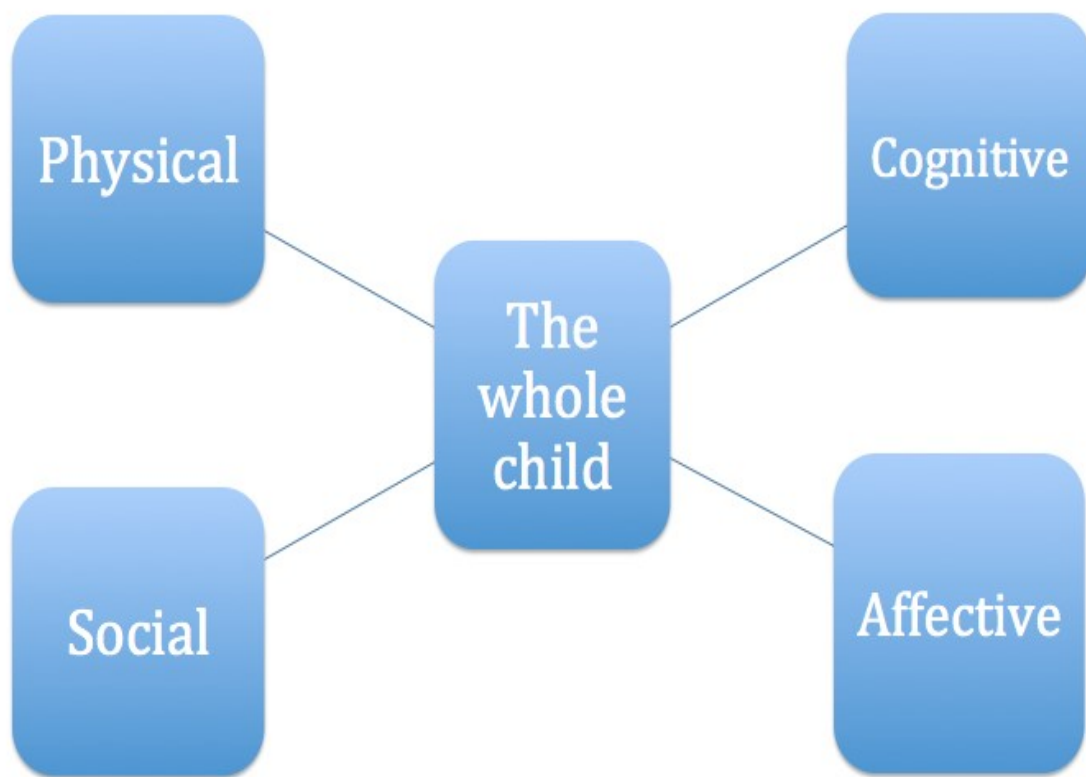


The Educational Benefits claimed for Physical Education and School Sport: An Academic review, it suggests that Physical Education and School Sport offers 4 areas of benefits to the participant. They are physical, social, affective and cognitive benefits. These in turn can become individual learning domains. (Physical Literacy has three learning domains; physical, affective and cognitive. Whilst I am growing in my advocacy for Physical Literacy, I do prefer having the social element being drawn as a learning domain in its own right, even though this can be hugely context dependent). Learning in these four domains can contribute to the development of the whole child. A holistic approach to PE that I try to aspire to with my provision.



The physical domain would include physical competency, fundamental motor skills, health and skill related fitness, technique and psychomotor skills. The social domain would include leadership, working with peers, treating others with sensitivity, playing by the rules and communication. The affective domain would be motivation, confidence, self-esteem and engagement. The cognitive domain would be knowledge and understanding of healthy and active lifestyles, awareness of rules and tactics, feedback and reflection and understanding how to perform.

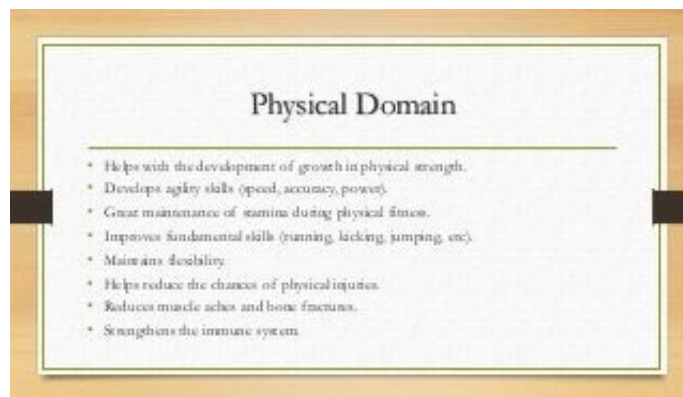
So if we go back to the original question ‘can you describe the best student you have had in either PE or Sport’ then it would be reasonable to assume that that student would do well in all four learning domains. Below I have taken the responses from the table above and placed them into the four learning domains:

Physical	Social	Affective	Cognitive
Makes everything seem natural	Helps and supports others	Intrinsically motivated	Can articulate to peers what success looks like
A* at GCSE PE	Plays by the rules	Takes the initiative	A* at GCSE PE
	Is willing to share ideas	Is excited by new opportunities	Always asks questions
	Unselfish	Is always positive	Is creative
	Good sense of humour	Good body language	Problem solver
	Is humble	Displays high amounts of effort consistently	
	Is responsible	Shows a desire to improve	
	Polite	Is competitive	
	Is open to critique and acts on it	Never complains	
	Inspires those around them	Challenges personal boundaries	
	Listens and acts on advice	Is a go getter	
	Is a team player	Took up school sport outside of school	
	Independent worker	A great attitude in lessons	
	A leader	Shows character	
		Is mentally resilient	
		A good work ethic	
		Tenacious	
		Takes risks	
		Insatiable winner	

This to me is striking. A subject that is uniquely defined by its physical nature doesn't define its best students in this way. Where is the physical competence? Where is the skilful mover? Where is the athletic student? I'm not talking about being elite here, but having students that that are confident and competent movers in purposeful physical activity, no matter what level that might be at.

Have we forgotten what PE is about? Have we become so worried that a student might fail, or find something difficult, that our expectations on the physical learning domain have disappeared? Being able to play football is not the same being able to move confidently. Being able to play rugby is not the same as being able to hold your own body weight. Being able to finish the cross country course is not the same being able to run properly. Surely our best students can run, and jump, and skip, and climb and move. They need function, before they play sport. As I stated previously, yes we must create an environment that encourages improvement in the affective learning domain. It may be the most important thing we can do without doubt. But we create that environment so pupils themselves can become intrinsically motivated to move, so they learn to move, that they learn through movement, that they learn about movement and that they become confident movers for a lifetime.

If and when we talk about our 'best' students within PE, we don't mention the confidence and competence of their basic functional movement, then what does this say about our weaker students? Surely basic functional movement should be a non-negotiable for all? Each year these basics reduce in the students that come to us from primary school. The 6 weeks block of sports that have been a staple diet for many secondary schools may no longer be fit for purpose, if it isn't creating functional confident movers. It is with this in mind when I look to plan and develop our provision for the future.



Psychomotor Domain

- Deals with the physical aspects of learning such as reflexes, movement, the ability to utilise motor skills, and how muscles are positioned and engaged during sport.
- Measurement is based on speed, distance, precision, and techniques in execution.
- Helps with good integration of various motor skills during sports.
- Increases focus or concentration.

Affective Domain

- Focuses on the attitudes, values, feelings, and emotions of participants about movement.
- It specifically deals with the emotional well-being of learners in how they handle stress, failure, motivation, enthusiasm during physical education.
- Can help improve one's self-esteem during a physical activity.
- Helps learners achieve their goals in sport.
- Helps unmotivated learners develop interest in learning new games.

Social Domain

- Improves communication skills among participants during a physical activity.
- Improves the ability of working with peers (teammate).
- Helps relieve stress.
- Promotes leadership skills.
- Great way to make friends.
- Learning to treat others with sensitivity.
- Development of fair and ethical practice during sports.



Cognitive Domain

- Focuses on how intellectual skills and content knowledge are developed during sports.
- Helps learners get better understanding of the rules and strategies of playing certain games.
- Stimulates the interest of learners when learning new games.
- Increases learners' intellectual ability in physical education.