



Healthy Schools
Healthier Living & Learning

Physical Activity^{HS}

Booklet A



The National Healthy Schools Programme (NHSP) has four core themes:

- Personal, Social and Health Education (PSHE), including sex and relationship education (SRE) and drug education
- Healthy Eating
- Physical Activity (PA)
- Emotional Health and Wellbeing (EHWB), including bullying

The four core themes relate to both the school curriculum and the emotional and physical learning environment in school. Each theme includes a number of criteria that schools need to fulfil in order to achieve National Healthy School Status. Although each theme covers a different area, they are all delivered using the whole-school approach so the basic requirements are the same.

Note: in this booklet the term 'staff' refers to the whole school staff, both teaching and support staff.



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Essential information

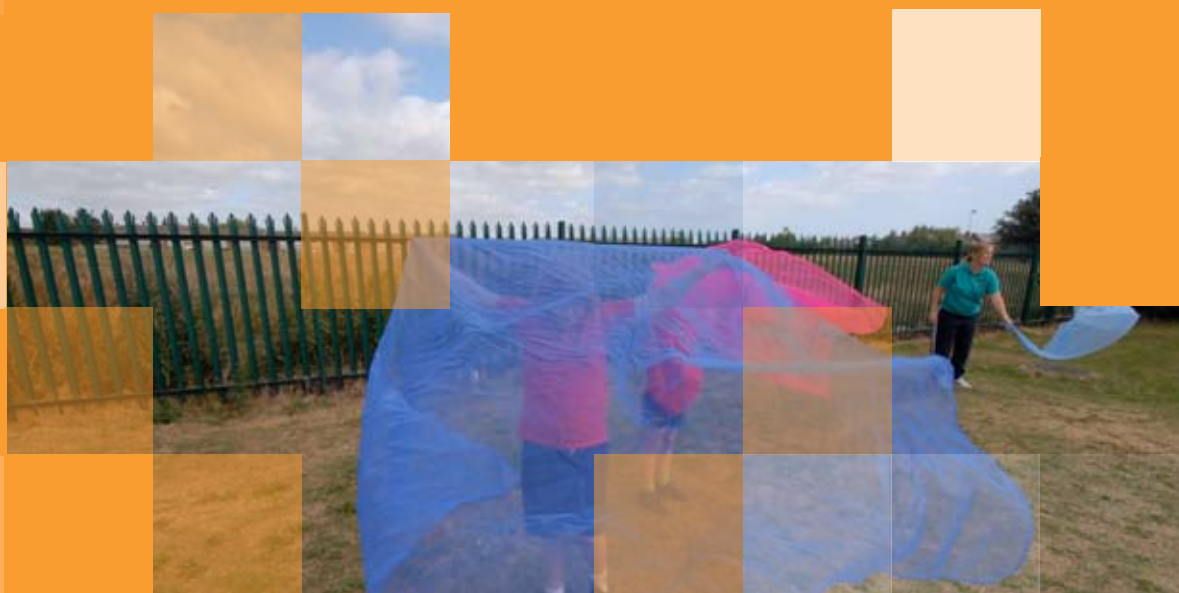
Aim of the Physical Activity guidance

Physical Activity is an integral part of daily life in a health-promoting school. The purpose of this guidance is to offer support to schools working towards achieving National Healthy School Status and demonstrate how Physical Activity can be promoted throughout the school day and beyond by:

- supporting the whole-school approach to promoting healthy active lifestyles
- providing clear and consistent messages about Physical Activity, its promotion and how to facilitate participation
- providing ideas and practical tips as well as **case studies** to inform practice
- signposting to resources, training opportunities, funding and other sources of information
- identifying people within and outside of the school community who can help to deliver the National Healthy Schools Programme targets.

Who is this guidance for?

The guidance can add value to schools which wish to become involved in promoting Physical Activity, are already in the process of working towards National Healthy School Status, or who have achieved it and wish to develop further.



Why is Physical Activity important?

Physical Activity can contribute to the physical, social and emotional wellbeing of all children, young people and staff within the school and its community.

The link between health, Physical Activity and wellbeing is well established. Potential benefits of regular participation in moderate intensity activity include:

- improved overall health
- healthy growth and development
- improved muscular strength, endurance and flexibility
- maintenance of energy balance (in order to encourage a healthy weight)
- reduced risk of developing adult diseases and conditions such as heart disease, diabetes and high blood pressure
- a sense of wellbeing
- enhanced self-esteem
- reduction in anxiety and stress
- opportunities for social interaction
- improved social and moral development
- improved cognitive functioning and academic achievement in school.

See the **Making the case Powerpoint** on the **Physical Activity section of the NHSP website** for more information.



How active are children and young people?

The 2002 Health Survey for England found that 30 per cent of boys and 39 per cent of girls aged 2 to 15 are still not reaching the recommended levels of Physical Activity to benefit their health.

Physical Activity recommendation for children and young people

How much activity should children and young people do?

To improve health, it is recommended that all children and young people should participate in:

a minimum of one hour of at least moderate intensity Physical Activity every day.

In addition, at least twice a week, all children and young people should take part in activities that help to develop muscular strength, flexibility and bone health.

Those who are not active or currently do very little activity should aim to take part in at least half an hour of moderate activity per day and gradually work towards reaching the one hour target.

Does the 'one hour' need to be carried out in one go?

No. The 'one-hour-a-day' message is about accumulating 60 minutes of activity per day. The 60 minutes can be made up of 2 x 30 minute blocks, 4 x 15 minutes or 6 x 10 minutes.



What type of Physical Activity is included?

Any type of activity is beneficial, and just encouraging children and young people to reduce the amount of time they spend sitting or being inactive is a good starting point.

The greatest benefits come from engaging in a broad range of Physical Activity including:

- PE lessons
- sports
- dance
- outdoor activities
- exercise and training sessions
- walking/jogging
- cycling
- skateboarding
- active play
- roller-blading.

Activities that develop muscular strength, flexibility and bone health include weight-bearing activities such as climbing, jumping, skipping, gymnastics, dance, aerobics, circuits, and sports such as basketball and volleyball.

It is important that children and young people recognise that everyday activities (such as walking and cycling to school, active play and recreation) are included in this recommendation, as they can make a significant contribution to the overall amount of activity an individual does.

How hard do children and young people have to work?

The recommendation states that the activity should be 'of at least moderate intensity'. Moderate intensity activities include those which make participants feel warm and slightly out of breath (e.g. brisk walking).

Vigorous activity can also contribute to the hour a day, but children and young people do not have to work at this level to gain the benefits. 'Vigorous' activity is energetic and feels demanding, it makes participants feel hot and increases their heart and breathing rates.

Government's target for Physical Education (PE) and school sport

In 2002, the Government set the following national target (referred to as the PSA – Public Service Agreement – target):

- to ensure that **75%** of children and young people spend a minimum of two hours a week on high-quality Physical Education and school sport within and beyond the curriculum by 2006 and **85%** by 2008.

There is also a long-term Government ambition for 2010:

- to ensure that all children and young people have at least **two hours of high quality Physical Education** within the curriculum and the opportunity to access a **further two hours** or more of sport per week beyond the school day.



How do the Physical Activity recommendation and the Government's target fit together?

The 'one-hour-a-day' Physical Activity recommendation is how active children and young people should be to gain health benefits. The 'two hours of high-quality PE and two to three hours of sport' target is the amount of activity schools and their communities should be offering all children and young people by 2010.

The Government's 2010 ambition adds up to four to five hours a week. On its own, this is not sufficient to help children and young people achieve the seven hours a week required to meet the 'one-hour-a-day' recommendation. In addition, the four to five hours provision may not be spread evenly across the days and does not cover weekends or holiday periods.

Children and young people may need to be active for at least two to three hours a week away from the school setting in term time and may need to accumulate a lot of their Physical Activity away from school during weekends

and holidays, depending on the extent of Physical Activity provision offered as part of the extended school.

However, schools do have a vital role to play in promoting active lifestyles. For many children and young people, PE will be their only preparation for a physically active lifestyle.

The school-based targets can complement and contribute towards achievement of the 'one-hour-a-day' recommendation through:

- helping to develop children and young people's skills, understanding and confidence to pursue an active and healthy lifestyle
- promoting Physical Activity within the school setting and encouraging participation
- providing increased opportunities for children and young people to achieve the 'one-hour-a-day' Physical Activity recommendation
- providing high-quality experiences which will hopefully motivate and encourage children and young people to be active in their own time.

For more information on how Physical Education and school sport contribute to Physical Activity and a summary of definitions and differences see **Physical Activity, PE and school sport** on the **Physical Activity section of the NHSP website**.

Physical Activity recommendation for adults

For adults, the current health recommendation is that:

all adults should aim to accumulate 30 minutes of moderate intensity activity on at least five days of the week.

It is important for individuals to recognise that everyday activities such as walking and household chores are included in these recommendations. The types of activity are similar to those described previously for children and young people, and the activity time can be accumulated throughout the day in manageable chunks of 10 to 15 minutes.

Using pedometers to assess levels of activity

Pedometers (step-counters) provide a good starting point in motivating children and young people to increase their activity and gradually move towards achieving the 'one-hour-a-day' target. They are particularly useful for those who are sedentary or who are not used to doing very much activity.

By focusing on the total number of daily steps, children and young people will begin to appreciate how much activity they are doing and what opportunities there are for increasing this amount throughout the day.

The most recent recommendation for average daily step targets for children and young people (based on optimal body weight for those aged 5 to 12) is:

- girls - 12,000 steps a day
- boys - 15,000 steps a day.

For adults the average daily step target is 10,000 steps a day.

These daily step targets are not directly related to the main Physical Activity recommendations, but those reaching the target number of steps are more likely to be reaching recommended Physical Activity targets.

Once children and young people start to increase their daily steps they can gradually be encouraged to move towards meeting the recommended 'one-hour-a-day' of Physical Activity.

See **Schools on the Move** at: www.schoolsonthemove.co.uk for an example of a school-based pedometer programme and for more information on the use of pedometers.

Physical Activity and obesity

In 2004 the Government set a Public Service Agreement (PSA) target specifically on obesity to:

- **halt the year-on-year rise in obesity among children under 11 by 2010.**

Currently there are over one million obese children in the UK and, if trends continue, it is estimated that around 910,600 girls and 792,300 boys will be obese by 2010.

The rate of increase in the prevalence of childhood obesity has been so rapid that it cannot be attributed to genetic factors alone. It is likely that changes in Physical Activity levels, inactive lifestyles and eating habits have all contributed to the obesity problem.

Engaging in regular Physical Activity and eating well are extremely important in helping to maintain a healthy body weight. If the food eaten provides more energy (calories) than are used in being active, the extra energy is stored as fat, which could lead to becoming overweight and eventually to obesity.

The National Institute for Health and Clinical Excellence (2006) suggests that good ways to encourage children and young people to become more active to help prevent and treat obesity include:

- reducing the amount of time spent sitting down (e.g. watching TV, using a computer)
- giving children and young people the chance to be more active generally (e.g. by walking, cycling, playing active games)
- helping children and young people to take part in regular activities that they enjoy (e.g. dancing, sport, swimming).

Instilling good Physical Activity and eating habits in childhood is also important in reducing obesity in adulthood, as it has been shown that 42% to 63% of obese school-aged children become obese adults.

See page 47 in the **Meeting the needs of all children and young people** section of this booklet for examples of Physical Activity considerations for children and young people who are obese.

See **Obesity guidance for Healthy Schools Co-ordinators and their partners** available on the **NHSP website** for more information.

How the NHSP Physical Activity criteria relate to other national requirements/outcomes

Fulfilment of the NHSP Physical Activity criteria will contribute towards other national requirements/outcomes, including:

Every Child Matters

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

Physical Education and School Sport (PESS) high-quality outcomes

Learners:

- show commitment to PE and school sport
- participate willingly in a range of activities
- enjoy PE and school sport
- understand that PE and school sport are part of a healthy, active lifestyle
- have stamina, strength and suppleness.

The full range of high-quality outcomes and related indicators are outlined in **High-quality PE and sport for young people** which may be downloaded from the PE section of the teachernet website: www.teachernet.gov.uk/teachingandlearning/subjects/pe/.

Ofsted Self Evaluation criteria

Learners:

- like PE and take part in all that it offers
- have a good understanding of how to lead a healthy lifestyle and take up opportunities to do so with enthusiasm
- are involved in school, regional and national teams and/or activities.

The Association for Physical Education poster **Making the High Quality Connection** (funded by the DfES) illustrates how Ofsted, PESSCL and ECM link together. Hard copies of the poster may be ordered directly from DfES publications on 0845 602 2260. The reference number is HQ/P.

How to use the Physical Activity guidance

This guidance has been designed to provide the inspiration, advice and materials to help support children, young people, staff, governors, professionals and others to promote and implement sustainable Physical Activity and healthy active lifestyle changes in schools.

The guidance is intended to help schools improve Physical Activity provision and achieve the NHSP Physical Activity criteria in a way which best suits your school. Some practical ideas are provided within this guidance to get you started, but there are also many links to current resources, programmes and templates highlighted throughout the text.

The guidance has been designed to be used with the NHSP website which contains further information on all the resources, programmes and other references highlighted in the text, and also many additional training opportunities, funding sources, tools, templates, resources and links.

You should:

- dip in and out of the various sections
- select the information that is most relevant for your circumstances
- use the templates and tools provided in the **Physical Activity section on the NHSP website**
- follow up links to relevant resources and programmes highlighted throughout the text – these will give you a wealth of information and practical ideas
- visit the **Physical Activity section on the NHSP website** for additional support and access to a range of **case study** examples
- look at other relevant booklets in the NHSP Support Materials where indicated, as these will provide additional, relevant practical ideas and information.



Map and compass through the Physical Activity Booklets

The Physical Activity guidance has nine sections. Use the table below to see how each relates to the ten NHSP Physical Activity criteria and where to find more information on each.

Physical Activity criteria	Sections of the Booklets which will help
3.1 Provides clear leadership and management to develop and monitor its Physical Activity Policy	<ul style="list-style-type: none"> • See Leadership, management and training on p17 of this booklet • See Writing a Physical Activity Policy on p28 of this booklet
3.2 Has a whole-school Physical Activity Policy – developed through wide consultation, implemented, monitored and evaluated for impact	<ul style="list-style-type: none"> • See Writing a Physical Activity Policy on p28 of this booklet • See Monitoring and evaluation on p44 of 'Physical Activity Booklet B'
3.3 Ensures a minimum of two hours of structured Physical Activity each week to all of its children and young people in or outside the school curriculum	<ul style="list-style-type: none"> • See The curriculum on p49 of this booklet • See Out-of-School-Hours Learning (OSHL), Community links and Active break times on p4 of 'Physical Activity Booklet B'
3.4 Provides opportunities for all children and young people to participate in a broad range of extra-curricular activities that promote Physical Activity	<ul style="list-style-type: none"> • See Out-of-School-Hours Learning (OSHL), Community Links and Active break times on p4 of 'Physical Activity Booklet B'
3.5 Consults with children and young people about the Physical Activity opportunities offered by the school, identifies barriers to participation and seeks to remove them	<ul style="list-style-type: none"> • See Meeting the needs of all children and young people on p34 of this booklet • See Monitoring and evaluation on p44 of 'Physical Activity Booklet B'
3.6 Involves School Sport Co-ordinators (where available) and other community resources in the provision of activities	<ul style="list-style-type: none"> • See Meeting the needs of all children and young people on p34 of this booklet • See Out-of-School-Hours Learning (OSHL), Community Links and Active break times on p4 of 'Physical Activity Booklet B'

Physical Activity criteria	Sections of the Booklets which will help
<p>3.7 Encourages children, young people, staff and parents/carers to walk or cycle to school under safer conditions, utilising the School Travel Plan</p>	<ul style="list-style-type: none"> • See Active travel on p22 of 'Physical Activity Booklet B'
<p>3.8 Gives parents/carers the opportunity to be involved in the planning and delivery of Physical Activity opportunities and helps them to understand the benefits of Physical Activity for themselves and their children</p>	<ul style="list-style-type: none"> • See Involving staff and parents/carers on p32 of 'Physical Activity Booklet B'
<p>3.9 Ensures that there is appropriate training provided for those involved in providing physical activities</p>	<ul style="list-style-type: none"> • See Leadership, management and training on p17 of this booklet
<p>3.10 Encourages all staff to undertake Physical Activity</p>	<ul style="list-style-type: none"> • See Involving staff and parents/carers on p32 of 'Physical Activity Booklet B'

Additional information on relevant resources, training, funding and case studies can be found on the Physical Activity section on the NHSP website.

Where to start

It is recommended that you start by looking at the **Whole-school approach booklet**, as the information in this booklet underpins all the NHSP themes and is an essential precursor to much of the Physical Activity information.

The next step would be to carry out a Physical Activity audit of the school (see **Writing a Physical Activity Policy** section of this booklet) to clarify and prioritise areas for development. This will allow you to dip into the support materials and make selective use of the materials to focus on your school's needs.

Key to colour coding throughout the Physical Activity guidance

Throughout the text, various aspects are highlighted in different colours to help indicate their source:

- information, tools and templates which may be found on the NHSP website are highlighted in **dark red**
- resources, programmes and training provided by external organisations are highlighted in **dark blue** – further information on all of these may be found on the **Physical Activity section of the NHSP website**
- other sections of the Physical Activity Booklets are highlighted in **dark green**
- other booklets in the support materials are highlighted in **black** (these can also be downloaded from the **Physical Activity section of the NHSP website**).

Leadership, management and training

National Healthy Schools Programme criteria

This section will help your school meet the following Physical Activity criteria for National Healthy School Status:

3.1 Provides clear leadership and management to develop and monitor its Physical Activity Policy

Minimum evidence required for this criterion:

- there is a named person in the school who leads policy and practice in the development of Physical Activity and is known to all staff in that role.

3.9 Ensures that there is appropriate training provided for those involved in providing physical activities

Minimum evidence required for this criterion:

- there is a planned annual programme of Continuing Professional Development (CPD) for staff, as appropriate
- staff involved in providing Physical Activity for children and young people can evidence that they have received appropriate training/CPD (these may be teachers, lunchtime, breakfast or after-school supervisors, coaches and others from the community)
- the school operates an appropriate Visitor Policy, which addresses risk management and relevant training/qualification.

Introduction

The National Healthy Schools Programme criteria relate to the taught curriculum and also to the emotional, physical and learning environment that the school provides. To achieve National Healthy School Status, schools are asked to demonstrate evidence in four core themes (Personal, Social and Health Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing) using the **whole-school approach, involving the entire school community**.

To ensure a strategic, whole-school approach to Physical Activity that is sustainable:

- identify a named person who leads on policy and practice in the development of Physical Activity and is known to all staff
- secure engagement and support of the Senior Management Team
- set up a Physical Activity action group
- write a Physical Activity Policy (see **Writing a Physical Activity Policy** section of this booklet)
- incorporate key development targets from the Physical Activity Policy into the School Development Plan
- manage and co-ordinate all staff involved in delivering Physical Activity (see p20 of this booklet)
- plan and map cross-curricular links (see **The curriculum** section of this booklet)
- provide a positive and supportive ethos and environment (see p24 of this booklet)
- include a wide range and variety of Physical Activity provision across the school day and beyond (see **The curriculum** section of this booklet and the **Out-of-School-Hours Learning, Community links and Active break times** and **Active travel** sections of 'Physical Activity Booklet B')
- involve all staff, including teaching and support staff (see **Involving staff and parents/carers** section of 'Physical Activity Booklet B')
- communicate regularly with parents/carers and others (see **Involving staff and parents/carers** section of 'Physical Activity Booklet B')
- involve individuals and organisations from the local community in supporting and delivering Physical Activity (see **Out-of-School-Hours Learning, Community links and Active break times** section of 'Physical Activity Booklet B')
- hold high-profile Physical Activity events (see **Out-of-School-Hours Learning, Community links and Active break times** section of 'Physical Activity Booklet B').

Prompt: the named person may often be the PE Co-ordinator or Head of PE, but it must be clear that the person concerned understands that Physical Activity is wider than PE. It would be good practice to publish the name of this person and his or her responsibility on staff lists and in the school prospectus.

For more information on the whole-school approach, see the **Whole-school approach booklet**; and **NHSP whole-school elements and Physical Activity and Benefits of Physical Activity provision on the Physical Activity section of the NHSP website**.

Consider establishing a Physical Activity action group

Consider establishing a Physical Activity action group to help ensure that action is taken to improve Physical Activity provision, and that changes are co-ordinated and reflect the needs and preferences of the whole-school community. Some schools may prefer to have an overall Healthy Schools action group to help co-ordinate a whole-school approach across all the themes. If this is the case, it is important to ensure that there is a sub-group who are taking responsibility for Physical Activity.

The Physical Activity action group or Physical Activity sub-group should take the lead on overseeing the development of a whole-school Physical Activity Policy and can take responsibility for reviewing Physical Activity provision, expanding the range and quality of opportunities offered, and monitoring and evaluating the impact of any changes.

The composition of the group will depend on your school's needs but could include Senior Management, children, young people, teacher(s) responsible for PE, other staff involved in Physical Activity provision, parents/carers, governors, Healthy Schools Co-ordinator, Physical Activity professionals and health professionals.

The Physical Activity action group could also be a subgroup of an existing structure such as a school council or health forum.

Promoting consistent messages

Ensure that consistent and accurate messages about Physical Activity are communicated throughout the school, including the formal curriculum, Out-of-School-Hours Learning, break times and lunch-times.

Familiarise staff, coaches, parents/carers and others involved in promoting and/or delivering Physical Activity to children and young people with key information and messages.

Key messages to reinforce include:

- participating in at least one hour of Physical Activity a day is important for children and young people's health and wellbeing
- Physical Activity may be accumulated over the day
- Physical Activity is more than sport and team games – there are lots of different activities to choose from including active play and lifestyle activities such as active commuting
- everyone can be good at Physical Activity – it is commitment and participation that are important
- excellence in health-related exercise is maintaining an active way of life.

Consistency in the way Physical Activity is delivered is also important – make sure all those leading Physical Activity reinforce the school's philosophy and ethos.

Managing and co-ordinating staff involved in delivering Physical Activity

Staff

In most primary schools the majority of the teaching staff are involved in delivering PE/Physical Activity, and in secondary schools there tends to be a team of staff contributing to curricular PE. It is important to have effective procedures in place for managing these teams and a named person who leads on this.

This responsibility is generally taken on board by the Primary Link Teacher/PE Co-ordinator in primary schools (perhaps with support from the Headteacher), and the Head of PE in secondary schools.

Likewise, it is essential that a nominated person takes responsibility for managing and supporting any parents/carers, coaches or other Adults Supporting Learners (ASLs) involved in delivering Physical Activity.

Management of staff

All staff involved in delivering Physical Activity should be managed effectively to ensure a consistent and coherent approach to delivery. This could include:

- providing policy guidelines/schemes of work
- monitoring of planning and timetables for PE by the Primary Link Teacher/PE Coordinator/Head of PE
- sharing expertise and experience of staff
- discussing PE at staff meetings and Senior Management meetings
- holding termly meetings with all those involved
- highlighting intended learning outcomes within planning
- developing an appraisal system
- joint-year planning.





Development of staff

There should be a planned annual programme of Continuing Professional Development (CPD) for staff as appropriate, with a record kept of all CPD undertaken. CPD could include:

- providing whole-school training led by the PE Co-ordinator/Primary Link Teacher/Head of PE/School Sport Co-ordinator
- helping staff to find appropriate courses for their professional development and regularly disseminating any course information to staff
- accessing/attending Local Authority (LA) Continuing Professional Development (CPD)
- adopting a procedure that teachers attending training report back to other staff
- sharing good practice by all staff
- regularly updating schemes of work
- holding informal meetings with the PE Co-ordinator/Primary Link Teacher/Head of PE/School Sport Co-ordinator
- providing demonstration lessons by the PE Co-ordinator/Primary Link Teacher/Head of PE/School Sport Co-ordinator/outside coaches
- introducing team teaching
- purchasing new resources
- highlighting any relevant new initiatives on the staff notice-board and in meetings.

Case Study

South Pertherwin Primary School

In an audit of staff confidence in teaching PE, gymnastics was identified as an area of weakness that needed development. In order to address this, a TOPs gymnastics trainer was employed to work with all four classes and their teachers in a year group over a period of six weeks. The trainer also provided after-school training sessions on planning gymnastics, warm-up activities and skills development to other staff.

As a result of the training, teachers became much more confident and competent when planning and teaching gymnastics, and both children and young people made a significant improvement in their skills and performance.

For more information on this **case study** and other examples, see the **Physical Activity section of the NHSP website**.

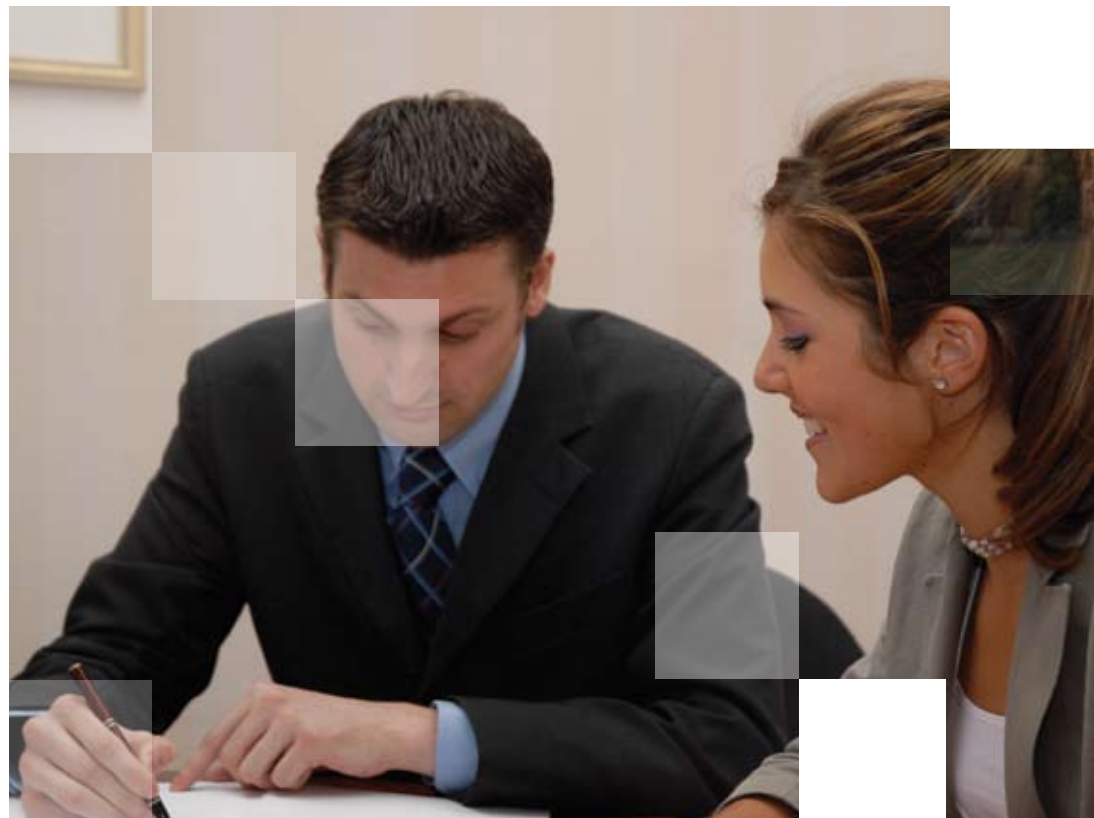
Prompt: you should be able to show that you have, at the very minimum, carried out some needs analysis and acted upon it if needs were discovered.

For examples of relevant training opportunities see the **Physical Activity section of the NHSP website**, in particular, the **National PE and School Sport Professional Development Programme** (contact your LA or email: nationalpesscpd@youthsporttrust.org for more information).

Monitoring of staff

This may involve:

- monitoring by PE Co-ordinator/Primary Link Teacher/Head of PE/School Sport Co-ordinator (e.g. lesson observations and planning)
- conducting appraisals
- monitoring schemes of work
- reviewing planning sheets to check that objectives have been achieved and targets met
- recording relevant professional development undertaken
- checking progress against the School Development Plan
- ongoing self-review (e.g. as part of Ofsted preparation/inspection)
- conducting an audit (see **Physical Activity audit template** on the **Physical Activity section of the NHSP website**)
- holding informal discussions and meetings with staff
- collating feedback from children, young people and parents/carers
- monitoring participation in Out-of-School-Hours Learning clubs.



Supporting and monitoring Adults Supporting Learners (ASLs)

This could include:

- providing a leaflet outlining the school's philosophy and ethos on Physical Activity
- recommending ASLs to attend relevant training opportunities (e.g. LA, national governing bodies of sport and/or Association for Physical Education courses) and making funding available
- providing opportunities for ASLs to work alongside teachers and/or more experienced coaches during Out-of-School-Hours Learning clubs
- arranging for the PE Co-ordinator/Primary Link Teacher/Head of PE or other appropriate staff to work alongside ASLs during Out-of-School-Hours Learning clubs
- arranging in-school professional development for parents/carers and other ASLs
- keeping a record of ASLs' training and qualifications and ensuring that these are appropriate
- supervising and monitoring all ASLs involved in school provision
- providing verbal feedback on how the courses/sessions are progressing
- holding regular progress and feedback meetings about ASLs' contributions
- asking for feedback from children, young people and parents/carers about ASLs' contribution, both verbally and by a questionnaire
- producing yearly evaluation forms.

Key questions

Would the Physical Activity (PA) Co-ordinator be able to answer these questions: What is your role and what are your responsibilities? What CPD opportunities are there to ensure that staff can do their job effectively?

The Association for Physical Education School Induction Pack for Adults Supporting Learners

resource provides guidance for all schools on effective working with Adults Supporting Learning in PE and school sport (for more information see: www.afpe.org.uk).



Providing a positive ethos and environment

For maximum impact on children and young people's activity levels, the whole-school ethos and environment need to reinforce and support the value of Physical Activity throughout all areas of the school. Schools should consider:

Provision of physical and social environments which promote and enable safe and enjoyable Physical Activity:

- ensure all Physical Activity facilities and areas are well maintained
- provide clean and adequate showering and changing facilities for children, young people and staff
- work to develop safer routes to school
- ensure equal opportunities and inclusion
- avoid the use of Physical Activity as a punishment
- involve those who are enthusiastic about Physical Activity to help motivate those who are less willing to participate (e.g. in primary schools as playground leaders; in secondary schools acting as Physical Activity mentors or buddies)
- encourage the catering staff to provide and highlight healthy options at lunch-times and at breakfast clubs, include healthier options in vending machines and tuckshops and ensure that water is readily available (see **NHSP Food in Schools Toolkit** for guidelines on these).

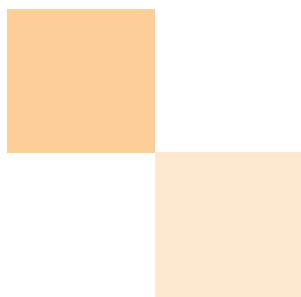
Provision of safe and stimulating areas in which children and young people can play and be active:

- provide playground markings and a plentiful range of brightly coloured equipment (see **Out-Of-School-Hours Learning activities, Community links and Active break times** section of 'Physical Activity Booklet B').

A high profile for Physical Activity throughout the school with established cross-curricular links:

- provide attractive displays/notice-boards and information in the school newsletter and/or on the school website which highlight Physical Activity messages, give information on available activities, clubs and achievements, and ensure that they are frequently updated and changed
- organise high-profile Physical Activity events
- invite sporting role models into school to inspire children and young people
- encourage staff to be active and provide positive role models (e.g. walking or cycling to school themselves, all changing for PE lessons).

See **Meeting the needs of all children and young people** section of this booklet for practical tips on making Physical Activity more engaging and enjoyable for all.



Recognition of Physical Activity participation and sporting achievement:

- reward and acknowledge commitment to taking part in Physical Activity (e.g. regular attendance at Out-of-School-Hours Learning clubs/activities, introduce Physical Activity challenges that reward progress and effort as well as overall outcomes)
- reward and acknowledge participation and achievement with house points, certificates and/or other items such as free swim passes, stickers, small items of sports equipment – try to seek local sponsorship to enable better rewards to be given
- give recognition to Physical Activity participation and sporting achievements in assembly (or hold a special assembly) and/or via the local media.

See QCA's **Top ten ways to increase participation in PESS at Key Stages 1 and 2** (card 10) and **Top ten ways to increase participation at Key Stages 3 and 4** (card 6) for more ideas on rewarding and recognising children and young people's participation downloadable from the QCA website: www.qca.org.uk/pess.

Funding

Some of the actions you decide to implement may require funding (e.g. to purchase equipment and/or pay for coaches). You need to be clear about how any costs are going to be financed. Consider both the initial start-up costs and ongoing costs that will need to be met to ensure sustainability. Sustainability is a particular consideration when individuals from the community or third-party providers are involved.

Including costed plans within the School Development Plan can help to identify sources of funding in the medium term. Other possible sources of funding and support to consider include:

- core school budget
- Parent/Teacher Association
- Physical Activity fundraising events at school (e.g. **Jump Rope for Heart** (see: www.bhf.org.uk))
- Local Authority
- funding/sponsorship/in-kind support from local businesses
- corporate sponsorship
- national funding grants/awards (e.g. Lottery funding, **Awards for all** (see: www.awardsforall/england))
- government grants (e.g. for active travel and extended schools)
- charging children and young people (e.g. for Out-of-School-Hours Learning activities).

If sponsorship is secured, make sure this supports the ethos of the National Healthy Schools Programme.

For possible sources of funding see the **Physical Activity section of the NHSP website**.

Ensuring safe and effective Physical Activity sessions

Schools should have specific information on safety within the Physical Activity environment either in their Health and Safety Policy, Physical Activity Policy and/or PE Policy. This information should outline the steps taken to ensure the safety of all children and young people participating in Physical Activity.

It is essential that:

- schools have a systematic approach to risk assessment including regular assessments of risks associated with general procedures (e.g. for changing), facilities, activities, equipment and exercise practice, and that the findings are recorded and shared with others
- individuals teaching PE or leading activity sessions have appropriate qualifications; receive relevant training and quality information to minimise risk; and have a secure knowledge and understanding of the concepts, skills and safety implications/procedures associated with the activities they are teaching/leading
- all ASLs have an up-to-date Criminal Records Bureau (CRB) check in place and insurance implications of their involvement are considered
- children and young people understand all procedures and information regarding the minimising of risks associated with Physical Activity
- records are kept of all children and young people who have a medical condition which may either affect their ability to participate in Physical Activity or which may be adversely affected by Physical Activity, and that these are shared with all those leading Physical Activity so that they know how to plan and/or adapt exercises/activities to minimise risk for these children and young people
- storage areas are well planned and managed to make access to equipment easy, and to minimise the distance that heavy objects have to be carried.



In addition, all those teaching PE or leading activity sessions should:

- use activities and tasks that are developmentally appropriate and differentiate as required
- establish basic rules regarding behaviour within the Physical Activity setting (e.g. never using a piece of equipment without being told to do so)
- adopt and teach safe and effective exercise procedures (e.g. including warm-ups and cool-downs)
- employ appropriate groupings for contact sports (e.g. rugby) and activities where ability and confidence can affect the suitability of different tasks (e.g. gymnastics)
- highlight and enforce basic safety rules when introducing an activity (e.g. in a throwing session, not collecting thrown objects until instructed to do so)
- highlight and reinforce basic rules regarding clothing, footwear, jewellery, hair, glasses
- check that the equipment and activity area are safe and that there is adequate space for the activity
- use safer equipment where possible (e.g. padded posts, flexible flag posts) and ensure that children and young people wear protective clothing (e.g. shin pads)
- be aware of correct lifting and carrying procedures for moving equipment, and make children and young people aware of these
- take appropriate precautions in hot weather (e.g. encouraging children and young people to use a sunscreen/block, wear a hat and drink plenty of water), and reduce the amount of activity for young children if it is particularly hot (as they are not as efficient at coping with heat).

Refer to **Safe practice in PE** for detailed advice on safety (see: www.1st4sport.com for information). See also **Practical tips: ensuring safe and effective activity sessions** on the **Physical Activity section of the NHSP website**.

More details on the highlighted resources/training/programmes and additional examples of each may be found on the **Physical Activity section of the NHSP website**.

Writing a Physical Activity Policy

National Healthy Schools Programme criteria

This section will help your school meet the following Physical Activity criterion for National Healthy School Status:

3.2 Has a whole-school Physical Activity Policy – developed through wide consultation, implemented, monitored and evaluated for impact

Minimum evidence required for this criterion:

- a Physical Activity Policy is in place
- clear monitoring procedures are in place to review and amend the policy
- children, young people, staff, parents/carers and governors were/are actively involved in the development and review of the policy and can describe their involvement
- the policy supports the curriculum for PE and the wider programme for Physical Activity and school sport.



What is a Physical Activity Policy?

A Physical Activity Policy should outline:

- the school community's shared vision of the value and role of all Physical Activity within and beyond the school
- the school's ethos and commitment towards Physical Activity
- the school's aims, objectives and action relating to all Physical Activity provision across the whole school
- how the school aims to develop a consistent and coherent whole-school approach to the promotion of Physical Activity.

The key aim of a whole-school Physical Activity Policy is to develop and promote a range of physical activities for the whole school community throughout the school day and beyond which are underpinned by a supportive ethos and environment.

The policy should cover all aspects of Physical Activity including:

- ethos and environment
- awareness of the value and role of Physical Activity and the recommended levels
- the formal curriculum – both PE and other relevant subject areas such as Science and PSHE
- Out-of-School-Hours Learning (OSHL)
- active break times
- active travel
- activities and support provided by other schools within a School Sport Partnership
- activities and support offered by individuals/ organisations within the community
- participation in national events and initiatives (e.g. Walk to School Week; PE, School Sport and Club Links; BHF's Jump Rope for Heart)
- activities targeted at staff and/or parents/ carers.

For a summary of the benefits of a Physical Activity Policy see **Benefits of Physical Activity provision** on the **Physical Activity section of the NHSP website**.



How does a Physical Activity Policy differ from a Physical Education Policy?

- A Physical Activity Policy goes beyond a PE Policy and encompasses a whole range of Physical Activity opportunities that should be promoted to children and young people throughout the school day and beyond. For example, active travel is a key section within a Physical Activity Policy but is unlikely to be covered within most PE policies.
- Physical Education is an important strand of a Physical Activity Policy and a section on this should be included. For a fully integrated policy, information relating to Physical Education would also permeate through all of the Physical Activity Policy.
- In addition to a Physical Activity Policy, some schools may wish to retain a separate PE Policy.

Practical tips: writing a Physical Activity Policy

How to approach writing the Policy

- Consult the **Whole-school approach booklet** for general guidance on developing a whole-school policy and practical tips on consultation.
- The **Essential information** on page 4 of this booklet and **Making the case** Powerpoint presentation on the **Physical Activity section of the NHSP website** provide useful information to make your case to the Senior Management Team (SMT). Use these to identify the perceived benefits of Physical Activity for your school, the school's Physical Activity needs and a vision of whole-school Physical Activity in your school.
- To help identify the aims and objectives of your Physical Activity Policy, consult with children, young people, staff and parents/carers about:
 - what role they think Physical Activity should play within the school
 - the perceived Physical Activity priorities in the school
 - the main focus areas they feel should be covered within the school's policy.
- Use the **Physical Activity audit template** and guidance notes on the **Physical Activity section of the NHSP website** to enable you to determine your current Physical Activity provision.
- Use the **Physical Activity Policy template** and guidelines provided on the **Physical Activity section of the NHSP website** as a starting point for your policy, and amend/adapt as required. A range of sample statements you could use are provided for each section of the policy.



- If relevant information for some sections of the Physical Activity Policy is already included in other school policies, it could be attached as an appendix to the policy or cross-referenced to avoid duplicating information. In particular, there is likely to be overlap with an existing PE Policy.
- The amount of information under each heading is likely to vary to reflect priority areas within the school. You may wish to:
 - include statements that reflect the focus you have in each area
 - provide details (e.g. outlining the exact amount of curricular PE provided to different year groups)
 - include details under some headings and more broad statements under others.
- If you plan to have one integrated Physical Activity and Physical Education Policy:
 - further information from the Physical Education Policy may need to be included within sections of the Physical Activity Policy (e.g. additional objectives)
 - new sections may need to be added to the Physical Activity Policy to accommodate additional information included within the Physical Education Policy
 - existing information included from the Physical Education Policy may need to be adapted to be consistent with a combined Physical Activity and Physical Education Policy.
- Make sure your policy covers all Physical Activity, including active travel and break times.
- Make the policy available to all those who teach PE and contribute to the delivery of Physical Activity; you may want to summarise key aspects for Adults Supporting Learners (ASLs) (previously referred to as Adults Other Than Teachers (AOTTs)).

Prompt: does your policy inform and reflect practice throughout the school day, including travel to and from school (or refer to the School Travel Plan)? Are the links between PESSCL and wider Physical Activity clear?

Key questions

Would the following groups be able to answer the relevant question:

Children and young people: How do you contribute to the school's Physical Activity Policy?

Parents/carers and governors: How did you contribute to the school's Physical Activity Policy?

What to include in a Physical Activity Policy

The policy might have the following headings and information:

Background information:

- date policy was approved
- review date - ideally, the policy should be reviewed annually, but at a minimum of once every two years
- who was consulted in drafting the policy - this should include the whole school community (e.g. children, young people, all staff, parents/carers and governors)
- a named person who is responsible for implementing and monitoring the policy (e.g. Head of PE, PE Co-ordinator, Primary Link Teacher, a member of SMT)
- relevance to other school targets/requirements (e.g. how the Physical Activity Policy can complement and fulfil Ofsted Self Evaluation and PESSCL)
- relevance to other related school policies/strategies (e.g. School Development Plan, School Travel Plan).

See p12 in the **Essential information** section of this booklet for guidance on relevance to other school targets/requirements.

Resource provision and facilities:

- annual budget for Physical Activity
- facilities available for Physical Activity on and off site.

Staff co-ordination and development:

- staffing levels and responsibilities
- how all those involved in Physical Activity provision are co-ordinated, supported and monitored.

Rationale:

- why the policy is important - identify key aspects that you feel are important drivers for your policy; this could include reference to the importance of an active lifestyle.

Aim(s):

- the overall ambition for Physical Activity in the school – this should reflect the school's ethos and ambitions. Ideally you will have one overarching aim but at most two or three.

Objective(s):

- how does the school intend to achieve the aims?
- identify three to five key aspects or objectives you intend to focus on to support and achieve your aims.

How the objectives are delivered:

- identify the specific action to be taken to meet the identified objectives
- for example, to achieve the Physical Activity criteria for National Healthy School Status, you would expect some action under each of the following subheadings:
 - **ethos and environment** (e.g. what steps are taken to ensure that physical and social environments promote and enable safe and enjoyable Physical Activity? What steps are taken to ensure inclusion of all children and young people and equal access to Physical Activity? Have any areas of the school been modified to help stimulate Physical Activity?)

- **curriculum** (e.g. time allocation for PE; curricular content for each Key Stage; how the National Curriculum health and fitness requirements are being met; cross-curricular links, skills and themes in place)
- **OSHL** (e.g. aim/philosophy of OSHL provision; how your OSHL provision complements and extends curricular provision; what OSHL activities are offered, when and to whom; how you make children, young people and staff aware of opportunities)
- **community links** (e.g. what links you have with School Sport Co-ordinators and other local schools; what other individuals/organisations you have links with; how these links are used to enhance Physical Activity provision)
- **active travel** (information on the status of your School Travel Plan; action taken to encourage children, young people, staff and parents/carers to walk or cycle to school; how information on active travel is communicated to children, young people, staff and parents/carers)
- **consultation** (e.g. who you consult with; what you consult about; how you use any feedback; whether you involve children and young people in making any changes)
- **involving staff and parents/carers** (e.g. how staff and parents/carers are informed about Physical Activity and what type of information you give; how staff and parents/carers are involved in planning and delivering Physical Activity across the school; the steps taken to encourage staff and parents/carers to be more active)
- **safety** (e.g. the steps taken to ensure the safety of all children and young people participating in Physical Activity).

Key development targets:

- your top five realistic Physical Activity development targets – use your audit to identify priorities. These may reflect:
 - aspects of the National Healthy School Status Physical Activity criteria not currently being achieved
 - areas where stated objectives are not being well delivered

- areas where consultations have identified a gap in provision
- areas that you feel will strengthen and enhance your provision.

Monitoring and evaluation:

- how you will monitor your Physical Activity Policy – how will you know whether your objectives are being met?
- monitoring and evaluating the policy should help to provide the evidence needed to show that you have met the National Healthy School Status Physical Activity criteria
- it is also important to identify the overall outcomes you are trying to achieve and how you are going to measure whether you have achieved these – they may be qualitative (e.g. increasing numbers of children and young people who report positive attitudes to learning in PE) or quantitative (e.g. the percentage of children and young people who say they do one hour of Physical Activity per day).

Look at the **Sample Physical Activity Policy** on the **Physical Activity section of the NHSP website** for an example of a completed policy.

Advice and support on monitoring and evaluation are provided in the **Monitoring and evaluation** section of 'Physical Activity Booklet B'. See also the **Physical Activity section of the NHSP website** for **Examples of key outcomes** and templates for a range of appropriate monitoring tools.

Key question

Would staff be able to answer the following question:
How do you monitor the school's Physical Activity Policy?

More details on the highlighted resources/training/programmes and additional examples of each may be found on the **Physical Activity section of the NHSP website**.

Meeting the needs of all children and young people

National Healthy Schools Programme criteria

This section will help your school meet the following Physical Activity criterion for National Healthy School Status:

3.5 Consults with children and young people about the Physical Activity opportunities offered by the school, identifies barriers to participation and seeks to remove them

Minimum evidence required for this criterion:

- children and young people say they are consulted about what types of physical activities they would like to be offered to them
- the school can specify the activities that have been introduced, influenced and adapted as a result of consultation
- the school has a system in place to monitor the increase in participation of children and young people in Physical Activity.

Introduction

An important theme across all the NHSP Physical Activity criteria is making sure that opportunities and support provided are relevant for all children and young people. To achieve this and encourage increased participation levels, both the content of what is on offer and also the way in which it is delivered must take account of the needs and preferences of all children and young people.

The information in this section represents key principles which form the foundation of a whole-school approach to Physical Activity. For further practical ideas on engaging children and young people in specific aspects of provision (e.g. curriculum, Out-of-School-Hours Learning activities (OSHL)), refer to the relevant section in the Physical Activity Booklets.

Practical tips: overcoming common barriers to participation

- Creating a positive Physical Activity experience for all children and young people is essential if they are to be motivated to participate. The examples and approaches in this section will help to involve and reach all children and young people and engage them in Physical Activity. They will also help to overcome many of the common barriers to participation.
- Use the practical tips on 'Overcoming common barriers' in this section and practical tips in other relevant sections to identify solutions for overcoming barriers in a particular area of provision.
- When identifying priorities for changes in provision, consider those that will have the most impact on participation, and focus on children and young people who are currently non-participants.

Prompt: have you met the needs and preferences of minority groups?



Consult with children and young people

- Consulting with **all** children and young people is essential if the programme of Physical Activity offered across the school is to be effective in reaching all of them, including those currently not participating.
 - Consultation should include children and young people who have special needs, whether these are impairments, requirements based on religious or cultural diversity, gender, or specific health conditions.
 - Consultation can help to highlight preferences of children and young people, identify barriers to participation and suggest possible changes that will help increase participation.
- A key area for consultation is identifying motivation for and barriers to participation. Questions could include:
 - what motivates children and young people to become involved in Physical Activity?
 - what prevents some children and young people from doing more Physical Activity?
 - what barriers, if any, prevent you from participating in Physical Activity at school?
 - what changes would help you to participate in more Physical Activity at school?
 - what other changes would motivate children and young people who are reluctant to become involved in Physical Activity?
 - what could PE teachers and/or coaches/ activity leaders do to involve children and young people who don't participate?
 - Other aspects to consult on include:
 - Physical Activity Policy
 - Physical Education Policy and practice
 - Out-of-School-Hours Learning activities
 - active travel.



Prompt: consultation could be carried out by using class councils, circle time and PSHE lessons.

See the **Whole-school approach booklet** in the support materials or on the **Physical Activity section of the NHSP website** for guidance on the consultation process and possible tools to use.

Case Study

Sacred Heart Catholic High School

The school had previously set up a young person's group, the '10 Teens', to lead work on increasing Year 10 involvement. Staff identified access to Out-of-School-Hours Learning in Key Stage 4 as a target area for improvement in healthy, active lifestyles and asked the group for their input on how to address this.

Young people surveyed their peers and it was found that dance was a popular activity which appealed to many people. As a result, the '10 Teens' group worked closely with the School Sport Co-ordinator to develop this activity with Year 9 with the long-term aim of participating in a dance festival.

For more information on this **case study** and other examples, see the **Physical Activity section of the NHSP website**.

See **Findings of a consultation with young disabled people** on the **Physical Activity section of the NHSP website** for an example of a consultation done by the Peter Harrison Centre for Disability Sport.

Key questions

Would the following groups be able to answer the relevant questions:

Children and young people: How do you share your ideas to make Physical Activity the best it can be? What makes you feel good/not so good about Physical Activity?

Staff: How do you consult with children and young people about Physical Activity and how have their views influenced the policy? How do you support children and young people who do not participate or who need extra support?



Inclusion

Schools are responsible for providing a broad and balanced curriculum for all children and young people that meets both the specific needs of individuals and of groups. Developing more inclusive Physical Activity provision requires teachers/leaders to:

- adopt an assessment for learning approach (see **QCA Assessment for learning website and guidance: www.qca.org.uk**)
- set suitable learning challenges
- respond to the diverse learning needs of children and young people
- overcome potential barriers to learning and assessment for individuals and groups of children and young people.

Examples of the above include:

- **adopt a flexible approach** to the Programmes of Study in PE lessons to take account of any gaps in learning resulting from missed or interrupted schooling (e.g. due to a long-term medical condition)
- **challenge gifted and talented children and young people** by extending the breadth and depth of study within Physical Education or by planning work which draws on the content of different subjects; and by providing OSHL opportunities and community links to enable them to develop. The **Gifted and talented** strand of PESSCL is to improve the identification of, support and provision for gifted and talented children and young people in Physical Education and school sport (see: **www.talentladder.org**)
- **enable children and young people to participate safely** in clothing appropriate to their religious beliefs and physical characteristics
- **vary subject content** and presentation to match learning needs
- **ensure that boys and girls are able to participate in the same curriculum/activities**
- **take account of the interests and concerns** of boys and girls by using a range of activities and contexts for work, and allowing a variety of interpretations and outcomes
- **avoid gender stereotyping** when organising children and young people into groups, assigning them to activities or arranging access to equipment

- **use specialist aids and equipment**
- **adapt tasks or environments**
- **provide adapted, modified or alternative activities** or approaches to learning, and ensure that these have integrity and enable children and young people to make appropriate progress
- **provide support from adults or peers when needed**
- **communicate clearly** with appropriate language, simple and short instructions and the use of demonstrations to supplement instructions.

Examples of approaches teachers can use to involve a wide range of abilities

- **Open activities**
Simple activities based on what the entire group can do with little or no modifications.
- **Modified activities**
Where everyone performs the same activity with adaptations to challenge and support all abilities. This could include changes to the rules, area or equipment used (e.g. see the STEP approach on p40 of this booklet).
- **Parallel activities**
Where participants are grouped according to ability: each does the same activity but at appropriate levels (e.g. players in ability-matched games or zones; players are given specific roles such as shooter or goalkeeper; some participate from a seated position while others stand).

- **Separate activities**

Where an individual or group does a purposefully planned different activity (e.g. practising a wheelchair routine to music).

- **Disability sport**

Aspects of Physical Activity based on disability sport programmes may be included in all approaches. This provides specific opportunities for disabled children and young people and a new challenge for non-disabled children and young people ('reverse integration' e.g. chair-based exercises; table-top games; seated volleyball).

By delivering activities differently you can balance different needs within the group. This avoids the situation where more able children and young people benefit at the expense of those whose skills are still developing.

See **Top 10 tips on inclusion** and **The inclusion spectrum** diagram and notes on the **Physical Activity** section of the **NHSP website**.



Differentiation

- Physical Activity provision should cater for the needs of all children and young people from the physically challenged to the physically gifted.
- The Physical Activity programme should take account of differences in stage of development/maturity; age; body size; health, activity, fitness and skill levels; and should incorporate developmentally appropriate practices that recognise children and young people's differing and changing capacity for Physical Activity.
- Teachers, coaches, instructors and leaders should not expect all children and young people to perform the same exercise in the same way for the same amount of time. Differentiation is a key concept in effective teaching and learning.
- Planned interventions should be adopted that maximise the achievements of children and young people based on their differing needs. This may include several variations:
 - **tasks** – presenting tasks with different degrees of difficulty
 - **outcome or response** – permitting a range of responses, allowing children and young people to work at different paces with different starting points and varying rates of progress
 - **support** – providing extra attention or resources, or additional encouragement, and recognising that there will be varying levels of motivation within a class
 - **resources/equipment** – using equipment that is easier or more challenging, altering the size of the playing area, ensuring that worksheets can be understood by all
 - **group structure** – permitting small-group work, providing individual tutoring, selecting mixed ability or setting as appropriate.

The acronym STEP is also commonly used when referring to differentiation. The letters stand for:

Space:

using zones in a playing area to give players more space and time.

Task:

breaking down a more complex skill into smaller components to make it easier.

Equipment:

adapting equipment to make an activity easier or harder e.g. using a smaller ball for throwing and catching to make it harder.

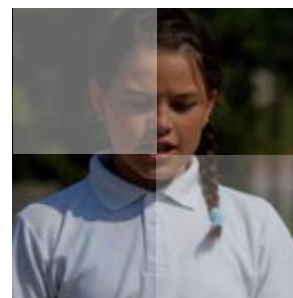
People:

changing rules relating to what players/participants have to do.

See **The STEP model** on the **Physical Activity section of the NHSP website** for more practical examples.

All the **TOPs** activity cards offer ideas on making tasks easier or more challenging, and provide a good idea on how a range of activities can be adapted (see: www.youthsporttrust.org.uk). The **BHF Active Club** and **Active School** resource cards also provide support on differentiation (see: www.bhf.org.uk/youngpeople).

Making Physical Activity more engaging and enjoyable for all



In order that children and young people learn to enjoy being active and acquire a commitment to an active way of life, delivery of Physical Activity should embrace the following guiding principles:

- Physical Activity can be a positive experience which is enjoyable
- Physical Activity is for all
- everyone can benefit from Physical Activity
- everyone can be good at Physical Activity
- everyone can find the right kind of Physical Activity for them
- Physical Activity is for life
- excellence in Physical Activity is maintaining an active way of life.



In addition:

Involve children and young people and give them choice

- Involve children and young people in the planning and delivery of Physical Activity through regular and meaningful consultation so that they have greater ownership of their activity experiences.
- Listen to children and young people and provide choices based on their suggestions – be innovative, don't just stick to traditional activities.
- Provide a range of options so that children and young people choose activities which suit their needs and preferences and are helped to gradually develop increasing responsibility for their Physical Activity.
- Develop the levels of independence and responsibility in children and young people by permitting them some choice in the movements/actions they perform, and develop their understanding, competence and confidence to be independently active.
- Ask children and young people if they would like to show their work to others rather than forcing them to do so (and consider displaying work to smaller groups than half or even the whole class).
- Include experiences for children and young people to develop leadership skills, and to take on different roles and responsibilities (e.g. official, coach, performer).

Use appropriate resources, kit and equipment

- Ensure children and young people feel comfortable in what they are wearing – consider relaxing the policy on kit, especially for OSHL activities.
- Make sure children and young people feel comfortable in the changing environment – ask them how it could be improved.
- Make sure there is sufficient equipment and space for everyone to be active in lessons.
- Provide, where possible, links with off-site/ community facilities and resources.

Adopt appropriate teaching and learning styles

- Focus on children and young people feeling good, being confident and enjoying what they do.
- Ensure that tasks are differentiated to cater for a range of abilities.
- Adopt flexible ways of working to accommodate all children and young people (e.g. varying teaching methods and learning styles).
- Provide feedback which is positive, corrective and, where appropriate, private.
- Value, praise and reward effort and improvement over attainment.
- Value knowledge and understanding, not just performance.
- Encourage peer support and challenge peer abuse/humiliation.
- Ask children and young people who are enthusiastic participants in Physical Activity to act as mentors or buddies for those whose activity levels are low.
- Introduce a sports education approach, and allow children and young people to take on different roles and responsibilities (e.g. coach, official, manager, performer) (for more information email: info@youthsporttrust.org).

See also QCA's **Top 10 ways to increase participation in PESS at Key Stages 1 and 2** (card 3); and **Top 10 ways to increase participation at Key Stages 3 and 4** (card 2) (downloadable from: www.qca.org.uk/pess).

Use appropriate organisation

- Create clear routines and ground rules, and make sure that these are followed.
- Vary and manipulate groupings to maximise involvement and achievement, and to help children and young people feel confident and comfortable taking part (e.g. grouping children and young people by ability, gender or ethnic background if this increases participation).
- Avoid children and young people spending too much time waiting for turns and queuing for equipment.
- Involve ASLs to support your own teachers in PE lessons (e.g. by helping small groups of children and young people). In secondary schools, the most qualified young leaders could also support PE staff.
- Organise small-sided games so that more children and young people are active.
- Organise children and young people into groups and set them a specific task to work towards.

Include appropriate and relevant content

- Provide opportunities for children and young people to experience a broad range of activities.
- Avoid stereotyping activities.
- Be creative about curriculum content and delivery.
- Make sure that the activities taught are appropriate for the developmental age of the children and young people (i.e. not too easy/childish or too difficult/sophisticated).

- Make PE lessons relevant to children and young people – linking what they learn in PE to other experiences inside and outside school.
- Consider going off site for specialised activities (to allow travel time, timetable lessons back to back).

See also QCA's **Top 10 ways to increase participation at Key Stages 3 and 4** (cards 3 and 4) (downloadable from: www.qca.org.uk/pess).

Set appropriate tasks and challenges

- Set manageable targets to achieve over a period of time (e.g. jogging/running or swimming continuously for a specific number of minutes).
- Ensure that all children and young people can achieve at their own level and have a clear understanding of what is expected of them.
- Ensure that competition is fair and that all children and young people, with effort, have opportunities to succeed.
- Shift the focus, where appropriate, to individualised challenges that are attainable by all children and young people.

Use promotions, challenges and/or events to stimulate participation

- Use specific promotions such as demonstrations, challenges, Physical Activity days/weeks and taster sessions (see the **Physical Activity section of the NHSP website** for examples of these).

Case Study

Lacon Childe School

Staff at the school were aware that some of their children and young people who struggled in mainstream PE lessons had limited access to out-of-school sports programmes due to the competitive nature of team sports.

After consultation, a programme of activity was designed to specifically match the abilities of children and young people and a range of suitable equipment, resources and training requirements of staff was identified. This included:

- TOP's induction course for staff and the purchase of a TOP's sport equipment bag
- a 'Fun Activity Day', involving invited children and young people who were taken off timetable for activities that included elements of TOP Play or Sportsability
- an after-school club
- a three-day multi-activity course for targeted children and young people
- development of a programme to cater for specific and individual needs
- introduction of new activity ideas ranging from New Age curling, circus skills and parachute games to dance.

For more information on this **case study** and other examples, see the **Physical Activity section of the NHSP website**.

See also QCA's **Top 10 ways to increase participation in PESS at Key Stages 1 and 2; Top 10 ways to increase participation at Key Stages 3 and 4; How are schools increasing participation in PESS** and **Making a difference: increasing participation in PESS** for examples of key principles and **case study** examples.

These may be downloaded from the QCA website: www.qca.org.uk/pess.

The **Living For Sport** and **Changing Lives** programmes are designed to use Physical Activity to engage and motivate children and young people who are struggling at school (for further information on either of these visit: www.youthsporttrust.org).

Common barriers to participation in Physical Activity and solutions to these

- The table opposite summarises some of the key factors and barriers that influence participation (many of which are similar to those faced by adults), and shows how you can use the principles and examples outlined earlier to address these.
- This information provides a starting point for addressing the barriers and issues identified by your children and young people. In addition, take account of any changes that they have highlighted that will encourage them to increase participation.
- Consider factors known to influence children and young people's participation in activities. These include personal factors (e.g. sex, age and self-esteem); behavioural factors (e.g. time spent in sedentary activities, diet); social and cultural factors (e.g. parent/carer support); and environmental factors (e.g. access to facilities and programmes).
- Focus on factors that can be changed (e.g. self-esteem and access to activities). Seek to change the factor that influences Physical Activity rather than trying to increase the activity itself.

See **Factors influencing children's participation** on the **Physical Activity section of the NHSP website** for more details on factors and characteristics that influence participation.

Factors/barriers to participation

Factor/barrier

Attitudes towards Physical Activity 'Just can't be bothered' - a general lethargy, lack of motivation/will or preference to do other things.

Lack of self-esteem and perceived physical competence

Parental/carer support and sibling Physical Activity

Lack of time/access to facilities Problems combining school, other work commitments, household chores, family and social activities or other personal interests that limit the time available.

'Not the sporty type'/perceptions of Physical Activity Sports facilities/the environment are often seen as intimidating by many children and young people.

Lack of confidence Self-consciousness, embarrassment and fear of failure, exposure or ridicule in front of others.

Dislike of physical effort and discomfort E.g. going outside in poor weather, getting cold, wet, hot, sweaty, dirty, having to get changed.

Social/cultural pressures Especially for girls who soon learn that Physical Activity can sometimes be valued more for men than it is for women.

Dislike of activities offered Many children and young people feel the activities often offered to them are boring, unappealing and irrelevant.

Tendency towards rebellion

Nanny approaches - feel invincible and live in the present Health messages are seen by some children and young people as just more instructions to be followed. In other instances children and young people don't consider health as a priority.

Attraction of sedentary activities TV/video/DVD viewing and computer game playing leaves less time for Physical Activity.

Lack of freedom Due to parental/carer fears, children and young people (especially girls) often have little freedom to be independently active outside of the home.

and some implications and recommendations

Implication/recommendation

Aim to foster positive attitudes by stressing the positive outcomes of Physical Activity and by making PE as enjoyable and positive an experience as possible for every child/young person.

Aim to enhance children and young people's self-esteem and perceived physical competence by giving them the opportunity to experience success. Choose activities appropriate to children and young people's competence levels and avoid exposing them to failure. Reward and celebrate commitment, effort and participation. Help children and young people to feel responsible, valued and skilful.

When and where possible, aim to involve parents/carers and the family (e.g. in events) and keep them informed of school initiatives and PE activities (e.g. via newsletters; at parents'/carers' evenings).

Make facilities readily accessible to children and young people at school (e.g. lunch-times; break times; after school); also, try to introduce children and young people to physical activities that do not require specialised facilities and can be performed at home (e.g. dancing; aerobics; walking).

Explore definitions of Physical Activity, physical fitness, exercise and sport with children and young people to better their understanding. Recognise and value all forms of Physical Activity equally including dance, sport, exercise and lifetime activities.

Provide a safe and supportive environment for children and young people which will build their confidence and reduce risk of embarrassment. Encourage children and young people to focus on personal improvement, by de-emphasising social comparison and competition. Avoid tasks which are likely to cause embarrassment (e.g. whole-class demonstrations) or which involve unfair social comparison. Encourage peer support and challenge peer abuse/humiliation.

Provide a safe and supportive environment. Consult with children and young people about how changing facilities could be improved. Ease children and young people into physical situations gradually. Match individuals on the basis of size, strength and ability, and allow them to work at their own level.

Challenge myths and stereotypes within the curriculum and through the opportunities provided to children and young people in curricular and extra-curricular time. Provide positive images and role models around school which boys and girls can relate to. Make sure the images reflect a range of body sizes. Respect children and young people with specific cultural and religious conventions relating to diet, the body and personal hygiene.

Offer children and young people a broad range of activities that match their needs and interests – ask what activities they would like. Provide them with the opportunity to develop skills, knowledge and understanding in activities they will be likely to pursue into adult life. Introduce new, novel activities (e.g. boxercise, aquafit, line dancing, pop lacrosse). Select activities in which they can achieve success.

Aim to avoid being too directive or authoritative in your approach. Provide children and young people with knowledge and experience of Physical Activity and empower them to make their own informed choices.

Stress the short-term (e.g. feeling better; having more energy; improved muscle tone and fitness) as well as the long-term benefits (e.g. reduced risk of coronary heart disease (CHD)) of Physical Activity.

Discuss the advantages and disadvantages of sedentary pursuits with your children and young people and raise their awareness that too much time spent in sedentary activities could be harmful. Encourage an 'everything in moderation' approach. Make Physical Activity innovative and exciting, and enthuse children and young people so they want to participate.

Provide a wide range of supervised activities at different times throughout the school day and as part of the extended school programme. Include some slots of time where children and young people can use facilities in an independent way with general supervision. Provide children and young people with examples of quick and easy ways of being active in the home and send ideas out to parents/carers, including some for younger children.

Addressing the needs of specific groups

- Use feedback from consultation with children and young people and any relevant monitoring data to highlight particular groups in your school who are currently non-participants or not participating fully in Physical Activity and to identify specific barriers they may have highlighted. You may wish to organise a separate follow-up consultation with specific target groups to help understand any issues – this process would need to be managed carefully.
- Consider additional factors that could help engage these specific target groups.
- Consult with the Special Educational Needs Co-ordinator to identify children or young people who may need additional support. Discuss whether any specific strategies for Physical Activity, over and above the normal inclusion and differentiation strategies, need to be included in the Individual Education Plans of each child or young person.
- It is recommended that schools have a policy on helping children and young people with specific disabilities and/or health conditions to ensure that they can take a full and active part in all the Physical Activity opportunities offered both within school and outside of school.
- Find out as much as possible about a child or young person's medical condition and how it may affect his or her participation in physical activities.
- Make sure that all those leading physical activities are aware of children and young people who have a specific disability or medical condition and any additional support they may need.
- As far as possible, all children and young people should be integrated into mainstream provision.

As an example, guidelines are given for children and young people who are obese and/or who have asthma. Additional examples for other specific target groups are provided on the **Physical Activity section of the NHSP website**.



Considerations for children and young people who are obese

- Ensure that the language and core messages are appropriate.
- Emphasise the value of all types of Physical Activity and provide a wide range of activities.
- Highlight and promote lifestyle activities such as walking or cycling to school.
- Be sensitive about kit, changing arrangements and showering.
- Always stress the positive.
- Make links with healthy eating.
- Involve parents/carers and encourage parents/carers to be active with their children during the school week and at weekends.
- Modify activities according to different degrees of obesity and avoid activities which are high-impact, explosive, or require lifting or carrying own body weight.
- Be sensitive to any fears, anxieties or apprehensions children and young people may hold about taking part in activities with their peers.
- Avoid asking children and young people who are obese to demonstrate activities in front of their peers.
- Recognise, where equipment is used, that it may be necessary to adjust equipment, or order specialist equipment (e.g. larger hoola-hoops/bibs).
- Avoid placing an obese child or young person in stereotypical positions (e.g. goalkeeper).
- Encourage children and young people to adopt and maintain regular Physical Activity, even if weight loss does not immediately take place, as they will still be achieving physiological and psychological benefits from activities.



See **Obesity guidance for Healthy Schools Co-ordinators and their partners** available on the **NHSP website** for more information.

If you are considering exploring additional activities specifically for obese/overweight children and young people, it is advisable that you speak to your local/regional Obesity Lead and Regional Healthy Schools Co-ordinator first.

Considerations for children and young people who have asthma

- All staff should know about any children or young people with asthma.
- Find out as much as possible about each child or young person's asthmatic condition in order to establish individual capabilities.
- By encouraging them to engage in activities to become fitter and to strengthen the breathing muscles in the chest, children and young people are less likely to be troubled by their asthma.
- Be aware that Physical Activity or exercise can be a trigger for asthma for some children and young people – this is known as exercise-induced asthma.
- Staff should be aware of emergency procedures that need to be taken in the event of an asthma attack.
- Ensure that children and young people take their reliever inhaler just before commencing Physical Activity and have it close by during Physical Activity - children and young people must have immediate access to their inhalers.
- In cases where the asthma is particularly severe, children and young people may not be able to participate fully in Physical Activity; in this instance they could be included in the role of referee, coach or organising sessions.
- Make time for a sufficient warm-up, as this can help reduce the incidence of exercise induced asthma; the minimum length of a warm-up should be ten minutes.
- Never force children and young people to keep exercising if they are struggling, as this can be dangerous. Always allow them to stop exercising immediately if they are experiencing signs or symptoms of an asthma attack. Allow children and young

people to take their inhaler and resume light activity once they feel fully recovered. They should wait for at least five minutes.

- Continuous physical activities that are longer than six minutes can act as a trigger for exercise-induced asthma. Children and young people with asthma often cope better if activity is broken down into shorter bouts of cardio-vascular activity with active recovery (e.g. run-walk-run).
- Allow adequate time for a cool-down. This is particularly important for children and young people with asthma, as it slows the change of air temperature in the lungs.

See Asthma UK's **School Asthma Pack, Out There and Active** resources and **AAAH!!! Project Resource Pack** (see: www.asthma.org.uk).

The **Physical Activity promotion for professionals working with children and young people with long-term medical conditions** course provides access to more information, support and resources relating to children and young people who are obese and/or have asthma (for more information, call: **01509 515407**).

See the **Physical Activity section of the NHSP website** for information on **Considerations for girls** and **Considerations for children with a specific disability**.

Key questions

Would staff be able to answer the following questions:

How do you support children and young people who do not participate or who need extra support?
How do you target specific groups for physical activities?

More details on the highlighted resources/ training/programmes and additional examples of each may be found on the **Physical Activity section of the NHSP website**.

The curriculum

National Healthy Schools Programme criteria

This section will help your school meet the following Physical Activity criterion for National Healthy School Status:

3.3 Ensures a minimum of two hours of structured Physical Activity each week to all of its children and young people in or outside the school curriculum

Minimum evidence required for this criterion:

- the curriculum for PE includes health-related fitness
- children and young people can access a range of activities that add up to a minimum of two hours of structured Physical Activity each week
- the school's Inclusion Policy refers to how it is addressing the needs of all of its children and young people with reference to Physical Activity.

In particular, this section focuses on high-quality learning within the school curriculum.

Other relevant national targets

PSA target: to increase the percentage of children and young people who spend a minimum of two hours a week on high-quality PE and school sport within and beyond the curriculum to 75 per cent by 2006 and 85 per cent by 2008.

The Government also has a long-term ambition that **all** children and young people receive at least two hours of high-quality Physical Education within the curriculum by 2010 and the opportunity to access a further two hours or more of sport per week beyond the school day.

Why is curricular provision important?

- The curriculum is central to ensuring that children and young people learn about Physical Activity and health, and develop the confidence and skills for a lifelong participation in Physical Activity.
- The DfES highlighted schools' key role in shaping children and young people's attitudes to health, including Physical Activity, through the curriculum in their **'Healthy Living Blueprint'**. There were five key objectives outlined in this Blueprint, two of which are relevant here:
 - to use the full capacity and flexibility of the curriculum to achieve a healthy lifestyle
 - to provide high-quality Physical Education and school sport and to promote Physical Activity as part of a lifelong healthy lifestyle.

See: www.teachernet.gov.uk/healthyliving to download a copy, and to access practical support and ideas for the PE curriculum and whole-school approaches to healthy living.

- Learning about healthy, active lifestyles within the curriculum is also essential in helping to meet outcomes of various national requirements including **Every Child Matters** (see: www.everychildmatters.gov.uk), the PE and school sport high-quality outcomes and Ofsted Self Evaluation criteria.

See the **Essential information** section in this booklet for examples of how learning about healthy, active lifestyles helps to meet other national requirements/targets.

What children and young people should learn about health, Physical Activity and fitness in the curriculum

There is the potential for strong cross-curricular links between subjects (see pages 56 & 57). However the three following highlighted curricular areas, Physical Education, Science and PSHE, have specific National Curriculum requirements relating to learning about health, Physical Activity and fitness.



Physical Education

The PE National Curriculum identifies 'knowledge and understanding of fitness and health' as an aspect of the subject in which children and young people are expected to make progress from ages 5 to 16.

Primary school children should learn:

- how important it is to be active
- how exercise affects the body in the short term
- why Physical Activity is good for their health and wellbeing.

Secondary young people should learn:

- how to go about getting involved in activities that are good for their personal and social development, health and wellbeing
- how to monitor and develop their own training, exercise and activity programmes in and out of school.

This learning should take place within a broad and balanced programme which enables all children and young people to experience a range of activities. It is also important to ensure sufficient breadth and depth of learning to enable children and young people to develop:

- knowledge and understanding
- competence and motor skills
- behavioural skills
- positive attitudes and confidence.

Revised PE Curriculum for Key Stage 3

Proposals to revise the PE Programme of Study at Key Stage 3 (Qualifications and Curriculum Authority, February 2007) indicate a clearer focus on valuing and adopting healthy, active lifestyles. These revisions are being consulted on at the time of going to print, but a key concept which underpins the study of PE is 'healthy, active lifestyles' which involves children and young people:

- understanding that Physical Activity contributes to the healthy functioning of the body and mind, and is an essential component of a healthy lifestyle
- recognising that regular Physical Activity which is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

See **Revised PE Curriculum for Key Stage 3** on the **Physical Activity** section of the **NHSP website** for a more detailed summary.



Science

Primary school children should learn:

- that taking exercise and eating the right types and amounts of food help human beings to stay healthy
- about the effect of exercise and rest on pulse rate.

Secondary young people should learn:

- about the need for a balanced diet
- that food is used as a fuel during respiration to maintain the body's activity; the role of the skeleton and joints in movement.

PSHE

Primary school children should learn:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating
- how to make choices that affect their health and wellbeing.

Secondary young people should learn:

- about what influences health
- how to make safer choices about healthy lifestyles
- the consequences of the decisions about their personal health.

At both primary and secondary level children and young people should:

- set personal goals in relation to health behaviours.

See **Health, Physical Activity and fitness within the National Curriculum** on the **Physical Activity section of the NHSP website** for a summary of specific, relevant requirements in each of these subjects.

Specific learning outcomes

A Health-related Exercise Working Group (which comprised individuals from the PE, sport and health associations) developed the National Curriculum requirements and guidelines into specific learning outcomes for each Key Stage which were placed into four categories:

- safety issues (e.g. good posture; warming up and cooling down)
- exercise effects (e.g. changes to breathing and heart rates)
- health benefits (e.g. activity helping to maintain a healthy body weight)
- activity promotion (e.g. knowing the activity recommendation).

See **Health and fitness learning outcomes** on the **Physical Activity section of the NHSP website** for details of the specific learning outcomes in each category at each Key Stage.

Certain PESS high-quality outcomes are also relevant:

Learners:

- show commitment to PE and school sport
- willingly participate in a range of activities
- enjoy PE and school sport
- understand that PE and school sport are part of a healthy, active lifestyle
- have stamina, strength and suppleness.

The full range of high-quality outcomes and related indicators are outlined in **High-quality PE and sport for young people** which may be downloaded from the PE section of the teachernet website: www.teachernet.gov.uk/teachingandlearning/subjects/pe.

Practical tips: delivering health, Physical Activity and fitness through the curriculum

- Ensure that there is a balance between a focus on health and fitness information and the development of skills, techniques and tactics. This will enable children and young people to become more skilful and confident movers and experience a broad range of physical activities, but also understand the importance of being active, how active they should be, and where they can be active in school and in the community.
- Make the case to the Senior Management Team (SMT) and colleagues about the importance of a focus on health, Physical Activity and fitness within the PE curriculum. There is a particular need to convince individuals to value the learning in PE associated with health and activity promotion.

See the **Essential information** section in this booklet, which highlights some key, relevant facts and also the **Physical Activity section of the NHSP website** for a 'Making the case' Powerpoint presentation.

- Ask children and young people the following questions:
 - what does the PE department do well and what could it do better?
 - what activities could improve the PE programme in school?
 - what makes a good PE lesson?
 - what are the qualities of a good PE teacher?
 - what could PE teachers do to help children and young people progress and improve?
 - what do you feel about the PE kit you have to wear?

See the **Whole-school approach booklet** in the support materials or on the **Physical Activity section of the NHSP website** for guidance on the consultation process and possible tools to use.

- Provide staff and Adults Supporting Learners (ASLs) involved in the delivery of PE with training and support on health, Physical Activity and fitness so that they can effectively deliver learning in this area, covering the full breadth and depth of information.

For examples of relevant training opportunities see the **Physical Activity section of the NHSP website**, in particular, the **National PE and School Sport Professional Development Programme** (for more information contact your LA or email: nationalpesscpd@youthsporttrust.org).



Make sure this area of work is planned, effectively delivered and evaluated

- Children and young people do not automatically develop the knowledge, understanding, skills, behaviours, attitudes and confidence that lead to regular participation in Physical Activity. These need to be taught and the teaching needs to be planned.

Planning should ensure that:

- all children and young people are taught the breadth and depth of the health-related learning
- the programme is coherent and co-ordinated
- the content is relevant to the everyday lives of children and young people
- health-related learning within PE activities is explicit and visible
- the content of health-related units is linked to that within the PE areas of activity
- any health-related learning incorporated within a PSHE programme contains links with the PE, Science and Food Technology curricula and the Out-of-School-Hours Learning (OSHL) programme.

For advice on evaluation see the **Monitoring and evaluation** section of 'Physical Activity Booklet B'.

Incorporate learning into structured schemes and units of work

Ensure that children and young people progress in their learning of healthy, active lifestyles through developing schemes and units of work. Learning outcomes may be:

- integrated (or permeated) through a range of activities within the Physical Education curriculum
- delivered in focused or discrete units in Physical Education
- taught as part of the PSHE Programme of Study
- delivered within the subjects of Science and/or Food Technology.

An effective approach would include all of the above.

For examples of each of the above approaches and how they may be incorporated into schemes and units of work, see **Incorporating learning into schemes and units of work, Health-Related scheme of work** and **Health-Related units of work** on the **Physical Activity** section of the **NHSP website**.

Case Study

Bordsley Green Girls' School

A new Head of Department was appointed who revised the PE curriculum to increase the involvement of children and young people in PE. Particular emphasis was placed on developing skills in communication, listening, co-operation and teamwork.

Units focusing on problem-solving and health-related exercise were introduced which were designed to increase children and young people's participation, fitness and awareness of the importance of health and Physical Activity. A strong emphasis was also placed on outdoor recreation and education with the aim of taking children and young people out of their comfort zone.

All of the developments were negotiated with and communicated to parents/carers and the community, and the PE curriculum started to reflect what parents/carers, children and young people saw as valuable. Participation in PE rose to 99 per cent of children and young people taking part on a regular basis; in particular more girls started to regularly bring their PE kit to school.

For more information about this **case study** and other examples, see the **Physical Activity section of the NHSP website**.

Ensure sufficient breadth and depth

Sufficient breadth and depth of learning will enable children and young people to develop competence, confidence, appreciation and understanding.

A structured health-related Physical Education programme should include:

- a practical knowledge base about exercise, including an understanding of:
 - the effects, benefits and risks of exercise
 - recommended activity levels
 - safe and effective exercise practices
 - the opportunities and obstacles associated with being active
 - how to put together a personalised exercise programme
- experience of a wide range of physical activities, including those that can be pursued throughout life (e.g. jogging, swimming, aerobics, personal workouts, outdoor activities)
- behavioural skills associated with activity promotion (e.g. knowing how to go about being more active; ways of overcoming constraints to being active)
- enhanced attitudes, self-esteem and self-confidence in a Physical Activity environment.

See the **Meeting the needs of all children and young people** section in this booklet for practical examples on overcoming barriers.

Use cross-curricular links to help promote healthy, active lifestyles

- Identify and map 'health-related learning' within and across subjects so that learning is reinforced across the curriculum. Mapping ensures that children and young people do not miss out on an important piece of health-related information that 'slips between the holes' in the cross-curricular net.
- Numerous curriculum areas can contribute to the promotion of healthy, active lifestyles. References have already been made to cross-curricular links with **PSHE** and **Science**. Examples in other subjects include:

Mathematics

Use of pedometers to measure steps per day/week and analysis of this data to monitor individual and group progress over time. The **Schools on the Move** programme (see: www.schoolsonthemove.co.uk) has explored ways of using pedometers for cross-curricular work, including a focus on mathematics.

Geography

Mapping, compass work and orienteering in the local area; environmental issues around city/town/village planning for Physical Activity and safety (e.g. for cycling, walking); leisure, sport and recreation in cities, countryside, seaside resorts; local walks to examine urban and recreation planning.

History

Leisure, sport and recreational trends and patterns over the years; history of sport; women in sport.

IT

Using search engines to explore local Physical Activity and sporting opportunities; compiling and creating a Physical Activity directory using multi-media; recording and analysing Physical Activity and physical fitness data.



Languages

The leisure, recreation and sporting habits of another country; Physical Activity, fitness and sport vocabulary; discussing own Physical Activity and sporting interests, likes, dislikes.

Design and Technology

Designing and making 'active' equipment (e.g. target games, skipping rope, frisbee, kite); designing active clothing.

Art

Designing Physical Activity promotion posters; compiling and creating a Physical Activity directory; painting 'active' murals around school and playground markings for various games/activities.

Music

Different forms of dance music; 'action' music (i.e. music to move to); music, rhythms and dances from different cultures.

- When mapping cross-curricular themes, consider how Physical Activity information can be linked with aspects from the other strands of the NHSP and where this is best covered. For example, the concept of the 'energy balance equation' (calories consumed vs. calories expended) involves discussion about the important role of Physical Activity and healthy eating in weight management (see the NHSP **Food in Schools Toolkit** for advice on healthy eating in schools: www.foodinschools.gov.uk). This could be covered in PSHE, PE and/or Food Technology.
- Schools could also consider developing a cross-curricular project on creating 'an-hour-a-day' campaign.
- Secondary schools may want to consider introducing Central YMCA's **Level 1 Award in Lifestyle Management** at Key Stage 4 either within PSHE or across curriculum areas (see: www.cyq.org.uk).
- Primary schools could introduce **Move to Learn**, aimed at supporting teachers to build Physical Activity into other curriculum areas at Key Stage 1 (for more information email: info@youthsporttrust.org).

Consider innovative ways of creating more time for PE

Findings from the QCA PE and school sport investigation include the following examples:

At Key Stages 1 and 2:

- changing the length of PE lessons (e.g. 2 x 50-minute lessons instead of 3 x 30 minutes) to cut down on changing time and give sufficient time to consolidate skills without fatigue and boredom setting in
- timetabling lessons either side of break or lunch-times to allow changing to be supervised by classroom assistants
- including 10 minute active breaks on days when there is no PE timetabled which can be performed in normal school uniform. This could include a brisk walk, skipping or short exercise challenges in the playground; or stretches, exercises and marching on the spot in the classroom. These can even be useful on days when there is PE to help boost children's concentration levels (see **Get Active Get Results** (for more information email: info@youthsporttrust.org) and **Take 10** (see: www.dcseducation.org) resources for practical examples)
- encouraging children to change quickly by putting on music and challenging them to get changed before the track ends.

At Key Stages 3 and 4:

- providing an extra PE lesson each week or fortnight
- changing the length of lessons to between 45 and 60 minutes
- blocking activities (e.g. timetabling the same activity two to three times a week for several weeks) so that less time is wasted recapping on what was covered the week before
- offering a wide range of PE qualifications at Key Stage 4, including leadership and vocational options, so that PE is in all option blocks.

See QCA's **How are schools developing the PE curriculum at Key Stage 3?; Top 10 ways to increase participation in PESS at Key Stages 1 and 2** (cards 1 and 2); and **Top 10 ways to increase participation at Key Stages 3 and 4** (card 1) for more ideas and **case study** examples (see: www.qca.org.uk/pess).

Case Study

Bexley School Sport Partnership

A need was identified across the partnership to create more opportunities for children and young people with special needs. Following consultation with staff and helpers, extra training was offered to increase their confidence in delivering Physical Activity for children and young people with special needs. They also negotiated a timetable revision to increase curriculum time given to PE from 75 minutes to over two hours per week, allowing children and young people to gain experience and confidence. Provision included TOP Sportsability as well as lunch-time orienteering, football, dance and after-school clubs. To complement what was being offered in curriculum time, special events were run alongside mainstream events which helped to maintain interest and enthusiasm.

For more information about this **case study** and other examples, see the **Physical Activity section of the NHSP website**.



Make PE lessons more active

- In PE lessons, children and young people are often actively moving for only about one-third of the lesson. The rest of the time they are being transported to the venue, changing, listening to the teacher, queuing for equipment, waiting their turn, or they are off-task.
- A Health-related Exercise Working Group (which comprised individuals from the PE, sport and health associations) recommended that children and young people should be physically moving for at least 50 per cent of the available PE lesson time.
- When not physically moving, involve children and young people in tasks which develop their knowledge and understanding (e.g. listening to succinct explanations; observing relevant demonstrations; answering focused questions) and which enhance their planning and evaluating skills (e.g. making decisions about how to link movements within a sequence; providing constructive feedback to a partner).
- Give some non-active tasks (e.g. finding out about activity opportunities in the local community) as Physical Education homework (i.e. preparation for subsequent PE lessons) or incorporate within related curriculum areas (e.g. PSHE). Examples of some of the learning outcomes which could be delivered within the school's PSHE programme are provided on p52 of this booklet.

General recommendations

- Increase children and young people's Physical Activity levels during PE lessons through:
 - creative planning
 - efficient organisation and management of equipment, resources, children and young people.
- Make activity in lessons purposeful and the experience positive.
- Assess children and young people's knowledge and understanding, where possible, through practically applied tasks (e.g. performing part of a warm-up; umpiring or refereeing a game; performing exercises to strengthen or stretch particular muscles).

Key questions

Would the following groups be able to answer the relevant questions:

Children and young people: how much Physical Activity do you do a week? What other Physical Activity opportunities do you have?

Staff: how do you ensure a minimum of two hours Physical Activity a week? What other Physical Activity opportunities are there?

TOP Sport is designed to improve quality and delivery of PE at Key Stage 2 (see: www.youthsporttrust.org.uk).

Prompt: for NHSS the requirement is for children and young people to be able to access a minimum of two hours of structured Physical Activity each week. Two hours of PE is not the same as two hours of Physical Activity, as children and young people are not active for the whole PE lesson. Providing a range of OSHL activities in addition to curricular PE will help to ensure that all children and young people have access to two hours of activity.

Make PE lessons engaging

- Effective delivery of health-related learning involves more than just passing on information to children and young people. Knowing the benefits of Physical Activity is not sufficient to affect behaviour change.
- Children and young people should enjoy their involvement in Physical Activity. They should be presented with opportunities to make progress, succeed and feel confident about being active. In essence, we want children and young people to 'love being active'.
- PE lessons need to be engaging to stimulate children and young people to take part and to be helped to feel good about participating. This will help to impact on activity levels in the lessons themselves and also help to motivate children and young people to increase participation beyond the curriculum.

General recommendations

- Make the connection between Physical Activity and health and wellbeing as children and young people are more likely to participate in Physical Activity if they understand this link. (See **QCA's Top 10 ways to increase participation in PE and school sport at Key Stages 3 and 4** (card 10) for practical ideas and a **case study** example downloadable from www.qca.org.uk/pess).
- Involve children and young people and give them choice (e.g. involve them in the planning and delivery of the PE curriculum through regular and meaningful consultation). (See p36 in the **Meeting the needs of all children and young people** section of this booklet for more guidance on consulting with children and young people). Offer a range of options so that children and young people can choose those best suited to their needs and preferences.
- Use appropriate resources, kit and equipment.



GirlsActive empowers girls aged 13 to 16 who are not participating in PE and sports to make choices about Physical Activity (email: info@youthsporttrust.org for more information).

- In primary schools, consider redeploying teachers so that only those who are confident and enjoy the subject teach PE.
- Adopt appropriate teaching and learning styles (e.g. focus on children and young people feeling good in PE lessons and enjoying what they do).
- Differentiate tasks to cater for a range of abilities.
- Organise children and young people appropriately (e.g. vary and manipulate groupings to maximise involvement and achievement).
- Ensure content is appropriate. Provide opportunities for children and young people to experience a broad range of activities and be creative about curriculum content and delivery (e.g. introducing personal survival, life-saving skills, water polo, aquafit into the swimming programme; working towards internal/external awards/qualifications).
- Seek out and adopt innovative approaches and new initiatives that are creative about curriculum delivery such as those highlighted in this booklet; for example:
 - introduce **Sport Education** (email: info@youthsporttrust.org) and give Key Stage 4 young people an opportunity to take on different roles and responsibilities
 - encourage children and young people in Key Stages 2, 3 and 4 to take one of the **Sports Leaders UK Awards** (see: www.bst.org.uk) and provide leadership opportunities as playground leaders (primary) and through **TOP Link, Step into Sport** and **Young Ambassadors** (secondary); giving disaffected children and young people leadership roles can help to increase their motivation and behaviour (for information on the last three see: www.youthsporttrust.org.uk)
 - introduce **Living for Sport** and/or **Changing Lives** at Key Stages 3 and 4 to help improve/support behaviour changes (for information on either of these see: www.youthsporttrust.org.uk)
 - participate in **Dreams and Teams** to make global links through PE and sport at Key Stage 4 (see: www.youthsporttrust.org.uk).

See also QCA's **Top 10 ways to increase participation at Key Stages 3 and 4** (card 7) downloadable from: www.qca.org.uk/pess and **Sport Education – how it works** and **Introducing leadership opportunities** on the **Physical Activity section of the NHSP website**.

- Make PE lessons relevant to children and young people (e.g. link what they learn in PE to other experiences inside and outside of school), and use ICT, as many children and young people find this motivating.
- Set appropriate tasks and challenges (e.g. manageable targets to achieve over a period of time) and use core tasks from QCA/DfES schemes of work for PE to motivate children and young people.
- Provide a reward at the end of every PE lesson for enthusiasm and constructive participation.
- Use promotions, challenges and/or events to stimulate participation (e.g. give units of work a strong sense of purpose by arranging a competition or performance at the end and include demonstrations, Physical Activity days and taster sessions). (See the **Physical Activity section of the NHSP website** for more details on these).

For more details on the above and further ideas/information on making lessons more engaging see **Meeting the needs of all children and young people** section and 'Providing a positive ethos and environment' in the **Leadership, management and training** section of this booklet. For specific practical examples, look at the **case studies** on the **NHSP website** and visit the **Case Study** section on the QCA website: www.qca.org.uk/pess and the 'success stories' section on the **Youth Sport Trust website**:

Key question

Would staff be able to answer the following question:
How do you target specific groups for Physical Activity?

Monitor Physical Activity levels

- Involve children and young people in monitoring their Physical Activity and health, as this reinforces the message that Physical Activity is a key health behaviour which will bring about health benefits and may improve fitness.
- Monitoring children and young people's activity levels is a direct way of finding out if they are active enough.
- If schools do include fitness testing, it is important that this is carried out sensitively; otherwise it can be a very demotivating experience for many children and young people and it should always be done alongside monitoring of activity levels. Not every child or young person can reach a high level of fitness but they can all reach the recommended levels of activity.

Primary schools could use the **Get moving...get active** Foundation and Key Stage 1 Participation Award to monitor activity levels and reward participation (for more information email: info@youthsporttrust.org).

- When children and young people have monitored their Physical Activity, the information collected may be used to: develop general knowledge and understanding of Physical Activity and of specific Physical Activity concepts and principles; develop their personal activity knowledge; develop their self-evaluation, target/goal-setting and self-monitoring skills; establish whether a child or young person's needs and the Physical Activity recommendations are being met; promote key skills.
- Many schools involve children and young people in fitness testing. However, monitoring fitness will not always identify how active they are and will not result in increases in activity and improved health. Being fit is not related to being healthy or active; increased activity can (but does not always) lead to improved fitness because fitness is largely determined by heredity/genetics in children and young people.

For more information and practical ideas on monitoring health, Physical Activity and fitness in the curriculum see the **Monitoring and evaluation** section in 'Physical Activity Booklet B'. Templates for a range of monitoring tools including templates for **activity diaries** are also provided on the **Physical Activity section of the NHSP website**.

For more relevant, health-related practical ideas for PE see the **'Healthy primary school' and 'Healthy secondary school'** PE and school sport programmes on Teachers' TV (see: www.teachers.tv).

More details on the highlighted resources/training/programmes and additional examples of each may be found on the **Physical Activity section of the NHSP website**.

For further copies of these publications please
contact us on telephone number: 0845 601 7848



Healthy Schools
www.healthyschools.gov.uk

For further information...

please contact your Local Programme Co-ordinator. Their contact details and more information about the National Healthy Schools Programme can be found on our website www.healthyschools.gov.uk



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