

COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course					
Code	501633 (FE) 501682 (FFP) 502049 (CUSA) 502868 (B) (FFP)				
Course name (English)	Physical Education in Primary Education				
Course name (Spanish)	La Educación Física en la Educación Primaria				
Degree programs	B.A in Primary Education				
Faculty/School	Teacher Training College Faculty of Education and Psychology Santa Ana University Centre				
Module	Didactic - disciplinary				
Matter	Physical Education teaching and learning				
Type	Mandatory	ECTS	6	Semester	2º
Lecturer/s					
Name	Office	E-mail			
FACULTY OF EDUCATION AND PSYCHOLOGY					
Luis G. Córdoba Ramos	Office 0.14	luiscordova@unex.es			
Juan Manuel García Ceberino	Office 0.14	jmgarciaceberino@unex.es			
Juan José Pulido González	Office 0.0	jjpulido@unex.es			
TEACHER TRAINING COLLEGE					
Damián Iglesias Gallego	Office 1501.1-13	diglesia@unex.es			
Pedro A. Sánchez Miguel	Office 0-3-G	pesanchezm@unex.es			
Miguel Á. López Gajardo	Office 1501-1-21	malopezgajardo@unex.es			
Miguel Á. Tapia Serrano	Office 1501-1-17	matapiase@unex.es			
Luisa Gámez Calvo	Office 1501-1-16	lgamezc@unex.es			
SANTA ANA UNIVERSITY CENTRE					
José María Cabañas Arias		jmcabanasarias@unex.es			
Subject Area	Didactic of Body Expression				
Department	Didactic of Musical, Plastic and Body Expression				
Coordinating Lecturer	Juan José Pulido González				
Competencies					
General competences					
CG1: To know all curriculum areas of Primary School, the multidisciplinary relationship between them, evaluation criteria and the group of didactic knowledge about teaching procedures and corresponding learnings.					
CG10: To reflect on classroom activities to innovate and improve the teaching practice. To acquire habits and skills for cooperative and autonomous learning and promote this among the students.					

CG11. To be familiar with and applying information and communication technologies in the classroom. To selectively distinguish audiovisual information that contributes to learning, civic formation and cultural richness.

CG2: To design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and staff of the centre.

CG4 – To design and to regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights that conform the values of citizenship education.

CG7 - Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for active citizenship.

CG8: To maintain a critic and autonomous relationship regarding to the knowledges, the values, and private and public social institutions.

CG9: To value the individual and group responsibility to achieve a sustainable future.

Basic competences

CB1 - Students have demonstrated to achieve and understand knowledge in an area of study that departs from the base of general secondary education, and is usually found at a level that, although is supported by advanced textbooks, also includes some issues that imply knowledge originating at the forefront of their study field.

CB2 - Students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study

CB3 - Students are able to gather and interpret relevant data (usually within their area of study) to give opinions that include a reflection on relevant issues of a social, scientific or ethical nature

CB4 - Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized audience

CB5 - Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences

CT1.1: To present ideas, problems and solutions, in a logical way, structured either oral or in writing in the C1 level of English Language, according to the Common European Framework of Reference for Languages.

CT1 – To Know how to transmit information, ideas, problems and solutions to a specialized and non-specialized audience.

CT1.2 – To present ideas, problems and solutions publicly, in a logical, structured manner, both orally and in writing, according to level B1, in one or more foreign languages, in accordance with the Common European Framework of Reference for Languages

CT1.3: To use new Information Technologies as a tool intellectual work and as an essential element to inform, to learn and to communicate.

CT1.4 – To manage and use social and interpersonal skills in relationships with other people and work in multidisciplinary groups in a cooperative way.

CT2 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

CT2.1 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

CT2.2 – To efficiently use a variety of resources, techniques and learning strategies that guarantee autonomous, responsible and continuous lifelong learning.

CT2.3 – To update knowledge in the socio-educational field through research and know how to analyze future trends.

CT2.4 – To maintain an attitude of innovation and creativity in the exercise of their profession.

CT3: To acquire and state an ethic compromise in his professional configuration, a compromise that should empower a comprehensive education, with critical and responsible attitudes; guaranteeing the effective equality between men and women, equal opportunities, universal accessibility for people with disabilities and the values of a culture of peace and democratic values.

CT3.1: To understand the evolutionary character and plurality of contemporary societies and to develop attitudes of respect, tolerance and solidarity toward the different social and cultural groups.

CT3.2: To understand and practise the values in democratic societies such as tolerance, solidarity, justice and not violence, freedom, joint responsibility and equality, and, in general to use systems of values such as the Declaration of Human Rights.

CT3.3: To be aware of the right to equal behaviours and opportunities between men and women and to apply measures that remove barriers to effective equality between men and women and to promote full equality between them.

CT3.4: To be aware of the right to equal opportunities for people with disability and implement measures aimed on avoiding and compensating for the disadvantages of a person with a disability to participate fully in political, economic, cultural and social life.

CT3.5: To promote and encourage the values of a culture of peace.

CT3.6: To think critically and logically about the need of eliminate all forms of direct or indirect discrimination, racial discrimination in particular, discrimination against women, discrimination based on sexual orientation or disability.

Specific competences

CE13 - Promote cooperative work and individual work and effort.

CE17 - Knowing and applying innovative experiences in primary education.

CE46. To speak, to read and write either correctly or properly in the official languages of the current autonomous region.

CE57. To understand the basic principles that contribute to the cultural, personal and social education from the Physical Education perspective

CE58. To know the Physical Education curriculum

CE59. To acquire resources to promote lifelong participation in physical activities in and outside the classroom.

CE60. To develop and evaluate curriculum content through appropriate teaching resources and promote students' acquisition of competences (Physical Education)

CE65 - Participate in the teaching activity and learn to know how to do, acting and reflecting from practice.

Contents

Curriculum development in Physical Education (PE), covering the conceptualisation of PE, its evolution and development, educational projects and learning situations, as well as the design of lessons and teaching-learning activities. Analysis of the didactic elements present in the PE curriculum and the creation of methodological proposals for practical application. Assessment processes are examined through the following questions: what?, when?, for what purpose?, who?, for whom?, and how? All of this is framed within the official documents of Extremadura (Decree 107/2022, of 28 July, on Primary Education).

Syllabus

Brief description of the content

- Conceptualisation of Physical Education. The Official Physical Education Curriculum in Primary Education. Objectives, basic knowledge and curricular orientations for the development of Physical Education.
- Introduction to teaching methods and strategies for the development of Physical Education contents in Primary Education.
- Development of basic knowledge and learning situations from an interdisciplinary and cross-curricular perspective in Physical Education.
- Use of information and communication technologies for the design of curricular materials.

Course syllabus

Name of lesson 1: **Conceptualisation of Physical Education.**

Contents of lesson 1:

- Previous ideas about PE, preconceptions, its history and its inclusion as an educational subject.
- Differentiation between PE, Sport and Physical Activity and other related concepts.

Description of the practical activities of lesson 1: Reflection and discussion activities on concepts related to PE and identification of past and present events that influence PE.

Name of lesson 2: **The official curriculum of physical education in primary education and curricular elements.**

Contents of lesson 2:

- The official PE Curriculum in Primary Education.

Description of the practical activities of lesson 2: Didactic activities to develop the elements of the Physical Education curriculum in Primary Education.

Name of lesson 3: **The pupil as the main actor in the teaching-learning process in Physical Education in Primary Education.**

Contents of lesson 3:

- Teaching proposals that encourage student participation, cooperation, reflection and creativity in Physical Education.
- Use of ICT in PE teaching.

Description of the practical activities of lesson 3: Teaching activities to promote active student participation in PE in Primary Education.

Name of lesson 4: **Introduction to Physical Education Didactics in Primary Education.**

Contents of lesson 4:

- Guidelines and methodological principles of the curriculum.
- Teaching and learning of PE content in Primary Education: techniques and strategies.
- Teaching skills/competences in the PE classroom.
- Introduction to pedagogical models and design of assessment processes.

Description of the practical activities of lesson 4: Teaching activities aimed at experimenting with different teaching methodologies and assessment tools.

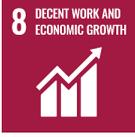
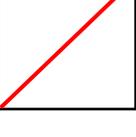
Name of lesson 5: **An interdisciplinary perspective on Physical Education in Primary Education.**

Contents of lesson 5:

- The relationship of specific competencies of PE with other subjects. Interdisciplinarity.

Description of the practical activities of lesson 5: Planning didactic proposals from an interdisciplinary perspective.

Sustainable Development Goals Addressed

					
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Educational activities*

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	6,5	1,5				0	0	5
2	14,5	4,5				0	0	10
3	58,5	20,5				8	0	30
4	61	15				6	0	40
5	7,5	1,5				1	0	5
Assessment		2						
TOTAL	150	45				15		90

L: Lectures (85 students)
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (20 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies*

- Verbal presentation. Directive teaching. Large group classes aimed at explaining the different concepts and procedures associated with the subject with the help of bibliographic and audio-visual materials.
- Analysis and discussion of bibliographical and audio-visual materials.
- Discussion and debate. Verbal exposition is combined with discussion activities and questions to be answered by the students so that they can construct new concepts from known concepts (related to other subjects already studied or to other subjects in the programme with which there are important interrelationships).
- Project design. The aim of this activity is to guide and coordinate different aspects of the project (delimitation of the object of the work, bibliographic selection, structure, etc.) which, independently, individually or in small groups.
- Guidance, decision making and resolution of any doubts raised by the student. Monitoring of the student's non-classroom work. Monitoring of individual or small group work. Individual and group consultation and advice.

6. Reading of documents prior to the lecturer's oral presentation.
7. Search and consultation of bibliographical material for project work.
8. Carrying out monographic work and projects (assessment and intervention protocols, adaptations of material, etc.).
9. Viewing of audio-visual materials (documentaries, films, etc.), discussion and debate on them.
10. Exhibition of the work carried out independently. This activity is programmed for the students to exhibit or present the work and materials produced independently.
11. Examinations. The purpose of this activity is to evaluate the results of student learning in relation to the objectives or competences set out in the teaching plan for the subjects that make up a subject.
12. Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and presentation of resources; analysis of the same. These activities are aimed at introducing theoretical notions and applying competences of the subjects included on the basis of practical assumptions.
13. Experiences and practical applications. This activity, together with the previous one, is aimed at the simulation and practice of strategies and techniques presented by specialists and professionals (presentation of psycho-pedagogical reports, curricular adaptations of different types, analysis of social contexts), discussion and analysis of scientific-technical documentaries.

Learning outcomes *

- Knowledge of the Official Physical Education Curriculum in Primary Education, as well as teaching methods and strategies for the development of Physical Education content in Primary Education.
- Knowing how to use ICT for the design of curricular materials.

Assessment systems *

The course has two assessment modes for all the calls:

- a) Continuous Assessment Mode
- b) Global Assessment Mode

Assessment activities and instruments:

Continuous evaluation:

The choice between the continuous assessment system or the assessment system with a single final test of a global nature corresponds to the student, who will make the choice in writing, the first quarter of teaching the subject (Evaluation Regulations, published in DOE n. 212, of October 26, 2020).

- a. Daily attendance and active participation in class and seminars, completion of assignments and/or diaries, oral presentations and defence of assignments, as well as the technical quality of written documents (40%).
- b. Final objective and/or developmental tests (60%).
- c. In order to pass the course, it is necessary to pass (grade no lower than 5) all parts.

In the modality of continuous evaluation, the students will carry out different activities, as well as they will teach different classes. These activities may be carried out individually or in small groups, and they may be evaluated and graded through observational, oral

(interviews, presentations, etc.) or written (work, projects, case resolution, etc.) procedures.

Global evaluation:

- a. A final test will be held consisting of a test of open questions or another type of test of a similar nature on theoretical-practical contents of the subject for those students who cannot undergo the continuous evaluation specified in point 1.

The choice of the global or continuous evaluation mode is up to the students, who may carry it out, during the periods established below in this same article, for each of the calls (ordinary and extraordinary) of each subject.

The deadlines for choosing the global modality will be as follows:

- For subjects taught in the first semester, during the first quarter of the teaching period.
- For subjects taught in the second semester, during the first quarter of the teaching period, or until the last day of the extended enrolment period if this ends after this period.

To this end, the teaching staff will manage these requests through a specific space created for this purpose on the Virtual Campus. In the absence of an express request by the student, the modality assigned will be that of continuous assessment (Assessment regulations, published in DOE n. 212 of 26 October 2020).

In the absence of an express request by the student, the modality assigned will be that of continuous assessment. The choice of the global assessment modality implies the waiver of the right to continue assessing the remaining activities of the continuous assessment modality and the grade obtained up to that moment in any of those that have already taken place.

The current grading system will be applied each time; now, the one in RD 1125/2003, article 5. The results obtained by the student in each of the subjects of the curriculum will be graded according to a numerical scale from 0 to 10, with one decimal, which may be added the corresponding qualitative rating: 0 to 4.9: D grade, 5.0 to 6.9: C grade, 7.0 to 8.9: B grade, 9.0 - 10: A grade. The mention "with distinction" may be awarded to students who have achieved a score equal to or above 9.0. Its number will not exceed 5% of the students enrolled in a course in the corresponding academic year, unless the number of students enrolled is less than 20, in which case there would only be one mention.

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- Decreto 107/2022, de 28 de julio, por el que se establecen la ordenación y el currículo de la Educación Primaria para la Comunidad Autónoma de Extremadura. Diario Oficial de Extremadura, 151, de 5 de agosto de 2022. <https://doe.juntaex.es/eli/es-ex/d/2022/07/28/107/dof/spa/pdf>
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Other resources and complementary educational materials

Digital Open Access Journal (Internet)

- <https://www.educarex.es>