

*Ongoing Renewal of  
the School Curriculum –  
Focusing, Deepening and Sustaining*

**Updating the  
Physical Education Key Learning Area  
Curriculum Guide  
P.1 – S.6**

# Position of PE in the School Curriculum

- \* One of the eight KLAs
- \* An essential learning experience for all students
- \* School should allocate 5-8% of total curriculum time in primary and secondary schools



# Why and How is the PE Curriculum Updated?

With the rapidly changing world and the paradigm shift of the society, **physical inactivity** will become a problem which is a contributing factor to various diseases



To cope with the problem, we need to adjust our learning and teaching strategies in PE and work with different stakeholders to **encourage our students to adopt an active and healthy lifestyle**

# The Updated Seven Learning Goals of School Curriculum

1

To be proficient in biliterate and trilingual communication for better study and life;

2

To acquire and construct a broad and solid knowledge base, and to be able to understand contemporary issues that may impact on their daily lives at personal, community, national and global levels;

3

To develop and apply generic skills in an integrative manner, and to become independent and self-directed learners for future study and work;

4

To be an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society;

5

To use information and information technology ethically, flexibly, and effectively;

6

To understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career;

7

**To lead a healthy lifestyle with active participation in physical and aesthetic activities, and to be able to appreciate sports and the arts.**

# Updated Seven Learning Goals of School Education and Implementation in PE

## Updated Seven Learning Goals

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

PE centres around **physical activities**, focuses on learning **motor and sports skills**, and is keen to develop **physical fitness**



**Other Key Emphases  
under Ongoing Renewal of the School  
Curriculum**

# Updated Curriculum Aims of PE

1. develop motor skills and acquire knowledge through physical activities and cultivate positive values and attitudes for the development of habit in doing physical activities
2. acquire good health, physical fitness and body coordination through an active lifestyle
3. promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movements
4. become responsible citizens who contribute to the building of an active and healthy community

## Building on Strength

## Updated Emphases in PE

### Sustaining

- Adopting a **whole-school approach** in **promoting active and healthy lifestyle**
- Nurturing in students' **sports-related values and attitudes** through physical activities for their **all-round development** to meet future challenges

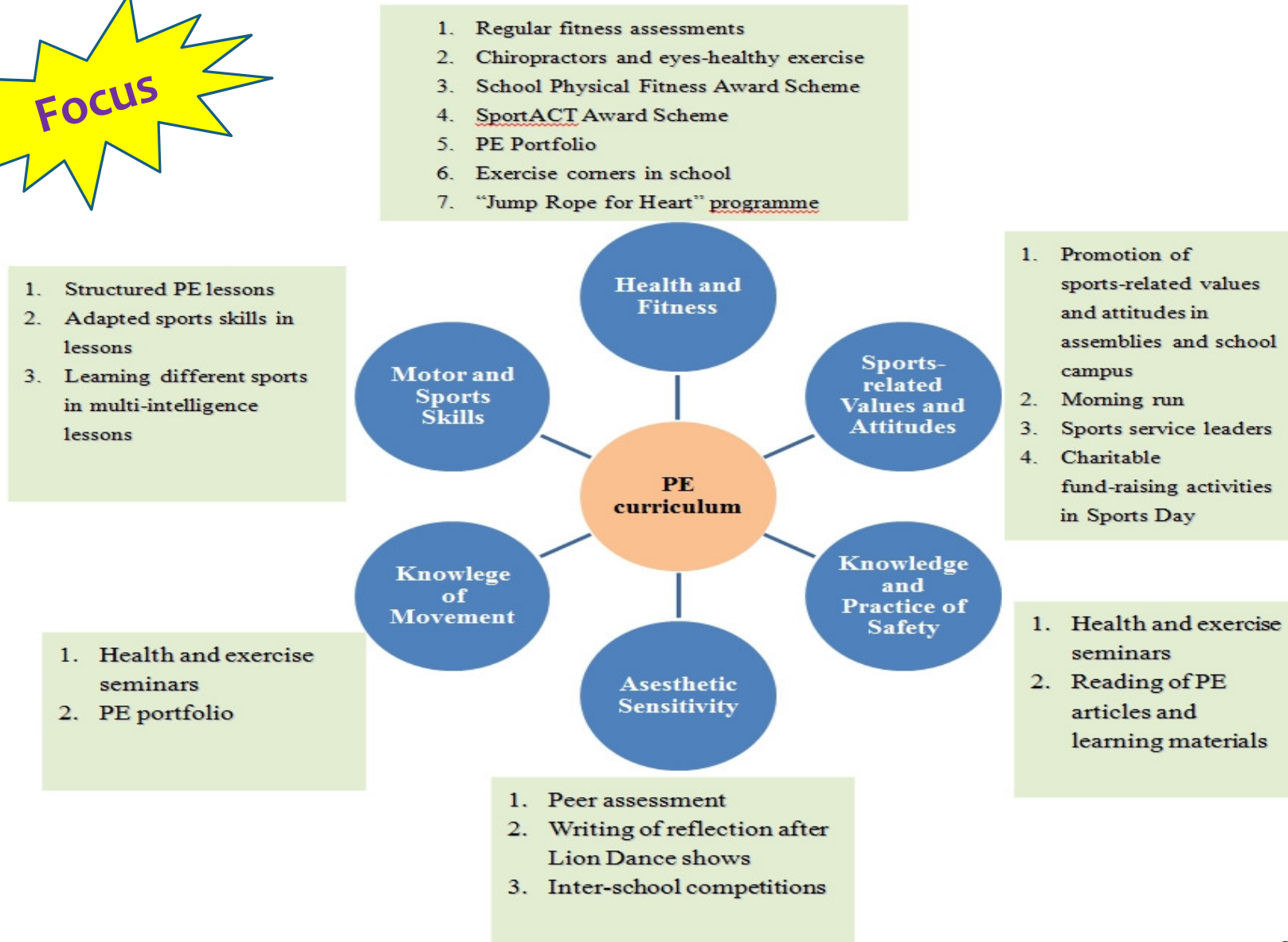
### Focusing

- Reiterating **balance of six strands of PE** in curriculum planning and implementation
- Motivating students to **engage in physical activities regularly**
- Promoting e-learning to encourage students to make use of technology to **enhance learning effectiveness** and **improve self-directed learning**

### Deepening

- Strengthening implementation of **catering for learner diversity** in schools

# Curriculum planning centred around six strands of PE





# Whole-school Approach in Promoting Active and Healthy Lifestyle

Active School Policy to promote sporting culture in school:

Sustain



Focus sports training



Diversified choices of interest

Student-initiated



School-initiated



## Promoting WHO's recommendation - (MVPA-60)



**Sustain**

**Children and youth aged 5-17 should accumulate :**

- at least 60 minutes of moderate –to vigorous-intensity physical activity daily

### **Physical Activity:**

Physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities

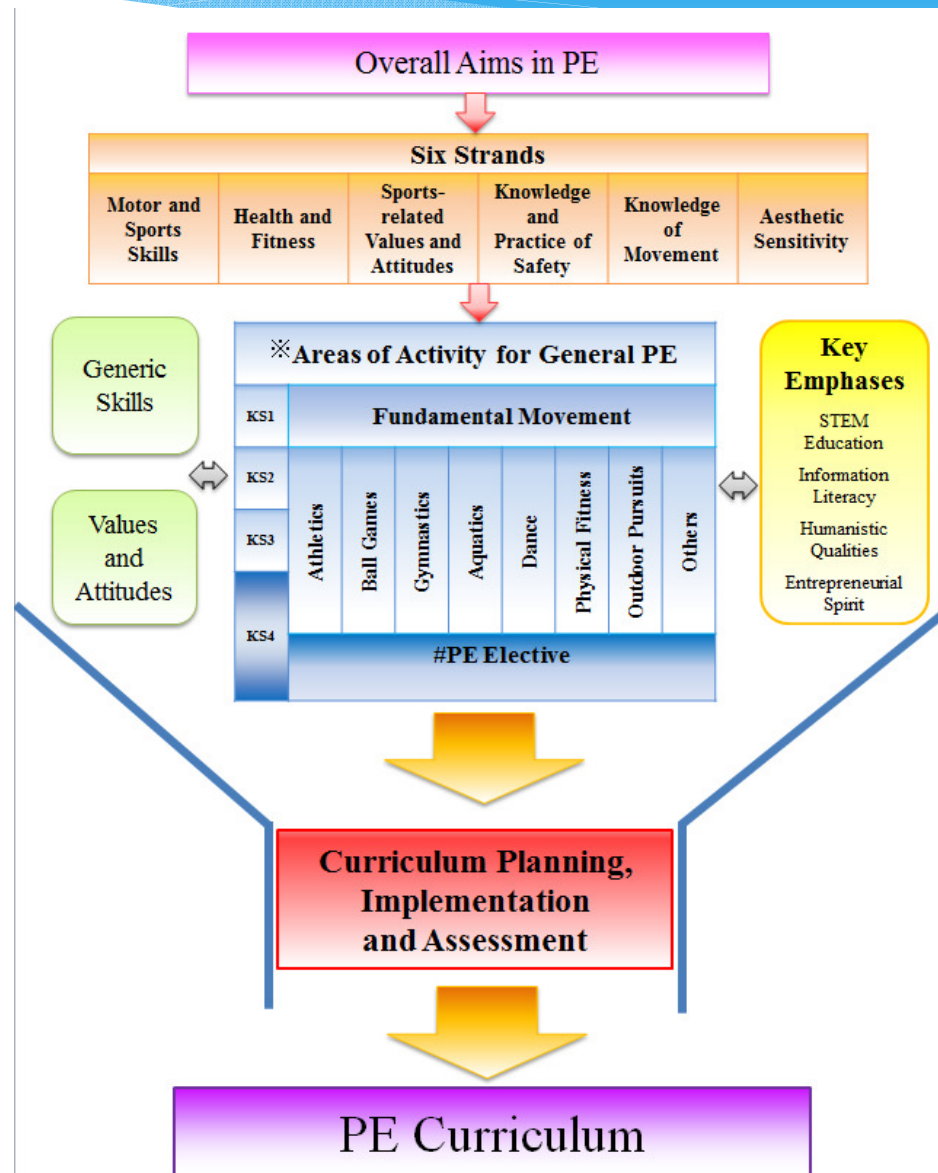
### **Moderate Intensity:**

Physical activities that slightly speed up breathing and heart rate, and cause mild sweating without exertion (e.g. one can still talk with ease while exercising)

### **Vigorous Intensity:**

Physical activities will greatly speed up breathing and heart rate, and cause profuse sweating and exertion (e.g. one cannot walk or finds it difficult to talk with ease while exercising)

# The Updated PE Curriculum Framework



※ KS2-4: Acquisition of skills of at least eight physical activities from not less than four areas in General PE

#KS4: The PE Elective is one of the examination subjects in the Hong Kong Diploma of Secondary Education (HKDSE)

# Goal → Lead a Healthy Lifestyle

- ❖ Incorporation of new emphases/elements into the PE curriculum are all means to the end — helping students to become individuals who **lead a healthy lifestyle with active participation in physical activities, and be able to appreciate sports**



# Refined Generic Skills

<b>Basic Skills</b>	<b>Thinking Skills</b>	<b>Personal and Social Skills</b>
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

In PE, the nurture and application of these skills are always in **authentic context**, either **individually or integratively**

## Refined Generic Skills

# Holistic Thinking Skills

Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

In PE, the nurture and application of these skills are always in **authentic context**, either **individually or integratively**

# Refined Generic Skills

## Collaborative Problem Solving Skills

Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills

In PE, the nurture and application of these skills are always in **authentic context**, either **individually or integratively**

# Incorporating STEM Education into PE

- Adopting STEM Education into PE strengthens students' **ability to integrate and apply knowledge and skills** in meeting the changes and challenges in the contemporary world
- \* Examples:
  - \* **Monitoring heart-rate spectrum using various devices**
  - \* **Motion data analysis in physical activities**

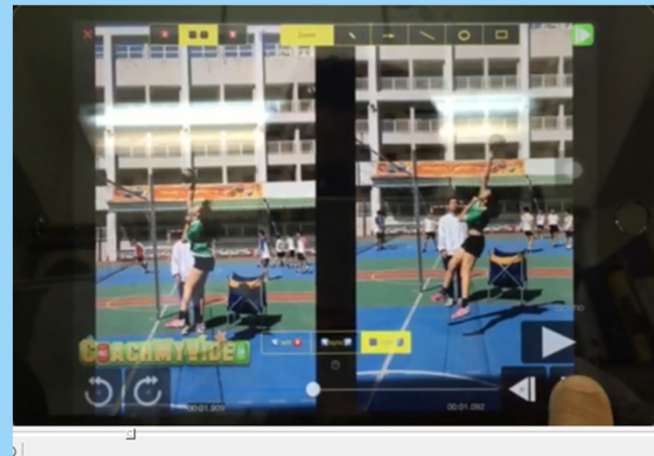




# Promoting e-learning in PE

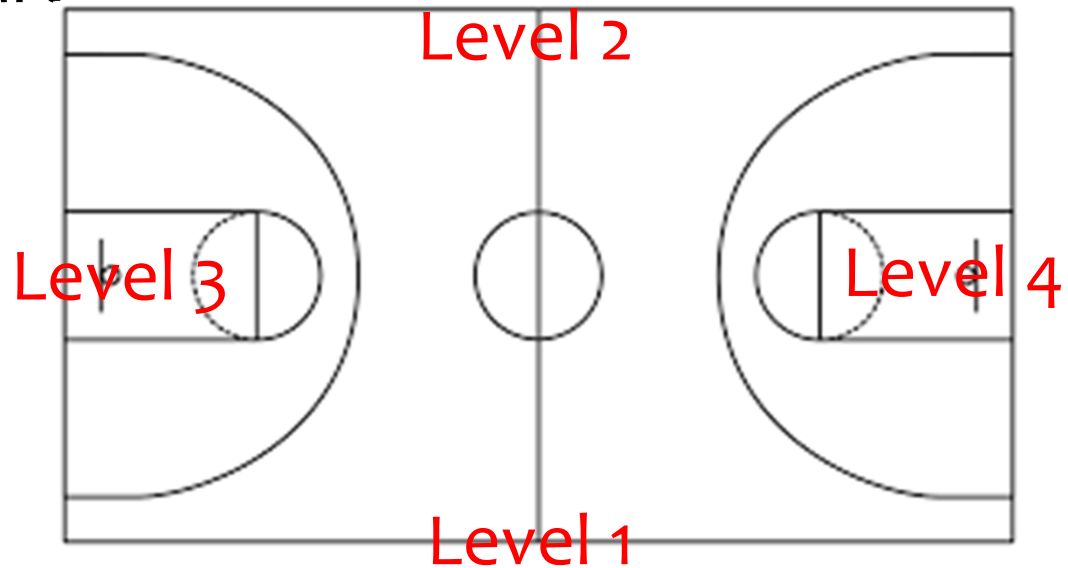
Focus

- \* Strengthening e-learning and Information Literacy
- \* Utilising technology, teachers can **enhance learning and teaching effectiveness, cater for learner diversity in a better way**



# Lay-up shot

- Level: 1, 2, 3 and 4
- Students are grouped accordingly to their skill levels and perform different drills in the basketball court



# Assessment in PE

- ❖ To enhance teachers' assessment literacy
- ❖ To place more emphasis on promoting “Assessment for/as Learning”
- ❖ To strengthen students roles in the assessment of their own learning to help them develop self-directed learning abilities

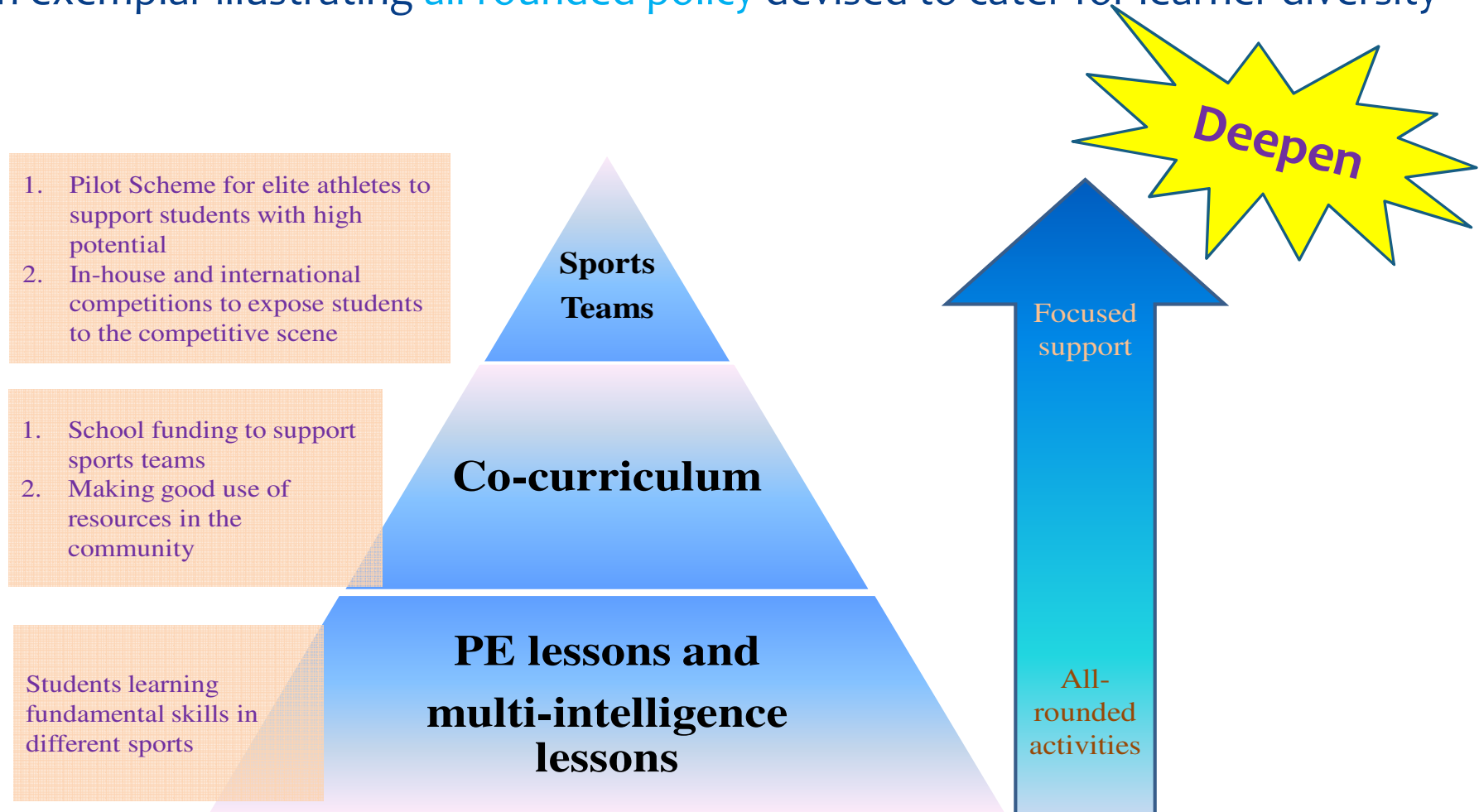
Assessment **OF**  
Learning

Assessment  
**FOR** Learning

Assessment **AS**  
Learning

# Strengthening Catering for Learner Diversity

An exemplar illustrating **all-rounded policy** devised to cater for learner diversity



# Promoting Values Education - Guider Runner Programme

- ❖ PE is well-suited to **nurture in students values and attitudes via sports**
- ❖ **Exemplar:** Through first-hand experience, students reflect on issues regarding values and attitudes



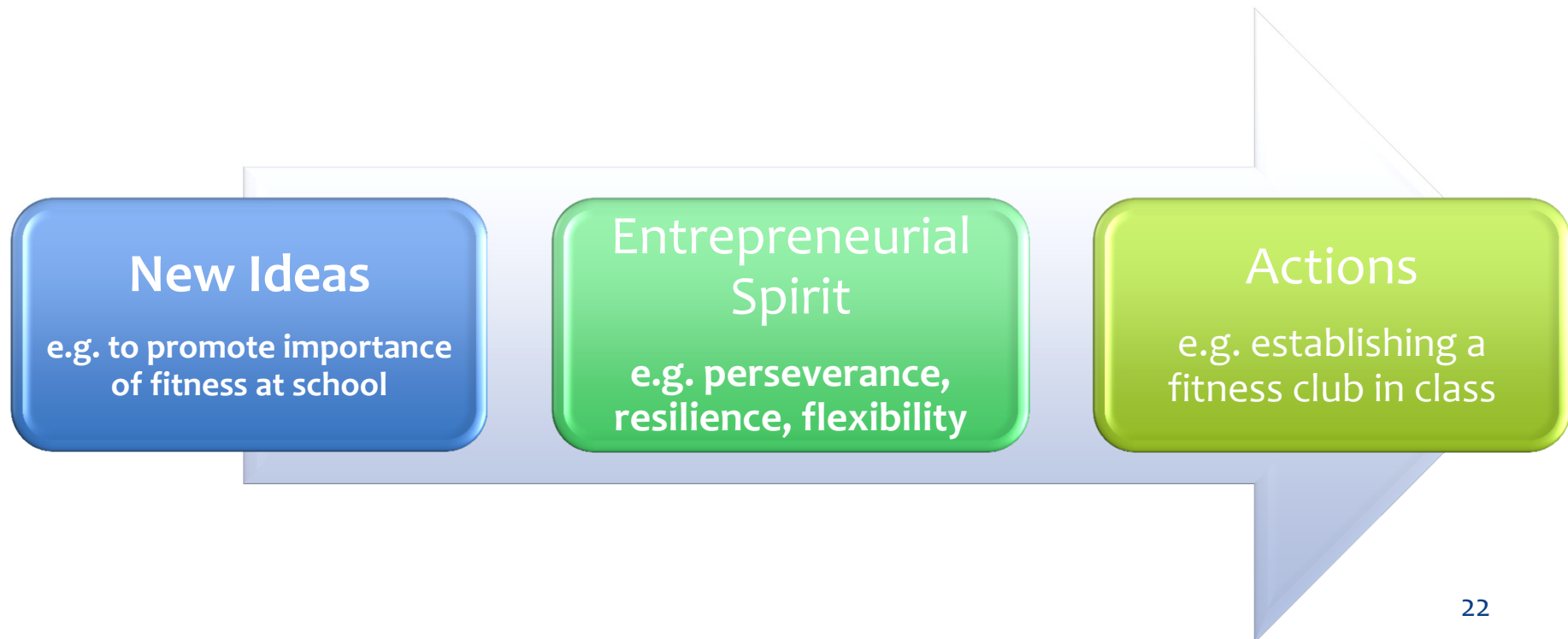
Care for Others

Perseverance

Empathy

# Nurturing Entrepreneurial Spirit

- **Entrepreneurial spirit** refers to the inquisitiveness to **conceive new ideas** and the ability to **turn ideas into actions**
- Nurturing entrepreneurial spirit is **more than teaching students to start and run new businesses**



# Supporting Strategies





***Thank you***