

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 varied quality of the sources ranging from journal articles to NHS and ONS websites							
Which aspects do you consider could have been improved in this piece of work?		I feel I could have gone into more detail on some points but didn't have the evidence to support							
What have you found most satisfying whilst undertaking this submission?		That if the aims are implemented the consequences on a healthy life that could have in the future							
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 main aims for physical education

This report identifies three main aims for physical education and how these aims can help develop children and young adults holistically. The three main aims are based around the 4 four domains of physical education and in some even call on all 4 four at once. The aims focus on getting children and young adults into more physical activity, teaching students about nutrition and how physical activity can become very important for a healthy life (NHS, 2018).

The first aim is considered to be very important for the subject of physical education is, engaging with children and young adults to lead healthy and active lifestyles by encouraging them to join local clubs and teams in their local communities where they can increase their level of physical activity. This is supported by the chief medical officers' national guidelines (2019) which states that children and young adults aged 5-18 should aim for 60 minutes of exercise every day. Research shows that in schools children on receive on average one or two PE lessons a week - This statement needs a reference – I would use the Chief Medical Officers guidelines you accessed on 15th November. The remaining five hours per week could be gained by encouraging children and young people to join local clubs and teams they are more likely to achieve the minimum guidelines set by the Chief medical officers. By joining local clubs, it can more than just increase physical activity (Sonstroem 1997) states “enjoyment experienced during physical activity can reinforce self-esteem, which can in turn can lead to enhanced motivation to participate further”. Here Sonstroem is identifying that when you enjoy an activity you will continue to participate to keep getting that feeling of enjoyment. So, if we can get these children and young adults to engage in the physical activity and enjoy it they can hit these guidelines and live a healthier and more active lifestyle.

An additional benefit of participation in local clubs is the social aspect, such as maximising opportunities to meet new people and make new friends that you wouldn't have made should you had not joined the club and the potential for becoming part of the local community. Walker et al (2014) describe their study based on skateboarders going to skateparks in 2014 identify that there are four main benefits to doing extracurricular activities, these include

“establishing new and reconnecting with old friendships; bonding to a friendship group, gaining peer respect and status; and increased opportunities to interact with people” (Walker et al., 2014, p135). Even though this study was based upon skateboarders it could be adapted to most sports and clubs as they have the same basis potentially even more as skateboarding focuses on individual achievement whereas a sport such as netball, rugby and football are team games. Team based activities can be effective in becoming part of community as the study goes on to state “Collectively, these benefits expanded the skateboarders' social horizons by providing increased opportunities to gain community recognition and acceptance” (Walker, 2014, p146).

The second of the aims considered crucial for Physical Education is, to use the lessons to allow growth within the student via the four domains in a physical education environment but also school life as a whole including other lessons and even outside of school in a real-world environment. The health benefits derived from regular physical activity are potentially life saving. The NHS website states that regular physical activity can lower the risk by between 20-83% for coronary heart disease and stroke, type 2 diabetes, colon cancer, breast cancer, early death, osteoarthritis, depression and dementia (NHS, 2018). The significance of this aim is to improve the health of our children and young adults they should be able to grow up healthier be able to fulfil an active lifestyle. This links to the first aim in the way that growing up and being physically active can not only improve health but also self-esteem and even more physical activity. As Pickup and Price (2007) states in learning in the physical domain can lead to more than just health benefits,

“Learning in the physical domain then plays a significant role in the child development. Not only are the skills learned applicable to a variety of lifelong physical activities, but wider learning within the social, affective and cognitive domains can also make a major contribution to the lives of all children” (Pickup and Price, 2007, p3)

The benefits of the social domain of physical education also links to the first aim in the way that children and young people can make and maintain new friends as well as becoming a part of a community. It also allows these children and young adults to communicate and work with other peers within their year group which they may already interact with and thus allows them to create a larger, wider and more diverse friendship group. As Whitehead (2000) identifies physical education can lend itself to help pupils with social skills in terms of team work and creativity with problem solving and using communication within the team.

The next domain that we would look to improve upon is cognitive. Barr and Lewin (1994) suggested that “physical activity stimulates the development of generic cognitive or learning skills increased physical activity improves cognitive functioning, concentration and academic performance”. The improvement in cognition can be verified as there have been multiple studies that support this, one of these studies is the Lipscomb study completed in 2007 which states that “athletic participation is associated with a two percent increase in math and science test scores” also that regularly participating in physical activity can show up in the region of five percent increase of bachelor's degree attainment expectations. This study infers that if ~~we~~ both primary and secondary schools can help the children and young adults participating in physical activity then this could help improve the results in other subjects.

The final domain we could help develop is the affective domain. This is an emerging issue in schools as mental health awareness is being promoted to all age groups in the new curriculum as one of the “what matters” statement is titled “How we process and respond to our experiences affects our mental health and emotional well-being” (Welsh Government Education Wales, 2019). This shows the current stance by the government on mental health and how to deal with it. One achievement outcome in a progression step is “I can communicate how I’m feeling” this is something that needs to be appreciated by all children and young adults especially due to the number of young adults committing suicide, in 2018 alone 204 young people aged between 10 and 19 committed suicide in England and Wales alone (Office of National Statistics, 2019). The rates of suicides in this age group demonstrates how important improving children and young people’s mental health is.

The third important aim for delivering a good standard of physical education is, teaching students body management including the movement skills (Locomotor, Manipulative and Stability) also including health, nutrition and exercise and how they intertwine to become vital for a healthy life. The movement skills lay a foundation for an active lifestyle states Barr and Lewin (1994). This is supported by Wick et al., (2017) who state “A firm grasp of the fundamental movement skills and being physically literate leads a child to enjoy a long life of physical activity”. Basman (2019) also echoes a similar message describing how important these movements can be “As FMS become very important and emerged in many countries as a building block for motor learning, sports excellence and active life.” The other aspect of body management is health nutrition and exercise, The NHS had 10,660 admissions into hospitals in 2017/2018 with the primary cause being obesity and 711,000 admissions where obesity was a primary or secondary diagnosis (NHS, 2019). The NHS also go on to say that

this could be easily treated if we change the habits of children and young adults. This is echoed by Harvard School of public health which suggest that “Nutrition and physical activity lessons can be woven into the curriculum-in core classroom subjects, physical education, and after-school programs-to teach skills that help students choose and maintain healthy lifestyles” (Harvard school of public health, 2014). This is shown to be a priority as the new curriculum includes more work on nutrition and focuses on teaching children and young adults about how they can start and stay healthy by having a good knowledge of nutrition.

To conclude I have identified these as the three most important aims as if they can be delivered they can ensure a holistic approach to physical education as the aims develop in every part of the domains. With the new curriculum taking a more holistic approach to physical education there is the potential for these aims to become a very important part of delivering a high quality of physical education to every child and young adult. Individually each aim is likely to improve long term health and well being which can only be taken as a positive.

Word count: 1473

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