

Teaching Primary Physical Education

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Why Physical Education?

Chapter aims

- To define physical education
- To develop an understanding of the role and benefits of physical education
- To provide opportunities for you to reflect upon your personal experiences of physical education
- To develop an understanding of changes in physical education over the last century

Links to *Teachers' Standards*

In working through this chapter, you should develop your knowledge associated with the *Teachers' Standards* (Department for Education, 2011) detailed in Table 1.1.

Introduction

For many of us, our experiences of physical education have shaped the way we feel towards the subject. At times during your schooling, you probably questioned why you had to do the subject at all, especially when it was too cold, raining or too hot! For some of you, it was more about the relevance of the activity. Why was physical education on the curriculum? Why did you have to run the 1500m? These are questions that were asked but possibly never really answered.

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Table 1.1 How this chapter links to the *Teachers' Standards* (DfE, 2011)

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|--|--|
| Standard 1: Set high expectations which inspire, motivate and challenge pupils | <ul style="list-style-type: none">• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| Standard 3: Demonstrate good subject and curriculum knowledge | <ul style="list-style-type: none">• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| Standard 5: Adapt teaching to respond to the strengths and needs of all pupils | <ul style="list-style-type: none">• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development |
| Standard 8: Fulfil wider professional responsibilities | <ul style="list-style-type: none">• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |

If we as practitioners do not understand why we are teaching a subject, there is potential for our attitudes, beliefs and values to impact on the experiences of those whom we teach. It may become difficult for us to motivate not only ourselves, but also our pupils. Therefore, before we start to look at the teaching of physical education within the primary school, we must define and explore the concepts associated with the subject, and understand how physical education has evolved over time. In doing so we can start to reflect upon our own perception of the subject, and how this might influence our teaching of it.

The aim of this chapter is therefore to provide the opportunity for you to develop a clearer understanding of physical education as a curriculum subject. It will allow you to reflect upon your own and others' experiences of physical education. By the end of the chapter you should be able to provide a clear rationale for the inclusion of physical education within a school curriculum.

Defining physical education

So, what is physical education and what does it mean to me? Research (Capel, 2015) suggests that our own values and beliefs about physical education coupled with our socialisation within the school environment (how we experienced physical education), impacts significantly on our content and modes of delivery. She stresses that teachers of physical education should be 'not only aware of and recognise their beliefs and values, but also that these are challenged' (Capel, 2015: 169).

Thus, a starting point for defining physical education should be to look at our own experiences of physical education and the extent to which this may influence our own definition of the subject. Task 1.1 will help you do this.

Task 1.1

- 1 Using your own experiences to provide examples, reflect on what physical education was like for you in the following contexts:
 - a primary school
 - b secondary school
 - c outside of school.
- 2 From these experiences identify the following:
 - a what activities did you experience?
 - b what did you most enjoy about physical education?
 - c what did you dislike about physical education?
- 3 What impact did these have on your participation?
- 4 What physical activities do you now participate in?
- 5 How might you use these experiences when teaching physical education?

Your experiences of physical education will have varied across phases of education (between primary and secondary school), as well as between contexts (what you did in school compared with what you did outside of the school day). Some of these experiences may have been positive while others may have been negative. You will have experienced a range of activities; some you enjoyed, some less so. If you have had the opportunity to discuss these experiences, you may well have found that they differed between males and females. Many of your experiences will have been based on the staff who taught you and their own beliefs about physical education. Understanding how our previous experiences have shaped our attitudes, beliefs and values towards physical education, provides us with the opportunity to reflect on what we might therefore teach and how we might teach it. However, we still need to look at how the profession and those who prescribe our curriculum define physical education.

Curriculum development in physical education

The Department for Education (2013) identifies the purpose of physical education as follows:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (DfE, 2013: 247)

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Detailing that:

The national curriculum for physical education aims to ensure that all pupils

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives. (DfE, 2013: 247)

However, this overview provides us with some detail as to what physical education looks like in the mind of policy makers. It does not detail specifically what it is. Therefore in working to construct a definition of physical education, it is important to review current literature in the field both nationally and internationally. This will allow us to establish how different people and organisations define physical education, allowing for personal reflection as to what it means to ourselves.

Physical education has and will probably continue to be defined not only as a single subject in its own right but also in relation to other aspects of physicality and how this manifests itself. Therefore alongside physical education you may also see references made to Physical Activity (PA), Physical Literacy (PL), Physical Education and School Sport (PESS), Physical Education School Sport and Community Links (PESSCL), Physical Education and Sport Strategy for Young People (PESSYP) and Health and Wellbeing or Healthy Active Lifestyle. Such terms are used by many interchangeably in the context of the physical education environment, or in relation to national policy. Therefore definitions for these will be provided within this chapter. A starting point in understanding what physical education is, is to review how the physical education curriculum has evolved over time, to establish current thinking from those responsible for the design and delivery of the subject.

The Board of Education identified that ‘the object of Physical Education and Training is to help in the production and maintenance of health in body and mind’ (1933: 9), identifying the effects of engagement with the subject as physical and educational. Whilst physical effects may seem obvious, it is also the educational aspects associated with mental and moral development; specifically, they argued that ‘exercises, if rightly conducted, also have the effect, not less important, of developing in the children a cheerful and joyous spirit, together with the qualities of alertness, decision, concentration, and perfect control of the brain over body’ (1933: 10).

Physical education at the turn of the twentieth century focused on physical training. Curriculum content encouraged the development of motor competences through gymnastic-based and drill-style activities. Such practice was reflective of the Swedish Gymnastics movement. A lesson would typically be composed of a series of drills, for example arm rotations or trunk rotations, with activities being taught outside. A focus on gymnastic and dance-based activities coincided with the development of movement frameworks with the emphasis not only on the physical skill being developed but also on concepts such as space, effort and relationships. In many ways, there was

a continuation of the ideas surrounding physical education as more than just the physical, but also the emotional and social aspects of growth and development (see Chapter 2 for domains of learning).

The 1970s and 1980s saw a movement towards a much more games-focused approach, a tradition that is still evident in many school curricula. The development and introduction of the first national curriculum in 1991 (Department of Education and Science, 1991) saw a focus on planning, evaluation and participation in physical education. Pupils within the primary school were expected to participate in the six defined areas of activity, to include athletic activities, dance, games, gymnastic activities, outdoor and adventurous activities (OAA) and swimming. A review published in 1995 (DfE, 1995) saw a reduction in the range of activities taught at Key Stage 1 to dance, games and gymnastic activities, with the expectation that pupils would experience all six at Key Stage 2. The only exception here was swimming which could be taught during either key stage. Further revisions occurred in 1999 (Department for Education and Employment and QCA, 1999) with an emphasis on the development of knowledge, skills and understanding associated with the subject, focusing specifically on the acquisition and development of skills, the selection and application of skills and the development of tactical awareness as well as the ability to compose sequences of movements. The ability to evaluate and improve performance remained, and a new focus on the development of knowledge and understanding associated with fitness and health was introduced.

The Rose review (Rose, 2009) considered the integration of physical education into a thematic curriculum within primary schools. The aim of this curriculum was to develop:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilled lives
- **responsible citizens** who make a positive contribution to society. (Qualifications and Curriculum Development Agency, 2010a: 4 and b: 12)

Such an approach reflected the emerging focus on the wider contributions physical education can make to the development of pupils (we look at this concept in more depth in Chapter 2). However, a change of government in 2010 led to the recommendations of the Rose review being dropped, and consequently another curriculum review.

The most recent iteration of the curriculum (DfE, 2013) whilst much briefer in its detail still emphasised the need to develop pupils' ability to perform and more importantly 'excel in competitive sport and other physically-demanding activities' (DfE, 2013: 247). Aspects such as co-operation and competition are also evident with reference made to the curriculum providing 'opportunities for pupils to become physically confident in a way which supports health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' (DfE, 2013: 247).

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What becomes apparent is that curriculum design and consequently how physical education is viewed by policy makers (albeit with some consultation with experts within the field of physical education) remains changeable. However, throughout the development of physical education across the curriculum a focus on the physical, mental (emotional and cognitive) and the moral (to include social) aspects is highlighted, suggesting that physical education is more than just developing physical skills. It is more focused on the development of the individual as a whole. It allows the child to make progress across a number of areas of development and we will now look at the literature to draw out more explicitly the meaning of physical education.

Aims and benefits of physical education

Research and personal reflections have allowed individuals to review and revise the processes involved in the subject, looking again at the potential benefits of physical education and most appropriate methods of delivery. Emerging from the previous section of this chapter is an acknowledgement that physical education is not just about the physical. What is clear is that in terms of the policy changes across time, physical education has been seen as a vehicle for addressing issues such as the physicality of individuals – which included not only their skill development, but also their knowledge of their body – and that physical education could address wider issues concerning the engagement of individuals with others and their society, particularly how they worked together, development of personal skills around character and also address health issues. However, as well as looking at policy around physical education, it is also important to review academic literature.

Corbin (2002) suggests ‘a physically educated person must be fit, be skilled, know the benefits of physical activity, and value physical activity’ (2002: 134), with Whitehead (2004) arguing that physical education is more than just the learning of specific sport-related skills. While successful participation in physical education may be an initial aim of the curriculum (indeed it was highlighted as a key focus in original National Curriculum documentation published in 1991), it is the development of pupils’ abilities to assess their own and others’ performance, take increasing responsibility for their own progress and finally apply their knowledge in increasingly challenging situations that allows them to develop what is commonly referred to as higher order thinking skills (Corbin and Lindsey, 1997).

In their review of the educational benefits of physical education, Bailey et al. (2006) argue that the strength of the subject lies in the development that pupils can experience physically, socially, affectively and cognitively. They conclude that as pupils engage in a range of physically active pursuits during the school day, the overall physical education of the individual can be seen as much more than the activities they are taught or experience within the school curriculum. In fact, the knowledge, skills and understanding that they develop during curriculum time can be applied in a range

of differing contexts, for example during playtime, after school and away from the school environment in respect of any extra-curricular classes they may attend during the evening or at weekends. Such a premise reinforces what we have already started to highlight, namely that physical education is much more than participating in specific activities. Further, it highlights that physical education whilst taught in schools, is applied across a range of other contexts outside of the school environment. Thus it can be argued (as with all curriculum subjects) that what we teach in school is preparation for continued engagement in the subject across the individual's life time.

In this regard, some researchers (Haydn-Davies, 2005; Whitehead, 2004, 2005) have argued that rather than physically educating pupils, which suggests 'mastery of a measurable profile of achievements, of a prescribed set of skills' (Whitehead, 2004: 5) a move should be made towards developing physical literacy. Whitehead provides the following definition for physical literacy:

As appropriate to each individual's endowment, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the lifecourse. (2010: 12)

Embedded within this definition, Whitehead (2010) identifies six key attributes associated with physical literacy, these being: motivation, confidence and competence, ability to interact across environments, sense of self, interaction with others, and knowledge and understanding. Central to the philosophy supporting physical literacy is the view of the individual as a whole, with the body and mind as a single entity, rather than early definitions (BoE, 1933) that can be interpreted as seeing the body and mind as separate.

More recently the Association for Physical Education (AfPE) have identified the outcomes for the child as a result of high quality physical education as associated with health, skill development and emotional development with Almond (2015) arguing that we can look to refocus physical education away from traditional viewpoints to ones that focus on:

- Health as a resource
- Promoting purposeful physical pursuits to enrich lives
- Developing personal capital
- Helping young people to learn to give their life shape and purpose. (Almond, 2015: 22)

Thus, drawing on curriculum design and academic writing around the subject we can start to unpick some of the key ways in which physical education supports the development of the child. Table 1.2 attempts to summarise these with Task 1.2 providing an opportunity for you to reflect in more depth on your own thoughts of what the aims of physical education should be.

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Table 1.2 Concepts of physical education and physical literacy

| BoE (1933) | Bailey et al. (2006) | Whitehead (2010) | Almond (2015) |
|-----------------|-----------------------|---------------------------|------------------|
| Healthy body | Physical development | Motivation | Health |
| Healthy mind | Social development | Confidence and competence | Purposeful |
| Emotional | Affective development | Self | Personal capital |
| • cheerful | Cognitive development | Knowledge | Empowerment |
| • joyous | | Understanding | |
| Cognitive | | Interaction with others | |
| • alertness | | | |
| • concentration | | | |

Task 1.2

- 1 Look at the different ways in which physical education supports the development of the child shown in Table 1.2.
 - a Would you agree that these are the key areas?
 - b Would you identify any other ways in which physical education can support the development of the child?
- 2 In reviewing your responses to Question 1, what do you feel the key aims of physical education should be?
- 3 How are these aims reflected either in your current teaching of the subject, or in your previous experiences of being taught physical education?
- 4 Discuss these with a colleague to identify any similarities and differences in how you think about physical education.

Having completed Task 1.2, you should have started to identify what you feel are the key aims of physical education and started to develop a definition of physical education. What should be coming clearer is that physical education is more than just being physical. When taught to a high quality, it has the capacity to provide learning experiences across the range of pupils' developmental domains (see Chapter 2) and that it is the ways in which physical education is delivered that will be most influential on the learning that takes place (see Chapter 7). Therefore, as a teacher of primary physical education, you should continually reflect upon and review how you yourself define physical education.

However, as was identified earlier in the chapter, when looking to define physical education, it is important to explore other terms commonly associated with the subject. The next section makes an attempt to do this.

Physical education terminology

As identified earlier in the chapter, physical education is often referred to in association with other concepts, for example, physical activity (PA), healthy active lifestyles, health and wellbeing, school sport. It is therefore important to look at how these are defined and how they are linked to physical education.

PA is associated with any activity that means that your body is working harder than normal.

Any force exerted by skeletal muscle that results in energy expenditure above resting level. The term physical activity therefore includes the full range of human movement, from competitive sport and exercise to active hobbies, walking, cycling, or activities of daily life. Physical activity *per se* is a complex, multi-dimensional behaviour. (Department of Health, 2004: 81)

Daily recommended levels of physical activity are published. In the United Kingdom the recommended level of physical activity for children and young people is:

a total of at least 60 minutes of at least moderate intensity physical activity each day. At least twice a week this should include activities to improve bone health (activities that produce high physical stresses on the bones), muscle strength and flexibility. (Department for Health, 2004: 10)

Within this published report, guidance is provided on the type of activities that can be undertaken, as well as the levels of intensity for the activities. While the guidance is for an hour of physical activity per day, this can be made up of a series of smaller blocks of time, for example walking or cycling to and from school, playground activities and pre-lesson activities (such as Wake Up Shake Up). This minimum suggested time for daily physical activity continues to be reinforced (Department of Health, 2010), with more recent research suggesting that minimum expected engagement should be increased further. With increasing child obesity levels, increasing emphasis is being placed on schools to look at how, through healthy diets and exercise, they can support pupils and parents to understand the impact of such lifestyles on their overall health and wellbeing (see Chapter 9 for a more detailed analysis and overview of health and wellbeing). Key then is looking at how opportunities for pupils to be physically active can be embedded throughout the school day.

What is clear, however, is that physical education has the potential to influence PA levels. If we refer to Table 1.2, one of the key characteristics of the subject is the influence it can have on the attitudes pupils hold towards it. If the experiences of the subject are positive, it is likely that pupils will hold a positive attitude towards it, resulting in a willingness to persist with it – in essence their levels of motivation, seen by Whitehead (2010) as the first of her six key attributes of physical education. However, we also need to acknowledge that in terms of the recommended physical activity levels we are not necessarily going to be able to achieve these within our lessons.

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Therefore it is important that we look to develop links with other organisations to support the development of the child away from the school environment.

PESSCL, established in 2002, had the aim of raising sporting opportunities for children and young adults. It suggested that physical education, and sport in schools, both within and beyond the curriculum, can improve the following:

- pupil concentration, commitment and self-esteem; leading to higher attendance and better behaviour and attainment;
- fitness levels; active children are less likely to be obese and more likely to pursue sporting activities as adults, thereby reducing the likelihood of coronary heart disease, diabetes and some forms of cancer; and
- success in international competition by ensuring talented young sports people have a clear pathway to elite sport and competition whatever their circumstances. (Department for Education and Skills, 2002: 1)

This strategy was superseded in 2008 by the PESSYP. The key aim of this strategy was to extend the current provision of two hours' high quality PESS to a five-hour offer comprised of two hours of curriculum and an additional three hours of extra-curricular provision. With both strategies, the emphasis on supporting the development and maintenance of high quality physical education was central. Developing strong links between primary and secondary schools was encouraged as well as links with external organisations (this will be explored in greater depth in Chapter 11).

Additional funding and support for physical education saw another change in 2013 with the introduction of the Primary PE and Sports Premium which provides funding for schools to support the growth and development of physical education and sport across the school. The Association for Physical Education and Youth Sport Trust (2016) report that the aim of the funding is to ensure that '**ALL** pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport'. The objective is:

To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport. (AfPE and YST, 2016: 1; bold as in original text)

Guidance on how schools can use the funding is given with the requirement that schools publish details of how they have spent their premium. Use of the funding also forms part of the school inspection process.

Most recently *Sporting Future: A New Strategy for an Active Nation* (Cabinet Office, 2015) has been published. The strategy focuses on five key outcomes:

- Physical wellbeing
- Mental wellbeing
- Individual development
- Social and community development
- Economic development

The report argues ‘a person’s attitude to sport is often shaped by their experience – or lack of experience – as a child, and many people drop out of sport before they even reach the age of 14’ (2015: 10). Thus there continues to be an emphasis on providing opportunities for children to engage in activities outside of the school curriculum.

As can be seen, review of physical education provision continues to take place. It is important as you progress through your training and professional career that you engage in regular reading around the subject and access your professional subject association which will allow you to keep abreast of new initiatives and curriculum development.

Having looked at some of the key concepts and characteristics associated with physical education, Task 1.3 provides an opportunity for you to reflect upon your own definition of the subject. If you have not already done so you may wish to complete Task 1.2 to support your thinking.

Task 1.3

- 1 Literature sources provide a range of definitions for physical education and its associated terms. Using the sources included within the above section and any others you may access, identify the key aspects of physical education.
- 2 Develop your own working definition for physical education.
- 3 Share this definition with others to identify similarities and differences in your interpretation of the literature.

It is clear from the literature and your responses to Tasks 1.2 and 1.3, if you have been able to complete them, that there are similarities and differences in how the subject is interpreted. You therefore need to be clear about how you define the

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aims and benefits of participating in physical education. As we have previously alluded to, how you see the subject will impact on how and what you teach. Kirk suggests that ‘early learning experiences are crucial to the continuing involvement in physical activity’ (2005: 2), a belief further acknowledged with the *Sporting Future* strategy (Cabinet Office, 2015). More specifically Kirk (2005) argues that it is the development of pupils’ competence within physical education during their early schooling that may ultimately impact upon their overall engagement with the subject – a premise supported across the physical education fraternity. Our role as physical educators therefore becomes focused on ensuring that early experiences of physical education are positive and that they build pupils’ motivational levels to ensure sustainability of engagement across their primary experiences and provide strong foundations for continued participation into their secondary education and beyond. How this can be achieved is embedded across the remaining chapters of this book.

Thus the key aspect of the teaching of physical education is the way in which the activities are presented, a premise that reflects the work of both Gallahue and Ozmun (1995) who argue that it is the way in which the task is presented that is important, and Corbin (2002) who suggests that ‘learning skill builds confidence, but confidence is needed to build skill’ (2002: 133). Therefore we should look to develop a teaching environment based on concepts of personal mastery where success is reflected in the completion of a given task rather than by comparison against others, or a ‘person-centred participation model’ (Whitehead, 2005: 7). This underlines the relationship between our aims and definition of physical education and the approaches we adopt in respect of the delivery of the subject.

We have now spent some time looking at the aims of physical education. We have also started to think about the content of our curriculum, specifically at the range of other areas where physical education can be used to support development beyond mere participation. We have looked at how curriculum changes have taken place over the last century, but also how the core aims of physical education have remained in many respects unchanged.

It is evident from the literature reviewed and the progressions seen in curriculum design that perspectives on the subject have changed over time and as a teacher of physical education, you will find it beneficial to reflect upon why physical education is taught within the school. Task 1.4 will help you to do this.

Task 1.4

Physical education has been defined in many ways. Each of these definitions contains different core aims and related benefits for the subject. Using these aims and benefits of physical education, provide a rationale for the inclusion of physical education as a curriculum subject within the primary school.

High quality physical education

In defining and reviewing the aims of physical education, we can start to identify what makes a high quality physical education experience. The AfPE (2016) suggests that high quality physical education is reflected through the curriculum taught, how the subject is taught, high levels of behaviour and safety, inclusion practices, and leadership and management. According to Ofsted (2013), schools demonstrating good or outstanding teaching in physical education demonstrate the following:

- Consistently high expectations of all pupils
- Teacher–pupil relationships that promote engagement and enjoyment
- Inspired pupils
- Purposeful and appropriately paced learning activities
- Modelling of techniques by teachers

As a professional we have a duty to promote high quality physical education within our classes and across the schools in which we teach. AfPE (2016) published their *Physical Education Declaration* which states:

AfPE believes passionately in the value of high quality physical education, physical activity and participation in school sport. Each has an enormous impact on health and emotional wellbeing as well as significantly impacting on whole school improvement, so we would ask that you help us to ensure that:

- **H**Health and emotional wellbeing of all young people are improved.
- **E**ducation is an entitlement and therefore the impact of physical education across the curriculum should be valued and recognised.
- **L**eadership by all head teachers, governors, subject leaders and heads of departments promotes and celebrates the value of physical education, physical activity and school sport.
- **P**hysical education is ‘Powerful Education’ and that you support and recognise the impact it has on whole school development, making a real difference to the lives of young people and preparing them for an ever-changing world.

Thus if we are to ensure the delivery of high quality physical education, it is how we work in partnership within and across schools and our local community that will define success.

Chapter summary

The aim of this chapter has been to look at defining physical education and to review changes in its focus and content over time. It has required you to identify your own aims for the subject and the ways in which these might be reflected in

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your personal planning and delivery. Hayes et al. (2006) suggest that in terms of education, what we believe are the key outcomes must be reflected in the way we deliver our lessons. Further that if we view pupils as central in the educational process then they must be at the centre of the planning process. Thus, in reflecting on your own understanding it is important that you review your thinking on a regular basis. It would therefore be appropriate at this point to spend some time reflecting on the following review questions.

- 1 Why should we teach physical education?
- 2 What do I see my role as a teacher of physical education to be?
- 3 How do I define physical education?
- 4 What will I prioritise when teaching physical education?
- 5 How do I see my personal experiences impact upon on my ability to deliver high quality physical education?

It is important to recognise and appreciate how you personally define and value physical education as this will impact on your motivation and delivery of the subject. As Hayes et al. state 'Individual teachers have more impact on student outcomes than do whole-school effects' (2006: 2).

Further reading

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I. and Sandford, R. (2006) *The Educational Benefits Claimed for Physical Education and School Sport: An Academic Review*. London: British Educational Research Association (BERA).

This review provides a comprehensive research-focused overview of physical education and school sport and the associated educational benefits.

Whitehead, M. (ed.) (2010) *Physical Literacy through the Lifecourse*. London: Routledge. Drawing on a range of experts across the field of physical literacy, this edited textbook provides an overview of the philosophical underpinnings of physical literacy and how the development of physical literacy can be achieved.

Pickup, I., Price, L., Shaughnessy, J., Spence, J. and Trace, M. (2008) *Learning to Teach Primary PE*. Exeter: Learning Matters.

This easy to read textbook includes a detailed chapter on physical education and its associated benefits. It builds on the content of this chapter to clearly identify how a rationale for physical education can be developed, as well as how the arguments for the inclusion of physical education in the curriculum can be addressed.

In developing your knowledge and understanding of physical education and physical literacy you may wish to access the Physical Literacy website at www.physical-literacy.org.uk which provides access to a range of articles and conference presentations published by active researchers working in the field of physical literacy.