

School of Sport, Health & Outdoor Education

Assessment Feedback Sheet

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Module: Physical Education the Child and the Curriculum

Module Code: SHSS4073

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?	I feel like I used more words to structure paragraphs as apposed to my first essay.								
Which aspects do you consider could have been improved in this piece of work?	Information combining.								
What have you found most satisfying whilst undertaking this submission?	Getting it finished.								
ASSESSMENT CRITERIA	Learning	GRADE							
		Poor 0-25%	Unsatisfactory 26-39%	Satisfactory 40 – 49%	Good 50 – 59%	Very Good 60 – 69%	Excellent 70 – 85%	Exceptional 86– 100%	%
Justification of aim 1 for Physical Education	1, 3								20%
Justification of aim 2 for Physical Education	1, 3								20%
Justification of aim 3 for Physical Education	1, 3								20%
Detailed knowledge and understanding of the National Curriculum documentation	1								20%
Evidence of research and wider reading	1, 2, 3								20%
It is expected that students will present work that is proof read and follows the School Reference Guide and Assessment Checklist . Therefore a range of 0 – 10 marks will be deducted for non-completion of any of the points on the checklist below .									0/10
TUTOR COMMENTS:									
Submission date: 22 nd November 2019 via Turnitin		Return date: 22 nd December 2019 (at least within 4 weeks)		Tutor: Dylan Blain			Mark:		

Identify and justify what you consider to be the three most important aims for physical education.

The definition of an aim from Capel (2004) is “Aims provide overall purpose and direction, therefore relate to more general intentions”. Moreover, the words of Whitehead (2013) “Debates about the nature of physical education are often made difficult because there is some confusion about the meaning of the terms being used”. This quote provides you with an understanding of aims being acknowledged and seen in physical education but they’re not always seen correctly for what they’re or their purpose for physical education.

My first aim of three is in regards to physical literacy. The common thought to many when hearing the words Physical literacy is start to move. Although this isn’t a bad first thought to have there is more to it than just that, such as ‘learn to move’, ‘moving to learn’, fundamental skills, locomotion, stability and object control. Shearer, et al. (2018) explains how physical literacy “has subsequently emerged as a concept that captures the desire both to participate in physical activity as well as gain meaningful, fulfilling experiences through doing so”.

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”. Whitehead, (2016)

In Wales it is believed that Physical Literacy is prioritised earlier than England due to the thought of Physical Literacy being a core reason to children and adults having bigger interests in making sport or physical recreation a life long participation. Shearer et al. (2018) Also explains how Sports Wales has a definition of their own which showed signs of similarity on Whitehead’s definition. The difference Being was that Sports Wales’s definition was shown in an equation which was, “Physical skills + Confidence + Motivation + Lost opportunities = Physical Literacy”.

Through gathering my research, I have supported my own belief of Physical Literacy being a key aim in physical education as shown above. Physical Literacy is key to Physical Education because through learning set skills even if they’re just base skills it can have so much more

value for other situations other than just Physical Education. For example in my opinion if you look at the Confidence and Motivation aspect from both Sports Wales and Whitehead's definition of Physical literacy, although these are very useful for Physical Education they can also be useful for situations such as if you have a meeting or an interview for a job that motivation aspect could have got you ready for the situation such as the planning and the realisation of how important it is and the confidence aspect would be the aspect in which you then can approach your interview or your meeting with an open mind and simply breeze through without having to be nervous. Therefore, it is in my opinion just proof of how effective Physical Education can be even to those who don't wish to continue it after school and how helpful and meaningful it can actually be.

My second aim in which I believe to be a key aim to Physical Education would be the social aspect of it all. By social aspect I am talking about how it can split the divides of different nationalities, weights and friend groups with in schools to help all children have more of a confident impact on wanting to take part in Physical Education. In a page out of the Routledge Physical Education Reader. Kimberley, (2009) Has a journal entry from a girl named (Khalilah, age 13) as she explains how "Some girls don't pay attention to me because I wear a scarf, and I don't like that. Sometimes I just feel like taking my scarf off. When I do, I think everyone will like me even the boys". Whilst reading this journal entry it reminded me of why a social aspect is a key aim to me because maybe not for Khalilah but for many of people this could cause trouble for some children to get involved in physical education and could easily throw them off wanting to do it all because they don't feel comfortable or as if they do not fit in on this subject when in reality Physical Education is for everyone no matter where you're from or how big you're.

An abstract of a journal on The Role of Physical Education in Youth Development explains how social skills are a key development for youths. It goes on to state how Physical Education classes are pillars of social skills for youths such as "Planning, decision making, interpersonal skills and resistance to peer pressure". As far as planning and decision making go the Physical Education classes also help with the development of memory routines which help with these social skills. Furthermore, they point out how Physical Education also helps with the youths by guiding them to be included in the company of other people and it helps

develop their communication skills which is important to their interpersonal social skills (Barnes and Rochester, 2011).

Moreover, both points made are why I believe so strongly in why a social aspect is so important to Physical Education. Although both points made are mainly revolved around children in schools and youths it can still apply to adults in helping them with social skills that they might be lacking in. The reason I believe it helps more to do this through Physical Education is because once you gain that confidence and begin to enjoy your nerves go away and that's when you see the confident social side but also it helps organise yourself in to knowing what you have to do. There are many more ways social skills are a key aim for me to Physical education but one other skill that I believe to be social is team work and that team work can help make feel someone apart of something and as if they are not alone.

My Final aim is the Health Promotion that Physical Education provides for everyone. "Physical activity (PA) provides numerous physiological and psychological benefits. However, lifestyle changes, including reduced PA opportunities in multiple settings, have resulted in an escalation of overweight, obesity and other related health problems". The health benefits of Physical activity are listed in the same article as "prevention of overweight and obesity; and improved skeletal, metabolic and cardiovascular health". The benefits of Physical activity aren't only listed within a biological state, the benefits are also included in a psychological state such as "reduction in symptoms of depression, stress, anxiety and improvement in self-confidence and self-esteem". All these benefits are important and seen through the use of Physical activity for all ages not only young but adults as well. However, they're very demanding for the development of young children to grow up with a good health and state of mind (Hills, Dengel and Lubans, 2015).

Haible, et al. (2019) Explain how (PAHCO) which stands for Physical activity-related health competence, is key to developing the motivational, physical and cognitive aspect of participators through their ability to be "physically active in a health-enhancing way". Lanigan, (2013) "Many preschool children fail to achieve the National Association for Sport and Physical Education physical activity recommendations placing themselves at increased

risk of overweight and its associated health consequences”. The belief of helping this for Lanigan, (2013) is that there is a “need for adult leadership” at an alarming rate for there to be any step closer for increase in children’s physical activity participation.

My conclusion of the aims in which I have decided to note as the three key aims to my beliefs are, that each one is crucial to the development of physical education and to what reason that physical education is an importance in young and older minds. Whether it is from Physical Literacy, Social or Health promotion aspects and elements, they all individually have their own benefits with some over lapping. But if all three were primary aims for physical education across all key stages I believe this would help make and secure the reasoning for physical education, on how important the subject is due to the benefits and potential which each aim provides for all ages.

Word count = 1353

Reference list

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