

Physical Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3) (2002) Key Messages

Physical Education

Physical Education (PE) is “to educate students through physical activities”. It aims to develop students’ physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students’ confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, as well as the attribute of aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundation for students’ life-long and life-wide learning to face different challenges.

Existing Strengths

- Students like to take part in physical activities.
- PE teachers are professionally trained and are enthusiastic in their teaching.
- Schools generally support the promotion of physical activities and sports.
- The society in general has good faith in the wellness of individuals and this is beneficial for the promotion of PE.
- The sports achievement of China in international arena has a positive impact on Hong Kong, particularly in students’ aspirations to do well in physical activities.

Principles to Guide Actions

- learner-focused curriculum.
- interesting and enjoyable physical activities to motivate students to learn.
- safety considerations in designing and organisation of physical activities.
- coherent and linked programmes of different key learning stages to ensure the continuity of the curriculum.

Curriculum Aims of PE

It aims to help students:

- develop motor skills and acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle;
- acquire good health, physical fitness and body coordination through an active lifestyle; and
- promote desirable moral behaviours, cooperation in communal life, ability in making

decisions, and the appreciation of aesthetic movements.

- have basic competence and confidence to face different challenges.

Transformation of PE Curriculum

- from being competitive and physical training-oriented to one that concentrates in nurturing students an active and healthy lifestyle as well as positive values and attitudes to face different challenges.

Entitlement of Students

- an essential learning experience for all students.
- 5%~8% of the total curriculum time in both primary and secondary schools.
- learn fundamental movement in KS1 and the skills of at least eight activities from not less than four areas in KS2 and KS3.

The Central Curriculum of PE

- an open and flexible curriculum framework of learning targets and objectives, knowledge, generic skills, values and attitudes for the learning and teaching in PE.
- six strands are:
 - ♦ Motor and Sports Skills
 - ♦ Health and Fitness
 - ♦ Sport-related Values and Attitudes
 - ♦ Knowledge and Practice of Safety
 - ♦ Knowledge of Movement
 - ♦ Aesthetic Sensitivity

Connecting School-based Curriculum Development to Central Curriculum

- adopt the central curriculum and make school-based adaptations with regard to students' needs, interests and abilities, teachers' readiness and the school context to provide more learning experiences to students. It is necessary for students to learn fundamental movement in KS1 and to acquire the skills of at least eight activities from not less than four areas in KS2 and KS3.

Learning and Teaching

- adopt a life-wide learning approach and encourage students to participate in co-curricular physical activities.
- utilize within and outside school human resources and facilities.
- integrate the PE curriculum with elements of other KLAs to let students connect ideas and concepts.

- modify the learning and teaching of PE to cater for students' diversity.
- incorporate the four key tasks in the PE curriculum whenever possible:
 - ◆ moral and civil education (e.g., sportsmanship, facing failure, perseverance, observe rules and regulations, respect referee' s decisions, etc.)
 - ◆ reading to learn
 - ◆ project learning
 - ◆ information technology for interactive learning

Assessment

- from assessment of learning to assessment for learning.
- use formative and summative assessments to facilitate students' learning.
- teachers, students, peers and parents are possible assessors.
- log book, observation checklist, portfolio, and project learning are examples of student learning record and report.

Resources

- concession schemes of public sports facilities and external coaches.
- collaborative research and development projects.
- teacher development programmes.
- web-based information.
- sports development programmes for students organised by sports governing bodies or community sports associations/clubs.

(Please refer to *Basic Education Curriculum Guide – Building on Strengths (2002)* for more information on various curriculum matters.)