



LEEDS
BECKETT
UNIVERSITY

Citation:

Stride, A (2022) Re-visiting the (a)gender in contemporary Physical Education. In: AIESEP International Conference, 19-22 Jun 2019, New York, USA. (In Press)

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/11182/>

Document Version:

Conference or Workshop Item (Accepted Version)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

Re-visiting the Gender Agenda: 25 years post Shaping Up To Womanhood

Annette Stride – Leeds Beckett University, England

Whilst gender related research in Physical Education is extensive, what is less considered is the ways in which gendered power relations both influence and are reinforced by PE policy and practice. In this regard Scraton's (1992) study has been pivotal in highlighting how PE contributes to young women's understandings of themselves, their bodies and their place in the world. Through its structures, content, and delivery, PE reinforces messages around young women's sexuality, physicality and motherhood. 25 years on from Scraton's work, this study explores to what extent contemporary PE reproduces and challenges gendered power relations. Data were generated across four secondary schools in the north of England through observations (80 hours of boys' and girls' PE classes across two half terms) and semi structured interviews with 10 PE teachers. Using a middle ground feminist lens and Hill Collins' (2000) matrix of domination as the theoretical framework, this presentation will explore the ways in which gendered power circulates across multiple sites. Moreover, this presentation will explore the interconnected ways in which gendered power relations operate within the daily routines of a PE department contributing to the reproduction of gendered difference and making resistance to the status quo difficult.