

# Physical Education

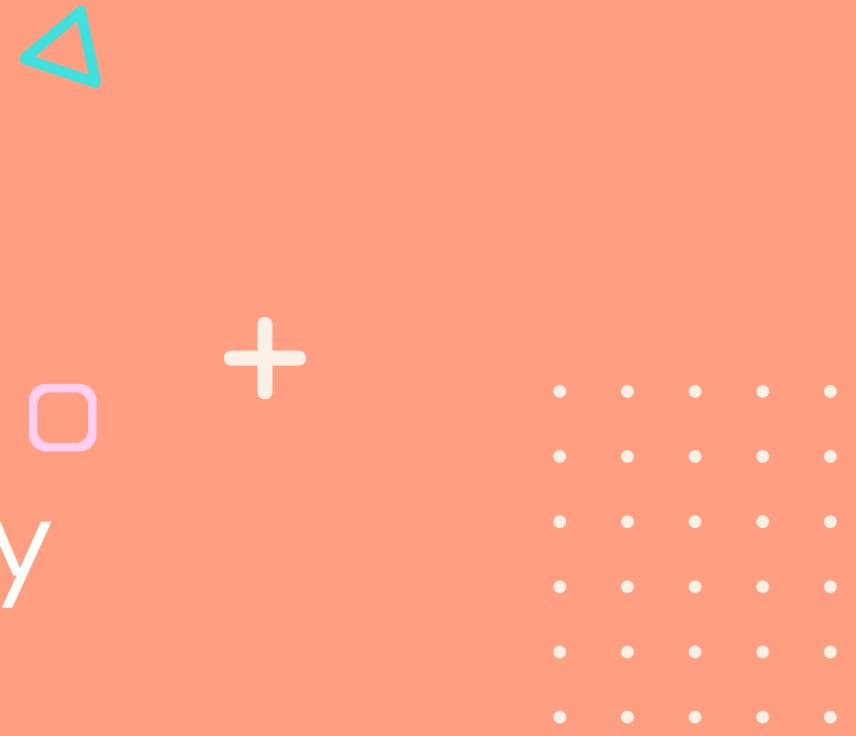
P5 Curriculum Briefing 2026

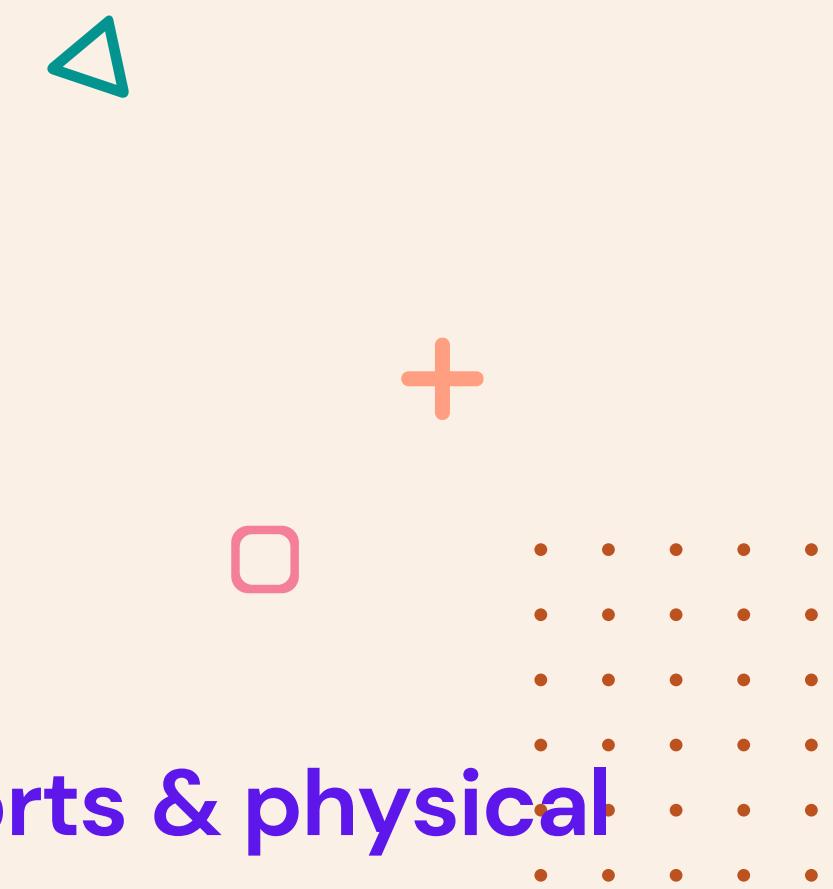


# AGENDA



- 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

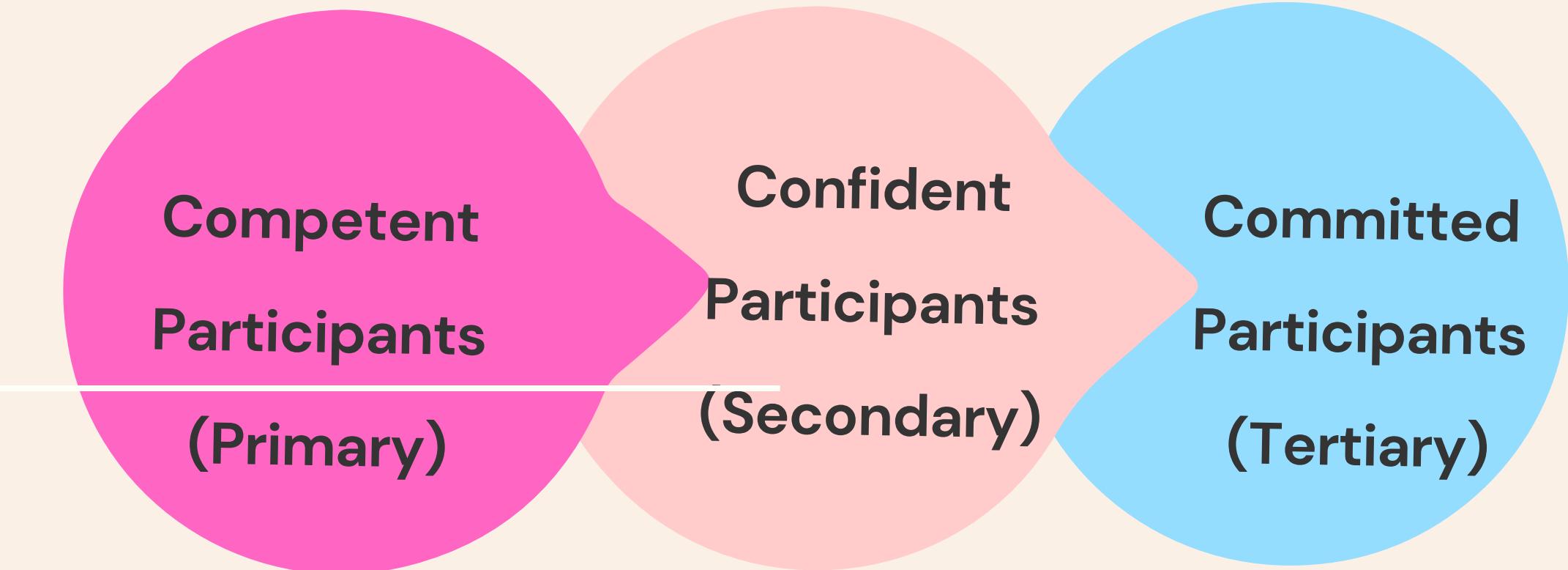
Creative Thinker

Life-long Learner

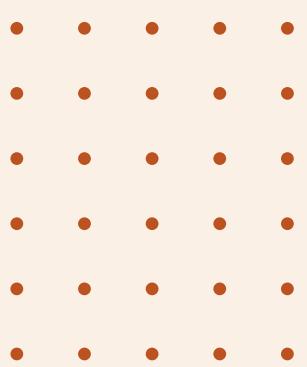
Value-based Leader



# Syllabus Outcomes



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



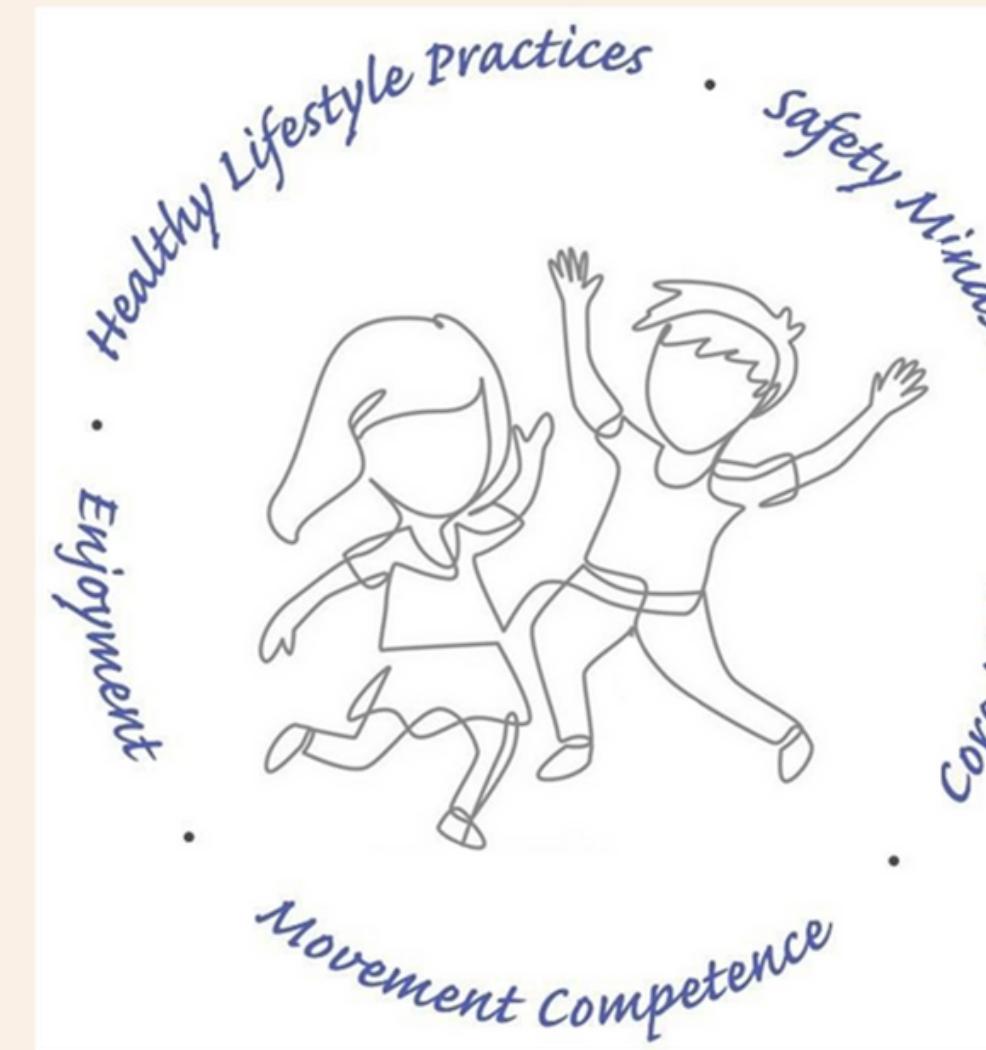
# Desired Student Outcomes

## 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

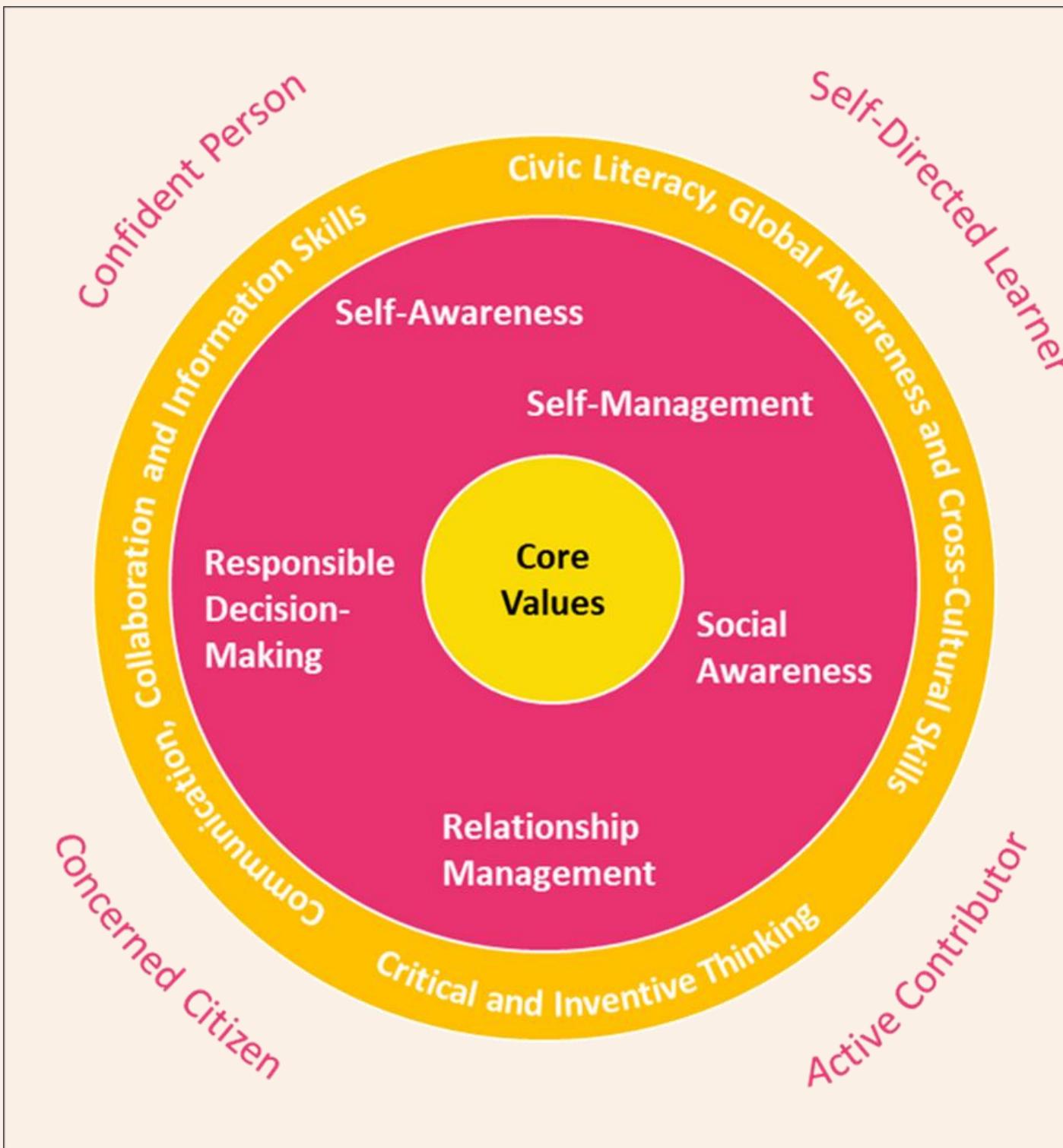
Students apply risk assessment to manage daily and physical activities with respect to self, others and the environment.

## 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

SGPS



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**

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# Events & Programmes

P3 to P6 Resilience Prog

Games Carnival

Health Fair

P5 Outdoor Adventure Camp

Recess Play

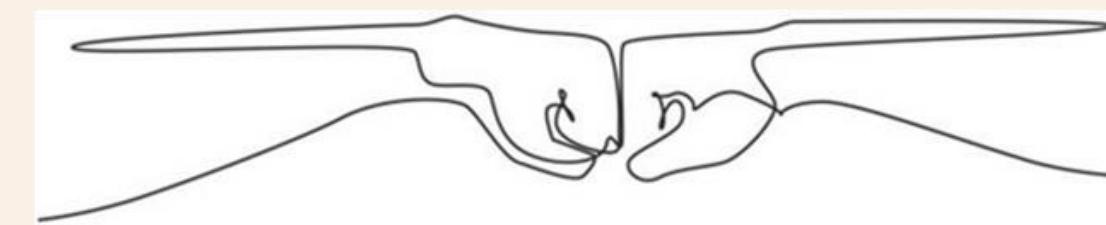
P5 Athlete CCA Camp

Games Creation  
competition

Termly Newsletter  
*-look out in PG*

# Parents- Teachers Partnership

RGPS



## 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



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