

# Primary School Physical Literacy Framework

Supporting primary schools to develop the physical literacy of all their pupils



## Acknowledgements

This Primary School Physical Literacy Framework has been developed by Youth Sport Trust (YST) in partnership with:

- Sport England (SE)
- County Sport Partnership Network (CSPn)
- Association of Physical Education (afPE)
- sports coach UK (scUK)

and the following National Governing Bodies of Sport/ Membership Organisations:

- Amateur Boxing Association of England Ltd
- Archery GB
- Amateur Swimming Association
- Badminton England
- Baseball Softball UK
- British Cycling
- British Gymnastics
- British Orienteering
- Canoe England
- England Athletics
- England Basketball
- England Handball
- England Hockey
- England Netball
- English Federation of Disability Sport (EFDS)
- English Lacrosse
- English Table Tennis Association
- Golf Foundation
- Rounders England
- Rugby Football League
- Rugby Football Union
- Tennis Foundation
- Volleyball England

## Introduction



### What is physical literacy?

Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.



### How will this framework help you?

This framework has been designed to support those working in primary schools to consider how best they can structure their PE and school sport provision to ensure maximum opportunity is provided to develop the physical literacy of all their pupils.



### Why should schools, and partners working with schools, consider this?

In a school context developing physical literacy is the foundation of PE and school sport. Physical literacy is not a programme, rather it is an outcome of any structured PE and school sport provision, which is achieved more readily if learners encounter a range of age and stage appropriate opportunities. This framework will help you to consider what those age and stage appropriate opportunities need to focus on to maximise the potential to develop the physical literacy of **all** pupils through PE and school sport.

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	Physical Education Curriculum	Extra-curricular School Sport Breakfast, lunchtime or after-school programmes		Competitive School Sport A year round programme
<b>Focus</b>	Literacy, Learning, Leadership	Exercise, Engagement, Enjoyment	Coaching, Competition, Clubs	
<b>Driver</b>	High quality physical education for every child	Equipping every child to lead healthy active lifestyles	Creating participation pathways inclusive of all young people	Competition formats providing opportunities that include all young people
<b>Deliverer</b>	Delivered by teachers	Delivered by teachers and appropriately qualified and skilled coaches/professionals*. Supported by young leaders and volunteers		Delivered by teachers, coaches and volunteers. Supported by young leaders (including young officials)
<b>EY</b>	Through the provision of structured and free play, create environments which introduce and develop control and co-ordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping healthy, such as physical exercise and the food they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe			Not applicable
<b>KS1</b>	Creating a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers	Multi-skills clubs for every child that builds on the development of movement foundation within the curriculum PE sessions. Places them in clubs that provides play and reinforces the importance of being physically active, as well as introducing basic leadership opportunities and social interaction		Year round programme of activities focused on setting personal challenges, based on movement foundation and multi-skills. Delivered in and around PE or extracurricular time and culminating in a one-off annual celebration event
<b>lower KS2</b>	Adapted physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active	Fun and engaging non-traditional/alternative activity formats that get children and young people active in themed multi-activity environments; introduces simple messages around health, e.g. in Change4Life Sports Clubs (Combat, Adventure, Flight)	<ul style="list-style-type: none"> <li>Multi-sport clubs delivered by appropriate, qualified and accredited 'multi-sport' coaches. Utilising the skills and characteristics of a range of sports in a themed sports club i.e. Invasion, Netwall, Strike/Field, Disability Sport. Equipping young people with the skills and confidence to progress into age and stage appropriate National Governing Body (NGB) formats</li> </ul>	Themed formats, delivered in extra-curricular time. Building from competition introduced in PE, focussed on games and personal challenge activities that use the skills and characteristics of NGB sports. This supports School Games competition at Level 1 (Intra-), Level 2 and 3 (Inter-) i.e. Target, Netwall, Combat or Inclusive Games festivals. The very few early specialisation sports may have NGB formats for this age
<b>upper KS2</b>	Learning physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise	Alternative or modified extracurricular activity that supports young people interested in an alternative sports and activity pathways that transition into recreational opportunities offered at KS3 i.e. Dodgeball, Ultimate Frisbee, Cheerleading, StreetDance or Wheelchair Sports Skills	<ul style="list-style-type: none"> <li>Sport specific (modified to be age and stage appropriate) extra-curricular clubs for young people wanting to be involved in Intra- and Inter-school sport.</li> <li>Supporting transition to a local clubmark (or equivalent) accredited community sports club</li> </ul>	NGB formats delivered in extra-curricular time building from competition introduced in PE. Based upon modifications designed to be progressive and appropriate to the development stage of young people. Examples on the Sainsbury's School Games site <a href="http://www.yourschoolgames.org">www.yourschoolgames.org</a>
<b>Think INC.</b>	Teachers supported to deliver inclusive PE ensuring all children and young people who have special educational needs (SEN) or disabilities fully access and engage in PE lessons	Identifying and addressing the barriers to participation in consultation with young people who have SEN or disabilities and their carers. Utilise adaptive games packages such as TOP Sportsability to increase opportunities for young disabled people to access a range of activities and sports		Modifying and adapting activity to create 'inclusive competitions'. Utilising existing NGB 'inclusive' formats and designing personal challenges that enable young people who have SEN or disabilities to achieve their personal best

\*The minimum qualification, recommended by the National Partners, for a coach or professional working in the primary school context is considered to be a UKCC Level 2 coaching qualification or equivalent in the activity being delivered.

Key: EY Early Years KS1 Key Stage 1 lower KS2 Lower Key Stage 2 upper KS2 Upper Key Stage 2

