



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

Physical Education- Past to Present

Dylan Blain

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Why history?

- Look back to learn for the future
- “Currently, I believe that the physical education community knows little of its past and thus often misunderstands what should be the urgent priorities of the present” (Kirk, 2010; p. xi)
- PE Socially Constructed (Kirk, 1992; 2010)
- “PE in any era of history has served to meet the needs of society in that era” MW (Whitehead & Capel, 2013)

General Overview

- Physical Training
- Physical Drill
- Gymnastics
- Games
- Physical Education as Sports Techniques (Kirk, 2010)
- Health??

Physical Education (Early 1900's)

- 1904 – 1st official syllabus
- 1905 – reprinted with slight alterations 'Suggestions for the consideration of teachers – Board of Education emphasised value of Physical Training as an integral part of education (from 1919)
- 1909 – entirely reformed & expanded (based broadly on Swedish system of educational gymnastics-continent British Army/Navy) -
- 1919 – generally followed 1909 arrangement (every effort made to make lessons enjoyable & recreative)
- 'the object of physical education is to help in the production and maintenance of health in body and mind' (1919 book-green no ref)
- Physical effect & educational effect (mental & moral)
- 1933 – mainly for 5-11 y/o, some sections for older. emphasis on good posture & hygiene
- 'healthy physical growth is essential to intellectual growth'
- 'now recognised that an efficient system of education should encourage the concurrent development of a healthy physique, alert intelligence and sound character'
- From 1933 Syllabus (Board of Education, 1933) (Board of Education – Syllabus of Physical Training for Schools)

Physical Education (Post war)

- **1945 - Mass secondary schooling**– men joined profession in large numbers, extended influence of games/sports & intro new-circuit training
- Private school model of PE adopted-signalled beginning of sport dominating PE
- (Whitehead & Capel, 2013)
- 1947 – increase school leaving age-could gym hold interest of older lot & mature physique created new possibilities (Kirk, 1992-chapter 4 defining PE)
- 1948-emergence of Olympic Gymnastics (Competitive Gymnastics) (Kirk, 1992)
- 1952 & 1953 – Curriculum guides by ministry of education in England-replace 1933 'Moving & Growing' 'Planning the Programme' – strong educational gymnastics focus (Laban) (Kirk, 1992)
- 1950's 1960's debate males & females PE teachers (gym)
- (Kirk, 1992)
- Increase sports playing fields – increase national prestige
- 1960's – 70's
- Influence of Rudolph Laban 'system of movement analysis'
- Inspired modern educational gym & dance (Whitehead & Capel)
- 1960's Wolfenden Report on Sport & Community – games = antidote to anti social behaviour

Physical Education (1970's & 80s)

- Mid 1970's - Laban influence lasted until here
- Child centred focus lost-move to didactic, knowledge based curriculum
- Move toward NGB's for activities-PE becoming games skills based (Whitehead & Capel, 2013)
- 1960s to 70s - Move from sub-degree qualification to become PE teacher to full degree- increased theoretical elements
- 1970s & 1980s – degree years – human movement studies, leisure studies and later sport & exercise science, kinesiology (academicisation)
- Today's strong sport ethic due to opportunities for males to lead-boys and girls merging in schools, HOD's mainly male (Whitehead & Capel, 2013)
- Boys games – football, cricket, no dance
- Girls – dance & games-netball (Whitehead & Capel, 2013)
- 1980's – 6th form wide range of activities find 1 to continue recreationally. Result of surveys of drop out after school (Whitehead & Capel, 2013)
- Sport/games, multi activity based curriculum
- 1980's + - rise in HRE (Green, 1998)

- 1988 – education reform act (DES, 1989 in Murdoch, 1990 PE & sport the interface) firm declaration of PE as foundation subject in (SCDC/School Curriculum Development Committee, 1988)
- ‘PE for all’
- ‘PE activities no longer are merely training ground for adult sports’
- PE’s rationale must be based on the importance of developing children’s motor competence’
- ‘Encourage them to exercise in adult life’
- ‘Coordinated programme with community links’
- ‘seeking to provide a relevant PE curriculum which offers a breadth of experience, continuity of learning and the opportunity to achieve standards of excellence’
- All (National Curriculum, School Curriculum Development Committee, 1988)
- 1990 - John Major as Prime Minister (Houlihan & Green, 2006)
- DES (1990) ‘Physical Education is the only subject which, through the use and knowledge of the body and in its movement, contributes to all aspects of the education of young people.’
 - Develops physical competence
 - Promotes physical development
 - Teaches pupils, through experience, to know about and value the benefits of exercise
 - Establishes self-esteem through the development of physical confidence
 - Develops artistic and aesthetic understanding within and through movement
 - Helps pupils to cope with both success and failure in the context of co-operative and competitive physical activities
 - Provides experience of physical activities which should lead pupils to lifelong participation

- Minister of Sport moved to DES
- DES (1991) – states time allocated to PE squeezed due, partly to it being one of last foundation subjects to be addressed
- Single attainment target
- Sport, including competitive games is an essential part of any programme of PE
- 1992-National Curriculum (DES/WO, 1992)
 - Programme of study (athletic activities, dance, games, gymnastics activities, outdoor and adventurous activities, swimming) KS2-swimming (25m by 11yo) KS 3 & 4 activity areas must be games & gym/dance
 - Planning, performing, evaluating
 - Pupils have opportunities to:
 - Develop physical competence and promote physical development
 - Develop artistic and aesthetic understanding within and through movement
 - Develop personal qualities such as self-esteem, self-confidence, tolerance and empathy
 - Extend, refine and become more proficient in a range of psychomotor skills
 - Experience and appreciate the contribution of physical education to the benefits of participating in physical activities in school and throughout life
 - Develop problem-solving skills
 - Develop interpersonal skills
 - Forge links between the school and community

- 1994-start of National Lottery
- 1995 – National Curriculum (slimmed down, still competitive games/competition & gymnastics at KS3 competitive games at KS4
- (DES/WO, 1995)
- 1995 – ‘raising the game’ government policy statement – pursuit of sporting excellence (Houlihan & Green, 2006)
- prep for leisure (lifelong, post school)
- new PE – games maintain prominent role
- Academic role – examination PE
- 1997 new labour (PESSCL, PESSYP)
- 1999 – National Curriculum
- HRE added & Level Descriptors (ACCAC, 1999)
- 2001 – committed to improving the health of people of Wales and attaches great importance to Physical Education and School Sport
- Role models for girls-increase motivation
- (NAfW, 2001)
- Lottery Funding (started 1994) - New Opportunities Fund/Big Fun
- 2008 – National Curriculum (Wales)
- 2012-London Olympics
- 2013-Task & Finish Group (Wales)
- 2013-School Sport Review (England)
- 2013 – NC (England)

Videos

<https://www.youtube.com/watch?v=xLQ2RBxkgFY> (PE in 1920 Bedford College)

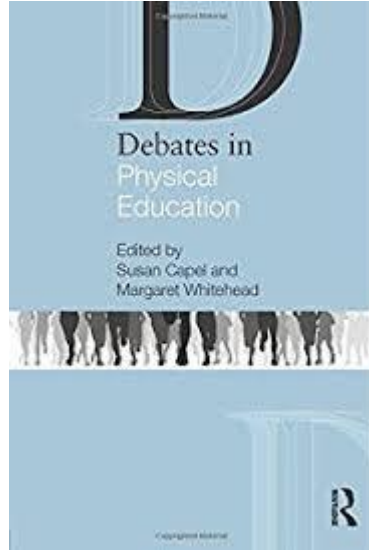
<https://www.youtube.com/watch?v=ypkbAk2pF6I> (1950's Gymnastics vaulting)

<https://www.youtube.com/watch?v=mybLP8ZFQwU> (1950 Rhythmic Exercise)

<https://www.youtube.com/watch?v=Y5eXXV0ICUI> (PE in infant school 1950)

<https://www.youtube.com/watch?v=9XyDHbXtNqE&t=9s> (1960's Movement Education)

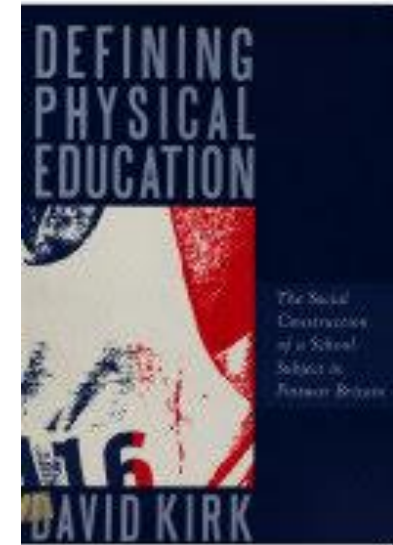
<https://www.youtube.com/watch?v=fISgKl8dB3M&t=3s> (La Sierra – JFK America – PE Programme)



Debates in Physical Education (Capel & Whitehead, 2013)



Physical Education Futures (Kirk, 2010)



Defining Physical Education (Kirk, 1992)



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The National Curriculum for Physical Education (WAG, 2008)

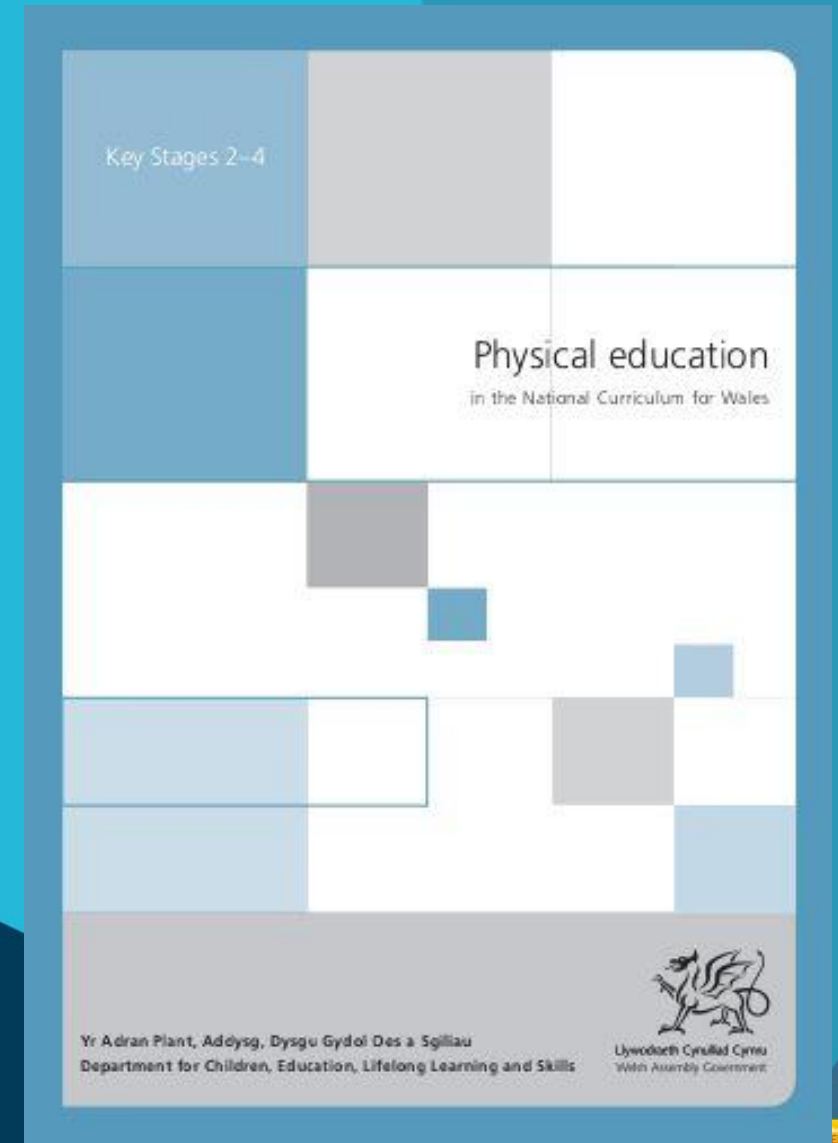
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Including All Learners

Areas of Experience

- Health, Fitness & Well-being
- Competitive Activities
- Creative Activities
- Adventurous Activities

Task

- In small groups you will review and present information regarding a specific area of experience within the curriculum.



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Areas of learning and experience

Expressive Arts

Humanities

Health and Well-being

Science and Technology

Mathematics and Numeracy

Languages, Literacy and Communication

Each area of learning and experience is organised into a suite of what matters statements which prioritise the important concepts about which learners must have experiences, knowledge and skills.

References

Capel, S. & Whitehead, M. (2013). *Debates in Physical Education*, Oxon: Routledge.

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