



PE Curriculum Intent Statement

At Stocklake Park the PE curriculum is designed to empower every student to explore movement, physical activity, and sport in a way that is meaningful, accessible, and enriching. We recognise that our learners have diverse needs, and our intent is to provide a curriculum that promotes physical literacy, emotional wellbeing, and social development, while fostering independence and confidence.

PE is compulsory at KS3 and KS4 in maintained special schools, and the statutory programmes of study must be followed unless it is not appropriate for the needs of the students.

Adaptation and flexibility: The curriculum should be adapted to ensure it is accessible, meaningful, and inclusive for all students, including those with complex needs. Schools are expected to remove barriers to participation and provide equal access to high-quality PE and sport.

Recent guidance emphasizes that schools should offer a broad range of activities and ensure equality of access for children with SEND, adapting provision as needed.

Impact

Our PE curriculum helps every student grow in confidence, health, and independence. Through fun, inclusive activities, students develop physical skills, build friendships, and learn how to make positive choices for their wellbeing. We celebrate progress at every level, ensuring each student feels proud of their achievements and prepared to enjoy active, healthy lives beyond school. It is underpinned by adaptability, creativity, and student voice, ensuring every student is seen, heard, and supported to thrive physically, emotionally, and socially.

Our curriculum aims to:

- **Promote physical health and wellbeing** through engaging, differentiated activities that support motor skills, coordination, and fitness in a safe and supportive environment.
- **Develop communication and social interaction** by encouraging teamwork, cooperation, and positive peer relationships through inclusive games and group activities.
- **Foster independence and self-regulation**, helping students to understand their bodies, manage sensory needs, and make informed choices about physical activity and lifestyle.



- **Celebrate achievement and personal progress**, recognising that success looks different for every learner and valuing effort, resilience, and participation.
- **Prepare students for life beyond school**, equipping them with the skills and confidence to access community-based physical activities, leisure opportunities, and healthy living.

Our PE curriculum is underpinned by a commitment to adaptability, creativity, and student voice, ensuring that every learner is seen, heard, and supported to thrive physically, emotionally, and socially.

Implementation

PE Curriculum Aims (KS3–KS4)

1. Inclusive Physical Development

- Design and deliver differentiated PE activities that support a range of physical abilities, including gross and fine motor skills.
- Use adaptive equipment and environments to ensure all students can participate meaningfully.
- Embed sensory regulation strategies within physical activities to support students with sensory processing needs.

2. Health and Wellbeing Promotion

- Integrate routines that promote physical fitness, healthy habits, and emotional regulation.
- Teach students about body awareness, personal hygiene, and the importance of movement for mental health.
- Include relaxation, mindfulness, and movement breaks as part of PE sessions.

3. Social and Communication Skills

- Plan team-based and cooperative games that encourage turn-taking, sharing, and positive interaction.
- Use visual supports, communication aids, and structured prompts to facilitate peer engagement.
- Celebrate group achievements to build a sense of belonging and community.



4. Independence and Life Skills

- Teach students to make choices about physical activity, including selecting preferred activities and managing transitions.
- Support students in understanding safety rules, personal boundaries, and appropriate behaviour during physical activity.
- Encourage self-assessment and reflection to build awareness of personal progress and preferences.

5. Celebrating Progress and Achievement

- Use individualised assessment tools to track progress in physical, social, and emotional domains.
- Recognise effort, participation, and personal milestones through certificates, displays, and verbal praise.
- Involve students in setting personal goals and celebrating their own achievements.

6. Community and Future Readiness

- Introduce students to local leisure and sports opportunities, including accessible clubs and facilities.
- Develop partnerships with external providers to offer taster sessions and transition pathways.
- Teach travel training and community navigation skills related to accessing physical activities outside school.

7. Curriculum Adaptability and Student Voice

- Regularly review and adapt the curriculum based on student interests, needs, and feedback.
- Involve students in choosing activities and shaping the PE timetable.
- Provide staff with ongoing CPD on inclusive PE strategies and SEND-specific approaches

Key Stage Progression

KS3:



- Develop multi-skills, sports skills, and games fundamentals
- Become a confident mover
- Build a passion for PE

KS4:

- Continue developing multi-skills, sports skills, and games fundamentals
- Deepen confidence and enjoyment in sport
- Learn to value lifelong physical activity for health and happiness

PE Skill Development Over Three Years

The rolling schedule of teaching ensures that all students experience a broad and balanced PE curriculum across Autumn, Spring, and Summer terms.

Each half-term focuses on specific themes aligned with mandatory curriculum areas, allowing for progressive skill development that is responsive to individual needs and learner profiles.

Pre-formal Learners- Adventures

These students typically have profound and multiple learning difficulties (PMLD) and require a sensory and therapeutic approach.

Year-by-Year Development:

Year 1: Exploration & Sensory Engagement

Focus on sensory experiences through movement (e.g., tactile materials, music, rhythm).

Activities promote body awareness, basic motor responses, and enjoyment of physical activity.

Year 2: Consistency & Response

Repetition of familiar activities to build anticipation and response.

Development of gross motor skills, postural control, and sensory regulation.

Year 3: Independence & Choice

Encouragement of independent movement and choice-making (e.g., choosing equipment or activity).



Support for self-regulation and participation in adapted group activities.

- Skills Developed:
- Sensory integration
- Body awareness
- Emotional regulation
- Engagement and anticipation
- Communication through movement

Semi-formal Learners- Navigators

These students may have moderate to severe learning difficulties and benefit from structured routines and visual supports.

Year-by-Year Development:

Year 1: Foundation Skills

Introduction to basic movement patterns, coordination, and spatial awareness.

Emphasis on turn-taking and simple group games.

Year 2: Skill Building & Social Interaction

Development of fine and gross motor skills through differentiated activities.

Focus on teamwork, following rules, and building peer relationships.

Year 3: Independence & Application

Opportunities to lead warm-ups or make activity choices.

Preparation for accessing community-based physical activities.

Skills Developed:

- Motor coordination
- Social communication
- Teamwork and cooperation
- Self-confidence
- Understanding of healthy lifestyles

Formal Learners- Pathfinders

These students are working closer to age-related expectations and benefit from structured PE lessons with clear learning objectives.



Year-by-Year Development:

Year 1: Skill Acquisition

Introduction to sports-specific skills (e.g., throwing, catching, dribbling).

Understanding rules and roles in team sports.

Year 2: Performance & Strategy

Refinement of techniques and introduction to tactics.

Emphasis on resilience, sportsmanship, and leadership.

Year 3: Transition & Lifelong Learning

Focus on fitness, personal goals, and accessing leisure activities outside school.

Preparation for post-16 opportunities in sport and recreation.

Skills Developed:

- Physical literacy
- Strategic thinking
- Leadership and resilience
- Healthy lifestyle choices
- Community participation

Themes Across All Profiles

- Emotional wellbeing: Activities are designed to be enjoyable and reduce anxiety.
- Adaptability: Lessons are differentiated to meet individual EHCP targets.
- Student voice: Learners are encouraged to express preferences and reflect on progress.
- Celebration of progress: Success is measured by personal growth, not comparison

Transition from PE to Sports and Leisure at KS5

At Key Stage 5, our curriculum evolves to support students in applying their physical skills, independence, and confidence to real-world sports and leisure opportunities. The focus shifts towards preparing students for adulthood by enabling them to access, enjoy, and participate in a wide range of physical and leisure activities within the community.

Our KS5 Sports and Leisure Curriculum aims for students to:



- To enjoy and participate in a range of sports and leisure activities, both in school and the community.
- To make informed choices about physical activity and leisure time.
- To develop the confidence and skills needed for independent, healthy, and active adult lives.
- To value personal achievement, effort, and wellbeing.