



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

本局檔號 Our Ref.: L/M to EDB(SB)D/7

電話 Telephone: 3509 8504

來函檔號 Your Ref.: CB4/PL/ED

傳真 Fax Line: 2573 3467

31 July 2013

Miss Polly Yeung
Clerk to Panel
Legislative Council
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong

Dear Miss Yeung,

**Panel on Education
Review on the provision of sports facilities
in primary and secondary schools**

I refer to your letter under reference CB4/PL/ED dated 15 July 2013 on the captioned and set out the current provision of sports facilities for primary and secondary schools in the ensuing paragraphs for Members' reference.

The Physical Education Curriculum

One of the learning goals of the primary and secondary school curriculum is to lead a healthy lifestyle and develop an interest in and appreciation of aesthetic and physical activities. Other than physical activities carried out in physical education (PE) lessons, primary and secondary schools should help students develop an active lifestyle and engage in various types of physical activities during leisure time with sports facilities within and outside schools.

The Curriculum Development Council of Hong Kong recommended that primary and secondary schools should allocate 5 to 8% of the total curriculum time for physical education (PE) at primary and junior secondary levels (i.e. around 80 - 120 minutes weekly); and at least 5% of the total curriculum time for PE at senior secondary levels (i.e. around 80 minutes weekly) to help students develop a healthy lifestyle, cultivate perseverance, and positive values and attitudes. According to the PE Key Learning Area Curriculum Guide, the PE curriculum aims to provide an open and flexible curriculum framework, with broad and balanced contents covering 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. For Primary 1 to 3, we require schools to observe the developmental characteristics of Key Stage 1 and teach fundamental movements, including locomotor skills, stability skills and manipulative skills for developing a solid foundation for their transfer to various types of sports. For Primary 4 and above, we require schools to teach at least eight different physical activities from not less than four areas in other Key Learning Stages for an all-round development in sports. The learning targets and examples of activities for different Key Learning Stages are given in the Appendix. Schools should adopt a life-wide learning approach and provide, apart from PE lessons, related co-curricular activities, including interest groups, training, in-house as well as inter-school competitions, etc., to help students broaden their horizons and develop their potential.

Sports Facilities in Schools

To pursue the PE curriculum mentioned in the above paragraph, we provide the following standard sports facilities in primary and secondary schools in Hong Kong for schools built after 2000 –

- (a) playground for conducting physical activities such as ball games and track and field events;
- (b) school hall for conducting physical activities which require a headroom such as badminton; and
- (c) covered playground, multipurpose area and student activity centre for physical activities which do not require much headroom such as dancing, fitness training or table-tennis.

174 public-sector and Direct Subsidy Scheme primary and secondary schools built after 2000 are provided with the above sports facilities. Out of the 743 schools benefitting from the School Improvement Programme, student activity

centres and multi-purpose areas have been added to 513 and 110 schools respectively.

Other Sports and Recreational Facilities in the Community

Other than sports facilities provided in school premises, most schools make use of public sports and recreational facilities of the Leisure and Cultural Services Department (LCSD) and the Housing Department to organize learning activities and sports competitions. Schools are given priority during normal school hours for conducting swimming galas, athletics meets, PE lessons and training in booking the following major facilities of LCSD:

- (a) Swimming pools
- (b) Sports grounds
- (c) Tennis and squash courts
- (d) Natural and artificial turf pitches
- (e) Sports centres
- (f) Hard surfaced recreation grounds (free use of football, basketball, handball and volleyball courts)

Schools are also allowed to use the main arenas and activity room of sports centres, hockey pitches, outdoor bowling greens and obstacle golf course of LCSD free of charge under the "Free Use Scheme" from opening to 5:00 pm on weekdays between 1 September and 30 June of the following year.

We will continue to take account of schools' views in the detailed design of new school premises including meeting their needs for sports facilities in accordance with the prevailing Schedules of Accommodation in future school building projects.

Yours sincerely,



(Wendy Chung)
for Secretary for Education

Encl.

The learning targets and examples of activities of different Key Learning Stages

Strands Learning Targets Key Learning Stages	Motor and Sports Skills; Health and Fitness; Sports-related Values and Attitudes; Knowledge and Practice of Safety; Knowledge of Movement; Aesthetic Sensitivity
Key Stage One (P1 - P3)	<ul style="list-style-type: none"> • To develop locomotor movement skills, stability movement skills and manipulative movement skills through fundamental movement activities and physical play. • To acquire basic knowledge about fundamental movement and know the health benefits of physical activities. • To be able to express oneself and be creative in physical activities. • To develop positive attitudes towards participation in physical activities.
Key Stage Two (P4 - P6)	<ul style="list-style-type: none"> • To develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games, and engage regularly in at least one PE-related co-curricular activity. • To acquire basic knowledge about physical activities and their contribution to health. • To communicate effectively and be co-operative with others. • To follow rules and regulations and demonstrate fair play.

Strands Learning Targets Key Learning Stages	Motor and Sports Skills; Health and Fitness; Sports-related Values and Attitudes; Knowledge and Practice of Safety; Knowledge of Movement; Aesthetic Sensitivity
Key Stage Three (S1 - S3)	<ul style="list-style-type: none"> • To acquire and apply basic skills in at least eight different physical activities from not less than four areas which include games and competitions, as well as to participate actively and regularly in at least one PE-related co-curricular activity. • To be able to apply theories of physical activities and training principles in a health-related fitness programme. • To be able to think critically about debating issues in PE and sport. • To demonstrate appropriate etiquette and sportsmanship in physical activities.
Key Stage Four (S4 and above)	<ul style="list-style-type: none"> • To refine learnt skills and acquire skills of novel events of diversified activities, and participate actively and regularly in at least one PE-related co-curricular activity. • To be able to analyse physical movement and evaluate the effectiveness of a health-related fitness programme. • To be able to apply problem-solving skills when facing problems in a PE learning context. • To take the role of sports leader or junior coach and to demonstrate responsibility and leadership in school and the community. • To maintain and transfer the attributes of perseverance, sportsmanship, the ability to face difficulties, and other personal qualities to daily and social life.

3.3.2 Selection of Content

- ♦ Examples of activities that could be included in the PE curriculum:

Areas of Activity	Activities
Fundamental Movement (For KS1)	Activities and games to develop locomotor movement skills, stability movement skills and manipulative movement skills
Athletics	Track events, Jumping events, Throwing events, Cross Country Run, etc
Ball Games	Team Games: Basketball, Football, Volleyball, Handball, Hockey, Rugby, Softball, Netball, etc
	Racket Games: Badminton, Table-tennis, Squash, Tennis, etc
Gymnastics	Basic Gymnastics, Educational Gymnastics, Rhythmic Gymnastics, Sports Acrobatic, Trampolining, etc
Swimming and Aquatic Sports	Basic Swimming Strokes, Life Saving, Survival in the Water, Synchronised Swimming, Canoeing, Rowing, Sailing, Windsurfing, etc
Dance	Rhythmic Movements, Western Folk Dance, Chinese Dance, Social Dance, Creative Dance, Jazz Dance, etc
General Physical Fitness Activities	Circuit Training, Resistance Training, Cardiorespiratory Fitness Training, Endurance Training, etc
Outdoor Pursuits	Hiking, Camping, Orienteering, Excursion, etc
Others	Jump Rope, Shuttlecock, Aerobic Dance, Golf, Chinese Martial Arts, Cycling, Ice Sports, etc

Source: Curriculum Development Council (2002). Physical Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3). Hong Kong: Education Department