COURSE DATA

DATA SUBJECT

Code: 33666
Name: Teaching physical education for health
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Specialist in inclusive education	ELECTIVES

COORDINATION

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SUMMARY

Physical culture in today's society faces the challenge of contributing to the holistic development of the individual, to their personal and social well-being, and to the improvement of their health and quality of life. Furthermore, it must ensure that individuals engage in active leisure activities and contribute to learning throughout their lives.
The short- and long-term benefits of physical activity on the health and well-being of children and adolescents are numerous, hence the importance of fostering an active lifestyle or the habit of physical activity at these ages. Physical education plays a crucial role in this process, as it is the only setting where everyone has the opportunity to participate in physical activity regardless of their physical ability.
Identifying the most relevant aspects to include in the physical education curriculum for health development is of particular importance. Adopting a salutogenic and holistic perspective—one that encompasses biomedical, psycho-educational, and socio-critical viewpoints—will serve as a guide and aid in this task. Likewise, it is essential to take into account the classroom environments created during physical activity sessions in order to maintain or increase children's and young people's motivation to engage in physical activity and prevent them from dropping out.
Health-based physical education should also include and encourage students to identify and critically analyze the ideological distortions that are currently emerging and creating confusion among the general population. This will help foster a critical-thinking citizenry regarding health-related physical activity.
This course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly in relation to quality education (SDG 4), gender equality (SDG 5), and the reduction of inequalities (SDG 10), by

promoting teacher training committed to inclusion and equity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 -

Acquire introductory knowledge of research.

Acquire resources to encourage participation in physical-sports activities throughout life.

Adopt a self-critical attitude towards the teaching and learning processes, valuing the experiences lived in a reflexive way.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Assume the deontological dimension specific to an expert in physical education and incorporate the ethical principles to guide the teaching intervention.

Design, develop and evaluate the curriculum.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Design and develop learning and teaching situations in contexts of diversity typical of physical education, with special attention to gender differences.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and use strategies and techniques for finding information as a tool for professional development and be able to use ICTs for physical education and for promoting physical activity.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the official curriculum of physical education in primary education.

Know the processes of interaction and communication in the classroom.

Know the theoretical and practical principles of human movement and physical activities.

Learn strategies to promote professional development and lifelong learning as a teacher.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand human movement and physical-sports activities as a socio-cultural phenomenon.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

Value cooperative work and be able to implement it as a condition for improving professional activity.

1339 - Grado en Maestro/a Educación Primaria

Acquire introductory knowledge of research methods.

Adopt a self-critical attitude towards teaching and learning processes, reflecting on lived experiences.

Apply basic educational research methodologies and techniques, and be able to design innovation projects with appropriate evaluation indicators.

Assume the deontological dimension inherent to a physical education professional and incorporate the ethical principles that guide teaching practice.

Commit to professional teaching development and lifelong learning adapted to scientific, pedagogical and social changes.

Communicate effectively, both orally and in writing, in the official languages of the autonomous community.

Critically analyse and incorporate the most relevant contemporary social issues affecting family and school education, including the social and educational impact of audiovisual media and screens, multiculturalism and interculturality, and social inclusion.

Demonstrate the ability to prevent, identify and respond to sexual violence within educational settings, in

accordance with Organic Law 10/2022.

Design, plan and evaluate teaching activities and classroom learning in multicultural and co-educational contexts.

Design and manage learning environments in diverse physical education contexts, with particular attention to gender differences.

Develop and evaluate curriculum content using appropriate teaching resources and promote the corresponding competencies among pupils.

Encourage lifelong participation in physical and sporting activities both inside and outside school.

Identify and remove barriers to the inclusion of pupils with different abilities and learning rates.

Promote cooperative work as well as individual effort and achievement.

Promote teachers¿ professional development and lifelong learning.

Recognise the identity of each educational stage and its cognitive, psychomotor, communicative, social and emotional characteristics.

Understand and use information-search strategies and techniques as tools for professional development, as well as ICT in physical education and the promotion of physical activity.

Understand human movement and physical and sporting activities as sociocultural phenomena.

Understand that systematic observation is a fundamental tool for reflecting on practice and reality, and contribute to innovation and improvement in education.

Understand the official physical education curriculum in primary education.

Understand the processes of interaction and communication in the classroom.

Understand the theoretical and practical foundations of human movement and physical activity.

Use information and communication technologies confidently as standard professional tools.

Value and be able to work cooperatively as a condition for improving professional practice.

Work effectively as part of a multidisciplinary team, both within and outside the educational setting, to support each pupil, plan learning sequences and organise classroom and play-based learning environments.

DESCRIPTION OF CONTENTS

1. Health and Physical Activity: A Conceptual Approach
Negative and positive conceptions of health and their relationships. The health quadrant. Perspectives on health-related physical activity: rehabilitative, preventive, and wellness. Benefits and risks of physical

activity.

2. Physical Activity and Health: School and Physical Education

Strategies for promoting physical activity in the school setting: school, family, and community. Interdisciplinary proposals for health-related physical activity. The school as a context for promoting an active lifestyle.

3. Physical Education for Health in Primary School: Curricular Approaches

Health in the primary physical education curriculum: transversal and vertical approaches. Theoretical models of health-related physical education: biomedical, psychoeducational, and sociocritical models.

4. hysical Education for Health Teaching I: Content Selection and Methodological Strategies

Contents of Health-Related Physical Education: Physical Components of Health, Variables for Planning, and Safe and Effective Exercise. Posture and Health. Procedural Principles and Methodological Strategies. Pedagogical Models: Health-Related Physical Education.

5. Physical Education for Health Teaching II: Elements to Promote Students¿ autonomy

The physical education lesson. Teaching progressions. A health-related physical activity programme to promote autonomy.

6. Health Promotion: A Physical Education and Health Programme in Schools. Motivational Climates and Physical Education

Health-related physical education and achievement goal perspectives. Goal orientations and classroom motivational climates. Intervention strategies to promote physical activity and the adoption of an active lifestyle.

7. Ethics and Ideology in Physical Education for Health

Physical activity and health: models of equality. Professional ethics. Current ideologies: salutism, mesomorphism, individualism, consumerism, etc.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	20,00
Independent study and work	40,00
Preparation of lessons	20,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

The methodology proposed for this course is fundamentally active. Teaching resources will be used primarily to promote student involvement and participation in their own learning process through, among other methodological strategies, the formation of cooperative work groups, discussion groups, problem-based learning, and so on.

The course is structured into different sections:

a) On-campus timetable (40%)

Classroom classes

Theoretical and practical classes that include introductory sessions on the different topics and the development of part of the content taught by the professor. Theoretical and practical group work sessions will include group work, where students will debate and present their work, constructing, developing, and complementing the various topics. Analysis and critical reflection on documents and readings related to the different topics of the course will be taken into account and encouraged. For the development of this section, various group dynamics techniques, curricular materials, and the use of new technologies will be used.

Classroom-Gym Classes

Practical theoretical and practical classes taught by the teacher include introductory sessions on the different areas of motor education and their didactic approach, as well as possible presentations and practical sessions developed individually and in groups by the students. Various participatory techniques and group dynamics will be applied, along with simulation of teaching practices, as well as the use of teaching materials and ICT.

Scheduled Complementary Activities

Attendance at activities scheduled by the different Departments.

b) Non-attendance Schedule 60%

Students will use non-attendance class time to prepare the proposed assignments for the course. The work dynamic will be based on asking relevant questions, searching for information, analyzing, preparing, and then communicating them. During this non-attendance class time, students will attend tutorials convened by the teaching staff to provide more personalized support.

EVALUATION

The evaluation model proposed for the subject is that of continuous assessment and will take into account in general: the passing of the proposed activities and work, individual and group, attendance, the completion of a test or written tests and the involvement of the student inside and outside the classroom. The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

Student performance will be evaluated through:

1. The presentation, defense, and successful completion of assigned activities and assignments, whether individual and/or group-based. The final grade for the course will be calculated as a weighted average of the grades obtained on these activities and assignments:

1.1. For theoretical or theoretical-practical assignments submitted, the following aspects—among others—will be evaluated: coherence, relevance, individual and group contributions, reflective and critical thinking skills, innovations, and the appropriateness of the bibliographic sources consulted.

1.2. Presentations will be evaluated based on, among other aspects: coherence, relevance, organization, clarity of communication, appropriateness, originality, and the instructional and technological resources used.

*Sections 1.1 and 1.2 will account for 40% of the final grade for the course.

1.3. Taking one or more written exams on the theoretical and practical content of the course (40% of the final grade for the course).

2. The evaluation will also take into account the students' level of participation and engagement, both individually and as a group, both in the classroom and in activities and assignments carried out outside the classroom (20% of the course grade). Some of these components may not be eligible for retaking during the second exam period, as they are directly linked to student performance in class. If this is the case, the professor will notify students at the beginning of the course and propose an alternative form of evaluation for the second exam period.

3. To be eligible for continuous evaluation, students must attend at least 80% of the total practical class

sessions.
4. Students who do not comply with the established requirements for continuous evaluation may take a written exam covering the theoretical and practical content of the entire course.
5. Students who do not pass the course during the first exam period will have the option to participate in the second exam period, following the same guidelines set forth in this guide.
6. Plagiarism or the misuse of artificial intelligence tools may be penalized in accordance with Article 15 of the University of Valencia's evaluation and grading regulations. It also promotes awareness of and adherence to the guidelines contained in the "Guidelines for the Responsible Use of Artificial Intelligence (AI) in Teaching and Assessment Activities at the University of Valencia's Faculty of Teacher Training": https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP.pdf
7. A minimum grade may be required in any of the sections or components of the evaluation in order for that grade to be averaged with the rest of the components.
8. If necessary, the faculty will set aside time during the final in-person sessions of the course for students to complete the institutional teaching evaluation surveys.
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