**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 2156**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 05/06/2015**

**INTERNAL QUESTION PAPER: 19/2015**

**2156. Ms H S Boshoff (DA) to ask the Minister of Basic Education:**

(1) Whether physical education forms part of the Curriculum and Assessment Policy Statement curriculum; if not, why not; if so, what are the details of the (a) time allocated and (b) structure of the mandatory physical education sessions in public schools;

(2) whether the School Sport Policy has been finalised; if not, (a) why not and (b) when will the policy be finalised; if so, (i) when will the policy be gazetted and (ii) what are the details of her plan to achieve implementation of the policy? NW2468E

**REPLY**

1. Yes, Physical Education forms part of the CAPS Life Skills / Life Orientation curriculum.
2. Physical education is mandatory for all learners in public ordinary schools.

(b) (i) Fixed time allocation is prescribed for Physical Education for each phase. The table below represents the time allocation per phase:

|  |  |
| --- | --- |
| **GRADES** | **TIME ALLOCATION PER WEEK** |
| Gr R – 3 | 2 hours |
| Gr 4 – 6 | 1 hour |
| Gr 7 – 9 | 1 hour |
| Gr 10 - 12 | 1. hour
 |

(ii) The structure of Physical Education in each phase is as follows:

* The CAPS Life Skills/Life Orientation clearly indicates that Physical Education is one of the core topics to be taught in all schools.
* The sub-topics and content is specified for each grade.
* The content for Physical Education across the phases relates to each other.
* Each phase focuses on similar areas of skills, knowledge and values and prepares learners to continue with the subject in other grades – thus ensuring continuity.
* All physical education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.
* The Physical Education Task (PET) is administered across all fours school terms in all grades.
* Learner participation and movement performance in the PET will be assessed and reported at the end of each term. The focus of assessment falls into two broad categories viz: participation and movement.

The tables below highlight the topics/focus area for Physical Education in each of the grades/phases:

**TABLE 1**

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| **FOUNDATION PHASE: Grades R - 3** |
| Focus area: * Locomotion
* Perceptual motor
* Rhythm
* Co-ordination
* Balance
* Spatial Orientation
* Laterality
* Sports and Games
 |
| * Play, movement, games and sports contribute to developing positive attitudes and values.
* This area focuses on perceptual and locomotor development, rhythm, balance and laterality.
* The focus in the Foundation Phase is on games and some activities that will form the basis of participating in sports later on.
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**TABLE 2**

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| **INTERMEDIATE PHASE: Grades 4 – 6****The following are the focus in the intermediate phase** |
| **GR 4** | **GR 5** | **GR 6** |
| Movement | Movement | Physical fitness |
| Invasion games | Target games | Striking and fielding games |
| Rhythmic movement | Rhythmic movement | Rhythmic patterns of movement |
| Basic field/track & swimming activities | Variety of field, track and swimming activities | Refined sequences through gymnastics or swimming activities |
| Safety issues | Safety issues | Safety issues |

**TABLE 3**

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| **SENIOR PHASE: Grades 7 – 9** **The following are the focus in the intermediate phase:** |
| **GR 7** | **GR 8** | **GR 9** |
| Fitness programme | Physical activities that promotes fitness | Improvement of physical wellness level |
| Indigenous games | Target games | Develop game plan for individual or team sports |
| Sequence to physical activities | Programme to improve movement techniques | Refines own and peer performance in movement |
| Outdoor recreational programmes | Outdoor recreational activity | Outdoor recreational activities |
| Safety issues | Safety issues | Safety issue |

**TABLE 4**

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| **FURTHER EDUCATION AND TRAINING: Grades 10 - 12****The following are the focus in the intermediate phase:** |
| **GR 10** | **GR 11** | **GR 12** |
| Physical fitness programme | Personal level of fitness and health | Personal fitness and health goals |
| Skills in playground / community or indigenous games | Umpiring / leadership skills | Long term engagement in traditional /non-traditional sports/indigenous games/recreational activities |
| Environmentally responsible - outdoor recreational group/individual activities | Leadership roles in recreational group activity |  |
| Skills in traditional / non- traditional sports | Umpiring and leadership skills in self-designed and modified sports |  |
|  | Safety issues |  |

1. **Whether the School Sport Policy has been finalized; if not why not and when will the policy be finalized; if so (a) when the policy will be gazette and (b) what are the details of her plan to achieve implementation of the policy**

**REPLY**

Yes, the School Sport Policy has been presented to and approved by the Council of Education Ministers (CEM).

1. The process to have the Policy gazetted has been initiated and will be finalised within this current financial year.
2. The plan to deliver the school sport programme as per policy is embedded in the Integrated School Sport programme and Sport and Recreation Plan. The three levels of the School Sport Programme, that is: intra- school, inter-school and local/circuit festivals are currently being implemented. These provide the platform for participation at the district and provincial levels, culminating at the national championships.