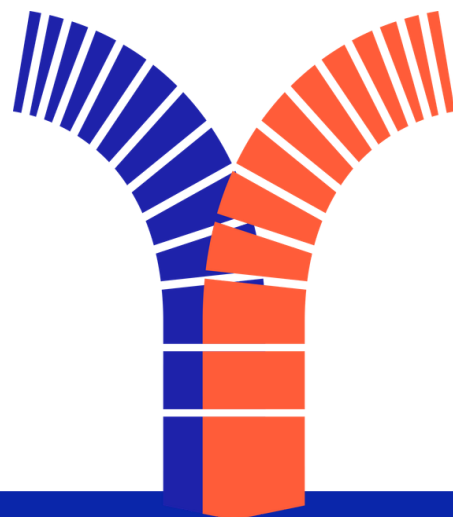




Developing Meaningful and Inclusive Pupil Voice in Physical Education: Top tips & reflective questions





01 Start with communication, not consultation

Before asking pupils for their views, consider how they communicate most effectively. Meaningful pupil voice begins by removing communication barriers so that every child can participate.



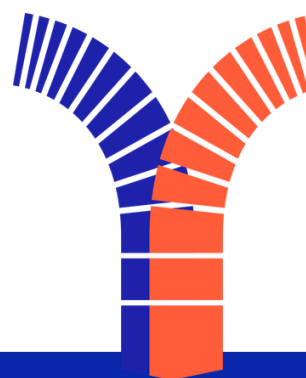
02 Make participation accessible for everyone

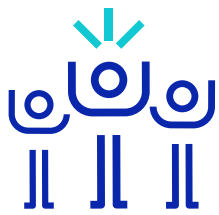
Use communication methods that reflect the needs of your pupils, whether that is symbols, objects of reference, signing, AAC devices or supported conversations. Inclusion means adapting the process—not expecting pupils to adapt to it.



03 Keep feedback simple and familiar

Use a small number of consistent questions and familiar formats each time you gather pupil voice. Predictability reduces cognitive load and encourages more authentic responses.





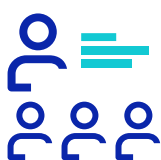
04 Build pupil voice into your curriculum cycle

Avoid treating pupil voice as a one-off event. Schedule regular opportunities throughout the year so that curriculum review becomes an ongoing conversation rather than an annual exercise.



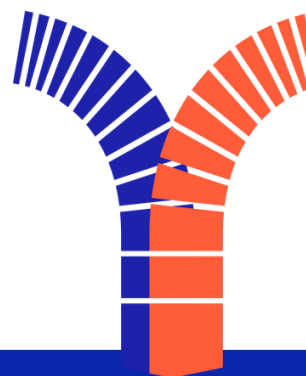
05 Balance aspiration with realism

Invite pupils to share their ideas while presenting choices that are achievable within your school's context. Honest conversations build trust and help manage expectations.



06 Let pupil voice shape curriculum decisions

Collecting feedback is only valuable if it influences practice. Regularly review what pupils are telling you and use this evidence to adapt activities, units of work and learning experiences.





07 Celebrate the impact of listening

Show pupils how their feedback has influenced decisions. Visible change reinforces that their opinions matter and strengthens motivation, belonging and engagement.

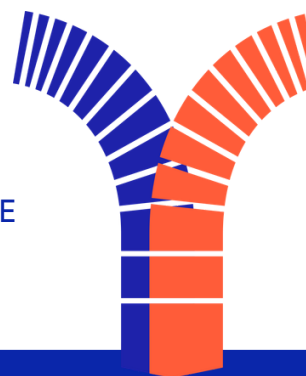


08 Create a curriculum that evolves with your learners

Recognise that every cohort is different. An inclusive curriculum should remain flexible, responding to the changing interests, strengths and needs of the young people in your school rather than remaining fixed over time.

Leadership Reflection Questions

1. Whose voices currently influence our PE curriculum, and whose voices may still be missing?
2. How confident are we that every child and young person can contribute to pupil voice activities in a way that is accessible and meaningful for them?
3. Do our current approaches gather opinions, or do they genuinely empower pupils to influence curriculum decisions?
4. How often do we review and adapt our PE curriculum in response to pupil feedback, rather than relying solely on staff perceptions?
5. What evidence could we provide that demonstrates pupil voice has led to tangible improvements in pupils' experiences of PE?
6. How effectively do our approaches to pupil voice support our wider ambitions around inclusion, belonging and participation across the whole school?
7. If a pupil joined our school tomorrow with significantly different communication or physical needs, how readily could they influence the PE curriculum from day one?





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