



## TKC GCSE PE Curriculum Long Term Plan

Year 10			Exam Board - OCR			
<p>CORE PE in Year 10 aims to continue to broaden student's experiences and continue to develop their knowledge, confidence and understanding to take part and engage in physical activity for life. This is done through students selecting a three-weekly singular option based on a range of traditional activities, alternative sports and health-based activities to engage all.</p> <p>We also provide the opportunity for students to study PE at a greater depth through a variety of examination courses which provide a suitable route for all students whether it be the academic performance-based OCR GCSE PE or the vocational Cambridge National Sports Science route. These help the students to gain a qualification which will allow them to recall the key skills learnt in the Key Stage 3 curriculum and develop a greater range of knowledge that will allow them to access further education courses and pursue possible careers in the sports and exercise sector.</p>						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	J587/05 Analysis and Evaluation of Performance: <ul style="list-style-type: none"> <li>• 1.1.b Muscular system</li> <li>• 1.1.c Movement Analysis</li> <li>• 1.2.a Components of fitness</li> <li>• 1.2.b Applying the principles of training</li> <li>• 1.2.c Preventing injury in physical activity and training</li> </ul>		Component 01: Physical factors affecting Performance: <ul style="list-style-type: none"> <li>• 1.1.a. The structure and function of the skeletal system</li> <li>• 1.1.d. The cardiovascular and respiratory systems</li> </ul>	Component 01: Physical factors affecting Performance: <ul style="list-style-type: none"> <li>• 1.1.e. Effects of exercise on body systems</li> <li>• 1.2.a. Components of fitness</li> <li>• 1.2.b. Applying the principles of training</li> <li>• 1.2.c. Preventing injury in physical activity and training</li> </ul>	Component 02: Socio-cultural issues and sports psychology: <ul style="list-style-type: none"> <li>• 2.1.a. Engagement patterns of different social groups in physical activities and sports</li> <li>• 2.1.b. Commercialisation of physical activity and sport</li> <li>• 2.1.c. Ethical and socio-cultural issues in physical activity and sport</li> </ul>	Component 02: Socio-cultural issues and sports psychology: <ul style="list-style-type: none"> <li>• 2.2 Sports psychology</li> <li>• Component 04: Practical Performances (NEA) Performance of three activities taken from the two approved lists:               <ul style="list-style-type: none"> <li>• one from the 'individual' list</li> <li>• one from the 'team' list</li> <li>• one other from either list</li> </ul> </li> </ul>
<b>Big Question</b>	How will improving each component of fitness weakness benefit your performance in your chosen sport?		What are the 5 functions of the skeletal system? Explain how these aid a sports performer.	What are the long-term effects of exercise on the cardiovascular system and how do these help a sports performer.	What are the participation rates of each of the different social groups?	What techniques can a sports performer use to help improve their performance?
<b>Vocabulary (Key terms)</b>	<ul style="list-style-type: none"> <li>• Deltoid</li> <li>• Trapezius</li> <li>• Latissimus Dorsi</li> <li>• Pectorals</li> <li>• Biceps</li> <li>• Triceps</li> <li>• Abdominals</li> <li>• Quadriceps</li> <li>• Hamstrings</li> <li>• Gluteals</li> <li>• Gastrocnemius</li> <li>• Agonist</li> <li>• Antagonist</li> <li>• Fixator</li> <li>• Antagonistic Muscle Action</li> <li>• 1st Class – Neck</li> <li>• 2nd Class – Ankle</li> <li>• 3rd Class – Elbow</li> <li>• Mechanical Advantage</li> <li>• Frontal Plane</li> <li>• Transverse Plane</li> <li>• Sagittal Plane</li> <li>• Frontal Axis</li> <li>• Transverse Axis</li> <li>• Longitudinal Axis</li> </ul>		<ul style="list-style-type: none"> <li>• Cranium</li> <li>• Vertebrae</li> <li>• Ribs</li> <li>• Sternum</li> <li>• Clavicle</li> <li>• Scapula</li> <li>• Pelvis</li> <li>• Humerus</li> <li>• Ulna</li> <li>• Radius</li> <li>• Carpals</li> <li>• Metacarpals</li> <li>• Phalanges</li> <li>• Femur</li> <li>• Patella</li> <li>• Tibia</li> <li>• Fibula</li> <li>• Tarsals</li> <li>• Metatarsals</li> </ul>	<ul style="list-style-type: none"> <li>• Bone Density</li> <li>• Hypertrophy Of Muscle</li> <li>• Muscular Strength</li> <li>• Muscular Endurance</li> <li>• Resistance To Fatigue</li> <li>• Hypertrophy Of The Heart</li> <li>• Resting Heart Rate And</li> <li>• Resting Stroke Volume</li> <li>• Cardiac Output</li> <li>• Rate Of Recovery</li> <li>• Aerobic Capacity</li> <li>• Respiratory Muscles</li> <li>• Tidal Volume And Minute Volume During Exercise</li> <li>• Capillarisation,</li> <li>• Continuous</li> <li>• Fartlek</li> <li>• Interval</li> <li>• Circuit Training</li> <li>• Weight Training</li> <li>• Plyometrics</li> <li>• HIIT (High Intensity Interval Training)</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> <li>• Religion/culture</li> <li>• Family</li> <li>• Education</li> <li>• Time/work commitments</li> <li>• Cost/disposable income</li> <li>• Disability</li> <li>• Opportunity/access</li> <li>• Discrimination environment/climate</li> <li>• Media coverage</li> <li>• Role models promotion</li> <li>• Provision</li> <li>• Access social – internet – TV/visual – newspapers/magazines.</li> <li>• Anabolic steroids</li> <li>• Beta blockers</li> <li>• Stimulants</li> </ul>	<ul style="list-style-type: none"> <li>• Efficiency</li> <li>• Pre-determined</li> <li>• Co-ordinated</li> <li>• Fluent</li> <li>• Aesthetic</li> <li>• Imagery</li> <li>• Mental Rehearsal</li> <li>• Selective Attention</li> <li>• Positive Thinking.</li> <li>• Simple To Complex Skills (Difficulty Continuum)</li> <li>• Open To Closed Skills (Environmental Continuum)</li> <li>• Visual Guidance</li> <li>• Verbal Guidance</li> <li>• Manual Guidance</li> <li>• Mechanical Guidance</li> <li>• Intrinsic Feedback</li> <li>• Extrinsic Feedback</li> <li>• Knowledge Of Performance</li> <li>• Knowledge Of Results</li> <li>• Positive Feedback</li> <li>• Negative Feedback</li> </ul>



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	<ul style="list-style-type: none"> <li>• Specificity</li> <li>• Overload</li> <li>• Progression</li> <li>• Reversibility.</li> <li>• Pulse Raising</li> <li>• Mobility</li> <li>• Stretching</li> <li>• Dynamic Movements</li> <li>• Skill Rehearsal</li> <li>• Low Intensity Exercise</li> <li>• Stretching</li> </ul>				
<b>Key Reading</b>	<ul style="list-style-type: none"> <li>• OCR GCSE (9-1) PE Second Edition by John Honeybourne</li> </ul>				
<b>End points</b>	<ul style="list-style-type: none"> <li>• Analyse aspects of personal performance in a practical activity</li> <li>• Evaluate the strengths and weaknesses of the performance</li> <li>• Produce an action plan which aims to improve the quality and effectiveness of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection.</li> <li>• Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports</li> <li>• Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system.</li> <li>• Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms.</li> <li>• Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions.</li> <li>• Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system.</li> <li>• They will be able to apply understanding of these effects to examples from a range of physical activities and sports.</li> <li>• Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</li> <li>• Learners will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility.</li> <li>• Learners will be able to define each component and be able to apply using a range of practical examples from physical activities and sports.</li> <li>• Learners will also develop their knowledge of suitable tests for each component.</li> <li>• Learners will be able to collect and use data related to the identified components of fitness</li> <li>• Learners will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources.</li> <li>• The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.</li> <li>• Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.</li> <li>• Learners will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance.</li> <li>• The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will develop their knowledge and understanding of the psychological factors that can affect performers.</li> <li>• They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.</li> <li>• The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports.</li> <li>• Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</li> <li>• Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice</li> </ul>



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			<ul style="list-style-type: none"> <li>Learners will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training.</li> <li>Learners will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.</li> <li>Learners will develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings.</li> <li>Learners will know how risks can be minimised by using appropriate equipment, clothing, correct lifting techniques, using the warm up and cool down and an appropriate level of competition.</li> </ul>	with practical examples in physical activities and sports	<ul style="list-style-type: none"> <li>Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.</li> </ul>
<b>Core Concepts</b>	<ul style="list-style-type: none"> <li>Confidently, demonstrates a wide range of well developed skills relevant to the components of fitness.</li> <li>Tests are described in detail with clear and relevant examples of how they also measure an appropriate component of fitness.</li> <li>Comprehensively analyses the strengths and weaknesses of the data from each test and what it means to their fitness for the activities.</li> <li>SPOR and FITT principles are described in detail with clear and relevant examples given for each aspect of their selected sporting activity.</li> <li>SMART goals are described in detail with clear and relevant examples given for each aspect of their selected sporting activity.</li> </ul>	<ul style="list-style-type: none"> <li>Know the name and location of the following bones in the human body:             <ul style="list-style-type: none"> <li>Cranium</li> <li>Vertebrae</li> <li>Ribs</li> <li>Sternum</li> <li>Clavicle</li> <li>Scapula</li> <li>Pelvis</li> <li>Humerus</li> <li>Ulna</li> <li>Radius</li> <li>Carpals</li> <li>Metacarpals</li> <li>Phalanges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand the short-term effects of exercise on:             <ul style="list-style-type: none"> <li>Muscle temperature</li> <li>Heart rate, stroke volume, cardiac output</li> <li>Redistribution of blood flow during exercise</li> <li>Respiratory rate, tidal volume, minute ventilation</li> <li>Oxygen to the working muscles</li> <li>Lactic acid production</li> </ul> </li> <li>Be able to apply the effects to examples from physical activity/ sport</li> </ul>	<ul style="list-style-type: none"> <li>Be familiar with current trends in participation in physical activity and sport:             <ul style="list-style-type: none"> <li>Using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS))</li> <li>Of different social groups</li> <li>In different physical activities and sports.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know the definition of motor skills</li> <li>Understand and be able to apply examples of the characteristics of skilful movement:             <ul style="list-style-type: none"> <li>Efficiency</li> <li>Pre-determined</li> <li>Co-ordinated</li> <li>Fluent</li> <li>Aesthetic</li> </ul> </li> <li>Know continua used in the classification of skills, including simple to complex skills (difficulty continuum)</li> </ul>



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	<ul style="list-style-type: none"> <li>• Comprehensively analyses the benefits of applying the principles to the training programme.</li> <li>• Comprehensively analyses their selected training methods, including a clear and detailed comparison of aerobic and anaerobic exercise.</li> </ul>	<ul style="list-style-type: none"> <li>○ Femur</li> <li>○ Patella</li> <li>○ Tibia</li> <li>○ Fibula</li> <li>○ Tarsals</li> <li>○ Metatarsals.</li> <li>• Understand and be able to apply examples of how the skeleton provides or allows:             <ul style="list-style-type: none"> <li>○ Support</li> <li>○ Posture</li> <li>○ Protection</li> <li>○ Movement</li> <li>○ Blood cell production</li> <li>○ Storage of minerals</li> </ul> </li> <li>• know the definition of a synovial joint</li> <li>• know the following hinge joints:             <ul style="list-style-type: none"> <li>○ Knee – articulating bones – femur, tibia</li> <li>○ Elbow – articulating bones – humerus, radius, ulna</li> </ul> </li> <li>• Know the following ball and socket joints:             <ul style="list-style-type: none"> <li>○ Shoulder – articulating bones – humerus, scapula</li> <li>○ Hip – articulating bones – pelvis, femur</li> </ul> </li> <li>• know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport:             <ul style="list-style-type: none"> <li>○ Flexion</li> <li>○ Extension</li> </ul> </li> <li>• Know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport:             <ul style="list-style-type: none"> <li>○ Flexion</li> <li>○ Extension</li> <li>○ Rotation</li> <li>○ Abduction</li> <li>○ Adduction</li> <li>○ Circumduction</li> </ul> </li> <li>• Know the roles of:             <ul style="list-style-type: none"> <li>○ Ligament</li> <li>○ Cartilage</li> <li>○ Tendons.</li> </ul> </li> <li>• Know the double-circulatory system (systemic and pulmonary)</li> <li>• Know the different types of blood vessel:             <ul style="list-style-type: none"> <li>○ Arteries</li> <li>○ Capillaries</li> <li>○ Veins</li> </ul> </li> <li>• Understand the pathway of blood through the heart:             <ul style="list-style-type: none"> <li>○ Atria</li> <li>○ Ventricles</li> <li>○ Bicuspid, tricuspid and semilunar valves</li> <li>○ Septum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be able to collect and use data relating to short-term effects of exercise</li> <li>• Be able to apply the effects to examples from physical activity/sport</li> <li>• Be able to collect and use data relating to long-term effects of exercise</li> <li>• Know the following components of fitness:             <ul style="list-style-type: none"> <li>○ Cardiovascular endurance/stamina</li> </ul> </li> <li>• Know the definition of cardiovascular endurance/stamina</li> <li>• Be able to apply practical examples where this component is particularly important in physical activity and sport</li> <li>• Know suitable tests for this component, including:             <ul style="list-style-type: none"> <li>○ Cooper 12-minute run/walk test</li> <li>○ Multi-stage fitness test</li> </ul> </li> <li>• Know the definition of muscular endurance</li> <li>• Be able to apply practical examples where this component is particularly important in physical activity and sport</li> <li>• know suitable tests for this component, including:             <ul style="list-style-type: none"> <li>○ Press-up test – sit-up test</li> </ul> </li> <li>• Know the definition of speed</li> <li>• Be able to apply practical examples where this component is particularly important in physical activity and sport</li> <li>• Know suitable tests for this component, including: 30m sprint test</li> <li>• Know the definition of strength</li> <li>• Be able to apply practical examples of where this component is particularly important in physical activity and sport</li> <li>• Know suitable tests for this component, including:             <ul style="list-style-type: none"> <li>○ Grip strength dynamometer test 1 Repetition Maximum (RM)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand how different factors can affect participation, including:             <ul style="list-style-type: none"> <li>○ Age</li> <li>○ Gender</li> <li>○ Ethnicity</li> <li>○ Religion/culture</li> <li>○ Family</li> <li>○ Education</li> <li>○ Time/work commitments</li> <li>○ Cost/disposable income</li> <li>○ Disability</li> <li>○ Opportunity/access • discrimination</li> <li>○ Environment/climate</li> <li>○ Media coverage</li> <li>○ Role models</li> </ul> </li> <li>• Understand strategies which can be used to improve participation:             <ul style="list-style-type: none"> <li>○ Promotion</li> <li>○ Provision</li> <li>○ Access</li> </ul> </li> <li>• Be able to apply examples from physical activity/sport to participation issues.</li> <li>• Understand the influence of the media on the commercialisation of physical activity and sport:             <ul style="list-style-type: none"> <li>○ Different types of media – social – internet, TV/visual, newspapers/magazines.</li> </ul> </li> <li>• Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle):</li> <li>• Positive and negative effects of the media on commercialisation</li> <li>• Be able to apply practical examples to these issues.</li> <li>• Understand the influence of sponsorship on the commercialisation of physical activity and sport:</li> <li>• Positive and negative effects of sponsorship on commercialisation</li> <li>• Be able to apply practical examples to the issue of sponsorship.</li> </ul>	<p>and open to closed skills (environmental continuum)</p> <ul style="list-style-type: none"> <li>• Be able to apply practical examples of skills for each continuum along with justification of their placement on both continua</li> <li>• Understand and be able to apply examples of the use of goal setting:             <ul style="list-style-type: none"> <li>○ For exercise/training adherence</li> <li>○ To motivate performers</li> <li>○ To improve and/or optimise performance</li> </ul> </li> <li>• Understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed)</li> <li>• Be able to apply the SMART principle to improve and/or optimise performance.</li> <li>• Know mental preparation techniques and be able to apply practical examples to their use:             <ul style="list-style-type: none"> <li>○ Imagery</li> <li>○ Mental rehearsal</li> <li>○ Selective attention</li> <li>○ Positive thinking.</li> </ul> </li> <li>• Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use:             <ul style="list-style-type: none"> <li>○ Visual</li> <li>○ Verbal</li> <li>○ Manual</li> <li>○ Mechanical.</li> </ul> </li> <li>• Understand types of feedback and be able to apply practical examples to their use:             <ul style="list-style-type: none"> <li>○ Intrinsic</li> <li>○ Extrinsic</li> <li>○ Knowledge of performance</li> <li>○ Knowledge of results</li> <li>○ Positive</li> <li>○ Negative</li> </ul> </li> </ul>
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<p><b>British Values</b></p> <p>How does your curriculum develop students' knowledge and understanding of the following:</p> <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Rule of law</li> <li>- Individual liberty</li> <li>- Mutual respect</li> </ul>	<p>Emphasize the importance of structured drills and exercises to improve components of fitness. Teach students the value of following specific instructions to achieve their fitness goals, reinforcing the role of rules in maintaining discipline and progress. Use group activities that require teamwork to promote mutual respect and cooperation. Students learn to value each other's contributions and work together to achieve common goals. Encourage discussions about healthy lifestyles and the importance of tolerance and understanding in promoting a healthy lifestyle. Encourage students to participate in discussions about the muscular system and its importance in physical activities. Use partner or group exercises to promote mutual respect and cooperation.</p>	<p>Promote a culture of respect for diverse body types and fitness levels. Emphasize that everyone's skeletal system develops differently and that each student's progress is unique.</p>	<p>Encourage students to share their experiences and opinions about the short-term and long-term effects of exercise. Allow everyone to have a voice in discussions and decision-making. Each student the importance of following safety guidelines to prevent injuries during exercise. Emphasize the role of rules in ensuring safety and fairness in physical activities.</p>	<p>Engagement patterns in physical activities and sports can vary significantly among different social groups due to factors such as gender, age, socio-economic status, ethnicity, religion, and disability. Encourage students to share their experiences and opinions about participation in sports. This democratic approach ensures that all voices are heard and valued. Be mindful of cultural and religious considerations when discussing sports participation. Show understanding and provide alternatives when needed, fostering an inclusive environment that respects all students' backgrounds. Teach students about the anti-doping</p>	<p>Highlight the role of sports psychology in promoting fair play and ethical behavior in sports. Allow students to understand a variety of mental strategies and techniques that they find effective. This promotes independence and helps students understand the importance of making informed choices about their mental health.</p>



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<b>- Tolerance</b>				regulations set by organizations like the World Anti-Doping Agency (WADA) and UK Anti-Doping (UKAD). Emphasize the importance of following these rules to maintain fairness and integrity in sports. Highlight the consequences of violating anti-doping rules, such as bans from competition and damage to an athlete's reputation. This reinforces the importance of adhering to established rules and practices. Incorporate examples and case studies that reflect diverse perspectives and experiences. This helps students appreciate the global significance of ethical behaviour in sports	
<b>Diversity</b>  How do you promote diversity and equity through your curriculum?	Foster a classroom environment where students are encouraged to support and respect each other. Promote positive interactions and discourage any form of discrimination or bullying. Ensure that all students have access to the necessary resources and equipment for PE. Work to eliminate barriers such as cost, availability, and access to facilities. Use a variety of assessment methods to ensure that all students have the opportunity to demonstrate their skills and progress. Highlight diverse role models in sports, including athletes from various backgrounds, genders, and abilities. Discuss their achievements and contributions to promote inspiration and inclusivity. By promoting diversity and equity in GCSE PE, you create a learning environment where all students feel valued and supported. This approach not only enhances their physical education but also helps them develop essential social and ethical principles, preparing them to be respectful, responsible, and well-rounded individuals.				