Physical Education's Role in Harmony: Integrating Sports and Culture for Inclusive Social Bonds

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Abstract

PE provides a potential source of harmony that can serve as the basis for the connection between sport and culture in the PE curriculum, fostering social relationships. Besides studying movement, PE practitioners can incorporate sports and other physical activities to help learners gain knowledge and appreciation of culture, identity, and community at local, national, and global levels. Focusing on the links between culture and sport, they regard including all learners in PE as the most important because physical activity is vital for the health, well-being, and personal development of young people. To attract a diverse range of learners and ensure all students feel involved in the learning process, selecting the most effective curricular and pedagogical techniques is essential. The research agenda that follows this initiative centres on five interconnected areas of sport and society throughout history: promoting inclusive PE, program and implementation design, and empirically supported case studies. Discussing issues within the context of Physical Education (PE) is crucial for establishing cohesive PE settings that integrate and enhance sport-culture-social interactions.

Keywords: Physical Education, Social Harmony, Cultural Integration, Inclusive Practices, Social Cohesion, Cultural Competence, Pedagogical Models.

1. Introduction

The exclusion of many individuals worldwide from any sport is a phenomenon still experienced today, with disabled people, women, and girls facing extremely high obstacles to participation (Aasland & Engelsrud, 2021). The level of participation is likely to decline due to mostly cognitive and non-inclusive teaching strategies used by educators, which also limit opportunities for greater participation and social inclusion (Fu & Zhu, 2022). Barriers to entering sports may have long-term effects on an individual's well-being, especially during the initial stages of

sporting experience. Such obstacles can also influence whether PE practice in multicultural and diverse settings becomes accessible, relevant, and attractive.

The elements of complementary culture and pedagogies in the current sports framework can foster their maximisation, relevance, and inclusion. Within PE, the competence to work with complex, pluralistic, and dynamic social systemic inequalities is mentioned according to cultural competence. This cultural language may serve as a medium through which culturally homogeneous sporting occasions can be contemplated and confronted, teamwork can be enhanced, and individual and collective success can be shared when applied to culturally sustaining pedagogies. The aim of culturally sustaining pedagogies is to promote the continuity and survival of each student's cultural identity and that of their community. Additionally, the principle of dynamic identity benefits all students by providing them with an opportunity to engage in collective sports activities.

2. Theoretical Framework

Sport offers an opportunity to foster social inclusion and cohesion through collective activity. Recognising the concept of social cohesion is therefore vital for effectively integrating sport and culture into Physical Education. While there are various definitions of social cohesion, they all emphasise the importance of regular connections among members of a society. In Behavioural Dynamics of Collective Action, V. S. O. J. Weffort and T. E. Hartig examine key contemporary literature and demonstrate how shared values, culture, and identity serve as common bonds that promote collective understanding and action within social groups. They classify the relevant mechanisms into three interconnected areas: communication, trust, and participatory infrastructures. Physical Education, in turn, plays a vital role in bringing learners together. Majoritarians are called that because, like everyone else at school, they participate in various Physical Education activities. (Kohe, 2015)

In a world interconnected at the global level, culture has become a fundamental concept. A widely accepted definition of culture is a way of living that incorporates beliefs, values, rites, and practices. Through these attributes, groups of people sustainably meet and fulfil the basic needs of their lives. The concept extends beyond humanity, as it interacts with nature, covers social relations, and encompasses ancestry, history, religion, and technology. Collective cohesion, fair participation, and sustainability are current trends in social integration. Therefore, cultural

competence has emerged as a broad, interdisciplinary concept related to the collective ability to thrive in multicultural environments. In today's diverse classrooms, emphasising self-concept, which includes beneficial yet often-overlooked aspects of cultural heritage, and reaffirming identity and culture are essential. Through cultural reflection, students actively analyse their views, outlooks, practices, and rituals, then realign, reorient, and reshape them.

2.1. Social Cohesion and Collective Efficacy

Social cohesion is a broad, often ambiguous concept that encompasses social capital and relationships, including feelings of belonging, social support, and access to resources (Moustakas, 2022). It involves building social bonds, making new friends, reciprocating feelings, and engaging in interactions across different social groups. In Physical Education, social cohesion consists of activities, processes, mechanisms, and interactions that foster a sense of belonging, participation, engagement, group formation, collaborative learning, knowledge sharing, and appreciation of diversity.

During physical activities, many students play with others, but some do not interact with the teacher or peers. Collective efficacy refers to a group's shared belief in the abilities of its members to perform the actions necessary for achieving common goals. In physical education (PE), this is called the group's capacity to reach set objectives. Conversely, the group's ability to develop and implement shared agreements is known as collective-action capacity. Students establish common expectations with peers at both individual and group levels.

2.2. Cultural Competence in Physical Education

PE has the means to promote harmony through culturally inclusive practices. Culturally responsive physical education (PE) can help overcome cultural differences and enhance social relationships in diverse learning settings. Culturally responsive PE improves students' cultural competence and agency by fostering the expression of their identities. (Aasland & Engelsrud, 2021). Despite the difficulties they face, teachers can still pursue innovation in pedagogical strategies, program models, and community-based programs to help create an inclusive environment. There are strains over stereotyping, resource allocation, and conformity to a policy framework.

3. Historical and Contemporary Perspectives on Sport and Society

PE can foster harmony through culturally inclusive practices. Culturally responsive physical education (PE) can

help address cultural disparities and enhance social relationships across different learning settings. Culturally responsive PE enhances students' cultural competence and agency by enabling them to reveal their cultural identities. (Aasland & Engelsrud, 2021). Teachers can still be creative with pedagogical solutions, programming, and community-based initiatives to address the challenges they face and support an inclusive environment. Tensions are connected to aspects of stereotyping, resource distribution, and compliance with policy frameworks.

PE can use its resources to foster harmony through culturally inclusive processes. Culturally responsive physical education (PE) can help overcome cultural differences and enhance social interactions in heterogeneous learning environments. Culturally responsive PE enhances students' cultural competence and agency by enabling them to explore their identities. (Aasland & Engelsrud, 2021). The teacher can still be innovative in pedagogical practices, program models, and community-based projects to foster an inclusive environment, even while facing challenges. The interactions are associated with stereotyping, resource distribution, and policy compliance.

3.1. Global Traditions of Sport and Community

The sporting history is long. It has been a vital part of human society worldwide, even when it was not a modern subject in school. Sports among children in communities contributed to the heritage and significant elements of life in early Australia. The relationship between community and sport is clear, as community sport is one of the major informal activities among Australia's diverse population. Sporting activities are also very popular in most parts of the world, particularly in cultures that embrace them. Moreover, the Australian Human Rights Commission (2010) opines that sport offers intangible benefits, such as social connectedness and community cohesion, that do not depend on participants' cultural backgrounds. Schneider (2015) remarks that sporting traditions worldwide have a cultural element; when incorporated into the educational process, this aspect may foster spiritual identity through cultural or historical background, thereby strengthening community unity. The employment of cultural competencies, such as linguistic and sporting practices, among others, is an encouraging trend in Australian Physical Education. Inclusive physical education practices are needed in order to cater to a more diverse student body. Nevertheless, there is still the problem of low representation of the minority cultures, as students tend to want to

express and show their cultural backgrounds.

3.2. Modern Diverse Classrooms and Inclusive Practice

A diverse classroom composition fosters social inclusion, while physical education (PE) builds social bonds. The situation is serious; schools have become increasingly multicultural, yet traditional PE methods have become less relevant, leading to loneliness and disengagement in diverse groups and unattended minorities. The basic idea is that PE can enhance social inclusion, belonging, and connectedness through sport and culture. Social inclusion refers to the process of improving the conditions under which different people, especially disadvantaged groups, participate in society. To be included in society, people need access to services such as education and employment. (Patey, 2017)

Three concepts help strengthen the integration of sports and culture. Students' different cultural backgrounds are valuable resources for physical learning. Culturally sustaining pedagogies view activity as an asset and make cultural connections between physical activity and a student's cultural experiences, histories, and identities. Adapting culturally sustaining approaches to community contexts involves leveraging students' out-of-school assets. A second important factor

is student engagement. Culturally responsive pedagogies emphasise a dimension of responsiveness that incorporates students' cultural knowledge and experiences into learning. Culturally sustaining pedagogies extend this dimension by highlighting students' co-construction of culturally relevant and sustaining learning for their empowerment. The third objective of PE is to ensure lifelong practice of physical activity. Culturally responsive and sustaining pedagogies consider recognition and deep understanding of culture essential to knowledge of identities, agency, and attachments to activities. Students are more likely to want to pursue activities outside the classroom if they involve literacies grounded in their rich and complex cultural histories.

4. Pedagogical Models for Inclusive PE

The rapid social change worldwide and globalisation have required greater cultural adaptation in school curricula than ever before. Through games and sports, PE helps students bond with one another at school. Simultaneously focusing on culture fosters connection, community, and a sense of belonging (Baker, 2016). Culture gives members of a society a sense of identity, along with cultural symbols and narratives that provide meaning to life (Luis Álvarez-Sánchez et al., 2024).

A model that promotes collaborative learning through movement or physical activity emphasises inclusivity, the potential to expand students' contributions, the reinforcement of social bonds, and the development of a sense of community. Students assume different roles in small groups to support focused learning, pursue common goals, create enjoyable experiences, and encourage participation in sports both in and outside of school. Altering traditional groupings, such as pairing multilingual learners with students from different language backgrounds, helps students learn a variety of languages while also supporting the acquisition of English.

Culturally sustaining pedagogy can also connect an individual's physical education (PE) and personal cultures, serve as an asset-based pedagogy, and incorporate culturally diverse students and cultures into programs. The rich, complex, and powerful language of culture should be a key theme in PE to teach students about what culture means. Adapted physical education and universal design for learning promote equal participation and access by clarifying what accessibility entails throughout the curriculum, personalising assessment options, and incorporating movement or art-based assessments alongside traditional written or oral methods.

4.1. Collaborative Learning in Physical Activity

In collaborative learning, students as group members achieve shared learning goals. Characterised by small, varied workgroups; collective work rather than individual tasks; peer interactions; negotiated rules in the classroom; and the formation of various groups and their regulation (Bensikaddour et al, 2015). Through C-P-A (Content, Process, and Affect), the learners take on roles across the three dimensions, that is, tasks, knowledge, and feelings (Kirk, 2018). Groups set task objectives (the 'what'), clarify relevant content to guide work (the 'how'), and discuss interpersonal aspects (the 'sense') to fulfil individual and collective requirements while remaining in contact across PE settings. In activities and sports teams, students plan and host an agreed-upon large-scale event to compete against other teams in their chosen sports. Collective games create opportunities for students to share complementary thoughts (or learn from others), accommodate individual capacities, and play in ways that address the three dimensions.

Collaborative integration with C-P-A (Content, Process, and Affect) offers learners the chance to speak in their cultural languages about sports, physical activity, and other topics. They also share how PE and related issues are meaningful to them and their

community. Opportunities to express these views during lessons are provided. PE educators gradually build participation while co-creating meaningful conversations that connect, exist across, and expand cultures at school and within society. By doing this, PE educators aim to foster cultural renewal and sustainability while promoting a culturally rich yet inclusive focus on Movement Games and Olympism through collaborative efforts in Activity-Based Physical Education.

4.2. Culturally Sustaining Pedagogy in PE

Sports and educational institutions face different challenges within their disciplines. In some lessons across multiple classes, after group movements and ball- or hand-based activities, the teacher may suggest working on a movement task together or on combined games. The goal of this activity is to see if students can form well-mixed working groups. Students will be randomly assigned to groups based on their professional, cultural, gender, and language backgrounds. It will be observed whether this collaborative work takes place. An additional way to enhance elementary student-teacher collaboration through physical activity is when students reach a higher level in group discussions and collective decision-making regarding sharing tasks, roles, or their agreed-upon objectives. The question is whether the group consistently revisits and adjusts its dynamics and if each session concludes with an agreed joint goal (Aasland & Engelsrud, 2021). Such opportunities help foster better rights, belonging, play, sharing, leadership, and collective learning. In conclusion, the processes of collective action in Physical Education and Physical Activity influence how unified the community becomes through more inclusive and widespread participation. (B. Robinson et al., 2013)

Sustaining connections, resilience, and unity between home cultures and multilingual practices through sports and Physical Education is therefore essential (Fu & Zhu, 2022). Language and cultural influences in sports settings are still worth exploring and are often overlooked. However, it is within sports environments that many students genuinely consider their sense of belonging and identity (the outdated inside-outside dilemma). Social connectedness is frequently highlighted alongside school subjects and curricula. However, the voices of students, both inside and outside education, are typically ignored in practice. Generally, students are more eager to engage with sports, Physical Activity, and Physical Education-related topics, themes, and school-specific student information.

4.3. Adapted Physical Education and Universal Design for Learning

Adapted physical education (APE) is the process of involving all learners in meaningful physical activity. APE is aimed at meeting students' various physical, cognitive, and social needs (Kennedy, 2014). Principles of Universal Design for Learning (UDL) closely align with Inclusive Physical Activity (IPA), which encourages equal participation through access to and the provision of flexible and adaptable environments. IPA will promote physical activity and help participants enhance their talents, alleviate stress, and foster interpersonal connections. The inclusion of UDL in APE can also enable teachers to offer equal resources, joint-use practices, intergenerational recreation, and community service opportunities to youth. An APE-centred UDL framework provides five considerations to make the physical activity process inclusive and equitable (Powers, 2014). First, the environmental, materials, and instruments used in activity settings need to encourage as wide a range of abilities, skills, and attitudes as possible so that all students can engage in meaningful, purposeful collaborative learning. Besides, it is necessary to incorporate assessment modalities such as group activities, peer-to-peer interactions, project-based learning, and computer-networked physical activities, rather than only individual or paper-and-pencil tasks. The variety of cultural expressions and different collaborative practices is necessary to involve learners in real-life situations. The objective of shared content is achieved through several approaches that broaden students' experience beyond the individual level. The environment must also provide alternatives for evaluating, measuring, or discussing community problems or solutions. Lastly, the materials used in activities must involve stories, artistry and language usage, which will allow students and groups to contribute more to group learning and knowledge building.

5. Program Design and Implementation

The curriculum design should align with the community's cultural values as expressed through student voice. Connection to youth's lives: the learning tasks are intended to create links between physical education and students' collaborative learning on sustainable development and well-being (Dawn, 2005). The most effective way to engage with local traditions, culture, and influencers is through youth movements or community-based sports programs (Fu & Zhu, 2022). It is essential to involve more people and improve the quality of life to ensure the world becomes socially sustainable. The curriculum should also promote culture-based PE learning. We should focus on how engagement and progress are encouraged to prevent the reinforcement of inequalities based on

gender, minority cultures, or other student traits.

Program design should also be guided by assessment, feedback, and equitable participation. The traditions of PE are so deeply rooted that they are often taken for granted. Making assessment practices transparent can involve using clear, shared rubrics that specify what is being evaluated and explain the reasons for the judgments. Another option is formative assessment, where students are encouraged to learn as they go and are guided toward desired outcomes through feedback. Puerto Rico's schools have been unable to provide Physical Education (PE) for over a decade due to a hurricane, an earthquake, and a pandemic. Now, thanks to a community-and-people-partner initiative, PE is beginning to reopen in various communities.

Multiple community profiles and cultural orientations within and beyond the school influence shared roles among civil society partners. Organisational arrangements also vary; some groups lead and follow PE, others actively support, and some restrict input to non-curricular areas, such as socio-emotional support. As a result, each partnership becomes a dynamic agreement shaped by the context and interests of each colleague and organisation. Shared materials, resources, and information are exchanged to raise awareness and ensure the sustainability of lessons and programs. The target audience includes children aged 2-18, both within and outside PE classes, who experience different modes of PE education. A diverse PE pedagogical approach accommodates various student cultural orientations. Multiple settings, such as homes, neighbourhoods, social centres, schools, and recreational areas, represent different contexts where physical activity occurs.

5.1. Curriculum Alignment with Cultural Values

Although Physical Education (PE) is an essential part of human development and community integration, it is gradually shifting from socio-cultural requirements and beliefs towards individualism. This shift is less suitable due to conflicts between social and individual interests, as well as cultural and personal influences, which affect curriculum planning and student involvement. Tourists exhibit various cultural symbols and signs that impact host nations in different ways. When individuals are disconnected from their beliefs or culture, they tend to convey shallow, fleeting, or even destructive messages. A sense of belonging, engagement, and shared beliefs in a community or group foster authentic cycles of sporting and cultural life, strengthen self-identity through feedback, and promote a sense of

ownership through shared responsibility to culture. Humanity's existence, development, and survival depend on a co-dependent culture. On one hand, the presence of shared cultural beliefs in physical education provides an inclusive, meaningful, reflective, and participatory relevance. This cultural foundation helps PE transcend being just a collective sporting activity and develop a culture of sports. In turn, sports culture as a core part of the curriculum offers support and hope for a better balance between subjective-material and individual-collective development. Therefore, PE issues can be addressed, student participation can be increased, and community relationships can be strengthened by implementing a PE curriculum that reflects the community's cultural beliefs, incorporates various motor activities, includes humanistic-historical records and feedback, and considers the life cycle (Dawn, 2005; Luis Alvarez Feliciano, 2019).

5.2. Assessment, Feedback, and Equity in Participation

Assessment practices in Physical Education ensure the safety of teaching methods and promote inclusive opportunities, though bias can develop in assessment criteria. Clear rubrics for fitness and skill can clarify requirements and indicate flexibility in participation, while teacher feedback can focus on effort and development rather than just

assignments and conformity (Manuel López-Pastor et al., 2013). Community engagement additionally allows for adjustments based on context (Aasland & Engelsrud, 2021).

Assessment types are categorised into three groups: prior experiences, pathways within a community, and existing learning from other classes. Alternative and descriptive metrics support formative assessment. Connecting to pathways and processes helps students clearly articulate learning goals, while activities from cultures students already know, such as demonstrating body movement to others, enhance engagement. Focusing on culturally relevant, sustaining, and situated frameworks encourages students to develop well-rounded, thoughtful responses.

5.3. Community Engagement and Partnerships

School-based and community-engaged models enhance the effectiveness of Physical Education (PE) programs by connecting teaching methods to student and community voices. The University of Western Ontario's LiFEsports Initiative serves as an example of a university-community partnership rooted in service-learning principles. The partnership between LiFEsports involves collaboration among sports, health, and education in community sports

programming aimed at at-risk youth (CLEAN C FOR CLARITY). Student teachers develop curricula related to Physical Education and run workshops for youth at the YMCA and other community locations. Involving students in planning and evaluation processes strengthens pre-service teachers' professional, pedagogical, and personal growth (Magier et al., 2019).

In Ontario, the Sport Education framework provides school-based PE that connects to community Sport for Life initiatives that support youth development through activity. Promoting roles and shared leadership has allowed teachers to create opportunities for participation outside the classroom, thereby fostering lifelong involvement in various physical activities (Dawn, 2005). Sports programs for youth must consider the broader community's interests in inclusion, safety, wellness, equity, and access. Schools celebrate girls' participation, everyone is entitled to play, and awards for the least sporty. The newly released Guidelines for Healthy School Communities, the Healthy Active Living Framework for Schools, and the Playground Standards for Schools are "driven by youth voice".

6. Case Studies and Empirical Evidence

School-based programs offer fairer chances for cultural involvement. A school-based initiative in BAME-majority secondary schools in the United Kingdom featured the following design elements: planning was student-led, cultural contexts were explored from local to global levels, and diverse community voices were included. Implementation involved gathering initial data on students' cultural engagement, guiding staff's professional development choices, and emphasising student voice (Bryant et al., 2015). Participatory analysis involved students exploring their cultural identities, assessing local community activities, using reflective practices, and creating pedagogical resources for staff. Results showed increased student cultural engagement and cultural integration in class activities. Moving toward broader community-level cultural integration, students mapped diverse activities across cultures, languages, and generations relevant to their area. Student-led professional development further promoted peer-to-peer teaching. Another initiative focused on PE inclusion involving several departments of the local government's public health service in the United Kingdom. Young people co-designed monthly sports and physical activity sessions tailored to their preferences, supported by multi-agency partnerships, which also reported wider multi-agency collaborations and peer-to-peer marketing that encouraged attendance at future sessions (Aasland &

Engelsrud, 2021). The initiative reached youth groups that were otherwise hard to engage and non-inclusive local communities. Evaluation showed positive progress, with plans for future activities and a readiness to experiment among participants. Community sport outreach initiatives delivered by public-sector agencies and voluntary non-profits aim to promote long-term youth engagement. Messages shared with youth often emphasise values aligned with broader national strategies for personal development; however, information about specific surveys that clarify engagement goals among national and local service providers remains limited.

6.1. School-Based Initiatives

Sports and physical education (PE) aim to improve students' physical health, fitness, and knowledge. This is achieved through organised learning that involves teaching sports in socially and culturally appropriate settings, where cultural norms and play regulations are integrated with the sporting culture. This approach links cognition, culture, and practice, promoting understanding rather than rote memorisation in physical education.

Two hybrid approaches to sports education were implemented in schools in downstate New York and New Jersey. Training in Asian sports was presented as lessons selected by Asian students based on their cultural backgrounds: one targeted middle school students, and the other aimed at older high school students. The focus was primarily on cultural representation through Korean handball, an officially recognised Asian sport that provides feedback.

The two initiatives aligned with culturally responsive teaching and were supported by sports learning (Dawn, 2005). The Korean handball training included an introduction to the game, its history and cultural significance; formal exploration; benefits; rules; injury prevention; basic skills; demonstrations; setup and preparation; group activities; and resource use. Other cultural considerations included the language used during feedback sessions and open discussions of social issues conducted in a sports context. Improving the course required active participation, so the teaching style was adapted to prioritise student engagement and foster inclusiveness among peers.

6.2. Community Sports Programs

Sports promote connectivity and foster identity, serving as a vital component amidst increasing social isolation. Community sport programs can help newcomers adapt to their environment and integrate into society (A. Rich et al., 2015). According to Luis Álvarez Feliciano (2019), 'Sport and Health for

All' is a program that motivates schools and private entities on the island to implement participatory community sports initiatives. By participating in the program's activities, students can enhance their physical fitness and personality. Additionally, the inculcation of commitment, discipline, respect, and fair play is reinforced through such activities. The Olympic Education Program, which is related to the Olympic Values Education Program, is designed to aid the integration of pupils from different cultures; it is offered to schoolchildren. Community sports programs can connect participants in school-based sport programs to community clubs and promote physical activity through school-community links (Eime & Payne, 2009).

7. Challenges, Ethics, and Policy Implications

Through the culture of sport, traditions, and rituals, Physical Education acts as a bridge between communities. The subject of physical education can serve as a cultural link to strengthen social bonds of inclusion.

Many students experience PE as a setting where they feel marginalised and unnoticed. Achieving social inclusion is impossible when identities are disempowered. When children and young people are included, they gain opportunities that help them stay engaged in school, the community, and society longer. Inclusive practices that are culturally meaningful for all identities promote participation from diverse groups and reduce normative pressures toward a single identity. The practice domain of PE has been developed by professionals exploring how cultural relevance can support inclusion. When students engage with cultures and consider how they are formed and relate to others, they foster spaces for collective identity building and reflection on their own identities. This approach levels their connection to sport and creates opportunities to shift normative pressures from a singular identity to a plural one, and from cultural-spatial exclusion to inclusivity.

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Most programs whose main purpose is to increase girls' physical activity use similar funding mechanisms, though their names and structures vary. The third important issue to be considered in PE and sport programs in migrant and refugee contexts is to secure equipment, transport, and facilities. These institutions are not sensitised only to PE

and sport. The issues of how to address the challenges of integrating such aspects and of systematically studying their interrelatedness have become a current and topical task. All the challenges discussed are not in isolation; they manifest simultaneously and complement one another. Schools often put greater emphasis on physical activity than on protection in the expressive and cultural aspects. Its main concern is usually to protect the participants against harm.

7.1. Navigating Stereotypes and Bias in PE

Prejudice in physical education (PE) exists at all levels and significantly affects participation, self-efficacy, and performance. To break the cycle, teachers first need to recognise it. Often, physical activity is seen as somewhere between difficult and easy, cheap and expensive, moral and immoral. However, PE teachers often select activities without a thorough understanding of stereotypes and biases, the theories that underpin them, or the exact position of their practices along this continuum. These factors influence whether the choices will reinforce or reduce stereotypes and prejudice, and whether they will foster connection with students. Teachers need to recognise biased perspectives and communicate this to students. Pedagogical practices relevant to

education have a role in current systems but require further exploration.

Physical Education plays an essential role in values education and identity formation, but this is often done through prevailing gender-directed practices and stereotypes. The way teachers view students through different stereotypes and act in ways that conflict with those stereotypes, unintentionally leads students to adopt stereotyped behaviours. Students with abilities who do not conform to what is displayed or to the established forms that have been performed face bias and stereotypes. Choosing activities that reflect students' realities positively influences learning, experience, and engagement (Aasland & Engelsrud, 2021).

7.2. Resource Allocation and Accessibility

Despite a range of policies aimed at improving inclusion across educational systems and sectors, funding for physical education has not been allocated equally. There have been cases of increased funding for these areas, such as the introduction of the dedicated sports premium. However, these decisions have not always been made consistently. This variation is evident in the availability of appropriate equipment to support cultural representation, the quality of facilities like swimming pools, and the ability to recruit staff with the necessary expertise in culturally relevant physical activity. Each of these aspects influences the opportunities available within a PE curriculum (Patey, 2017).

7.3. Policy Frameworks for Inclusive Practice

Countries around the world have generic policies that support inclusive education (Patey, 2017). The legal framework for physical education (PE) exists at the national, regional, and school levels, but not all include provisions for culture. Contemporary demographic changes and a heightened emphasis on social cohesion highlight the importance of considering students' cultural backgrounds. Although many stakeholders support this, only modest progress has been made. A more systematic examination of how existing frameworks engage with PE's pedagogical potential to foster social bonds through sport and culture would enhance the debate.

8. Future Directions and Research Agendas

Emerging research agendas should address the languages, knowledges, and cultural contexts that exert particular influence over learning; determine how culturally relevant, student-centred pedagogies might activate existing and broader cultural repertoires; and seek to understand how young peoples' engagement with embodied culture and

physical activity intersects with the influence of other social contexts and broader social structures on identity (Kirk & Haerens, 2014). Emphasising all forms of culture, including languages, distinctively cultural knowledges, or specific forms of creative and embodied activity, inquiry should analyse how the language of culture can be linked to the physical, with further attention to the ontological nature of these connections. In Physical Education (PE), research must emphasise language or community and linguistic features seen as particularly significant by students, collective creativity around movement-based practices established by students beyond school, and the interrelationship between development of cultural knowledge, the use of public languages, and demonstration of expertise via casting off the local dialect (Kohe, 2015). Identifying how schools and teachers might engage positively with cultural practices and sustenance outside the school milieu, broadening attention to student voices in curriculum design, and investigating PE or movement-based aspects of representation constitute further areas of pedagogical and epistemological research.

9. Conclusion

Knowledge about cultural diversities is gaining importance, but Physical Education remains on the margins of academic activity. Nonetheless,

recreational activities have the potential to build positive connections across nations, foster collaboration among societies, and promote peace worldwide (C. Schneider, 2015). Cooperation is essential in all levels of sport; furthermore, participation in sport encourages cultural tolerance. It is acceptable for individuals to differ from each other as long as the common good is not harmed. While cultural differences influence the sporting sphere, they can also serve as a positive force for finding common ground. Therefore, Physical Education plays a vital role in fostering global unity through cultural and sporting interaction; however, integrating cultural education into Physical Education is often overlooked. To achieve meaningful cultural interaction, minority students should be supported in representing their own cultures in PE. Nonetheless, educational contexts still pose many challenges for teachers and students. Barriers related to curricula, assessment, and community engagement hinder the integration of sport and culture in PE practice, and aligning PE with opportunities to reflect on cultural differences and shared contributions to a larger community provides a promising way forward to address this (Kohe, 2015).

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