
Physical Education

Lower Primary Syllabus



DEPARTMENT OF EDUCATION

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Acknowledgements

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Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Physical Education Subject Advisory Committee have developed this syllabus through meetings, workshops and consultations.

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Secretary's Message

Education Reform has been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of bilingual education and bridging to English from vernacular languages, the introduction of Elementary schools, the expansion of Primary schooling to Grade 8 and increased access to secondary schools in Grades 9 and 10.

This syllabus is to be used by teachers to teach Grades 3, 4 and 5 students throughout Papua New Guinea. The syllabus builds upon concepts, skills and attitudes from Elementary and links to concepts, skills and attitudes in Upper Primary.

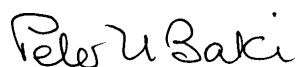
Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

This syllabus addresses the development of physical, social, intellectual, spiritual and emotional skills and interactions through the medium of physical activity. Physical Education is concerned with learning about and being involved in physical activities, which contribute to the holistic development of students and the promotion of traditional values and culture in Papua New Guinean society. All students participating in this subject are expected to understand the values and benefits of physical activity and how it contributes to their healthy growth and development. At Lower Primary, the basics of specific skills are introduced to enable the students to pursue their interests in various physical activities such as sports, games and leisure, recreation and fitness programs. Participating in these activities improves body functioning and reduces the likelihood of illness in adulthood.

All students, including those with special needs, should be encouraged to participate in all activities to enable them to reach their full potential in all aspects of their lives and to realise the importance of being active, respected, responsible citizens.

Schools and communities are encouraged to consult and cooperate with each other to develop positive relationships. Working in partnership reinforces the skills learnt in the classroom to promote the concept of school and community sports.

I commend and approve this syllabus as the official curriculum for Physical Education to be used in all Lower Primary schools students throughout Papua New Guinea.



PETER M. BAKI, CBE

Secretary for Education