



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Physical Education, the Child & the Curriculum-Introduction

Dylan Blain

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Lecture 1 - Introduction

- Module introduction
- Moodle page
- Module outline
- Assessments
 - Submitting work
- Reading
 - Note taking



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What is physical education?

Defining physical education

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Consider these terms:

- Physical Education
- Physical Activity
- Sport
- Recreation

Consider:

- what do they mean?
- are there any similarities or differences?
- what are the relationships between them?

Physical Education

- Work in the movement field carried out in schools
- Compulsory subject

(Capel & Whitehead, 2013)

- Recreation – self chosen

Physical Education & Sport

- Discussion Task –

“the relationship between physical education and sport”

– Consider:

- Are they different, the same, exclusive?

Murdoch (1990) – Models for relationship between Sport & PE

- “Substitution model”
- “Versus model”
- “Reinforcement model”
- “Sequence model”
- “Integration model”

Arnold (1979)

- Education about, through & in movement

Physical Education & Physical Activity

- What is the difference? Are they the same?

Does the name matter? Or is it what we do
in the name? (Bailey, 2000)

Definition of Physical Activity, Physical Education and School Sport*

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



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Physical Activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

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School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

References

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What are the Aims & Priorities of Physical Education?

What are the Aims & Priorities of Physical Education?

Why are these important?

Reading (on moodle)

- Whitehead (2013)
- Capel (2000)