



**YEW CHUNG
EDUCATION FOUNDATION**

Physical Education Curriculum

First implementation 2021-22

1. Educational Philosophy of Yew Chung

The Yew Chung Curriculum supports the implementation of the mission and educational philosophy of Yew Chung in relation to the learning and teaching in its schools. The mission of Yew Chung is “To raise globally competent and compassionate leaders with a servant’s heart, who aspire to, and act for, a better world.”.

The underpinning principles and practices of Yew Chung are as follows:

We believe that the core purpose of education is character formation, and it is the most important shared responsibility of the school and home.

We believe that each child is unique, with innate talents and gifts that should be nurtured to the fullest potential.

We believe that quality student-teacher relationships are at the heart of meaningful engagement, leading to highly effective learning and teaching.

We believe that ‘Learning Communities’ best enable students and teachers to creatively and holistically explore different fields of knowledge, fostering individual and collaborative learning skills that are critical for the 21st Century.

We believe in equipping our graduates with a deep respect for and understanding of world cultures, as well as a strong commitment to meeting challenges of their generation.

2. Yew Chung Physical Education Curriculum

Aims to enhance physical education by:

- Developing the knowledge and skills necessary to participate in physical activities and sports.
- Promoting the enjoyment and benefits of leading a healthy and active lifestyle.
- Foster the development of key 21st century life-skills.
- Promote English and Chinese language consistent with PE, sport, health and physiology

3. Guiding Principles

- Promote social, physical and psychological health benefits of sports and physical activity.
- Promote an interest in and enjoyment of participating in physical activities.
- Provide learning opportunities that are independent, cooperative and collaborative, to enhance progress.
- Use a range of assessment strategies to promote student understanding and capture student achievement.

4. Guidelines on design and implementation of the Yew Chung curriculum

Yew Chung schools are responsible for implementing the curriculum in line with the philosophy and principles outlined above. The following guidelines should be followed in the design and implementation of learning programmes, schools should seek to:

Engage students' interest and motivate them to learn by:

- adopting approaches which ensure that students are active learners.
- framing learning experiences in contexts which are authentic for students.
- allowing students to apply their learning through practical and game-based practices.
- providing opportunities for students to learn, play and compete collaboratively with community members.
- promoting collaboration across and within subject areas and among students and teachers.
- continuously reviewing learning activities to provide authentic, real-world learning opportunities.
- using education technologies to enhance and/or redefine learning opportunities.

Respect and cater for the needs of individual learners by:

- assessing in order to understand students' needs, proficiency levels, interest and background.
- employing various strategies to cater for learner diversity and enable all students to reach their potential.
- providing meaningful extension opportunities.
- supporting students and enabling them to see challenges as opportunities for growth.

Take a holistic approach to teaching and learning by:

- finding opportunities to develop students' interpersonal and 21st Century skills in the learning programmes.

Promote the view that students are active contributors to their own learning by:

- developing skills that allow them to become aware of how they learn.
- equipping them with the knowledge of when and how to use specific strategies for learning and problem-solving.
- guiding them to evaluate their own strengths and areas for improvement through meaningful and purposeful feedback.
- promoting life-long learning principles throughout the school community.

Structure and scaffold learning systematically by:

- responding to identified gaps in students' knowledge.
- making use of data on students' progress to refine programmes.
- making explicit the way in which skills, knowledge, understandings, dispositions and character dimensions are taught and assessed within and across subject disciplines and groups/year levels.
- revisiting or reinforcing previous learning where required.

Curriculum Design



Structure

The curriculum has been designed to allow students to develop core skills and knowledge in a systematic manner. The curriculum is divided into 3 stages.

Stage 1: Year 1 & 2 (Grade 1-3)

Stage 2: Year 3- 6 (Grade 4-5)

Stage 3: Year 7-9 (Grade 6-8)

Stage 1

Students will develop fundamental movement skills and opportunities to participate in a range of activities which aim to develop their personal confidence, fundamental physical and interpersonal skills. Students will be introduced to the concept of a healthy lifestyle.

Stage 2

Students consolidate their learning from Stage 1 and develop a broader range of skills to allow them to participate in a range of physical activities. Their understanding of a healthy active lifestyle will increase, and they will develop the skills needed to collaborate, communicate and compete. The capacity to understand their own successes and areas for improvement is also developed.

Stage 3

Students become more competent in their execution of specific techniques and apply these in sporting games and physical activities. An understanding of the long-term benefits of a healthy and active lifestyle is developed, along with 21st century skills, which can be applied to life beyond school.

Curriculum Standards

Curriculum standards are the skills or areas of knowledge which students should learn, some of which are graded. The columns on the right-hand side of each table show at which stages, students should be introduced to these standards.

The structure of the curriculum should provide schools with sufficient flexibility to deliver learning programs that reflect their individual school's context, incorporating the interests and skills associated with their students (and teacher expertise).

Domain - Interpersonal Skills (IS)	Grades		
	Stage 1	Stage 2	Stage 3
Display positive and cooperative relationships with others. PEIS1	X	X	X
Demonstrate how to positively manage emotions experienced when learning new skills and playing competitive games. PEIS2	X	X	X
Respectfully and effectively communicate with peers. PEIS3	X	X	X
Understand and experience playing and non-playing roles within P.E and Sport. PEIS4		X	X
Demonstrate responsibility and etiquette when playing competitive games. PEIS5		X	X

Standards Code

e.g. PEIS1

PE = Physical Education (Subject)

IS = Interpersonal Skills (Domain)

1 = Number of Standard.

Domain - Participation and Skills (PS)	Grades		
	Stage 1	Stage 2	Stage 3
Demonstrate kinaesthetic awareness when performing a range of movements. PEPS1	X	X	X
Perform a range of locomotive skills with coordination and fluency. PEPS2	X	X	X
Demonstrate a range of gross motor skills, using various equipment, with control and accuracy. PEPS3	X	X	X
Follow safety rules and regulations to keep themselves and others safe. PEPS4	X	X	X
Demonstrate creativity in individual and team activities. PEPS5		X	X
Demonstrate the ability to make decisions which positively impact performance. PEPS6		X	X
Demonstrate the ability to reflect and analyze own and others' performances. PEPS7	X	X	X

Standards Code

e.g. PEPSL1

PE = Physical Education (Subject)

PS = Participation and Skills (Domain)

1 = Number of Standard.

Domain -	Grades		
Healthy Active Lifestyles (HAL)	Stage 1	Stage 2	Stage 3
<p>Enjoy participation in physical activity and sport, and demonstrates and understanding of:</p> <ul style="list-style-type: none"> • Health (physical and mental wellbeing) • social skills, positive attitudes and values • The importance of leading a healthy and active lifestyle <p>PEHAL1</p>	X		
<p>Understand how the body responds during and after sustained activity.</p> <p>PEHAL2</p>	X	X	X
<p>Understands heart rate/breathing rate and how to measure it.</p> <p>PEHAL3</p>		X	X
<p>Demonstrate an understanding that there are various components of fitness and how they can impact performance</p> <p>PEHAL4</p>			X
<p>Understand how diet and lifestyles choices can contribute towards health and fitness</p> <p>PEHAL5</p>			X

Standards Code

e.g. PEHAL1

PE = Physical Education (Subject)

HAL = Healthy Active Lifestyle (Domain)

1 = Number of Standard.

Assessment & Reporting Practices

The recommended domains for grading students are:

- Interpersonal Skills
- Participation and Skills
- Approach to learning

The Healthy Active Lifestyles domain should be taught through practical experiential learning and meaningful discussions.

Supporting documents, including assessment rubrics, will be available on Microsoft Teams to give practitioners a clear understanding of how each standard will advance across each stage. These documents will be produced and shared throughout the 2021-2022 academic year.

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