

TEACHING GUIDE

INTRODUCTION TO PHYSICAL EDUCATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 02-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The objective of this subject is to introduce the future graduate to some basic knowledge and minimum tools of a subject as significant and important as Physical Education.

The human being requires movement to carry out activities, therefore it is necessary to develop it both physically and emotionally.

intellectually to achieve a comprehensive education. Through the subject of Introduction to Physical Education, the future graduate will obtain some basic notions that will introduce him to know how to act as a mediator so that all physical activity that carried out is significant and stimulates the development potential of each of the future students.

All these contents will be deepened in the four optional subjects corresponding to the mention of Education Physical.

For the correct follow-up of the subject, it is recommended to have a computer device (computer, tablet...) with camera and microphone, as well as internet connection.

III.-Learning outcomes

CGI01. Capacity for analysis and synthesis
 CGI02. Organizational and planning capacity
 CGI03. Oral and written communication in the mother tongue
 CGI08. Decision-making
 CGP01. Teamwork.
 CGP03. Skills in interpersonal relationships
 CGP04. Recognition of diversity and multiculturalism
 CGS06. Adaptation to new situations
 CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
 CG05. Acquire the necessary learning skills to expand their studies autonomously.
 CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
 CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .
 CE01 . Know the different curricular areas of Primary Education (especially the subject that concerns us) with all the elements of the Teaching/Learning process and the interdisciplinary relationship between the areas.
 CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
 CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
 CE06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)
 CE12. Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (On health and hygiene)
 CE15. Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.
 CE20. Use play, physical activity and sports initiation as a didactic resource and as teaching content.
 CE21. Understand the biological and physiological foundations of the human body, as well as the processes of adaptation to physical exercise, and its relationship with health, hygiene and food.
 CE22. Use Physical Education as an education tool in social values: equality, tolerance, solidarity

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Theoretical class contents.

Thematic Block.	Unit.	Contents.
I.- Approach to Physical Education	Unit 1: Introduction to physical education.	General concepts Taxonomies of the movement. Body and movement. Relevance of PE Relationship with the competencies. Relationship with other areas.
	Unit 2. Objectives. Unit 3. Contents	Usefulness. Types. Approach to Contents in Primary Education.
II.-Approach to the teaching-learning process in Physical Education. The curriculum in P.E.	Unit 4. Methodology	Clarification of concepts. Teaching styles. Educational interactions.
	Unit 5. Assessment	Types of assessment
	Unit 6. Planning and programming.	Need for planning. Basic criteria programming. Structure of a session and of an activity
III. – Physical Education in Primary Education.	Unit 7. Pupils in Primary Education.	Motor development.. Motor and social characteristics.
	Unit 8. Motor competences.	Perceptual-motor skills. Physical abilities. Sports initiation. Body expression.
	Unit 9. Play	Concept. History. Characteristics. Classifications
	Unit 10. Attention to diversity.	General guidelines for dealing with diversity: age, gender, skill level, disability.
	Unit 11. Teaching values thorough physical education	Teaching Personal and Social Responsibility (TPSR) Cooperative methodology.

Practical class contents.

Thematic blocks	Contents
Perceptual-motor skills	Body perception, balance and laterality, spatial-temporal perception and basic motor skills Practical activities



Physical Abilities	Endurance, strength, flexibility and speed. Practical activities
Sports initiation	Individual and team sports with and without opposition. Practical activities
Body expression	Imitative, expressive, creative and interpretative movement Practical activities

Seminar contents.
 "Adapted physical education" (sensory, motor and cognitive impairments)
 "Teaching values" (respect, responsibility...)

IV.B.-Training activities	
Type	Title
Individual work	Individual practical test where the student will simulate being teacher and present an activity to their peers that they will pretend to be elementary school students. In this test, will verify that the student has acquired the competencies and abilities necessary to perform the role of teacher.
Test and/or exams	Final written test of practical application in which they will enter all the practical theoretical content taught during the lessons.
Oral presentations	Group and individual exhibition of one of the contents of the practical classes
Group work	Group work of each of the four contents of the practical classes

V.-Student workload	
Theoretical sessions	29
Resolution of exercises, problems, case studies, etc.	29
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	36
Related activities: conferences, seminars, etc.	12
Preparation of theoretical sessions and self-study	16
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	16
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Practical sessions	Week 1 to Week 15	[AP] The first weeks the teacher will practice the practical contents. In the last weeks the practices will be carried out by the students. [PC]
Seminars	Week 1 to Week 15	[AP] Students can attend face-to-face seminars during the school term. The dates of these seminars will be communicated by the teacher in advance.
Academic tutorials	Week 1 to Week 15	[AD] Tutorials will be carried out upon request via e-mail through the institutional email
Theoretical sessions	Week 1 to Week 15	[AD] Master classes of theoretical and practical exposition. You can ask questions, introduce practical activities, solve doubts, make presentations and cause individual or group discussion

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

EVALUABLE ACTIVITIES:

1. Practical application exam (final written test): 30% of the final mark (re-evaluable): it will consist of an exam with a series of questions that can be multiple choice, short questions, true or false, to be developed, etc. In this test, will check that the student has acquired the competences and skills necessary to assimilate the contents of the subject. All the theoretical and practical contents of the course will be assessed in this test.
 2. Practical activity (individual presentation): 40% of the final mark (NOT re-evaluable, with no minimum mark): will be carried out during the period of face-to-face classes. The student will pretend to be a teacher and will present an activity to his/her classmates who will pretend to be primary school pupils. This test will check that the student has acquired the competences and skills necessary to play the role of a teacher. As this is a non-reassessable test, if the student does not take it on the date scheduled during the teaching period, he/she will forfeit 40% of the mark in the extraordinary exam (i.e. in the extraordinary exam he/she can obtain a maximum of 6 points out of 10, given that the remaining 4 points correspond to this test, which is not reassessable). Whether the student fails this test, which does not have a minimum mark, or passes it, the mark obtained will be saved for the extraordinary exam.
 3. Sessions (group work): 10% of the final mark (re-evaluable): each subgroup must prepare one session for each block of practical content (4 sessions in total). In this work it will be verified that students have acquired the necessary competences and skills to develop activities that have an impact on the integral development of the child.
 4. Oral presentation (group and individual presentation): 20% of the final mark (10% group part and 10% individual part) (re-evaluable): each subgroup must give an oral presentation on one of the contents of the practical block. In this test it will be checked that the student has acquired the necessary competences and skills to present in public and communicate orally some of the contents of the subject.
- The four evaluable activities will be carried out during the term's class period and none of them will have minimum grade.

EXAMINATIONS:

- The student will have the right to two examinations per year to pass the course, the first of which will be the ordinary examination. If the student does not pass the subject in the ordinary exam, he/she will have the right to pass the subject in the extraordinary exam.
- In order to pass the subject the student must obtain at least 50% of the total score (the grades obtained in each of the four evaluable activities will be added together, with no minimum grade in any of them).
- In the extraordinary session, the student will be examined on the three re-assessable tests, even if they passed some of them during the ordinary session. Under no circumstances may the student retake the practical activity, which, due to its nature and being carried out exclusively during the teaching period, is not re-assessable and carries a weight of 40% in the extraordinary session grade. Therefore, if the student completed the test during the teaching period of the ordinary session, that grade will be retained for the extraordinary session. If the student did not take the test, they will receive 0 points out of 4 for that activity, meaning the maximum possible grade in the extraordinary session would be a 6.
- If a student requests an early exam session, they will be examined on the three re-assessable tests (practical application exam, sessions, and oral presentation). The practical activity (individual presentation), due to its non-re-assessable nature and its exclusive development during the teaching period, will be replaced by an oral exam consisting of questions related to the content of the subject's practicals, which will maintain the same weight of 40% in the qualification. The grading criteria in the early exam session will be distributed as follows: Practical application exam (final written test): 30%; Oral exam on practical contents: 40%; Sessions (group work): 10%; Oral presentation: 20% (10% group part and 10% individual part). In order to pass the subject in this session, the student must obtain at least 50% of the total score, with no minimum grade in any of the activities.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities



In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

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- * Mosston M., Ashworth, S. (1993): La enseñanza de la educación física. La reforma de los estilos de enseñanza. Hispano Europea. Barcelona.
- * Ruiz Perez, L. M. (1994). Desarrollo motor y actividades físicas. Gymnos: Madrid.
- * Sánchez Bañuelos, F. (1984): Bases para una didáctica de la educación física y el deporte. Ed. Gymnos. Madrid.
- * Vázquez Gómez, B. (1989).- La educación física en la educación básica.- Madrid. Gymnos.

Consultation bibliography

*Fernandez-Río, J., Calderón, A., Hortiguera Alcalá, D., Pérez-Pueyo, A. y Aznar Cebamanos, M. (2016). Modelos pedagógicos en educación física: consideraciones teórico-prácticas para docentes. Revista Española de Educación Física y Deportes, 413,55-75

Páginas web interesantes:

www.consejo-colef.es

www.efdeportes.com/

www.revista-apunts.com/

IX.-Professors

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Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	2
Number of sexennia	0
No. of positive evaluations by Docencia	0
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Category	Profesor/a Contratado/a Doctor/a
Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	3
Number of sexennia	2
No. of positive evaluations by Docencia	4