

Physical Education

➤ *Position*

Physical Education (PE) develops students' confidence and physical competence, as well as their ability to use these to perform in a wide range of activities associated with the development of an active and healthy life-style. It promotes physical skillfulness, physical development, knowledge of body movement and aesthetic sensitivity. Physical Education provides opportunities for students to learn to be creative, collaborative, sociable and competitive, and to face different challenges as individuals and in groups or teams.

➤ *Direction*

The framework emphasises a continuous, progressive and diversified PE curriculum in four key stages. On top of the acquisition of movement proficiency and sports and physical skills, it also focuses on students' development of essential generic skills for life-long and life-wide learning, positive values and attitudes in PE, and their ability in Learning to Learn.

➤ *We hope that from now to 2005-06*

<i>Our Students</i>	<i>Our Teachers</i>
Primary 1 – Primary 3	
<ul style="list-style-type: none">• develop basic movement skills and perform sequences of skills with creativity and imagination by means of the Fundamental Movement (FM) approach or other approaches• have some knowledge of the relationship between physical activities and the development of physical health• communicate ideas, feelings, etc. effectively with others in plays, games and demonstrations	<ul style="list-style-type: none">• develop a balanced PE curriculum with creativity, fun and challenges to enhance students' development in generic skills• help students develop basic physical movement skills through the FM approach and other approaches• help students acquire appropriate attitudes and knowledge in health and physical activities

Primary 4 – Primary 6	
<ul style="list-style-type: none"> • learn basic skills of at least eight different physical activities from not less than four core activity areas and engage regularly in at least one PE-related co-curricular activity • understand the relationship between physical activities and health development and the wide range of factors and actions that influence their health status • learn how to respect others' rights and demonstrate a co-operative manner in teamwork and be able to apply decision-making, critical thinking, communication, etc. in different learning situations 	<ul style="list-style-type: none"> • develop a balanced PE curriculum in line with the suggested framework and select appropriate tools to assess students' learning • help students acquire basic competency through the learning of at least eight different physical activities from not less than four core activity areas and develop a habit to participate in at least one PE-related co-curricular activity • offer opportunities for students to participate in modified games, competitions and other health related activities that develop their skills in creativity, communication, critical thinking and health-related knowledge
Secondary 1 – Secondary 3	
<ul style="list-style-type: none"> • acquire and apply skills in at least eight different physical activities from not less than four core activity areas and participate actively and regularly in at least one PE-related co-curricular activity • apply the FITT (Frequency, Intensity, Time, Type) principle in planning their individual fitness programme 	<ul style="list-style-type: none"> • develop a balanced PE curriculum in line with the suggested framework and select appropriate tools to assess students' learning • help students to improve their proficiency through the application of movement concepts and training principles in at least eight different physical activities from not less than four core activity areas and develop a habit to participate actively in at least one PE related co-curricular activity

<ul style="list-style-type: none"> • demonstrate appropriate etiquette and sportsmanship in plays, games and competitions 	<ul style="list-style-type: none"> • help students set their goals in planning their health programmes • encourage students to make effective use of different youth health programmes in the community • help students develop desirable behaviour and sportsmanship through physical activities
Secondary 4 and above	
<ul style="list-style-type: none"> • refine the learnt skills or acquire the skills of some novel physical activities, participate actively and regularly in at least one PE-related co-curricular activity and be willing to serve club or society in the school and the community • understand the relationship of physical activities with personal and social development • demonstrate the ability to initiate responsible and independent decisions, display an attitude of willingness to try new games, apply a wide range of analysing and evaluating skills to different learning situations and interact positively with others 	<ul style="list-style-type: none"> • develop a balanced PE curriculum in line with the suggested framework and select appropriate tools to assess students' learning • offer opportunities for students to learn specific or advanced skills and substantiate the habit of regular exercise in at least one PE related co-curricular activity • offer opportunities for students to understand the relationship of physical activities with personal and social development • offer opportunities to develop students' life skills, leadership and community services

➤ *Major Issues of Concern*

- Support from school heads is essential for promoting PE in schools.
- The heavy workload of PE teachers is a barrier to reform. Sufficient PE equipment, facilities, and support from communities are important to facilitate the changes - teachers may make use of the public facilities and the support offered by the Leisure and Cultural Services Department and the Sports Development Board to enhance students' life-wide learning.
- Teacher education programmes are essential for teachers to share their experiences and learn from others – Summer Schools with different themes will be organised from 2001-02 to 2005-06 to enhance the sharing.
- To promote health by encouraging and facilitating students to be active in physical activities – a research project on health development has been initiated.
- To strengthen assessment for learning (especially portfolio assessment) in PE – relevant school-based exemplars and user-friendly computer software will be developed through a research and development project.

➤ *KLA Exemplars are available in the folder of Exemplars of Curriculum Development in Schools and the curriculum bank (<http://cd.ed.gov.hk>).*

The PE KLA Curriculum Guide will be published in 2002.