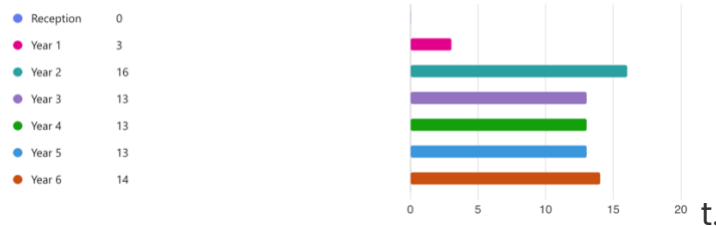




# Pupil Voice on PE and School Sport Provision

In early May 2025, a pupil voice activity was conducted with a group of 72 pupils aged 5 to 11 from Year 1 to Year 6 to gather insights into their perceptions of Physical Education (PE) and school sport provision. This initiative aimed to provide a platform for pupils to express their thoughts on the current PE curriculum and suggest areas for improvement.

1. What year group are you currently in?



The discussion revealed an **overwhelmingly positive** attitude towards PE lessons, with pupils appreciating the fun, engaging, and varied nature of the activities offered. Many specifically highlighted their enjoyment of dynamic activities such as running, tag games, and multi-sport events that kept them active and healthy. The importance of camaraderie during PE lessons was frequently mentioned, with pupils stating that being with friends not only fostered teamwork but also significantly enhanced their overall enjoyment of the sessions.

While the majority of feedback was positive, a small number of pupils expressed their dislike for certain activities, identifying hockey due to discomfort with equipment such as mouth guards, and citing gymnastics as challenging and physically demanding. Others found cricket somewhat boring. In light of these preferences, pupils advocated for more autonomy in selecting their sports, suggesting a class vote to choose curriculum topics to ensure greater engagement and enjoyment in their learning experience.

When asked about new sports they would like to try, tennis, basketball and football emerged as popular choices, with several pupils enthusiastic about developing their skills in these areas. Additionally, activities like archery, and even less traditional sports reflected a keen interest among pupils to explore a variety of options. Some students mentioned the enjoyment of engaging in play-based activities, like "Cops and Robbers," indicating that they value fun and interactive elements as essential components of their experiences.

The pupils also expressed a strong interest in competitive intra-school events such as inter-house tournaments and sports days. Many found these competitions fun and exciting, appreciating the opportunity to bond with peers across different year groups. The thrill of competition, along with the sense of teamwork and support for their classmates, was highlighted positively. However, it is important to note that some pupils articulated feelings of pressure when faced with highly competitive environments or when they felt less capable than their peers, suggesting that a balance needs to be struck between competitiveness and inclusivity.

A significant majority of pupils indicated eagerness to represent their school in sports, relishing the chance to showcase their skills and take pride in their school's sporting achievements. However, a minority voiced concerns regarding existing commitments, such as religious obligations or personal doubts about their abilities. This nuanced view illustrates a desire for friendly competition rather than shared intense rivalry, and underscores the need for supportive environments where they can flourish.

In considering ways to improve extracurricular sports provisions, pupils conveyed a desire for expanded options, suggesting the introduction of additional sports such as tennis and dodgeball, as well as contact sports. The demand for greater variety in clubs and activities was prominent, with requests for taster sessions for new sports allowing pupils to explore different options. While some expressed contentment with existing offerings, others sought longer sessions and more frequent training to bolster participation and competence in various sports. However, it was noted that many pupils believed that current resources were adequate, with some voicing satisfaction with the facilities and equipment available during PE lessons.

In a summarising activity, when asked to encapsulate their thoughts on PE in one word, "Fun" was overwhelmingly the most repeated response with 30

pupils mentioning it. Other positive descriptors included "Amazing," "Great," "Good," and "Brilliant," reflecting a general affinity for the subject matter. Positive sentiments were also conveyed through words such as "Outstanding" and "Exciting," which highlighted pupils' enjoyment of the activities they partake in. Nevertheless, some responses ranged towards ambivalence with terms such as "Depends" and "Okay," indicating that not every pupil experiences the PE curriculum positively. The diverse range of feedback also included notions of inclusivity and personal improvement, signalling the importance of not only maintaining an enjoyable PE programme but ensuring it adequately addresses the differing needs of all students.

Overall, the collective feedback from the pupil voice activity paints a comprehensive picture of a generally well-regarded PE programme at Balderstone. This underscores the importance of continuing to enhance the curriculum in ways that foster engagement, enjoyment, and support for every pupil's journey in physical education.

