Physical Education

(HKDSE)

Part I: Physical Education, Sport, Recreation, Leisure and Wellness: History and Recent Development

Physical Education Section
Curriculum Development Institute
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Acronyms

CDC	Curriculum Development Council
CSC	Community Sports Club
CSTB	Culture, Sports and Tourism Bureau
HKDSE	Hong Kong Diploma of Secondary Education
HKSI	Hong Kong Sports Institute
IOC	International Olympic Committee
IT	Information technology
KLAs	Key Learning Areas
LCSD	Leisure and Cultural Services Department
NSAs	National sports associations
OLE-PD	Other Learning Experiences – Physical Development
PE	Physical education
SF&OC	Sports Federation and Olympic Committee of Hong Kong, China

Contents	Page

Acronyms 1

Contents 2

Learning objectives 3

Glossary 4

Essential concepts and theories

A. Definitions and terminology 10

B. Roles and values of physical education, sport, recreation and leisure 10

C. Physical education in Hong Kong 13

D. Sport, recreation and leisure in Hong Kong 21

Examples of enquiry activities 31

References for teachers 34

References for students 36

Related websites 37

Learning objectives

This part gives students a general picture of the scope of physical education (PE) and its relationship with sport, recreation and leisure. The terminology, essential concepts and knowledge of its history and recent developments help students better understand the contexts of PE, sport and recreation, making the learning of other topics in the PE curriculum easier.

Expected learning outcomes: Students will be able to

1. explain the roles and values of PE, sport, recreation and leisure in daily life with appropriate examples;
2. evaluate the impact of the school PE curriculum on promoting healthy living in Hong Kong; and
3. make recommendations on how to promote sport, recreation and leisure in Hong Kong.

Glossary

	Term	Description
1.	Active and healthy lifestyle 活躍及健康的生活模式	A way of living based on regular physical activities and a cluster of related healthy behaviours which lead to health, vigour and vitality as well as self-respect and control of one's destiny.
2.	Collaboration skills 協作能力	Problem solving, planning and decision-making in a small group require collaboration skills, namely, the skills of communication, appreciation, negotiation, making compromises and asserting leadership. Students with these skills will be able to effectively engage in and contribute to tasks involving teamwork.
3.	Communication skills 溝通能力	Communication skills refer to the abilities to achieve the desired outcomes or goals in a process where two or more people interact (be it in a face-to-face or virtual context) through expressing or receiving messages using verbal and non-verbal means. To communicate effectively, students should learn to listen, speak, read and write competently. Not only should they express themselves in an accurate, organised and proper manner but they should also understand and respect others' views and expectations, and use appropriate information and means to convey a message in accordance with the purpose, context and audience. They should also evaluate the effectiveness of their communication and identify areas for improvement to achieve the best results.

Glossary

	Term	Description
4.	Creativity 創造力	Creativity brings in changes or transformations and is manifested in new ideas, acts or products. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for a meaningful purpose.
5.	Critical thinking skills 慎思明辨能力	Critical thinking is drawing out meaning from available data or statements, and examining and questioning their accuracy and credibility in order to establish one's views and evaluate the arguments put forward by oneself and others.
6.	Energy expenditure 能量消耗 / 能量支出	The units of energy expenditure commonly used are the kilojoule (metric system) and the kilocalorie (British system). The daily energy expenditure of an individual is mainly dependent on the intensity and duration of physical activities.
7.	General PE lesson 一般體育課	The structured PE lessons which constitute not less than 5% of total lesson time from Primary 1 to 6, 5-8% of total lesson time from Secondary 1 to 3 and at least 5% in the senior secondary curriculum (Secondary 4 to 6). General PE is also referred to as Other Learning Experiences - Physical Development (OLE-PD) at senior secondary level in Hong Kong.

Glossary

	Term	Description
8.	Generic skills 共通能力	Generic skills are fundamental to helping students learn how to learn. They are to be developed through learning and teaching in the context of different subjects or KLAs, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong curriculum, including Communication Skills, IT Skills, Mathematical Skills, Self-management Skills, Self-learning Skills, Collaboration Skills, Critical Thinking Skills, Creativity and Problem Solving Skills.
9.	Health / Wellness 健康 / 豐盛人生	According to the World Health Organisation, health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Thus, we can interpret "health" as comparable with "wellness".
10.	Information technology (IT) skills 運用資訊科技能力	IT skills are the ability to use IT critically to search, select, analyse, manage and share information. The mastery of IT skills facilitates collaborative learning, problem solving and self-directed learning.
11.	Leisure activity 消閒活動 / 休閒活動	A restful activity in which one engages during one's free time.

Glossary

	Term	Description
12.	Mathematical skills 運算能力	Mathematical skills include the ability to perform computations and estimations of numbers in various forms, to describe spatial relationships between objects, to perform measurements, to manage data, to employ logical reasoning for drawing valid conclusions, and to apply mathematical concepts in different contexts.
13.	Other Learning Experiences - Physical Development (OLE-PD) 其他學習經歷 — 體育發展	An essential component that complements the examination subjects and Applied Learning under the senior secondary curriculum. Through OLE-PD, students will build up lifelong capacities, including interests and skills, for leading an active and healthy lifestyle.
14.	Physical activity 體力活動 / 體能活動 / 身體活動	Any bodily movement produced by the skeletal muscles that require energy expenditure. (World Health Organisation, 2018) An activity that involves physical exertion for exercise, recreation or competition. (Curriculum Development Council, 2007)
15.	Physical Education (PE) 體育	The concept of educating students through physical activities to attain the objectives of cognitive development, affective development and psychomotor development (including physical skills and fitness).

Glossary

	Term	Description
16.	Physical fitness 體適能	The ability to carry out daily tasks with vigour and without undue fatigue, and with sufficient energy to engage in leisure-time pursuits and to meet unforeseen emergencies, and the vitality to perform at one's fullest capacity.
17.	Physical performance 體育表現	The effect of executing physical skills.
18.	Motor and sports skills 體育技能	The motor actions that are executed in unity to achieve a purpose in physical activities. The development of physical skills is one of the six strands of the PE Key Learning Area (KLA).
19.	Problem solving skills 解決問題能力	Problem solving involves using various skills to resolve a difficulty. The process includes investigating the problem, synthesising information and generating ideas to determine the best course of action. Students need to adjust and evaluate strategies, as well as consolidating experience for knowledge construction.
20.	Recreation 康樂活動	A refreshing and diverting physical activity that one engages in for refreshing his / her body and mind.
21.	Self-management skills 自我管理能力	Self-management skills comprise essential life skills and desirable personal qualities such as maintaining emotional stability, making decisions and exercising self-discipline. Self-management skills enable students to embrace challenges encountered on a personal or team basis.

Glossary

	Term	Description
22.	Sport 運動	An institutionalised game or kind of play that is competitive in nature.
23.	Study skills 研習能力	Study skills help improve the effectiveness and efficiency of learning.
24.	Values and attitudes 價值觀和態度	Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help form principles underlying human conduct and critical judgement, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter support motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

Essential Concepts and Theories

A. Definitions and terminology

i. Exercise: A subcategory of physical activity that is planned, structured, repetitive, and aims to improve or maintain one or more components of physical fitness. (World Health Organisation, 2018)

ii. Physical activity: Any bodily movement produced by skeletal muscles that requires energy expenditure – including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuits.(World Health Organisation, 2018)

iii. Physical activity: An activity that involves physical exertion for exercise, recreation or competition. (Curriculum Development Council, 2007)

iv. Physical education: The concept of educating students through physical activities to attain the objectives of cognitive development, affective development and psychomotor development (including physical skills and fitness).

v. Recreation: A refreshing and diverting physical activity that one engages in for refreshing his / her body and mind.

vi. Sport: An institutionalised game or kind of play that is competitive in nature.

B. Roles and values of physical education, sport, recreation and leisure

B.1 Personal Development

Physical activities help us improve fitness and performance. They also help us widen our horizons, boost self-confidence, enhance aesthetic sensitivity and learn tolerance as well as appreciation. Physical activities involve high level of personal interaction. Consequently, they strengthen our social and communication skills, provide us with opportunities to work in teams and meet challenges, and effectively enhance our generic skills. Nine types of generic skills are identified in the Hong Kong curriculum, including Communication Skills, IT Skills, Mathematical Skills, Self-management Skills, Self-learning Skills, Collaboration Skills, Critical Thinking Skills, Creativity and Problem Solving Skills.

Fig. 1.1 Taking part in physical activities helps students develop collaboration skills, creativity and problem-solving skills.

Fig. 1.2 Participating in co-curricular activities strengthens participants' social and communication skills.

Fig. 1.3 WONG Kam-po, a famous local cyclist, share his views on success, reflecting the effects of sport on socialisation.

B.2 Socialisation

Socialisation refers to the process of forming behaviours, skills, values and personality that are in line with the social norms. Equality, fairness and competitiveness are key emphases in physical activities. The participants will realise that to be successful they must be positive, active and willing to contribute. In physical activities, we develop the concept of respecting others. Physical activities and sport provide us with opportunities to strengthen or expand our social networks.

B.3 International Relationships

Many people think that sport should not be involved in politics. In reality, large-scale international sports events have been a platform for some countries to showcase their power, create an image of goodwill or leadership, and promote collaboration with other countries as well as mutual understanding among people from different parts of the world. International sports events are often an avenue for diplomatic activities such as political negotiations, expressions of protest or even threats.

Fig. 1.4 The Beijing 2008 Olympic Games raised global attention. It helped China build a friendly image and promote its legacy worldwide.

C. Physical education in Hong Kong

C.1 Primary and secondary schools

Physical Education (PE) deals with "education through the physical". It is important for students' whole-person development through providing a wide range of physical activities. PE is one of the eight Key Learning Areas (KLAs) of the Hong Kong school curriculum and all students are entitled to Physical and Aesthetic Development as one of the five essential learning experiences. The PE KLA contributes greatly to enabling students to lead a healthy lifestyle with an interest and active participation in physical and aesthetic activities, which is one of the Seven Learning Goals of Primary and Secondary Education. PE aims to provide quality education through a variety of physical activities that help students to develop physical competence, knowledge of movement and safety, and nurture their positive values and attitudes. This provides a strong foundation for students to pursue lifelong learning and become responsible citizens who contribute to the building of an active and healthy community. Regarding the professional qualifications of teaching PE[1], teachers without proper training in the teaching of PE should not be assigned to teach PE. For some activities carrying greater risk, such as swimming, canoeing, sailing and trampolining, etc. the PE teacher should possess relevant qualifications to teach these activities[1].

C.1.1 General PE curriculum - The PE Key Learning Area curriculum framework is an open and flexible framework that is expressed in the form of learning targets under the six strands. It includes motor and sports skills; health and fitness; sport-related values and attitudes; knowledge and practice of safety; knowledge of movement; and aesthetic sensitivity. PE is one of the eight Key Learning Areas of the Hong Kong school curriculum and one of the five essential learning experiences. At the primary level, schools should allocate not less than 5% of the total lesson time to General PE in KS1 and KS2; At the junior secondary level, schools should allocate 5% to 8% of the total lesson time to General PE in KS3 and at the senior secondary level, schools should allocate at least 5% of the total lesson time in General PE through Other Learning Experiences – Physical Development in KS4. The implementation of the PE curriculum

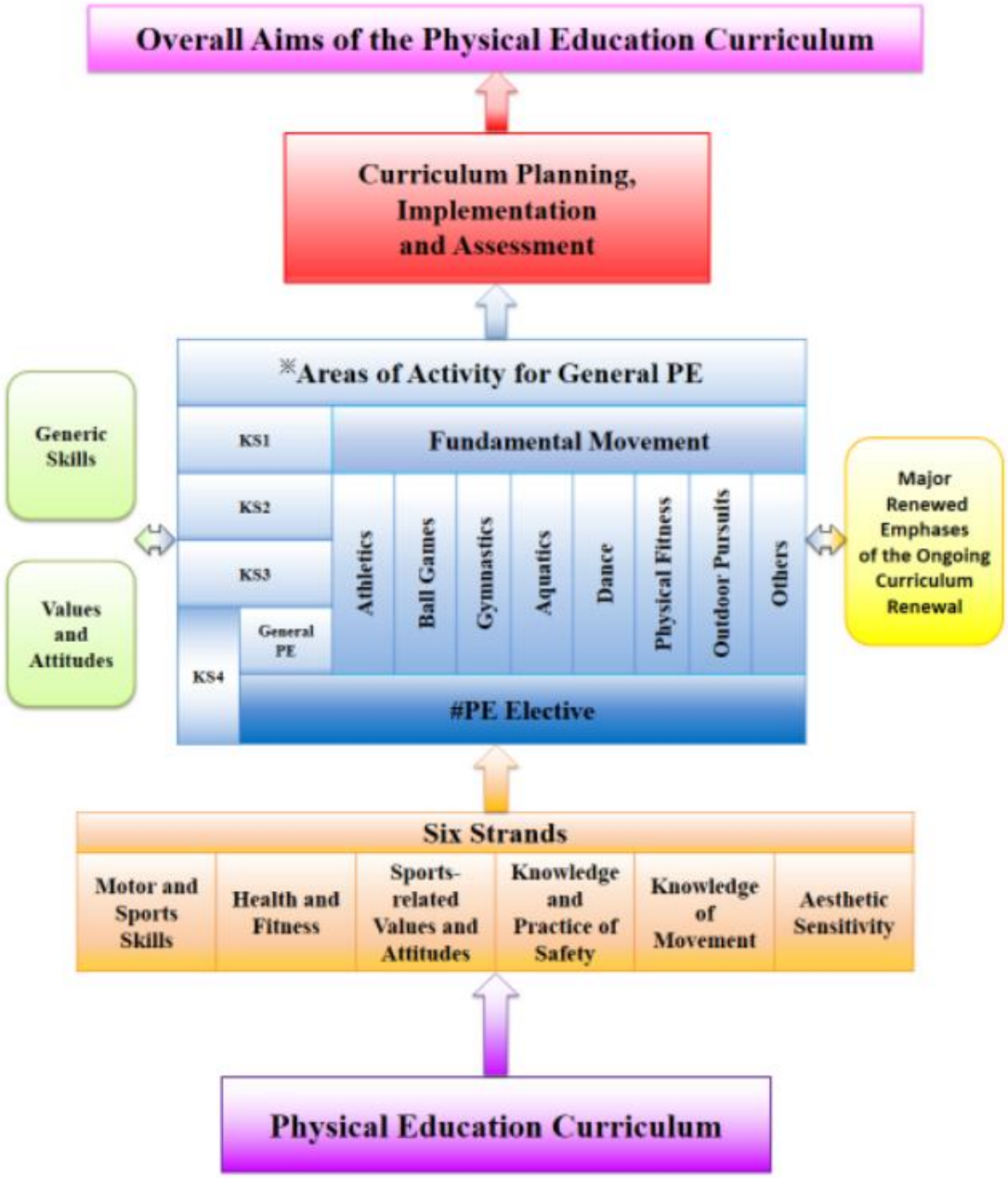
Note 1: "Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools (2011)" Chapter One Basic Measures, I. Professional Qualifications

is not only confined to PE lessons. Various kinds of physical activities should be arranged for students to help them develop a habit of active participation in physical activities and enhance their lifelong interest in sport. *Table 1.1* and *Fig. 1.5* show the PE learning targets and curriculum framework in Hong Kong.

C.1.2 PE as a subject in public examinations – As a senior secondary elective subject leading to the Hong Kong Diploma of Secondary Education (HKDSE), the PE Elective is recognised as one of the subjects to be considered for admission to most undergraduate programmes. In addition, PE is an elective subject of the senior secondary curriculum and accounts for 10% of the total lesson time over a course of three years in KS4. It builds on the foundation of the general PE curriculum and advances students' knowledge, understanding and skills in PE, sport and recreation; and is designed to help students develop a good foundation for further study in the areas of science, humanities and social sciences.

Key Learning Stage	Learning Targets
Key Stage One (Primary 1 to Primary 3)	At the completion of KS1, students are able to: ● develop fundamental movement skills through fundamental movement activities and physical play; ● display positive attitudes towards participation in physical activities; ● describe health benefits of physical activities; and ● express oneself and show creative thinking in physical activities.
Key Stage Two (Primary 4 to Primary 6)	At the completion of KS2, students are able to: ● develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games; ● engage regularly in at least one co-curricular physical activity; show understanding in the basic knowledge about physical activities and their contribution to health; ● communicate and co-operate effectively with others; and ● follow the rules and regulations, and demonstrate a sense of fair play
Key Stage Three (Secondary 1 to Secondary 3)	At the completion of KS3, students are able to: ● apply basic skills in at least eight different physical activities from not less than four areas in games and competitions; ● participate actively and regularly in at least one co-curricular physical activity; ● apply theories of physical activities and training principles in health-related fitness programmes; ● show critical thinking in discussion of debating issues in PE and sport; and ● display appropriate etiquette and sportsmanship in physical activities.
Key Stage Four (Secondary 4 and above)	At the completion of KS4, students are able to: ● demonstrate proficiency in a wide range of physical activities; ● participate actively and regularly in at least one curricular physical activity; ● analyse physical performance from multiple perspectives and evaluate the effectiveness of health-related fitness programmes; ● apply problem solving skills in PE learning contexts; ● play the role of a sports leader or junior coach in school and the community; and ● show perseverance, sportsmanship and ability to face difficulties in daily life

Table 1.1 Physical Education learning targets in different key stage (Extracted from the "Physical Education Key Learning Area Curriculum Guide (Primary 1- Secondary 6)", (2017)



※ KS1: Fundamental Movement includes locomotor skills, stability skills and manipulative skills
KS2 to KS3: Acquisition of skills of at least eight physical activities from not less than four areas in General PE

\# PE Elective: One of the examination subjects in the Hong Kong Diploma of Secondary Education (HKDSE)

Fig. 1.5 Physical Education curriculum framework (Extracted from the "Physical Education Key Learning Area Curriculum Guide (Primary 1- Secondary 6)", (2017))

Key Stages	Areas of Activity	Activities
KS1	Fundamental Movement	
KS2 to KS3	Athletics	Track Events, Field Events, Cross Country Running, etc.
	Ball Games	**Team games:** Basketball, Football, Volleyball, Handball, Rugby, Netball, Hockey, Softball, Baseball, etc.
		Racket games: Badminton, Table-tennis, Squash, Tennis, etc.
	Gymnastics	Basic Gymnastics, Educational Gymnastics, Trampolining, etc.
	Aquatics	Swimming, Lifesaving, etc.
	Dance	Western Folk Dance, Chinese Dance, DanceSport, Creative Dance, Jazz, etc.
	Physical Fitness	Physical Fitness Activities (e.g. Circuit Training, Resistance Training, Cardiorespiratory Fitness Training and Endurance Training)
	Outdoor Pursuits	Hiking, Camping, Orienteering, Canoeing, Rowing, Sailing, etc.
	Others	Rope-skipping, Shuttlecock, Golf, Bowling, Chinese Martial Arts, Cycling, Ice Sports, etc.

Table 1.2 Examples of physical activities

(Physical Education Key Learning Area Curriculum Guide (Primary 1- Secondary 6), (2017))

C.1.3 Catering for learner diversity when implementing the PE curriculum – Each student is different in ability, motivation, needs, interests and potential. To help students learn better, PE teachers normally adopt the following strategies:

- Provide a diversity of physical activities to develop students' potential.
- Adjust the learning content or focus on particular areas to suit the abilities and meet the special needs of students.
- Group students according to their potential and physique to minimise the differences within each group, and enhance their motivation through challenging tasks as appropriate.

- Pay attention to the students with health problems, special needs or high potential, and offer protection and assistance at the right time.
- Through different interest groups and school teams, provide students with potential more opportunities to excel.
- Nominate students with potential to receive further training offered by the Leisure and Cultural Services Department (LCSD) and the sports governing bodies.

C.1.4 Facilities and equipment - The majority of schools have an open playground, a covered playground and a hall. They are equipped with basic equipment for PE or related co-curricular activities. Schools may apply for the use of public or community facilities, including sports grounds, swimming pools, sports centres, hard-surfaced recreation grounds, grass and artificial turf pitches, tennis courts, squash courts and so on to conduct PE and related co-curricular activities. Most of these facilities are managed by the LCSD, the Housing Department or private, regional or district sports associations.

Fig. 1.5 Open playground in school

Fig. 1.6 Covered playground in school

Fig. 1.7 Public sports facilities – sports ground

Fig. 1.8 Public sports facilities – swimming pool

C.1.5 Co-curricular activities

Schools usually provide opportunities for students to take part in physical activities before and after morning assemblies, during recess or lunch break, and after school. In collaboration with various organisations, schools also engage, with existing resources, professional coaches/instructors of different sports activities to hold interest classes for their students in schools. These classes cover a number of featured sports activities such as rope skipping, floor curling, and Wushu.

Moreover, sports days, swimming galas and school team training, etc. are organised by schools to enhance students' interest in different sports activities. Also, schools have all along collaborated with different organisations to help students develop a habit of having physical exercises and actively participate in physical activities for health promotion and enhance the interest of students in engaging in physical activities.

For more effective use of public resources, from the 2025/26 school year, the EDB consolidates the Life-wide Learning Grant, Grant for the Sister School Scheme and Outdoor Education Camp Scheme into the Life-wide Learning and Sister School Grant (LWLSSG), with a view to improving flexibility, utilisation and synergy. Schools would be able to deploy the LWLSSG more flexibly to organise student learning activities outside the classroom (including various sports-related co-curricular activities, Mainland educational exchange activities, local and non-local study tours, and outdoor education camps) and arrange sister school exchange activities to increase students' exposure to different sports, enrich students’ learning experiences, help them develop lifelong learning capabilities and achieve the aim of whole-person development.

Schools also participate in sports activities or competitions organised by various organisations, such as the Physical Fitness Association of Hong Kong, China, the Schools Sports Federation of Hong Kong, China and the Hong Kong Schools Dance Association. These organisations have organised numerous activities/programmes, including the School Physical Fitness Award Scheme, Inter-school Sports Competitions, Schools Dance Festival, and Jump Rope for Heart Programme, providing students with diverse options and opportunities to engage in physical activities.

C1.5.1 School Sports Programme

Leisure and Cultural Services Department (LCSD) has implemented the School Sports Programme (SSP) since 2001. The SSP is organised by various National Sports Associations (NSAs) and co-organised by the Education Bureau and the tertiary institutions. The activities of the SSP are organised in line with schools' daily schedules to enable students of primary, secondary and special schools to participate in a wide variety of sports activities during their leisure time in schools. The SSP aims to provide students with more opportunities to participate in sport, encourage students to participate in sport on a regular basis, raise the sports performance standard among students and identify potential student athletes for further training.

C1.5.2 The School Sports Promotion Coordinator (SSPC) Scheme

Since 2018, the SSPC Scheme has been supporting schools in employing retired athletes as School Sports Promotion Coordinators under the "Retired Athletes Transformation Programme" with the support of the LCSD, the Education Bureau and the Hong Kong Sports Institute (HKSI) to help schools promote sport in schools, as well as helping retired athletes receive on-the-job training to develop their second career.

The scheme is organised by the Culture, Sports and Tourism Bureau (CSTB) and the Hong Kong Athletes Career & Education Department (HKACED) is responsible for carrying out the scheme. The scheme aims to facilitate retired athletes' career development by providing them a platform to earn work experience, supplemented with on-job training and education subsidies for their academic and skills enhancement. The scheme lays a more solid foundation for the future development of retired athletes and helps the programme schools to nurture sports talents.

C.2 Tertiary institutions

Tertiary institutions are equipped with various sports facilities and equipment to encourage students to participate in physical activities and sport. Some tertiary institutions even include a general PE curriculum as a compulsory subject, for example, Required Physical Education Programme in The Chinese University of Hong Kong and University Core Healthy Lifestyle courses in the Baptist University of Hong Kong.
There have been enormous developments in their PE and Sports Science related

programmes in tertiary institutions in Hong Kong since the early 1990s, and they have nurtured a number of graduate students in various research areas. As regards PE teacher education, all related programmes have been at degree level or above since 2000.

Reference webpages of Part D:

- **Culture, Sports and Tourism Bureau:**
  https://www.cstb.gov.hk/en/policies/sports-and-recreation/sports-policy.html
- **The Sports Federation & Olympic Committee of Hong Kong, China:**
  https://www.hkolympic.org/
- **Leisure and Cultural Services Department:**
  https://www.lcsd.gov.hk/en/index.html
- **The Schools Sports Federation of Hong Kong, China:**
  http://www.hkssf-hk.org.hk/hq/HQ/C2_about%20us.htm

D. Sport, recreation and leisure in Hong Kong

The Government of the Hong Kong Special Administrative Region has enhanced the promotion of sports development on all fronts. For example, in the Policy Address of 2006-07, "it is the SAR Government's strategy in sports development to promote sport in the community, to develop elite sport, and to make Hong Kong a major location for international sports events". There were sports development related content in the Policy Address throughout the years, the Policy Address of 2021 stated that, "In addition to the policy objectives of supporting elite sport, maintaining Hong Kong as a centre for major international sports events and promoting sport in the community, the Government will explore ways to further promote sports development in Hong Kong through enhanced professionalism in the sports sector and development of sport as an industry. With the grand opening of the Kai Tak Sports Park in 2025 and the opportunities arising from the Greater Bay Area, more diversified development in sport will be provided to young people as well as retired athletes with job and development opportunities.

The following organisations are responsible for promoting sport, recreation and leisure in different aspects:

D.1 Governmental organisations

D.1.1 Culture, Sports and Tourism Bureau (CSTB)

Starting from 1 July 2022, the policy responsibility of arts, culture, sport and recreation previously undertaken by the Home Affairs Bureau is now taken up by Culture, Sports and Tourism Bureau. The CSTB is committed to promoting the development of sport in Hong Kong. Its Sports and Recreation Branch is responsible for the promotion and implementation of the Government's five policy objectives of sports development, namely to promote sport in the community, support elite sport, promote Hong Kong as a centre for major international sports events, enhance professionalism and develop sports as an industry. The CSTB also endeavours to increase and enhance sports and recreation facilities as well as encourage collaboration among communities in fostering a strong sporting culture in Hong Kong.

D.1.1.1 Promoting Sports in the Community

The CSTB has been promoting community sport to encourage the public to participate in various types of sports activities and develop a strong sporting culture in the community, helping them develop a healthy lifestyle.

Promotion of sport in the community accounted for a majority of the Government's recurrent expenditure on sports development. In 2023-24, about $6 billion or 81% of our recurrent expenditure on sports development will be used to promote sport in the community.

The CSTB and other government departments as well as related organisations, including the LCSD, the Department of Health, the Education Bureau, the Sports Federation & Olympic Committee of Hong Kong, China (SF&OC), the China Hong Kong Paralympic Committee, national sports associations (NSAs), district sports associations, other sports organisations and schools provide a wide range of community sports activities at various levels, encouraging people of different backgrounds, age groups, abilities and interest to participate in sports activities regularly, so as to promote the culture of "Sport for All".

Besides, the LCSD organises some recreation and sports activities, other activities for promoting sport in the community include:

- District Sports Programmes Funding Scheme
- Sports Subvention Scheme
- Promotion of School Sport
- Territory-wide Physical Fitness Survey for the Community
- Development of Football in Hong Kong
- Promotion of Sport for Persons with Disabilities
- Five-Year Development Programme for Team Sport

D.1.1.2 Supporting Elite Sports

The Hong Kong Sports Institute Limited (HKSI) was established in April 1991 as the delivery agent of the Government's elite sport training system. The Government established the Elite Athletes Development Fund (EADF) in 2012 with an injection of $7 billion, and a further injection of $6 billion in 2018-19, to provide a stable financial source for the HKSI to support the development of elite sport. The HKSI provides comprehensive training and support for elite athletes, which includes direct financial support, sports science and sports medicine support, fitness and conditioning support, as well as dual career and personal development support. Besides, the Government provides resources to the HKSI, the SF&OC, schools and sports organisations to support retired athletes in their education and career transformation, these include different schemes, for example:

- Elite Athletes Performance Recognition Scheme
- Retired Athletes Transformation Programme
- Sports Legacy Scheme
- Elite Coaching Apprenticeship Programme

Meanwhile, the government has also established the Hong Kong Athletes Fund, which aims to provide education funds for current and retired athletes. Retired athletes can receive living allowances while pursuing further education.

D.1.1.3 Promoting Major International Sports Events

The CSTB actively promotes Hong Kong as a centre for major international sports events. “M” Mark System was launched in November 2004, with the aim to gain greater participation and support from the commercial sector as well as the community to help NSAs hold major sports events, in order to nurture more sustainable major international sports events in Hong Kong. This will not only give a chance for the local athletes to compete on home ground, but also give Hong Kong audience more opportunities to enjoy top level performance sport and to cultivate a sporting culture in the community. Under the "M" Mark Events scheme, organisers of the “M” Mark events would seek support, including funding support, from the Major Sports Events Committee. In the past decade, the amount of grant approved for the “M” Mark events has been over $200 million, and the number of events has also increased from 4 events at the beginning to 14 events in 2019.

With the joint efforts and resources dedicated by NSAs and sponsors, “M” Mark events have successfully upgraded Hong Kong as a hub of major sports events. “M” Mark is an icon for spectacular and exciting events, and is only awarded to the major international sports events held in Hong Kong. Past “M” Mark events included:

- Hong Kong Marathon
- Hong Kong Masters (Equestrian)
- Hong Kong Sevens (Rugby)
- FIVB Volleyball Nations League - Hong Kong

D.1.1.4 The Commissioner for Sports

In 2016, the Government of the HKSAR appointed, one of the then Deputy Secretary for Home Affairs, as the Commissioner for Sports. The Commissioner for Sports in the Sports and Recreation Branch of CSTB is responsible for the co-ordination and implementation of the sports policy, including co-ordinating among various government bureaux and departments, the NSAs and relevant organisations. He will continue to promote and achieve the sports policy objectives of the Government, namely to promote sport in the community, to support elite sports development, to make Hong Kong a hub for major international sports events, to enhance professionalism and to develop sports as an industry.

D.1.1.5 Kai Tak Sports Park

The Kai Tak Sports Park is the most important investment of the Government in sports infrastructure in recent decades. Occupying 28 hectares of land, the Kai Tak Sports Park is about 9 hectares larger than the Victoria Park, the Kai Tak Sports Park officially opened on 1 March 2025, and it is now the largest sports park in Hong Kong. The Kai Tak Sports Park contributes to Hong Kong's sports development include:

- promoting "Sport for All!" through a wide range of sports facilities
- hosting major international competitions in Hong Kong for the enjoyment of the public
- supporting Hong Kong athletes by providing more opportunities to compete at a home venue
- providing a large landscaped park for the community to enjoy
- meeting the training and competition needs of student athletes with quality sports facilities

D.1.2 Sports Commission

The Sports Commission (SC) was established on 1 January 2005 to advise the Government on:

- The policies, strategies and framework of implementation for sports development; and
- The provision of funding and resources in support of sports development in Hong Kong, taking into account the input from various stakeholders in sport through partnership and collaboration.

The SC is underpinned by three Committees, namely the Community Sports Committee (CSC), the Elite Sports Committee (ESC) and the Major Sports Events Committee (MSEC), to help develop and promote sport in the community, elite sport and major sports events in Hong Kong.

- The CSC advises the Secretary for the CSTB through the SC on wider participation in sport through partnership with different sectors of the community, and on funding priorities for supporting community sports programme and initiatives.

■ **The Hong Kong Games**

To further promote the "Sport for All" culture in the community, the Sports Commission has organised the Hong Kong Games (HKG) biennially since 2007. The HKG is organised by the Sports Commission and co-ordinated by its Community Sports Committee, with the 18 District Councils (DCs), the LCSD, the SF& OC and various NSAs as co-organisers.

The HKG is a territory-wide major multi-sports event with the 18 DCs as participating units. The objectives of the HKG are to provide districts with more opportunities for sports participation, exchanges and co-operation, and to encourage active public participation in sport. Apart from improving sporting standards at the district level, the HKG can also strengthen the public's sense of belonging to the district they live in and help promote community cohesion through facilitating communication and fostering friendship among the 18 districts.

The HKG is organised by the Sports Commission and co-ordinated by its Community Sports Committee, with the 18 DCs, the LCSD, the SF&OC, the Hong Kong, China Association of Athletics Affiliates, the Badminton Association of Hong Kong, China, the Basketball Association of Hong Kong, China, the Football Association of Hong Kong, China, the Hong Kong China Swimming Association, the Hong Kong, China Table Tennis Association, the Hong Kong, China Tennis Association, the Volleyball Association of Hong Kong, China, the Sports Association for the Physically Disabled of Hong Kong, China and the Hong Kong, China Sports Association for Persons with Intellectual Disability as co-organisers.

- The ESC advises the Secretary for the CSTB through the SC on matters pertaining to high performance sport, provides policy direction to the HKSI, and advises on funding priorities for supporting high performance sport and athletes.
- The MSEC advises the Secretary for the CSTB through the SC on strategies and initiatives for hosting major sports events through partnership with sports associations, the tourism industry and the private sector, and on funding priorities for major sports events.

D.1.3 Leisure and Cultural Services Department (LCSD)

The LCSD promotes community sport and administers funding support for the relevant organisations under the established sports policy. The LCSD develops and manages sports and recreation facilities for public use, including sports centres, swimming pools, football stadiums, tennis courts, etc., for recreational purposes of the public, as well as training, local and international sports events for the NSAs. The LCSD often collaborates with the NSAs to provide support and organise sports and recreational events in the community.

D.2 Non-governmental organisations

D.2.1 Hong Kong Sports Institute (HKSI)

The HKSI uses its professional expertise in elite sport, the HKSI's vision is to become the region's elite training systems delivery leader by providing state-of-the-art, evidence-based, elite sports training and athlete support systems resulting in sustainable world-class sports results. The HKSI is committed to working in partnership with the Government, the SF&OC and the NSAs to provide an environment in which sports talent can be identified, nurtured, and developed to pursue excellence in the international sporting arena.

The HKSI provides support to elite athletes in the following main areas:

A. Direct Financial Grant
B. Training and Competition Support
C. Dual Career and Personal Development Support, e.g.:
    I. Partnership School Programme
    II. Elite Athlete-friendly School Network
    III. Student-Athlete Learning Support and Admission Scheme
    IV. Hong Kong Athletes Fund (HKAF)
    V. Jockey Club Elite Athlete Continuing Education Subsidy
    VI. Athlete Lifestyle Support Programmes

D.2.2 Sports Federation and Olympic Committee of Hong Kong, China (SF&OC)

The SF&OC is the National Olympic Committee for Hong Kong, and also a member of the International Olympic Committee and the Olympic Council of Asia. The SF&OC is responsible for coordinating the development of local sports organisations and for leading the Hong Kong, China delegation to participate in major international games. Its goals are to:

- To promote public interests in sporting activities in Hong Kong, through the organization of various sports events and competitions, to achieve a healthier lifestyle;
- To encourage and reflect public opinions in asking the government to provide more proper and better facilities for the practice of all sport;
- To reconcile or arbitrate in any differences which may arise between the NSAs or groups therein;
- To coordinate all local sports organizations in the promotion of sport at different levels from leisure to elite, to attain the ultimate goal of "Sport for All";
- To work in conjunction with other global and regional organizations dedicated to the promotion of international competitions;
- To foster Olympism, which promotes friendship, solidarity and fair play through sport;
- To undertake the organisation of international competitions and to support Hong Kong athletes' participation in them;
- To select and send Hong Kong, China delegations to all multi-sports Games, including the Olympic Games, Asian Games, and East Asian Youth Games, etc.; and
- To do all such other things to attain the above goals

D.2.3 National Sports Associations (NSAs)

The NSAs are the local governing bodies of individual sport. They are responsible for the promotion and development of their respective sport in Hong Kong. Affiliated to their respective international federations and mostly as members of the SF&OC, the NSAs represent Hong Kong in the international events of their respective sport. Their duties also include nurturing athletes, coaches and officials as well as organising both local and international events in Hong Kong, so the NSAs play an important role in sports development.

D.2.4 Community Sports Clubs (CSC)

The Community Sports Club Project is a partnership scheme co-organised by the LCSD and the NSAs. It aims to enhance the development of sport and to raise the standard of sport at community level as well as to encourage a lifelong participation in sport. All the community sports clubs that have joined the Project are the members of their mother NSAs. The CSC, formed and managed by volunteers, is a non-profit-making organisation. The expenditure on the operation of the clubs will be shared by club members and participants of their training activities. It aims to enhance the development of sport at community level. The objectives of the CSC Project are:

- to promote and strengthen the sports development for young players;
- to enhance the standard of sport at community level; and
- to encourage lifelong participation in sport.

D.2.5 Private and commercial clubs

The Fitness or health clubs are becoming popular. Nowadays, many new housing estates have been equipped with sports facilities for tennis, squash, swimming, physical fitness, etc. for the use by their residents. There are also some private clubs providing sports facilities and services, but their charges are relatively high, for example, the historic clubs, the South China Athletic Association and the Happy Valley Athletic Association.

D.2.6 The Schools Sports Federation of Hong Kong, China (HKSSF)

The HKSSF, formally inaugurated on 1st September 1997, is an amalgamated body of the 3 former schools sports organizations and currently, it has been registered as a company limited with a charitable status. The Federation, the overall controlling body of school sport in Hong Kong, is administered by the Board with the Secondary School Sports Council and Primary School Sports Council. It looks after their respective secondary and primary schools programmes and related issues, and the External School Sports Committee takes care of the All Hong Kong Schools Jing Ying Touraments, Inter-port as well as international school sports competitions.

Over the years, the HKSSF has established a feeder system (including selection and training) with most of the NSAs. It provides student athletes with the quality training required for them to achieve higher performance in the All-China Secondary School Students Games, inter-port and other international competitions. In addition, those potential athletes will be able to feed to the NSAs, to prepare them for higher level of competitions in the future.

Examples of Enquiry Activities

Themes		Activity
1.	Roles and values of Physical Education, sport, recreation and leisure	Data collection: ● Give examples to show how sport affects personal development. ● Give examples to show that "sport is a microcosm of the real world". ● Provide evidence to show that "sport can bring about world peace". Reflections: ● In what ways have you been affected by sport? ● What is the role of the PE teachers or sports coaches in the socialisation process? ● Should sport not involve politics? Why?
2.	The development of Physical Education in the schools of Hong Kong	Study the following materials in depth and share with classmates why you agree or disagree to the views of the author. • (In Chinese) 黃志德(1999)〈從歷史看香港學校體育的發展〉,《體康學報》, 5(2), 35-44。 • (In Chinese) 教育局 (2008) 《高中教育電視系列 - 香港體育的過去、現在與將來》。香港：香港電台。 Reflections: • In what ways can Physical Education in schools help students develop the knowledge, skills and attitudes for leading an active and healthy lifestyle? • What is the impact of physical development experiences on further studies and the career path of senior secondary students?
3.	Snapshots of sport and recreation in	Data collection:

Themes		Activity
	Hong Kong	• Study a few newspapers collected over a week and collate a statistical report to show the frequency and main points about sport. • Visit the websites and study the discussion papers and notes of meetings of the Sports Commission, the Community Sports Committee, the Elite Sports Committee and the Major Sports Events Committee to find out how the policy of "promoting sports in the community, developing elite sports, and making Hong Kong an international hub for major sports events" is being implemented in Hong Kong. Project learning on: • Hong Kong elite athletes • The patterns of exercise, recreation and leisure of Hong Kong people • Community sports facilities in Hong Kong
4.	The development of competitive sports events	Data collection: • Select a sports event, browse through relevant websites and find information about its origin, current status and development trends. Project learning on: • The relationship and division of labour between the SF&OC and the NSAs. Reflection: • What types of competitive sport does Hong Kong have the advantages to develop? What obstacles might be encountered in developing the competitive sport?

Themes		Activity
5.	The tertiary Physical Education programmes in Hong Kong	Data collection: • Browse through relevant websites to find information about the curriculum goals, content and requirements of the "general Physical Education" and "Physical Education and Sports Science programmes". • Explore career development after studying the Physical Education and Sports Science programmes.

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