

United Private School (UPS)

Physical Literacy Framework

1. Introduction

Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life. At United Private School (UPS), we believe that fostering physical literacy in our students supports holistic development and lifelong well-being.

This framework outlines our strategic approach to integrating physical literacy into our school culture, curriculum, and wider community engagement.

2. Vision and Goals

Vision:

To develop physically literate students who are confident, motivated, and competent to engage in physical activities throughout their lives.

Goals:

- Promote lifelong participation in physical activity
- Build confidence and motivation through positive experiences
- Develop a wide range of movement skills
- Cultivate understanding of the benefits of physical health and well-being
- Ensure inclusivity for students of all abilities and backgrounds.

3. Key Components of Physical Literacy

A. Motivation and Confidence

- Create enjoyable and supportive environments
- Use positive reinforcement
- Provide varied activities to foster interest

B. Physical Competence

- Focus on fundamental movement skills: running, jumping, throwing, catching, balancing
- Progress to complex sport-specific skills
- Encourage skill development through structured and unstructured activities

C. Knowledge and Understanding

- Teach the benefits of regular physical activity
- Explore fitness, anatomy, nutrition, and health
- Integrate topics in both PE and science/health education

D. Engagement in Physical Activity for Life

- Offer diverse extra-curricular and club activities
- Promote community and family involvement
- Encourage recreational and non-competitive participation

4. Implementation Approach

- Physical literacy to be embedded across PE lessons, school clubs, recess activities, and classroom movement breaks
- All students, including students of determination (SoD), to be supported with differentiated instruction
- Staff to receive professional development on physical literacy practices

5. Roles and Responsibilities

- PE Teachers: Design inclusive and engaging activities, assess physical development
- Classroom Teachers: Integrate short movement breaks and support wellness education
- School Leadership: Provide resources, training, and strategic oversight
- Parents and Guardians: Encourage active lifestyles at home

6. Assessment and Reporting

- Use formative assessments: skill checklists, observation rubrics, student reflections
- Include self and peer assessments
- Report progress in termly reports under physical education outcomes

7. Monitoring and Review

- Conduct an annual review of the framework
- Gather feedback from students, teachers, and parents
- Adjust programs and strategies as needed to ensure continual growth

8. Appendices

A. Sample Lesson Objectives

- Demonstrate three balance techniques on different body parts
- Participate in a team relay using fundamental movement skills

B. Physical Literacy Progression Map

- Foundation (KG1–Grade 2): Fundamental movement skills
- Intermediate (Grades 3–5): Skill combination and games
- Advanced (Grades 6–12): Sport-specific skills, fitness awareness, and lifelong activity choices

C. Glossary of Terms

- Physical Literacy: A holistic concept that involves more than just motor skills—it includes motivation, confidence, and understanding.
- Fundamental Movement Skills (FMS): Basic movements like running, jumping, and throwing that form the foundation for more complex skills.
- SOD: Students of Determination, requiring differentiated instruction and support.