



AN INTRODUCTION TO
**PRIMARY
PHYSICAL
EDUCATION**

EDITED BY
GERALD GRIGGS

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AN INTRODUCTION TO PRIMARY PHYSICAL EDUCATION

Physical education is a core component of the primary school curriculum. The primary years are perhaps the most significant period for motor development in children, a time during which basic movement competencies are developed and which offers the first opportunity for embedding physical activity as part of a healthy lifestyle. This is the first comprehensive introduction to the teaching of PE in the primary school to be written exclusively by primary PE specialists, with primary school teaching experience.

The book highlights the importance of PE in the primary curriculum and the key issues facing primary teachers today, such as inclusion, training needs and the development of creativity. Central to the book are core chapters that examine functional areas common to many primary PE syllabi – including games, dance, gymnastics, athletics and outdoor learning – and give clear, practical guidance on how to teach each topic. Rooted throughout in sound theory and the latest evidence and research, this book is essential reading for all students, trainee teachers and qualified teachers looking to understand and develop their professional practice in primary physical education.

Gerald Griggs is Senior Lecturer in Physical Education and Sports Studies at the University of Wolverhampton, UK. Dr Griggs trained as a primary teacher with a specialism in physical education, before teaching in several primary schools in the UK. He is a member of the British Educational Research Association, including the Special Interest Group for Physical Education, the Association for Physical Education and the British Sociological Association.

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ACRONYMS

ADHD	attention deficit hyperactivity disorder
AOTT	adults other than teachers
CPD	continuing professional development
DofDPEG	Developmental Physical Education Group
EYFS	Early Years Foundation Stage
FMS	fundamental movement skills
HMI	Her Majesty's Inspector[s]
ITE	initial teacher education
ITT	initial teacher training
LDA	local delivery agencies
LEA	Local Education Authority
NCPE	National Curriculum for Physical Education
OAA	outdoor and adventurous activities
OEAP	Outdoor Education Advisors Panel
OSHL	out-of-school-hours learning
PDM	Partnership Development Manager
PEDPAS	physical education, physical activity and sport
PESSCL	Physical Education, School Sport and Club Links
PESSYP	Physical Education and Sport Strategy for Young People
PGCE	Postgraduate Certificate of Education
PLT	Primary Link Teacher
PPA	planning, preparation and assessment
PSA	public service agreement
QCA	Qualifications and Curriculum Authority
SCITT	School Centred Initial Teacher Training
SEN	Special Educational Needs
SSCo	School Sport Coordinator
SSP	School Sport Partnership
STEP	space, task, equipment and people
TGfU	Teaching Games for Understanding
UPES	Upper Primary and Early Secondary
WIIO	World Health Organisation

NOTES ON CONTRIBUTORS

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Gerald Griggs is a Senior Lecturer in Physical Education and Sports Studies at the University of Wolverhampton. Gerald trained as a primary teacher with a specialism in physical education at Edge Hill, before teaching in primary schools in both Suffolk and West Sussex. After gaining a scholarship to complete his MA at the University of Warwick, Gerald first entered higher education and taught at Newman University College, Birmingham, where his time was split between lecturing physical education, the sociology of sport and supervising trainee teachers in schools. Since his move to the University of Wolverhampton in 2006 he has published and presented increasingly widely on primary physical education and the sociology of sport, as well as completing his PhD. He is a member of the British Educational Research Association, including the Special Interest Group for Physical Education, the Association for Physical Education and the British Sociological Association. Gerald is also both a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce and a Fellow of the Higher Education Academy.



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Lawry Price has spent a teaching career championing the importance of physical education as a vehicle not just for children's learning, but equally so as a motivational tool for personal enjoyment, expression and reward. An advocate of developmental approaches to learning, his commitment to highlighting the significance of providing children from an early age with valid and appropriate physical learning opportunities remains a guiding personal philosophy. He has taught the subject across the age span from toddlers to adults in a variety of educational settings and is widely published as an author in the area. He is currently Principal Lecturer in Physical Education at the University of Roehampton where he continues to teach on a variety of courses that contribute to the education of prospective and currently in-service teachers.

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EDITOR'S PREFACE

Over the last decade or so, concerns have been raised by both those inspecting schools and academics alike regarding the preparedness of primary and junior school teachers to teach physical education. A key aspect underpinning such concerns has been the lack of time given to the subject during teacher training which has reduced significantly since an increased focus was placed upon the core subject training of English (literacy), maths (numeracy) and science. Furthermore there has been an erosion of available support for qualified teachers during this time and a significant reduction in the specialist advisory support service.

Consequently what has emerged in this landscape has been a boom of practitioners' guides focusing often on quick-fix 'how to do something' solutions. However, common sense leads to the inevitable question that if a teacher's quick fix does not work, what do they do next and why? Clearly these texts lack relevant theory and research in which good principles should be rooted. The key motivation for writing this text therefore is that it might in some way offer a clear direction across the current landscape of primary physical education which should empower practitioners to be able to develop their knowledge and understanding.

With expectations placed upon already less than confident staff to meet basic provision, pressure has been magnified by government policies to deliver more physical education and school sport. What has resulted to fill the void has been the proliferation of outside agencies plying their trade in primary schools. However, many have been widely condemned due to their lack of specific knowledge and understanding of primary physical education and primary-aged pupils. It is hoped that this book can also provide clear advice and support for all such groups involved in this delivery.

With most physical education specialists being trained in secondary education it is perhaps unsurprising that many authors to date who have written on the topic of primary physical education have had little actual experience in this sector. Because of this, much advice that has been given historically has often been watered-down secondary practice. When primary specialists have emerged they have thus tended to work in small teams not least because of a lack of willing or appropriate partners. What this book will provide is a congregation of the talents of those consistently writing, speaking and *specialising* in the delivery of primary physical education with trainees, teachers and outside agencies.

The book contains contributions in three broad areas, namely: a part introducing a vision for primary physical education, a part pertaining to curriculum and then finally a part exploring key issues. In the first part, the early chapters highlight how the foundations of motor development need to be secure in order to develop higher-level skills. The most significant periods of development in this respect take place almost entirely within the primary age range whereby children must pass through a 'proficiency barrier' of basic movement competencies in order to be proficient in more complex activities. The importance of primary physical education is stressed as it prepares the basic building blocks for all physical activity that follows. This book seeks to outline a vision for what these building blocks should look like and provide guidance for how they might be best delivered.

The second part concerning curriculum comprises the more complex activities which children should move on to. Irrespective of the fads and fashions of curriculum and policy in the UK, since 1933 the key areas within primary physical education have remained largely constant. Primarily these have concerned activity relating to games, gymnastics, dance, athletics, outdoor and adventurous activities (OAA) and swimming. We do not believe that imminent or future reviews will change this landscape significantly in practice and so it seems prudent that direction is given in these areas for trainees, teachers and outside agencies. The only omission here is that of swimming as now the majority of schools ask others to deliver this in local authority pools. Whilst in parts, some authors relate to specific curriculum or policy documents, they do so largely by means of illustration. The conceptual overview of each activity area in the curriculum part can easily transcend new curriculum orders and thus be applied when working with all primary-aged pupils.

The final part concerns itself with contemporary issues in primary physical education. In changing times in education, in an age where generalist primary teachers receive only a few hours' physical education training, where there is a well documented increase in child obesity and where aspects such as creativity and inclusion are being given greater priority across curricula in all sectors it is vital not only that such key areas are kept abreast of but that they are discussed in relation to the specialist field that primary physical education has become. In this book, such topics are discussed as separate issues by experts in the field informed by the latest research.

To assist in a wider understanding of each of the chapters discussed, key readings have been identified throughout. Furthermore, following the introduction, each chapter contains 'thought boxes' to highlight important aspects to reflect upon. It is hoped that, by engaging in the text fully, readers will feel that they been given a comprehensive introduction to primary physical education.

Gerald Griggs

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