

Physical Education

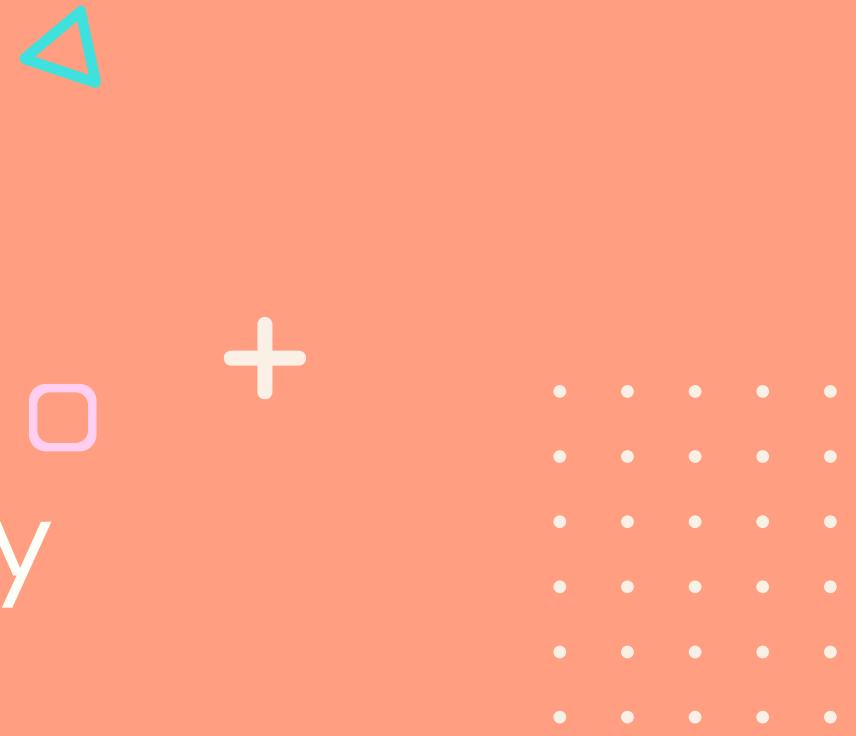
P5 Curriculum Briefing 2026



AGENDA



- ④ Purpose & Philosophy
- ④ Syllabus Approach
- ④ 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**

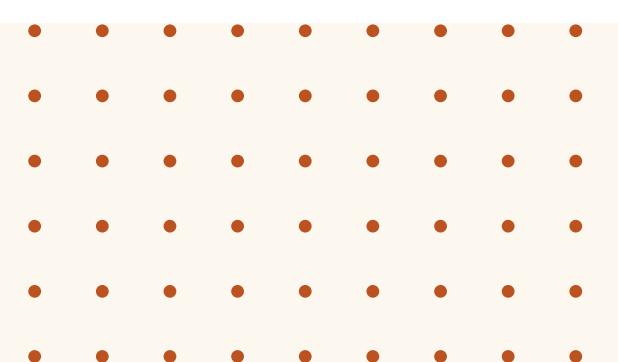


The RGP Girl

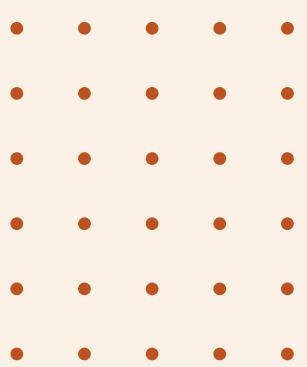
Creative Thinker

Life-long Learner

Value-based Leader



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



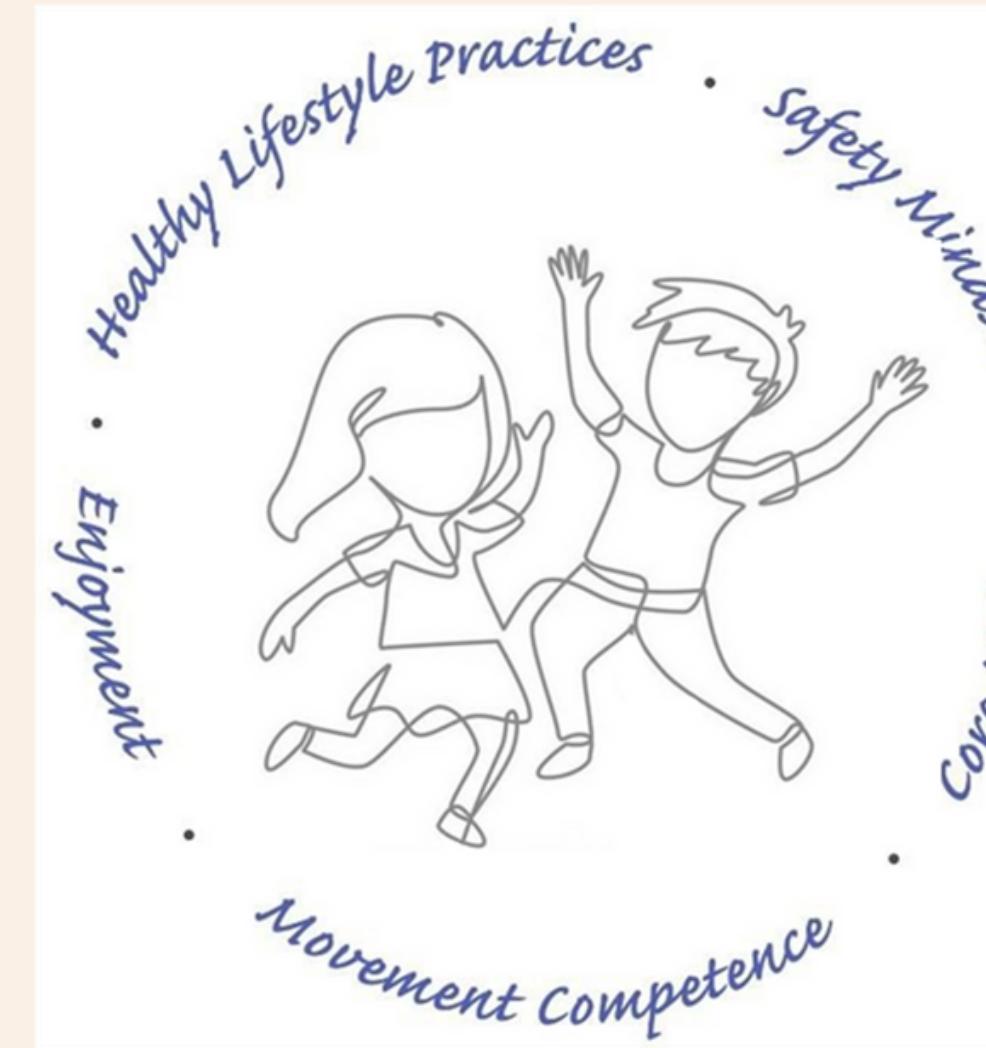
Desired Student Outcomes

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.

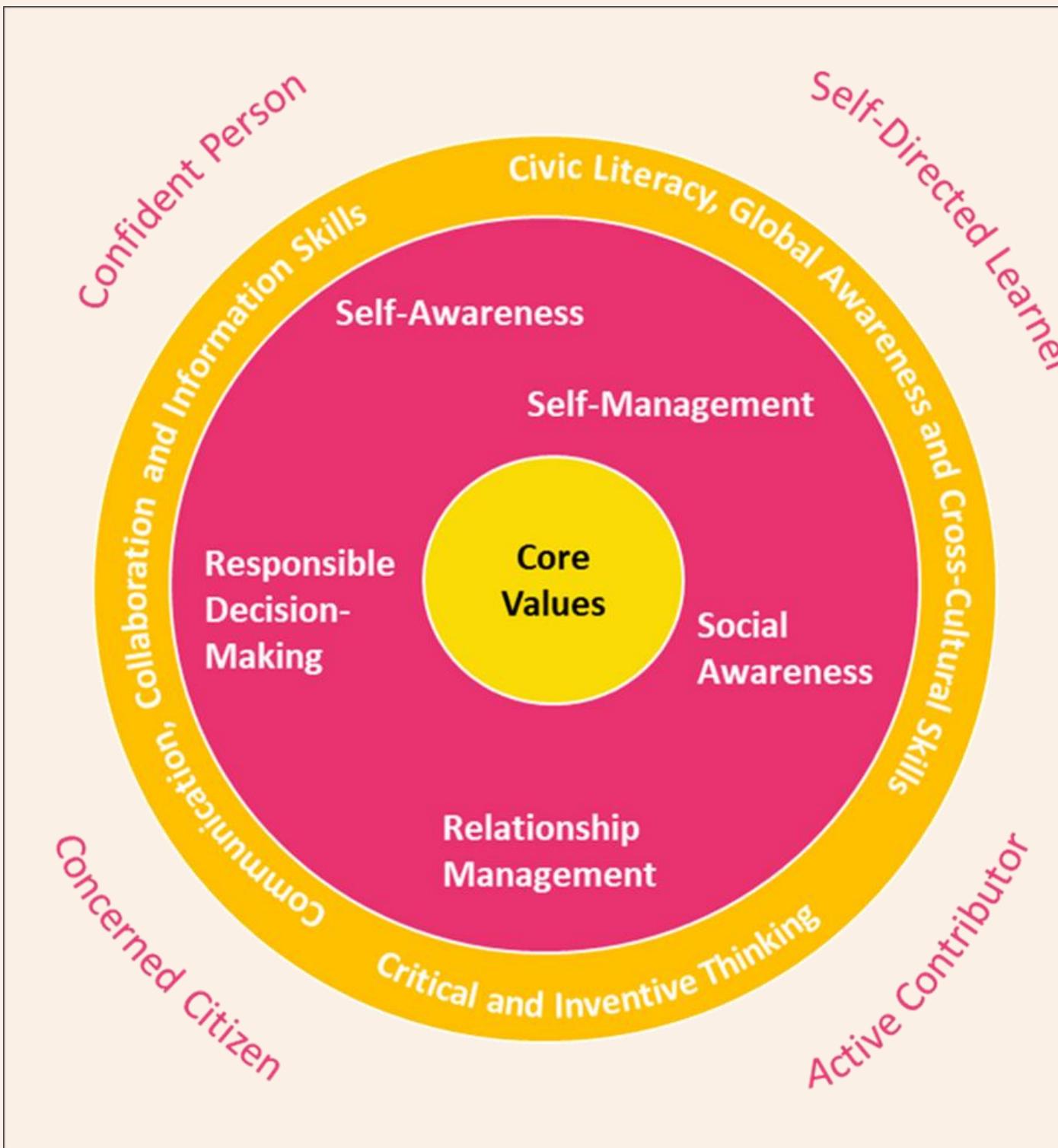
Safety Mindset

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

RGPS

Learning Area

Content Area

Strand

Physical Activity

- Athletics (*P4 onwards*)
- Dance
- Games & Sports
- Gymnastic

- Movement Skills and Concepts
- Safety Practices

Outdoor Education

- Outdoor Living Sense of Place –*Outdoor Adventure Camp*
- Risk Assessment & Management

Physical Health And Safety

- Physical Fitness
- Safety and Risk Management – fire & electrical hazards
- Nutrition – *importance of energy balance*
- Personal Hygiene & Self-Care – sedentary, screen time, sleep, infectious disease

RGPS Girl Qualities

Fair Play, Sportsmanship, Safe Practices, Teamwork
Responsibility (Self & others)
Resilience, Graciousness, Leadership

III

Events & Programmes

P3 to P6 Resilience Prog

Games Carnival

Health Fair

P5 Outdoor Adventure Camp

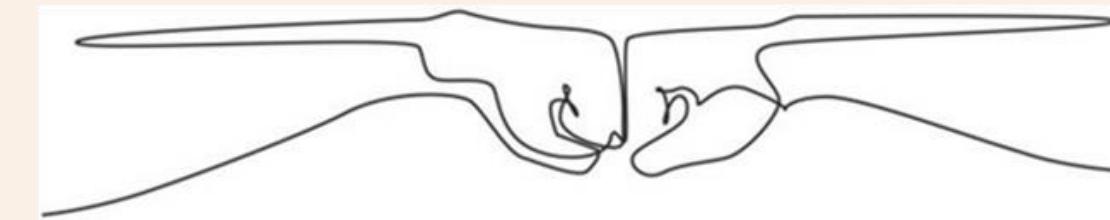
Recess Play

P5 Athlete CCA Camp

Games Creation
competition

Termly Newsletter
-look out in PG

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

