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The Value, Dilemmas and Strategies of Implementing Interdisciplinary Thematic Teaching in Physical Education and Health Curriculum

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Abstract: *Interdisciplinary thematic teaching is one of the important contents of the latest edition of the Curriculum Standards for Compulsory Education, and also a key measure to promote the high-quality development of school education. The interdisciplinary thematic teaching of Physical Education and Health curriculum complies with disciplinary laws, enabling the cultivation of students' comprehensive abilities; broadens knowledge horizons and improves the professional level of PE teachers; promotes interdisciplinary integration and possesses the value of deepening the coordinated linkage of the "Five Educations" (morality, intelligence, physical fitness, aesthetics, and labor). However, it also faces dilemmas such as formalized teaching, weakened dominant discipline, superficial interdisciplinary linkage, and ambiguous evaluation standards. It is suggested to promote the in-depth development of interdisciplinary teaching and construct interdisciplinary scenarios for university physical education; adhere to the dominant position of the PE discipline and enhance teachers' interdisciplinary teaching capabilities; establish interdisciplinary teaching and research platforms for physical education and optimize teachers' interdisciplinary teaching design; improve the interdisciplinary evaluation system for physical education and enhance the quality of teachers' interdisciplinary teaching.*

Keywords: *physical education and health curriculum, interdisciplinary thematic teaching, subject integration, core competencies*

1. Introduction

Since the new era began, the Party and the state have continuously issued multiple policy documents to promote high-quality development of basic education, ushering in a new phase of deepening reforms in this sector. In April 2022, the Ministry of Education released the new edition of the Physical Education and Health Curriculum Standards for compulsory education (hereinafter referred to as the "New PE Standards"), officially incorporating interdisciplinary thematic teaching into national physical education standards and designating it as a common teaching content for all subjects in compulsory education. By integrating physical education and health courses into interdisciplinary thematic teaching, the unique advantages of sports disciplines can be leveraged to foster students 'core competencies in physical education and contribute to achieving the "Five Educations in Parallel" educational objectives. Additionally, the New PE Standards explicitly require that "physical education and health courses establish interdisciplinary thematic learning activities, dedicating no less than 10% of class hours to improve students' knowledge transfer abilities" [1]. This requirement provides clear time allocation and practical guidance for implementing interdisciplinary thematic teaching. How to deepen the implementation of interdisciplinary thematic teaching and advance physical education curriculum reform under the new standards has become a critical issue urgently needing resolution in the current education sector. This paper aims to explore the value of interdisciplinary theme teaching in physical education and health curriculum, analyze the specific difficulties in practice, and put forward the implementation strategies on the basis of this, in order to provide theoretical and practical support for deepening the implementation of interdisciplinary theme teaching in physical education curriculum and cultivating students' core physical education literacy.

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2. The Implementation Value of Interdisciplinary Theme Teaching in Physical Education and Health Course

2.1 Adapt to the law of discipline and cultivate students' comprehensive ability

The "Guidelines on Comprehensively Strengthening and Improving School Physical Education in the New Era" emphasizes "placing school physical education in a more prominent position and building an education system that holistically cultivates moral, intellectual, physical, aesthetic, and labor development" [2]. The "Teaching Reform Guidelines for Physical Education and Health (Trial)" advocates for teachers to transform their pedagogical approaches, emphasizing interdisciplinary integration and implementing scenario-based cross-disciplinary thematic teaching activities in physical education. This enables students to achieve comprehensive improvement in knowledge, skills, behavior, and health[3]. Compared to traditional physical education, the interdisciplinary thematic teaching model in physical health courses places greater emphasis on systematic knowledge organization, structured motor skill development, and contextualized practical training. Firstly, this teaching approach facilitates knowledge systematization and transferability. By breaking down disciplinary barriers and integrating sports knowledge across multiple disciplines, it helps students consolidate multidisciplinary knowledge and deepen their understanding of motor skills and technical principles. Secondly, interdisciplinary teaching prioritizes contextualized motor skill development and practical application. In long jump instruction, teachers can guide students to measure running distances using mathematical methods, calculate optimal take-off points, and compute airborne time. This not only optimizes motor skills but also applies mathematical and physical knowledge to analyze and solve problems. Finally, interdisciplinary thematic teaching in physical education effectively cultivates students' innovative capabilities, promoting the scientific and intelligent development of sports. Students can utilize data from smart wristbands or mobile fitness apps (such as step counters, running speed, and calorie consumption) to create visual charts using mathematical knowledge, analyze their athletic performance, and identify areas for improvement. This teaching model not only stimulates students' innovative thinking, but also makes sports more scientific, helping students understand the integration of sports and technology in practice.

2.2 Expanding Knowledge Horizon and Improving the Professionalization of PE Teachers

The "Guidelines on Promoting the Spirit of Educators and Strengthening the Development of High-Quality Professional Teacher Teams in the New Era" issued by the CPC Central Committee and the State Council emphasizes building a high-quality professional teaching force characterized by "exemplary ethics, outstanding expertise, balanced structure, and dynamic vitality" [4]. Under this policy framework, interdisciplinary thematic teaching in physical education and health curricula has not only enhanced course quality but also injected new momentum into the professional development of PE teachers, fostering mutual growth between students and educators. Firstly, it broadens knowledge horizons and addresses disciplinary gaps. Traditional PE instruction often prioritizes motor skills while neglecting foundational academic knowledge. However, in the context of high-quality school sports development and the era's demand for high-caliber teacher teams, addressing these foundational knowledge deficiencies has become a crucial aspect of current PE teacher development [5]. Interdisciplinary thematic teaching provides PE teachers with opportunities to engage with multidisciplinary knowledge, motivating them to proactively explore content from other disciplines. For instance, integrating mechanics principles from physics into explaining throwing techniques. Secondly, interdisciplinary teaching requires educators to deeply explore the disciplinary characteristics of physical education and health curricula, organically combining teaching content with other disciplines to reconstruct scientific and systematic knowledge frameworks. For example, teachers can integrate sports skills with nutrition and mental health knowledge from health management courses to design more practical teaching activities. Finally, interdisciplinary thematic teaching offers a platform for diversified development, enabling teachers to transition from "single-specialized" to "all-round versatile" professionals. For example, when designing the course of "football culture", teachers can combine the technical training of football with the history and cultural background of football, which not only achieves the goal of interdisciplinary teaching, but also cultivates students' comprehensive quality.

2.3 Promote the Integration of Disciplines and Deepen the Synergy of the Five Educations

Since modern times, educational concepts such as "moral and intellectual development through

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physical education" [6] and "physical education as the cornerstone of holistic personality development" [7] have been progressively integrated into school practices, forming a crucial theoretical foundation for educational innovation. The interdisciplinary thematic teaching approach in physical education and health courses, using sports as a pathway, can more effectively deepen the integration of moral, intellectual, aesthetic, and labor education, thereby achieving coordinated development of the five aspects of education through sports [8]. First, establishing virtue through sports: Physical activities shape character and foster cultural confidence. The report of the 20th National Congress of the Communist Party of China explicitly states, "Virtue cultivation is the primary task of education, relating to the overall direction of talent development" [9]. Through physical education programs, the spirit of sports becomes internalized as students 'values and behavioral habits. For instance, integrating traditional culture into martial arts instruction allows students to grasp the moral essence of "benevolence, righteousness, propriety, wisdom, and trustworthiness," enhancing their identification with China's excellent traditional culture. Second, enlightening through sports: Physical activities stimulate thinking and expand learning boundaries. Sports are not merely physical exercises but also practical vehicles for multidisciplinary knowledge. In throwing training, physics principles about force and angle relationships can be explained, helping students understand real-world applications while improving logical thinking, focus, and innovative awareness. Third, cultivating beauty through sports: Physical activities showcase aesthetic qualities and enhance aesthetic literacy. Both sports and aesthetic education center on life activities with highly aligned objectives. For example, incorporating music and dance elements into rhythmic gymnastics encourages students to design movements and choreograph formations, allowing them to experience the harmonious beauty of motion and rhythm. Finally, integrating labor through sports: Physical activities combine with manual work to cultivate a sense of responsibility. Physical education course not only includes the learning of sports skills, but also often accompanied by equipment arrangement, field arrangement and other practical tasks. These activities not only exercise students' physical fitness, but also cultivate the quality of hard work and the spirit of teamwork.

3. The Implementation of Interdisciplinary Theme Teaching in Physical Education and Health Course

3.1 "Cross": The Formalization Dilemma of Interdisciplinary Thematic Teaching

In physical education and health curricula, the implementation of interdisciplinary thematic teaching often falls into the formalistic trap of "crossing boundaries for the sake of crossing," resulting in issues such as "pieced-together" thematic content, "superficial" teaching processes, and "absent" scenario creation, deviating from the original intent of interdisciplinary education. First, "pieced-together" thematic content: Lacks logical coherence and depth. For example, integrating track and field relay races with Chinese language studies through "idiom chain" activities may appear to achieve interdisciplinary integration on the surface, but the thematic content lacks intrinsic connections and fails to demonstrate the educational value of disciplinary synergy. This "crossing boundaries for the sake of crossing" design not only weakens the systematicness and scientific rigor of teaching but also makes it difficult to guide students in transferring and applying knowledge in real-world contexts. Second, "superficial" teaching processes: Neglects student needs and disciplinary essence. In actual teaching, due to insufficient understanding of interdisciplinary concepts by some teachers, the teaching process often becomes formalistic. For instance, using English exclusively for sports skill instruction in physical education classes creates an "English learning environment" but ignores students 'language proficiency and practical needs, focusing only on superficial innovation while failing to deeply explore disciplinary essence and students' actual requirements, making it difficult to achieve genuine educational objectives. Third, "absent" scenario creation: Lacks authentic and effective learning experiences. Scenario creation expands educational space based on disciplinary teaching to pursue holistic effects [10]. However, current scenario creation in physical education and health courses often remains simplistic, disconnected from thematic teaching, and results in low student engagement. Some courses only use simple props or verbal descriptions instead of real situations, which does not combine students 'interests or life experience, resulting in students' lack of identity and participation in learning content.

3.2 The Subject: The Problem of the Weakness of the Interdisciplinary Subject

Professor V. Boix Mansilla posits that interdisciplinary learning involves synthesizing knowledge

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from two or more disciplines to achieve objectives beyond the reach of any single subject [11]. Therefore, interdisciplinary thematic teaching should transcend the limitations of individual disciplines while maintaining their core tenets, employing multidisciplinary knowledge to address practical challenges. However, in China's physical education and health curriculum, interdisciplinary teaching practices exhibit weakened disciplinary centrality and imbalanced inter-disciplinary knowledge connections. Firstly, the core status of physical education shows a weakening trend in interdisciplinary teaching. When designing interdisciplinary lessons, educators often prioritize content from other disciplines, neglecting the unique educational value and central role of physical education. For instance, in "Healthy Lifestyle" themed instruction, teachers emphasize nutrition or psychology while paying insufficient attention to sports' mechanisms in improving physical fitness and enhancing health, thereby diminishing the discipline's distinctive value and its pivotal role in interdisciplinary teaching. Secondly, there exists an imbalance in inter-disciplinary knowledge connections. The goal of interdisciplinary thematic teaching is to achieve organic synergy and knowledge integration across disciplines. Yet in practice, some physical education teachers over-rely on content from other subjects, failing to effectively incorporate core concepts of physical education. This results in imbalanced knowledge connections and even fragmented knowledge dissemination. Taking the teaching design of "mental health" as an example, teachers may overemphasize psychological theories such as stress management and emotional regulation, while failing to connect physical activities with the practical relevance of mental health. This results in the unique role of sports in stress relief, mood improvement, and psychological resilience being overlooked, leaving students unable to fully appreciate the importance of physical education in mental health education.

3.3 "Learning": Interdisciplinary Linkage on the Surface

The new curriculum standards encourage physical education teachers to transcend traditional disciplinary boundaries and explore multi-level interdisciplinary collaboration among teachers, grades, and regions. However, in practice, such collaboration often remains superficial and fails to achieve teaching objectives, with three main issues. First, the limitations of inter-teacher collaboration. In interdisciplinary teaching practices, teacher collaboration mechanisms remain underdeveloped, with most cooperation remaining superficial and unable to deeply explore intrinsic connections and logical relationships between disciplines. For example, physical education teachers and other subject teachers lack regular opportunities for joint lesson planning and communication, resulting in misaligned teaching objectives and disconnected curriculum content that fails to connect with students 'real-life needs. Second, inter-grade collaboration lacks systematic planning and coherence. Interdisciplinary teaching across different grades lacks systematic planning, making it difficult to establish progressive knowledge and skill development systems. Due to variations in students' academic foundations and physical/mental characteristics, interdisciplinary teaching content often lacks transitional mechanisms between grades, hindering continuous thematic learning. Additionally, insufficient alignment between teaching syllabi and objectives across grades leads to isolated content delivery. This curriculum design lacking clear progression results in fragmented student experiences, making it challenging to achieve coherent growth and development through interdisciplinary teaching. Third, regional collaboration remains inadequate. The new physical education curriculum standards emphasize establishing scientifically sound school sports development mechanisms that fully utilize regional characteristic resources and cultural advantages. However, inter-regional academic collaboration remains insufficient, and mechanisms for resource sharing and experience exchange have yet to be established. Some schools have developed local school-based curricula to promote distinctive sports programs such as "one school, one specialty" or "one school, multiple specialties," but these efforts are often confined to campus-level development, lacking cross-regional coordination and cooperation.

3.4 "Evaluation": Interdisciplinary Teaching Evaluation Blurred

Interdisciplinary education aims to cultivate students' creative problem-solving abilities, yet its complexity makes it challenging to fully align with traditional core competency evaluation frameworks. Research indicates that nearly 40% of schools lack clear evaluation standards and requirements for interdisciplinary curriculum integration [12] . The ambiguity in interdisciplinary teaching evaluation primarily manifests in three aspects: evaluation objectives, assessment indicators, and evaluation formats. First, the diversity and inconsistency of evaluation goals. While interdisciplinary teaching emphasizes knowledge integration and application, significant differences in teaching objectives and evaluation criteria across subjects lead to fragmented and inconsistent interdisciplinary goals. For instance, in the "Community Health and Sports" thematic teaching, students need to combine sports

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skills from physical education, nutritional knowledge from health education, and collaboration and communication skills from social practice activities. However, the evaluation objectives for this theme often lack unified standards, resulting in physical education focusing on athletic performance, health education emphasizing health knowledge mastery, and social practice activities prioritizing teamwork skills—leading to scattered and poorly integrated evaluation goals. Second, the absence and inadequacy of evaluation indicators. Current evaluation systems have yet to establish comprehensive metrics for measuring interdisciplinary learning outcomes. For example, the new physical education curriculum standards evaluate through three dimensions: "motor skills," "health behaviors," and "sports ethics," but provide only five learning theme examples and two case references without explicit indicator systems for knowledge integration and practical skill development in interdisciplinary teaching. Third, the monotony and partiality of evaluation formats. At present, most PE teachers tend to use quantitative evaluation instead of qualitative evaluation, and summative evaluation instead of process evaluation. For example, in PE and health curriculum, the evaluation of students often only focuses on whether they have mastered a certain sports skill, but ignores their performance in interdisciplinary subject knowledge integration, problem solving, and innovative practice ability.

4. Implementation Strategy of Interdisciplinary Theme Teaching in Physical Education and Health Course

4.1 Promote the deep development of interdisciplinary teaching and construct the efficient interdisciplinary situation of physical education

Current sports education practices still exhibit issues of formalization and superficiality. To address this, we must optimize instructional design and innovate practical strategies to establish efficient interdisciplinary sports scenarios that comprehensively cultivate students 'knowledge transfer and application abilities. First, clarify goal-oriented approaches and strengthen disciplinary logical connections. In teaching, integrate students' interests, cognitive characteristics, and competency levels, using real-world problems as drivers to facilitate natural integration of subject knowledge. For instance, incorporate mathematical concepts into physical education classes by collecting sports data, guiding students to analyze average speed, acceleration, and trend patterns through data analysis using charts. Second, avoid superficial designs and promote deep integration with practical innovation. Implement tiered teaching objectives that progressively develop knowledge-based, skill-based, and comprehensive competency goals, forming a clear instructional structure. Simultaneously, enhance students' practical abilities and knowledge integration through formative assessments and group collaboration. Additionally, integrate disciplinary knowledge in stages. During the initial phase of motor skill learning, combine biological principles to explain human muscle-skeletal coordination, helping students understand movement mechanisms. In the skill consolidation phase, introduce data analysis tools to optimize athletic performance and promote practical application of interdisciplinary knowledge. Finally, emphasize knowledge transfer and application. Taking "exploring motion path planning in geography" as an example, teachers can organize orienteering or treasure hunt activities on campus maps in PE classes to improve physical fitness and spatial awareness. Within task scenarios, students complete "sports exploration missions" in groups, planning routes from starting points to endpoints, recording performance data, and reflecting on their experiences.

4.2 Strengthening the main position of physical education and improving the ability of teachers' interdisciplinary teaching

Under the implementation of new curriculum standards and textbooks, physical education should maintain its central role while leveraging its practical and comprehensive strengths. Guided by the objectives of "cultivating virtue and nurturing talents through sports," it should promote the comprehensive development of students 'core competencies. To achieve this, we need to improve teacher training mechanisms and enhance the quality and effectiveness of interdisciplinary teaching. First, highlight the core advantages of physical education to avoid superficial integration. Through scientific design, fully utilize its strengths while avoiding "formal integration for integration's sake." For example, in "life safety education," physical education courses can incorporate real-life scenarios to design first aid training programs. Practical activities like CPR and sports injury management help cultivate students 'health awareness and safety protection capabilities. Second, establish a systematic training mechanism to comprehensively improve physical education teachers' interdisciplinary teaching abilities. Form interdisciplinary mentor teams consisting of education experts, subject researchers, and

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frontline teachers to provide comprehensive guidance on curriculum design, teaching scenario creation, and evaluation methods. Additionally, create an interdisciplinary teaching resource library to collect exemplary teaching cases, technical tools, and research findings, offering physical education teachers cutting-edge insights and practical references. Third, innovate assessment mechanisms to motivate teacher participation. Clearly define interdisciplinary task requirements and incorporate interdisciplinary teaching capabilities into teachers' professional development evaluation systems. Assess teaching effectiveness through quantified and qualitative evaluations, such as the number of interdisciplinary case designs, classroom implementation outcomes, and student feedback, ensuring fairness and guidance in assessments. Teachers are encouraged to translate research findings into concrete classroom teaching cases or open demonstration classes, with outstanding achievements being promoted and recognized. Schools may publicize these innovative curriculum outcomes to inspire more educators to actively explore deep integration pathways for interdisciplinary teaching.

4.3 Building Interdisciplinary Teaching and Research Platform in Physical Education to Promote Interdisciplinary Teaching Design

The interdisciplinary teaching and research platform in physical education fosters teacher collaboration, prevents superficial subject integration, and promotes resource sharing and complementary advantages. This enhances the scientific rigor and effectiveness of instructional design, driving deeper interdisciplinary integration. First, clarify research objectives to strengthen subject synergy. Develop systematic teaching plans with logical progression: Through collaborative research, PE teachers and colleagues jointly create well-structured, multi-level lesson plans that highlight cross-disciplinary complementarity, helping students develop multidimensional perspectives. Second, optimize research models to emphasize interdisciplinary features. Design innovative themes around social issues or real-life scenarios to deepen cross-disciplinary teaching. For example, in the "Sports and Climate Change" theme, integrate PE with geography and environmental science to explore climate impacts on winter sports, helping students understand the relationship between physical education and sustainable development while cultivating problem-solving skills. Additionally, establish regional research platforms to advance collaborative education. Schools within the region jointly build interdisciplinary platforms for resource sharing, case studies, and teaching demonstrations. Finally, promote regional collaborative education models to deepen subject integration. Coordinate regional teaching resources and encourage cross-school collaboration in designing interdisciplinary courses like "Campus Eco-Physical Education Projects," combining PE with geography, biology, and environmental science. Activities such as eco-friendly cycling and campus tree-planting initiatives help cultivate students' environmental awareness and social responsibility.

4.4 Improving the Interdisciplinary Evaluation System of Physical Education and Enhancing the Interdisciplinary Teaching Quality of Teachers

Evaluation serves as a vital mechanism for enhancing the quality of interdisciplinary physical education. To address core challenges such as "what to evaluate, how to evaluate, and who evaluates," it is imperative to establish a scientific and efficient evaluation system that improves teachers 'interdisciplinary teaching capabilities and instructional outcomes. First, create a multi-stakeholder evaluation framework to form a closed-loop feedback mechanism of "evaluation-feedback-improvement." Peer teachers and subject experts can provide professional suggestions regarding teaching design logic and depth of disciplinary knowledge integration, while students and parents can offer authentic feedback on learning interests and comprehensive skill development. Second, design scientific evaluation tools. Interdisciplinary physical education assessment should focus on cultivating students' core competencies. A performance-based evaluation tool with three phases— "posing questions, solving problems, and presenting results" —can be implemented. For example, in a "Physical Education + Geography" class, students may analyze campus topography and geographical knowledge to propose optimized running routes, then verify design feasibility through actual running. Teachers can assess students 'performance across these phases to comprehensively evaluate their knowledge application and practical skills. Third, innovate evaluation formats and establish a multi-dimensional assessment system. The evaluation format for interdisciplinary physical education should emphasize flexibility and relevance, assessing both teaching quality and learning outcomes from multiple perspectives. Based on core teaching objectives, evaluation rubrics covering teachers' presetting ability, anticipation ability, regulation ability, and application ability can be developed. Implementation may include survey-based evaluation, observational evaluation, interview-based evaluation, and assessment-based evaluation. Such a

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scientific and flexible evaluation system will provide an important help for the further development of sports interdisciplinary teaching.

5. Conclusion

As a key requirement of the new Curriculum Standards for Physical Education and Health, interdisciplinary thematic teaching boasts significant implementation value by conforming to disciplinary laws to cultivate students' comprehensive abilities, broadening PE teachers' professional horizons, and deepening the coordinated linkage of the "Five Educations". However, it still faces practical dilemmas including formalized teaching, weakened dominant position of PE discipline, superficial interdisciplinary linkage, and ambiguous evaluation standards.To address these challenges, we must establish efficient interdisciplinary frameworks, strengthen the core role of physical education and enhance teachers 'cross-disciplinary competencies, build teaching-research platforms, and optimize evaluation systems. Fundamentally, the advancement of interdisciplinary thematic teaching requires collaborative efforts from multiple stakeholders. Its continuous refinement will effectively drive the reform and high-quality development of physical education and health curricula, ultimately fostering students' core physical literacy.

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