


# EYFS PESSPA Manual

**2026/2027**



association for  
PHYSICAL EDUCATION

Approved Curriculum Resource  
2026 – 2028



**The electricity of your first match.  
The joy of your first dance. The thrill  
of winning, losing, celebrating with  
your teammates.  
That's something every child  
deserves.**

**Physical Education, School Sport and Physical Literacy (PESSPA)**

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**PE Provision**

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**EDSTART** have been supporting schools in PE since 2007, and our aim is to create positive attitudes towards physical activity for everyone.

At **EDSTART**, we believe sport is a great way to kick-start wellbeing and build firm foundations for later life. Most importantly - it's lots of fun! We work to nurture and develop fitness, social skills and positivity in every child, encouraging them every step of the way.

Physical Education is an important part of life, and it starts from an early age. At **EDSTART**, we want to ensure all children benefit from a well-taught curriculum and have key interests in enrichment activities, which supports a happier, healthier life.

We believe sport can help children grow, have fun, and learn valuable life skills.

## **AFPE APPROVED CURRICULUM RESOURCE**

The **EDSTART PE Curriculum** has now been officially approved as afPE Approved Curriculum Resources (ACR).

This means the curriculum has been independently reviewed and recognised as:

- Evidence-informed
- Inclusive, holistic and accessible for all pupils
- Aligned with National Curriculum and best practice in physical education

This approval reinforces our shared commitment to delivering high-quality PE, School Sport and Physical Activity that supports children's physical development, confidence and enjoyment of movement.



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# PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA)

PESSPA — Physical Education, School Sport, and Physical Activity — all involve physical movement, but each plays a distinct and important role in a child's development.

## PHYSICAL EDUCATION

The **EDSTART Physical Education Curriculum** is the planned and progressive programme of learning delivered during timetabled curriculum time and accessible to all pupils. It aims to develop physical competence while also using movement as a vehicle for wider learning. Through engaging in a broad range of activities, including sport, movement to music, and other physical pursuits. Children not only enhance their physical skills but also develop key personal and social attributes, such as cooperation, communication, and resilience.

## SCHOOL SPORT

School Sport refers to structured learning opportunities outside the formal PE curriculum, often as part of the extended school day. This is commonly known as out-of-school-hours learning. The **EDSTART School Sport** programme is designed to enhance and expand upon the core learning delivered through Physical Education. It plays a crucial role in strengthening the connection between school-based activity and wider community sport and physical activity, supporting children in developing lifelong engagement in active lifestyles.

## PHYSICAL ACTIVITY

Physical Activity encompasses all forms of bodily movement that require energy expenditure. While it includes structured activities such as Physical Education, sport, and movement to music, the term also covers a much broader range of movement. This includes indoor and outdoor play, active travel (such as walking, cycling, scooting, or rollerblading), work-related tasks, outdoor and adventurous pursuits, as well as everyday habitual activities like climbing stairs, doing housework, and gardening.

# QUALITY ASSURANCE

At **EDSTART**, Quality Assurance (QA) plays a central role in maintaining the integrity, consistency, and impact of our Physical Education, School Sport, and Physical Activity (PESSPA) offer. A key focus of our QA process is the continual development and refinement of our curriculum, ensuring that what we teach is purposeful, progressive, and aligned with national expectations.

## **Curriculum Design – A Collaborative, Evidence-Informed Approach.**

Our curriculum is designed in-house by a team of experienced educators, including former Head Teachers, national curriculum specialists, and PE subject leaders. This collaborative team ensures that every unit, lesson, and activity is:

- Aligned with the National Curriculum for Physical Education
- Structured to offer progressive learning from EYFS through to Key Stage 2
- Inclusive and accessible to all learners, regardless of background or ability
- Embedded with opportunities for skill development, personal growth, and cross-curricular links

We regularly review current research, Ofsted reports, and sector guidance to ensure our curriculum is evidence-informed and reflective of best practice in primary Physical Education.

## **Quality Control in Curriculum Content.**

To uphold consistency and quality across all **EDSTART** sessions, we implement:

- A centralised scheme of work that maps out learning objectives, outcomes, and assessment opportunities
- Detailed lesson plans with clear teaching points, differentiation strategies, and resources
- Integration of fundamental movement skills, sport-specific skills, and health-related fitness
- Coverage of wider learning areas such as teamwork, resilience, leadership, and self-evaluation

This ensures that the curriculum is not just a teaching tool but a strategic framework for long-term development and impact.

## **Monitoring and Reviewing the Curriculum.**

Our QA team undertakes regular curriculum reviews that include:

- Feedback from schools and PE leads on relevance, effectiveness, and progression
- Coach insight and practitioner feedback from delivery experience
- Pupil voice and outcome data to ensure engagement and progression

Through this ongoing review cycle, we adapt and enhance curriculum content to ensure it remains fresh, purposeful, and tailored to the schools we serve.

In summary, the **EDSTART** QA process is deeply rooted in the strength of our curriculum writing and review. By investing in the ongoing development of high-quality, evidence-based content, we ensure that every session delivered by our coaches is meaningful, inclusive, and capable of transforming children's attitudes and abilities through Physical Education.

# MEET THE TEAM

Tom is the General Manager at **EDSTART SPORTS COACHING**, bringing over 20 years of experience in teaching and coaching across various sports and countries. As a qualified teacher, he has spent a decade leading PE and sports programs, demonstrating a deep commitment to Physical Education. His academic credentials include a degree in Sports Management, the AfPE Level 6 PE Specialism Award, and the AfPE Level 4 Supporting Pupils' Wellbeing Award. He also holds a master's degree in physical education, Sport and Physical Literacy.

Tom is a Director of **EDSTART CURRICULUM SOLUTIONS**, where he leads the writing and design of the **EDSTART Physical Education Curriculum**



**TOM FEIGHAN**

James is the Headteacher at St James' C of E Primary School in Ashton. He recently joined the Trust in September 2021 as a new Headteacher, after 8 years as a Deputy Headteacher. James has supported schools across Greater Manchester in raising standards in English and supported schools with developing their curriculums with a focus on pupils with English as an additional language. As an SLE, he has lead training for Early Career Teachers across a local authority with reading, writing and behaviour management. James is a Director of **EDSTART CURRICULUM SOLUTIONS**, providing support and expert knowledge is how the **EDSTART Physical Education Curriculum** is written following with National Curriculum and Ofsted guidelines,



**JAMES ROLT**

Chrissy is an ILM Level 7 Executive Coach and Mentor specialising in supporting leadership, organisational, team and individual change and growth.

She offers over 25 years of leadership experience with a background spanning both industry and education. Chrissy has enjoyed several leadership roles, initially as a chartered buyer and then moving into primary teaching and senior leadership roles, resulting in a wonderfully fulfilling career as Primary Principal of a leading 3 – 18 Independent School. She is committed to supporting education on a voluntary basis serving two governing roles in both the State/Academy Trust and Independent sectors.



**CHRISSY HOWARD**

Kath brings a wealth of experience to the **EDSTART** Leadership Team, having spent over 37 years in education – including 22 years as a Head Teacher with Bury Local Authority. She joined **EDSTART** in September 2022, shortly after retiring from her long-standing role as Head Teacher at St. Margaret's Church of England Primary School in Prestwich (2004–2022).

At **EDSTART**, Kath oversees our Quality Assurance processes, ensuring all coaches are equipped to deliver high-quality, safe, and inclusive PE lessons that meet national curriculum and Ofsted standards. Her leadership ensures that the **EDSTART** experience is consistently excellent across all schools and communities we serve.



**KATH PERRY**

# EARLY YEARS FOUNDATION STAGE OVERVIEW

Physical activity is fundamental to children's development in the Early Years. The **EDSTART EYFS Physical Education Curriculum** is designed to develop confident, capable and physically literate children by embedding movement within high-quality, purposeful learning experiences. It provides the physical foundations that support learning, behaviour, wellbeing and long-term engagement in physical activity.

Our EYFS curriculum is fully aligned with the Early Years Foundation Stage (EYFS) Framework and Development Matters, ensuring that Physical Development is taught progressively, inclusively and with clear intent.

## INTENT, IMPLEMENTATION AND IMPACT

Physical Development and Fundamental Movements are vital in young children. In EYFS their gross and fine motor experiences are developed through sensory exploration, focusing on strength, coordination and positional awareness. We provide opportunities for all children to build core strength, stability, balance, spatial awareness, coordination and agility through our **MOVING EDSTART** and **PLAYING EDSTART** units of work.

Intent

The intent of the **EDSTART EYFS Physical Education Curriculum** is to:

- Develop children's gross and fine motor skills through regular, structured physical activity
- Build strength, balance, coordination and spatial awareness
- Support children to move safely and confidently in a range of environments
- Promote positive attitudes towards physical activity and healthy lifestyles
- Prepare children physically, socially and emotionally for Key Stage One

Physical Education in EYFS is viewed as a foundation for whole-child development, supporting Physical Development, Personal, Social and Emotional Development, Communication and Language, and the Characteristics of Effective Learning.

## Implementation

EYFS Physical Education is delivered through a progressive programme of learning that reflects how young children develop movement skills. Sessions are structured, purposeful and play-based, taking place both indoors and outdoors.

The curriculum is delivered through two key strands:

### Moving **EDSTART**

Children develop fundamental movement skills through activities that focus on body control, locomotor movement, balance and coordination. Learning is imaginative and exploratory, often linked to stories, music and themes.

### Playing **EDSTART**

Children are introduced to simple games and object-control activities. They begin to roll, throw, catch, kick and strike equipment, applying movement skills in small-sided, inclusive activities.

Sessions are designed to be inclusive and adaptable, ensuring all children can access, enjoy and succeed in physical activity.

## **Impact**

As a result of the EYFS Physical Education Curriculum, children:

- Move with increasing confidence, control and fluency
- Demonstrate strength, balance and coordination when playing
- Negotiate space and equipment safely and independently
- Show confidence, resilience and enjoyment in physical activity
- Are physically and emotionally ready to access the Key Stage One PE curriculum

# EDSTART STATEMENT

At **EDSTART**, all pupils will benefit from a Physical Education curriculum which motivates them to succeed and participate in sport, games, exercise, and other physically demanding activities.

Through our broad and balanced curriculum children will receive a:

## MOVING EDSTART

Children will start their journey to becoming physically competent as they develop their fundamental movement skills through experiencing a broad range of activities. Children will learn the benefits of physical activity and leading healthy, active lives.

## PLAYING EDSTART

Children will start to develop their fundamental movement skills further as they become increasingly competent and confident in a broad range of activities to extend their agility, balance, coordination, individually and with others.

## COMPETING EDSTART

Children are given plenty of time to practice and refine their fundamental movement skills before they progress to applying them in more complex situations. Here children will engage in competitive sports and activities.

## COMPLETE EDSTART

As children come to the end of their **EDSTART** journey, they will have benefited from a PE Curriculum which has motivated them to succeed and participate in sport, games and exercise. Through this they will be fully prepared for High School and beyond.

# KNOW, GO SHOW

## APPROACH

The **EDSTART KNOW, EDSTART GO, EDSTART SHOW** model is designed to support a truly holistic approach to teaching and learning in physical education. By separating learning into three clear strands, it provides teachers with a simple but powerful structure to plan, deliver, and review lessons that develop the whole child. Lessons are not limited to physical activity alone but ensure children grow cognitively, physically, and socially. This model also strengthens assessment by making success criteria explicit in each area, helping pupils understand what progress looks like and giving teachers a consistent framework to ensure all children achieve in every lesson.

**EDSTART KNOW** (cognitive learning) focuses on what children understand and remember about physical education. It covers rules, tactics, terminology, health benefits, and the reasons behind why we move in certain ways. Teachers should encourage questioning, reflection, and discussion so pupils can make meaningful connections between their PE experiences and their wider learning and wellbeing. This cognitive element is woven into every lesson plan and success criteria, ensuring children are not just “doing” PE but thinking about it, too. By achieving the “Know” strand, pupils build the knowledge needed to become confident, reflective, and informed participants in sport and physical activity.

**EDSTART GO** (physical learning) represents the action and movement of PE. It is where children develop coordination, movement skills, fitness, and the ability to apply these skills in different contexts and games. Lessons are designed to build physical competence progressively, with teachers using the STEP principle (Space, Task, Equipment, People) to adapt and challenge every learner. Success criteria within lesson plans ensure pupils are clear on what physical outcomes they are working towards. By achieving the “Go” strand, children learn to practice, refine, and perform skills at their own level, while building the confidence to try new movements and enjoy being active.

**EDSTART SHOW** (social learning) captures the personal, social, and emotional side of physical education. It emphasises values such as teamwork, leadership, respect, resilience, and fair play, all of which are integral to meaningful participation in PE and sport. Teachers create opportunities for children to collaborate, communicate, and support each other in every lesson, with success criteria highlighting these behaviours. Reflection is encouraged so pupils understand the impact of their actions on others. By achieving the “Show” strand, children not only improve their sporting ability but also develop life skills, shaping them into considerate, resilient, and socially responsible individuals beyond PE lessons.

Together, these three strands provide a balanced and practical framework for lesson design and assessment, ensuring that PE is purposeful, inclusive, and engaging for all pupils. By explicitly planning for Know, Go, and Show, teachers can structure learning that extends beyond physical activity alone. The framework encourages you to develop pupils' understanding of key concepts (Know), provide clear opportunities to practice and refine physical skills (Go), and foster positive behaviours and values through social interaction (Show). Embedding these strands in lesson objectives and success criteria helps ensure every child learns, improves, and feels a sense of belonging in every session.

**What this looks like in EYFS PE**

**EYFS Framework Link (Development Matters / ELGs)**

**KNOW**

Children develop an understanding of movement, space, safety and routines. They learn simple rules, recognise how physical activity affects their bodies, and begin to use vocabulary to describe actions, positions and movement. Children start to make connections between movement, wellbeing and everyday life.

Physical Development – Awareness of safe movement, personal space, health and self-care; understanding how movement supports strength, coordination and wellbeing

Communication & Language – Listening to and following instructions; responding to questions; using movement vocabulary.

Personal, Social & Emotional Development (PSED) – Understanding expectations and routines; developing independence and self-awareness.

Understanding the World – Exploring how the body changes during activity (breathing, warmth, fatigue); making simple cause-and-effect links.

Mathematics – Positional language (in, out, near, far); counting actions; understanding direction and space.

**GO**

They run, jump, climb, balance, roll, throw, catch, kick and manipulate equipment with increasing control, coordination and confidence, indoors and outdoors, using large and small apparatus.

Physical Development ELGs – Moving energetically; demonstrating strength, balance and coordination; developing precision and accuracy in movement.

PSED – Building confidence, perseverance and resilience when facing physical challenges.

Understanding the World – Exploring equipment and environments; understanding cause and effect (force, speed, direction).

Literacy – Developing fine motor control that supports mark-making and early writing; following spoken instructions.

Characteristics of Effective Learning – Active Learning – Sustaining effort; showing enjoyment; persisting when activities are challenging.

**SHOW**

Children demonstrate positive learning behaviours and attitudes through movement. They take turns, cooperate with others, follow instructions, show resilience, celebrate effort and success, and begin to share and perform movement ideas with confidence.

Personal, Social & Emotional Development – Developing self-confidence, self-regulation and positive relationships; working with others and managing emotions.

Communication & Language – Talking with peers; explaining ideas; reflecting on experiences.

Expressive Arts and Design – Using movement to express ideas, feelings and stories; performing and responding to music and stimuli.

Characteristics of Effective Learning – Playing and Exploring – Trying new movements; taking appropriate risks; showing curiosity and engagement.

## How the Characteristics of Effective Learning are Embedded in the **EDSTART PE Curriculum**

In the **EDSTART Physical Education curriculum**, we recognise that high-quality PE is not just about physical outcomes, but about how children learn. In the Early Years in particular, learning behaviours are fundamental to long-term success. The Characteristics of Effective Learning are therefore intentionally embedded across our PE curriculum through the KNOW, GO, SHOW framework.

This ensures that every PE lesson develops children as confident learners, not just physically competent movers.

### **Playing and Exploring (Engagement)**

Children are encouraged to explore movement in a safe, supportive and stimulating environment. Through imaginative themes, varied equipment and open-ended activities, pupils are given regular opportunities to investigate how their bodies move and to try new ideas without fear of failure.

**Within PE, this is embedded by:**

- Using exploratory warm-ups and movement challenges
- Encouraging children to try different ways of moving or using equipment
- Providing choice and variety to promote curiosity and enjoyment

This approach aligns closely with the SHOW strand, where engagement, confidence and willingness to participate are valued as much as physical performance.

### **Active Learning (Motivation and Persistence)**

The **EDSTART PE Curriculum** is carefully sequenced to allow children time to practice, revisit and refine skills. Success is defined by effort, improvement and perseverance, rather than outcomes alone.

Within PE, this is embedded by:

- Designing activities that encourage repetition and skill refinement
- Celebrating effort, resilience and personal progress
- Allowing children to experience appropriate challenge and achievement

This links strongly to the GO strand, where children are supported to persist, stay active and build physical confidence through positive experiences of success.

### **Creating and Thinking Critically (Thinking and Problem-Solving)**

Children are regularly encouraged to think about their movement, make decisions and solve simple physical problems. Rather than following instructions alone, pupils are supported to adapt, choose and reflect.

Within PE, this is embedded by:

- Using questions such as “How could you move differently?” or “What worked best?”
- Encouraging children to adapt movements to suit space, equipment or partners
- Creating opportunities for children to reflect on and improve their performance

This aligns closely with the KNOW strand, supporting children to develop understanding, awareness and decision-making through movement.

### **A Consistent Whole-School Approach**

By embedding the Characteristics of Effective Learning within the KNOW · GO · SHOW framework, the EDSTART PE curriculum provides a consistent and shared language for staff and pupils. This ensures that learning behaviours are developed intentionally through Physical Education and reinforced across the wider EYFS curriculum.

EDSTART Framework	Playing & Exploring (Engagement)	Active Learning (Motivation & Persistence)	Creating & Thinking Critically (Thinking)
<b>KNOW</b> ( <i>Understand – Cognitive</i> )	Children explore movement ideas and rules through discussion, questioning and observation. They show curiosity about how their bodies move and how space, equipment and safety rules work.	Children stay focused when learning new movement ideas, listening carefully to instructions and routines, and remembering key points across sessions.	Children think about how to move effectively, make decisions about space and safety, and explain what worked well and what they would change next time.
<b>GO</b> ( <i>Perform – Physical</i> )	Children actively try new movements and skills, exploring different ways to run, jump, balance, throw and catch in a supportive, low-risk environment.	Children practise skills repeatedly, showing determination to improve and pride in personal progress, even when activities are challenging.	Children adapt movements to solve physical problems, such as changing speed, direction or force to improve control and success.
<b>SHOW</b> ( <i>Belong – Social</i> )	Children engage confidently with others, take part willingly, follow routines and show enjoyment in shared movement experiences.	Children persevere with group tasks, support peers, and show resilience when outcomes are not immediately successful.	Children reflect on how they worked with others, make choices about teamwork and behaviour, and adapt how they cooperate to improve group outcomes.

## What Reception Children Should Be Able to Do by July (Physical Education)

By the end of Reception, children who have accessed the EDSTART EYFS Physical Education curriculum should demonstrate clear readiness for Key Stage One through their physical competence, confidence and learning behaviours.

### Physical Development

Children should be able to:

- Move energetically with increasing control, balance and coordination
- Run, jump, hop, climb and balance confidently in a range of environments
- Combine movements smoothly and with developing fluency
- Use large and small apparatus safely and independently
- Throw, catch, kick and strike equipment with growing accuracy and control
- Demonstrate sufficient core strength and stability to support posture, fine motor control and sustained activity

## Personal, Social and Emotional Development

Children should be able to:

- Follow instructions, rules and routines during PE sessions
- Take turns and cooperate with others in physical activities and games
- Show confidence and resilience when trying new or challenging movements
- Manage emotions appropriately during success, challenge and competition
- Show pride in effort, improvement and participation

## Communication and Learning Behaviours

Children should be able to:

- Listen to and respond to instructions during physical activity
- Use simple vocabulary to describe movements and actions
- Make basic choices about how to move, adapt or improve
- Persist with activities and demonstrate focus and engagement
- Reflect, with support, on what they have done well and what they could try next time

By July, children leave Reception physically confident, motivated and ready to engage with the more structured Physical Education curriculum in Key Stage One

## EYFS → Key Stage One Transition Statement (Physical Education)

The **EDSTART EYFS Physical Education curriculum** is intentionally designed to ensure a smooth and effective transition into Key Stage One.

In EYFS, children develop the foundations of physical literacy through exploration, play-based learning and structured movement experiences. These foundations are essential for success in the Key Stage One PE curriculum, where learning becomes increasingly skill-focused, structured and games-based.

Transition Strengths from EYFS to KS1

By the end of EYFS, children transition into Key Stage One having:

- Secure fundamental movement skills (running, jumping, balancing, throwing, catching)
- Confidence to participate independently in PE lessons
- Understanding of routines, rules and safe practice
- Positive attitudes towards physical activity and learning
- Experience of working with others through cooperative play and simple games.

# CURRICULUM COVERAGE

## EARLY YEARS FOUNDATION STAGE

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults

### EARLY YEARS

#### EARLY YEARS FRAMEWORK

Children at the expected level of development will

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

#### DEVELOPMENT MATTERS

Children in Reception will be learning to

MOVING EDSTART - ANIMAL BOOGIE YOGA



MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL



MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL



MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR SKILLS



MOVING EDSTART - GYMNASTICS



MOVING EDSTART - MOVEMENT TO MUSIC



MOVING EDSTART - STORY BOOK SPORTS:



PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL



PLAYING EDSTART - INTRO TO GAMES



PLAYING EDSTART - INTRO TO RACKET SKILLS:



COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL



COMPETING EDSTART - INTRO TO GAMES





# ENDPOINTS AND VOCABULARY

## EARLY YEARS FOUNDATION STAGE

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**EARLY YEARS FRAMEWORK:** Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**DEVELOPMENT MATTERS:** Children in Reception will be learning to

- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including movement to music, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### MOVING EDSTART – ANIMAL BOOGIE YOGA

#### END POINT

- Children can balance when performing each Yoga pose.
- Children can relax their body when performing the basic poses.
- Children can follow the story and understand what part comes next.

#### NC OBJECTIVE

- Demonstrate strength, balance and coordination when playing.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.

#### EDSTART KNOW

- I can name some animal poses and say how they help my body move.
- I know that yoga helps me feel calm and strong.
- I can talk about what happens next in the story as I move like each animal.

#### EDSTART GO

- I can balance carefully when I copy each animal pose.
- I can relax my body and stay still when holding a pose.
- I can follow the story and move like the animals in the right order.

#### EDSTART SHOW

- I can show calm, control, and balance in my yoga movements.
- I can remember and perform each part of the Animal Boogie story.
- I can explain how yoga helps me feel relaxed, happy, and strong.

#### VOCABULARY

pose, animal, calm, stretch, story, relax, strong

### MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL and LOCOMOTOR SKILLS

#### END POINT

- Children know how to safely find space and move around avoiding obstacles. Children can change speed and direction safely and under control.
- Children can move energetically, such as running, jumping, dancing, hopping, skipping, and climbing, whilst safely negotiating space.

#### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency

#### EDSTART KNOW

- I can name different ways to move my body, like running, jumping, and skipping.
- I know how to move safely by looking where I'm going and avoiding others or obstacles.
- I can talk about how my body feels when I move fast or slow.

#### EDSTART GO

- I can move safely around the space, changing speed and direction under control.
- I can run, hop, skip, jump, and climb with confidence.
- I can use my body to balance and move in different ways while keeping control.

#### EDSTART SHOW

- I can show energy, control, and confidence when moving around.
- I can move safely and find space without bumping into others.
- I can explain how I changed my speed or direction to move safely.

#### VOCABULARY

run, jump, leap, hop, skip, dodge, space, control, balance, travel

### MOVING EDSTART – GYMNASTICS

## END POINT

- Children can demonstrate different ways of travelling using small and large body parts.
- Children can demonstrate wide, thin, tall, and curled body shapes when travelling.

## NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

## EDSTART KNOW

- I can name different ways my body can travel, such as crawling, sliding, and jumping.
- I know that I can use big and small body parts to move in different ways.
- I can talk about body shapes like wide, thin, tall, and curled.

## EDSTART GO

- I can travel in different ways using small and large body parts.
- I can move and change between wide, thin, tall, and curled shapes.
- I can travel safely around the space using control and balance.

## EDSTART SHOW

- I can show good control when travelling in different ways.
- I can make clear body shapes and hold them still.
- I can explain how I moved and changed my body shape during gymnastics.

## VOCABULARY

travel, balance, shape, wide, thin, tall, curled, control

## MOVING EDSTART – MOVEMENT TO MUSIC

### END POINT

- Children can revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

## EDSTART KNOW

- I can name different ways my body can move, like rolling, jumping, and skipping.
- I know that I can move to music in time with the beat.
- I can talk about how music makes me want to move in different ways.

## EDSTART GO

- I can move to music using actions such as walking, hopping, and jumping.
- I can change how I move to match the speed and rhythm of the music.
- I can make my own movements and patterns to go with the sound.

## EDSTART SHOW

- I can show confidence when moving and dancing to music.
- I can move safely in space while using lots of different actions.
- I can explain how the music helped me decide how to move.

## VOCABULARY

music, rhythm, beat, move, jump, skip, dance, space

## MOVING EDSTART – STORY BOOK SPORTS

### END POINT

- Children can be able to travel using fundamentals – run, hop, skip, jump, sidestep. Children can use imaginative ways of moving using animals.
- Children can travel at different heights – tall, small, wide, thin.
- Children can take negotiate space when moving with a ball.

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

## EDSTART KNOW

- I can name different ways to move, such as running, hopping, skipping, and jumping.
- I know I can move like different animals or story characters using my imagination.
- I can talk about how to move safely and find space when using a ball or equipment.

## EDSTART GO

- I can travel in different ways using running, hopping, skipping, and sidestepping.
- I can move at different heights — tall, small, wide, and thin.
- I can travel safely in space while moving with a ball or pretending to be a character.

## EDSTART SHOW

- I can show imagination and control when moving like characters or animals.
- I can use space safely and move around others with care.
- I can explain how I changed my movement to match the story or the activity.

## VOCABULARY

run, hop, skip, jump, sidestep, tall, small, space, animal, story

## PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

### END POINT

- Children start to show a preference for a dominant hand.
- Children can roll, throw and catch a ball using a variety of different techniques.
- Children can show different methods of sending an object towards a partner.

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can name different ways to move and control a ball, such as rolling, throwing, and catching.
- I know that I can use one hand or two hands to send and receive a ball.
- I can talk about which hand I like to use the most when throwing or catching.

### EDSTART GO

- I can roll, throw, and catch a ball using different techniques.
- I can show different ways of sending a ball or object to a partner.
- I can use my favourite hand or both hands to control the ball safely.

### EDSTART SHOW

- I can show good control when rolling, throwing, and catching.
- I can take turns and work with a partner to send and receive a ball.
- I can explain how I used my hands or body to control the object.

### VOCABULARY

roll, throw, catch, send, partner, control, hand, aim

## PLAYING EDSTART – INTRO TO GAMES

### END POINT

- Children understand the difference between rolling, bouncing, and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Children can watch the flight / path of an object and know what equipment can be used for to further.

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can name different ways to move a ball, such as rolling, bouncing, and throwing.
- I know the difference between each skill and when to use them in a game.
- I can talk about what equipment I can use to help me play different games.

### EDSTART GO

- I can roll, bounce, and throw a ball with growing control and accuracy.
- I can watch the flight or path of a ball and get ready to catch or stop it.
- I can choose the right piece of equipment to use in a simple game.

### EDSTART SHOW

- I can show control and confidence when playing games with a ball.
- I can use equipment safely and share space with others.
- I can explain how I used rolling, bouncing, or throwing in a game.

### VOCABULARY

roll, bounce, throw, catch

## PLAYING EDSTART – INTRO TO RACKET SKILLS

### END POINT

- Children can judge the flight / bounce of the ball and meet it with their racket.
- Children can make contact / strike a ball that has been thrown towards them.

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can name the equipment used for racket games, like a racket and a ball.
- I know that I need to watch the ball carefully to see how it moves or bounces.
- I can talk about how to hold and use the racket to hit or tap the ball.

### EDSTART GO

- I can watch the bounce or flight of the ball and meet it with my racket.
- I can make contact and strike a ball that is rolled or thrown towards me.
- I can move my body and racket together to stay in control.

### EDSTART SHOW

- I can show good coordination when using a racket and ball.
- I can keep my eyes on the ball and try to hit it with control.
- I can explain how I used my body and racket to strike the ball.

### VOCABULARY

racket, ball, hit, strike, bounce, watch, control, movement

## COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

### END POINT

- Children develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Children will be able to dribble the ball with their feet, keeping it under control

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can name different ball skills such as throwing, catching, kicking, and dribbling.
- I know that I need to use my eyes, hands, and feet to control the ball.
- I can talk about how to aim and move the ball towards a target.

### EDSTART GO

- I can throw, catch, kick, and pass a ball using different techniques.
- I can dribble the ball with my feet, keeping it close and under control.
- I can aim for a target and try to make my ball go where I want it to.

### EDSTART SHOW

- I can show control and confidence when using different ball skills.
- I can move safely and keep the ball close to me while playing.
- I can explain how I used my hands or feet to control and aim the ball.

### VOCABULARY

throw, catch, kick, dribble, aim, pass, control, target

## COMPETING EDSTART – INTRO TO GAMES

### END POINT

- Children can dribble with a ball with their feet, keeping it under control.
- Children can dodge a defender using a variety of different techniques.

### NC OBJECTIVE

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can name some simple games and the skills I need to play them.
- I know that I can use my feet to move a ball and keep it under control.
- I can talk about how to move away from others and find space in a game.

### EDSTART GO

- I can dribble a ball with my feet, keeping it close and under control.
- I can dodge around others using different movements and techniques.
- I can move safely and try to find space to keep the game going.

### EDSTART SHOW

- I can show good control when dribbling and moving with a ball.
- I can use quick movements to dodge and stay away from others.
- I can explain how I kept control of the ball and moved into space.

### VOCABULARY

dribble, dodge, space, move, control, feet, game, balance

## COMPETING EDSTART – SPORTS DAY EVENTS

### END POINT

- Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Children can change speed and direction safely and under control.

### NC OBJECTIVE

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can name different ways to move in races such as running, jumping, and hopping.
- I know that I can change my speed and direction safely and under control.
- I can talk about why it's important to try my best and cheer for others.

### EDSTART GO

- I can move energetically by running, jumping, hopping, skipping, and climbing.
- I can change how fast I move and the direction I travel in.
- I can take part in races and games, moving safely and with control.

### EDSTART SHOW

- I can show confidence, effort, and enjoyment in all Sports Day activities.
- I can move safely around others and stay in my space during races.
- I can explain how I changed my speed and direction in each activity.

### VOCABULARY

run, jump, hop, skip, climb, speed, direction, control

# FUNDAMENTAL MOVEMENT SKILLS

## WHAT ARE FUNDAMENTAL MOVEMENT SKILLS?

Fundamental Movement Skills (FMS) are the basic movement patterns that form the foundation for more advanced physical and sport-specific skills. These include locomotor skills like running and jumping, stability skills such as balancing and twisting, and object control skills like throwing and catching. Developing FMS during the primary years is crucial, as this period represents a key stage of physical and neurological growth.

Early acquisition of these skills builds confidence, coordination, and physical competence, all of which contribute to greater enjoyment and participation in physical activity. A strong foundation in FMS not only supports future success in Physical Education and sport but also plays a vital role in everyday tasks and overall physical literacy.

Without the early development of FMS, children may struggle with more complex movements later in life. Therefore, it is essential that schools provide regular, structured, and engaging opportunities for all children to develop these skills in a supportive environment.

## FMS ARE GENERALLY GROUPED INTO 3 CATEGORIES

LOCOMOTOR SKILLS (MOVEMENT)	BODY CONTROL (STABILITY)	OBJECT CONTROL (MANIPULATION)
<ul style="list-style-type: none"> <li>Walking.</li> <li>Running.</li> <li>Jumping (for distance, for height, one leg to another).</li> <li>Hopping.</li> <li>Leaping.</li> <li>Skipping.</li> <li>Swinging.</li> <li>Side stepping.</li> <li>Dodging.</li> <li>Galloping.</li> <li>Climbing.</li> <li>Crawling.</li> </ul>	<ul style="list-style-type: none"> <li>Balancing on one foot.</li> <li>Walking on a line or a beam.</li> <li>Climbing.</li> <li>Rolling (forward roll, log roll)</li> <li>Twisting.</li> <li>Turning.</li> <li>Rotating.</li> <li>Landing.</li> <li>Stopping.</li> <li>Bending.</li> <li>Stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Catching.</li> <li>Overhand throw.</li> <li>Underhand throw.</li> <li>Kicking a ball from hands.</li> <li>Striking with an implement.</li> <li>Two handed striking.</li> <li>Hand dribbling (repeatedly bouncing a ball with one hand)</li> <li>Foot dribbling.</li> <li>Kicking.</li> <li>Chest passing.</li> </ul>

Primary schools play a vital role in providing regular, structured opportunities for children to engage in movement experiences that support the development of movement proficiency. These experiences are essential for laying the foundation for continued participation in physical activity throughout life. The National Curriculum for Physical Education highlights the importance of helping pupils develop both competence and confidence in Fundamental Movement Skills (FMS) through a range of physically demanding and varied activities.

At **EDSTART**, our curriculum is designed to support this progression through a clear and structured pathway. Children begin by developing their FMS through the **MOVING EDSTART** and **PLAYING EDSTART** statements, where they build essential skills in a supportive and engaging environment. Once these foundational skills are secure, pupils are encouraged to apply them in more challenging contexts through the **COMPETING EDSTART** and **COMPLETE EDSTART** statements. This approach ensures that each child not only acquires the necessary movement skills but also learns how to apply them confidently across different physical activities, fostering a lifelong positive relationship with physical activity and sport.

# PHYSICAL LITERACY

## WHAT IS PHYSICAL LITERACY?

## **“Physical Literacy is our relationship with movement and physical activity throughout life.”**

This relationship can change throughout our lives, depending on circumstances, health and experiences. A positive commitment to being active strengthens one's physical literacy.

Every child and young person have the right to be active, to benefit from being active in a safe, positive and trusted environment, and to have an equal chance to achieve their potential.

We must ensure children and young people have positive experiences of sport and physical activity that are fun, inclusive, enjoyable and developmental.

**Sport England (2023)**

## **WHY PHYSICAL LITERACY MATTERS.**

Developing a positive relationship with movement and physical activity increases the likelihood of staying active throughout life. Research shows that children who demonstrate high levels of physical literacy are twice as likely to take part in sport and regular physical activity. Building physical literacy in childhood creates the foundation for lifelong engagement in healthy, active living.

## **WHAT DOES PHYSICAL LITERACY MEAN TO EDSTART?**

At Edstart, physical literacy is at the heart of everything we do. Through our broad and balanced Physical Education curriculum and wider PESSPA (Physical Education, School Sport and Physical Activity) provision, we guide children on a journey of lifelong engagement with physical activity.

Our framework is built around four progressive stages: **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART**, and **COMPLETE EDSTART**. At each stage, children develop the confidence, competence, knowledge and understanding required to thrive in a range of physical contexts.

We aim to ensure that every child has positive experiences with physical activity, helping them to build self-belief, develop physical skills, and understand the importance of maintaining an active lifestyle. By embedding these values early on, we empower children to participate fully, enjoy movement, and carry these habits forward into adulthood.

# SEND AND ADAPTED LEARNING

**EDSTART SPORTS COACHING** understand the individual needs of SEND pupils. Activities are carefully differentiated to ensure every child can participate meaningfully and make progress.

The **EDSTART** curriculum is ambitious for all learners and sets no limits on what SEND pupils can achieve. Guided by our belief that Every Child Deserves an **EDSTART**, we are committed to delivering an inclusive and empowering experience for every child.

PE lessons are designed so that SEND pupils learn alongside their peers, with adaptations made to ensure that all pupils can access and enjoy the curriculum fully.

## SEND NEEDS AND STRATEGIES

Special Educational Needs and Disabilities (SEND) cover a broad spectrum of conditions, and strategies for facilitating the best sports sessions may vary based on individual needs.

It's important to note that these are general strategies, and individualized approaches based on the specific needs and preferences of each child are crucial.

Communication with the child, parents, and any support staff is essential for tailoring strategies to maximize the child's enjoyment and success in sports sessions.

	CHARACTERISTICS	STRATEGIES
<b>Autism Spectrum Disorder (ASD)</b>	<ul style="list-style-type: none"> <li>Challenges in social, communication, repetitive behaviours, sensory sensitivities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear and structured instructions.</li> <li>Use visual schedules or charts to outline the session plan.</li> <li>Be mindful of sensory sensitivities and adapt the environment accordingly.</li> <li>Offer clear expectations for social interactions.</li> </ul>
<b>Attention Deficit Hyperactivity Disorder (ADHD)</b>	<ul style="list-style-type: none"> <li>Inattention, hyperactivity, impulsivity.</li> </ul>	<ul style="list-style-type: none"> <li>Break activities into short, focused segments.</li> <li>Incorporate movement breaks to release excess energy.</li> <li>Use visual cues and timers to manage transitions.</li> <li>Provide positive reinforcement for staying on task.</li> </ul>
<b>Physical Disabilities</b>	<ul style="list-style-type: none"> <li>Limitations in physical movement or coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt activities to accommodate mobility challenges.</li> <li>Provide accessible equipment or modify rules.</li> <li>Focus on developing skills within the child's physical abilities.</li> <li>Encourage participation at a comfortable pace.</li> </ul>
<b>Speech and Language Impairments</b>	<ul style="list-style-type: none"> <li>Difficulty with speech sounds, language development, or communication.</li> </ul>	<ul style="list-style-type: none"> <li>Use visual aids and gestures to support verbal instructions.</li> <li>Encourage alternative forms of communication (e.g., sign language).</li> <li>Be patient and allow time for the child to express themselves.</li> <li>Provide opportunities for communication in a comfortable setting.</li> </ul>
<b>Sensory Processing Disorders</b>	<ul style="list-style-type: none"> <li>Over or under-sensitivity to sensory stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Create a sensory-friendly environment with minimal distractions.</li> <li>Offer sensory breaks if needed.</li> <li>Use sensory tools or equipment, like fidget toys.</li> <li>Allow the child to choose sensory preferences when possible.</li> </ul>
<b>Learning Disabilities</b>	<ul style="list-style-type: none"> <li>Challenges in acquiring and processing information.</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple modes of instruction (visual, auditory, tactile).</li> <li>Break down instructions into smaller, manageable steps.</li> <li>Provide additional time for understanding and completing tasks.</li> <li>Offer positive reinforcement for effort and progress.</li> </ul>

## Behavioural and Emotional Difficulties

- Challenges in managing emotions or behaviour
- Establish clear expectations and rules.
- Use positive reinforcement to encourage desired behaviours.
- Implement a reward system for positive engagement.
- Provide opportunities for self-regulation strategies

## Visual or Hearing Impairments

- Impairments in vision or hearing.
- Use clear and concise verbal instructions.
- Provide information in alternative formats (e.g., tactile or written instructions).
- Use visual aids and gestures for individuals with hearing impairments.
- Ensure the environment is accessible and safe.

# STEP PRINCIPLES

**EDSTART** actively encourages the use of the STEP principles of differentiation to ensure that every child can access and engage with Physical Education, School Sport, and Physical Activity (PESSPA), regardless of their individual abilities or starting points. The STEP model—Space, Task, Equipment, and People—provides a structured yet flexible approach to adapting activities to meet the diverse needs of all learners.

These adaptations are not limited to pupils with Special Educational Needs and Disabilities (SEND); they are part of a wider inclusive strategy that benefits every pupil. Differentiation using the STEP framework allows coaches to tailor activities in response to a variety of factors, such as a pupil's confidence level, physical ability, learning style, social or emotional needs, or even their motivation and engagement on the day.

### S - SPACE

Changing the size, shape, or layout of the activity area can completely transform the level of challenge and engagement. Smaller spaces encourage focus, control, and precision, while larger areas promote stamina, decision-making, and strategic play. Teachers can use zones to differentiate activities, providing varied levels of challenge for mixed abilities. Adjusting direction, targets, or movement routes helps children explore spatial awareness and positioning. By managing space thoughtfully, teachers can ensure safety, inclusion, and progression—allowing every pupil to work at the right pace while developing confidence, awareness, and tactical understanding within enjoyable, well-structured learning environments.

### T - TASK

The way a task is structured determines its accessibility and challenge. Simplifying tasks by breaking skills into smaller steps supports confidence and understanding, while adding rules, conditions, or scoring systems increases engagement and cognitive challenge. Teachers can shift the focus—such as from speed to accuracy, or power to control—to suit learning goals and encourage reflection. Cooperative or competitive tasks can be used strategically to develop teamwork and resilience. By continually adapting the task, teachers ensure inclusivity, sustained motivation, and clear progression for all pupils, promoting deeper learning and transferable physical literacy skills.

### E - EQUIPMENT

Modifying equipment helps ensure inclusion, engagement, and skill development. Larger or softer balls build coordination and confidence for beginners, while smaller or heavier ones add challenge for advanced learners. Using bright colours supports pupils with visual needs and helps maintain interest. Teachers can also change targets, rackets, or throwing objects to adjust skill focus. Equipment variety—such as foam bats, balloons, or beanbags—encourages creativity and exploration. These adaptations promote differentiation, enabling all pupils to succeed while refining technique and tactical understanding. By carefully selecting and varying equipment, teachers make every activity fun, accessible, and progressively challenging.

### P - PEOPLE

Adjusting groupings, pairings, and roles supports inclusion, cooperation, and leadership development. Working in smaller groups increases participation and feedback opportunities, while larger teams promote strategy, communication, and teamwork. Teachers can rotate roles such as coach, official, or leader to build confidence and empathy. Pairing pupils by ability, experience, or personality encourages peer learning and mutual support. Inclusive grouping ensures every child feels valued and challenged appropriately. By varying the people involved, teachers can nurture personal and social development alongside physical competence, helping pupils to grow in confidence, build relationships, and develop essential lifelong collaboration skills.

# EDSTART PEDAGOGY

At **EDSTART SPORTS COACHING**, we believe that all pupils can get better at PE – that they can know more and do more. Our curriculum is designed with clear intent, underpinned by research-informed pedagogy, and shaped around our core principles: **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART**, and **COMPLETE EDSTART**. These progressive statements ensure that learning is sequenced from the development of fundamental movement through to application in increasingly complex and competitive environments.

From a curriculum standpoint, we are committed to delivering a high-quality, inclusive and ambitious PE curriculum that provides all children with the knowledge, skills and confidence to enjoy and succeed in physical activity. Each unit and lesson are carefully planned to build on prior learning and ensure that all pupils are supported to make sustained progress across cognitive, physical, social and emotional domains.

The Success Criteria embedded in each lesson make learning visible. They guide pupils in understanding what success looks like, while allowing coaches to assess, scaffold and deepen understanding. Lessons are structured to ensure that children revisit key skills and concepts in varied contexts, helping to secure automaticity and transfer of learning over time.

Our curriculum doesn't just focus on isolated physical skills – it promotes long-term physical literacy. Children are taught how to take ownership of their improvement through goal setting, reflective practice and self-assessment. Units across all year groups incorporate opportunities to improve health-related fitness, resilience, teamwork, creativity and decision-making – all essential components of lifelong engagement in physical activity.

Coaches use their subject and pedagogical knowledge to deliver purposeful and progressive lessons, where differentiation ensures that every pupil is challenged appropriately. Tasks are adapted using the STEP framework (Space, Task, Equipment, People) – (see page 46) to allow all children to access the curriculum and make measurable progress. Where necessary, this includes scaffolded support or additional challenge for high-ability learners.

Repetition and deliberate practice are fundamental. Rather than rushing through content, our curriculum values depth over breadth – ensuring that key movements and concepts are thoroughly understood, rehearsed and mastered. Coaches provide timely, specific and actionable feedback to help pupils close gaps and extend learning. Feedback is framed positively, building motivation and confidence in each child.

Ultimately, the **EDSTART** curriculum ensures that by the time children leave primary school, they are not only physically competent but also confident, motivated, and ready to engage in lifelong physical activity, equipped with the tools to succeed in PE and beyond.

# RISK ASSESSMENT

## WHY DO WE RISK ASSESS?

Risk assessment is not about eliminating risk but about ensuring that risks are managed so far as is reasonably practicable. In PESSPA, activities must remain challenging, enjoyable, and educational, while still protecting pupils and staff from foreseeable harm. afPE's Safe Practice in PESSPA makes clear that risk assessment is a core professional responsibility, underpinning safe and effective teaching.

What does the process involve?

1. **Identify hazards:** Consider the environment, equipment, activity type, pupils, staff, and external factors (e.g. weather, medical needs).
2. **Evaluate risk:** Judge the likelihood of harm and its potential severity.
3. **Plan control measures:** Put in place steps that reduce risks to an acceptable level while still allowing meaningful learning.
4. **Implement and monitor:** Apply those measures in practice and adjust dynamically (on-the-spot decisions when conditions change).
5. **Review and update:** Revisit risk assessments after incidents, near misses, or significant changes, and at least annually.

### Principles from afPE Safe Practice

- **Proportionate:** Controls must balance safety with opportunity. Over-restriction can damage learning.
- **Inclusive:** Adaptations should consider SEND, medical needs, and varying pupil abilities.
- **Dynamic:** Written assessments are essential, but vigilance during lessons is equally important.
- **Educational:** Pupils should be taught to understand and manage risk themselves.
- **Accountable:** Documentation protects staff, provides evidence of planning, and ensures compliance with employer policies.

## WHAT SHOULD BE INCLUDED?

A well-completed risk assessment should show that you have:

- Anticipated specific hazards in the activity and environment.
- Considered equipment safety and maintenance.
- Taken account of staff competence and supervision levels.
- Built in emergency procedures (first aid, evacuation, communication).
- Planned reasonable adjustments for inclusion and behaviour management.
- Linked your assessment to curriculum aims so that learning remains central.

Risk assessment is not paperwork for its own sake. Done well, it enables teachers and coaches to deliver safe, inclusive, and high-quality physical education. It is a living process that should guide planning, inform teaching, and evolve through reflection — exactly as outlined in afPE's Safe Practice in PESSPA.



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