

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

**Updating the Physical Education
Key Learning Area Curriculum**
(Primary 1 to Secondary 6)

Consultation Brief

Curriculum Development Council

December 2015

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Preamble

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

The Learning to Learn curriculum reform that started in 2001 has been promoting curriculum and pedagogical change that fosters learners' whole-person development and learning to learn capabilities to achieve lifelong learning. Over the past decade or so, much has been achieved in schools through the implementation of the reform. To mention a few of the achievements, the curriculum reform has brought about a new breed of students who are more proactive and in possession of greater learning agility and stronger transferable skills; the strength of our students' performance in mathematics, science and reading in Chinese is internationally recognised; teachers have achieved a paradigm shift from teacher-centred classroom practices to learner-centred learning; the assessment culture in schools has changed with greater emphasis placed on assessment for/as learning; and there is increasing collaboration among teachers within and across schools.

Alongside the implementation of the Learning to Learn curriculum reform, there have been a lot of changes and challenges in our society and around the world, such as those observed in economic, scientific, technological and social developments. To maintain Hong Kong's competitive edge and to prepare our students well for the local and global changes taking place in various fields, it is necessary to enhance the Learning to Learn curriculum reform, to sustain and deepen the accomplishments achieved and to identify new focuses in the curriculum as we move to a new phase of curriculum renewal and updating.

Capitalising on the positive impacts and experience gained, the curriculum renewal (also known as "Learning to Learn 2.0") being introduced is an enhanced version of the Learning to Learn curriculum reform that started in 2001. It is not an "add-on" but a continual journey to work smarter and in a more focused manner in promoting Learning to Learn for the next five to ten years. In this new phase of curriculum renewal, the curriculum will remain learner-centred and continue to focus on learning, particularly the improvement of its quality and effectiveness. However, to closely respond to various contextual changes locally and globally, more attention will be given to the development of personal attributes expected of our students across Key Learning Areas (KLAs) in the coming decades, and focuses such as Reading across the Curriculum, Information Literacy, as

well as Science, Technology, Engineering and Mathematics (STEM) Education will be given stronger emphasis with renewed understanding of learning goals, generic skills and values and attitudes.

In response to the new phase of ongoing curriculum renewal, the *Basic Education Curriculum Guide (Primary 1-6)* was updated in mid-2014. The corresponding *Secondary Education Curriculum Guide* and the curriculum guides for the various KLAs are also being updated and will be available for schools' reference in 2016 upon the completion of feedback collection. Schools are encouraged to sustain, deepen and focus on areas deemed essential for further improving students' independent learning capabilities.

This consultation brief presents the major updates related to the Physical Education Key Learning Area (KLA) and the key emphases for the ongoing curriculum renewal proposed for schools' adoption. Examples are also provided to illustrate how these considerations are achieved through this KLA, particularly in the aspects of learning aims/targets/objectives, curriculum planning as well as learning, teaching and assessment. Schools may formulate plans to incorporate these recommended updates and key emphases for the ongoing curriculum renewal from the 2016/17 school year, taking into consideration the school context, teachers' readiness and students' needs. As the recommendations proposed in this consultation brief have a direct bearing on school-based curriculum development over the next decade and will set new directions for future curriculum updating and renewal and chart the way forward for sustaining the existing curriculum reform, we would like to solicit views and feedback from stakeholders, in particular the school sector. Comments and suggestions on this consultation brief are welcome and should be sent by **15 February 2016** to:

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1. Why and How is the Physical Education Curriculum Updated?

The *Physical Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) (2016)* is prepared by the Curriculum Development Council (CDC) Committee on Physical Education (PE). It is an updated version of the *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) (2002)* and has been extended to include the three-year senior secondary physical education. The PE curriculum is made up of the six strands, namely “motor and sports skills”, “health and fitness”, “sports-related values and attitudes”, “knowledge and practice of safety”, “knowledge of movement”, and “aesthetic sensitivity”, complemented and reinforced with new emphases in the curriculum.

In response to the changing needs of society, the rapid development of science, technology and engineering in the world, the views of stakeholders collected through various surveys and engagement activities as well as the need to align with the direction for the ongoing curriculum renewal of the curriculum, the recommendations provided in the *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) (2002)* have been reviewed. Building on the strengths of Hong Kong students in PE as revealed from international studies and local surveys, the curriculum emphases of the PE KLA have been updated and refined, together with the aims, targets and objectives of PE at different key stages to highlight the updated elements of the ongoing renewal of the school curriculum.

The updates on the PE KLA Curriculum Guide are in line with the guiding principles for the ongoing renewal of the school curriculum and the updated learning goals of school education. More details are provided in *An Overview on Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining*.

In gist, the following major areas of updates are put forth to reflect the changing contexts and

education trends, and to provide suggestions for the development and implementation of the PE KLA curriculum for now and in the five to ten years to come.

- Strengthening the ability to integrate and apply knowledge and skills among students through **STEM Education**
- Highlighting other elements of the ongoing renewal of the school curriculum such as **generic skills, values and attitudes, humanistic qualities** and **entrepreneurial spirit** in planning and implementing the school-based PE curriculum
- Promoting **e-learning** to motivate students' interest in learning PE, enhance interaction and collaboration, and facilitate self-directed learning, with relevant measures in parallel to strengthen the Information Literacy of students
- Emphasising the importance of **holistic curriculum planning** and the process of **P-I-E (Planning-Implementation-Evaluation)** for effective implementation of initiatives and sustainable development of PE in schools
- Stressing the continuous need to **cater for learner diversity** in PE with appropriate attention to students of different learning needs and styles, including students with special education needs (SEN) and those students with sports potentials

2. What are the Major Updates?

2.1 Updated Curriculum Aims of PE

To achieve the ultimate aims of whole-person development in education, PE is to provide “education through the physical”. It provides quality education through a variety of physical activities that help educate students to be responsible people and contributing members of the society, the nation and the world. The aims of Physical Education are to help students

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

2.2 Updated Seven Learning Goals

There was a consensus on the seven learning goals in the school community as informed by feedback from various channels and they were considered appropriate for continuing to serve the needs of student learning for the 21st century. These seven learning goals would continue to focus on promoting the whole-person development and lifelong learning capabilities of students, while revisions are made to take into consideration the changes in society as well as the experience gained in the curriculum reform at the school and KLA levels.

The updated learning goals of school education, which continue to focus on promoting whole-person development and lifelong learning capabilities, are:

Updated Learning Goals of School Education	
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 learners' 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; and
7.	To lead a healthy lifestyle with active participation in physical and aesthetic activities, and be able to appreciate sports and the arts.

Please refer to *Appendix 1* for details of the learning goals in primary education.

Taking into consideration the changes in the society as well as the experience gained in the curriculum reform at the school and KLA levels in the past years, the learning goals have been renewed to focus on further promoting the whole-person development of students, which includes enhancing students' proficiency in English and Chinese, the development of skills necessary for independent and self-directed learning, the nurturing of positive values and attitudes, and strengthening knowledge of Chinese culture for better understanding of our motherland.

2.3 Updated Position and Direction of Physical Education

PE is one of the eight KLAs and five essential learning experiences. Students are entitled to have structured PE lessons throughout their primary and secondary schooling at various Key Stages¹ (KS). As recommended by the Curriculum Development Council (CDC), school should allocate 5 - 8% of the total curriculum time (i.e. around 80 - 120 minutes weekly) to KS1 to KS3 as structured PE lessons and at least 5% of the total curriculum time for PE in KS4 as structured PE lessons (i.e. around 80 minutes weekly). Schools are encouraged to increase the PE curriculum time according to their needs.

Building on the key elements of the position of PE as stated in *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) (2002)* the PE curriculum continues to provide all students with the essential life-long learning experiences for whole-person development. Under the ongoing renewal of the school curriculum, the development of students' capacity of self-directed learning is emphasised, and the important aim of the PE curriculum **“to help students develop an active and healthy lifestyle”** is reinforced. These would facilitate students' development of **physical literacy** and prepare them to become **physically literate** even after they leave school.

To implement the renewal of the school curriculum, the existing PE curriculum has been revisited, and the direction for curriculum development — areas to be focused on, deepened and sustained to address current needs as well as to further enhance the curriculum — are summarised in the following table:

¹ Key Stages: The four stages of schooling from primary to secondary: Key Stage 1 (P1-P3), Key Stage 2 (P4-P6), Key Stage 3 (S1-S3), Key Stage 4 (S4- S6).

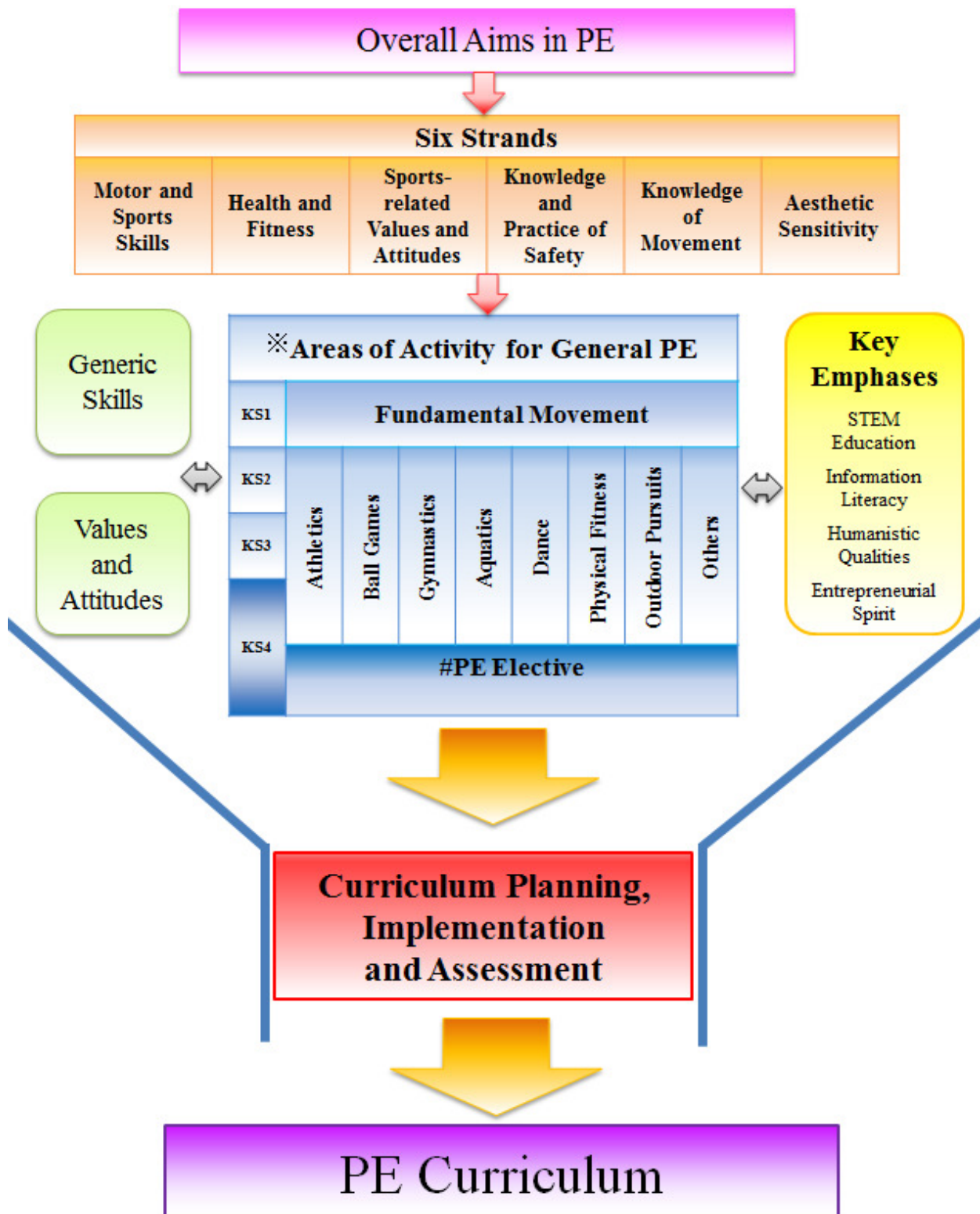
Focus	<ul style="list-style-type: none"> • Six Strands of PE: to reiterate the balance of the six strands of PE in curriculum planning and implementation • Physical Activities: to motivate all students' participation in physical activities regularly • e-Learning: to encourage students to make use of technology to enhance learning effectiveness and for self-directed learning
Deepen	<ul style="list-style-type: none"> • Catering for Learner Diversity: to meet diversified learning needs of students
Sustain	<ul style="list-style-type: none"> • Active and Healthy Lifestyle: to adopt a whole-school approach in promoting healthy living • Sports-related Values and Attitudes: to nurture students' positive values and attitudes through physical activities for their all-round development to meet future challenges

With the latest developments in the disciplines of knowledge and learning theories, PE teachers are encouraged to exercise their expertise to introduce and incorporate new elements such as Information Literacy, Entrepreneurial Spirit, Humanistic Qualities, as well as STEM Education into the PE curriculum as appropriate to enhance the learning and teaching effectiveness and enrich students' horizons.

2.4 Updated Curriculum Framework of Physical Education

- PE continues to provide quality whole-person education to students and ensure their enjoying a board and balanced curriculum, through the inextricably intertwined six learning strands
- The aims of PE are realised through students' participation in diversified learning activities of the four Key Learning Stages (KS)
- The PE elective is one of the examination subjects of the Hong Kong Diploma of Secondary Education (HKDSE) in the curriculum at KS4
- Through purposeful and systematic curriculum planning, implementation and assessment in PE, students can acquire sports skills and knowledge, develop generic skills as well as desirable values and attitudes, and under the ongoing renewal of the school curriculum, be exposed to new emphases including STEM Education and Information Literacy, to broaden students' horizons and spearhead innovations to meet challenges of an ever-changing world

Below is a diagrammatic representation of 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)

2.5 Refined Generic Skills

Generic skills, as one of the inter-connected components of the curriculum framework, are the fundamental skills that help students learn to acquire and construct knowledge, and apply knowledge to solve new problems. Nine generic skills have been identified as essential for student learning in the school curriculum in the 21st century since 2001. Based on past experience of implementing the reform and dynamic changes in society and recent research, it is proposed that the nine generic skills be grouped into three clusters of related skills for better integrative understanding and application. *(Please refer to the Overview of the Ongoing Renewal of the school curriculum - Focusing, Deepening and Sustaining (CDC, 2015) for the definition of the refined generic skills.)*

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills ¹	Creativity	Self-learning Skills ²
IT Skills	Problem Solving Skills	Collaboration Skills

Remarks: ¹Numeracy Skills and ²Study Skills were used respectively in *Learning to Learn: The Way Forward in Curriculum Development—Life-long Learning and Whole-person Development* (2001)

The PE KLA provides meaningful contexts for the development of the generic skills, alongside the six strands of PE. By planning PE learning and teaching activities in a holistic manner, the nurture and application of the cluster of skills are always in authentic context.

Some examples that help students develop these skills in PE include project-based learning, group activities, writing reflective journals, sports competitions, and designing slogans and class uniforms in major sports events. When planning lessons/activities/events, teachers are encouraged to exercise their expertise and take various elements into consideration to maximise students' learning opportunities.

For examples of integrative approach to developing students' generic skills through PE activities, please refer to *Appendix 2*.

2.6 Promoting Values Education

Values education is an integral part of the school curriculum and is implemented through different components in KLAs, moral, civic and national education, cross-curricular learning opportunities and life-wide learning experiences. According to the framework for moral and civic education provided by the Curriculum Development Council in 2008, seven priority values and attitudes, which reflect both Chinese and Western cultures/values and address students' and societal needs, were identified as of vital importance for students' whole-person development. These seven priority values and attitudes are perseverance, respect for others, responsibility, national identity, commitment, care for others, and integrity.

Schools are encouraged to adopt a whole-school approach in implementing values education and cultivating positive values and attitudes, which cover the personal, family, community, national and global domains as well as introducing other values in accordance with the mission and contexts of their schools.

In PE KLA’s learning contexts, values education can be carried out through relevant topics and appropriate learning and teaching activities that help students apply and reflect on the priority or other relevant values and attitudes, as illustrated below:

Learning topics	Activities
Perseverance	<ul style="list-style-type: none"> Asking students to write a reflective journal on athletes’ stories to deepen understanding of perseverance Conducting discussion about elite athletes’ stories to learn how athletes face adversities in life positively
Respect for others	<ul style="list-style-type: none"> Providing opportunities for students to report about school teams via campus TV to show respect to fellow schoolmates Sports video sharing with peers to provide opportunity for students to show respect for others
Responsibility	<ul style="list-style-type: none"> Encouraging students to complete all enrolled activities or competitions Asking students to design and achieve their own targets of physical fitness programme
National identity	<ul style="list-style-type: none"> Organising sport exchange tour to visit sports facilities in the Mainland to enrich the latest PE/sports development in the Mainland Organising exchange visit to observe elite athletes in training to nurture students’ awareness of national identity
Commitment	<ul style="list-style-type: none"> Voluntary services in sports days, swimming gala, games day to experience the learning process Reflection of voluntary services to consolidate learning
Care for others	<ul style="list-style-type: none"> Encouraging students to partake in community services such as “guide runner” to cultivate care for others and empathy Guiding students to attempt project-based learning on PE-related topics (such as Olympism) to enrich students’ understanding of care for others values and attitudes to enrich students’ understanding of care for others
Integrity	<ul style="list-style-type: none"> Conducting debate competition on sports-related issues (such as game-rigging, fair play) to deepen their understanding of integrity Inviting professional athletes, practitioners (e.g. judges) and representatives from national sports associations to promote integrity in school

2.7 Other Updated Elements under Ongoing Renewal of the School Curriculum

Incorporating STEM Education into PE

STEM is an acronym that refers to the academic disciplines of Science, Technology, Engineering and Mathematics collectively. Through integration and application of knowledge and skills of the KLAs of Science, Technology and Mathematics education, students would realise that the development of science, technology and mathematics is closely related to the societal environment and that the advancement in science and technology could help improve the quality of life in the contemporary world. The experiences of integrating and applying knowledge and skills to solve authentic problems and make inventions would help develop positive values and attitudes among students as part of whole-person development.

The PE KLA contributes to the promotion of STEM Education. It could be incorporated through diversified physical activities and cross-KLA learning activities. When planning and designing learning activities, PE teachers could collaborate with teachers of Science, Technology and Mathematics Education KLAs to facilitate students' integration and application of knowledge and skills. Depending on the school context, students' interests and abilities, and teachers' expertise, different approaches such as project-based learning, context-based learning could be adopted. *(Please refer to Appendix 3).*

Entrepreneurial Spirit

Entrepreneurial spirit refers to the inquisitiveness to conceive new ideas and the ability to turn ideas into actions. It is more than teaching students to start and run new businesses. It focuses on attitudes, skills and knowledge which will benefit students in their future endeavours. The essential qualities associated with entrepreneurial spirit include perseverance, resilience, flexibility, taking initiative and responsibility, striving for improvement and excellence, positive attitudes towards uncertainties

and adversities and make the best of the opportunities ahead, of which are reflected through the participation in various sports activities, training or competitions. Teachers could promote the entrepreneurial spirit through the school-based curriculum or provide opportunities for students to organise various sports competitions in schools.

Humanistic Qualities

Humanistic qualities, which help students to make sense of who they are as human beings and of the world they live in, are closely related to values and attitudes. In the context of PE KLA, it provides rich and meaningful contexts for developing knowledge and understanding for the cultivation of humanistic qualities. For example, students are encouraged to strive for excellence through the Olympic Motto when participating in physical activities. Teachers may also showcase how the important values such as human dignity, mutual understanding, friendship, solidarity and fair play are promoted through the Olympic Games. Such values are relevant to the humanistic qualities to extend students' awareness from themselves to the whole society and to the world.

Strengthening e-learning and Information Literacy

e-Learning refers to an open and flexible learning mode involving the use of the electronic media, including the use of digital resources and communication tools to achieve the desired learning objectives. The essence of e-learning is to enhance learning and teaching effectiveness in schools and helps develop students' necessary qualities (e.g. self-directed learning) for the 21st century. Teachers may develop a repertoire whereby e-learning may help enhance, modify and complement some existing learning and teaching strategies or break new ground in pedagogy. Some of the key concepts for exploration, such as, refining learning and teaching strategies with reference the students' fitness data, recording students' performance for peer or/ and self-assessment, making use of video clips to enhance students effectiveness. It is also a good opportunity to develop students' information literacy while strengthening e-Learning in PE.

Information Literacy (IL) is an ability and attitude that would lead to an effective and ethical use of information. It aims to help students (i) identify the need for information, (ii) locate, evaluate, extract, organise and present information; (iii) create new ideas; (iv) cope with the dynamics in our information world; and (v) use information ethically and refrain from immoral practices such as cyber bullying and infringing intellectual property rights. The Four Key Tasks will provide opportunities for students to develop and apply IL. Student learning requires the use of IL whenever necessary. The PE KLA has a role to play in developing students' IL. For example, PE-related project-based learning usually involve data collection, organisation, analysis, interpretation and reporting, which are essential skills related to IL. This would facilitate students to gain more benefits in learning of PE, and better equip them to live in the contemporary world as informed and responsible citizens.

Literacy

Literacy refers to the ability to read and write effectively to achieve the desired goals or outcomes and develop one's knowledge and potential. The PE KLA provides authentic contexts for learners to apply their literacy skills to construct knowledge and to facilitate their development into lifelong learners.

The Language across the Curriculum approach, which integrates language learning and content learning, can be adopted for learners who need to learn the PE KLA through English or Chinese and to explore knowledge and develop skills in a comprehensive and integrative manner. For example, teachers may arrange oral discussion session in an English/Chinese Language lesson by asking students to collect and discuss on the photos in sports day. This could facilitate students' application of relevant English/Chinese Language knowledge and skills to demonstrate their understanding of PE content through completing assignments or tasks.

2.8 Curriculum Planning, Implementation and Assessment in Physical Education

Enhancements in the curriculum are best reflected in the processes of curriculum planning, implementation and assessment. The following are some highlights:

Catering for Learner Diversity

- Every student is unique. They are different in ability, motive, need, interest and potential in PE. As such, teachers should cater for learner diversity to ensure equal learning opportunity as well as maximise learning outcomes for all students
- The PE KLA will continue to deepen efforts devoted to catering for learner diversity which may manifest in terms of their various interest and abilities, by devising strategies to address needs of students ranging from SEN students to students with sports potential
- Schools are encouraged to continue to adopt the three tier system of gifted education to identify students with sports potential, and provide the guidance and support they need to stretch, to train and to achieve to their fullest
- An exemplar is provided to illustrate how the principles of catering for learner diversity are incorporated in PE through a whole-school approach (*Please see Appendix 4*)

Assessment

Assessment in PE is enriched in the curriculum update and the focus is to enhance teachers' assessment literacy as it plays a vital role in optimizing the positive impacts of assessment. Moreover, greater emphasis will be placed on promoting assessment for/as learning in schools.

- **Assessment for Learning:** It is concerned with obtaining feedback on learning and teaching, and utilising the results to enhance future learning, often by modifying teaching strategies with

regards to students' learning needs. This kind of assessment often takes place on a daily basis and typically involves close attention to smaller parts of learning. For example, teachers could make use of the assessment information to identify students' strengths and weaknesses to arrange suitable learning tasks, and to review their teaching effectiveness

- **Assessment as Learning:** It could help students develop habit of mind and skills to monitor and evaluate their own learning. Moreover, students could make use of assessment information to make informed decisions about their own learning direction and learning goals. This could enable students to take up significant roles in assessments and develop students self-directed learning abilities. For example, after introducing the learning points (assessment criteria) of various levels (learning progression) for a underhand digging in volleyball, students could conduct self-assessment to understand their level of achievement and are able to move to higher level by doing more practices

3. What are the Supporting Strategies?

To strengthen the development of PE KLA in schools, different supporting strategies have been developed and consolidated.



3.1 Learning and Teaching Resources

- The school libraries provide access to timely information in various formats, such as reference books, journals and multimedia productions on PE KLA to support learning and teaching activities both inside and outside classrooms
- The EDB has set up a portal at the Hong Kong Education City, namely “EDB One-stop Portal for Learning and Teaching Resources” (www.hkedcity.net/edbosp), for teachers to access the many up-to-date digital resources that have been developed to support learning and teaching of PE KLA
- Resources available from other government departments, non-government organisations, tertiary institutions, professional bodies, etc. could be utilised to facilitate life-wide learning of PE KLA and enrich the learning experiences of students

3.2 Partnership

- To facilitate the promotion of PE KLA, the EDB has been collaborating with various government departments and non-governmental bodies, including universities, tertiary institutes, and professional bodies in organising various competitions, teacher seminars and workshops
- Schools are encouraged to strengthen network and partnership with other schools, universities and professional bodies to enhance professional development of teachers and benefit student learning
- Schools are encouraged to build communities of practice to enhance knowledge exchange within and across schools through different platforms

4. Frequently Asked Questions

Q 1: What is Learning to Learn 2.0?

A 1: Learning to Learn 2.0 is the curriculum renewal of the Learning to Learn curriculum reform implemented since 2001 in response to the local and global contextual changes in economic, scientific, technological, social and political aspects. With a view to keeping our school education abreast of the times and maintaining the global competitiveness of our students, it is necessary for the Hong Kong school curriculum to embark on the next cycle of updating and renewal, which aims to deepen and sustain the accomplishments and to focus on the possible areas for curriculum planning under Learning to Learn 2.0. Ongoing engagement of stakeholders through multiple channels has been conducted in setting the direction for ongoing curriculum renewal.

Q 2: Why do we need to update the PE curriculum?

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 enhance our learning and teaching strategies in PE and work with different stakeholders to encourage our students to adopt an active and healthy lifestyle.

The Seven Learning Goals in the Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)(BECG) (2014)

The seven learning goals which students are expected to achieve upon completion of primary education as listed in the *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)(BECG) (2014)* are provided in the following table for reference.

The Seven Learning Goals in BECG (Primary 1-6)	Details
1. Responsibility	<ul style="list-style-type: none"> Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values
2. National Identity	<ul style="list-style-type: none"> Understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen
3. Habit of Reading	<ul style="list-style-type: none"> Develop an interest in reading extensively and cultivate a habit of reading
4. Language Skills	<ul style="list-style-type: none"> Actively communicate with others in English and Chinese (including Putonghua)
5. Learning Skills	<ul style="list-style-type: none"> Develop independent learning skills, especially self-management skills and collaboration skills
6. Breath of Knowledge	<ul style="list-style-type: none"> Master the basics of the eight Key Learning Areas to prepare for studying in secondary schools
7. Healthy Lifestyle	<ul style="list-style-type: none"> Lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities

Source: BECG - <https://cd.edb.gov.hk/becg/english/chapter1.html#s1.7>

Integrative Approach to Developing Students' Generic Skills through PE Activities

Example One

Developing Students' Holistic Thinking Skills in Primary School PE Lessons

Objectives

- Provide opportunities for students to integrative approach to developing critical thinking skills, creativity and problem solving skills
- Help students to develop inquiry skills, and ability to reflect and appreciate sports

Key Stage

Key Stage 2 (Primary 4-6)

Unit Theme

Athletics – Long jump (Sail style)

Implementation

- Show to the class a video clip of long jump (sail style) demonstrating the whole sequence of the movement and ask students to observe closely the four phases — approach run up, take off, flight through the air and landing; pause the video at points where these movements are seen most evidently to explain each phase (critical thinking: inquiry and assessment)
- Ask students to discuss in groups how they can jump further, and come up with practical suggestions (creativity)
- After the teacher's demonstration and discussion among students, summarise and explain learning points of long jump (sail style) in details(critical thinking: analysis, comparison, and justification)

- Ask students to shoot their fellow group mates' in slow-motion mode with tablets/smart devices, then watch video playback to analyse and give constructive/critical comments on their peers' performance (critical thinking: analysis, comparison, and justification)
- Post-lesson activities: The teacher may pick excellent performance clips of students, upload them on the school intranet, and recommend students and parents to watch the playback for further learning (critical thinking: assessment and reflection)

Impact on Learning

- Students learn to observe, analyse, compare and reflect on given materials, and in turn master the set of holistic thinking skills through watching video playback
- Motivate students' interest in learning, provides platforms for peer assessment, and pave the way for their self-directed learning

Example Two

Developing Students' Collaborative Problem Solving Skills in Primary School PE Lessons

Objectives

- Student learn to solve problems in collaborative manners through learning activities
- Students learn to understand and respect others' opinions, negotiate, reach consensus, and finally arrive at the appropriate solution to solve problems

Learning Stage (s)

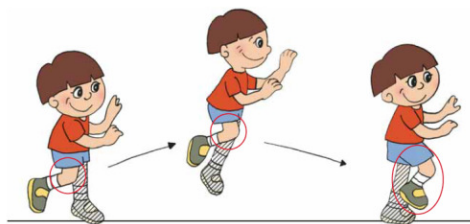
Key Stage 1 (Primary 1-3)

Organisation of Activities

Students are required to master the corresponding movement skills and knowledge prior to the conduct of activities

Unit theme 1

Locomotor skills - Hopping and Jumping



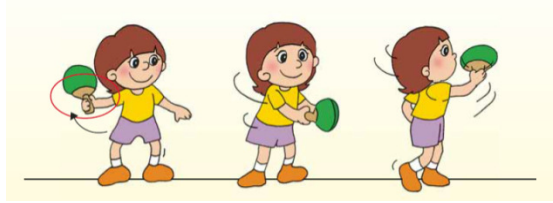
Implementation

Group Activities :

- Divide students into 6 groups, with 4-5 students per group
- Assign equipment to each group: 4 hoops, 4 colour bands, and 2 paper bricks
- Using the equipment, students of each group collaborate to design various levels of jumping sequence (varying in distance and height). Ask students to consider feasibility of the sequence and fellow groupmates' abilities when designing the sequences (collaboration skill, communication skills and problem-solving skills should be used)
- The five basic jumps are to be included, after discussion among groupmates, in the design of sequences: (collaboration skill, communication skills and problem-solving skills should be used)
 - Two feet to two feet
 - One foot to same foot
 - One foot to opposite
 - One foot to two feet
 - Two feet to one foot
- Ask students of each group to add one stability movement before and after the jump sequence
- After practice of several minutes, ask students to switch groups to try other sequences

Unit theme 2

Manipulative Skill – Striking



Implementation

- Divide students into 6 groups. Teacher demonstrate a game design with striking involved and make sure students understand the principles and requirements of designing a striking game. Ask students, in groups and within a set time, to design a striking game. When designing the game, students should consider (*collaboration skill, communication skills and problem-solving skills should be used*):
 - Fun element of the game
 - Feasibility and difficulty of the game
- Ask students to demonstrate their game design, including explaining the rules and playing them in front of fellow students. After demonstration of the games, ask students to play the games in turns (*collaboration skill and communication skills should be used*)

Impact on Learning

In the process of completing the given tasks, students learn to discuss, collaborate, communicate with group members and apply knowledge and skills they acquire towards solving problems

Relationship between Heart Rate Response and Exercises Intensity

Learning Stage (s)

Key Stage 3 and Key Stage 4

Curriculum

Cross KLAs

Objectives

- To develop students' ability in integrating and applying knowledge and skills across the PE, science, technology and mathematics disciplines
- To engage and inform students about heart-healthy activities with the use of heart rate (HR) monitoring application
- To understand HR responses across the exercise intensity spectrum with the use of devices

KLA	Learning Elements
Physical Education	<ul style="list-style-type: none"> • Jogging gesture • Dribbling skills in basketball • Basketball competition
Science Education	<ul style="list-style-type: none"> • Resting and exercising HR • HR response to different intensity level of exercises • Concept of stroke volume and cardiac output
Technology Education	<ul style="list-style-type: none"> • Use of different HR monitoring devices • Application of HR monitoring system
Mathematics Education	<ul style="list-style-type: none"> • Compute and interpret data • Diagram and graphs

Implementation

Device : HR sensor and sports watches or Smart Phones/Tablets with camera lens; and HR-monitoring application

Method : Synchronise the HR response data retrieved from the sports watches or the smart phones/tablets with HR monitoring application system

- Measuring HR: Measuring and comparing the resting or exercising HR by using different HR monitoring devices
- HR response to different intensities level of activities: Group of students are engaged in different intensities level of activities at a set time. For instance, 10-minute jogging, 10-minute basketball dribbling and 10-minute basketball competition. Students could be able to compare and identify which activities are with higher intensity after the record of the HR responses; Students could be able to plot a graph for the HR response to different intensities level of activities
- Cross-KLAs learning: Introduce the concept of stroke volume and cardiac output with the use of containers; Cardiac Output (mL/min) = heart rate (beats/min)× stroke volume (mL/beat)

Catering for Learner Diversity

Rationale

- To identify students' diversified interest and potential
- To provide students with various opportunities for enjoyment, challenges, self-expression and social interaction

Objectives

- To help students develop a sense of self-worth, and cultivate moral values in them
- To help students learn and appreciate a variety of sports that they can enjoy as both participants and audiences
- To provide students with opportunities to participate in various physical activities and develop a lifelong exercising habit
- To help students acknowledge and appreciate their strengths in PE
- To promote inclusion in participation of physical activities

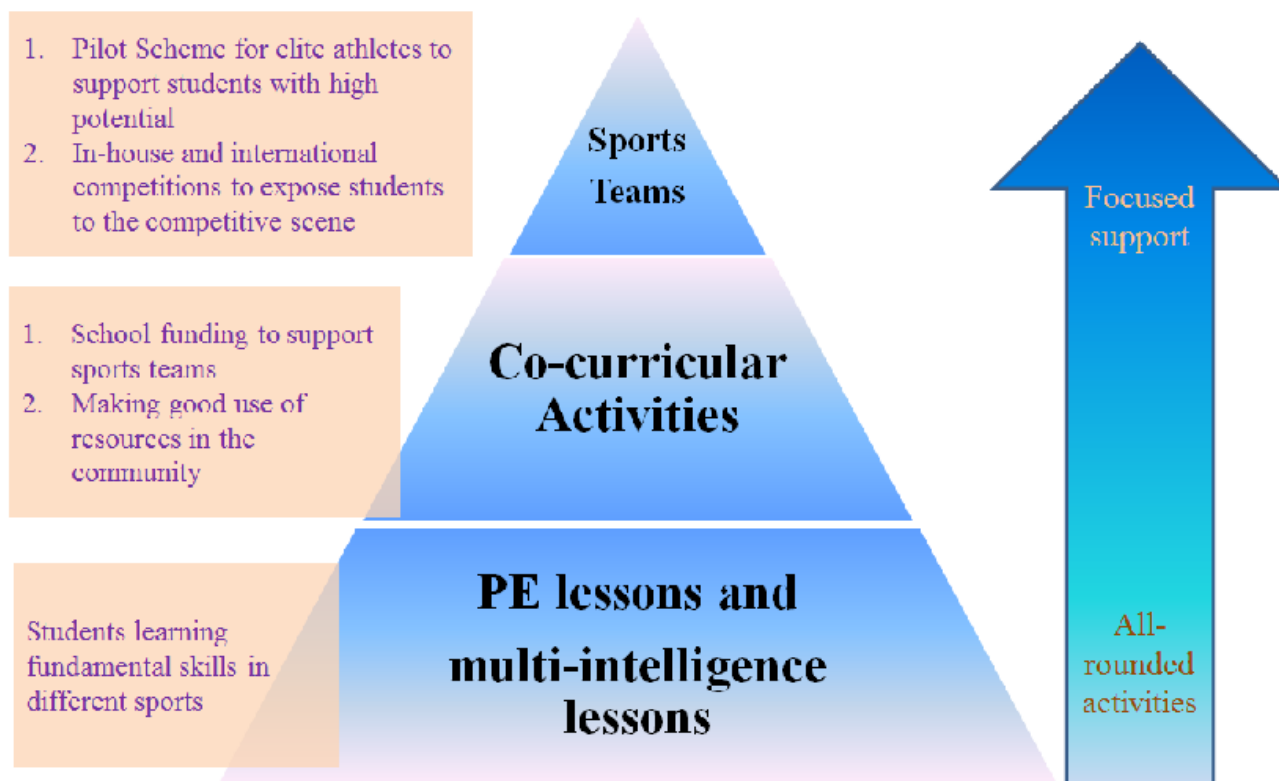
Curriculum Design

- Curriculum contents and activities will be designed with reference to the past experiences, APASO data, learning targets, students' needs and major concerns of school in the commencement of each academic year
- Aims and objectives of PE will be evaluated every three years
- Teaching materials on cognitive and physical area are adapted to cater for learner diversity

Curriculum Planning

- Adapting the curriculum recommended by the PE KLA Curriculum Guide, the school-based curriculum is composed of physical activities of different areas
- Sport climbing and mini-baseball are the focus areas for school-based development in PE
- The learning and teaching of PE not only confined to PE lessons, but also extended through co-curricular activities within and outside school

All-rounded Policy Catering for Learner Diversity



For students:

- Peer assessment is adopted to promote assessment for learning
- PE portfolio with self-reflection is used as a part of the PE assessment

For teachers:

- Collaborative lesson planning is regularly held.
- Evaluation meeting will be held each term to review the effectiveness of learning and teaching, and assessment
- Parents and students are invited to evaluate the effectiveness of the physical activities

Outcomes

- Students are highly motivated to exercise
- The sporting culture in school is implanted
- Assessment for learning across all levels is ensured
- Strategies on catering for learner diversity are comprehensive
- All-rounded development in PE for students is achieved.

(Source: Sha Tin Wai Dr. Catherine F. Wu Memorial School)