is inclusive, respectful and fun.

Each student must read and understand the uniform and changeroom policies relevant to Health and Physical Education, including those related to safety.

Teachers are responsible for communicating Unit Rubrics at the beginning of every unit to students and parents; teachers will provide formative feedback on every formative assessment relevant to the Unit Rubric.