

A Study on the Top-Level Design of the Construction of an Integrated Curriculum for After-School Physical Education Services in Elementary School in the Context of “5 + 2”

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Abstract

With the landing of the “double-decrease” policy, physical education after-school service has become an effective way to reduce the burden on primary school students, physical fitness, personality development, and provides a new opportunity to help students return to the main position of school education. However, the current implementation of elementary school physical education after-school services in the implementation of “classroom moving”, “unclear positioning”, “single content”, “insufficient evaluation”, “lack of protection”, and other problems. In order to solve the problems in the implementation of elementary school PE after-school service, this study puts forward the basic concept of elementary school PE after-school service integration course, course objectives, course characteristics and values through literature and logical analysis, creatively constructs the basic framework of the elementary school PE after-school service integration course in five aspects: supporting the weak, stimulating the interest, strengthening the foundation, enlightening the intellect, and cultivating the excellence, and further explores the path of integration course implementation and condition guarantee, in order to promote primary school PE after-school service, and to promote the implementation of elementary school PE after-school service. It further explores the implementation path and conditions of the integrated curriculum, and provides new ideas for promoting the interaction between the top-level design and grassroots exploration of the integrated curriculum for after-school elementary school physical education services.

Keywords

“5 + 2” Model, Elementary Physical Education, After-School Services, Integrated Curriculum, Top-Level Design

1. Introduction

According to the spirit of the Circular of the General Office of the Ministry of Education on Further Improving Compulsory Education After-School Services, the so-called “5 + 2” is designed to solve the problem of the difficulty of picking up and dropping off students after school, whereby students’ dismissal from school is delayed by two hours on school days from Monday to Friday, and the school provides care for the students. In recent years, the education sector has introduced a series of policies and measures aimed at vigorously promoting after-school services as a project of the people’s heart. In June 2022, the three ministries and commissions jointly issued the Notice on Enhancing the Level of After-School Sports Services to Promote the Healthy Growth of Primary and Secondary School Students, which proposes: “Scientific planning of the content of the activity courses, insisting on the orientation of all students, targeting the lower grades of elementary school, Middle and upper elementary school students, such as different school segments and different levels of basic students, respectively, designed different class types and the corresponding education and teaching content, from shallow to deep, step by step, not only to meet the needs of some students ‘zero starting point entry’, but also to meet the needs of some students to improve and expand” (Central People’s Government of the People’s Republic of China, 2024). In this context, the development and design of the integrated curriculum of elementary school physical education after-school service is particularly important, which can not only enrich the after-school life of students, but also through the design of the integrated curriculum, physical education can be combined with the age characteristics of students, their interests, and the requirements of the “double-decrease” policy, so as to realize the personalized development of education. Personalized development of education.

At present, physical education after-school service belongs to the budding stage of development, and the target orientation, curriculum content, organizational form, teaching methods, evaluation methods, and guarantee system have not yet matured, so it cannot give full play to the role of physical education after-school service in reducing burdens and increasing efficiency. The construction of an integrated curriculum for elementary school physical education after-school service is an inevitable requirement for adapting to the development of education and an important measure for promoting the reform and development of elementary school physical education after-school service. On the one hand, the integrated curriculum can integrate various physical education resources and provide students with richer and more systematic physical educa-

tion learning content. By organically combining sports culture, movement skills, physical fitness, sports intelligence and emotional experience, it can cultivate students' comprehensive sports literacy. On the other hand, the integrated curriculum can innovate the implementation path, teaching method and evaluation mechanism to improve students' learning interest and motivation. Therefore, in-depth research on the top-level design of the integrated curriculum for elementary school physical education after-school service provides theoretical support and practical guidance for the development of elementary school physical education after-school service.

2. Basic Concepts of Integrated Primary School Physical Education After-School Service Programs

2.1. Student-Centered and Health-First Approach

In the construction of the integrated curriculum of after-school physical education services in elementary school, the first basic concept to be established is "student-centered, insisting on health first". The Curriculum Standard (2022 Edition) clearly puts forward: "Guided by Xi Jinping's thought of socialism with Chinese characteristics in the new era, comprehensively implementing the Party's education policy, realizing the fundamental task of establishing morality, adhering to the concept of 'health first' education, and guiding students' awareness of health and safety and good lifestyles, and to promote students' physical and mental health and fitness" (Gu, 2023). The national physical education curriculum standards are an important basis for physical education teaching in elementary school, and the concept of the integrated curriculum should be closely centered on the curriculum standards to ensure the scientific, standardized and systematic nature of the curriculum content. This concept is carried throughout the entire curriculum design, implementation and evaluation, aiming to ensure that every student can receive full attention and personalized guidance in the after-school PE service, and help students to strengthen their physical fitness, improve their immunity, and prevent diseases through the scientific and reasonable design of the integrated curriculum. At the same time, we also need to pay attention to the mental health of students, through teamwork, competitive games and other forms of activities, to cultivate students' self-confidence, resistance to frustration, teamwork and other psychological qualities, in order to lay a solid foundation for their all-round development.

2.2. Enhance Curriculum Design to Stimulate Interest in Sports

Curriculum design is the core link in the construction of an integrated program of after-school services for elementary school physical education. For students to fully enjoy the fun brought by sports, it is necessary to strengthen the scientific and interesting nature of curriculum design. The Curriculum Standard (2022 Edition) states that "the overall design of the curriculum content, reflecting the con-

cepts of guaranteeing the foundation, valuing diversity, focusing on integration, and emphasizing application, allows students to learn and master structured physical education knowledge and skills (Ministry of Education of the People's Republic of China, 2022).” First, the curriculum content should be rich and diverse, covering a wide range of aspects such as basic sports skills training, special skills enhancement, sports games, health knowledge education, sports intelligence, and interdisciplinary thematic knowledge, in order to meet the needs and interests of different students, and to lay the foundation for students’ participation in sports and the development of a healthy lifestyle. Secondly, the curriculum design should focus on hierarchy and progression, with course content of different difficulty and intensity based on students’ age, physical ability, skill level and other factors, to ensure that every student can find challenge and fun in a program that suits him/her.

2.3. Reform the Learning and Practicing Methods to Improve Comprehensive Ability

In the implementation of the integrated program of after-school services in physical education, reforming the learning and practicing methods has become a key path to improve students’ comprehensive abilities. The traditional way of learning and practicing often focuses on the transmission of knowledge and skill training, while neglecting the cultivation of students’ independent learning, innovative thinking and practical ability. The Curriculum Standard (2022 Edition) proposes: “Based on the learning needs and interests of students, facing all students, implementing the requirements of ‘teaching, practicing and competing’, and focusing on the integrated teaching of ‘learning, practicing and competing’ (Yin et al., 2022).” Therefore, more time is provided in the after-school service of physical education for students to fully practice, consolidate and apply the knowledge and skills they have learned, and participate in a variety of forms of display or competition. Students are guided to use the structured knowledge and skills they have learned to solve problems in physical education and health practice through active inquiry to promote the overall development of students’ physical literacy.

2.4. Focus on Specialties and Establish Lifelong Awareness

Each student has his or her own unique physical education needs and development potential, so physical education after-school services should focus on individualized instruction. The Curriculum Standard (2022 Edition) states: “Pay attention to the motivation and guidance of all students, tailor teaching to students with different physical conditions, athletic bases and interests, put forward different learning objectives, and promote good learning and practicing experiences for each student.” Therefore, through observation, testing and communication, it is important to understand students’ interests and strengths in sports, design personalized curriculum content for them, help them achieve better results in sports, gradually improve their athletic abilities and help students develop a lifelong sense of physical activity.

2.5. Establishment of Multiple Evaluations to Enhance Self-Confidence in Sports

The establishment of a scientific and reasonable evaluation system is an important part of the concept of an integrated program of after-school services in physical education. Evaluation should include many aspects of students' learning attitude, participation, skill mastery and physical quality. The Curriculum Standard (2022 Edition) states, "Emphasis is placed on the motivational and feedback functions of learning evaluation, centering on the core literacy, focusing on both basic motor skills, physical fitness and special sports skills, as well as learning attitudes, progress, and sports morality; and focusing on both the basic knowledge and skills of health, as well as the development of health awareness and behavior (Wu & Zhou, 2023)." Therefore, through multiple evaluations, teachers can understand the students' learning progress and problems in a timely manner, providing a basis for adjusting teaching strategies. At the same time, teachers should also give students timely feedback and encouragement, so that they can feel their progress and growth, and enhance their confidence and motivation in physical education learning.

3. Elementary Physical Education After-School Services Integration Program Objectives

3.1. Overall Goal of the Integrated Elementary Physical Education After-School Services Program

In the context of "5 + 2", it is urgent to reduce the academic burden and improve the physical health of students. The core goal of after-school services in physical education is to cultivate students' comprehensive quality in various aspects based on the completion of after-school extended services (Li, 2023). The Curriculum Standard (2022 Edition) states, "The overall goal of the physical education and health curriculum is to master and use physical and motor skills to improve athletic ability; to learn to use the knowledge and skills of health and safety to form a healthy lifestyle; to actively participate in physical activities and to cultivate a good physical character (Liang, 2024)." Therefore, the integrated PE after-school service program must always adhere to the educational concept of health first, putting students' physical and mental health in the first place. In-depth exploration of the content of the curriculum and implementation of these concepts and three-dimensional goals in teaching, develop students' motor skills and teamwork ability, and guide students to develop the habit of active participation in sports, so as to lay a solid foundation for their future learning, life and socialization. The goal of the integrated elementary school physical education after-school service program aims to realize the concept of an integrated physical education program by organically integrating the physical education curriculum with after-school services, providing primary school students with a rich experience of physical education programs during the after-school service hours, and enjoying the value-added services of the integrated program on the basis of the physical education

and health curriculum learning.

3.2. Elementary Physical Education After-School Services Integration Program Cluster Objectives

Based on the general goals of the integrated program, elementary physical education after-school services can be divided into the following five program cluster goals.

Sunshine Curriculum Cluster (Supporting the Weak): The objective of the Sunshine Curriculum Cluster is to provide special support and counseling for students who are weak in physical education to help them overcome their difficulties and enhance their basic physical education skills and abilities. The course cluster focuses on developing students' self-confidence, motivation and interest in an individualized manner so that they can feel the joy of success and a sense of achievement.

Fun Curriculum Cluster (Stimulating Fun): The goal of the Fun Curriculum Cluster is to stimulate students' interest and love of sports through interesting curriculum content and physical activities. Students are guided to actively participate through the design of exciting sports games and thrilling sports challenges, and to improve their motor skills, coordination and teamwork during the activities.

Strong Foundation Program Cluster (Strong Foundation): The objective of the Strong Foundation Program Cluster is to lay a solid foundation in physical education for students. Through systematic study and training, students will develop basic motor skills and physical fitness, and improve their physical fitness and athletic ability. The focus includes the training and consolidation of basic movement skills such as running, jumping, throwing and dribbling.

Enrichment Program Cluster (Enrichment): The objective of the Enrichment Program Cluster is to nurture the intellectual and cognitive development of students through physical activities. It enhances students' flexibility of thinking and creativity by guiding their observation, analysis, judgment and problem-solving skills. The cluster involves activities such as chess games, strategy games, intellectual competitions and teamwork to develop students' strategic awareness, problem-solving skills and flexible thinking.

Pui Yau Curriculum Cluster (PYC): The goal of the PYC is to provide individualized nurturing and developmental opportunities for students who have special strengths or potential in sports. Focusing on the individual differences of students, we are committed to exploring their potential and providing appropriate support to facilitate their growth and progress in sports. Through tailor-made training programs and professional guidance, we help students excel in specific sports.

Through such a curriculum, schools can better meet the individual needs of students, provide sports after-school service courses suitable for different students, promote their overall development of their physical fitness and skills, cultivate a good spirit of collaboration and social skills, and at the same time cultivate an interest in and a love for sports, so as to lay a solid foundation for their future

learning and life (Figure 1).

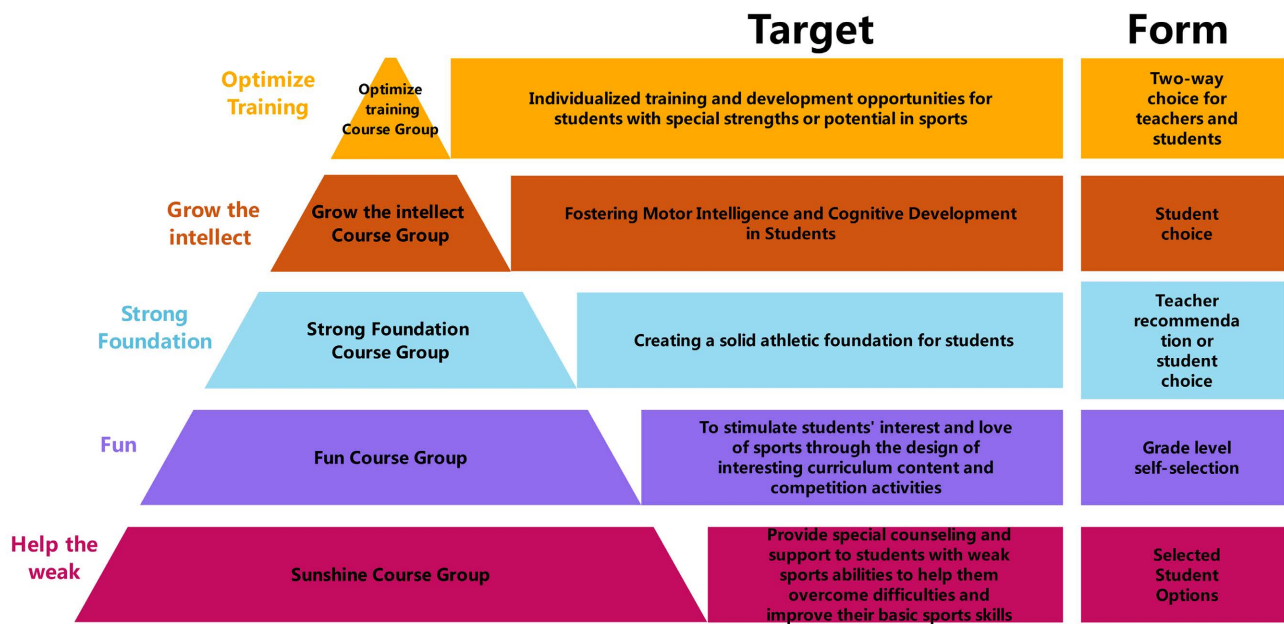


Figure 1. Top-level design of an integrated program for elementary physical education after-school services.

4. Characteristics and Value of Integrated Programs for Elementary Physical Education After-School Services

4.1. Basic Characteristics

The basic characteristics of an integrated program of after-school physical education services in elementary schools can be developed in four aspects: scientific, systematic, articulation and appropriateness.

4.1.1. Scientific

The integrated elementary school physical education after-school service program is scientific in nature, with the design and implementation of the program based on the disciplinary nature of physical education and the scientific principles of pedagogy. This is reflected in the determination of teaching objectives, the curriculum clearly sets the developmental objectives of students, matching the subject knowledge and the overall developmental needs of students; the selection of teaching methods, the use of scientific and effective teaching methods and strategies, combined with the cognitive level of students and the characteristics of the law of development, to promote their learning and progress; the establishment of assessment and feedback mechanisms, through scientific assessment means, to make a scientific and objective evaluation of students' learning and development through scientific assessment means, and the provision of targeted feedback and guidance.

4.1.2. Systemic

The integrated curriculum for after-school physical education services in elementary school is systematic, with the content and organization of the curriculum

forming an organic whole within it. There is an orderly progression between the various learning stages of the curriculum, starting with the learning of basic knowledge and skills and gradually increasing the level of difficulty and complexity to ensure that students can develop in an orderly and progressive manner. The curriculum content is organized in a comprehensive and balanced manner so as to develop students' comprehensive abilities. For example, in terms of skills, starting from basic fundamental movements, complex skill techniques are gradually introduced, while combining the teaching of sports knowledge and the development of physical fitness.

4.1.3. Articulation

Elementary school physical education after-school service integration courses are articulated, capable of connecting with school classroom teaching and in-school and out-of-school activities to achieve a close connection in education. This is reflected in the articulation with the school physical education curriculum, in which the integrated after-school service curriculum and the school physical education curriculum complement and support each other to form a unified education system; and in the articulation with in-school and out-of-school activities, in which the curriculum is closely linked to the school's distinctive activities and social resources, and is integrated into the school-based curricula and activities of the school, so as to enhance the practicability and comprehensiveness of learning.

4.1.4. Suitability

The curriculum content and teaching activities of the integrated elementary school physical education after-school service program can be adapted to the age characteristics, interests and learning needs of primary school students. The curriculum content provides diversified sports programs and activities according to students' interests and abilities to stimulate students' participation and learning enthusiasm; flexibility of learning methods, flexible selection of teaching methods and activity forms according to students' different learning styles and needs to meet the learning styles and developmental needs of different students; the subjectivity of students' participation, encouraging students to take the initiative to participate in the process of planning and implementing the curriculum to develop their The subjectivity of student participation encourages students to participate actively in the process of planning and implementing the curriculum, and develops their independent learning and self-management abilities.

4.2. Value

4.2.1. Promoting a Shift from After-School Care to After-School Parenting

Traditional after-school care usually involves simply caring for and supervising students. However, in an integrated PE after-school service program, teachers can use scientific teaching and guidance to motivate students to participate in a rich variety of sports activities and develop their interests, teamwork and leadership skills. In this way, after-school time becomes an important time for students to

develop their comprehensive quality. This shift can better develop students with all-round qualities and lay a solid foundation for their future success.

4.2.2. Meeting the Diversified Sports Needs of Students

Students have different interests and needs in sports, and the integrated PE after-school service program can provide them with a variety of rich and diverse sports programs to meet their diversified sports needs. Students can choose the sports they want to participate in according to their own preferences, so as to develop a variety of sports skills and hobbies, and to let them cultivate their sports interests and health awareness in the process of making their own choices. At the same time, certain guidance and advice are provided to help students understand the characteristics and cultivation pathways of different programs.

4.2.3. Helping Students Acquire Skills to Enhance Physical Fitness

The Integrated Physical Education After-School Services Program is committed to providing students with systematic motor skill training to help them master various motor skills such as running, jumping, ball slapping and throwing. Through repeated practice, students are able to gradually enhance their physical fitness and improve their motor ability and skill level, thereby improving their health and physical adaptability. In addition to the development of specific motor skills, the after-school service integration program should also include comprehensive physical training, such as the development of strength, speed, sensitivity and endurance. Through planned training, students will be helped to improve all the qualities of their bodies and enhance their physical fitness levels.

4.2.4. Promote the Overall Development of Students' Physical and Mental Health

The Integrated Physical Education After-school Service Program focuses on the side-by-side development of students' physical health and mental health, and promotes the healthy development of students' body and mind through sports exercise as well as a wide variety of physical activities. Physical activities can reduce or eliminate students' learning stress and anxiety, promote students' physical and mental balance, and enhance their self-confidence and self-esteem.

5. Basic Structure of Integrated Elementary Physical Education After-School Services Programs

In the context of strengthening the top-level design of the curriculum, the construction of integrated after-school service content will become the core task of the curriculum cluster. The integrated curriculum of elementary school physical education after-school service takes core literacy (motor ability, healthy behavior, physical integrity) as the overall leader, designs the curriculum content according to the law of formation of students' motor skills and the law of physical and mental development as a whole, develops the curriculum content from fostering interest, developing skills and enhancing physical fitness, and constructs the five curriculum clusters horizontally from the budding level to the growth level and then to

the excellence level, embodying the characteristics of supporting the weak, stimulating interest, strengthening the foundation, enlightening the mind, and cultivating the excellence, which are interrelated and progressive. They are interconnected and progressive. The integrated after-school services provide students with comprehensive learning support and personalized growth guidance (Figure 2).

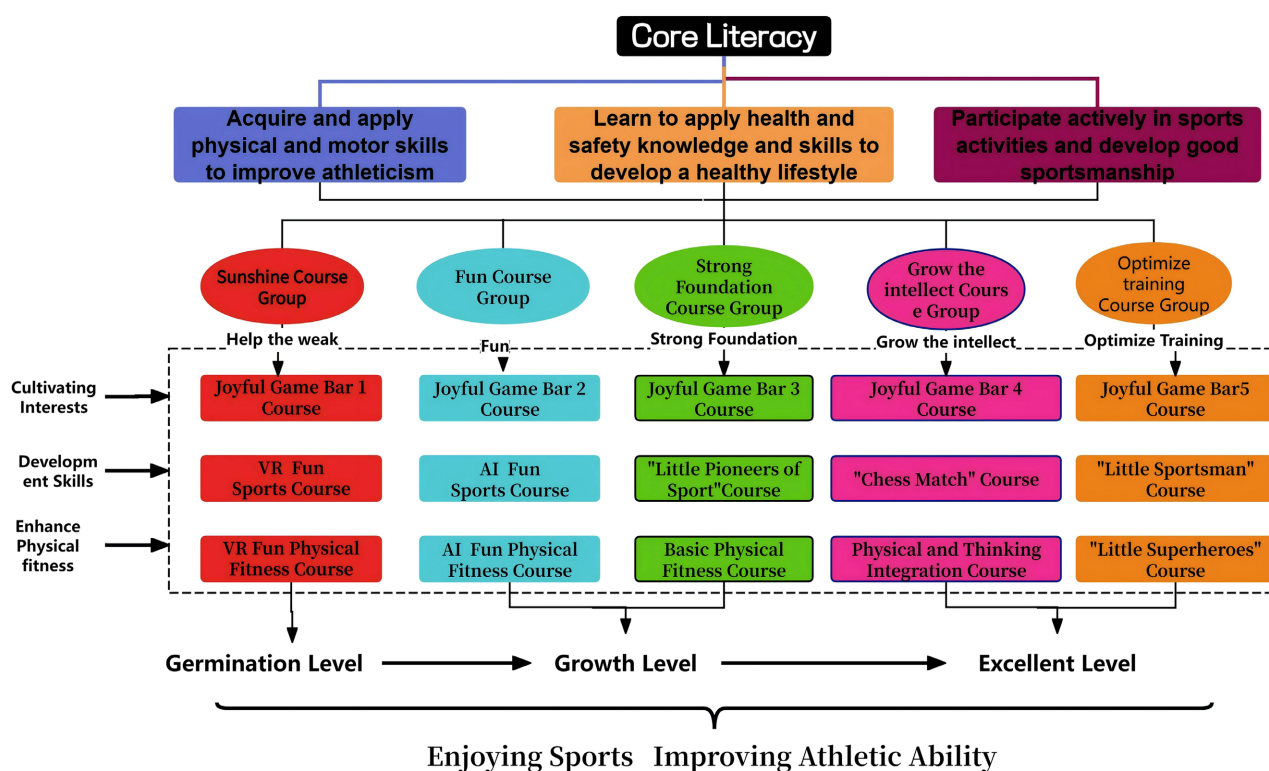


Figure 2. Basic structure of the integrated program of elementary school physical education after-school services.

6. Pathways to Practice in Integrated Elementary Physical Education After-School Services Programs

In the context of building an integrated practice path, focusing on diverse learning processes will be the key to implementation. The four aspects of implementation principles, implementation pathways, implementation methods and implementation evaluation are developed with the aim of providing students with comprehensive learning support and personalized practice guidance. Through clear implementation principles and pathways, the adoption of diversified methods and effective evaluation mechanisms, students will be able to acquire authentic experience and skills in practice, enhance their comprehensive abilities and achieve all-round development (Figure 3).

7. Conditions for an Integrated Program of After-School Physical Education Services in Elementary School

7.1. Teacher Training and Upgrading of Teachers' Qualifications

Ensure the availability of professionally qualified physical education teachers with

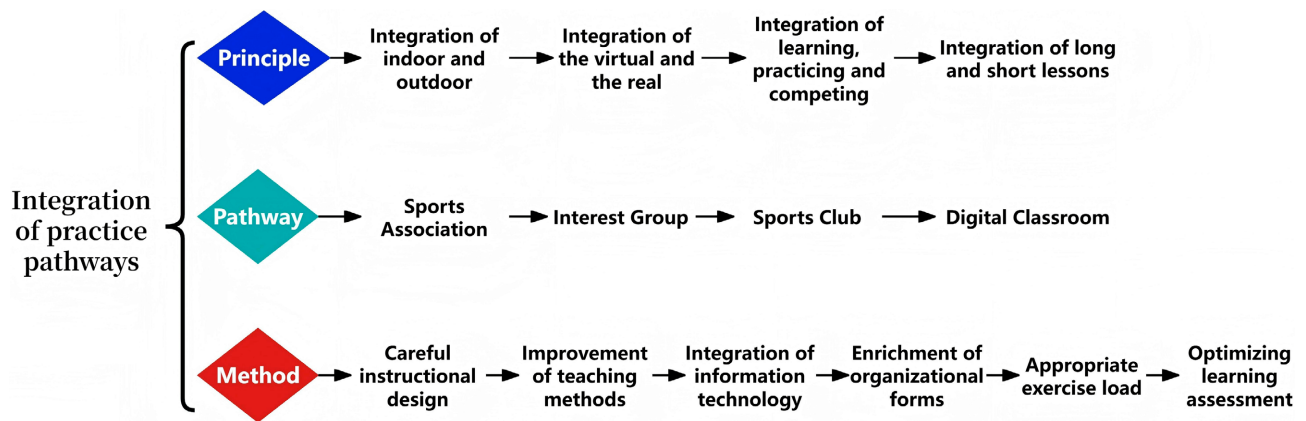


Figure 3. Pathway for the implementation of an integrated program of after-school services in elementary physical education.

rich teaching experience as teachers of after-school services to provide high quality guidance and counseling services. In addition, the professionalism of teachers can be upgraded through training and continuing education to meet the integration needs of after-school services. For example, Songjiang Experimental Primary School actively participates in the continuing education training conducted by the Ministry of Education and regularly invites professional coaches to carry out professional training for physical education teachers in the school on a regular basis, covering teaching methods for emerging sports programs. The school's physical education teacher, Li, after attending a training course for national youth school soccer coaches, integrated the professional knowledge and training methods learned into the after-school service program, and provided students with a rich physical education after-school service program by designing an interesting school-based soccer program called "resourceful".

7.2. Scientific Organization to Guarantee the Implementation of the Curriculum

Formulate scientific plans and time schedules for the implementation of the curriculum, clarify the specific processes and operational steps of the activities, and ensure that the curriculum can be implemented smoothly. Provide the necessary equipment, facilities and site conditions to provide students with a good learning environment. Establish a sound organizational and management mechanism, including staffing, activity organization, etc., to ensure the smooth implementation of the course. For example, some sports games and chess classes are provided in the after-school physical education service for the lower grades, and some ball games, shooting and other competitive and challenging classes are conducted in the middle and upper grades.

7.3. Standardize Research and Development to Ensure Course Quality

A specialized curriculum development team is set up to ensure that the content

and teaching methods of the curriculum match the needs of students. The curriculum development team consists of education experts, sports experts and teachers to ensure the professionalism and practicality of the curriculum. Establishing standardized curriculum development processes and criteria, including goal setting, content arrangement, teaching methods and evaluation methods, to ensure consistency and high quality of the curriculum. For example, when Songjiang Experimental Primary School developed its chess after-school service program, it invited experts from the Chess Association and experienced physical education teachers from the school to form a research and development team. After in-depth research on students' interests and fundamentals, the team developed the program by setting tasks of different levels of difficulty for students. Through standardized research and development, the school's chess after-school service program was highly recognized by students and parents.

7.4. Innovative Teaching and Research to Ensure the Quality of the Curriculum

Encourage teachers to conduct pedagogical research and practical exploration, promote effective teaching cases and experiences, and promote continuous innovation and improvement in course teaching. To establish curriculum teaching and research teams, promote cooperation and sharing among teachers, and jointly study and solve problems and challenges in curriculum teaching. Therefore, elementary school in Songjiang District divided into eight physical education regional teaching and research alliances and regularly organized teaching and research activities in the alliance schools. In a seminar on the design of physical games, Mr. Liang from Yueyang Primary School shared his design of the "Parking Spot Physical Game", which not only increases the fun of physical exercises, but also combines physical education with traffic knowledge learning. Teachers from various schools exchanged ideas and learned from each other, applying these innovative methods to their own PE after-school services, which effectively enhanced the fun and teaching effectiveness of the PE after-school service programs.

7.5. Safety and Security, Sound Management System

Ensuring the safety of after-school sports services in elementary school. This includes safety inspection and maintenance of venues and facilities, safety education for students and implementation of accident prevention measures, as well as the establishment of contingency plans and emergency rescue systems. Before each PE after-school service, physical education teachers will conduct a thorough inspection of the playgrounds and sports equipment, such as checking whether there are any debris in the soccer field, whether the goals are stable and whether the soccer balls are broken. At the same time, the school incorporates safety education into the curriculum system of after-school service, and regularly conducts safety lectures to teach students how to properly use sports equipment and avoid sports injuries. In addition, the school has also developed a detailed emergency treatment

process plan for sports injuries, students are injured the first time by the school nurse, and contact parents, depending on the injury to decide whether to send to the hospital, to ensure that the entire sports after-school service is safe and orderly.

7.6. Enhanced Investment in Facilities and Equipment

Provision of suitable sports venues, equipment and facilities to support the delivery of after-school PE services in elementary school. This includes the planning and construction of indoor and outdoor venues, as well as the provision of a wide range of sports equipment and facilities to ensure that students can engage in sports activities safely and comfortably. To establish a clear management system and organizational structure to ensure the orderly implementation of after-school PE services in elementary school. This includes the formulation of clear job duties and division of responsibilities, the establishment of an effective communication and co-ordination mechanism, as well as the setting up of a performance evaluation system to motivate and promote teachers' active participation and commitment. For example, the Experimental School Affiliated to Donghua University has increased its investment in facilities and equipment for after-school physical education services, and the school is equipped with a number of advanced intelligent sports monitoring devices, such as sports bracelets and "AI Magic Mirror" body forging screens, which are used to monitor students' sports data in real time and enhance their sense of sports experience (Figure 4).

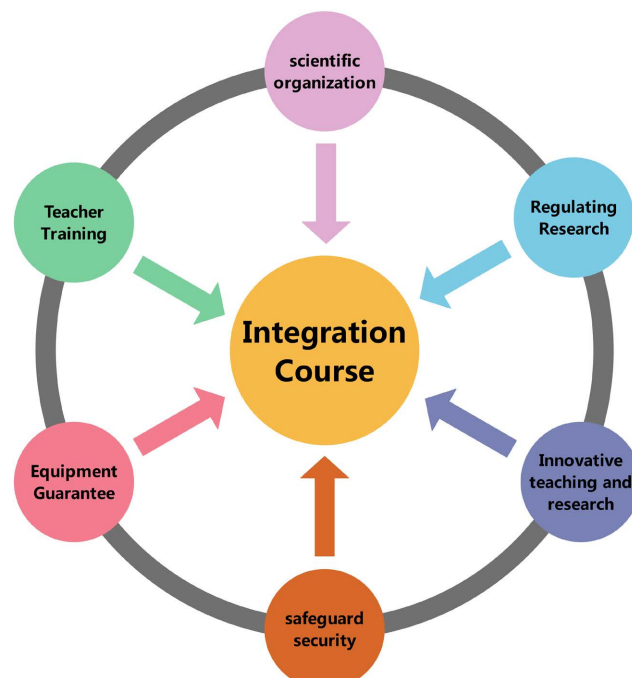


Figure 4. Conditions of the integrated program of after-school services for physical education in elementary schools are guaranteed.

Through standardized research and development, teacher training, innovative teaching and research and scientific organization, it is possible to ensure the qual-

ity and effectiveness of an integrated curriculum for after-school physical education services in elementary school. With standardized research and development and teaching processes, the promotion of teachers' professional competence and teaching and research exchanges, as well as scientific organization and management, students will be provided with high-quality after-school physical education services that will promote their all-round development and healthy growth. The implementation of the "double-reducing" policy will help education return to its essence and true nature. Through the study on the construction of an integrated curriculum for elementary school physical education after-school services in the context of the double-reducing policy, we have explored the top-level design of the curriculum, which is of great significance to the improvement of the integration level of elementary school physical education after-school services. The establishment of the practical path and guarantee system of this study provides sufficient guarantee for the promotion of after-school service of elementary school physical education. However, there are still some problems and challenges in the implementation process, which require further research and improvement. We believe that through continuous efforts and exploration, we can make greater contributions to the physical education development and physical and mental health of primary school students.

8. Conclusion

With the in-depth promotion of the "5 + 2" after-school service model, the research on the top-level design of the integrated curriculum of elementary school physical education after-school service is of great practical significance and long-term value. Constructing an integrated curriculum for after-school services in elementary school physical education not only provides students with richer and more diversified physical education learning experiences, but also creates favorable conditions for their healthy physical and mental development. Through the study of the top-level design of the elementary school physical education after-school service integration curriculum, we aim to explore a road of physical education after-school service development that meets the characteristics and needs of the physical and mental development of elementary school students. However, this study has made a preliminary conception of the top-level design of elementary school physical education after-school service integration course, but there are still many imperfections, which need to be optimized and improved in the future educational practice. We also expect more sports scholars, parents and people from all walks of life to put forward more valuable suggestions for the top-level design of the integrated curriculum of physical education after-school service, so as to jointly contribute to the healthy growth of children.

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