

GCSE PE Topics

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Topic	Rationale	Knowledge acquisition <i>To know....</i> <i>...that (Declarative) how to (Procedural)</i>	Key Tier 3 vocabulary	Skills and enrichment
Component 4 Aim and Planning Analysis	The Aim and Planning Analysis section of the Personal Exercise Programme develops students' ability to apply their knowledge of physical training to an individual performer. Students learn to identify the physiological and fitness demands of a chosen sport, analyse performance using quantitative and qualitative data, and interpret fitness test results to identify strengths and areas for improvement. They will use this information to set a realistic performance aim, establish SMART targets, and justify appropriate methods and principles of training. Students also learn the importance of completing a PAR-Q to ensure safe participation. This topic develops analytical, decision-making and planning skills while preparing students to design an effective, evidence-based training programme. This rationale aligns closely with the purpose of this section of the Edexcel PEP and	To know that different sports have specific physiological and fitness requirements. To know how the physiological and fitness requirements relate to successful performance in a chosen sport. To know that performance can be analysed using quantitative and qualitative measures. To know how to analyse performance and identify strengths and areas for improvement. To know that a range of fitness tests can be used to assess the components of fitness required for a chosen sport. To know how to select and carry out appropriate fitness tests for a chosen activity. To know that fitness test results provide information about strengths and areas for development. To know how to analyse fitness test results to inform performance improvement. To know that an effective Personal Exercise Programme (PEP) requires a clear performance aim. To know how to construct an appropriate aim based on improving a component of fitness To know that SMART targets, training methods and principles of training should be used when designing a Personal Exercise Programme.	Physiological requirements, Body Composition, Cardiovascular endurance, muscular strength, flexibility, muscular endurance, power, coordination, reaction time, agility, balance, speed Data analysis, Normative data, Baseline, Strength, Area for improvement, Evaluation. Fitness test, Test protocol, Validity, Reliability, Normative data. Data analysis, Normative data, Baseline, Strength, Area for improvement, Evaluation. Performance Aim, Fitness Aim, Target SMART target, Specificity, Progressive overload, FITT	Skills Students will develop the skills needed to analyse performance and plan an effective Personal Exercise Programme (PEP). They will identify the physiological and fitness demands of a chosen sport, analyse strengths and areas for improvement using performance and fitness test data, and interpret results to inform planning. Students will construct a realistic performance aim, set appropriate SMART targets and justify the selection of suitable training methods and principles. They will also develop the ability to complete a PAR-Q, make evidence-based decisions and use specialist sporting terminology accurately when planning and justifying their exercise programme. Enrichment Students will enrich their learning by analysing elite performers and comparing their fitness demands with those of recreational athletes. They may use digital fitness technology, such as heart rate monitors or fitness tracking apps, to collect and interpret performance data. Opportunities include designing training programmes for different sports and performers, investigating current

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	complements the progression from theoretical knowledge to practical application across your GCSE PE curriculum.	<i>To know how</i> to justify the selection of SMART targets, training methods and training principles for a chosen performer. <i>To know that</i> a PAR-Q is used to assess readiness for physical activity before beginning a training programme. <i>To know how</i> to complete and interpret a PAR-Q to ensure safe participation in exercise.	principle, Training method, Principle of training, PAR-Q, Physical Activity Readiness Questionnaire, Screening	strength and conditioning practices, and evaluating real-world fitness testing protocols. Students may also explore careers in sports coaching, strength and conditioning, physiotherapy, sports therapy and performance analysis, helping them understand how planning, testing and performance evaluation are used in professional sport and health-related professions.
Carrying out and monitoring the PEP	The Carrying Out and Monitoring section of the Personal Exercise Programme develops students' ability to implement, monitor and adapt a training programme using evidence to improve performance. Students learn the importance of accurately recording training sessions and monitoring performance data to measure progress towards their goals. They will analyse training information, make justified adaptations to training intensity or methods, and evaluate the effectiveness of these changes. By comparing pre- and post-training fitness test	<i>To know that</i> training sessions should be accurately recorded throughout a Personal Exercise Programme. <i>To know how</i> to complete a training log using appropriate performance and training data. <i>To know that</i> monitoring training data helps measure progress and inform future training. <i>To know how</i> to monitor and interpret training data such as heart rate, repetitions, sets, work:rest ratios. <i>To know that</i> a Personal Exercise Programme should be adapted in response to progress and performance. <i>To know how</i> to modify training intensity, duration or methods and justify these changes. <i>To know that</i> comparing pre- and post-PEP fitness test results measures the effectiveness of a training programme.	Training log, Training record, Exercise intensity, Exercise duration Monitoring, Heart rate, Recovery heart rate, Work: rest ratio, Repetitions, Sets, Performance data. Adaptation, Progressive overload, Training intensity, Training duration Fitness test, Baseline data, Post-test data, Normative data, Progress, Evaluation, Performance improvement, Evidence.	Skills Students will develop the skills needed to implement, monitor and evaluate a Personal Exercise Programme (PEP). They will accurately record training sessions using appropriate training logs and performance data, including heart rate, repetitions, sets and work:rest ratios. Students will interpret training data to monitor progress, identify trends and make informed decisions about adapting their programme. They will compare pre- and post-training fitness test results, evaluate the effectiveness of their training methods and justify any changes made throughout the programme. Students will develop analytical, reflective and evaluative skills while using specialist terminology to support evidence-based judgements.

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	results, students develop analytical and evaluative skills while understanding how continuous monitoring supports performance improvement. This topic promotes reflective practice, informed decision-making and the ability to use evidence to improve future training programmes.	<i>To know how</i> to analyse fitness test data to explain changes in fitness and performance.		Enrichment Students will enrich their learning by using fitness technology, such as heart rate monitors, GPS trackers and fitness apps, to collect and analyse performance data. They may compare their training programme with those used by elite athletes and investigate how coaches monitor athlete development using performance analytics. Opportunities include evaluating different methods of tracking progress, exploring sports science techniques used in professional sport and reflecting on how evidence informs training decisions. Students may also investigate careers in performance analysis, strength and conditioning, sports coaching and exercise physiology, developing an understanding of how monitoring and evaluation are applied in high-performance sport.
Evaluation of PEP	The Evaluation of the Personal Exercise Programme (PEP) develops students' ability to critically assess the effectiveness of their training programme using evidence from fitness testing and performance data. Students learn to compare baseline,	<i>To know that</i> comparing pre-, during and post-PEP fitness test results measures the effectiveness of a Personal Exercise Programme.	Baseline data, Mid-PEP data, Post-PEP data, Fitness test, Comparison, Progress, Performance.	Skills Students will develop the skills needed to critically evaluate the effectiveness of a Personal Exercise Programme (PEP). They will compare baseline, mid-programme and post-programme fitness data to identify changes in performance and fitness. Students will analyse and interpret evidence using graphs, charts
		<i>To know how</i> to compare fitness test data to identify changes in performance. <i>To know that</i> performance data can be analysed to explain improvements or lack of improvement in fitness and performance.	Analysis, Evaluation, Performance data, Evidence,	

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	mid-programme and post-programme results to identify changes in fitness and performance. They will analyse and present data using appropriate graphical and statistical methods, justify improvements or limitations with evidence, and make informed recommendations for future development. This section strengthens analytical, evaluative and reflective skills while encouraging students to make evidence-based decisions. It reinforces the importance of continuous monitoring and evaluation in improving performance, health and lifelong participation in physical activity.	<i>To know how</i> to analyse and justify changes in performance using evidence from fitness testing and training records.	Justification, Improvement, Limitation.	and tables, drawing justified conclusions from the data collected. They will evaluate the success of their training programme, identify strengths and limitations, and explain factors that influenced the outcomes. Students will also develop their ability to make evidence-based recommendations for future improvements, using specialist terminology accurately to communicate their analysis and evaluation. Enrichment Students will enrich their learning by exploring how performance data is collected and evaluated in elite sport. They may use digital tools such as spreadsheets, fitness apps and wearable technology to present and interpret training data. Opportunities include comparing their results with normative or elite performance data, evaluating professional athlete training programmes and investigating how sports scientists use data to improve performance. Students may also research careers in performance analysis, sports science, data analytics and strength and conditioning, gaining an understanding of how evidence-based evaluation supports continuous improvement in both sport and health-related professions.
		<i>To know that</i> graphs, charts, tables and diagrams can be used to present and support performance analysis.	Graph, Chart, Table, Diagram, Data presentation, Trend, Interpretation.	
		<i>To know how</i> to present and interpret data effectively to support an evaluation of a Personal Exercise Programme.		
		<i>To know that</i> evaluating a Personal Exercise Programme identifies its strengths, limitations and areas for future improvement. <i>To know how</i> to evaluate the effectiveness of a Personal Exercise Programme and recommend strategies to further improve fitness and performance.	Evaluation, Recommendation, Effectiveness, Strategy, Optimisation, Performance improvement, Reflection, Future planning.	

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