Thursday Nights with P.E.

Curriculum Policy

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Policy Contents:

Statement of Commitment to Safeguarding Children At PE

What Grounds Us

Our Pedagogy

What We Explore

Our Values

The Role of the Guide

Environment & Atmosphere

Inclusion & Access

Curriculum Structure

Children's Voice

Partnership With Families

Safety, Care & Compliance

Assessment & Reflection

P.E.

Statement of Commitment to Safeguarding Children At PE

At P.E., our commitment to safeguarding is simple and unwavering: every child in our care has the right to feel safe, and to grow in an environment where they are seen, heard, and valued. This belief sits at the heart of our work and reflects the principles of the UN Convention on the Rights of the Child — that all children hold inherent rights, and that adults and organisations have a duty to protect and uphold them.

We hold ourselves to the highest standards of safety and wellbeing. Our Curriculum IS designed to be nurturing, predictable, and free from harm, so that children can explore, learn, and build confidence with trust in the adults around them. Our safeguarding policy is shared across the whole organisation and shaped to not only meet but exceed the expectations of the communities we serve. Our procedures are living documents — reviewed, refined, and strengthened as best practice evolves and as we learn from our work with children, families, and partners.

Every member of our team receives high-quality training and follows the same clear, rigorous protocols. This consistency ensures that safeguarding is not an individual effort but a collective responsibility, embedded in our daily practice and upheld with care and vigilance.

Safeguarding at P.E. is not a standalone policy; it is part of our culture. It informs our programming, our decision-making, and the way we show up for children and young people. We are committed to creating environments that are inclusive, empowering, and transparent — places where respect is lived, not just stated, and where children's voices genuinely shape the way we work.

Our promise is to continue building spaces where children can thrive with confidence, supported by adults who are attentive, accountable, and deeply committed to their safety and wellbeing.

What Grounds Us

P.E. is a space for movement, connection and discovery. We work from the belief that children learn through their bodies, through relationships, and through the freedom to explore at their own pace. Our curriculum is shaped by agency, belonging and play. We create environments where children feel safe enough to take risks, supported enough to try again, and held enough to be fully themselves.

Our work is relational, responsive and rooted in the present moment. We design for curiosity, confidence and joy.

Our Pedagogy

Our pedagogy is simple and intentional:

- Physical literacy
- We structure work to feel like play
- Choice as a route to confidence
- Co-creation between children and guides
- Emotional and physical safety held with steadiness
- Non-linear progression that honours each child's rhythm

We meet children where they are, and we build from there.

What We Explore

Rather than fixed topics, our curriculum moves through broad, open themes:

Strength supports the development of muscular force production, enabling children to perform fundamental movements with stability, control and reduced risk of injury.

Mobility enhances joint range of motion and tissue flexibility, allowing children to move efficiently and maintain healthy movement patterns as they grow.

Balance develops postural control and proprioceptive awareness, helping children maintain stability during both static positions and dynamic tasks.

Rhythm supports neuromotor timing and sequencing, improving a child's ability to coordinate movements and respond to external cues.

Cardiovascular activity strengthens the heart and lungs, builds endurance and supports children's ability to sustain physical effort over time.

Coordination integrates sensory input with motor output, enabling children to execute complex movement patterns with accuracy and efficiency.

Stillness and recovery promote autonomic regulation, allowing the body to reset physiological systems and supporting long-term participation in physical activity.

These themes appear and reappear across the year, allowing children to revisit ideas with new skills, new confidence and new understanding.

Our Values

Values and Conduct Expectations

P.E. promotes a set of core values that underpin safe practice, positive relationships and a consistent environment for children and staff. Guides are expected to uphold these values in their everyday work, ensuring that mutual respect, inclusion and responsible behaviour are embedded across all aspects of the programme. Members are encouraged to make choices, contribute to group decisions and build constructive relationships with peers and adults. P.E. maintains clear expectations around behaviour and emotional regulation, recognising that children learn best when their social and emotional needs are understood and supported.

P.E. will challenge any behaviour or expressed views from children, parents or Guides that conflict with these values or compromise the safety, dignity or inclusion of others. The following principles are integrated into daily practice and guide how children and adults interact within the setting.

Participation and Shared Decision-Making

Children are supported to take part in group decisions and contribute ideas to their development. Guides facilitate turn-taking, collaboration and constructive dialogue, and encourage children to question, evaluate and reflect on activities while respecting differing viewpoints.

Clear Expectations and Consistent Boundaries

Guides maintain clear behavioural expectations and reinforce positive behaviour through consistent modelling and guidance. Strategies are provided to help children resolve conflict independently where appropriate. Expectations are explained in accessible terms so children understand the reasons behind them, particularly where safety is concerned.

Agency and Personal Choice

Members are encouraged to make age-appropriate choices, including activity selection, social interactions and participation preferences. Guides support the development of self-esteem, confidence and autonomy by offering a range of activities and enabling children to assess manageable risks. Through shared experiences, children develop an understanding of their own perspectives and those of others.

Respect, Inclusion and Understanding

P.E. maintains an ethos of inclusion, respect and tolerance. Differences in family structures, culture, religion and lived experience are acknowledged and valued. Leaders challenge stereotyping and discriminatory behaviour and ensure that all children and families are treated with fairness and dignity.

Examples of How These Values Are Embedded

These values are reflected in everyday practice, including but not limited to:

- celebrating a range of cultural and seasonal events
- supporting turn-taking and shared conversation
- encouraging helpful and prosocial behaviour
- promoting socially appropriate manners
- offering choices within snacks and activities
- modelling respectful communication
- supporting empathy and perspective-taking
- reinforcing understanding of right and wrong
- facilitating friendships and cooperative play
- exploring food, cooking and practical skills
- learning about seasons, weather and the local environment
- participating in community and charitable initiatives

The Role of the Guide

Guides hold the emotional and physical container of each session, creating a warm and predictable atmosphere where children can explore with confidence. They model steadiness, curiosity and respect, offering clear boundaries without shame and supporting children as they navigate challenges. Alongside leading sessions, guides also work in a key-person-style capacity: they get to know children as individuals, understand their interests and needs, and help them settle into the rhythm of P.E.. This includes supporting transitions, maintaining communication with parents and guardians, and sharing observations that help bridge into home. Guides are sensitive to natural attachments, inclusive in their approach, and responsive to each child's learning through play. Guides are not instructors delivering content; they are partners in exploration who hold the conditions for meaningful, embodied learning.

Environment & Atmosphere

The environment is an active component of the curriculum. Spaces are designed to be safe, spacious and uncluttered, with attention to sensory factors and accessibility to support consistent participation. The tone and pace of the space remains calm, and the layout is adaptable so it can be adjusted in response to the group's needs. Transitions are predictable and low-stimulus, and instructions are kept minimal to reduce cognitive load and support autonomy. The overall atmosphere is structured as an invitation to engage, without pressure or demand.

PE operates as a phone-free, device-free space; personal technology is not used during sessions. This approach reflects current evidence on the impact of social media and digital distraction on children's wellbeing, and is intended to support focus, regulation and meaningful engagement with the environment and the group.

Inclusion & Access

Inclusion and access are embedded into the design of P.E. The programme is structured to accommodate mixed abilities, diverse needs and different ways of engaging with movement. The session structure is to adapt activities to suit individual requirements, offer multiple routes into participation and take account of sensory preferences to support consistent regulation. Exclusionary practices are avoided, and adjustments are made in collaboration with families and relevant professionals when needed. The aim is to ensure that every child can participate meaningfully and with appropriate support.

Curriculum Structure

Thursday Nights with P.E. runs every Thursday in term time, from 4.00pm to 5.30pm, for children aged 8 to 14. Every session follows the same predictable shape, so children know what to expect and can settle quickly.

Arrival and decompression. We begin with a light snack and fruit, and time to sit together, chat and decompress after the school day. The register is taken as each child arrives.

Movement. Around 50 minutes of warm-up, mobility, games, strength and conditioning, and movement-based challenges, drawn from the themes in What We Explore and adapted to the group on the day.

Closing circle. We finish with slower, reflective activities, a warm snack and a guided group discussion on mindset, wellbeing and how the session felt, before children are collected.

Across the year, these themes are revisited in cycles rather than taught once, so each child can return to an idea with new skill and confidence.

Children's Voice

Children's voices are an important part of how P.E. operates, even though the pathway programme and badge systems are predetermined and designed to support long-term development. While children do not shape the structure or content of the curriculum, they are invited to share their experiences, preferences and reflections within sessions. Regular group and individual check-ins provide structured opportunities for children to express what feels manageable, challenging or engaging, and guides use this information to adjust the pace, environment and session flow where appropriate. These processes ensure that children's perspectives are acknowledged and integrated into day-to-day delivery without altering the core programme design.

Alongside this, P.E. incorporates collaborative creative projects that allow children to take a leading role in planning, developing and producing shared work. These projects are designed to give children a sense of agency within a defined framework, supporting communication, problem-solving and group decision-making. Guides facilitate the process, ensuring that contributions are balanced, safe and aligned with the aims of the session. Children's participation is therefore meaningful and structured, contributing to the culture of the programme while maintaining the integrity of the curriculum and progression pathway.

Partnership With Families

We work in steady partnership with families through:

- Clear communication
- Transparent expectations
- Narrative feedback rather than metrics
- Invitations to share insights about their child

Families are part of the learning community, not observers from the outside.

Safety, Care & Compliance

P.E. holds safety with clarity and consistency. All practice is underpinned by safeguarding procedures, risk assessments, staff training and supervision, health and hygiene protocols, emergency arrangements and defined ratios that ensure appropriate oversight at all times. These systems are applied across every setting and activity, providing a stable framework for decision-making and day-to-day delivery. The approach is calm, methodical and aligned with recognised best practice.

Assessment & Reflection

P.E. does not test or rank children, and progression is never comparative. Instead, guides observe with curiosity, notice patterns in participation and movement, and reflect as a team to understand each child's development over time. These observations inform responsive adjustments to session delivery while maintaining the integrity of the curriculum. Alongside this relational approach, P.E. keeps structured records of children's progression to ensure consistency, track development and support long-term planning.

Elements of this information may also contribute to P.E.'s Research and Development work, which includes questionnaires and other data collection undertaken with consent. This process enables PE to evaluate its practice, strengthen the programme and support future funding applications, while maintaining a focus on children's experience rather than performance metrics.