Wallington
County Grammar School

The Physical Education Curriculum

Whole School Curriculum Intent:	Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - *Per Ardua ad Summa*, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide: ● **Breadth** - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives. ● **Depth** - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding. ● **Values** - We aim for our students to develop our four core values: commitment, courage, compassion and creativity. ● **Democracy** - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
Subject Curriculum Intent:	At WCGS, our Physical Education and Sport curriculum is designed to nurture **healthy, active, happy and capable young men** through a holistic approach that develops the *Mind, Body, Heart and Soul*. We aim to: ● Inspire lifelong healthy habits and a love of physical activity ● Develop physical literacy through fundamental movement skills and refined techniques ● Promote cognitive and tactical understanding to enhance performance ● Encourage emotional resilience, leadership and positive behaviour through sport ● Foster enjoyment, engagement and inclusivity across a wide range of physical activities Through a balance of play, practice, performance and enjoyment, our curriculum not only develops athletic ability, but also the character, confidence and interpersonal skills required for success both on and off the field.

Subject Curriculum Aims:	**WCGS PE Curriculum Aims (KS3 & KS4: Core PE & Games)** ● Inspire all students to find at least one sport or physical activity they enjoy and want to continue beyond school ● Develop competence and confidence across a broad range of at least 17 different sports and physical activities ● Equip students with core skills, strategies, tactics and rules to succeed and excel in sport ● Encourage sustained physical activity that supports long-term health, fitness and well-being ● Foster enjoyment, character and resilience through competitive and cooperative experiences ● Build understanding of effective performance and the ability to analyse and improve it ● Promote values such as fairness, respect, leadership and teamwork ● Encourage participation in extracurricular sport and establish habits for lifelong physical activity ● Provide opportunities for challenge, problem-solving and collaboration through adventurous activities
Exam Boards	GCSE: AQA

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Core PE	Rugby Skills / Basketball	Rugby Skills / Basketball	Table Tennis / Gymnastics & Dance	Table Tennis / Gymnastics & Dance	Athletics	Athletics / Striking & fielding Games
	Games	Rugby	Rugby	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball
		Assessment 1 Format:	Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Continuous assessment through lesson-by-lesson observation.	
Y8	Core PE	Football / Badminton	Football / Badminton	Handball / Games for Understanding	Handball / Games for Understanding	Athletics	Athletics / Striking & fielding Games
	Games	Rugby	Rugby	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball
		Assessment 1 Format:	Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Continuous assessment through lesson-by-lesson observation.	
Y9	Core PE	Football / Basketball	Football / Basketball	Volleyball / Health Related Fitness / Cricket	Volleyball / Health Related Fitness / Cricket	Athletics	Athletics / Striking & fielding Games
	Games	Rugby / Football / Table Tennis / Basketball / Health Related Fitness	Rugby / Football / Table Tennis / Basketball / Health Related Fitness	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball
		Assessment 1 Format:	Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Continuous assessment through lesson-by-lesson observation.	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Y9 GCSE Theory	The Structure and Functions of the cardio-respiratory system	Anaerobic & Aerobic exercise / Immediate, short and long term effects of exercise / The recovery process	The structure and functions of the musculoskeletal system	Movement Analysis / Lever Systems / Planes and Axis of Movement	Physical Training / Health & Fitness / Fitness testing	Principles of Training / Training Methods / Safety Principles
	Y9 GCSE Practical	Rugby	Handball	Table Tennis	Football	Fitness Testing	Rugby / Football
		Assessment 1 Format:	Theory: 35 minute exam containing multiple choice questions with standard GCSE short and medium answer questions Practical: Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Theory: 60 minute GCSE style exam containing MCQ, short & medium questions, one 6 and one 9 mark questions. Practical: Continuous assessment through lesson-by-lesson observation.	
Y10	**Core PE**	Football / Badminton	Football / Badminton	Volleyball / Health Related Fitness / Cricket	Volleyball / Health Related Fitness / Cricket	Athletics	Athletics / Striking & fielding Games
	Games	Rugby / Football / Table Tennis / Basketball / Health Related Fitness	Rugby / Football / Table Tennis / Basketball / Health Related Fitness	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Rugby / Football / Basketball / Table Tennis / Health related Fitness / Multi-Sport / Outdoor & adventurous Activities	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball
		Assessment 1 Format:	Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Continuous assessment through lesson-by-lesson observation.	
	Y10 GCSE Theory	Sports Psychology / Skill classification / Goal setting / Information processing / Feedback and Guidance	Sports Psychology / Arousal / Mental Preparation / Aggression / Personality Types / Motivation	Socio-cultural Influences / Social groups / Factors affecting participation	Commercialisation of Sport / Sponsorship / Media / Technology	Ethical Issues / Player's conduct / Prohibited substances / Hooliganism / Spectator behaviour	Physical, emotional & Social Health, Fitness and Well-being / Sedentary lifestyle / Obesity / Somatotypes / Energy use, Diet, Nutrition and Hydration
	Y10 GCSE Practical	Rugby	Handball	Table Tennis	Football	Moderation focused specific sports	Moderation focused specific sports

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Assessment 1 Format:	Theory: 45 minute exam containing multiple choice questions with one 6 and one 9 mark question Practical: Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Theory: 60 minute GCSE style exam containing MCQ, short & medium questions, one 6 and one 9 mark questions. Practical: Continuous assessment through lesson-by-lesson observation.	
Y11	**Core PE**	Football / Basketball	Football / Basketball	Table Tennis / Volleyball / Health Related Fitness	Table Tennis / Volleyball / Health Related Fitness	Striking & Fielding Games	NA
	Games	Rugby / Football / Basketball / Health Related Fitness	Rugby / Football / Basketball / Health Related Fitness	Rugby / Football / Basketball / Health Related Fitness	Rugby / Football / Basketball / Health Related Fitness	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball	Athletics / Cricket / Rounders / Softball / Volleyball / Basketball
		Assessment 1 Format:	Continuous assessment through lesson-by-lesson observation.		Assessment 2 Format:	Continuous assessment through lesson-by-lesson observation.	
	Y11 GCSE Theory	Analysis and Evaluation Coursework	Exam Technique / Preparation for Mock Exam	Exam Technique / Revision / Past Paper Questions	Exam Technique / Revision / Past Paper Questions	Exam Technique / Revision / Past Paper Questions	NA
	Y11 GCSE Practical	Handball	Table Tennis	Moderation focused specific sports	Moderation focused specific sports	Moderation focused specific sports	NA
		Mock Format:	Two 75 minute full GCSE exam papers; Paper 1: The Human Body and movement in physical activity and sport Paper 2: Socio-cultural influences and wellbeing in physical activity and sport		Assessment 2 Format:	Two adapted GCSE exam papers, with all question types	

Key Vocabulary

I. Applied Anatomy and Physiology (The Human Body and Movement)

- **Bones and Skeleton**
    - **Joint:** Place where two or more bones meet.
    - **Vertebrae:** Bones that form the spine or backbone.
    - **Long bones:** Bones of the legs and arms.
    - **Dislocation:** When the bones of a joint separate from their normal position.
    - **Structural shape and points for attachment:** Functions of the skeleton include providing points of attachment for muscles, which when contracted, pull the bone.
    - **Movement:** The skeletal system allows movement at a joint.
    - **Protection of vital organs:** Flat bones protect vital organs.
    - **Support:** A function of the skeleton.
    - **Mineral storage:** A function of the skeleton.
    - **Blood cell production:** A function of the skeleton.
- **Joint Structures and Types**
    - **Synovial joint:** Type of joint commonly found in the limbs; contains a synovial membrane that produces synovial fluid.
    - **Synovial membrane:** Produces synovial fluid to lubricate the joint.
    - **Synovial fluid:** Produced by the synovial membrane to lubricate the joint.
    - **Cartilage:** Covers ends of bones providing a smooth, friction-free surface.
    - **Capsule:** Tough fibrous tissue – surrounds synovial joints; usually supported by ligaments.
    - **Ligaments:** Join bone to bone.
    - **Bursae:** Fluid-filled bag that helps reduce friction in a joint.
    - **Hinge joint:** Joint that allows flexion and extension, such as the elbow, knee, and ankle.
    - **Ball and socket joint:** Joint that allows many movements – flexion and extension; abduction and adduction; rotation, such as the hip and shoulder.
    - **Meniscus:** Cartilage acting as a shock absorber between the tibia and femur in the knee joint.
    - **Cruciate ligaments:** Attach tibia to femur in the knee joint.
- **Movements and Muscles**
    - **Flexion:** Movement where the angle between bones reduces.
    - **Extension:** Movement where the angle between bones increases.
    - **Abduction:** Movement where limbs are moved away from the body.

- **Adduction:** Movement where limbs are moved back towards the body.
- **Rotation:** Turning a limb around its long axis.
- **Plantar flexion:** Movement at ankle where the toes are pointed towards the ground.
- **Dorsiflexion:** Movement at ankle where the toes are pulled up towards the knee.
- **Tendon:** Attaches muscles to bones.
- **Agonist:** The prime mover – muscle that causes movement.
- **Antagonist:** Muscle that relaxes to allow the agonist to contract.
- **Deltoid:** Muscle causing flexion and some extension at the shoulder.
- **Latissimus dorsi:** Muscle causing extension at the shoulder.
- **Biceps:** Muscle causing flexion at the elbow.
- **Triceps:** Muscle causing extension at the elbow.
- **Hamstrings:** Group of muscles causing flexion at the knee.
- **Quadriceps:** Group of muscles causing extension at the knee.
- **Gluteals:** Muscles causing extension at the hip.
- **Isotonic contractions:** Occur when the muscle changes length as it contracts and causes movement of a body part.
- **Concentric contractions:** Are those where the muscle shortens as it contracts.
- **Eccentric contractions:** Are the opposite of concentric and occur when the muscle lengthens as it contracts.
- **Isometric contractions:** The muscle stays the same length and is used in balances.

- **Cardio-Respiratory System**

  - **Red blood cells:** Carry oxygen to muscles.
  - **White blood cells:** Fight infections.
  - **Trachea:** (or windpipe) Carries air from the mouth and nose to the lungs.
  - **Bronchi:** Carries air from the trachea into the lungs.
  - **Bronchioles:** Carry air from the bronchi to the alveoli.
  - **Alveoli:** Many tiny air sacs in the lungs which allow for rapid gaseous exchange.
  - **Lungs:** Pair of large, spongy organs optimized for gas exchange between our blood and the air.
  - **Haemoglobin:** The red pigment found in red blood cells.
  - **Oxyhaemoglobin:** Formed when oxygen combines with haemoglobin.
  - **Artery:** Blood vessel carrying blood away from the heart.
  - **Vein:** Blood vessel carrying blood towards the heart.
  - **Capillaries:** Very thin blood vessels that allow gas exchange to happen.
  - **Vasoconstriction:** Reducing the diameter of small arteries to reduce blood flow to tissues.
  - **Vasodilation:** Increasing the diameter of small arteries to increase blood flow to tissues.
  - **Atria:** Upper chambers of the heart that collect blood from veins.
  - **Ventricles:** Lower chambers of the heart which pump blood out of the heart to the arteries.

- **Cardiac cycle:** Sequence of events that occur when the heart beats.
- **Systole:** Term used to describe the contraction phase of the cardiac cycle.
- **Diastole:** Term used to describe the relaxation phase of the cardiac cycle.
- **Cardiac output (Q):** Stroke volume x heart rate.
- **Tidal volume:** The amount of air that enters the lungs during normal inspiration at rest.
- **Inspiratory reserve volume (IRV):** The additional air that can be forcibly inhaled after a normal tidal volume.
- **Expiratory reserve volume (ERV):** The additional air that can be forcibly exhaled after the inspiration of a normal tidal volume.
- **Residual volume:** The volume of air that remains in the lungs after a maximal expiration.
- **Abdominal muscles:** The muscles which help force air out of the lungs and so speed up expiration.

- **Aerobic and Anaerobic Exercise**

  - **Aerobic exercise:** Exercise in the presence of oxygen.
  - **Anaerobic exercise:** Exercise in the absence of enough oxygen.
  - **EPOC (Excess Post-exercise Oxygen Consumption)/Oxygen debt:** Increased rate of oxygen intake following strenuous activity; caused by anaerobic exercise producing lactic acid, requiring increased breathing rate after exercise to repay the debt.
  - **DOMS (Delayed Onset Muscle Soreness):** The pain/stiffness felt in the days following strenuous exercise.

II. Movement Analysis (Lever Systems and Planes of Movement)

- **Fulcrum:** The part of a lever system that pivots; joints are the fulcrums in the body's lever systems.
- **Resistance:** The load to be moved by a lever system; usually this involves weight where the body's lever systems are involved.
- **Effort:** The force applied to move the resistance or weight; in the body the effort is provided by muscles exerting a force.
- **First class lever:** Where the fulcrum lies between the effort and the resistance.
- **Second class lever:** Found at the ankle, where the gastrocnemius causes plantar flexion.
- **Third class lever:** The majority of the body's joints act as third class levers; for example, the biceps acting at the elbow to cause flexion acts as a third class lever system.
- **Mechanical advantage:** The benefit to a lever system of having either a short effort arm – giving rapid movements over a large range of movement – or a short resistance arm – giving the advantage of being able to move a heavy weight.
- **Range of movement:** A measure of the full joint.
- **Sagittal plane:** Divides the body into left and right parts.
- **Frontal plane:** Divides the body into front and back halves.
- **Transverse plane:** Divides the top of the body from the bottom.
- **Sagittal plane and transverse axis:** Plane and axis for forwards and backwards movements – direction for extension and flexion.
- **Frontal plane and sagittal axis:** Plane and axis for side to side movements – direction for abduction and adduction.
- **Transverse plane and longitudinal axis:** Plane and axis for rotating movements – direction for rotations and spins.

III. Physical Training

- **Health and Fitness**

    - **Health:** A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.
    - **Fitness:** The ability to meet/cope with the demands of the environment.
    - **Hypertrophy:** Increase in size of muscles/heart due to long-term exercise.
    - **Bradycardia:** Lowered resting heart rate due to long-term exercise.

- **Components of Fitness**

    - **Agility:** The ability to move and change direction quickly (at speed) whilst remaining in control.
    - **Balance:** Maintaining the centre of mass over the base of support.
    - **Cardiovascular endurance (aerobic power):** The ability of the heart and lungs to supply oxygen to the working muscles.
    - **Co-ordination:** The ability to use two or more body parts together smoothly and efficiently.
    - **Flexibility:** The range of movement possible at a joint.
    - **Muscular endurance:** The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.
    - **Power/explosive strength (anaerobic power):** A component of fitness.
    - **Reaction time:** A component of fitness.
    - **Strength (maximal, static, dynamic and explosive):** A component of fitness.
    - **Speed:** A component of fitness.

- **Principles of Training**

    - **Specificity:** Training specific to the needs of an individual and the demands of the sport that they take part in.
    - **Progressive Overload:** Working harder than normal whilst gradually and sensibly increasing the intensity of training.
    - **Reversibility:** If an individual stops or decreases their training level, then fitness and performance are likely to drop.
    - **Tedium:** Training should be altered and varied to prevent an individual from suffering from this.
    - **FITT:** Principles of overload including **Frequency** (how often), **Intensity** (how hard), **Time** (how long), and **Type** (type of training).

- **Training Types**

    - **Circuit training:** A series of exercises performed one after the other with a rest in between.
    - **Continuous training:** Sustained exercise at a constant rate (steady state) without rests, involving aerobic demand for a minimum of 20 minutes.
    - **Fartlek training:** Varying speed, terrain and work:recovery ratios.
    - **Interval training:** Training method that incorporates periods of work followed by periods of rest.
    - **HIIT (High Intensity Interval Training):** An exercise strategy alternating periods of short intense anaerobic exercise with less intense recovery periods.
    - **Static stretching:** A way to stretch to increase flexibility, held (isometric) for up to 30 seconds, using correct technique, advisable to avoid over stretching.
    - **Weight training:** Training using weights where choice of weight/exercise depends on fitness aim (strength/power or muscular endurance), and safe practice/lifting technique are important.

- **Plyometric training:** Use of plyometric exercises, e.g., bounding, depth jumping, to increase power.
- **One repetition maximum (one rep max):** Completing one lift of the weight (up and down).
- **One set:** The completion of a number of reps.
- **Training threshold:** A term related to calculating intensities for training.
- **Seasonal aspects:** Training seasons include **pre-season/preparation**, **competition/peak/playing season**, and **post-season/transition**, each with specific aims.

IV. Use of Data

- **Quantitative data:** Data that can be quantified as a number, e.g. time in seconds, or goals scored. There is no opinion expressed (qualitative). It is a fact.
- **Qualitative data:** Data which is subjective, involving opinions relating to the quality of a performance rather than the quantity.
- **Line chart:** The use of plotted points (markers) to show data, which are joined together by a line.
- **Bar chart:** The use of rectangular bars which show the data quantities.
- **X axis:** Shows the independent variable.
- **Y axis:** Shows the dependent variable (the thing you are measuring, e.g. heart rate).

V. Sports Psychology

- **Skill:** A learned action/behaviour with the intention of bringing about predetermined results with maximum certainty and minimum outlay of time and energy.
- **Ability:** Inherited from your parents. Abilities are stable traits that determine an individual's potential to learn or acquire skills.
- **Basic skill:** A skill classification.
- **Complex skill:** A skill classification.
- **Open skill:** A skill classification.
- **Closed skill:** A skill classification.
- **Self-paced skill:** A skill classification.
- **Externally paced skill:** A skill classification.
- **Gross skill:** A skill classification.
- **Fine skill:** A skill classification.
- **Performance goals:** Personal performance/no social comparison.
- **Outcome goals:** Winning/result.
- **SMART targets:** Specific, Measureable, Accepted, Realistic, Time bound goals.
- **Information processing model:** Stages include **Input** (information from the display senses, selective attention), **Decision making** (selection of appropriate response from memory, role of long/short term memory), **Output** (information sent to muscles to carry out response), and **Feedback** (received via self/others).
- **Visual guidance:** Guidance that you can see, for example a demonstration.
- **Verbal guidance:** Guidance that is provided by another person speaking to you.
- **Manual guidance:** Physically moving the performer.
- **Mechanical guidance:** Use of objects/aids.
- **Feedback:** Received via self (intrinsic) and/or others (extrinsic).
- **Positive feedback:** A type of feedback.

- **Negative feedback:** A type of feedback.
- **Knowledge of results:** Feedback about the outcome of the performance.
- **Knowledge of performance:** Feedback about the quality of performance, for example technique.
- **Extrinsic feedback:** Feedback about performance from an external source.
- **Intrinsic feedback:** Feedback from within the performer, for example information from the senses or muscles.
- **Arousal:** An excitement level. The correct level of arousal varies from skill to skill.
- **Inverted-U theory:** Describes the relationship between arousal level and performance level, where performance is low when under or over aroused, and optimal at a medium arousal level.
- **Stress management techniques:** Methods to control arousal, including **deep breathing**, **mental rehearsal/visualisation/imagery**, and **positive self-talk**.
- **Direct aggression:** Involves physical contact that is directly and deliberately inflicted harm upon their opponent.
- **Indirect aggression:** Does not involve physical contact.
- **Introvert:** Shy/quiet, thoughtful, enjoys being on their own, tends to play individual sports requiring concentration/precision and low arousal.
- **Extrovert:** Enjoys interaction with others/sociable/aroused by others, enthusiastic/talkative, prone to boredom when isolated, tends to play team sports with fast pace, low concentration, and gross skills.
- **Intrinsic motivation:** The drive that comes from within the performer – for pride/self-satisfaction/personal achievement.
- **Extrinsic motivation:** The drive experienced by a performer when striving to achieve a reward, which can be tangible (certificates/trophies, medals) or intangible (praise/feedback/applause).
- **Home-field advantage:** The psychological advantage that the home team has over the visiting team.

VI. Socio-Cultural Influences

- **Ethnic group:** A community made up of people who share a common cultural background.
- **Prejudice:** Preconceived opinion that is not based on reason or actual experience.
- **Leisure time:** The time we have when we are not working, for example duties at home or household duties. It has increased as a result of shorter working careers and increased life expectancy.
- **Disposable income:** Increased income available to be spent or saved as one wishes.
- **Inclusive:** Including everybody.
- **Commercialisation:** The process by which a new product or service is introduced into the general market.
- **Media:** The main ways that people communicate (television, radio, and newspapers) collectively.
- **Sponsorship:** Where a company pays money to a team or individual in return for advertising their goods.
- **Golden triangle:** The financial relationship between sport, sponsorship and media.
- **Social media:** Websites and applications that allow users to create and share content.
- **Marketability:** Able to be sold.
- **Technology:** A method that is developed to try to improve performance.
- **Hawkeye:** An optical ball-tracking device used as an aid to officiating in tennis and cricket.
- **Television Match Official (TMO):** Used in rugby union and rugby league to make decisions using replays of incidents.
- **Ice-baths:** Used to reduce temperature in muscles after activity to speed up recovery.

- **Oxygen (hypoxic) tents:** Tents that contain high oxygen concentrations to speed up recovery after injury. *Note: Source indicates these tents contain high oxygen, but their use for recovery often involves simulating low oxygen (altitude) to stimulate red blood cell production, which contradicts the source. Please independently verify this specific detail if needed.*
- **Hyperbaric chambers:** High pressure chambers that force oxygen into an injury to speed up recovery.
- **Etiquette:** The unwritten rules concerning player behaviour.
- **Sportsmanship:** Fair and generous behaviour or treatment of others, especially in a sporting contest.
- **Gamesmanship:** The art or practice of winning games by using dubious (though not strictly illegal) methods without actually cheating.
- **Contract to compete:** Agreeing to play by the rules, trying to win, but also allowing your opponent to play.

VII. Prohibited Substances and Methods

- **Stimulants:** Make athletes more alert and mask effects of fatigue.
- **Narcotic analgesics:** Painkillers that mask pain caused by injury or fatigue, which can make the injury worse.
- **Anabolic agents:** Drugs that help athletes to train harder and build muscle.
- **Peptide hormones (EPO):** Naturally occurring chemicals. EPO increases numbers of red blood cells and therefore improves oxygen delivery to muscles.
- **Diuretics:** Drugs that remove fluid from the body.
- **Blood doping:** Artificially increasing the number of red blood cells in the blood. It involves removing blood weeks before competition, freezing it, and re-injecting it just before competition to increase red blood cell count and oxygen delivery.
- **Viscosity:** How 'thick' a liquid is.
- **Embolism:** Blood clot.
- **Beta blockers:** Drugs taken to calm performers down by reducing the effects of adrenaline; they reduce heart rate, muscle tension, and blood pressure, improving fine control/preciseness. They should be prescribed by a medical professional.

VIII. Health, Fitness and Wellbeing

- **Social health and well-being:** Basic human needs are being met (food, shelter and clothing). The individual has friendship and support, some value in society, is socially active and has little stress in social circumstances.
- **Mental health and well-being:** The ability to meet/cope with the demands of the environment.
- **Physical health and well-being:** A 'feel-good' chemical released during exercise.
- **Well-being:** A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
- **Serotonin:** Involves physical, mental and social well-being. It is the dynamic process of the three parts that give people a sense of being comfortable, healthy and/or happy.
- **Sedentary:** Inactive, characterized by much sitting and little physical activity.
- **Lifestyle:** The way a person lives their life.
- **Obesity:** A term used to describe people with a large fat content caused by an imbalance of calories consumed to energy expenditure. BMI of over 30 or 20 per cent or more above ideal weight for height.
- **Somatotype:** A method of classifying body types.

- **Endomorph:** Body shape is like an 'O' or pear shaped. *Note: Source provides a conflicting definition as "An individual whose body shape is tall and thin." However, the description in "Rapid recall" on page 144 aligns with the common understanding of endomorphs as more rounded, which is also visually represented on page 143. For clarity, the definition from page 144 is prioritized here.*
- **Mesomorph:** An individual with a muscular appearance; thin waist, high muscle content, wedge shaped.
- **Ectomorph:** Tall, thin, low fat content.
- **Carbohydrate:** Food source that acts as the body's preferred energy source.
- **Fat:** Food source that provides energy at low intensities.
- **Protein:** Food source which is predominantly for growth and repair of body tissues.
- **Vitamins:** Organic substances that are required for many essential processes in the body.
- **Minerals:** Inorganic substances which assist the body with many of its functions.
- **Balanced diet:** Eating the right amount of energy expended/the right amount of calories/eating according to how much you exercise/different food types to provide suitable nutrients, vitamins and minerals.
- **Hydration:** Having enough water (water balance) to enable normal functioning of the body.
- **Rehydration:** Consuming water to restore hydration.
- **Dehydration:** Excessive loss of body water interrupting the function of the body.

Suggested Reading List

KS3

Know the Game: Complete skills: Rugby - 12 Mar 2015, by Simon Jones

Anything is Possible - 27 Oct, by Gareth Southgate

Bounce: The Myth of Talent and the Power of Practice - 1 April 2011, by Matthew Syed

How Champions Think: In Sports and in Life - 24 May 2016, by Dr Bob Rotella

KS4

AQA GCSE (9-1) PE Second Edition - 28 May 2021, by Ross Howitt and Mike Murray

GCSE Physical Education Complete Revision & Practice, by CGP

Anatomy and Physiology for Physical Education, by Kevin Wesson et al.

How Champions Think: In Sports and in Life - 24 May 2016, by Dr Bob Rotella

Sports Psychology: A Complete Introduction - 14 Jan 2016, by John Perry