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 (scoUK)
- 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

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
- 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.
Primary School Physical Literacy Framework

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

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<thead>
<tr>
<th>Focus</th>
<th>Driver</th>
<th>Deliverer</th>
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<tbody>
<tr>
<td>Physical Education Curriculum</td>
<td>Exercise, Engagement, Enjoyment</td>
<td>Coaching, Competition, Clubs</td>
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<tr>
<td>Literacy, Learning, Leadership</td>
<td>High quality physical education for every child</td>
<td>Competition formats providing opportunities that include all young people</td>
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<td>Delivered by teachers</td>
<td>Delivered by teachers, coaches and volunteers.</td>
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<td></td>
<td>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.</td>
<td>Supported by young leaders (including young officials)</td>
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<td>Extra-curricular School Sport</td>
<td>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</td>
<td>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</td>
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<td>Breakfast, lunchtime or after-school programmes</td>
<td>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)</td>
<td>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</td>
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<td>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</td>
<td>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></td>
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<td>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 Sportability to increase opportunities for young disabled people to access a range of activities and sports</td>
<td>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</td>
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<td>Competitive School Sport</td>
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<td>A year round programme</td>
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*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.*