



storyybrook

PE Curriculum Intent, Implementation and Impact Statement





Understanding Physical Education in an SEMH Context

At Storybrook, we recognise that many pupils arrive with interrupted experiences of physical activity, low confidence, difficulties with emotional regulation, sensory processing differences, co-ordination challenges or negative experiences of participation in sport. Physical Education therefore plays a vital role in supporting both physical development and social, emotional and mental wellbeing.

Our PE curriculum provides a safe, predictable and supportive environment where pupils can experience success, develop resilience, build positive relationships and strengthen their confidence as learners. Through carefully structured opportunities to move, play, compete, cooperate and challenge themselves, pupils learn to regulate emotions, manage risk, persevere through difficulty and develop a positive sense of self.

Our Approach to Physical Education at Storybrook

At Storybrook, we believe that Physical Education is far more than the development of sporting skills. As a specialist SEMH school, we recognise the powerful role that movement, play and physical activity have in supporting emotional regulation, wellbeing, confidence and readiness to learn.

Many of our pupils arrive with experiences of anxiety, low self-esteem, difficulties with emotional regulation, interrupted engagement in physical activity or limited confidence in their own abilities. Through a safe, nurturing and predictable environment, our PE curriculum provides opportunities for every child to experience success, develop resilience and build positive relationships with others.

Our approach is rooted in the core values that underpin all aspects of life at Storybrook:

- Behaviour is communication.
- Relationships are central.
- All practice is trauma-informed.
- Safety, belonging and trust come first.

These principles shape every PE lesson, enabling pupils to feel secure enough to take risks, challenge themselves, learn from mistakes and celebrate achievement.

Through our relational approach, pupils learn to work collaboratively, communicate effectively, manage competition positively and develop increasing independence. Physical activity also provides valuable opportunities for pupils to develop self-awareness, emotional regulation and confidence, supporting both their personal development and their wider success across the curriculum.

Regulation and Wellbeing

We recognise the important role that movement and physical activity play in supporting emotional regulation, concentration, wellbeing and readiness to learn. Through PE, active play and physical activity, pupils develop greater awareness of





their bodies, emotions and responses, enabling them to become increasingly independent in managing their own wellbeing. Positive experiences of physical activity also support attendance, engagement and pupils' sense of belonging within the school community.

Our approach reflects the Storyybrook framework of:

Regulate → Relate → Repair → Reflect

By supporting pupils to regulate their emotions, build positive relationships, learn from experiences and reflect on their progress, PE becomes an important vehicle for developing happy, healthy and confident learners who are prepared for the next stage of their education and for life beyond school.

Intent

At Storyybrook, we recognise the importance of Physical Education in developing the whole child - physically, socially, emotionally and mentally. We want every child to leave our school with a lifelong love of being active and the confidence to make healthy lifestyle choices, and the knowledge, confidence and motivation to make informed decisions about healthy, active lifestyles.

Our PE curriculum, delivered through the *Get Set 4 PE* scheme from Year 1 to Year 6, is designed to:

- Inspire all children to succeed and excel in competitive sport and other physically demanding activities.
- Provide opportunities for children to become physically confident in a way which supports their health and fitness.
- Offer chances to compete in sport and other activities that build character and help embed values such as fairness, respect and resilience.
- Ensure inclusivity, enabling every child to participate, progress and succeed, regardless of their starting point or individual need.
- Promote collaboration, co-operation and independence, fostering transferable skills that prepare children for life in 21st Century Britain.

We aim for all pupils to leave Storyybrook with the skills, knowledge and self-belief to remain active and engaged in physical activity beyond primary school.

We recognise that many pupils may have experienced barriers to participation in physical activity prior to joining Storyybrook. Through the development of physical literacy, we aim to build pupils' confidence, competence, motivation and enjoyment in movement. By creating opportunities for success, challenge and achievement, pupils develop positive relationships with physical activity that support their physical health, emotional wellbeing and readiness to engage in learning.

Implementation





- **Curriculum Design:** We follow the progressive and coherently planned *Get Set 4 PE* scheme, ensuring clear coverage of the National Curriculum from Year 1 to Year 6. Lessons build on prior learning, develop fundamental movement skills and introduce children to a broad range of sports and activities.
- **Quality First Teaching:** Lessons are inclusive, engaging and tailored to meet the needs of all learners through adaptive approaches. Children are encouraged to take risks, challenge themselves and celebrate success.
- **Whole Child Development:** Lessons embed social and emotional development, such as teamwork, communication, resilience and leadership, alongside physical skills.
- **Competition and Enrichment:** Pupils are given opportunities to participate in intra- and inter-school competitions, festivals and sports clubs, raising aspirations and developing sportsmanship.
- **Cross-Curricular Links:** Healthy lifestyles, physical wellbeing, emotional wellbeing and self-regulation are reinforced through PSHE, RSHE, Science and wider curriculum opportunities. Pupils are supported to understand the connections between physical activity, mental health, resilience and positive life choices.
- **Staff Development:** Teachers receive high-quality resources, CPD and support from subject leaders to ensure confidence and consistency in delivery.

Competitive opportunities are carefully structured to promote enjoyment, resilience, teamwork and positive participation, ensuring pupils experience challenge within a safe and supportive environment.

Knowledge and Skills Development

Our PE curriculum develops both substantive and disciplinary knowledge. Pupils learn substantive knowledge such as movement techniques, rules, tactics, safety principles and the importance of physical activity for health and wellbeing. They also develop disciplinary knowledge through evaluating performance, solving movement challenges, making decisions, adapting strategies, working collaboratively and reflecting on their own progress. These opportunities support pupils to develop resilience, self-awareness, communication skills and confidence, helping them to become increasingly independent and successful learners.

Substantive Knowledge

The knowledge pupils learn about:

- rules and conventions
- tactics and strategies
- health and fitness
- movement concepts





- safety
- body awareness
- the benefits of physical activity

Disciplinary Knowledge

How pupils think and work as physically educated learners:

- evaluating performance
- applying tactics and strategies
- analysing strengths and areas for improvement
- solving movement challenges
- collaborating with others
- making decisions during activities
- adapting skills to different situations
- reflecting on progress

Adaptive and Inclusive Practice

Teaching is responsive to the needs of individual pupils. Staff use consistent routines, clear modelling, visual supports, graduated challenge and positive relational approaches to ensure all pupils can participate successfully. Opportunities for choice, supported risk-taking and scaffolded competition enable pupils to develop confidence whilst experiencing appropriate levels of challenge.

Where required, lessons are adapted to support pupils with SEMH needs, sensory differences, communication needs, physical difficulties or additional SEND, ensuring every child can access, participate and achieve success.

Assessment

Assessment is ongoing and informs future teaching. Teachers use observation, questioning, pupil self-reflection and assessment information from the Get Set 4 PE scheme to identify next steps, celebrate achievement and ensure pupils make sustained progress over time. Assessment considers both physical development and wider personal development outcomes, including confidence, resilience, teamwork and participation.

Impact

The impact of our PE curriculum is measured through:

The impact of our PE curriculum is reflected in pupils' growing knowledge, skills, confidence and engagement in physical activity. Through progressive learning experiences, pupils develop the competence, resilience and motivation needed to lead healthy and active lives.





Knowledge and Skills Progression

Pupils demonstrate increasing competence, confidence and fluency across a range of physical activities. They develop a secure understanding of movement skills, tactics, rules and health-related concepts, applying previously learned knowledge and skills in new and increasingly challenging contexts.

Physical Literacy

Pupils develop the confidence, competence, motivation and enjoyment needed to engage successfully in physical activity. They understand the importance of movement for both physical health and emotional wellbeing and are increasingly able to make positive choices that support healthy lifestyles.

Pupils increasingly demonstrate the confidence, competence and motivation required to engage independently in physical activity and healthy lifestyles beyond school.

Personal Development and Wellbeing

Pupils develop resilience, self-confidence, self-awareness and independence through participation in physical activity. They learn to manage challenge, persevere through difficulty, work collaboratively and respond positively to success and setbacks. Opportunities for teamwork, leadership and reflection support pupils' wider social, emotional and mental health development.

Attitudes and Engagement

Pupils demonstrate positive attitudes towards physical activity and are increasingly willing to participate, challenge themselves and take appropriate risks in their learning. They understand the value of effort, respect, fairness and sportsmanship and apply these values both within PE and across wider school life.

Readiness for the Next Stage

Pupils leave Storybrook with the knowledge, skills and confidence required to participate successfully in Key Stage 3 Physical Education and a range of physical activities beyond school. They are equipped with the understanding, habits and positive attitudes needed to maintain active and healthy lifestyles throughout their lives.

Monitoring and Evaluation

Leaders evaluate the effectiveness of the PE curriculum through lesson visits, pupil voice, assessment information, planning scrutiny, staff feedback and participation data. Monitoring activities focus on curriculum coverage, progression, inclusion, pupil engagement and outcomes, ensuring that all pupils are supported to achieve success and make sustained progress over time.





Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Lesson visits	Evaluate implementation	Teaching, participation, adaptation	Half-termly
Pupil voice	Assess curriculum impact	Confidence, enjoyment, knowledge	Termly
Assessment review	Monitor progress	Skills progression and attainment	Termly
Planning scrutiny	Evaluate curriculum coverage	Sequencing and progression	Termly
Staff discussions	Identify support needs	CPD and consistency	Ongoing
PE action plan review	Monitor improvement priorities	Impact against targets	Termly
Participation review	Monitor inclusion and engagement	Attendance, participation rates, pupil engagement	Termly

Links to Other Policies and Documents

This statement should be read alongside the following Storyybrook policies, procedures and curriculum documents:

- Curriculum Policy
- Teaching and Learning Policy
- SEMH Policy
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Accessibility Plan
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Educational Visits Policy
- Attendance Policy
- PSHE Policy
- Relationships, Sex and Health Education (RSHE) Policy
- First Aid Policy
- Staff Wellbeing Policy

The Physical Education curriculum contributes significantly to pupils' personal development, physical health, emotional wellbeing, self-regulation, resilience and readiness to learn. As such, PE is delivered in alignment with the school's trauma-informed and relational approach, ensuring that all pupils experience safety, belonging, success and inclusion.

The PE curriculum also supports the wider aims of the Storyybrook curriculum by promoting physical literacy, positive mental health, healthy lifestyles, personal development and preparation for life beyond primary education. Through





consistent whole-school approach, pupils are supported to develop confidence, independence, resilience and a lifelong engagement in physical activity.

At Storyybrook, Physical Education is a vital part of our commitment to developing the whole child. Through a trauma-informed, relational and inclusive approach, pupils are supported to become active, confident, resilient and healthy individuals who are prepared for success both in school and beyond. Lessons embed social and emotional development, including teamwork, communication, resilience, leadership, self-awareness and emotional regulation alongside physical skills. These opportunities contribute directly to pupils' wider personal development and readiness to learn.

