

Sport, Health & Outdoor Education Assessment Feedback Sheet

Student No./Name:

Module: Professional Development and Practice

Module Code: SHSS4062

Personal Evaluation – to support your academic progress please complete the section below BEFORE submitting your work.									
What do you consider to be the best aspects of this work?	The research used to structure the view presented.								
Which aspects do you consider could have been improved in this piece of work?	The referencing within the essay and the clarity of the writing.								
What have you found most satisfying whilst undertaking this submission?	Most satisfying was identifying the various viewpoints on the topic and viewing how different research leads them to their views.								
ASSESSMENT CRITERIA	Learning Outcome	GRADE							
		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Essay content and quality of resources used	1								30%
Referencing within the essay	1								20%
Correctly constructed reference list	1								20%
Structure of essay and clarity of writing	1								30%
It is expected that students will present work that is proof read, correctly referenced and adheres to the Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									
TUTOR COMMENTS:									
Submission date: 1/11/19 via Turnitin		Return date: 8/11/19 (at least within 4 weeks)		Tutor:			Mark:		

Discuss whether Physical Education should be a compulsory part of the school curriculum.

There are many discussions regarding the role of Physical Education and its` position and need to be within the curriculum. Many argue that due to the unacademic nature of the subject, it does not belong in the curriculum, whereas opposed to this many believe that Physical Education allows students a break from academic subjects and allows them time to focus on themselves. Physical Education helps develop a wide range of skills not just physical, and benefits participants in a variety of ways, “A child's participation in physical activity promotes the development of gross motor skills, school performance, and social engagement and fosters physical and mental health” (Barnett 2011).

Research shows that there is a link between physical activity and better health and suggests that physical activity prevents development of certain diseases (Reiner et al 2013). One of the biggest advantages of being physically active includes the various health benefits which come as a result. Physical Education lessons within schools are sometimes the only way pupils are active, so by having P.E as part of the curriculum it is allowing pupils to experience these benefits. It has been proven that regular exercise can reduce the risk of diseases such as Heart disease, strokes, Type 2 Diabetes and certain cancers by up to 50% and decrease risk of early death by up to 30% (NHS, 2018). Physical Education allows pupils to gain an understanding of the importance of being healthy and by experiencing P.E lessons during the numerous years of schooling, it encourages pupils to maintain a healthy lifestyle. For many, Physical Education lessons are the first step towards regular exercise and activity.

A major challenged facing the current population is childhood obesity, (Stewart et al 2009). With this being an ever-growing issue facing society due to the increase in popularity of videogames and technology, the need for Physical Education lessons is higher than ever. For some children the 3 hours of P.E in two weeks is all they exercise they will experience therefore it is vital they have the chance to participate. If Physical Education was to be taken off the curriculum then this would have a detrimental effect not only on the fitness and health of pupils, but also on services such as the NHS as more people would experience illness and poor health. Furthermore, the British Medical Association have established that physical

activity and healthy eating are pivotal components in the prevention of childhood obesity (2005).

Mental health is a key issue faced by many children and young adults due to the pressures faced by society to match its` image of perfection and satisfaction. Research suggests that physical activity has, although small, a positive impact on mental health. Statistics show that by taking part in regular physical activity, have 30% lower risk of depression (NHS 2018). Physical Education helps create a more positive mental outlook for many pupils as it can encourage many self-values such as body positivity, lowers anxiety levels and increases self-confidence. “Evidence shows small but consistent associations between sedentary screen time and poorer mental health” (Biddle, Asare 2010). In addition to improved mental health in terms of positive outlooks and lower depression, physical activity can lead to decrease in mental illness. Some research has suggested that physical activity, even when participation is modest, can have a neuroprotective effect on cognitive breakdown in later life (Stanton et al 2014). Further studies suggest that insufficient levels of physical activity may coincide with the onset of illnesses including Dementia and Alzheimer`s whereas increased levels of physical activity have been linked to a delayed onset of these illnesses (Wang, Larson and Bowen et al 2006). Similarly, results from a systematic review performed by Carson et al show that out of a possible seven studies results from six support frequent physical activity having a statistically significant effect on one if not more cognitive development outcomes, with 67% of the outcomes being assessed in the executive function domain (2016). From these reviews there is some evidence that exercise has beneficial effects on cognitive development during early childhood (Carson et al 2016).

Physical Education lessons improve much more than just a child`s physical health. The outcomes of Physical Education lessons are often referred to as being split into four domains which are; Physical, Cognitive, Affective and Social. During P.E lessons pupils experience the chance to develop social and communication skills such as teamwork and leadership. On the current National Curriculum for Wales, it includes that through the use of Physical Education Lessons, learners can improve and establish group activity by enabling them to work together to solve problems by creating solutions by contributions from the whole group (Welsh Assembly Government, 2008). The curriculum also mentions how with the rotation of various activities during the lessons, pupils experience the opportunity to take on a number of roles such as team coach/ manager and performer, which aid drastically in moral

development and active citizenship (Welsh Assembly Government, 2008). Within the curriculum, there are different levels of learning and development referred to as Key Stages which include a programme of study for each one. Every domain is covered as part of the current curriculum's programmes of study. Key stage 2 programme of study includes Affective outcomes as well as Social outcomes. Points 7 and 8 of the programme enable the learners to characterize their emotions and what they feel during various activities and encourage pupils to enquire about activities within their local community (Welsh Assembly Government, 2008). Moral development takes place during these stages as they provoke empathy amongst students, for example; point 3 of Adventurous Activities states how pupils need to establish reasons to be mindful of not only their own safety, but the safety of others as well as ways of respecting the environment (Welsh Assembly Government, 2008).

In more recent developments of a new curriculum, physical education has now become part of the Health and Well-being section, suggesting that the outcomes will be focused essentially on health benefits and the learners personal beneficial gain from participation. In contrast to what its title suggests, the new curriculum places a major emphasis on the affective domain. The progression steps have been created off of the principles of progression, with one principle being that the pupils become more self-regulated resulting in them progressively becoming more independent and efficient at handling their emotions and behaviours (Welsh Assembly Government, 2019). In addition, the new curriculum also meets the needs of its title by also aiming to help learners develop an understanding of issues previously dealt with, to allow students to become more sophisticated in their approach (Welsh Assembly Government, 2019). A key aspect of the new curriculum is Physical Literacy. Physical Literacy as described by the IPLA; International Physical Literacy Association includes children having the knowledge and understanding to be accountable for participation within physical activity for life, by having the motivation, confidence and physical competence to take part. This provides all children regardless of ability, to have the fundamental foundations of physical participation to build and progress on in later life.

In conclusion the various outlooks of Physical Education's place within the National Curriculum are not all positive with many disagreeing with P.E being on the curriculum. Physical Education has been viewed as an unacademic subject and therefore viewed as an unnecessary, waste of time during school hours when the time could be spent focusing on subjects such as Maths and English. However, Sprake and Walker state "PE comprises both

physical and academic content” (2015), this disagrees with the viewpoint that PE is a purely physical subject which does not offer any academic development to pupils. By PE having more time within the curriculum, the benefits to pupils including them not only having increased participation in physical pursuits but supporting their intellectual development at the same time (Sprake and Walker 2015). The need for PE to be a part of the national curriculum is now higher than ever with PE resulting in being the deciding factor on which future participation is determined (Sprake and Walker 2015) with schools having been pinpointed as vital institutes in the role of the promotion of physical activity (Tavmoori and Lubans 2007).

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