



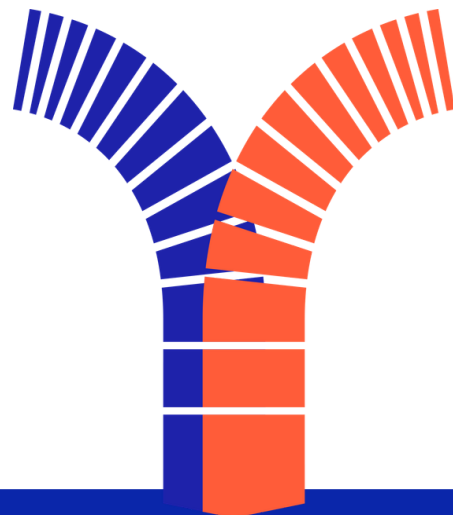
Leading a High-Quality PE Curriculum: Practical ideas inspired by Byker Primary School



Move Well.

Every school wants pupils to enjoy PE, develop physical competence and leave with the confidence and motivation to be active throughout life. Achieving this doesn't come from a single programme or resource. It comes from creating a culture where PE is valued, protected and continually improved.

The following principles are inspired by Byker Primary School's journey. They are not intended to provide a blueprint, but to encourage reflection on how your own PE curriculum meets the needs of your pupils.





01 Be clear about why PE matters in your school

High-quality PE starts with a shared understanding of its purpose.

At Byker, PE is seen as an essential part of every child's education. While developing movement skills is fundamental, PE is also recognised as an opportunity for pupils to build confidence, work with others, solve problems and experience success.

Having this shared purpose has helped ensure PE is valued across the school rather than being viewed as an isolated subject.

Questions to consider

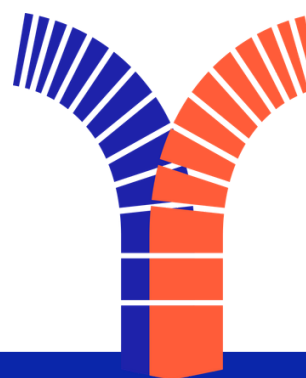
- Is there a shared understanding of what you want pupils to gain from PE?
- Does your curriculum reflect the needs and aspirations of your school community?
- How does PE contribute to your wider school vision and values?

Beacon insight

Byker's PE offer has been shaped by a simple belief: every child deserves access to high-quality PE, regardless of their starting point or previous experiences.

Reflect

If someone asked, "Why does PE matter in our school?" would staff give the same answer?





02 Build your curriculum around your pupils

A curriculum is strongest when it responds to the children in front of you.

Byker has continually refined its PE curriculum by observing pupils, listening to their experiences and adapting provision where needed. Rather than feeling tied to one approach, leaders have developed an offer that reflects the needs of their community whilst maintaining high expectations for every child.

The curriculum continues to evolve because pupils change, schools change and learning never stands still.

Questions to consider

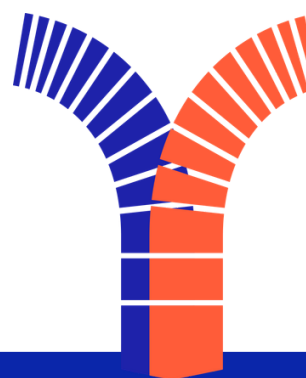
- Does your curriculum reflect the needs of your current pupils?
- Which groups of pupils are thriving, and who might need a different approach?
- How do you use pupil voice to inform future development?

Beacon insight

Curriculum development at Byker has been an ongoing process of listening, reflecting and refining, not a one-off, quick-win redesign.

Reflect

When did you last review your curriculum through the eyes of your pupils?





03 Invest in people as much as provision

Resources are important, but people make the difference.

At Byker, investment in professional learning has helped build confidence and consistency across the school. Staff continue to learn from one another, visit other schools and explore new ideas to strengthen their practice.

Developing staff expertise has created shared ownership of PE, ensuring quality does not depend on one individual alone.

Questions to consider

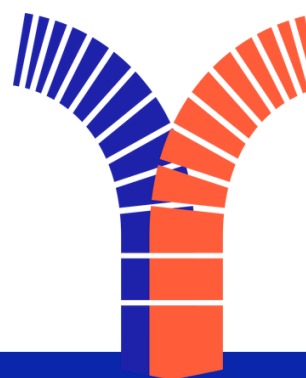
- How confident do staff feel delivering high-quality PE?
- What opportunities do colleagues have to learn from one another?
- How do you support continual professional development?

Beacon insight

Even after many years of leading PE, Joe continues to seek out new ideas, learn from others and adapt the curriculum where appropriate.

Reflect

Are you investing as much in developing people as you are in developing provision?





04 Protect PE as an entitlement

Every child deserves regular, high-quality PE.

Byker has protected curriculum PE while also creating wider opportunities through clubs, competitions and enrichment. These additional experiences enhance pupils' learning but do not replace their entitlement to a well-planned curriculum.

Treating PE as an essential part of education has helped raise its profile across the whole school.

Questions to consider

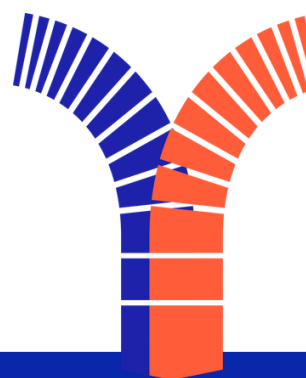
- Is PE consistently protected within your timetable?
- Does every pupil receive high-quality curriculum PE?
- How do wider opportunities complement, not replace, curriculum learning?

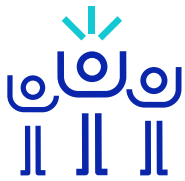
Beacon insight

At Byker, PE is recognised as a core part of pupils' education rather than an activity that fits around other priorities.

Reflect

Does your timetable reflect the value you place on PE?





05 Keep learning and keep improving

There is no finished version of a high-quality PE curriculum.

Byker's journey has developed over more than a decade through continuous reflection, collaboration and small improvements over time. Leaders recognise that reviewing provision, seeking feedback and learning from others are essential parts of sustaining quality.

The goal is not perfection. It is creating a curriculum that continues to evolve alongside the needs of pupils.

Questions to consider

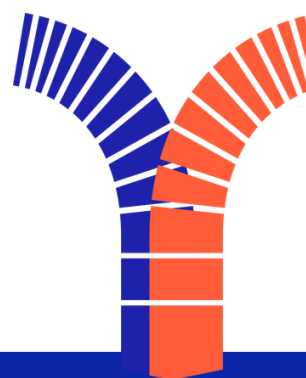
- How do you know your PE curriculum is making the difference you intend?
- What evidence informs future improvements?
- Who helps you challenge and develop your thinking?

Beacon insight

One of the strongest messages from Byker is that improvement never stops. The curriculum is continually reviewed to ensure it remains relevant, ambitious and inclusive.

Reflect

What is one improvement that could strengthen your PE curriculum this year?



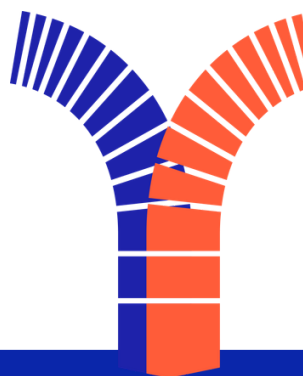
Remember...



High-quality PE is built over time.

It grows from a clear purpose, knowledgeable staff and a willingness to keep reflecting on what works best for your pupils.

The most effective PE curriculum is not the one that looks the same as everyone else's—it is the one that gives every child the opportunity to develop the confidence, competence and motivation to enjoy movement for life. This comes under Well Culture/Lead Well -





SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

@YouthSportTrust

Registered charity number 1086915

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