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Unveiling Connections: A Thorough Analysis of Sustainable Development Goals Integration within the Spanish Physical Education Curriculum

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Abstract: This study analyses the relationship between the physical education (PE) curriculum in secondary education in Spain and the Sustainable Development Goals (SDGs). The Physical education curriculum of compulsory secondary education, as well as the complementary materials, were analysed through document analysis. Although there is no explicit relationship, the analysis reveals links between curricular elements and SDGs targets, particularly with SDG 4 (Quality Education), 3 (Health and Well-being), and 5 (Gender Equality). Other SDGs, such as 10 (Reducing Inequalities) and 12 (Responsible Consumption), are less related. The social dimension of sustainable development is most closely linked to PE. A historical analysis of the treatment of sustainable development in PE curricula in Spain is also presented, examining how they have evolved over time. The manuscript helps clarify how teachers and researchers can mobilize competencies to address global challenges in students' lives as individuals and world citizens, fostering commitment and social responsibility. Furthermore, this work highlights the importance of integrating the SDGs into education and how PE can be a key tool in this process.

Keywords: secondary education; sustainability; syllabi; targets; physical activity

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1. Introduction

1.1. Educating for More Sustainable Living

"Human beings, in addition to being part of nature, also depend on it". This idea, taken from the book *Man and Nature* by George Perkin Marsh, published in 1864, demonstrates the undeniable need for environmental care [1]. However, the environmental crisis we are currently experiencing is undeniable. In recent decades, numerous reports have highlighted the increasing danger of environmental deterioration, which means that crucial global challenges must be overcome for humans to coexist with quality guarantees [2]. The significance of these climate issues even affects society at large, for example, evidence has been found that the effects associated with global warming are causing more and more people to leave their homes in search of safety and a better quality of life [3]. It is for this reason that all social sectors should respect, promote, and take into account their specific human rights obligations when adopting the necessary measures to combat climate change [4]. However, bold, specific, and immediate actions and greater ambition from all parties are required, especially from those who can lead by example [4].

Previously, from the 55th session of the United Nations General Assembly held in September 2000, emphasis was placed on not sparing any effort to combat socioeconomic and environmental problems, which affect more than a billion people. As a result, the

United Nations established the eight Millennium Development Goals (MDGs) [5], specifying concrete targets to achieve by 2015 [6]. The objectives of this global initiative include: eradicating poverty and hunger, universal primary education, gender equality, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability, and fostering cooperative work toward development [5]. As seen in these MDGs, for UNESCO, education remains one of its priorities, as it is an essential human right for consolidating peace and promoting sustainable development. This is why we currently refer to the 2030 Agenda for Sustainable Development adopted by the United Nations General Assembly on 25 September 2015 [7]. The 2030 Agenda presents 17 Sustainable Development Goals (SDGs) broken down into 169 targets [6]. These goals are universal, transformative, and inclusive, and they highlight the main challenges facing humanity for its development, that is, global challenges for human survival. But to achieve the SDGs and create a more sustainable planet, people need to become change agents [2]. In other words, they require learning, skills, values, and attitudes that drive them to contribute to this change. Therefore, this tool must be used in education, as it is crucial for achieving the SDGs. This global framework for action has, among its priorities, the goal of redirecting the joint actions of humanity towards sustainability. The 2030 Agenda outlines the most pressing challenges of our time, including poverty, inequality, climate change, and environmental degradation. These goals are divided into three interdependent dimensions: economic, social, and environmental. Examples of the economic dimension include goals such as promoting sustainable and inclusive economic growth (SDG 8) and reducing poverty (SDG 1). The social dimension includes goals such as improving social equity (SDG 10) and ensuring quality education (SDG 4). The environmental dimension includes goals such as protecting the environment and combating climate change (SDG 13) and ensuring sustainable management of terrestrial ecosystems (SDG 15). Given the breadth of these goals, a guide is presented to help with the steps to be taken in promoting their specific contribution through education. This is implemented because education has great potential to challenge and transform relationships, changing social norms and practices considered unequal and necessary, to encourage people to accept current needs and challenges as a fundamental priority and to safeguard our rights and the environment for a better quality of life [8]. Through these arguments, the role of education as a key and crucial agent for achieving the SDGs has been defended.

In this context, the importance of the education system has been highlighted, which must seek ways to improve students' global awareness in order to train "environmental citizens" [9]. According to Finger et al. [10], this term is understood as those individuals who possess the knowledge, skills, values, attitudes, and competencies that allow them to be part of society while at the same time being agents of change at different scales. This should also involve the ability to act individually and collectively to provide solutions to current environmental problems. These competencies are in line with the recommendations adopted by the Council of the European Union in May 2018 on key competences for lifelong learning, which identifies eight fundamental skills. These competences, equivalent to those in the Spanish curriculum, are essential for personal development, promoting a healthy and sustainable lifestyle, employability, active citizenship, and achieving social inclusion [11]. In this regard and emphasizing the essential role of education in improving climate change, the Incheon Declaration was approved in 2015 at the World Education Forum [12]. This declaration demonstrated the need for a commitment from the educational community towards education and sustainable development, recognizing that education plays an essential role as a promoter of sustainability [12]. In this regard, we find the term 'education for sustainable development' (ESD), adopted by UNESCO, whose approach is for students to be able to make conscious decisions and act responsibly for environmental protection, a viable economy, and a fair society for present and future generations. It also states that ESD "aims to provide every person with the opportunity to acquire the values, competencies, knowledge, and skills that will enable them to contribute to a fair,

economically viable, and ecologically sustainable human future" [13]. The Global Action Programme on ESD is currently in place, for which UNESCO [2] is carrying out its follow-up. Previously, on 20 December 2002, through the approval of resolution 57/254, the Decade of Education for Sustainable Development (2005–2014) was proclaimed, stating that "education is an indispensable element for achieving sustainable development" [14]. In this regard, according to Muguerza and Chalmeta [15], education has a dual role in achieving the SDGs: it is both a goal to be achieved and the means through which to achieve the remaining 16 goals. Following the same direction, Tilbury and Wortman (2004) indicate that education is fundamental to promoting sustainable development. This call for education for sustainable development (ESD) is echoed by various other organizations. The World Health Organization (WHO) explicitly associates physical activity (PA) with Agenda 2030 and thirteen of the Sustainable Development Goals (SDGs) in the Global Action Plan on Physical Activity 2018–2030 [16]. Due to these arguments, educational systems must correspond when defining the necessary learning objectives and content, introducing different pedagogies that give autonomy to students, as well as urging institutions to integrate sustainability principles into their management [2]. It has been observed that environmental education applied to children and adolescents [17–19] and university students positively influenced their environmental awareness; these results reinforce the importance of secondary schools for sustainable development [20]. This is why the need has been emphasized for teachers and those responsible for different subjects to reflect on the possibilities of contributing to the SDGs in their subject, apply them in the classroom effectively, and be trained to educate in sustainability [21]. However, it has been discovered that although 95% of teachers knew the importance of education on climate change and its effects, only a percentage lower than 40 had the confidence to teach it. One possible cause is that only 55% had received instruction on climate change [22]. In this regard, some subjects seem to show special potential to contribute to the SDGs, with physical education (PE) being one of the subjects that have shown the greatest trajectory to date. The documents "OECD Future of Education and Skills 2030: curriculum analysis" [23] and "OECD future of education 2030: Making physical education dynamic and inclusive for 2030 international curriculum analysis" [24] acknowledge that education, sports, and physical activity are essential for attaining numerous SDGs. Consequently, it is reasonable to assume that school physical education (PE) and physical education teachers (PETs) have the capacity to support these outlined visions. However, there is limited research on the specific methods and mechanisms for doing so [16].

1.2. Sustainable Development through Physical Education

There are different definitions of PA and, having universal popularity, everyone considers it a fundamental right. PA itself is empowering, motivating, and inspiring. Likewise, historically it has played a very important role in societies, thanks to its power to attract, mobilize, and promote peace, tolerance, and understanding beyond borders, cultures, and religions [25]. For Thorpe et al. [26], sports sociology scholars, compared to feminist social theorists such as Donna Haraway, have been slow to adopt environmental thinking, as they have emphasized centrally exploring nature and human relationships since the 1990s. Therefore, more concrete actions should be established in the different areas of study, starting from general education and specifying each action for each of the subjects in the secondary curriculum. However, a problem observed is the general lack of training for teachers [1] and, more specifically, for PETs [27]. The concern of teachers to try to connect environmental links with physical and health education is not new [28]. To assist in this task, it is necessary to specify the actions to be followed to achieve the SDGs. The World Congress of the International Association of Higher Schools of PE [29] already raised this need from an educational perspective. Few studies deal with the implementation of ESD from the school organization, but these have indicated four important aspects to achieve it: interact collaboratively and improve the school, focus education on students, cooperate with local society, and leadership [9]. In this sense, the connection between the

characteristics of PE, such as motor development, promotion of justice, equity, diversity, and inclusion, etc., has been considered. To reduce these levels, sports practice is presented as a viable and sustainable solution, connecting sport, education, and society to promote sustainable behaviours in students [30]. The importance of the SDGs in the education system in general, and in PE in particular, and this has been reflected in new legislation. An example of this is the recent legislation proposed in Spain, which has been constructed and designed by establishing the 2030 Agenda and the SDGs as its backbone [31].

Education is a universal right, enshrined in the 1948 Universal Declaration of Human Rights in Article 26.1 [32] and also included in the Spanish Constitution of 1978 in Article 27. Because of this, Spanish educational policy has undergone changes over the years, highlighting a great expansion of the educational system, promotion of social equality, decentralization of the educational system, and the configuration of a new school model [33].

1.3. Evolution of the Spanish Curriculum from the Perspective of Sustainable Development and Physical Education

Educational laws and official curricula are the basic tools for teachers when developing their teaching work [34]. The way of understanding the curriculum has evolved over time, driven mainly by different factors, including the three dimensions of sustainable development: social, economic, and environmental [35]. In the social dimension, different laws have tried to adapt to new needs, taking into account different social groups [33,35]. The economic dimension has seen one of the most significant changes still affecting the curricula and, specifically, microeconomics, mainly due to the shift towards knowledge and technology-based growth [35,36]. Lastly, in the environmental dimension, focusing on climate change, EDS is promoted, and efforts are made to prepare students to become citizens with sustainable lifestyles [35]. These competencies must be taken into account when designing 21st-century curricula.

It is important to remember that many habits are acquired and consolidated during the school stage, both in primary and secondary education [37]. For this reason, the concept of sustainable development was introduced into educational curricula, due to the need for young people to be educated for a better future [38]. In 1968, environmental education appeared with the intention of promoting changes, one of its challenges being to seek personal and collective feelings of respecting the environment and using it without abusing it [39]. The following will be an analysis of the educational curriculum from the 1970s to the present day through the educational laws of Spain. With the General Education Law [40], the foundation was laid for the subsequent development of PE. Later, with the Organic Law on School Centres Statute [41], it is observed that for each course, there are five thematic blocks where there are contents of physical-sports activities in the natural environment (PANE) [34]. From 1990 to the present, there has been a legislative back-and-forth with up to six educational laws published: LOGSE [42], LOPEGCE [43], LOCE [44], LOE [45], LOMCE [46], and LOMLOE [47]. A large number of educational laws have been published in Spain in a short period, to the current point where students are being educated under the framework of two different educational laws and two curricular proposals [48].

Actually, the Spanish curricula is organized into five thematic blocks called basic knowledge, and also into five specific competencies that follow the achievement of the contents with their corresponding evaluation criteria. Additionally, eight key competences are also developed, which follow the competences outlined by the European Council. All these elements are developed for the first and second courses together, as well as for the third and fourth courses together.

The change to the LOE curriculum brought innovations in the content block of PE, with PANE appearing as its own block. Comparing LOGSE and LOE, we see that both have the same objectives: "To carry out physical-sports activities in the natural environment that have a low environmental impact, contributing to its conservation" [49].

The prior analysis of the curriculum shows us that in the LOE, an attitudinal content of respect for the environment and a positive valuation of its resources for recreational activities are added. In the third year, the contents are very similar between LOE and LOGSE. In the fourth year, LOGSE delves into orientation techniques, but LOE does not mention them, although in both curricula the aim is to understand the relationship between PA in nature and health, as well as their impact on the environment [49]. Regarding the evaluation criteria, in LOGSE there is only one related to PANE and it is about having respectful behaviour towards the environment and putting into practice the techniques for the development of activities. On the other hand, in LOE, the criteria are linked to the evaluation of the techniques indicated as contents of each course [49]. Both in the LOGSE and LOE curriculum, there is no specific block dealing with sustainable development. In contrast, LOMLOE is developed thanks to innovative aspects such as Agenda 2030 and the SDGs [31], in which there is also a specific block on sustainable development, block number 5, aimed at students integrating eco-socially responsible attitudes [50]. On the other hand, in LOMLOE, we find that the evaluation criteria are divided into five specific competencies, with those related to sustainable development being number five [50].

Delving into Royal Decree 217/2022 on 29 March, which establishes the organization and minimum teachings of compulsory secondary education, we see that the general changes are evident [31]. The objectives of PE in the LOMLOE stage are to ensure that students consolidate an active lifestyle, establish knowledge of their own corporality, enjoy cultural manifestations of motor nature, integrate eco-socially responsible attitudes, and reinforce the development of all decision-making processes involved in resolving motor situations. These contents contribute to being competent at the motor level, as well as facilitating comprehensive development, as it is an essential and inseparable element of student learning. After almost a decade of an inductive approach to competencies, it seems that the current LOMLOE has taken a 180° turn to make the leap to a real programming and evaluation by competencies [31]. The specific competencies of this subject become the reference to follow in shaping the PE that is intended to be developed: more competency-based, current, and aligned with the challenges of the 21st century. Similarly, they allow students to integrate an active and healthy lifestyle throughout their lives. To achieve this, six blocks of basic knowledge have been stipulated, which try to distance themselves from the old content blocks that conditioned the realization and development of particular didactic units, to avoid the interpretation and concretion of these in didactic units linked to a single block, as has been implemented to date, and thus be able to guide them towards learning situations [31]. In the case at hand, block 5, titled "Efficient and Sustainable Interaction with the Environment" [50] (p. 55), deals with the interaction of natural and urban environments in terms of their use, conservation, and shared nature. Focusing on specific competency number 5, it is observed that it is aimed at sustainable development, as it focuses, on the one hand, in secondary education on "Adopting a sustainable and eco-socially responsible lifestyle by applying individual and collective safety measures in physical-sports practice according to the environment and collaboratively and cooperatively developing community service actions related to physical activity and sports, to actively contribute to the conservation of natural and urban environments" [50] (p. 58). At this stage, students must consolidate environmentally respectful habits to contribute to global sustainability. Depending on the students' level of maturity, from an ecological and social responsibility perspective, they will be able to participate in organizing activities in different contexts, whether natural or urban, respecting the environment and trying to improve it. Efforts at this stage will be aimed at consolidating a sustainable lifestyle committed to the conservation and improvement of the environment through activities to raise awareness, among others. They must participate in activities in natural and urban contexts to expand their motor skills and experiences outside the school context. In addition, from an ecological and social responsibility perspective, they will also design and organize activities that respect the environment, trying to improve and raise awareness about it. In general terms, it is understood that urban environments can include prepared settings for practicing

PA: calisthenics circuits, roller skating, skateboarding, parkour, or urban dances. As for the natural environment, activities such as hiking, climbing, rappelling, skiing, maritime rescue, orientation (also in urban spaces), or bicycle touring can be practiced, all from a sustainable interaction approach, including complementary and extracurricular activities related to these experiences. This practice will also depend on the location of the school, its contextual possibilities, and the availability of access to different natural sites, both terrestrial and aquatic.

It is for all these reasons that the aim of this study is to analyse the relationship between the Spanish compulsory secondary education curriculum and the Sustainable Development Goals (SDGs) and their targets, and more specifically, the evaluation criteria; as previously mentioned, the new Spanish legislation is grounded in sustainable development policies. It seeks to answer the question: "How often are the SDGs and their targets linked to the Spanish Compulsory Secondary Education curriculum?" The hypothesis is that the primary relationship is expected to be found with SDG 4.

2. Methods

This study focuses on the current Spanish Education Law (LOMLOE) extracted from the Official State Gazette (BOE), with the specification of its minimum teachings for secondary education [50]. This regulation will be progressively applied during the 2022–23 and 2023–24 academic years. In addition, for the consultation of data and articles related to sustainability, SDG and their targets, the UNESCO website (www.unesco.org/es), and the WHO website (www.who.int/es) have been used. On the other hand, the Web of Science and SCOPUS databases have been used to extract and analyse all the documentation worked on in the introduction.

The PE curriculum of secondary education, as well as the complementary materials, were analysed through document analysis. The advantages of using this method are that it is very efficient, there is a wide variety of documents, it is less expensive, and the data are not affected by the research process, among others [51]. In the analysis of documents, it is necessary to examine and interpret the collected data with the objective of reaching its meaning, understanding it, and developing empirical knowledge [52,53]. To achieve the proposed objective, a superficial reading, an exhaustive reading, and, finally, interpretation of the content are needed [51]. So, after conducting an in-depth analysis of the legal texts and the targets of the SDGs, it is important to highlight that the target of SDG 4 and 4.1, as 4.1 states, is to ensure that all girls and boys complete primary and secondary education, which is free, equitable, and of good quality [54]. This could be assigned to each of the evaluation criteria, as this would indicate that by simply successfully completing the educational stages, this goal would be achieved.

The official PE curriculum has been elaborated in the following tables. For this purpose, the five specific competencies and their assessment criteria have been selected, indicating which basic knowledge they refer to and also establishing which SDGs and goals they can be linked to. These five specific competencies address: 1—Active and Healthy Lifestyle: choosing physical activities consciously to enhance quality of life. 2—Development of Autonomous Skills: adapting physical and motor skills in different challenging situations. 3—Sporting Practice with Respect: prioritizing respect and fostering ethical understanding in sports. 4—Critical Analysis of Motor Culture: exploring sports from gender and social perspectives. And 5—Sustainable Lifestyle: implementing safety measures and contributing to environmental conservation through collaborative actions.

3. Results

The results are shown below through a detailed curriculum analysis presented in three tables. On one hand, the curriculum elements for the first two academic courses (Table 1), on the other hand, for the third and fourth courses (Table 2), and finally a summary of the number of times the different goals of the SDGs have been mentioned throughout the curriculum for all basic education in Spain (Table 3).

Table 1. Analysis of the relationship between evaluation criteria and the SDG for first- and second-year courses.

Evaluation Criteria	Basic Knowledge	SDG	Target of SDG
Specific competence 1			
1.1 Establish and organise simple sequences of physical activity oriented to the integral concept of health and active lifestyle, based on an assessment of the initial level and respecting one's own body reality and identity.	Active and healthy life.	3 4	3.4. 3.d. 4.7.
1.2 Begin to incorporate, with progressive autonomy, processes of body activation, dosage of effort, healthy eating, postural education, relaxation, and hygiene during the practice of motor activities, internalising the routines of healthy and responsible motor practice.	Active and healthy life.	3 4	3.d. 4.7.
1.3 Adopt, in a responsible manner and with progressive autonomy, general measures for the prevention of injuries before, during, and after the practice of physical activity, learning to recognise risk situations in order to take preventive action.	Organisation and management of physical activity.	3 4	3.d. 4.7.
1.4 Act in accordance with intervention protocols in the event of accidents arising from physical activity, applying basic first aid measures.	Organisation and management of physical activity.	3	3.d.
1.5 Analyse and assess the impact that certain practices and behaviours have on our health and on coexistence, assessing their impact and actively avoiding their reproduction.	Organisation and management of physical activity.	4	4.7.
1.6 Explore different digital resources and applications, recognising their potential as well as the risks for their use in the field of physical activity and sport.	Organisation and management of physical activity.	9	9.C.
Specific competence 2			
2.1 Develop individual, cooperative, or collaborative motor projects, establishing mechanisms to redirect work processes, including strategies for self-evaluation and co-evaluation of both the process and the result.	Organisation and management of physical activity.		
2.2 Interpret and act correctly in a variety of motor contexts, applying basic principles of decision making in recreational situations, modified games, and sporting activities based on anticipation, adapting to motor demands, to the performance of the partner and the opponent (if any), and to internal logic in real or simulated performance contexts, reflecting on the solutions and results obtained.	Problem solving in motor situations.		
2.3 Show bodily control and mastery when using the qualitative and quantitative components of motor skills efficiently and creatively, facing the demands of problem solving in motor situations transferable to their living space with progressive autonomy.	Problem solving in motor situations.		
Specific competence 3			
3.1 Practise a wide variety of motor activities, appreciating the ethical implications of unsporting attitudes, avoiding excessive competitiveness, and acting with sportsmanship when assuming the roles of audience, participant, or others.	Emotional self-regulation and social interaction in motor situations.		
3.2 Cooperate or collaborate in the practice of different motor productions for individual and group achievement, participating in decision making and assuming different assigned roles and responsibilities.	Problem solving in motor situations.		
3.3 Make use with progressive autonomy of social skills, dialogue in conflict resolution, and respect for diversity, whether of gender, affective-sexual, national origin, ethnic, socio-economic, or motor competence, showing a critical attitude and an active commitment to stereotypes, discriminatory actions, and any type of violence, showing respect for one's own body and that of others.	Emotional self-regulation and social interaction in motor situations.	4 5 10	4.7. 5.1. 10.2.

Table 1. *Cont.*

Evaluation Criteria	Basic Knowledge	SDG	Target of SDG
Specific competence 4			
4.1 Manage participation in motor games and other artistic-expressive manifestations linked both to one's own culture and to others, favouring their conservation and valuing their origins, evolution, and influence on contemporary societies.	Manifestations of motor culture.	10	10.2.
4.2 Analyse objectively the different sporting activities and modalities according to their characteristics and requirements, avoiding possible gender or ability stereotypes or sexist behaviour linked to these manifestations.	Emotional self-regulation and social interaction in motor situations.	5 10	5.1. 10.3.
4.3 Participate actively in the creation and performance of individual or collective corporal expression compositions with and without a musical base, using intentionally and with progressive autonomy the body as a tool of expression and communication through diverse expressive techniques.	Manifestations of motor culture.		
Specific competence 5			
5.1 Participate in physical and sporting activities in natural, terrestrial, or aquatic environments, enjoying the environment in a sustainable way, minimising the environmental impact they may produce, and being aware of their ecological footprint.	Efficient and sustainable interaction with the environment.	12 13 14 15	12.8. 13.3. 14.C. 15.1.
5.2 Practise physical and sporting activities in the natural and urban environment, applying individual and collective safety rules.	Efficient and sustainable interaction with the environment.	11 15	11.3. 15.1.

Table 2. Analysis of the relationship between evaluation criteria and the SDG for third- and fourth-year courses.

Evaluation Criteria	Basic Knowledge	SDG	Target of SDG
Specific competence 1			
1.1 Plan and self-regulate the practice of physical activity oriented to the integral concept of health and active lifestyle, according to individual needs and interests and respecting one's own reality and bodily identity.	Active and healthy life.	3 4	3.4 3.d. 4.7.
1.2 Incorporate autonomously the processes of body activation, self-regulation and dosage of effort, healthy eating, postural education, relaxation, and hygiene during the practice of motor activities, internalizing the routines of a healthy and responsible motor practice.	Active and healthy life.	3 4	3.d. 4.7.
1.3 Adopt, in a responsible and autonomous manner, specific measures for the prevention of injuries before, during, and after the practice of physical activity, learning to recognize risk situations in order to take preventive action.	Organization and management of physical activity.	3 4	3.d. 4.7.
1.4 Act in accordance with intervention protocols in emergency or accident situations applying specific first aid measures.	Organization and management of physical activity.	3	3.d.
1.5 Adopt committed and transformative attitudes that reject social stereotypes associated with the sphere of the body, gender and sexual diversity, and behaviors that put health at risk, independently and autonomously contrasting any information on the basis of scientific criteria of validity, reliability, and objectivity.	Organization and management of physical activity.	5	5.1.
1.6 Plan, develop, and safely share daily physical practice using digital resources and applications linked to the field of physical activity and sport.	Organization and management of physical activity.	9	9.C.

Table 2. *Cont.*

Evaluation Criteria	Basic Knowledge	SDG	Target of SDG
Specific competence 2			
2.1 Develop individual, cooperative, or collaborative motor projects, establishing mechanisms to redirect work processes and ensure balanced participation, including strategies for self-evaluation and co-evaluation of both the process and the result.	Organization and management of physical activity.		
2.2 Show skills for adaptation and performance in situations with high uncertainty, making efficient use of one's own abilities and automatically applying perception, decision, and execution processes in real or simulated performance contexts, reflecting on the solutions and results obtained.	Problem solving in motor situations.		
2.3 Show control and body control by using the qualitative and quantitative components of motor skills in an efficient and creative way, solving problems in all types of motor situations transferable to their living space with autonomy.	Problem solving in motor situations.		
Specific competence 3			
3.1 Practice and participate actively, taking responsibility in the organization of a wide variety of motor activities, appreciating the ethical implications of unsporting practices, avoiding undue competition, and acting with sportsmanship when assuming the roles of audience, participant, or others.	Emotional self-regulation and social interaction in motor situations.		
3.2 Cooperate or collaborate in the practice of different motor productions and projects to achieve individual and group achievement, participating with autonomy in decision making linked to the allocation of roles, the management of practice time, and the optimization of the final result.	Problem solving in motor situations.		
3.3 Relate to and understand the rest of the participants during the development of different motor practices with autonomy and make effective use of social skills of dialogue in the resolution of conflicts and respect for diversity, whether of gender, affective-sexual, national origin, ethnic, socio-economic, or motor competence, and take an active stance against stereotypes, discriminatory actions, and any type of violence, respecting one's own body and that of others.	Emotional self-regulation and social interaction in motor situations.	4 5 10	4.7. 5.1. 10.2.
Specific competence 4			
4.1 Understand and practice different modalities related to one's own culture, traditional culture, or those from other parts of the world, identifying and contextualizing the social influence of sport in current societies and assessing its origins, evolution, different manifestations, and economic/political interests.	Manifestations of motor culture.	10	10.2.
4.2 Adopt committed and aware attitudes about the different gender stereotypes and sexist behaviors that continue to occur in some contexts of motor skills, identifying the factors that contribute to their maintenance and helping to disseminate different gender references in the physical-sports sphere.	Emotional self-regulation and social interaction in motor situations.	5 10	5.1. 10.3
4.3 Create and perform individual or collective compositions with and without musical basis and in a coordinated way, using intentionally and autonomously the body and movement as a tool of expression and communication through specific expressive techniques, and help to disseminate and share these cultural practices among peers or other members of the community.	Manifestations of motor culture.		

Table 2. *Cont.*

Evaluation Criteria	Basic Knowledge	SDG	Target of SDG
Specific competence 5			
5.1 Participate in physical and sporting activities in natural land or aquatic environments, enjoying the environment in a sustainable manner, minimizing the environmental impact they may produce, being aware of their ecological footprint, and developing intentional actions aimed at the conservation and improvement of the conditions of the spaces in which they take place.	Efficient and sustainable interaction with the environment.	12 13 14 15	12.8. 13.3. 14.C. 15.1.
5.2 Design and organize physical-sports activities in the natural and urban environment, assuming responsibilities and applying individual and collective safety rules.	Efficient and sustainable interaction with the environment.	11 15	11.3. 15.1.

Table 3. Number of times the specific targets of the Sustainable Development Goals have been linked to the curricular elements of secondary education in Spain.

First and Second Year		Third and Fourth Year	
Target of SDG	Times linked to the curriculum	Target of SDG	Times linked to the curriculum
4.1	17	4.1	17
4.7	5	3.d	4
3.d	4	4.7	4
10.2	2	5.1.	3
15.1	2	10.2	2
5.1.	2	15.1	2
10.3	1	3.4	1
11.3	1	9.c	1
12.3	1	10.3	1
13.3	1	11.3	1
14.c	1	12.3	1
3.4	1	13.3	1
9.c	1	14.c	1

The five specific competencies address: 1—Active and Healthy Lifestyle: choosing physical activities consciously to enhance quality of life. 2—Development of Autonomous Skills: adapting physical and motor skills in different challenging situations. 3—Sporting Practice with Respect: prioritizing respect and fostering ethical understanding in sports. 4—Critical Analysis of Motor Culture: exploring sports from gender and social perspectives. And 5—Sustainable Lifestyle: omplementing safety measures and contributing to environmental conservation through collaborative actions.

As can be analysed in Table 3, our hypothesis that linked SDG 4 to a greater extent is confirmed. Also, the dimension of the SDGs that is most developed in the Spanish curriculum is the social one, with SDGs 3, 4, 5, and 10, with a total of 32 items both in the first and second years and in the third and fourth years. This is followed by the environmental dimension, with quite a gap, with SDGs 13, 14, and 15, with four items both in the first and second years and in the third and fourth years. And finally, the least developed is the economic dimension with SDGs 9, 11, and 12, with only three items both in the first and second years and in the third and fourth years.

4. Discussion

The objective of this study was to analyse the contents of the compulsory secondary education curriculum in Spain and how they relate to the SDGs and more specifically, the evaluation criteria. In the official documents, explicit references to sustainability have been found, both in the specific competencies and in the basic knowledge, specifically, with specific competency 5 and basic knowledge, “Efficient and sustainable interaction

with the environment". As mentioned previously, it can be described that the mere fact of complying with these contents and overcoming this period of compulsory schooling can be related to SDG 4, which deals with quality education, and target 4.1, as 4.1 aims to ensure that all girls and boys complete primary and secondary education, which must be free, equitable, and of good quality [54].

Within the relationship between the SDGs and the contents, it has been observed that depending on the time they are focused on and the quality of teaching, we can relate them or not. For example, SDG 4 and target 4.1 assume that the education students will receive is through well-trained and prepared teachers and is therefore of quality. If this were not the case, this objective and its target would not be achieved. On the other hand, with specific competency 5 in section 5.1, it is assumed that students will acquire these learnings and apply them in their daily lives to be able to relate to SDGs 12, 13, 14, and 15. The links found in the curriculum and the SDGs, leaving aside SDG 4, could suggest that they seem to relate to SDGs 3, 5, 9, 10, 11, 12, 13, 14, and 15. There is a greater presence of SDGs 3, 5, and 10, which deal with health and well-being, gender equality, and reducing inequalities, respectively. These findings coincide with those of [55] and with research carried out during the last few decades on PE and pedagogy, which have also focused on these areas [56–58]. There is also a coincidence with the study [16], as the health and well-being objectives focus on the individual, without addressing it at the group or social level. On the other hand, the most frequent basic knowledge is "efficient and sustainable interaction with the environment" and "Problem-solving in motor situations". Regarding the dimensions of sustainable development, unlike in the study of Fröberg et al. [55], in the Spanish curriculum, one of the specific competencies is dedicated to the environmental dimension. Regarding the economic dimension, we understand that it can be somewhat subjective since it will depend on the depth of learning you can have. For example, in specific competency 5.1, it is mentioned that students must be aware of their ecological footprint and develop intentional actions aimed at conserving and improving the conditions of the spaces in which they develop. If we delve into these aspects, we could study the economic cost that can be reached for environmental care. Regarding the social dimension, it can also be found since in different specific competencies, cooperative and collaborative interaction is sought, carrying out collective compositions or cooperative motor tasks. It can be highlighted that the Spanish curriculum would work with the three dimensions of sustainable development, unlike the study by [55], which only finds the social dimension in its results.

For SDG 4 (Quality Education), the aim is to achieve learning objectives and competencies so that students can use all the resources learned in their education and apply them in everyday situations in their lives, promoting sustainable development, as well as identifying learning needs for their personal development [59,60]. These aspects would be in line with the Spanish curriculum, where aspects related to quality education can be observed when the students' exit profile is discussed, referring to the incorporation of the SDGs into the curriculum. The exit profile is established at the end of the compulsory schooling stage and is defined as a tool where the principles and purposes of the educational system are specified. It deals with the development and acquisition of key competencies, which are fundamental for the personal development of students to solve situations and problems that may arise throughout their lives, promoting their active participation in society and the care of people, the natural environment, and the planet. Analysing the PE curriculum in Spain, we see that the word sustainability is used in block 6 (efficient and sustainable interaction with the environment). In this, it focuses on "its use from motor skills, its conservation from a sustainable vision, and its shared nature from a community perspective of the environment" [50]. In addition, it should be noted that the curriculum does not establish a relationship between the specific competencies and the goals of each SDG. However, after conducting our analysis, it is observed that there may be links between the goals of SDGs 3, 5, 9, 10, 11, 12, 14, and 15, as previously indicated.

On the other hand, our analysis shows that the Spanish PE educational system for compulsory secondary education promotes some competencies towards the SDGs with the aim of being able to face the challenges that arise throughout life as individuals and global citizens. One of the key aspects to consider is that, when addressing sustainability, PE is not the only subject involved. These contents oriented towards sustainability are presented in a common way in the rest of the subjects. However, of course, by including sustainability in the curriculum, a relationship will be established with the essence of PE, which, as referred to in most countries of the world, focuses on the areas of movement education, sports, and health [61]. Finally, it should be noted that this document does not analyse what happens in PE classrooms, but only reviews the state legal documents that make up the Spanish education system. These documents are intended as resources for teachers, with which they can inform themselves and ensure their use when planning, establishing the basic knowledge to be developed through learning situations, as well as evaluation and grading systems for students.

In the Spanish context, the relationship between the intentions of educational institutions and the practical actions of teachers in terms of sustainability has been little explored. This situation could be partly explained by the recent implementation of the new educational law in Spain [47]. However, there are some studies that have explored how PE teachers show interest in working towards sustainable development. Despite this interest, these professionals often face challenges such as a lack of adequate training and time constraints, which hinder the effective integration of sustainability goals into their educational practices [62]. This analysis highlights the need for greater support and resources for teachers, in order to more effectively align educational policies with teaching practice in the field of sustainability. Additionally, it is interesting to compare this situation with trends observed in other educational contexts. For example, after general outreach and awareness-raising, reports in different countries often refer to the curriculum in relation to the SDGs. However, like in Spain, few of these reports (less than 2%) provide specific details about what is being implemented in practice [63]. This lack of specificity in the practical implementation of the SDGs in the classroom is not a challenge exclusive to the Spanish context, but a global phenomenon that underscores the existing gap between educational policies and concrete pedagogical practices. This parallelism highlights the importance of strengthening support and resources not only at the national level but also internationally, to ensure that education for sustainable development translates into effective and meaningful actions, especially in the field of PE.

5. Conclusions

The analysis of the secondary education curriculum in Spain shows that there is a relationship between curricular content and the SDGs. Links with several SDGs can be observed, especially with SDG 4 (Quality Education), as well as with SDGs 3 and 5. The inclusion of sustainability in the curriculum reinforces the relationship between education and sustainable development in general. Although an explicit relationship between specific competencies and the target of each SDG is not established in the curriculum, our analysis reveals that there are links. This suggests that the Spanish educational system for secondary education promotes competencies that can help to address global challenges in students' lives as individuals and global citizens. It is important to note that PE is not the only subject that addresses sustainability, as it is commonly presented in the rest of the subjects. A strong aspect of the PE Spanish curriculum is the explicit reference to sustainability in its content, but nevertheless, it is difficult to know how it is being applied without an in-depth study of its application by secondary school teachers. The inclusion of sustainability in the PE curriculum, in particular, is in line with the essence of movement, sports, and health education. Finally, it should be mentioned that this analysis is based on state legal documents that make up the Spanish educational system and not on what happens in the classrooms themselves. However, these documents serve as resources for teachers, who can inform themselves and ensure that they use these contents in their planning, establishing

the basic knowledge to be developed through learning situations, as well as the evaluation and grading systems for students.

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