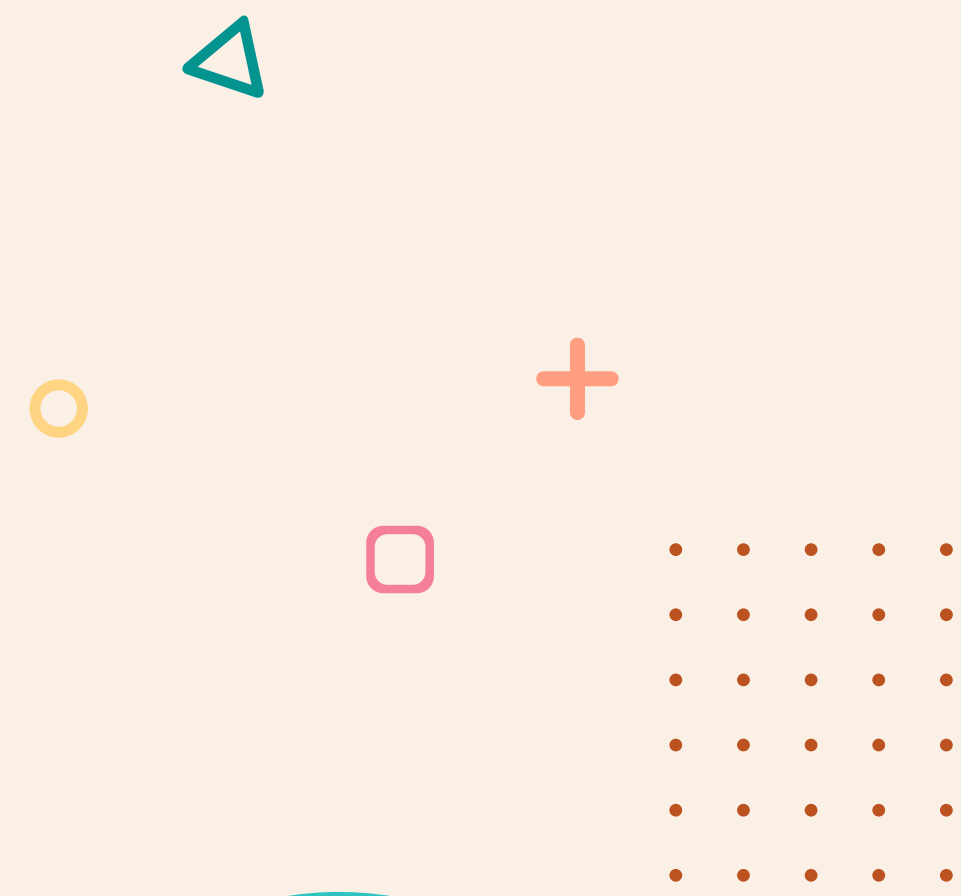
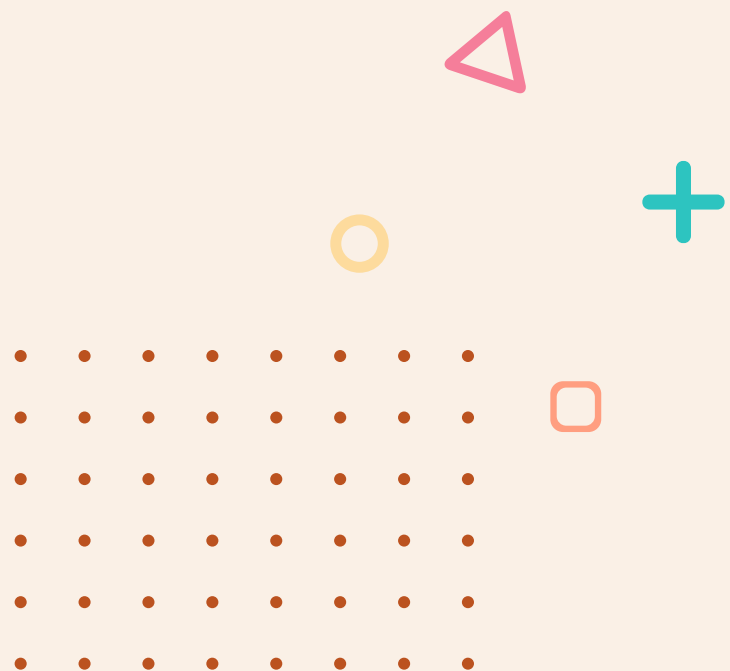


Physical Education

P4 Curriculum Briefing 2025



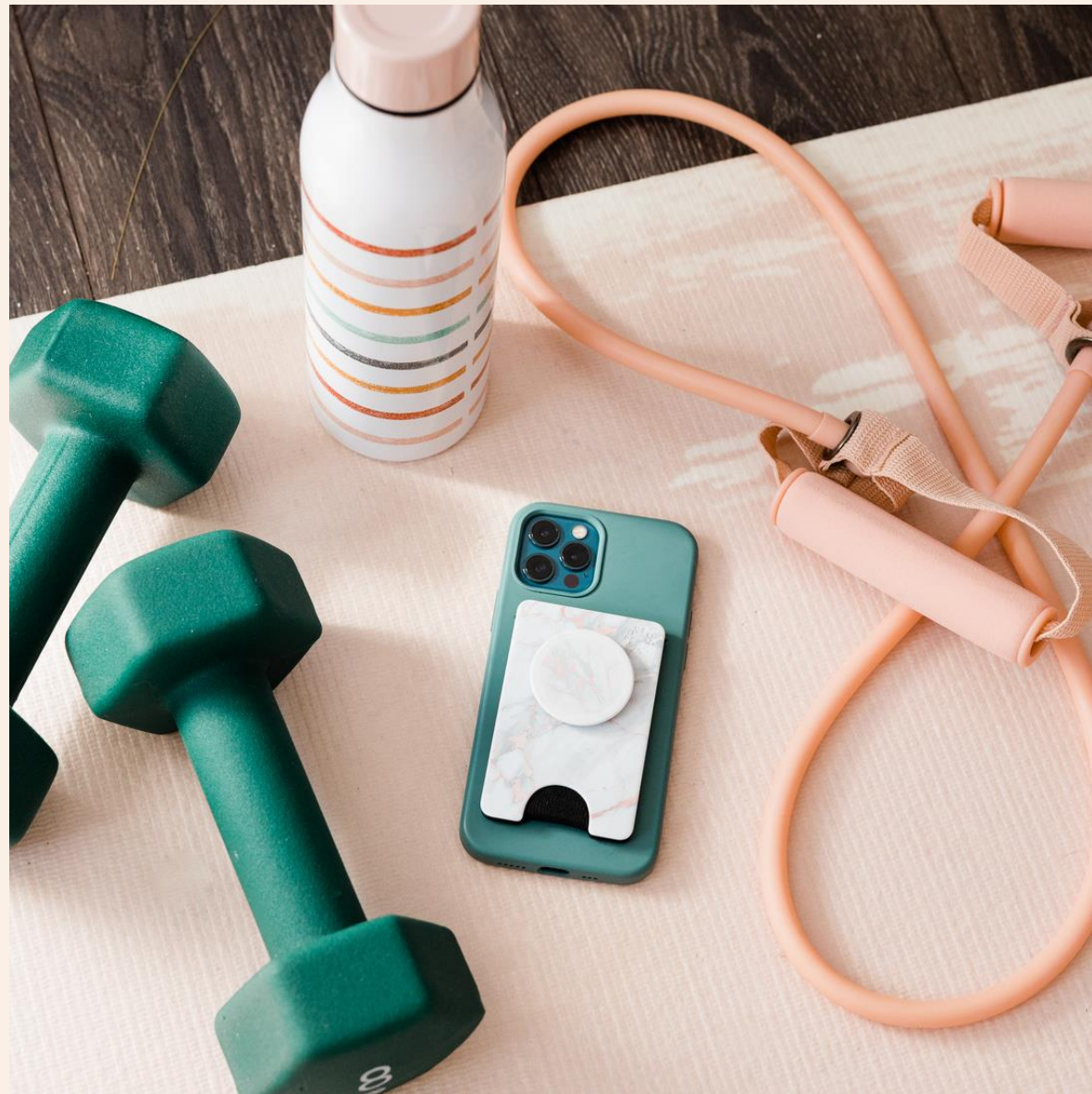
AGENDA



- Purpose & Philosophy
- Syllabus Approach
- Events & Programme



The Guiding Philosophy of RGPS PE Dept



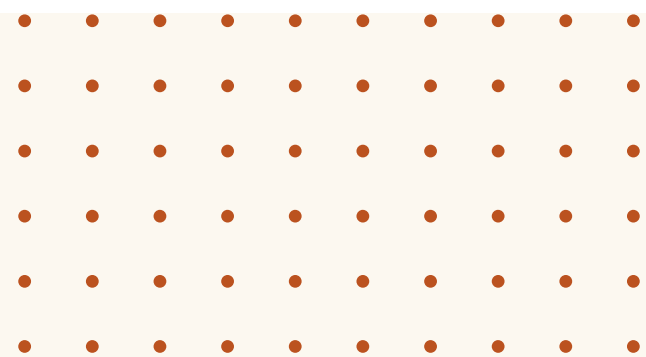
- ✓ To inculcate **love for sports & physical activities** at a young age.
- ✓ Physically fit with **skills, aptitude and attitude** to maintain **healthy lifestyles**

The RGPS Girl

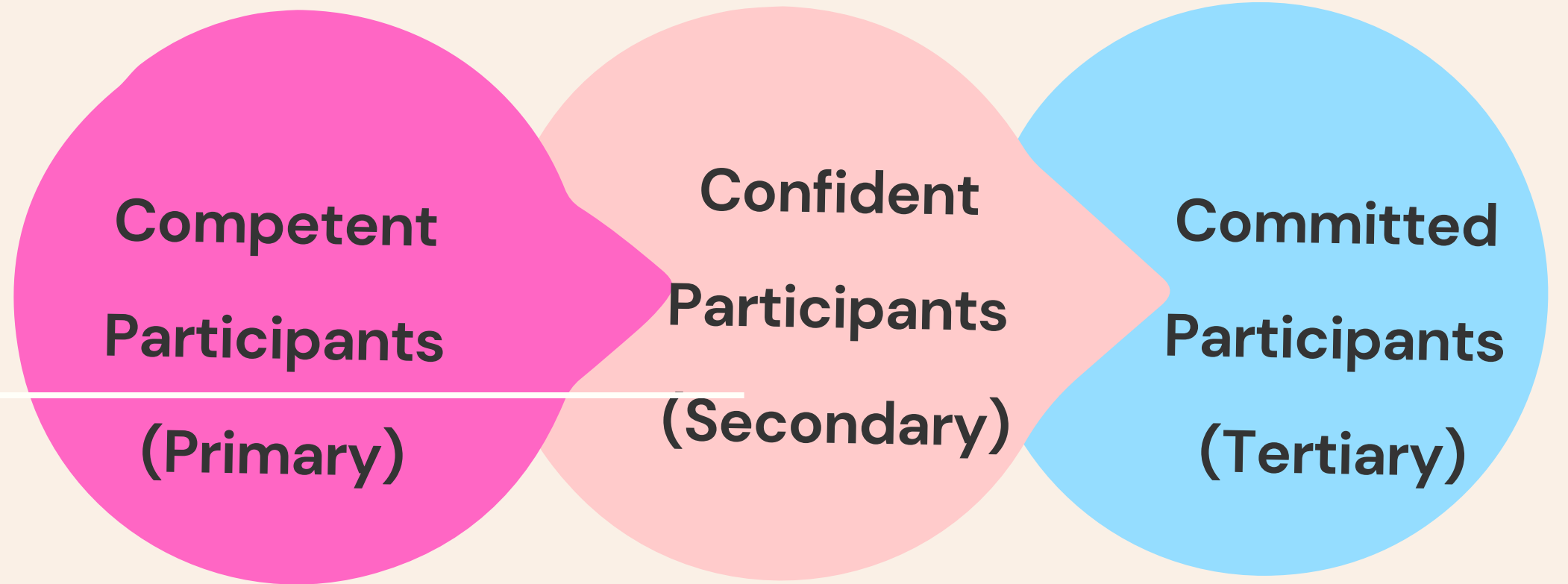
Creative Thinker

Life-long Learner

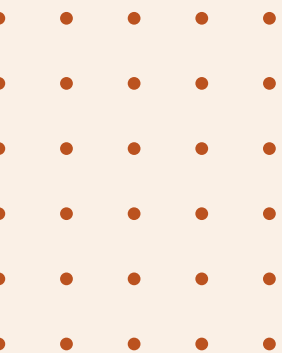
Value-based Leader



Syllabus Outcomes



- **Efficiency** -- learning & mastery
- **Effectiveness** -- performance & success
- **Versatility** -- ability to demonstrate wide variety of skills and application in different context



Desired Student Outcomes

Healthy Lifestyle Practices

Students have a personal commitment to healthy lifestyle practices in physical activity, nutrition, sleep, outdoor time and hygiene.

Enjoyment

Students enjoy and value physical activities and healthy living in a sustainable way.



Movement Competence

Students are competent and confident to participate in a range of physical and outdoor activities.

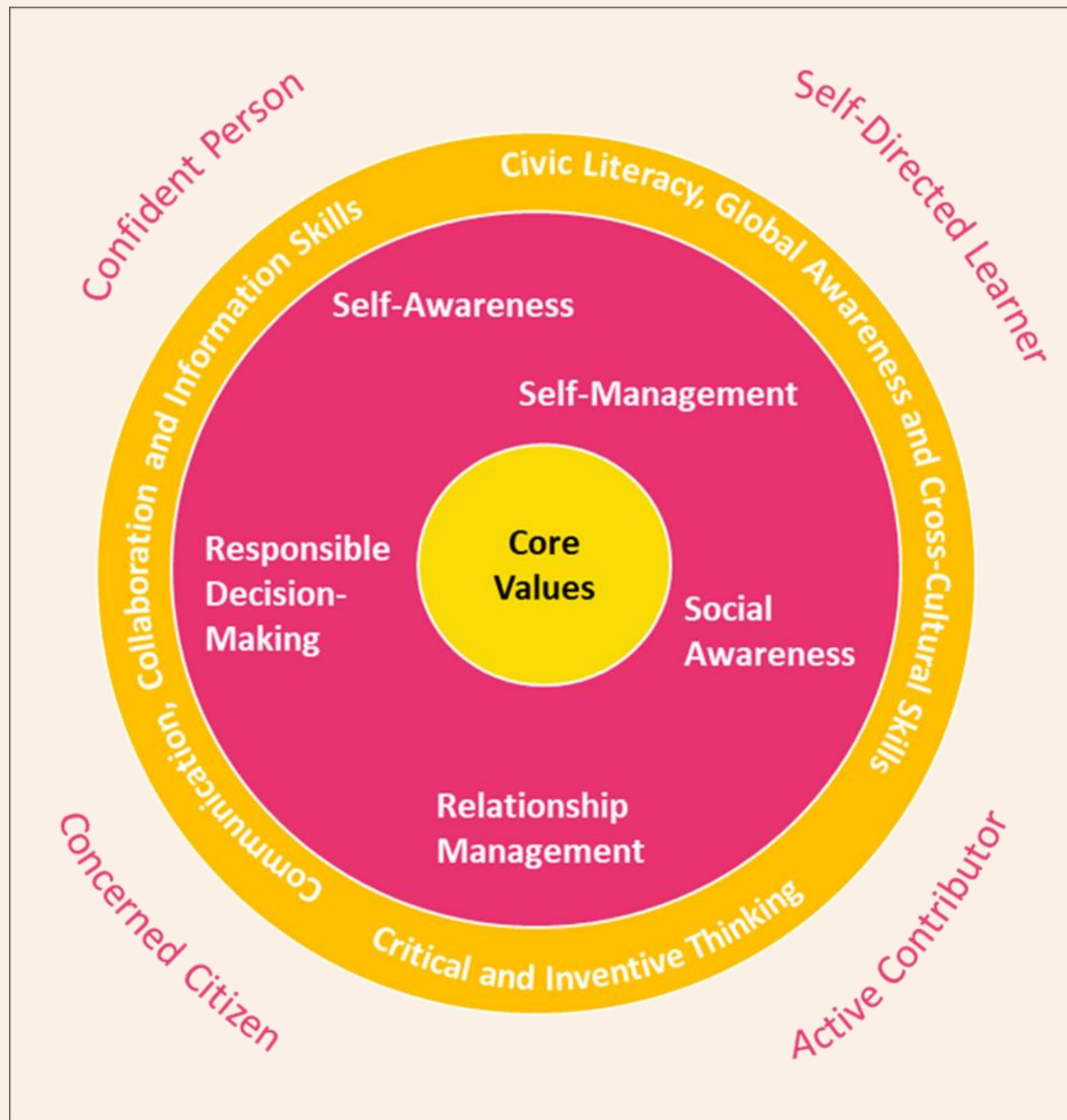
Safety Mindset

Students apply risk assessment to manage daily and physical activities with respect to self, others and the environment.

Core Values

Students make informed and responsible decisions with regard to personal behaviour and social interactions based on sound values-based judgements.

Developing 21CC through PE



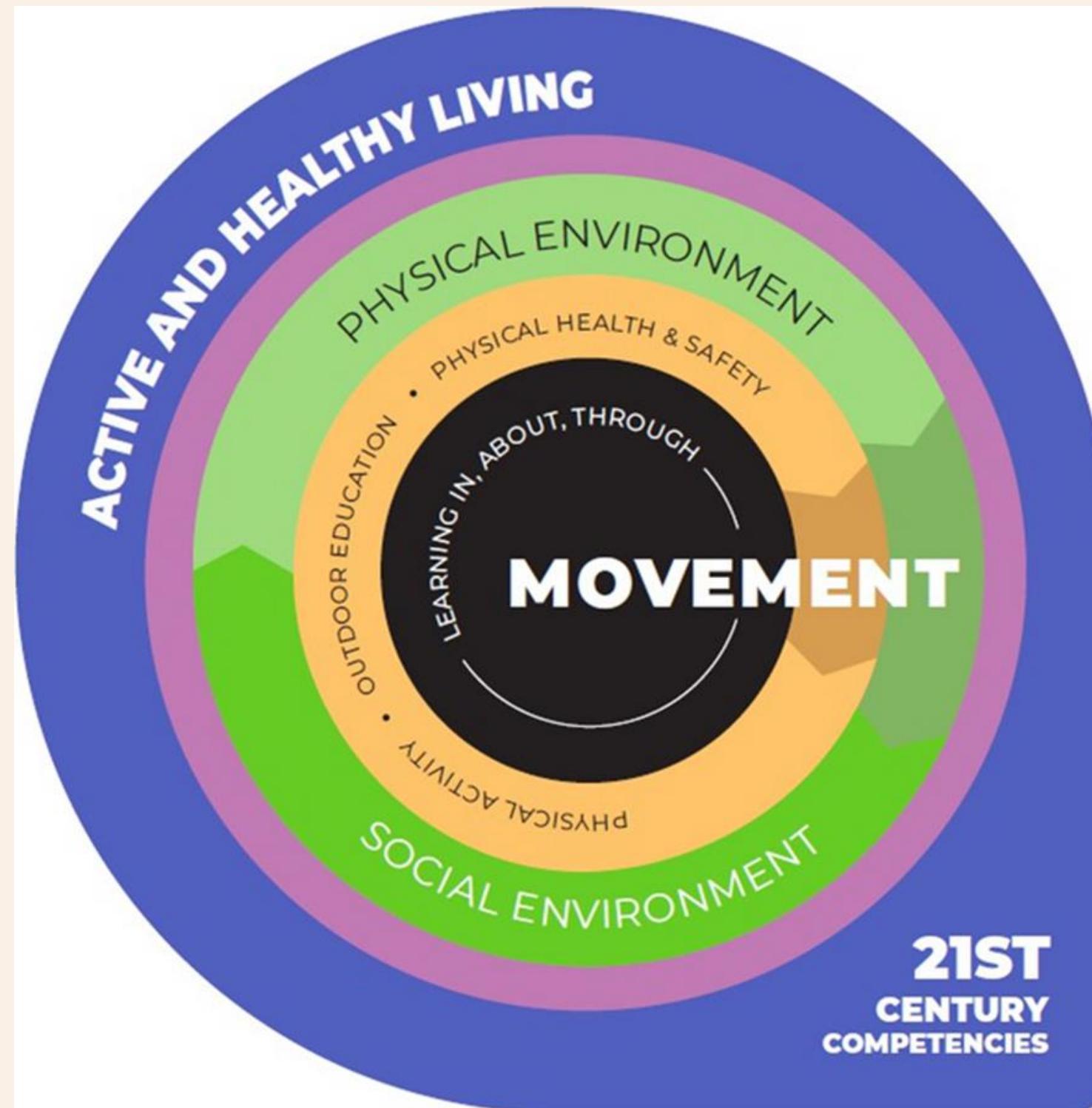
PE anchors students learning in the affective domain on the six **CORE VALUES** of **Respect, Resilience Responsibility, Integrity, Care & Harmony**.

The shaping of these values are then linked to the **social-emotional competencies** aligned to the CCE Framework

The development of **emerging 21 CC** (**Communication, Collaboration & information, Critical & inventive Thinking**) is pervasive in students' learning & experience in PE.

KEY CONCEPTS

Enactment of healthy lifestyle behaviours while retaining focus on movement concepts



Movement as the primary mode to reach and teach the whole child through the following three dimensions:

- Learning in Movement
- Learning about Movement
- Learning through Movement

[New] Interaction with the Environment (physical and social) to strengthen students' learning and experiences in authentic contexts.

Learning Areas & Strands

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none"> • Athletics • Dance • Games & Sports • Gymnastics • NAPFA 	<ul style="list-style-type: none"> • Movement Skills and Concepts • Safety Practices
Outdoor Education (Understanding My School and its Neighbourhood)	<ul style="list-style-type: none"> • Outdoor Living Sense of Place • Risk Assessment & Management 	
Physical Health And Safety	<ul style="list-style-type: none"> • Safety and Risk Management – sports safety (warm up/ cool down) • Nutrition- healthier cooking methods. • Personal Hygiene & Self-Care – eg food borne disease 	
RGPS Girl Qualities	<p>Fair Play, Sportsmanship, Safe Practices, Teamwork Responsibility (Self & others) Resilience, Graciousness, Leadership</p>	

Events & Programmes

RGPS

Games Carnival

P4 Sports camp

Health Fair & Parent-Child
Activity

NAPFA

P4 Resilience Prog

Athlete camp

Recess Play

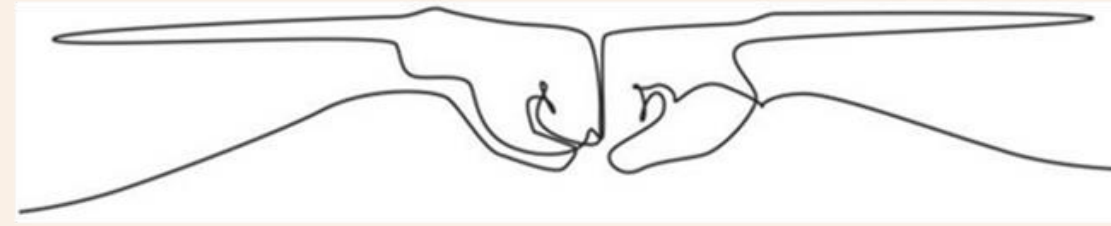
Games Creation
competition

Termly Newsletter

P4 Inter-class



Parents- Teachers Partnership



Family Activities in My PE Journal

- **[New]** Encourage parents to celebrate milestones in child's journey

[New] Curriculum-aligned Messages

- for schools to post on Parent Gateway
- for MOE to post on MOE social media

Parents- Teachers Partnership

- ensure your child comes in PE attire on PE days
- Good shoes (not worn-out soles, good support for running)
- Water bottle, wet wipes/ small towel
- Provide letter/ email if your child is unwell/ injured and cannot participate in PE
- Bring 'My PE Journal' book- assist your child when work is given to be completed at home
- Reiterate about safety and being aware of her surroundings

