



Foundations Framework Wales

Good Practice in Physical Activity
and Sporting Environments for
Children aged 3–11 years.

Version 2 – Created September 2024

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Glossary

Term	Definition
Adult-initiated opportunities	Where adults choose an intervention style that enables children to extend their play.
Child-centred	Ways of engaging children where the child's needs and wishes are the most important thing.
Child-led play	Children determine and control the content and intent of their play, by following their own instincts, ideas and interests in their own way for their own reasons.
Community	Any sport that is for community consumption. This can be formal or informal.
Extra-curricular	Physical and sporting activities that take place outside of school curriculum lessons and can include before or after school hours and is usually held on the school site.
Facilitator/Enabler	Anyone who delivers, organises, and promotes physical activity and sport opportunities for children. This could be a coach, teacher, volunteer, leader or responsible adult.
Foundations	Giving every child the skills, confidence and motivation to lead active, healthy and enriched lives.
Fundamental movement skills	The basic movements traditionally associated with play, physical activity and sport.
Grassroots	Physical activity and/or sport opportunities that can be organised (sports clubs) and non-organised (recreational sessions).
Inclusive Sport System	A sporting system that provides opportunities which are person-centred and led by people's needs, as well as being safe, enjoyable and developmental.
Multi-sport opportunities	Where a child takes part in or is involved in several sports, either within one session or across different opportunities.
Physical Activity	Bodily movement produced by skeletal muscles that requires energy expenditure.
Sedentary	Where a child is spending much of their time being in a sitting, reclining or lying posture during waking hours, undertaking little movement/activity and using little energy above what is used at rest.
Sports sector	The collective of organisations that are proactively acknowledging and contributing to the Vision for Sport in Wales.
Under-represented groups	Communities or individuals who have limited representation and low participation in decision making.

Let's ensure we give every child a great start

Why has the Foundations Framework Wales been developed?

The importance of being active every day has been stated clearly by the Chief Medical Officers in the UK, recommending¹ children and young people average at least 60 minutes of moderate or vigorous physical activity a day, across the week. Despite the recommendation, physical activity levels among children in Wales are some of the lowest globally, with² only half of children meeting the guidelines of at least 60 minutes of physical activity every day of the week.

As a nation, we need to do more to improve children's physical activity levels. Importantly, we need to give children the essential **foundations** - the development of every child's physical skills, confidence and motivation – to set them up for a positive future with sport and physical activity at its core. This is why numerous partners have come together to create the Foundations Framework Wales.

“National Governing Bodies of sport, local authorities, sport partnerships, Play Wales, Early Years Wales, wider national sporting partners and Sport Wales have come together to create the Foundations Framework Wales.”



Marianne Mannello
Play Wales, Assistant Director:
Policy, Support and Advocacy

What is the Foundations Framework Wales?

The Foundations Framework Wales is a good practice guide for all enablers across Wales involved in organising, promoting and delivering physical and sporting activities for children aged 3–11 years, in school extra-curricular, community and grassroots settings. It will continue to take a collective effort bringing the Framework to life, promote good practice and ensuring that children have access to the right environments to enjoy being physical active.

How can the Foundations Framework Wales support children in Wales?

“The vision is to transform Wales into an active nation where everyone can have a lifelong enjoyment of sport and physical activity. The Foundations Framework will ensure that every child can grow up in a Wales that supports them to be motivated and confident, and have the skills to lead active, healthy lives. We want to provide every child with the best possible experiences and environments to thrive in physical activity and sport.”



Tanni Grey Thompson
Sport Wales, Chair

Advice on facilitating activity for children aged 0–3 years should be sought from Early Years Wales and Play Wales.

¹ Chief Medical Officer Guidelines, 2019

² Active Healthy Kids Scorecard, 2022



“ I want to learn new skills and learn how to play the sport, as well as having a good time.”

Saul, aged 10



“ It is really important to feel safe, welcomed and included.”

Lily, Sabine and Ella, aged 11



“ Supporting everyone not just the ones that are good. Everyone to be treated equally.”

Year 5 pupils, Maindee Primary School, Newport



“ The perfect sports club is if the coaches are kind and if the sport is fun.”

Violet, aged 8



“ I want a coach who is welcoming, smiles at me and makes me feel involved.”

Thomas and Theo, aged 9

Your challenge is to play your part - take the Foundations Framework Wales and turn it into action that makes a difference to as many children as possible.

Section 1

The Vision for Sport in Wales

The Vision for Sport in Wales

To realise the Vision for Sport, working together is critical. We are all accountable and outcomes cannot be attributed to one organisation, sport, coach or deliverer. Sharing accountability, understanding and resources should be a priority at all levels.

We want to create an active nation where everyone has a lifelong enjoyment of sport.

**VISION FOR
SPORT**

Our National Picture



7

The decline in physical activity levels begins as early as age 7³

22%

Just 22% of 8–11-year-olds meet physical activity guidelines⁴

27.1%

1 in 4 children aged 4–5 (27.1%) in Wales are obese or overweight⁵

31%

1 in 3 pupils (31%) in Wales are not confident trying new sports⁶

Low confidence and enjoyment

Even from an early age, many young people in Wales report low confidence and enjoyment in sport, and don't always feel that they have the skills to participate⁶

³ Southampton University, 2019

⁴ Active Healthy Kids Wales Report Card 2022

⁵ Public Health Wales Child Measurement Programme, 2023

⁶ School Sport Survey 2022



Section 2

The need for a focus on
children aged 3–11 years

Every child should grow up having experiences in sport and physical activity that set them up for a lifelong enjoyment of sport. As a nation, we urgently need to do more to improve children's participation in physical activity and sport. The sport sector has identified this as a key opportunity and challenge for all.

Call to Action

We want every child to grow up in a Wales that supports them to be motivated and confident and have the skills to lead active, healthy lives. Every child should be provided with the best possible experiences and environments to thrive in physical activity and sport.

In order to achieve this, we need to:

- Put the motivations of the child at the heart of the physical activity offers provided.
- Consider how our actions, approaches and policies impact (positively or otherwise) on these motivations.
- Provide multi-sport opportunities that are **safe**, **enjoyable** and **developmental**.

Safety and safeguarding are paramount for children. When children feel safe, they are more likely to thrive in sport.

Enjoyment and the development of movement skills, should be central to the opportunities and experiences we provide, and it is important to understand that children perceive enjoyment differently at different times. Physical activity and sport should be fun!



“ We must capture children’s natural motivation while they are young, when they will try anything! ”

Just like other academic skills, proficiency in Fundamental Motor Skills need developmentally appropriate instruction and opportunities to practise skills in enriched learning environments. Children who are delayed in FMS are less likely to be physically active both now and in the future. ”

University of Wales, Trinity St David

Section 3

Introducing the Foundations Framework

Introducing the Foundations Framework

To help us achieve strong foundations for young people's lifelong journey with physical activity and sport, the sport sector in Wales has come together to produce the Foundations Framework. Young people have been consulted via the Youth Sport Trust (YST) partnership to ensure that the content and language of the framework is aligned to their needs and preferences.

The Foundations Framework provides the base for enablers to:

- Understand what the 'offer' for young people should look and feel like.
- Create environments that support a child's stage of physical, social, emotional and cognitive development.
- Offer multi-sport opportunities that are safe, enjoyable, and developmental.
- Promote the daily movement and key physical activity experiences that contribute to healthy development.
- Value child-led play as much as facilitated and adult-initiated opportunities.
- Recognise the biological, physiological and neurological developmental stages of young people to inform our provision of opportunity (relevant to what our role is in providing the opportunities).
- Support the critical reflection of the sporting opportunities we design, facilitate, promote and deliver.

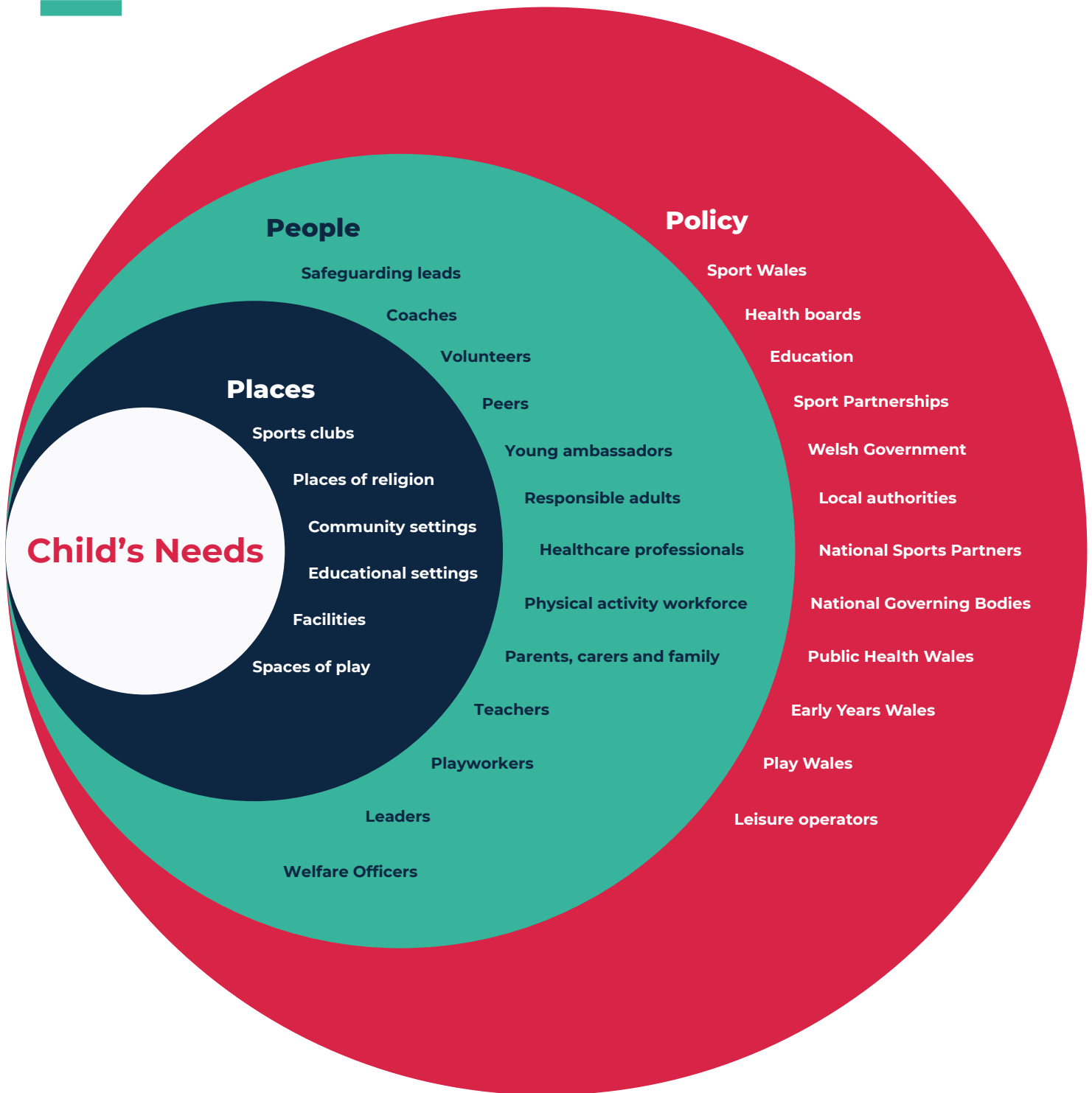
Making sense of the Framework

The Framework takes a child-centred approach. It is divided into sections dealing with **safety** and **belonging, enjoyment** and **involvement** and **development** and **confidence**., with each theme further considered from the perspective of **places**, **people** and **policies**. Please note there is crossover between many of these elements, so the Framework should be used holistically.

This framework aims to support enablers promoting, organising and delivering sport and physical activity in Wales, in all settings. **Examples of enablers are included in the ecological model.**



Ecological Model – Everyone plays a role



Places

Considerations for thriving environments:

- Safety
- Involvement and belonging
- Health and well-being
- Physical literacy informed

People

Considerations for facilitators and deliverers:

- Contributing to inclusive environments
- Delivering enjoyable activities that are developmental and needs led

Policy

Considerations for effective systems and leadership:

- Integration and alignment of systems and leadership
- Organisational governance and strategy
- Robust policies
- Allocated funding and investment
- Using insight and evidence to measure impact
- Accountability and reflection

Bronfenbrenner's ecological systems theory

Section 4

The Foundations Framework

Safety and Belonging

Participant Child Centred	Places Thriving Environments	People Facilitator Practice	Policy Leadership
I need:	Considerations to create a thriving environment:	Considerations for delivery of activity/sport:	Considerations for policy development:
To feel safe in the activity spaces and places, both indoor and outdoor.	Environments which adhere to essential safeguarding expectations, requirements and coaching ratios (Appendix B) to ensure safe practice.	Dynamically assess environments to ensure that these are safe and appropriate for participants. To have knowledge of safeguarding policies and procedures ⁷ and to know who the designated safeguarding lead is for your organisation.	- Ensure the voices of the child and responsible adult are captured and fed into policy and procedure reviews and development. - Develop policies and procedures that reflect the latest safeguarding legislation and guidance for children in Wales and that are reviewed every two years. - Support new facilitators, management and board members to build their knowledge and understanding of safeguarding to the agreed level. - Ensure responsible adults are aware of safeguarding policies. - Risk assesses all activities and venues in line with NGB and/or leisure operator expectations. - Identify those who might support children's participation and welfare: e.g. club welfare officer. - Ensure facilitator-to-child ratios are met. - Ensure the programmes on offer reinforce or challenge stereotypical thinking and unconscious bias. - Upskill and educate facilitators on disability inclusion training.
Opportunities to problem solve.	Offer safe spaces for children to encounter appropriate risk and challenge, while harnessing opportunities for problem solving.	Consider opportunities for children matched to their developmental needs and prior experiences. Have a working knowledge of Play Wales Risk-Benefit Assessment Principles.	
Someone who knows me and can support my physical, mental, social and emotional well-being.	The environment supports the psychological safety of children to explore and understand how to regulate emotional responses to participation in physical activity.	Spend time getting to know the participants and provide support to children facing external challenges to their participation in sport and physical activity. Every child to have a champion: an adult who cares about their access into sport.	
To feel like I fit in.	Environments which make the child and responsible adult feel welcome and create a sense of belonging and ownership.	Be welcoming to all, show empathy to demonstrate understanding of the child. Understand, celebrate and cater for the diversity and uniqueness of participants and their families.	
Opportunities that are fair	Environments that promote positive sporting spirit, fairness and equal chances for all.	A consistent approach expected by all adults and children through mirroring and praising positive behaviours. Encourage participants to respect everyone, be resilient and lose with dignity.	

⁷The Child Protection in Sport Unit

Enjoyment and Involvement

Participant Child Centred	Places Thriving Environments	People Facilitator Practice	Policy Leadership
I need:	Considerations to create a thriving environment:	Considerations for delivery of activity/sport:	Considerations for policy development:
Opportunities that are for me and recognise my needs and choices (including language, culture, ability).	Activities which are inclusive, accessible, and relatable to all.	Understand that children learn through varied approaches, applicable in their own context.	• Increase representation from a range of community groups while respecting every individual's belief, religion, culture and background. • Develop a supportive culture that rewards and nurtures facilitators.
To feel comfortable and confident giving my ideas and making my own choice.	Environments that encourage the views of children to support their needs and motivations.	Encourage children to contribute to the activities. Notice and respond to both verbal and non-verbal communication.	• Create offers based on insight gathered from children. • Develop activities that are designed to recognise and celebrate all participants.
Fun activities that I can participate in with my friends and family.	Fun activities that encourage family engagement and the social aspect of sport.	Be the leader who is fun, happy and approachable. Ensure every experience is a great experience, so children want to return again and again.	• Ensure planning is reflective of all children, their families and the community. • Incorporate a range of programmes, activities, environments and equipment.
Ample time to be active.	Environments where there are no queues and no prolonged periods of being sedentary.	Provide clear and concise instructions. Endorse a calm approach that maintains control and authority (without shouting or the intrusive use of harsh signals).	
Time to play.	Time for active play and recreation through structured and unstructured activity.	Create unstructured activities that give the child the opportunity to play and be creative while learning new skills.	
To have access to a range of environments and equipment.	Activities take place in a range of environments, using a range of equipment, using every opportunity to be moving and active.	Choosing suitable equipment matched to the child's developmental and skill levels providing opportunities for positive, developmental experiences. Open dialogue with participants and their responsible adult on the selection of activities, so they understand what they are learning and why.	

Development and Confidence

Participant Child Centred	Places Thriving Environments	People Facilitator Practice	Policy Leadership
I need:	Considerations to create a thriving environment:	Considerations for delivery of activity/sport:	Considerations for policy development:
To be supported by qualified enablers.	Environments that are created by skilled and qualified facilitators, coaches, volunteers, leaders, and teachers who understand the importance of physical activity for primary aged children.	Use questioning to check for understanding, and provide feedback that is meaningful and understood by the child.	- Offer professional development training to facilitators. - Make time for reflective practice for facilitators. - Physical skill development to be factored into all programmes and activities. - Develop and offer a range of physical activities and sports without demanding early specialisation or selection at an early age. - Focus upon supporting facilitators to develop a growth mindset culture⁸ that focuses upon development. - Ensure responsible adults are informed about child-age/ stage appropriate practice to manage expectations. - Monitor and evaluate the impact of programmes on children's progress. - Collaborate with other organisations. - Encourage the facilitator to signpost to exit routes. - Consider how the use of funding results in improvements in the offer of a child's physical activity and sport.
To develop my physical skills.	Environments that build a variety of fundamental movement skills where children can access a range of physical and sporting activities.	Plan developmentally appropriate programmes and activities. Knowledge of transferable skills within sport and how it can benefit the individual.	
Activities that allow me to explore my relationship with movement and physical activity.	Activities where the child can explore relationships through movement and physical activity, showing an awareness for feelings, needs and risk management.	Encourage children to support each other, regardless of the performance outcome.	
To move daily (180 minutes per day for pre-schoolers and 60 minutes for children aged 5+).	Environments that promote movement and physical activity daily.	Structure activities so they allow ample time for children to be active. Understand the importance of children being physically active on a regular basis.	
To work hard to improve and get better.	Activities that cater to the child's stage of social, emotional, cognitive and physical development, through effective assessment and planning.	Provide challenge and plan progressive activities that support the functional ability and holistic development of the child.	
To be empowered to learn from my successes and my mistakes without judgement.	An environment that provides guidance to children on learning from mistakes.	Demonstrate adaptation of activities based on the development needs of the child (differentiation) and not their age. Understand what type of environment best suits an individual – Open, Modified, Parallel, Specific (see page 29).	
To have my effort and improvements valued to help build my confidence.	Environments that develop the confidence, motivation and resilience of children, so they are willing to try new activities and embrace new challenges.	Provide praise, encouragement and positive reinforcement. Praise the process over the outcome (including hard work, intention, commitment, creativity, thought process etc)	

Section 5

How to use the Foundations Framework

How to use the Foundations Framework

If we are to bring about positive change for children, it will take enablers at all levels using the Foundations Framework. From the committee room to the tennis court, the Framework should be adapted and used as a positive stimulus for improvement.

Some suggested approaches for using the Framework are:

Organisational

- Include in organisational agreements and strategic documents.
- Use as an audit tool for organisational programmes, priorities and funding decisions.
- Build into coach education design and development.
- Embed into grassroots clubs as a marker of quality provision (e.g. Club Charter).
- To support staff in inductions and appraisals.
- Use in job descriptions for those working with children aged 3–11 years in a sporting setting.

Coaching/Facilitation

- To support the creation of environments that are inclusive and help provide a good experience for all children.
- Foster a positive culture which promotes children's needs.
- Reinforce good practice.
- Regulate and quality assure sessions.
- Evaluate current coach development opportunities and education.
- Identify training needs and support facilitator training, inductions and reflections.
- Support development of new activities.

Organisational use with adults

- Support responsible adult inductions into an organisational or club, outlining expectations and culture of the setting.
- Development of an adult charter.
- Reinforce positive adult behaviours.



Section 6

Reflection notes

Reflection notes

The following questions and prompts are intended to complement the Framework and help promote discussion and generate ideas.

Thriving Environments (Places)

- Do the environments reflect the Vision for Sport?
- Do the environments include both indoor and outdoor settings?
- Do the environments respond to the developmental needs and interests of all children?
- Do children respond positively to the environments and experiences?
- Do the environments support children to experience a sense of belonging and ownership?
- Do we support facilitators to make changes within the environments to ensure they engage children and support their development?
- Do the environments offer opportunities for children to explore a range of activities and equipment to support their holistic development?
- Do we ensure safety within our activities?
- Do the programmes on offer challenge stereotypical thinking and unconscious bias?
- Do the activities and programmes on offer genuinely represent the range of communities in our locality and in Wales?
- Do the environments include all children and take into consideration their functional ability?

Facilitator Practice (People)

- Do we get to know and understand children's personalities, to respond to their individual needs and preferences?
- Do we ensure children's rights are considered?
- Do we actively promote, engage with, and respond to the opinions of children?
- Do we ensure that our programmes and activities support children's holistic development and needs?
- Do we ensure that experiences are enjoyable and appropriate for all children?
- Do we ensure children have opportunities for choice throughout the activity?
- Do we enable children to take leadership responsibility where appropriate?
- Do we regularly communicate with responsible adults?
- Do we promote the importance of play at home to responsible adults?
- Do we support responsible adults through the different stages of their child's physical development?
- Do we share information with responsible adults regarding their child's development?
- Do we support and develop the health and well-being of children through physical activities?
- Do we give praise and encouragement to all children?
- Do children develop a sense of belonging?
- Do we support children to build their resilience?
- Do we ensure we are using assessment information to inform our planning?
- Do we make observations of the sessions, including what children enjoy and do not enjoy?
- Do we provide an appropriate balance between the need to promote children's safety and protect them from harm, and the need to support them to take appropriate risks?

Section 6 – Reflection Notes

Leadership (Policy)

- Do we ensure children and their responsible adults have access to support, should they have experienced something harmful?
- Do our policies and procedures reflect the latest safeguarding legislation and guidance for Wales and are they reviewed every two years?
- Do we ensure our safeguarding practices, specific to children, are up to date?
- Do we promote a culture of safe practice?
- Do we make responsible adults aware of our safeguarding policy?
- Do all children understand who they can go to if they are worried, upset or concerned?
- Do our children benefit from our facilitator-to-child ratio? Do we meet the required ratios?
- Do we prioritise insight? How do we decide what is most important?
- When planning, how effectively do we use insight and knowledge of children's needs?
- Do we capture and implement children's opinions in our planning?
- Do we ensure that our planning is reflective of all children, their families and the community?
- Do we monitor the impact of our planning on the progress of all children?
- Do we ensure that delivery approaches are supporting the well-being of children?
- Do we monitor our programmes and activities?
- Do we share good practice with other clubs and organisations?
- Does our use of funding result in improvements in the offer of child's physical activity and sport?
- Do we monitor the impact of programmes and activities on children's development and experiences?
- Do we ensure all practitioners understand the importance of play and how they impact on it?



Section 7

Supporting materials

Appendix A

The framework encompasses:

- The definition of Physical Literacy (Whitehead, 2010).
- The Sport Wales SMILES concept.
- Sport Wales Thriving Environments approach.
- United Nations Convention on the Rights of the Child (UNCRC) (Articles 15 and 31).
- UNESCO guidelines on access to sport and physical activity.
- Future Generations Goals and Ways of Working.
- CIMPSA professional standards for working with children.
- Teaching professional standards for Wales.
- Trauma Informed Framework for Wales.
- Curriculum for Wales Progression Steps.

Appendix B

Grassroots club ratios

Grassroots clubs are to follow their National Governing Body's ratios.

Leisure Centres/Multi-Sport coaching ratios

Based upon NSPCC and UK Coaching guidance:

- 4–8 years – one adult to six children.
- 9–12 years – one adult to eight children.
- 13–18 years one adult to ten children.
- Children under the age of four should be supervised via the active engagement of the responsible adults within the session. 1 coach to 8 families.

Appendix C

Key Principles for physical activity and sport for children aged 3–5 years

Written by Marianne Mannello, Assistant Director: Policy, Support and Advocacy and Dave Goodger, Chief Executive Officer, Early Years Wales.

Play

Article 31 of the United Nations Convention on the Rights of the Child recognises the right of every child to rest, leisure, play, recreational activities, and free and full participation in cultural and artistic life. Playing supports brain development, helps children learn through exploring and experiencing the world around them, and helps adults understand the child's perspective through joining and interacting in their play. To achieve this, it is important to recognise that play can happen spontaneously, can be a solo, or group activity, and should be child-led (if someone makes you do it, it diminishes the play value; the adult role can be to facilitate, join and promote play).

For most children, self-directed opportunities to play are low-stress environments in which they can challenge their capabilities, take risks, learn rules and cooperative skills, and develop a wider range of physical skills. As policy leaders and facilitators of children's physical activities, providing opportunities for play is important. Providers must enable opportunities for play within the sessions and to communicate the development value of play to responsible adults who might otherwise anticipate sessions to be more tightly aligned to the more formal youth or adult version of the activity.

In developing physical competence, vigorous and physical play obviously have a role and feature significantly in helping children with their gross and fine motor skill development. As adults, we need to value the explorative and curiosity driven nature of child-initiated play. We can support this with good facilitation, good observation, and timely and skilled extensions of play through our prompting and joining the child. We also need to recognise how children start, stop and restart play, recognising the need for periods of rest, thinking, and also more stationary play. *Reflective question: do our sessions allow for child-initiated activities? Do our sessions allow for periods of playful rest, and rest from the activity including moments of stillness? Do our sessions cater for both individual play and social play?*

Crossing the midline

Extensive evidence demonstrates the importance of crossing the midline. The processes of doing this start from very early in childhood and is reinforced for babies through activities such as spending time on the floor, both on the tummy and on the back. It includes tracking the movement of objects with the eyes and moving through key patterns such as creeping and crawling. The concept of crossing the midline can be reinforced and revisited frequently during the 3–5 age range, through many different activities. Missing this key postural and movement development will limit the physical capabilities of an individual, particularly when cross-lateral coordination or control is a key requirement of the physical activity and sport.

Revisiting early developmental skills

Ideally, children will reach three having had a balance between time in arms and time on the floor as an infant alongside the required time in sleep, in safe transit (buggies and car seats) that modern life requires. This will have allowed them to experience the floor as their first playground, and will have

Section 7 – Supporting Materials

facilitated their development through lying down, rolling, creeping, crawling, cruising (a pre-step before standing and walking), and eventually walking and running. Unfortunately, not all children get the full movement experience for many reasons. Some children naturally 'skip' stages by creating movement without crawling; some children are not provided the safe exploratory environment to express crawling and creeping.

For any reason, a missed developmental pathway increases the chances that a primitive reflex will not have been inhibited. The process of inhibiting primitive reflexes and moving to a more refined postural reflex is developmentally important. The interaction between the brain (particularly the sensory-motor regions) and the body is essential for both physical tasks, and academic learning, social and behavioural reasons.

For all these reasons, in physical development opportunities for 3–5-year-olds, the value of revisiting early movement skills is extremely high. This can include revisiting crawling and rolling in the play you facilitate. This can include providing opportunities to swing, rotate, roll, and hang, all of which interact with the proprioceptive and vestibular systems. Letting children be 'immature' and back in early movement experiences is a way to support children, their hip, shoulder, and postural development, and to support them 'plug gaps' in their prior experience.

Brain development

The science around brain development is robust and demonstrates the importance of daily movement for everyone. For children aged 3-5, the brain is going through a significant period of structural change. It is the end of a period of rapid proliferation (increases) in brain cells and connections between these cells. It also includes a period of pruning (a natural process of reorganisation and reduction) in the brain cells and connections between them. For this reason, the principle of use it or lose it can be thought of. Reducing the opportunities for movement and physical activity will signal to the brain that the pathways created for these activities are less important and require less prominence in physiological systems.

Secondly, the regions of the brain that are linked to movement also interrelate with the language centres, the emotional regulatory centres, and the pre-frontal cortex (responsible for planning, behaviour regulation, mental flexibility etc.). Therefore, physical development and activities promote neural growth and connections between brain regions.

Finally, the autoimmune system, and the digestive system are both interrelated to the brain. Good physical health promotes good digestive and autoimmune health. Or conversely, poor physical activity risks inflammatory responses in autoimmune systems which elevates risks to a range of negative health outcomes.

Introducing new environments

Introducing children to water environments is important and can be done from birth. If the opportunity is available, introducing children to these environments within their early years (0-5) period is beneficial for a wide range of reasons. Cognitively and emotionally, it will help children to understand these environments and move within them without the fear response often seen when the child is much older and introduced to water. Through using the water environment, children can explore movement with a different relationship to gravity using the buoyancy of the water. Water movement enables playful experiences, facilitates crossing the midline, and can strengthen movement of individual body parts (legs or arms) through isolating these with supportive devices.

Appendix D

Physical Literacy

Physical Literacy = Physical Skills + Confidence + Motivation + Knowledge + Understanding

Physical literacy is “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (IPLA, 2017).

Children begin their physical literacy journey through play, and evidence shows that developing the necessary skills early in life is more likely to lead to increased participation in physical activity and sport throughout their lives. It is important in the early years to explore and have fun with responsible adults. Being active helps children physically and emotionally, contributing to their health and happiness.

However, physical literacy isn't just about young people. It is a journey from birth through school years, adulthood and into later life – with experiences along the way all contributing to a person's physical literacy.

www.sport.wales/content-vault/physical-literacy

www.physical-literacy.org.uk/blog/physical-literacy-practice

Appendix E

STEP Model

Space How can the space you have suit the activities you want to play?	• Ensure the size of the space is appropriate and marked out so that children can see the boundaries and zones. • A floor-based game has a different space requirement from one where children move around the space more. • Personal space and group space. • Use of zoned playing area to create safe areas in catch or tag type games or for wheelchair/frame users. • Distance from a partner...nearer to partner, further away. • A smaller or larger target area. • Allow children to start at different times or from different places.
Task How can you adapt the activity to give everyone a meaningful experience?	• Easier - simplify the game, break down the skill • Harder - introduce more rules, harder skills. • Rotate roles so that everyone has a chance to participate. • Change rules to aid inclusion e.g. Allow more lives for some children, count some players' scores as double. • Encourage children to make and adapt the rules. • Try different ways of playing e.g. seated, standing, lying down. • Use different targets for some children. • Duration and pace of activity may need to be adapted for those with lower exercise tolerance.
Equipment How can you change the equipment to suit a person's need?	• Provide a range of appropriate equipment – different size, weight, texture, shape and colour. • Slower speed equipment (bean bags, scarf balls, balloons). • Adapt the length of the bat or handle. • Consider non-traditional equipment – sound (audible balls, audible markers, chutes, etc).
People Who is involved in the activity?	• On your own, with a partner, with a marker in a team. • Co-operating, competing. • One on one, one on two, uneven sized teams. • Friendship groups, matched ability, skilful helping less skilful, ability, gender, size number, relationship and attitude.

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Appendix F

Activity Inclusion Model

The Activity Inclusion Model supports participant-centred provision of physical activity and sport, and ensures everyone has a quality experience, irrespective of the environment or ability of the participant.



Modifying activity

Below are brief descriptions on the different types of activities that could take place during a session in order to include a range of participants:

- Open – Activities that are open to any participant without the need for alteration.
- Modified – Activities that can be modified to meet a person's needs and ability.
- Parallel – Differentiated activities that run parallel to one another.
- Specific – Specific activities for participants with a similar functional ability. The activity provided is designed to suit their needs and could include specialised equipment, coaching or rules within a game.

Activity Inclusion Model – 5th Generation

The Activity Inclusion Model September 2020.

AIM evolved from Black & Stevenson's Inclusion Spectrum and aligned to the WHO's International Classification of Functioning, Disability and Health. Permissions are held by Disability Sport Wales (in Wales) on behalf of the UK Disability Sport and Physical Activity Learning Group.

Appendix G

Further support and guidance

- The Rights of the Child
- Future Generations for Wales
- UK Chief Medical Officers' Physical Activity Guidelines
- Physical Activity of Children Report, 2019
- Physical Literacy - Sport Wales
- Curriculum for Wales
- CIMPSA's Professional Standards
- UNESCO Physical Activity Guidelines
- How can sport safeguard children
- NPSCC Speaking out about poor practice
- Early Childhood Play, Learning and Care in Wales
- Playful Childhoods
- Child Protection in Sport Unit
- Adapting Activities using the STEP Model
- International Physical Literacy Association



This document is also available in Welsh