ABSTRACT
This thesis deals with a comparison of physical education in a classical and Waldorf Elementary School. It is divided into a theoretical and practical section. The theoretical section describes the physical skills and abilities in the younger school period and development of the Czech education system, including the structure of the education system in the Czech Republic. Then there is a description of the concept of physical education in the Framework Education Programme for Elementary Education and the concept of physical education in the School Education Programme of the Mýto Elementary School. The thesis then describes the Waldorf education system, the concept and objectives of Waldorf education, human developmental stages according to Rudolf Steiner, concept of physical education in Waldorf education and lastly describes the concept of physical education in the School Education System of the Dobromysl Elementary School.

In the practical section a comparison is made during teaching hours of the observation and testing of pupils according to tests selected from UNIFITTEST of physical education subjects, their concept and time allocation, motivation and assessment of pupils, approach of teachers to pupils, material equipment for teaching physical education, the curriculum and performance of selected pupils at the classical and Waldorf Elementary School.

The bachelor thesis works with five main hypotheses. During detailed analyses of individual UNIFITTEST tests it was found that the pupils of the Dobromysl Waldorf Elementary School did better in some of the tests. However the pupils of the Mýto Elementary School achieved better results in the overall assessment.

KEYWORDS
physical education, waldorf education, motional activities, healthy development, physical training