

Physical Education/Physical Development [Hereinafter collectively referred to Physical Education (PE)] - Frequently Asked Questions

General Questions

1. Why do we include PE in the school curriculum?

PE is an essential learning experience. It is an important part of whole person development and "educates students through physical activities". PE helps students pursue an active and healthy lifestyle, develops generic skills, and nurtures positive values and attitudes. It educates students to be responsible citizens and contributing members of the society.

2. Is PE be undermined in the senior secondary curriculum?

No.

PE (i.e. "Other Learning Experience – Physical Development") accounts for at least 5% of the lesson time in the senior secondary curriculum. Furthermore, students may elect to study for PE(HKDSE) to develop a good foundation for further studies and career advancement.

3. What are the differences between PE and sport?

PE helps students develop related skills, knowledge and attitudes for leading and enjoying an active and healthy lifestyle; as well as confidence and competence through facing challenges in a wide range of activities. The six strands in the PE curriculum are: Motor and Sports Skills, Health and Fitness, Sport-related Values and Attitudes, Knowledge and Practice of Safety, Knowledge of Movement, Aesthetic Sensitivity.

Sport refers to an institutionalised game. Through sport participation, students can understand and develop many core values such as national identity, perseverance, commitment, responsibility, respect to others, love and care, integrity, collaboration, solidarity, fair play, etc. Sport is an important medium for the implementation of PE.

Curriculum Framework

1. Do the six strands of PE share equal weight in the learning and teaching of PE activity?

The six strands are inextricably intertwined. However, teachers must bear in mind the three overriding principles (i.e. the PE curriculum centres around physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness)

and appropriately schedule progress of study, design learning and teaching approaches, and use lesson time. Teachers should, through fitting in the learning of physical skills as far as possible, grasp opportunities to introduce related concepts and theories, or conduct enquiry activities.

2. How does the teaching of generic skills as well as values and attitudes take place in PE lessons?

Physically active is the central aim of PE. The development of generic skills and positive attitudes, such as communication skills, critical thinking skills, creativity skills, collaboration skills, responsibility, respect for others, commitment, perseverance etc., is embedded in the learning and teaching of different activities. The time for briefing and debriefing of activities are good opportunities in infusing these qualities.

3. Does the PE assessment focus only on summative assessment?

Both formative and summative assessments are important as they serve different functions. In fact, assessment is an integral part of learning and teaching. It aims to enhance student learning.

Curriculum Implementation

1. Are co-curricular physical activities to train school teams and for trophies only?

Co-curricular physical activity is an extension of PE lesson. It aims to provide opportunities for students to refine their skills, enjoy physical activities, and develop potentials.

2. How to enrich students' learning experience in PE?

- Expose students to a diversity of physical activities through PE lessons. This enables them to recognise and develop their potentials and interests;
- Through interest groups and school team trainings, enable students to receive systematic and professional training in selected sports outside regular classroom and participate in inter-schools sports competitions;
- Refer students with exceptional sporting potentials or performance to related organisations where they would receive further professional training and be prepared to become elite athletes; and
- Utilise community resources such as the free-use scheme and concession rates

of the sports facilities of Leisure and Cultural Services Department for the learning and teaching of PE.

Support measures

1. What are the support measures for PE teachers?

Below are some examples:

- Develop learning and teaching resources such as “An Introductory Guide to Fundamental Movement”, “Physical Education Learning Outcome Framework”, etc;
- Organise professional development programmes such as “Hong Kong Physical Education Teachers Conference”, “Induction Programme for New PE teachers and New PE Panel Heads”, “Seminar for Curriculum Leaders”, etc; and
- Through web page of the PE Key Learning Area, disseminates subject specific information.

2. How to create space for PE teachers?

To create space for PE teachers, schools should wisely use various sources such as Capacity Enhancement Grant, Quality Education Fund and School Sports Programme, etc, to acquire teaching resources and professional support.