

Key Messages of the PE KLA Curriculum Guide

PE Curriculum

Given the importance of lifelong learning and whole-person development, PE is one of the eight Key Learning Areas. The PE KLA Curriculum Guide (P1 - S3) was developed in 2002 to promote the learning and teaching of PE.

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 in students, both as individuals and in groups or teams, confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundations for students’ lifelong and life-wide learning to face the challenges of the 21st century.

Curriculum Aims

PE aims to help students:

- develop motor skills, 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 bodily coordination through participating regularly in physical activity
- promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement
- have basic competence and confidence to face different challenges

The PE curriculum framework is structured to ensure that students can enjoy an open, flexible and balanced programme featuring a variety of movement experiences. The six strands in the framework are inextricably intertwined. Through participating in various activities, students can acquire knowledge and skills, develop generic skills, as well as desirable values and attitudes, and ultimately achieve the overall aims of PE.

Six Strands of PE

- Motor and Sports Skills
- Health and Fitness
- Sports-related Values and Attitudes
- Knowledge and Practice of Safety
- Knowledge of Movement
- Aesthetic Sensitivity

Generic Skills

Generic Skills are students' basic ability in learning. They include collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills. These skills can be transferred to different learning contexts. Generic skills required for the lifelong learning of students can be developed through physical activities. PE focuses specially on the following four skills:

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills

Aesthetic appreciation is also very important. Teachers can create a suitable environment in daily learning and teaching to cultivate students' generic skills and aesthetic appreciation.

Values and Attitudes

Values are principles underpinning conduct and decision-making. Attitudes support motivation and cognitive functioning. They are needed to perform a task well. Therefore, both values and attitudes are important elements in whole-person development; they serve as a platform for lifelong learning. Teachers can instil these values and attitudes in students in the course of activities both inside and outside school. Participation in PE activities will help nurture the right sets of values and attitudes in students. The current curriculum reform prioritises the reinforcement of the following five concepts:

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment

Learning Targets of Each Key Learning Stage

The following are the expected skills, knowledge, values and attitudes deriving from the learning targets of each key learning stage. The values and attitudes are especially coherent with one another and mutually reinforcing.

By the end of key stage (KS) 1 (P1-P3), students should be able to

- Develop locomotor movement skills, stability movement skills and manipulative movement skills and perform sequences of skills with creativity and imagination through fundamental movement (FM) activities and physical play
- Acquire basic knowledge about FM and know the health benefits of physical activities
- Express themselves and be creative in physical activities
- Develop positive attitudes towards participation in physical activities

By the end of KS2 (P4-P6), students should be able to

- Develop basic skills in at least eight different physical activities selected from not less than four areas through introductory activities and modified games, and engage regularly in at least one PE-related co-curricular activity
- Acquire basic knowledge about physical activities and their contribution to health
- Communicate effectively and cooperate with others
- Follow rules and regulations and demonstrate fair play

By the end of KS3 (S1-S3), students should be able to

- Acquire and apply basic skills in at least eight different physical activities selected from not less than four areas which include games and competitions, and participate actively and regularly in at least one PE-related co-curricular activity
- Apply theories of physical activities and training principles in a health-related fitness programme
- Think critically about current issues in PE and sport
- Demonstrate appropriate etiquette and sportsmanship in physical activities

By the end of KS4 (S4 and above), students should be able to

- Refine learnt skills and acquire new skills from a range of diversified activities, and participate actively and regularly in at least one PE-related co-curricular activity
- Analyse physical movement and evaluate the effectiveness of a health-related fitness programme
- Apply problem-solving skills when facing problems in a PE learning context
- Take the role of sports leaders or junior coaches and demonstrate responsibility and leadership in the school and community
- Maintain and transfer the attributes of perseverance, sportsmanship, the ability to face difficulties and other personal qualities to daily life

Assessment

Assessment is a vital and continuous process in learning. An effective assessment can reflect the learning progress of students and help students understand their achievement in learning. Assessment allows teachers to investigate and review the effectiveness of teaching and the learning difficulties of students for revising the learning objectives and the curriculum. It also acts as a basis for counselling, providing feedback for students in understanding their own strengths and weaknesses, and amending their personal learning progress and goals accordingly. Parents can also have a better understanding of the learning progress of their children and give them advice and support through assessment.

Teachers may adopt assessment for learning strategies and tie them in with diversified modes of assessment to enhance student learning. Teachers should consider the following points when designing the assessment:

- Use appropriate formative and summative assessments to facilitate student learning
- Teachers, students, peers and parents are possible assessors
- Adopt diversified modes of assessment to match students' ability, disposition and experience, and stimulate students' motivation in learning
- Observation checklists, portfolios and project learning are examples of student learning records

Role of Teachers

The role of PE teachers is very important in planning, organising and implementing physical activities. When planning their school-based curriculum, teachers should keep the following needs in mind:

- To develop a balanced PE curriculum which is full of creativity, fun and challenges
- To strengthen student learning not only in respect to “Motor and Sports Skills”, but also the five other strands including “Health and Fitness”, “Sports-related Values and Attitudes”, “Knowledge and Practice of Safety”, “Knowledge of Movement” and “Aesthetic Sensitivity”
- To develop an appropriate learning environment for PE
- To consider different factors such as learning targets, the school’s environment, equipment and facilities, safety, the fun element of the activities, the expertise of teachers, other resources, the amount of exercise and student abilities when selecting content
- To design good learning and teaching strategies to cater for students’ diversified learning needs, group students according to their potential and physique, and fit in with future learning and teaching activities
- To develop appropriate assessment criteria
- To be role models for lifelong learning in terms of skills, knowledge, values and attitudes
- To take up different roles such as teacher, coach, facilitator and coordinator
- To work with other PE or community organisations, and cooperate with parents to provide learning opportunities and community services for students inside and outside school

(Please refer to PE KLA Curriculum Guide (P1 – S3) (CDC, 2002) for further details)