



Public Health
England



What works in schools and colleges to increase physical activity?

A resource for head teachers, college principals, staff working in education settings, school nurses, directors of public health, county sports partnerships and wider partners.

About Public Health England

Public Health England exists to protect and improve the nation's health and wellbeing and reduce health inequalities. We do this through world-leading science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. We are an executive agency of the Department of Health and Social Care, and a distinct delivery organisation with operational autonomy. We provide government, local government, the NHS, Parliament, industry and the public with evidence-based professional, scientific and delivery expertise and support.

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Foreword

Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration and educational performance and learning, to boosting mood and reducing the risk of many lifestyle related diseases. Developing regular physical activity behaviours in childhood is crucial as we know that children who are active are more likely to become active adults and continue to reap the benefits of an active lifestyle throughout their life course.

However, too many children and young people are not reaching the recommended levels of physical activity. This is a particular issue for children and young people from black and minority ethnic communities, teenage girls, those with disabilities and children from a lower socio-economic group.

Lack of physical activity can contribute to childhood obesity, which has been described as one of the most serious public health challenges in the 21st Century. Currently in England more than one in five children are overweight or obese when they begin school, with that rising to one in three children by the time they leave primary school. It is the ambition of this Government to halve childhood obesity rates by 2030 and significantly reduce the health inequalities that persist as outlined in [Childhood Obesity: a plan for action](#) and reinforced in [chapter two](#).

Getting the nation moving every day is essential. We know that there is a strong link between attainment and educational outcomes and the health and wellbeing of pupils. At a personal level it's fun and sociable – and helps people stay physically and mentally well.

Schools and colleges play a pivotal role in helping to develop positive physical activity habits by raising awareness of the importance of regular physical activity and by increasing children's' exposure to fun and varied activities, as well creating more active environments so that pupils find it easier to simply move more during their day. Importantly, schools and colleges, through both universal and targeted interventions, are uniquely placed to support the most inactive pupils, as well as the wider school community, to become more active.

Personal, Social and Health Education (PSHE) is essential, however there are educational benefits associated with physical activity beyond PSHE for schools and colleges, such as educational attainment, concentration and social cohesion, contributing to a healthier and happier school or college.

About this resource

This report was originally prepared by: The Youth Sport Trust (YST), Association of Colleges Sport (AoC Sport) and Public Health England (PHE) in 2015 with valuable contributions from colleagues working across education, health, transport, sport, local and national government, academic and the voluntary, community and social enterprise sectors.

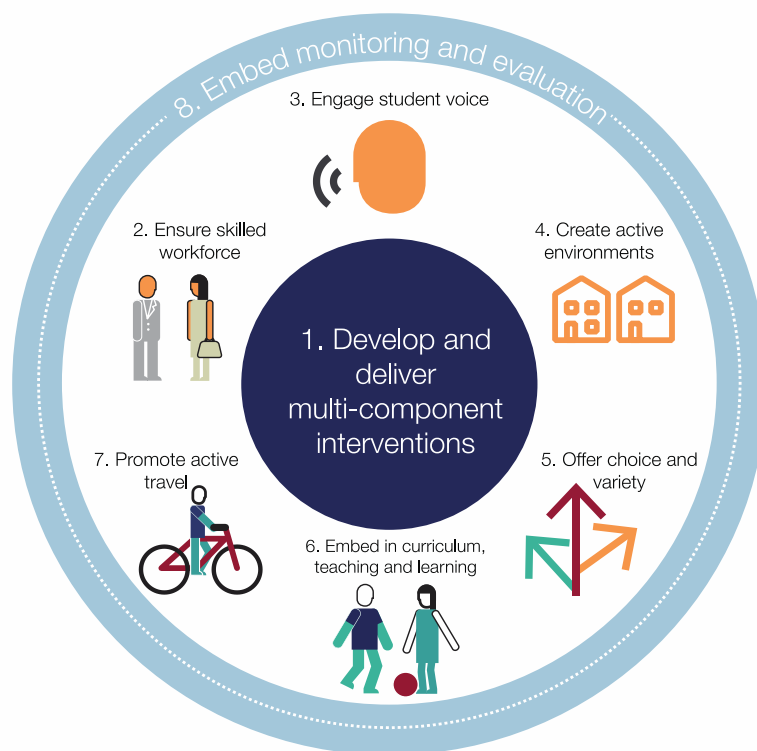
Prepared by Public Health England, the Youth Sport Trust and AoC Sport and supported by the Department of Health and Social Care; the Department for Transport; the Department for Culture, Media & Sport; the Department for Education and Sport England.

The document was updated in 2019 by PHE. Thanks are extended to Tatiana de Berg and Anne Pridgeon, working with the Children, Young People and Families team.

Executive summary

Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve both educational and health and wellbeing outcomes.

This resource brings together key guidance and policy documents on increasing physical activity alongside local examples, which has been produced to support schools and colleges, develop and implement effective evidence-based approaches utilising eight key principles.



The eight key principles are:

1. Develop and deliver multi-component interventions – adopting a ‘whole of community (school/college) approach’ appears to be most effective for increasing physical activity: incorporating curricular learning with the culture, ethos and environment and engagement of the wider school community.
2. Ensure skilled workforce - ensuring staff have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school/college day.
3. Engage student voice - giving students a voice and enhancing their ownership of physical activity delivery to ensure that activities are appropriately tailored to their needs can support participation.

4. Create active environments – good access to, and integration in the school/college day of, open space, forests, parks and playgrounds are positively associated with physical activity levels. Access to a range of equipment, along with non-traditional play materials also support physical activity among children and young people.
5. Offer choice and variety – offering a variety of physical activity opportunities for young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and fun, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive pupils.
6. Embed in curriculum, teaching and learning - increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development.
7. Promote active travel - active travel can play a key role in contributing to children and young people's physical activity levels. Travel plans which include a range of active travel options, have been found to increase physical activity levels among children and young people.
8. Embed monitoring and evaluation - effective evaluation of physical activity interventions is considered to be a cross cutting principle that requires the identification of baseline information, interim outputs or milestones and outcomes.

We thank every school and college who has supported this publication.

The purpose of this document

This briefing provides an overview from the evidence base about what works in schools and colleges to increase levels of physical activity amongst children and young people.

It aims to:

- summarise evidence of the link between physical activity and academic performance and learning.
- describe the benefits for children and young people of participating in physical activity.
- set out the UK Chief Medical Officer's guidelines for children and young people aged five to eighteen and current levels of participation in physical activity.
- outline the inequalities faced by unrepresented groups in their participation in physical activity.
- set out the different policy strategies and campaigns helping to increase physical activity among children and young people.
- outline the important contribution that schools and colleges can make.
- identify eight key promising principles for practice with a series of local practice examples.
- illustrate how schools and colleges are putting these principles into practice.
- signpost to organisations and sources of support that can help schools and colleges to translate the principles into practice.

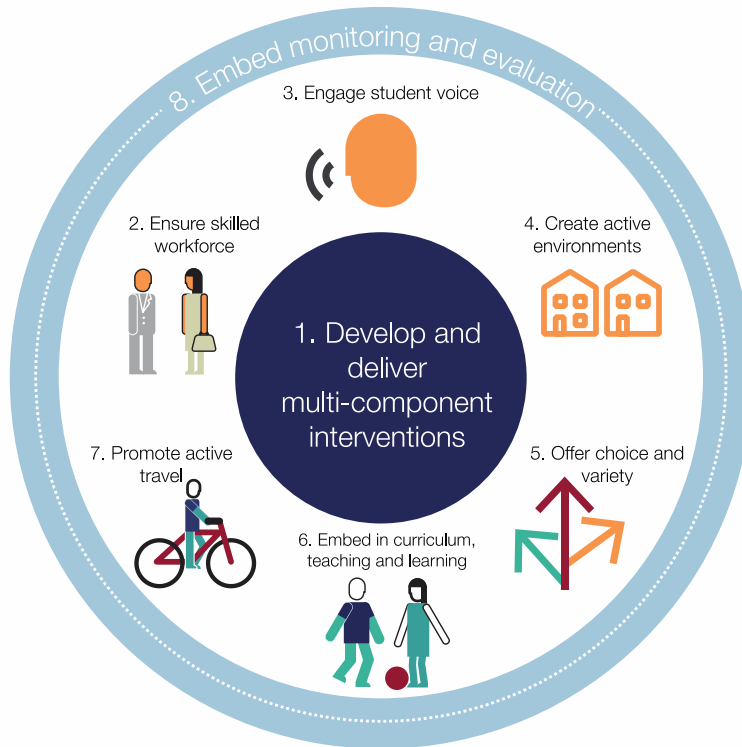
Introduction

Evidence suggests that there is an association between being physically active and academic performance, learning and attention(1, 2). However, this is complex: it is not a linear association in that the more physically active a young person is the better their academic performance, other factors of course play a part. We do know that being physically active helps to promote physical and emotional health and wellbeing. (3, 4) In children, physical activity is critical for motor development, cognitive improvement, psychosocial and cardio-metabolic health; reducing body fat and helping to increase academic achievement.(5) Children and young people who are physically active are more likely to continue the habit into adult life(6).

This document provides an overview from the evidence about what works in schools and colleges to increase levels of physical activity amongst children and young people. It aims to motivate the reader to take action in their own school or college. It highlights links to Ofsted inspection criteria and signposts to useful sources of support. It will be of interest to head teachers and college principals, directors of public health, school nurses and others working with schools and colleges.

The evidence has been distilled into eight promising principles for practice, which have been tested with children and young people and practitioners (see Figure 1). For the purpose of this document young people are understood to include people from the age of 5 –18 years. This document includes local practice examples covering three stages of education: primary, secondary and college.

Figure 1: Eight promising principles for practice



The scope of the review focussed on primary, special and secondary schools and colleges. Whilst early year’s settings were outside the scope of this review, the early years provide a crucial life stage for intervening to provide opportunities for establishing physical activity as a normal and fulfilling part of a child’s life and contributing significantly to a child’s foundation for learning(7).

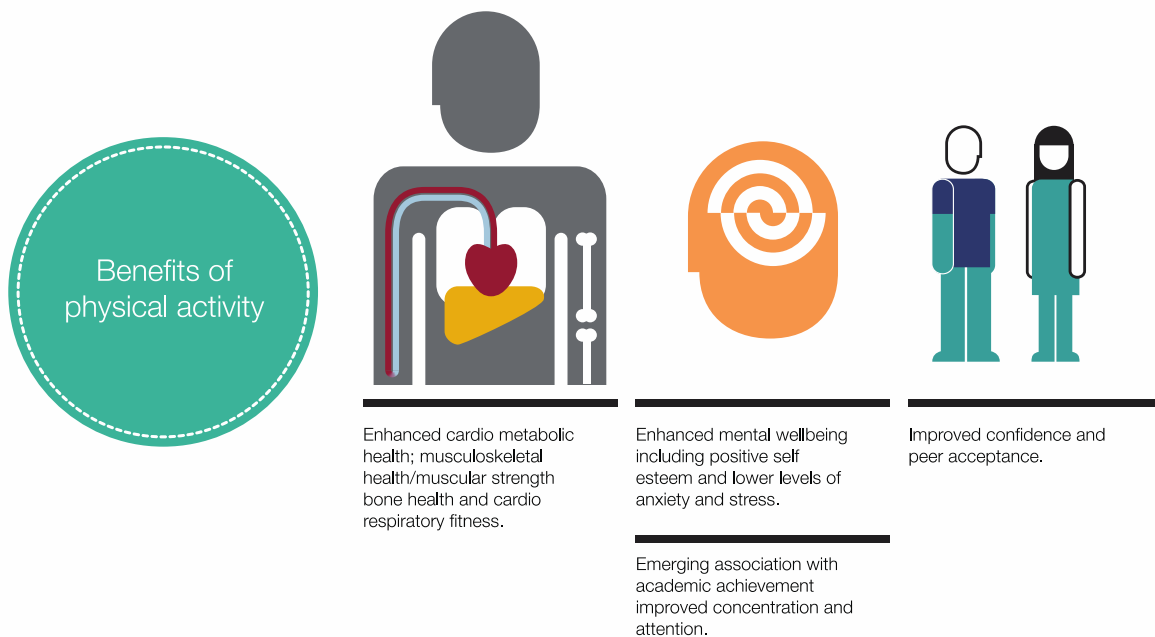
Schools and colleges have an important contribution to make in encouraging children and young people to participate in physical activity, in challenging and supporting them to achieve their potential and creating healthy active habits for life. During term time children and young people often spend more of their waking hours in school and college than any other location: providing an excellent opportunity for physical activity e.g. during lesson time including, but not exclusively PE, break times, to and from school/college (active travel) and linking to opportunities outside school or college.

This document is part of a wider suite of PHE briefings aimed at school and college leaders including: ‘The link between pupil health and wellbeing and attainment’(8) and ‘Promoting children and young people’s emotional health and wellbeing: a whole school approach’(9). These resources will support schools’ responsibilities to adopt a whole-school approach to health education.

Overview of the benefits for children and young people of physical activity

A review(1) on the effect of physical activity participation among children aged 5-11 years identified the following benefits shown in Figure 2.

Figure 2: Benefits of physical activity for children and young people



Chalkley A, Milton K, Foster C (2015) Change4Life Evidence Review: Rapid evidence review on the effect of physical activity participation among children aged 5 – 11 years. London: Public Health England

The link between physical activity and academic performance

Evidence suggests an association between regular exercise on academic performance(10) and a positive long-term association with moderate to vigorous physical activity on academic attainment in some subjects(11).

A systematic review found that with as little as five minutes of regular physical activity, positive results in academic behaviours (e.g. attention, concentration and remaining 'on task') were observed and that this would be even more effective with at least ten to thirty minutes of regular physical activity(12). Evidence also shows that taking part in sport provides greater self-esteem and confidence with direct cognitive benefits(13).

A prospective cohort study(14) which looked at associations between physical activity/sedentary behaviour and General Certificate of Secondary Education (GCSE) results in British adolescents found an inverse relationship between time spent being sedentary at age 14 years and GCSE results by age 17 years.

The importance of play should also be considered: there is evidence that playing is central to children's physical, psychological and social well-being(15).

The World Health Organisation (WHO) argues that investment in physical activity during school is an investment in better child development and better educational outcomes which encourages the attainment of the 4th sustainable development goal(16).

Research has shown physical activity provides cognitive benefits for children with disabilities by stimulating the attention system including sequencing, working memory, the ability to prioritize, increased inhibition and attention span making them more primed to learn^(17, 18) Physical activity intervention significantly improves cognitive function among children with Attention Deficit Hyperactivity Disorder (ADHD) especially attention, working memory and academic performance(19).

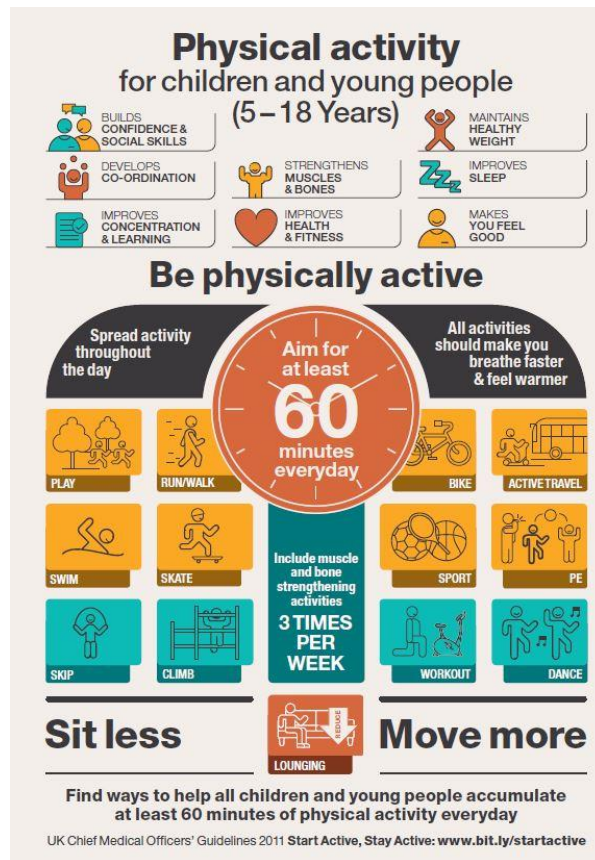
Public Health England (PHE) and the National Association of Head Teachers published '[The link between pupil health and wellbeing and attainment](#)' in 2014, this is a useful resource for understanding the link between physical activity and academic attainment.

National physical activity guidelines and current participation levels of children and young people

The UK Chief Medical Officer’s (CMO) guidelines(20), set originally in 2011ⁱ, for children and young people aged 5-18 years (see Figure 3) are:

- all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day
- vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week
- all children and young people should minimise the amount of time spent being sedentary for extended periods.

Figure 3: Physical activity guidelines for children and young people age 5-18 years



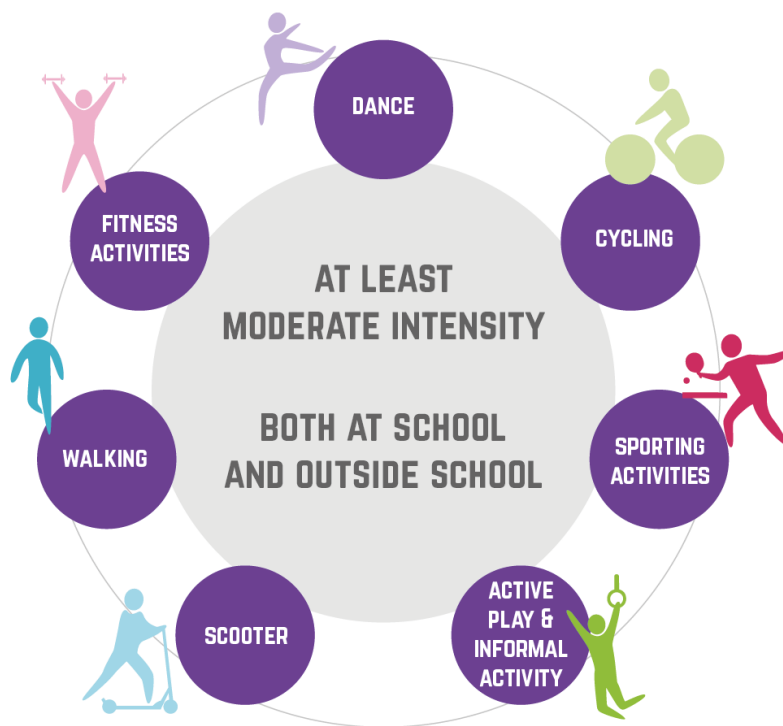
ⁱ In 2018 an expert group reviewed the UK CMO Guidelines, and this is due to be published in 2019.

These guidelines are applicable to all children (including those with physical or mental disabilities), and each young person’s physical and mental capabilities should be considered when interpreting the guidelines.

The Childhood Obesity Plan sets out guidelines that that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school (of the 60 daily minutes recommended by the Chief Medical Officers).

The **Active Lives: Children & Young People survey (ALC)**, developed by Sport England to measure how children and young people (aged 5-16) engage with sport and physical activity. The first set of data was published in December 2018 and reflects the views of over 100,000 children and young people. This survey provides information on children and young people’s activity levels and gives valuable insight into their attitudes towards sport and physical activity. The survey has defined sport and physical activity in Figure 4.

Figure 4: What do we mean by sport and physical activity



Key findings across local areas are:

43.3% children and young people lead active lives, doing an average of 60 or more minutes of physical activity a day.

Only 17.5% of children and young people reported meeting the current UK CMO guidelines and took part in physical activity for at least 60 minutes a day every day of the week.

Boys (20%) are more likely than girls (14%) to meet the guidelines. The gap between boys and girls who are physically active every day for at least 60 minutes is wider from Years 5-6 upwards

Children and young people in Years 5-6 and 7-8 are more likely to meet the guidelines, with young people in Years 9-11 the least likely.

Levels of activity vary amongst children and young people from different ethnic backgrounds.

28% of children and young people do 30 minutes or more of physical activity every day at school, while just 22% do so outside school. Government guidelines set out that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school

“These results tell us that what is currently being done to support children and young people is not enough and change is required. We know that lots of factors affect behaviour and there is no single answer to the problem but listening to young people and what they want is the best starting point.”

Tim Hollingsworth, CEO Sport England

Sedentary behaviour is defined as any waking activity spent in a seated or reclining position that requires little energy output, for example sitting in front of a screen (e.g. TV, phone, tablet)(21). It is possible for individuals to participate in the recommended amount of physical activity and engage in high levels of sedentary behaviour(22).

Sedentary behaviour is an independent risk factor for health (i.e. even individuals who are achieving the physical activity guidelines may be damaging their health through excessive sedentary time).

Time spent being sedentary (excluding time at school) during the week and at weekends increased with age. 9% of children were sedentary for six hours or more per day on weekdays, 19% on weekend days(5). Research found that in a sample of children from inner city London, over a period of twelve months, there was a significant increase in sedentary time for those of a South Asian ethnicity compared to Caucasian/mixed and black children(23).

Tackling Health Inequalities: under-represented groups

A systematic review, which looked at the equity effects of children's physical activity interventions, found that there is growing evidence to show that certain subgroups such as girls, children with disabilities and those from minority ethnic groups and low socio-economic status families have lower levels of physical activity than their counterparts and that this contributes to health inequalities related to lower levels of physical activity(24).

In addition to local school nursing services, which may be able to offer school and pupil level support, the following provides examples that are helping to tackle this inequality:

Socioeconomic status

The association between socioeconomic status and physical activity is complex as there are a variety of factors involved (e.g. sport club accessibility and active travel) however we do know that generally this is an at-risk group.

The **Active Lives: Children & Young People survey (ALC)** found that children from lower socio-economic background are more likely to be in the least active group (39%) than children from the most affluent families (26%). And 86% of children from less affluent families cannot swim 25m when they leave primary school (compared to 42% from the most affluent families) despite it being a National Curriculum requirement.

Children from low socio-economic status also have much higher rates of obesity: children from the most deprived areas are twice as likely to be obese compared to their more affluent peers.

Lesbian, gay, bisexual, transgender + (LGBT+)

The government's **Sporting Future Strategy** outlines how LGBT+ equality has not historically had the same level of support as other protected characteristic groups in encouraging physical activity(13). Sport England places equal emphasis on the support for LGBT+ people in sport as it does for other characteristics protected by the Equality Act 2010 in its '**Sport, Physical Activity & LGBT**' study(25).

A study conducted by the National Institute of Health found that gay and bisexual adolescent males engaged in less physical activity and played team sports less frequently than heterosexual males. Similarly, lesbian and bisexual females also engaged in less physical activity than heterosexual females(26).

In 2016 Pride Sports was commissioned by Sport England to undertake a 10-week study examining the participation of lesbian, gay, bisexual and transgender (LGBT) people in sport. The study gave particular consideration to how provision, which has successfully engaged LGBT people, is also working to reduce physical inactivity and to engage those not previously participating in sport. This [report](#) summarises the work.

Girls

Sport England's '[This Girl Can](#)' campaign has been very successful in helping girls overcome barriers preventing them getting active. More than 7.2 million women now play sport and do regular physical activity, which is 250,000 more than before the launch of the '[This Girl Can](#)' campaign(27). This has been supported by Sport England's '[Go Where Women Are](#)' insight pack, which is about engaging women and girls in exercise on their terms and in their space, whether physically or emotionally(28).

The Youth Sport's Trust '[Girls Active](#)' programme helps to tackle lower participation in PE and sport, and improve body confidence, emotional wellbeing and resilience in girls. Since its launch in 2012/13 it has been delivered across approximately 190 schools(29).

The Women's Sport & Fitness Foundation published a toolkit, designed to help teachers get more girls involved in P.E. and school sport.

Black, Asian, and Minority Ethnic (BAME)

Data from the [Active Lives: Children & Young People survey \(ALC\)](#) showed that children from a BAME background are generally less active than those from white background.

[Sporting Equals](#) promotes ethnic diversity in sport and physical activity(30). It specifically focuses on disadvantaged communities particularly the Black, Asian and Minority Ethnic (BAME) population. Its mission is to make a sustainable difference to the inclusions of all under represented communities in sport and physical activities so as to improve the long-term opportunities and health outcomes of those communities. It aims to achieve the following outcomes: increasing participation, identifying and showcasing talents, diversifying sport sector, improving health and lifestyles and building cohesive communities.

Mental health

The **Mental Health Charter for Sport and Recreation** was created in 2015 to set out how sport and recreation organisations should adopt good mental health practice to make activities inclusive, positive and open to everyone. Mental health charity Mind's '**Get Set to Go**' campaign has been helping people with mental health problems get active since its launch in 2015(31). Findings show that physical activity plays an important role in building resilience and supporting mental health recovery.

Disabled people

Disabled people are less likely to take part in sport or physical activity compared to non-disabled people(32).

'**Get out Get Active**' is a new programme running from 2016 -2019 which supports disabled and non-disabled people enjoying being active together, getting the UK's least active people moving through fun and inclusive activities(33). **Activity Alliance's Sainsbury's Inclusive PE programme** also offers free training and resources to school staff.

Active Beyond Education? was commissioned by six of the UK's National Disability Sports Organisations, in partnership with Activity Alliance and supported by Sport England. The research explores young disabled people's experiences of sport and physical activity during the transition from education to adulthood.

Activity Alliance released its '**Talk to Me**' report in 2014, outlining ten principles that sports providers could follow to help engage disabled people in more physical activity.

Physical activity: policy context

Government has made a long term commitment, to reduce physical inactivity as part of the legacy from the London 2012 Olympic and Paralympic Games - cross-sector areas for action are summarised in the document [Moving More, Living More\(34\)](#).

The following key policy drivers collectively provide a supportive context for increasing levels of physical activity among children and young people.

National strategies

Department of Health and Social Care – [Childhood obesity: a plan for action](#) and [Chapter two](#) outlines the actions the Government will take towards its goal of halving childhood obesity and reducing the gap in obesity between children from the most and least deprived areas by 2030.

Department for Digital, Culture, Media and Sport – [Sporting Future - A New Strategy for an Active Nation](#) set out a new government vision to redefine what success looks like in sport by concentrating on five key outcomes: physical wellbeing, mental wellbeing, individual development, social and community development and economic development..

Public Health England published the national physical activity framework, '[Everybody active, everyday](#)' in 2014 which highlighted the importance of education across its four domains for action: active society, moving professionals, active environments and moving at scale; implementation reviews were published in 2017 and 2018. It has also published evidence on '[The link between pupil health and wellbeing and attainment](#)' and a '[Rapid evidence review on the effect of physical activity participation among children aged 5-11 years](#)'.

Sport England's strategy for 2016-2021, '[Towards an Active Nation](#)' will invest £194m into projects focusing on improving children and young people's capability and enjoyment of physical activity. This includes projects which offer new opportunities for families with children to get active and play sport together. Sport England will also focus £250 million combatting inactivity across the life course for children, young people and adults.

Association of Colleges Sport is the lead organisation for college sport and physical activity. [Fit for College, Fit for work, Fit for Life](#) is the sector strategy with the vision of getting every student regularly participating in sport, or physical activity to improve education, employment and health outcomes. The document sets out ambitions for

growing participation particularly among females, the number of volunteer placements in the sector and offering greater provision for those with disabilities.

Other campaigns and resources:

The World Health Organisation (WHO) has produced a **global action plan on physical activity from 2018 - 2030** with a goal to have one hundred million people more active by 2030. It hopes to achieve a world where all countries provide the enabling environments and opportunities for all citizens to be physically active. WHO recently launched **ACTIVE: a policy toolkit** that supports governments to tackle physical inactivity.

Youth Sport Trust helps to improve the physical activity levels of children through the power of PE and school sport, through numerous campaigns and resources such as: **Girls Active, Start to Move, My Personal Best, Step into Sport, Active Schools Planner**. The role of **school games organisers** also provide support working alongside YST to deliver inter and intra school competitions (School Games).

The Health Survey for England published in **2015** on physical activity in children examines physical activity levels in children in England comparing different population groups by age, sex, income and region.

Sport England and the Chief Cultural & Leisure Officers Association have produced a project called '**Strategic Commissioning, Sport and Physical Activity**', which commissions support for local authorities to engage more effectively with commissioners.

Public Health England's **Change4Life** campaign encourages children to be active for 60 minutes a day through its Disney inspired **10 minute shake ups**. The **School Zone** provides free and downloadable teaching resources for primary schools.

UK Active - '**Turning the Tide**' campaign – establishes the scale of the physical inactivity epidemic in the UK. It reports that reducing physical inactivity in the UK by just one per cent a year over a five-year period would save the UK economy just under £1.2bn. The **Generation Inactive** report provides analysis of the UK's childhood inactivity levels and tangible solutions.

National Children's Bureau – **Working together to reduce childhood obesity, ideas and approaches involving the VCSE sector, education and local government**. There are many examples of innovative practice in schools and colleges, beyond the scope of this resource. The National Children's Bureau resource outlines more case-studies particularly focussing on the partnership between educational settings and the voluntary, community and social enterprise (VCSE) organisations.

The contribution of schools and colleges to increasing physical activity among children and young people

Schools and colleges have an important contribution to make in encouraging and providing opportunities for children and young people to take part in physical activity, especially as in term time this is where children and young people spend most of their day(35). Their sphere of influence spans the life course: from early years through school-age and adolescence and throughout the whole-day.

Nearly eight million children and young people attend state funded schools in England. Currently 712,000 16 to 18-year-olds study in colleges, compared with 424,000 in state schools(36). Colleges provide a range of high-quality technical and professional education and training, as well as academic education for young people. They prepare students with valuable skills for work and higher education as well as preparing them for adult life.

As part of the government's **Childhood Obesity Plan** published in 2016(37), Ofsted conducted a thematic review of obesity, physical activity and healthy eating in schools (38). Ofsted recognised that whilst obesity is a complex and challenging issue, schools play an important role in supporting pupils to lead active and healthy lives.

Ofsted found 55% of parents agreed that the school had helped their child make healthy choices about physical activity. Schools were also found to impact on physical activity levels outside the school, with 56% of pupils reporting that there were sports and physical activities they did at home because of what they learned in school. Ofsted recommend that 'schools should provide': '...ample opportunity for children to take physical exercise during the school day – with lots of opportunities to 'get out of breath''

The education inspection framework identifies what inspectors will consider when assessing the quality of a school's educational provision. Personal Development is a key judgement area within this, and the framework states that inspectors will evaluate the extent to which:

'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and let them know how to keep physically and mentally healthy' (p.11)(39).

Many schools and colleges are successfully integrating whole school and college approaches to improving levels of physical activity. Some areas have developed local Healthy School programmes that provide an evidence-based framework supporting a

whole-school approach. Research has found that participating schools reaped benefits beyond health, including reduced incidence of bullying, improved behaviour and attendance(40).

The School inspection handbook(41) states that a 'good' school:

'provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships' (p.62) .

An 'outstanding' school:

'consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality' (p.62).

In addition, an outstanding school:

'provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer' (p.62).

The Primary PE and Sport Premium (42) is being used to extend and enhance the range of PE, sport and physical activity experiences and is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils.

The funding was doubled from £160m to £320m per annum in September 2017, which has been financed through revenue from the soft drinks industry levy. Revenue from the levy has been allocated up to 2020; proceeds from the levy has also provided £100m of funding for the Healthy Pupils Capital Fund in 2018-19 which will be used to enhance access to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions(43).

Secondary Teacher Training: Sport England is investing up to £13.5 million of lottery funding to help secondary schools foster a more positive attitude towards sport and physical activity in their pupils. Every secondary school in England will be invited to take part through the network of Teaching School Alliances (TSAs) between 2018 and 2021. More information can be found [here](#).

Through the **Tackling Inactivity in Colleges (TIC)** programme Sport England have invested £5 million across forty-nine colleges to help them reduce the number of students who are inactive(44). The programme began in September 2017 and will be delivered over three academic years until summer 2020, with the aim of engaging more than 23,000 inactive college students in physical activity during this time. TIC is an important element of Sport England's work within 'Towards an Active Nation' as it specifically targets students who are the least active. Projects have been designed to

contribute to four of the five Government Outcomes; physical wellbeing, mental wellbeing, individual development and social and community development.

In championing a physically active culture and ethos, schools and college leaders will want to consider:

- the capacity and capability of staff to lead and promote activities
- the suitability of outdoor and indoor space
- the availability of financial and other resources
- ideas on how to integrate physical activity into the wider school or college day
- the differing needs and preferences of children and young people
- the evidence of how physical activity enables learning and achievement across the curriculum, particularly amongst more disadvantaged children and young people
- what is appropriate for age and stage of physical development
- taking a whole school or college approach to increasing levels of physical activity

Research conducted by the Youth Sport Trust(45) and the Association of Colleges Sport(46) highlighted the following to be important:

Universality: schools and colleges serve every local community and engage children and young people from all backgrounds.

Access and time: children and young people can access schools and colleges easily and spend over 195 days per year attending – a significant influence in forming habits for later life.

Developing physical literacy: children and young people's confidence and competence to take part in PE, sport and physical activity is developed in the broadest sense to include physical and psycho-social aspects that relate to the development of the whole child.

Reducing sedentary behaviour: children and young people spend up to eight hours at school each day and many classroom learning environments encourage prolonged periods of sedentary behaviour, i.e. sitting. Schools and colleges have an opportunity to reduce sedentary behaviour both within the classroom and across the school day and increase awareness on the potential impact of prolonged sitting on health.

Community links: schools and colleges are embedded within communities and exist as community facilities. On average, colleges build links with nine community clubs per year and schools have five links with community sports clubs. In addition, 90% of college sports halls are open to the public. Many establishments already offer excellent access outside of teaching hours, and the potential to extend this and have further

impact on young people and their families is highlighted in Sport England's resource 'Use Our School'(47).

Range of activity: Physical Education is mandatory in the national curriculum. Academies and free schools are not required to follow the national curriculum but must provide a broad and balanced curriculum. 97% of primary schools and 85% of secondary schools actively encourage physical activity as part of the school day. Colleges organise an average of 593 sessions and events per year spread over 55 different activities. An average of 15 sports are offered for at least 10 weeks.

Structured volunteering and employment opportunities: over 56% of colleges organise and train student sports volunteers, often into formal student management teams with identified roles and responsibilities. Colleges also provide sport qualifications for over 75,000 students annually, resulting in an increase in the number of coaches, leaders, administrators and officials for sport.

"PE and sport contribute greatly to our whole school ethos...we know that children who are active and enjoy PE and sport are going to achieve academically."

Billie Downie, Head Teacher, The Streetly Academy

"Schools are influential places to create good habits, develop skills and help young people to sustain these in the future – they are the starting blocks."

Ben Goodall, YST Youth Board Member

Eight Promising Principles

The eight promising principles have been developed to support schools and colleges in implementing fun, effective and sustainable physical activity.

The eight principles are:

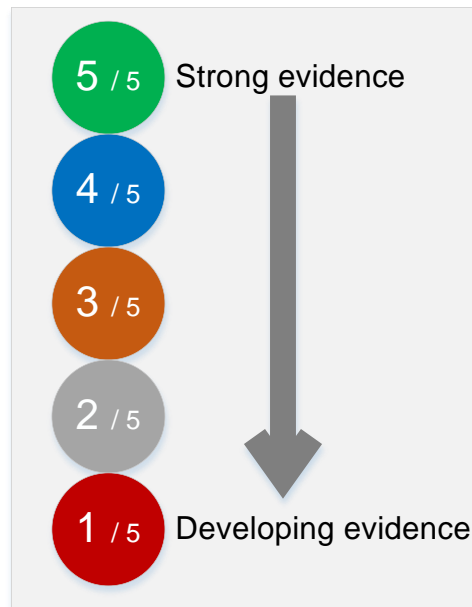
1. Develop and deliver multi-component interventions
2. Ensure skilled workforce
3. Engage student voice
4. Create active environments
5. Offer choice and variety
6. Embed in curriculum, teaching and learning
7. Promote active travel
8. Embed monitoring and evaluation

We acknowledge that not every school and college will be able to utilise the whole of this document or the eight principles immediately, therefore the principle sections can

also be used as stand-alone areas of improvement, with local examples from a range of different educational settings.

Evidence of what works in schools and colleges to increase levels of physical activity and decrease levels of inactivity

Eight principles for practice have been drawn from an appraisal of the evidence about what works in schools and colleges to increase levels of physical activity among children and young people. Each heading explains how the principle links to the National Institute for Health and Care Excellence (NICE) guidance. This document takes each principle in turn and summarises the quality of the evidence underpinning it. A scale has been used to colour code the strength of the evidence as follows:



Note: Ratings have been based on NESTA standards of evidence - see appendix 1 for more information

Each principle is then illustrated with practice examples for each type of institution (primary, secondary and college). Table 2 identifies sources of support that are available to schools and colleges to help translate these principles into practice. Appendix 1 outlines the methodology used to assess the evidence. The principles are summarised in Figure 1.

The fact that this review found few examples meeting the criteria for NESTA standards of evidence above level 2 (other than Start2Move(48) and Girls Active(29) which have been referenced as practice examples), corroborates findings from wider evidence reviews(49) and indicates a systematic issue concerning a lack of robust monitoring and

evaluation appropriate to the scale and focus of the intervention. In light of this the principles are advocated as 'promising' and of value in informing practice.

When interpreting the strength of the available evidence about what works in schools and colleges to increase physical activity among children and young people the following limitations should be noted:

- evidence is based on self-reported increases in physical activity, which can be less reliable than objective measures
- whilst discrete interventions may demonstrate some increases in physical activity this does not always manifest in overall increases in daily levels of physical activity
- an increase in physical activity within a particular setting as a result of a particular intervention may not necessarily be sustained beyond the duration of the targeted intervention/ outside of the setting
- there is a lack of evidence that uses control groups to demonstrate that the intervention is causing positive change in physical activity levels across a sufficiently large sample
- there is a lack of evidence that captures both a positive change in overall physical activity levels and identifies the key processes that bring about this change.
- there is a lack of evidence of multiple and effective ways to encourage and support children and young people who are LGBT+ to become more physically active

Principle 1: Deliver multi-component interventions

Evidence

3 / 5

Interventions that are multi-component or adopt a 'whole of community (school/college) approach' appear to be most effective(50-52). Multi-component interventions are likely to include actions relating to:

- curricular learning (e.g. teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum) and
- culture, ethos and environment (e.g. ensuring a supportive school or college culture and physical environment) and
- engagement of the wider community and families (for colleges, links to employers and placement providers are particularly important)

'Whole of community' approaches have been identified internationally as being amongst one of seven best investments that work for increasing physical activity(53). This principle is considered to be overarching; successful implementation will require the delivery of a combination of all (or at least some) of the other seven principles.

"We are all in this business to develop well-rounded individuals and we need to take a holistic approach to the wellbeing and education of each of our students. Sports and healthy lifestyles are integral to this holistic approach."

Cathy Walsh OBE, Principal and CEO (to 31 August 2015), Barking & Dagenham College

Link to Ofsted

Under the 2019 education inspection framework(39), inspectors judge the personal development of learners, and evaluate the extent to which:

'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy' (p.11).

Effectiveness of leadership and management is a key judgement within the Ofsted evaluation schedule. In making this judgement, inspectors will consider the culture within the school. They will also consider the design, implementation and evaluation of the curriculum and its impact on pupils' personal development, health and welfare as well as how well the school supports the formal curriculum with extra-curricular opportunities, specifically:

“developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities” (p.58)(41).

Ofsted will also consider how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils.

The School inspection handbook(41) states that a school can achieve ‘good’ in the leadership and Management judgement category of an Ofsted inspection by using multi-component interventions, if:

‘Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive’ (p.75).

In the Further education and skills handbook grade descriptor, a provider meets the ‘outstanding’ criteria if:

‘Leaders’ engagement with learners, employers, parents and the local community/economy is very effective. They provide clear and direct evidence of the positive impact of how this engagement benefits learners and ensures continuous and sustainable improvement’ (p.60)(54).

[Link to NICE guidance](#)

NICE guidance recommends multi-component physical activity programmes that include education about the benefits of physical activity, creating a more supportive school environment and engagement of the family and local community(55).

Practice examples

Institution Type + Title	Primary School: Change4Life Sports club delivering a multi-component approach to physical activity			
School Information	Featherstone Primary School, Birmingham, West Midlands			
	Location: Inner City	Age: 4-11	Gender: Mixed	Students: 278
Aim	To develop its 'Activ8' concept, targeted at the least active children and their parents, through the Change4Life Sports Club Programme by developing a unique and inspiring club environment in order to provide engaging and fun activities that build confidence and competence among children to be more physically active.			
Description of Activity	<ul style="list-style-type: none"> • The club promotes physical literacy and the ability to move more and move better. • Incorporates messages from the broader Change4Life campaign into activities and learning. • Children use their personal logbook to track their progress against levels of physical activity, health behaviours and club values. • The club helped engender a positive partnership with families, helping them to understand the wider benefits of physical activity and the links with learning. • Opportunities for parents and young people to be leaders in the club. • The club is seen as an integral part of the wider curriculum offer for pupils, alongside the school food and PE curriculum. • The school is now evaluating the impact on pupil attainment and achievement. 			
Outcomes	<ul style="list-style-type: none"> • Improvements in pupil attendance and behaviour • A greater level of parental engagement and support for their children's learning. • The children are increasing their levels of physical activity and self-esteem/resilience. • Children are making more progress in writing and reading and are engaging more proactively with PE and after school clubs. • Some children are putting themselves forward for school council roles. • The school is developing the concept of its club to include celebration events and award ceremonies and is planning to expand the reach of the club to more year groups. 			
References and Contacts	Change4Life Sports Club Programme: https://www.youthsporttrust.org/change4life-sports-clubs			

Institution Type + Title	Primary School: Delivering multi-component active classrooms			
School Information	Spring Cottage Primary, Hull			
	Location: Urban	Age: 3-11	Gender: Mixed	Students: 500
Aim	<ol style="list-style-type: none"> 1. To educate children in what is involved in a healthy active lifestyle 2. To inspire children to make healthy choices about levels of physical activity and diet. Sedentary behaviour and general inactivity amongst their pupils was also of a concern. 			
Description of Activity	<ul style="list-style-type: none"> • Identification: for Spring Cottage the journey started with the Heatmap tool in the Active School Planner. The tool helped identify that although children were active after-school, there were long periods of inactivity within the school day. Increasing physical activity in classrooms and reducing sedentary learning behaviours was identified as an area for improvement. • Training: the PE coordinator attended several local CPD events (Active Maths, Active English and Active Schools) where he gathered a bank of practical ideas and was inspired to change his own practice. From the training received he felt confident enough to model Active Learning for other teachers and along with a local specialist he was able to show how classrooms can be active spaces. After further training by the local specialist, all staff were trained on Active Learning and were confident to have a go. • Sustainability: the PE coordinator then completed an 'Ideal' Heatmap which is now used as a goal to inspire teachers to increase physical activity within lessons and to show practically how physical activity can be used in the school day. 			
Outcomes	<p>After the training, there was a shift in practice across the school with all teachers increasing physical activity in different parts of their lessons.</p> <p>There is evidence of Active Learning throughout the school and staff and children are regularly seen outside the classroom learning through moving</p> <p>Increasing physical activity in the curriculum has had a big impact on the behaviour and engagement of children in what used to be perceived as 'dry' parts of the curriculum. This has been especially evident in Spelling, Punctuation and Grammar and times tables.</p> <p>Staff have become more confident in delivering Active Learning sessions which has meant that they happen on a more regular basis. The PE coordinator has recently repeated the Heatmap and has noticed a big difference in the amount of physical activity performed throughout the day.</p>			

	<p>Top tips:</p> <ol style="list-style-type: none"> 1. The PE Coordinator initially becoming informed and confident to lead and inspire other school staff. 2. The culture of the school: giving staff the chance to 'have a go' without over monitoring and observations 3. Honest conversations about what worked and when it worked best. 4. Regular reflections: even if this was done through informal conversations.
References and Contacts	www.activeschoolplanner.org

Institution Type + Title	Secondary School: Encouraging participation in physical activity for girls from an Asian background through the Girls Active programme			
School Information	The Heathland School, Hounslow, London			
	Location: Inner City	Age: 11-18	Gender: Mixed	Students: 1836
Aim	Encouraging girls and parents from an Asian background to understand the value of physical activity.			
Description of Activity	<ul style="list-style-type: none"> • Following consultation with Girls Active Leaders, the PE department ran a 'Dads and Daughters' event on an evening. • Activities included climbing, trampolining, badminton, table tennis and dance, and participation was informal. • The Girls Active Leaders designed and issued leaflets and both leaders and PE staff chatted to dads about healthy lifestyles. • In addition, the school ran a breakfast-time aerobics session for girls on two mornings each week and girls-only badminton sessions, at the girls' request. 			
Outcomes	<ul style="list-style-type: none"> • The families were very positive, and dads commented on their increased understanding of the value of physical activity to their daughters' health, well-being and educational achievement. • Girls' participation in extra-curricular sessions had increased. 			
References and Contacts	Girls Active Youth Sport Trust: https://www.youthsporttrust.org/girls-active			

Institution Type + Title	College: Using the 'Towards Outstanding Framework' as a self-review tool for college sport			
School Information	Hugh Baird College, Liverpool, Merseyside			
	Location: Urban	Age: 16+	Gender: Mixed	Students: 8000
Aim	Ensuring the quality of the sport and physical activity on offer by using the 'Towards Outstanding Framework', a national standards guidance and self-review tool for college sport.			
Description of Activity	<ul style="list-style-type: none"> Examining the physical activity offer across the college through a quality improvement visit. The visit focused on areas identified by the college through the self-assessment framework. 			
Outcomes	<ul style="list-style-type: none"> An action plan which the college is implementing to increase the number of students taking part in sport and physical activity across the college. Action plan is linked to the Ofsted framework and priorities that the Principal has identified such as student recruitment to the college. 			
References and Contacts	'Towards Outstanding Framework': https://www.aocsport.co.uk/policy/making-a-case-for-sport/towards-outstanding-national-standards-for-college-sport/			

Principle 2: Ensure a skilled workforce

Evidence

2 / 5

Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school/college day can contribute towards higher levels of physical activity by children and young people(56).

Link to Ofsted

The quality of continuing professional development for teachers is considered by Ofsted when making a judgement about the effectiveness of leadership and management.

An important factor in the Ofsted judgement of leadership and management quality is:

‘whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers’ content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils’ (p.64)(41).

Inspectors also take into consideration:

‘the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce’ (p.64)(41).

Link to NICE guidance

NICE guidance recommends that all staff and volunteers should have the necessary experience and skills to design, plan and deliver physical activity sessions that meet children and young people’s needs and abilities. Staff and volunteers should also inspire children and young people(37).

Practice examples

Institution Type + Title	Primary School: Up-skilling teachers through “Start to Move” a Youth Sport Trust programme			
School Information	Easington Church of England Primary School, Durham			
	Location: Rural	Age: 4-11	Gender: Mixed	Students: 205
Aim	Up-skilling teachers to develop pupils in and through PE. Through the Start to Move programme support the subject co-ordinator for PE to deliver quality physical literacy and school sport and to unlock the potential of pupils as a means for increasing physical activity.			
Description of Activity	<ul style="list-style-type: none"> The subject co-ordinator has used his training, skills and resources as part of his team-teaching with other staff. Resources have helped teachers to support the development of pupils’ social skills in and through PE Key Stage 1. 			
Outcomes	<ul style="list-style-type: none"> Teachers have reported that pupils are now keener to participate in physical activity and are doing so through extra-curricular provision. The school has been praised by Ofsted, with a recommendation that the school records the impact for pupils. The school has since initiated a survey to track pupil’s participation in PE through school sport and into community participation to ensure that pupils are being supported to lead a healthy lifestyle beyond school. 			
References and Contacts	Start to Move, Youth Sport Trust programme: https://www.youthsporttrust.org/start-move			

Institution Type + Title	Primary School: Investing the PE and Sport Premium in teacher development			
School Information	St Ethelbert’s RC Primary School, Bolton			
	Location: Urban	Age: 3-11	Gender: Mixed	Students: 247
Aim	Using the PE and Sport Premium to invest in better coaching and professional learning.			
Description of Activity	<ul style="list-style-type: none"> Bolton Council works in partnership with the school to support CPD and teacher development. Bolton Council’s Sport and Active Living Service provide specialist coaching for Key Stage 1 and 2 pupils for 12 hours a week during the course of the academic year An early years development programme also sits alongside this Specialist coaches work with teachers and Adults Other than Teachers (AOTs), developing their subject knowledge. 			
Outcomes	<ul style="list-style-type: none"> The PSSP funding has made a huge difference in teaching and learning, offering pupils a wide range of curricular and extra-curricular opportunities in PE and sport. The school is now currently accessing available CPD school sport opportunities The school has entered 100% more intra and level 2 inter competitions through the School Games programme 			

	<ul style="list-style-type: none"> • Through specialist coaches working with staff, teacher skills have improved and provided positive attitudes towards school sport. This has been identified by the teachers giving positive feedback and being more confident teaching a wide range of activities. • Three school to club links have been developed between the school and local community sport clubs. The schools actively advertise these accredited links with the pupils and parents.
References and Contacts	PE and Sport Premium: https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

School Type + Title	Secondary School: Increasing variety of provision for pupils whilst upskilling the workforce			
School Information	The Angmering School, West Sussex			
	Location: Urban	Age: 11-18	Gender: Mixed	Students: 1400
Aim	To offer targeted pupil premium students a chance to try new physical activities while developing skills to become well rounded individuals, utilising the Youth Sports Trust “Hub” programme.			
Description of Activity	<p>PE staff alongside team leaders targeted thirty girls from Key Stage 3, all from low income families reporting to lack confidence and communication skills. To give students a chance to try a range of sports, the school offered internal taster sessions in Kung Fu, boxing and rock climbing. Sessions were delivered by external instructors from March to July and focused on establishing basic skills, confidence and resilience.</p> <p>Water sports took place off site at Hove Lagoon during the summer term. To ensure sufficient time on the water, students were split into small groups, taking part in activities within curriculum time on alternate weeks. Lagoon instructors offered students taster sessions in paddle boarding, windsurfing and sailing; sports the students had never participated in and would never have had the opportunity to do so.</p> <p>A para-kayaking programme was also provided for the special needs unit, with students completing five weekly sessions in a swimming pool before transitioning to Chichester Canal where they were awarded their BCU paddle power certificate.</p>			
Outcomes	<p>Students comment on how the programme has enabled them to try a number of different sports, make new friends and develop a positive attitude to sport and physical activity. One student notes that taking part in Hub Schools has enabled her to become physically, mentally and emotionally stronger.</p> <p>Key impacts on participating young people</p> <ul style="list-style-type: none"> • Increased confidence and competence • Development of new friendships • Increased resilience and mental wellbeing • Development of independence and autonomy 			

	<ul style="list-style-type: none"> • Increased socialisation and teamwork • Enhanced communication skills <p>Key impacts on the school and school sport workforce:</p> <ul style="list-style-type: none"> • Increased awareness of the role sport and physical activity can have on the mental and physical development of students • Development and upskilling of staff • Increased provision of sporting resources <p>Teachers note how students have taken on leadership roles, running the warm up and cool downs during practical sessions. They are also supporting coaches in delivering rock climbing sessions to fellow peers</p> <p>There are plans to continue delivery of activities within the curriculum. To ensure the programme is sustainable, the school plans to buy their own boxing equipment, upskill staff members to take over session delivery and expand school to community links. Due to demand, there is scope to open up the programme to both boys and girls, targeting additional students and providing a more inclusive offer.</p>
References and Contacts	<p>https://www.youthsporttrust.org/ Roman Neveykin – roman.neveykin@youthsporttrust.org</p>

Institution Type + Title	College: Employing a Health Wellbeing and Sport Manager (HWS)			
School Information	Truro and Penwith College, Cornwall			
	Location: Urban	Age: 16+	Gender: Mixed	Students: 5000
Aim	To reduce student and staff inactivity levels by employing a Health Wellbeing and Sport (HWS) team made up of a project lead and assistant as well as a number of HWS activators.			
Description of Activity	<ul style="list-style-type: none"> • Create a cross-college culture of activity designed to offer physical activity opportunities that are fully inclusive and diverse. • Tailored opportunities for students and staff to take part in activities focusing on individual motivations like achieving a healthier lifestyle, to develop friendships, improve mental wellbeing or to help complete a challenge to raise money for charity. • Deliver a number of health initiatives to help support staff and students during their time at the College, including the national award winning 'Weight-to-go' and 'Fit for College: Fit for Work'. 			
Outcomes	<ul style="list-style-type: none"> • Fit for Work has been endorsed by Bovis Homes and Screw Fix. It prepares students for the physically demanding workplace. Students are taught safe lifting techniques, how to develop their own personal strength and are provided with bespoke training programmes to encourage a lifelong habit of being physically active. • Fit for Work has helped retain high attendance figures and course completion. • Links with key local employers has led the way to potential work opportunities for students. 			

	<ul style="list-style-type: none"> Almost all participants experienced mental and physical health benefits, with 98% of students and staff saying that the HWS activity sessions improved their physical well-being, and 94% linking their HWS participation to improved mental health.
References and Contacts	https://www.facebook.com/HealthWellbeingAndSport/

Institution Type + Title	College: Funding an inclusion coach			
School Information	Wiltshire College, Wiltshire			
	Location: Rural	Age: 16+	Gender: Mixed	Students: 10500
Aim	Funding an inclusion coach to train staff so they are confident in delivering and supervising sport sessions.			
Description of Activity	<ul style="list-style-type: none"> Wiltshire County Sport Partnership (WASP) allocated funding for SEN/disabled learners, which involved an inclusion coach delivering six weekly multi-sport sessions at Wiltshire College. This enabled tutors and support workers to be educated and upskilled on sport delivery so that they feel confident to run sessions themselves. 			
Outcomes	<ul style="list-style-type: none"> Proved successful on all campuses as sport is now timetabled within their curriculum with staff delivering or supervising sessions. This has provided a sustainable physical activity for the students and confidence for teaching staff to deliver high-quality sessions regularly. 			
References and Contacts	Wiltshire and Swindon Sport: http://www.wiltssport.org.uk/			

Principle 3: Engage student voice

Evidence

2 / 5

Giving students a voice and enhancing their ownership of physical activity delivery to ensure that activities are appropriately tailored to their needs can support participation(57). In addition, encouraging young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path to their elders(58, 59).

“Peers and friends are there [at school] and they are very influential – you interact with them the most at schools and colleges.”

Young person

Link to Ofsted

Leaders and governors are expected to take pupils’ views into consideration when assessing school effectiveness and inspectors will consider pupils’ views in relation to the quality of teaching, learning and assessment.

In the Education inspection framework(39), inspectors make a judgement on Leadership and Management, assessing whether:

‘leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services’ (p.12).

In a school where Leadership and management is judged to be ‘outstanding’:

‘Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils’ (p.56)(41).

Inspectors may conduct:

‘interviews with staff and pupils to evidence how well leaders have created a positive culture’ (p.73)(41) when assessing leadership and management.

These expectations are also mirrored in the FE and skills inspection framework.

Link to NICE guidance

NICE guidance recommends that children and young people should be actively involved in planning physical activities(3).

Practice examples

Institution Type + Title	Primary and Secondary School: Responding to pupil voice			
School Information	Trinity School and Sport College, Durham, Special School			
	Location: Urban	Age: 2-19	Gender: Mixed	Students: 188
Aim	Responding to pupil surveys and pupil voice to provide physical activity and sport options in partnership with local clubs.			
Description of Activity	<ul style="list-style-type: none"> • The school recently undertook a survey with pupils who attend after school clubs to review their current provision. • From this consultation they found that pupils would like the school to run a karate club. • In response the school: <ul style="list-style-type: none"> ○ Worked in partnership with a local club. ○ Gained short breaks funding from Durham County Council. ○ Completed a ten week block of work where pupils achieved a karate belt and could join a local club if they wished. • The club promoted the pupils' independence and resilience to their learning. • It promoted a target setting approach to their success as a learner. • Effective partnerships are key to the work progressing. 			
Outcomes	<ul style="list-style-type: none"> • Pupils kept their karate suits, and this allowed them to have a seamless transition and continue with their karate. • Pupils thoroughly enjoyed the experience and at a recent Sports Council meeting one pupil made a comment regarding their involvement and as a result, another ten week block of work has been organised in partnership with Durham University. 			
References and Contacts	Short Breaks Funding Durham County Council: https://www.durham.gov.uk/media/22515/Short-breaks-statement/pdf/ShortBreakStatement.pdf			

Institution Type + Title	Primary School: Consulting less-active girls to encourage them to be more physically active.			
School Information	Mellor Community Primary School, Leicester			
	Location: Urban	Age: 3-11	Gender: Mixed	Students: 586
Aim	Consulting less-active girls and formulating actions based on their needs to encourage them to be more physically active.			
Description of Activity	<ul style="list-style-type: none"> • The school formulated actions based on the needs and interests of the less-active girls which were discovered through consultation and conversation. This helped to build trust and give girls ownership of physical activities. • Girls in Year 4 and 5 wanted to be more confident in taking part and leading activities with boys. • The school trained less-active girls through a girl's only after-school club to deliver sessions to mixed-sex groups. • They ran sessions in curriculum time, including warm-up, skills, games and cool-down. • They led other pupils and, in particular showed the boys that girls can do whatever the boys can do. • Boys thought they were superior, before the intervention, but have since given feedback that supports the girls' motto: girls can do whatever boys can do. 			
Outcomes	<ul style="list-style-type: none"> • Learning from each other contributed to an increase in confidence. • The girls coached the boys who initially found it hard to take but, gradually, their attitudes change. • The less-active girls now have more confidence in all activities. • More girls are now participating in physical activity. 			
References and Contacts	YST Toolkit for engaging less-active girls aged 8-10 in physical activity: https://www.youthsporttrust.org/resource/engaging-less-active-girls-aged-8-10-physical-activity			

Institution Type + Title	College: Leadership and volunteering programme			
School Information	Queen Elizabeth Sixth Form College, Darlington			
	Location: Urban	Age: 16-18	Gender: Mixed	Students: 1900
Aim	Developing a Student Management Team through the leadership and volunteering programme.			
Description of Activity	<ul style="list-style-type: none"> • The leadership and volunteering programme is an integral part of all sport at Queen Elizabeth College. • Each year the college identifies new volunteers, using second year students to mentor and develop them into a Student Management Team. • Mark Scott, Head of Sport at Queen Elizabeth College said: <i>“It is really important that we allow the students to have some empowerment of the sport they are taking part in and offer our learners leadership opportunities to develop their skills. With the right environment and support, the student can be very professional and gain experience-it is an ever increasing competitive world out there now, not only at university but particularly in employment”</i> 			
Outcomes	<ul style="list-style-type: none"> • The Student Management Team takes part in a variety of events and training activities throughout the year. 			

Principle 4: Create active environments

Evidenceⁱⁱ

3 / 5

Access to, and integration in the school/college day of, open space(60), forests(61), parks(62) and playgrounds(63) are positively associated with physical activity levels. Access to loose and fixed equipment(64, 65), along with non-traditional play + materials (for example, car tyres or milk crates)(66) also support physical activity among children and young people.

2 / 5

There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

Link to Ofsted

The education inspection framework(39) states that inspectors will make a judgement on the quality of education, judging the extent to which in implementation of education:

‘teachers create an environment that allows the learner to focus on learning’ (p.10).

The Schools inspection handbook(41) states that Ofsted inspectors evaluate students’:

‘willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively’ (p.56).

When evaluating the quality of early years education in schools, the ‘implementation’ section of the judgement describes ‘good’ as being where:

‘staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning’ (p.81).

Staff also:

‘give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically’ (p.81).

ⁱⁱ The sources of evidence underpinning this principle are of different levels of quality so two ratings have been assigned. See appendix one for more information on the ratings.

[Link to NICE guidance](#)

NICE guidance recommends that safe opportunities, facilities and equipment should be made available to encourage all children and young people to take part in physical activity. Schools and colleges are also encouraged to make their facilities available at different times (including early morning, late afternoon, evenings, and in the holidays).

Practice examples

Primary School:	Primary School: The Daily Mile			
School Information	Cubitt Town Junior School, Isle of Dogs, London			
	Location: Urban	Age: 7 - 11	Gender: Mixed	Students: 360
Aim	To improve the physical and mental health of our pupils through the Daily Mile project.			
Description of Activity	<ul style="list-style-type: none"> The Daily Mile is a social physical activity, with children running or jogging for 15 minutes. Our school started the Daily Mile in 2016 and have tried different implementation methods. Currently, all the pupils in our school complete the Daily Mile at least 3 times a week. Teachers take the children out of the classroom for fifteen minutes every day to run or jog, at their own pace. The Daily Mile is not a timetabled activity in our school, which gives the teachers an opportunity to be flexible, finding a suitable time during the day when the pupils need fresh air or a break from classroom study. Pupils don't get changed from their uniforms for the Daily Mile and there is no need to set up any equipment. As a result, the total time taken to undertake the daily mile and return to the classroom is under 20 minutes. 			
Outcomes	<ul style="list-style-type: none"> We have witnessed a visible increase in the stamina and fitness levels of all pupils as they try to beat their personal best times and laps. This has led to the start of an afterschool cross-country club for our most ardent runners. Children have remarked that they are able to focus much better in class having completed the daily mile, and have made positive comments about the opportunity to spend time outdoors in fresh air. Our KS2 SATs results have dramatically improved over the last year and we are above the national average in all the subjects. We firmly believe that the Daily Mile has played an important role in this academic success by improving our pupils' confidence, focus and resilience. We are a happy and inclusive school with a decreasing level of anxiety and stress amongst the students. All of our children complete at least 60 minutes of physical activity a day through the Daily Mile, break/lunch times and active learning. 			
References and Contacts	Justin Jose (PE Teacher) Jjose1.211@lgflmail.org			

Institution Type + Title	Primary School: Creative Playground Design through the Primary Spaces Fund			
School Information	Woodhill Primary School, London			
	Location: Inner-city	Age: 3-11	Gender: Mixed	Students: 473
Aim	Changing the playground and outdoor space by applying and accessing the Primary Spaces Fund.			
Description of Activity	<ul style="list-style-type: none"> • Woodhill Primary school took a radical approach to changing the look and feel of its outdoor space and playground by applying and accessing the Primary Spaces Fund. • This involved the design and development of an inspiring and engaging space for children at the school and within the local community to be more physically active and improve the quality of their PE provision. 			
Outcomes	<ul style="list-style-type: none"> • This approach has led to: <ul style="list-style-type: none"> ○ The redesigning of the playground. ○ New logos and PE kit for the school. ○ A change to the activity offer for the community. ○ Funding being made available for the training of young leaders and adult deliverers. ○ The implementation of a ‘play before lessons’ culture. • This has led to: <ul style="list-style-type: none"> ○ A 20% increase in community activity on site. ○ 36% increase in physical activity levels across the school. ○ Engagement of early years and community (such as brownies and scout groups) providers to use the space. 			
References and Contacts	Primary Spaces Fund: https://www.sportengland.org/media/3943/tender-process-and-roles-and-responsibilities-primary-spaces.pdf			

Institution Type + Title	Primary School: Making the best of small spaces with creative playground design			
School Information	Soho Parish Primary School, Westminster			
	Location: Inner-city	Age: 4-11	Gender: Mixed	Students: 170
Aim	To raise funding to commission the design and building of a unique three-dimensional play and PE structural environment in the confines of a tiny playground and make the best out of a small space.			
Description of Activity	<ul style="list-style-type: none"> • With the help of OPAL Outdoor Play and Learning CIC, the school has raised funding to commission the design and building of a unique three-dimensional play and PE structural environment in the confines of a tiny playground. • The playground is completely surrounded by tall residential and commercial buildings in the heart of London and sits in shade for most of the year. • The school involved parents, governors, the local community and especially pupils in the selection of the winning design. • The playground is open before and after school (and during holidays when safe to access) for use by the children who live in the buildings surrounding the school and who have no other outside space for play. 			
Outcomes	<ul style="list-style-type: none"> • Play now sits equally alongside formal sports coaching and PE lessons as ways of promoting physical activity, development, learning and wellbeing. • The children enjoy the richness and variety of the opportunities now on offer. • They have greater freedom to choose how they play. • They enjoy the increased confidence of previously risk-averse adults. • They have a much wider range of artificial and natural loose-parts resources to learn and interact with. • This school improvement process has impacted on behaviour and activity levels during playtimes. • It has increased confidence among teachers to adapt and change their lessons to suit the participants and make learning through play an integral part of school life. 			
References and Contacts	OPAL Outdoor Play and Learning CIC: http://outdoorplayandlearning.org.uk/			

Institution Type + Title	Secondary School: Example national programme : Girls Active
School Information	Example national programme: Girls Active
Aim	<p>Girls Active is a programme for schools developed by the Youth Sport Trust and delivered in partnership with Women in Sport. It aims to tackle declining participation in physical activity by adolescent girls and its associated implications for health, wellbeing and academic achievement.</p> <p>Girls Active is a partnership between schools, teachers and girls working together to understand what makes girls fully engage in PE, sport and physical activity and enables them to work with girls through consultation, leadership and marketing to develop, sell and deliver inspiring and relevant opportunities for all girls, not just the sporty few.</p>
Description of Activity	<p>Examples of approaches taken by Girls Active Schools include:</p> <ul style="list-style-type: none"> • Improving engagement in PE (e.g. changing rooms' improvements, music, kit changes). • Working with girls to revise the curriculum (for example providing different pathways, changing groupings, tailoring the curriculum focus to meet the learners' needs). • Profiling females as role models across the school (students, teachers, other staff) that celebrates and recognises the importance of being physically active. <p>For many, especially less active girls, focussing on creating an environment in which they feel safe, with activities that build confidence, enable them to have fun and spend time with friends, is often more important than the actual activity itself.</p>
Outcomes	<p>In 2016/17 a longitudinal evaluation of 90 Girls Active schools conducted during the second year of their programme identified the following key findings:</p> <ul style="list-style-type: none"> • Schools report increased participation in physical activity and for longer periods of time. • Year on year campaign build helps promote better engagement with all students. • Indications of wider departmental and school cultural changes. • Evidence of sustainability. • Increased self-confidence and motivation amongst GLAMs. • Greater appetite for leadership amongst students.
References and Contacts	<p>Youth Sport Trusts Girls Active: https://www.youthsporttrust.org/girls-active Wendy Taylor – wendy.taylor@youthsporttrust.org</p>

Institution Type + Title	College: Creating an Active Environment			
School Information	Hereford Sixth Form College, Herefordshire			
	Location: Rural	Age: 16+	Gender: Mixed	Students: 2027
Aim	Create an active environment where students who suffer from poor mental health can have a place to express themselves physically and de-stress.			
Description of Activity	<ul style="list-style-type: none"> • The 1-to-1 physical referral scheme devised by Hereford Sixth Form College has been aimed at students with poor mental health (anxiety, depression, stress etc.) • For the students passing through the scheme there was limited quiet space for them to use for an “exercise relief”, as the sports facilities were generally used by large groups of students, making it an intimidating environment for some of the more introverted individuals. • The Sports Science Classroom became an ideal environment for these students and thus was developed into “The Well-Being Suite”. It was remote, quiet, and spacious and we arranged for sport equipment to be permanently housed there for use throughout the day (treadmill, rowing machine, bike & a small array of free weights). • The room was block booked each lunch and break time for private use. Plus an availability timetable was placed on the door so students could see when it wasn’t in use. • The first few sessions of the scheme were scheduled with members of the Well-Being team, to assess and teach movement patterns to suit the individual. These sessions then became more self-regulated to encourage the students to have more control and onus on their exercise habits, exercising when they feel the need for it. 			
Outcomes	<ul style="list-style-type: none"> • The class room has been used regularly by a series of students coming through the scheme this year. This has led to an increase in their activity levels and their overall mental health. • Due to its success there has been a large increase in the amount of referrals throughout the year, with more students willing to give exercise a try as they can partake on their own terms and in a private sanctuary. • The students have enjoyed having a space where they are not going to be judged by what they are doing and in particular for students with Autism, they have a space where they can escape environments with a high level of noise. 			
References and Contacts	Ben Parfitt- Physical Well-Being Manager bjp@hereford.ac.uk			

Institution Type + Title	College: Making the best of small spaces			
School Information	Amersham and Wycombe College, Buckinghamshire			
	Location: Rural	Age: 16+	Gender: Mixed	Students: 1732
Aim	Converting hard standing areas into multi-use areas by making the best of small spaces.			
Description of Activity	<ul style="list-style-type: none"> • Amersham and Wycombe College had limited sport specific facilities. • Hard standing areas on both campuses have been converted into a multi-use area by adding multi-use posts that can be used for netball, short tennis, badminton and volleyball. • Moveable Samba goals are placed on a green space at both campuses, enabling students to also play hockey or football. 			
Outcomes	<ul style="list-style-type: none"> • The popularity of the area has led the college to explore building purpose-built facilities and it has now received planning permission for a 3G pitch. 			

Principle 5: Offer choice and variety

Evidence

2 / 5

Offering a variety of physical activity opportunities for young people to take part in(67), including free play can increase participation in physical activity(68, 69). In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive children and young people(70).

“If you put on football or something like that, you’ll have people who are already quite good at it, versus Tchoukball which is new and won’t put any of the more disengaged pupils off because everyone’s on the same playing field; no-one’s done it before.”

School teacher

Link to Ofsted

By adding choice and variety, physical activity can cater for the needs of all pupils. Within the personal development category of the education inspection framework(39), inspectors evaluate students’ spiritual, moral, social, cultural development. This includes students’ ‘willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities’ (p.60).

The School inspection handbook(41) states that schools are ‘crucial’ in the preparation of students for adult life and developing their social skills, teaching them how to conduct themselves and engage with others in society. In the personal development judgement:

‘inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service)’ (p.58).

The grade descriptors state that as a proportion of the quality of education judgement, a school will be judged as ‘good’ if in ‘intent’:

‘Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition’ (p.49).

Link to NICE guidance

NICE guidance recommends that children and young people should have the opportunity to explore a range of physical activities to help them identify those they can enjoy and that provision should be varied in order to maintain children and young people’s interest and motivation(37).

Practice examples

Institution Type + Title	Primary School: Offering a diverse range of activities to encourage active playtimes			
School Information	Bolsover Junior School			
	Location: Rural	Age: 7-11	Gender: Mixed	Students: 279
Aim	Offering a diverse range of activities to encourage active playtimes with the help of pupil premium money and some investment from Bolsover Wellness.			
Description of Activity	<ul style="list-style-type: none"> The school recruited a specialist lunch time assistant and established an inclusive activity zone concept at break times. The school also engaged the help of young playground leaders to offer a variety of physical activities and sports to engage every child in active play between lessons. Activities range from creative dance, throwing and catching games, self-led orienteering, circus skills and tag and chase games as well as a traditional mix of school sports. 			
Outcomes	<ul style="list-style-type: none"> As a result of the five times a week programme more young people are physically active on a regular basis. There is improved behaviour at lunchtimes with fewer incidents for staff to deal with after lunchtime which impacts on learning and better concentration and behaviour in the afternoon. The school decided to deliver literacy in the afternoon rather than during the morning because the children were more focused in the afternoon, after they had been active at lunchtime. 			
References and Contacts	Pupil Premium Money: https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings			

Institution Type + Title	Secondary School: Using fitness Fridays to offer new physical activity experiences in partnership with MAD Fitness			
School Information	Flixton Girls School, Manchester			
	Location: Urban	Age: 11-16	Gender: Girls	Students: 772
Aim	Offering new physical activity experiences through Fitness Fridays where on the last Friday of every month all staff and students come into school in PE kits.			
Description of Activity	<ul style="list-style-type: none"> MAD Fitness offers school based fitness programmes. The day begins with a combined staff/student fitness class before the start of school, which is a different theme each time. Throughout the day whole classes have the opportunity to take part, before finishing the day with another staff/student after school class. 			
Outcomes	<ul style="list-style-type: none"> Encouraged all girls to take part through: <ul style="list-style-type: none"> The variety of activities. Wide range of new experiences. Fun equipment. Positive branding. 			

	<ul style="list-style-type: none"> ○ Bubbly personality of the fitness instructor. • The school has seen better levels of concentration following pupils' participation and an increase in uptake of after school clubs.
References and Contacts	MAD Fitness: http://www.madfitnessuk.com/

Institution Type + Title	Secondary School: Engaging girls in physical activity through Girls Active Programme			
School Information	Haughton Academy, Darlington, Durham			
	Location: Urban	Age: 11-16	Gender: Mixed	Students: 725
Aim	Linking Girls Active and the Pupil Premium to engage girls in physical activity and reduce the amount of girls who are persistently absent and who regularly 'forget' their kit.			
Description of Activity	<ul style="list-style-type: none"> • Girls from lower income families tend to be less active and don't get involved in extracurricular activities. They have lower levels of confidence and generally need to be pushed to engage in lessons. • For the Pupil Premium girls in particular, the teachers have changed the way they deal with issues by focusing on praise for the students rather than on what they have done wrong. This has helped to improve the relationship between the girls and the teachers. • Other activities included creating a This Girls Can advert for the school featuring girls that shows on screens across the school; female staff joined and competed with female students • Organised by Girls Active leaders; developing effective club links and utilising Sportivate funding to enhance opportunities for girls • Organising and delivering a Race for Life involving the whole school. 			
Outcomes	<ul style="list-style-type: none"> • Girls in a leadership role have grown in confidence and now recognise that you don't have to be great at PE to be involved in it. • Some have developed their public speaking skills for example through presenting to staff, and are more able to construct an argument positively. • Some feel more confident about tackling their exams. • Targeted girls with low attendance are more engaged and regularly participating. • Improved relationships and dialogue between disengaged girls and teachers through a focus on positive praise and feeling that their opinions matter. 			
References and Contacts	Girls Active Youth Sport Trust: https://www.youthsporttrust.org/girls-active Pupil Premium: https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings This Girl Can: http://www.thisgirlcan.co.uk/			

Institution Type + Title	College: Developing a varied enrichment timetable			
School Information	Peter Symonds College, Winchester			
	Location: Rural	Age: 16-18	Gender: Mixed	Students: 3800
Aim	Developing a varied enrichment timetable through the College Sport Maker (CSM) post to suit all types of learners.			
Description of Activity	<ul style="list-style-type: none"> • The College Sport Maker (CSM) post was retained following the end of Active Colleges at Peter Symonds College. The post holder developed a varied enrichment timetable to suit all types of learners at the college. • While at college students are encouraged to take part in at least an hour a week of extra-curricular activity. This activity can be selected from an extensive choice of over 100 activities, including over 60 additional sport and physical activities. • With over 4000 students at the college, where there is a lot going on, 'marketing the activity' is the main challenge. • To overcome this, activities use the college intranet, social media, word of mouth, posters on the back of lavatory doors, cross campus notice boards, as well as emails and tutor notes. • The CSM created a Student Sports Development Team of Sporting Ambassadors with an average of 10 students per team who provide extra-curricular activities for their peer's week on week. • The college regularly hosts and competes in recreational competitions against other colleges in Volleyball, Badminton, Cricket, Cheerleading, Basketball and Football. 			
Outcomes	<ul style="list-style-type: none"> • The CSM regularly has students take part in research and feedback. • Popular activities provided include Zumba, yoga, archery, go-karting and dry slope skiing. 			
References and Contacts	https://www.psc.ac.uk/life/sport/			

Institution Type + Title	College: Offering a varied range of activities			
School Information	Queen Alexandra College, Birmingham			
	Location: Urban	Age: 16-25 SEND pupils	Gender: Mixed	Students: 170
Aim	As a specialist college to offer a varied range of activities for people with disabilities.			
Description of Activity	<ul style="list-style-type: none"> • Students are offered the choice of a varied range of activities, including regular cross-college events such as the Summer Games and other opportunities offered in partnership with organisations including British Judo and the Albion Foundation. • The college staff team use sport as a teaching tool to embed skills such as literacy and numeracy with students. 			

	<ul style="list-style-type: none">• The college uses a model of offering sport sessions to students across college, delivered by external coaches who then train up the sports students to continue delivery.• Links are made with external providers for some sessions to be delivered at their facility.
Outcomes	<ul style="list-style-type: none">• The sport offer has helped to improve the communication, confidence and independence of students, and is a valuable tool to develop self-awareness and leadership qualities. <p><i>“Being here taught me that disability is not a barrier. It has limitations but I can work around these to take part in many activities and achieve”</i> (Suraj, 20)</p>

Principle 6: Embed in curriculum, teaching and learning

Evidence

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Increasing the amount of time spent being physically active during PE and other lessons can improve both physical development, educational outcomes and emotional development(71, 72).

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives(73).

“Schools have the most important role. Sport is in the curriculum for schools so they can have a direct impact by introducing existing and new sports to young people.”

Young person

Link to Ofsted

In assessing the effectiveness of a school’s leadership and management practices, inspectors will consider the design, implementation and evaluation of the curriculum. This includes ensuring breadth and balance, its impact on pupils’ outcomes, their personal development, as well as their behaviour and attitudes.

Under the ‘Quality of education’ category of the education inspection framework(39), inspectors make a judgement evaluating the extent to which in ‘intent’:

‘leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life’ (p.9).

The personal development of pupils is judged in a variety of ways, and inspectors evaluate the extent to which:

‘the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to discover their interests and talents’ (p.11).

This could address whether the needs of learners who cannot fully access the academic curriculum or are more inclined towards sports and other physical activities, are being met by schools.

Further highlighting the importance of physical activity and its links to mental wellbeing, developing self-confidence, character and thinking skills, inspectors also look at the extent to which:

‘the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy’ (p.11).

The FE and skills inspection handbook(54) states that in judging personal development, inspectors will consider how well learners know how to keep themselves fit and healthy, both physically and mentally (p.54).

[Link to NICE guidance](#)

NICE guidance recommends that physical activity programmes should offer education and advice to increase awareness of the benefits of physical activity.

Practice examples

Institution Type + Title	Primary School: Using the “Forest Schools” concept to embed physical activity in learning			
School Information	North Wingfield Primary School, Chesterfield			
	Location: Urban	Age: 3-11	Gender: Mixed	Students: 231
Aim	Introducing the Forest School concept to embed physical activity in learning.			
Description of Activity	<ul style="list-style-type: none"> The school wanted to introduce the Forest School concept to impact on the curiosity, communication and co-operation skills, teamwork, special awareness and motor skill development and achievement of year 5 and 6 pupils and ultimately increase physical activity with their parents. The 14-week programme was a mixture of delivery in school and a local forest. The school used pupil premium funding to pay for transport costs and support the professional development of the school workforce. 			
Outcomes	<ul style="list-style-type: none"> This encouraged young people to be active while learning. Teachers have also remarked on improvements in the classroom relating to: <ul style="list-style-type: none"> Increased compliance and improved behaviour. Greater concentration in written tasks. A greater motivation across other curriculum subjects. 			
References and Contacts	Forest Schools concept: http://forestschoools.com			

Institution Type + Title	Primary School: Change4Life Train Like a Jedi campaign.			
School Information	Change4Life – Train Like a Jedi, National Campaign			
Aim	Government’s flagship childhood obesity campaign, helping families to eat well, move more and live longer.			
Description of Activity	<ul style="list-style-type: none"> In 2018 Change4Life partnered with Disney to develop <i>Train Like a Jedi</i> campaign to encourage pupils to get more active. <i>Train Like A Jedi</i> is a first-of-its-kind programme using the excitement of <i>Star Wars</i>™ to inspire children to get active all year round. Developed with teachers, the programme helps children to learn and practice six key Jedi traits: Technique, Strength, Stamina, Speed, Agility and Mastery, linked to aspects of physical fitness. The resources include a follow-along video starring double Olympic gold medallist Jade Jones, and take-home packs to help families keep their children active outside school. Pupils learn and practice a series of Jedi moves that can be done throughout the school day, whether that’s in the classroom, assembly hall, playground, or on the way home. 			

	<ul style="list-style-type: none"> The campaign includes inclusive approaches, for example wheelchair users in some of the videos.
Outcomes	<p>An estimated 300 million minutes of additional activity have been inspired so far among those who have taken part in the Train Like a Jedi campaign.</p> <p>"This programme supports teachers to motivate children to become more active both inside and outside school!" Deputy Head, Birmingham</p> <p>"What a success – 200 primary pupils taking part in our Healthy Wellbeing festival & the Change4Life #TrainLikeAJedi film to finish off a fun filled & active day." St Luke's College, Devon</p> <p>"There is nothing else that we use which is quite like this. Firstly, it's different as it has the Star Wars theme and I think that the children will really like this! I also like the way that the whole school is working on the same project." Assistant Head, London</p> <p>"It is different from other resources available, as it is more visual. It's engaging as it is a current theme, it's user friendly and requires little preparation to be able to follow." Class teacher, Sheffield</p>
References and Contacts	<p>Change4Life Train like a Jedi https://campaignresources.phe.gov.uk/schools/topics/being-active/train-like-a-jedi</p>

School Type + Title	Secondary School: Enhancing school engagement and wellbeing with wrestling			
School Information	Highfields School, Matlock, Derbyshire			
	Location: Rural	Age: 11-18	Gender: Mixed	Students: 1175
Aim	<p>The school's catchment area encompasses a large geographic location and comprises a mixed community where there is a pattern of low engagement in extra-curricular activities and sport.</p> <p>Highfields is a Gold member of the Youth Sports Trust and has been an established "Combat Hub" for four years. Valuing the strength and status of the club and external providers involved, the school identified the "Combat Hub" as an opportunity to engage less active students, enhance PE provision and increase student wellbeing.</p>			
Description of Activity	<p>Highfields offered all students the opportunity to participate in six week 'taster' sessions in judo; fencing; taekwondo and wrestling. A 'voice of sport' group met once a month providing participating Year 7 girls a forum in which to articulate their experiences and choose their preferred sport; wrestling. Sessions took place within curriculum time over a 10-week period with the hope that students will transition to Middleton Wrestling Club.</p>			

	<p>Level 4 British Wrestling coach Trevor Hoskins was brought in by Rural Derbyshire School Sports Partnership to coach the older students while PE Apprentice and Level 1 wrestling coach Chelsea Elliott delivered to the lower school. Chelsea delivered the session to Year 7 girls alongside PE Teacher Jane Turner. The group was split into two groups; Chelsea worked with the girls on their wrestling technique while Jane helped the girls with skill development.</p>
Outcomes	<p>Staff highlight the benefit of running activities during curriculum time to engage less active students who may not attend afterschool clubs.</p> <p>Staff identify the lunch clubs as a viable way to increase accessibility and engagement, and to serve as a stepping stone to participation in other extra-curricular activities.</p> <p>Key impacts on participating young people:</p> <ul style="list-style-type: none"> •Increased body confidence evidenced by increased ease in contact wrestling technique •Increased self-esteem and confidence in and beyond the “hub” •Progression of wrestling skills •Engagement of less active students, including students not usually drawn to team sports <p>Key impacts on the school and school sport workforce:</p> <ul style="list-style-type: none"> •Several members of school staff have engaged and trained in affiliated sports such as fencing and judo •Strengthened links with partner primary schools’ and the school sport partnership
References and Contacts	<p>https://www.youthsporttrust.org/girls-active Jayne Allen – jayne.allen2@btinternet.com Wendy Taylor – wendy.taylor@youthsporttrust.org</p>

Institution Type + Title	College: Creating an integrated sports offer through upskilling students			
School Information	Portland College, Mansfield			
	Location: Rural	Age: 16-25 SEND pupils	Gender: Mixed	Students: 256
Aim	Maximise the ability and minimise the disability of students through the provision of a range of opportunities including sport.			
Description of Activity	<ul style="list-style-type: none"> • Sport is an integral part of the teaching and learning programme at Portland College, a national specialist college that aims to maximise the ability and minimise the disability of students through the provision of a range of opportunities. • The sport offer consists of leadership opportunities, recreational clubs, and performance sport. • The aim is to build learners’ confidence and empower them enough to enable them to take on major roles in the sessions, such as leading a series of stretching exercises or officiating. 			

	<ul style="list-style-type: none">• Learners have the opportunity to compete in local, regional and national events and lead activities in college time.
Outcomes	<ul style="list-style-type: none">• The life-skills and learning taken from taking part and leading these activities has seen a marked change in classroom behaviour and attitudes to learning and how physical activity can create a greater confidence in those pupils that are disengaged from their learning.

Principle 7: Promote active travel

Evidenceⁱⁱⁱ

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Interventions to encourage active travel can play a key role in contributing to children and young people’s physical activity levels(74, 75).Travel plans, which include a range of active travel options(76), have all been found to increase physical activity levels among children and young people(77, 78).

“Walking to school is a really good way to help them stay fit and healthy.”
Parent (quoted from livingstreets.org.uk)

The Department of Transport’s Walking and Cycling Statistics(79) found that:

“Half of children usually walk or cycle to school, which has remained broadly the same over the past fifteen years. In 2017, 44% of all children (aged 5-16) walked to school. For primary school children this was 51%, the same level as it was in 2002, whereas 35% of secondary school children walked to school, a decrease from 45% in 2002. The lower rate in part reflects the longer distances secondary school children travel to school: 3.5 miles compared to 1.6 for primary school children”.

Link to Ofsted

The School Inspection handbook(41) lists elements of the personal development judgement, one of which is whether schools are:

‘developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities’ (p.59).

Link to NICE guidance

NICE guidance recommends that schools should encourage a culture of physically active travel; developing a school travel plan and aligning it with other local authority plans is encouraged.

ⁱⁱⁱ The sources of evidence underpinning this principle are of different levels of quality so two ratings have been assigned. See appendix one for more information on the ratings.

Practice examples

Institution Type + Title	Primary School: Adopting safer routes to school			
School Information	Burnwood Community School, Stoke on Trent			
	Location: Urban	Age: 4-11	Gender: Mixed	Students: 411
Aim	Introducing a number of initiatives through the Modeshift Safer Routes to School programme.			
Description of Activity	<ul style="list-style-type: none"> • Since 2005 the school has introduced a number of initiatives that were instigated by Modeshift's Safe Routes to School programme. • Modeshift STARS is a national scheme that rewards schools who encourage children to walk and cycle to school (the scheme was introduced in November 2014). • The Modeshift STARS programme awards schools bronze, silver or gold stars according to how effective they are at persuading pupils to choose greener and healthier ways of getting to and from school. • Interventions at Burnwood have included cycle proficiency training, pedestrian training, cycle tracks and storage for scooters, installation of a BMX track, a walking bus and SKY GO Ride training for families and teachers. 			
Outcomes	<ul style="list-style-type: none"> • Car use is down from 19.3% to 14.7% since 2008 and 14% of pupils cycle to school. • In 2013 Burnwood Community School still had the highest number of children within the city cycling to school, and with regular cycling clubs and PE lessons hope to continue to hold this accolade. 			
References and Contacts	Modeshift's Safer Routes to School programme: http://www.modeshift.org.uk/voting/108/profile Modeshift STARS: https://modeshiftstars.org/			

Institution Type + Title	Primary School: Enhancing cycle skills among young people and parents			
School Information	Wallsend Jubilee Primary School, North Tyneside			
	Location: Urban	Age: 3-11	Gender: Mixed	Students: 367
Aim	Enhancing cycle skills among young people and parents through the FEAT 1 st project.			
Description of Activity	<ul style="list-style-type: none"> • FEAT 1st was a project designed and delivered by Sustrans in partnership with North Tyneside Council and North Tyne NHS and delivered at Wallsend Jubilee School. • Over a 12 week period, a Sustrans' FEAT 1st officer, North Tyneside Council staff and other Sustrans staff and volunteers delivered activities in the school one afternoon a week including bike skills and maintenance sessions, on-road Bikeability cycling training and education to raise awareness of the need for physical activity. • The FEAT 1st officer and school travel advisor also led family-orientated walks and bike rides on weekends and evenings. 			
Outcomes	<ul style="list-style-type: none"> • The project had a positive impact on the number of pupils cycling and walking to school, as well as increasing levels of physical activity among pupils. 			

	<ul style="list-style-type: none"> Wider benefits also include an increased sense of wellbeing, freedom and independence.
References and Contacts	<p>FEAT 1st by Sustrans: https://www.sustrans.org.uk/sites/default/files/file_content_type/transforming_young_peoples_travel_smarter_choices_for_everyday_journeys_0.pdf</p>

Institution Type + Title	Primary School: Active travel through Living Streets' WOW walk to school challenge.			
School Information	Percy Main Primary School, North Shields			
	Location: Rural	Age:2-11	Gender: Mixed	Students: 214
Aim	To encourage active travel through Living Streets' WOW walk to school challenge.			
Description of Activity	<ul style="list-style-type: none"> Percy Main is recognised as a Green Flag Status school and has been running Living Streets' WOW year-round walk to school challenge for four years, with a short break in 2016 due to a change in funding. Percy Main decided to start funding WOW themselves at the beginning of 2017, having consulted with the Green Ambassador team of pupils. WOW is a leading behaviour-change programme that rewards pupils who walk to school at least once a week with a monthly badge. Children can record how they've got to school using Living Streets' interactive Travel Tracker, which allows teachers to see how actively each child has travelled. 			
Outcomes	<ul style="list-style-type: none"> Percy Main's WOW figures were exceptionally high during the four years of initially working with Living Streets, the UK charity for everyday walking. Prior to the school's ceased involvement, out of 214 children just 18 travelled to school by car. During the 6 months the school didn't take part in WOW this figure of 18 increased to 90 children travelling by car. 			
References and Contacts	<p>Living Streets' WOW walk to school challenge: https://www.livingstreets.org.uk/what-we-do/projects/wow</p>			

Institution Type + Title	Secondary School/College: Facilitating inclusive cycle training			
School Information	Callington Community College, Cornwall			
	Location: Rural	Age: 11-18	Gender: Mixed	Students: 1402
Aim	Facilitating inclusive cycle training through the Bikeability programme.			
Description of Activity	<ul style="list-style-type: none"> The school had access to the Bikeability programme (the Department for Transport's national cycling training programme). 			

	<ul style="list-style-type: none"> • Part of the funding for this programme was used to put on an inclusive cycling training course for instructors. • Twelve Bikeability instructors were trained to deliver inclusive sessions in the country. • One student had hydrocephalus, which impacted on her ability to ride a bike as her core strength was weak and her balance and coordination were limited. • After assessing her needs a local supplier of adaptive bikes was approached and they agreed to loan an adaptive bike and deliver it to the school on the days of the Bikeability training.
<p>Outcomes</p>	<ul style="list-style-type: none"> • The student has now learnt basic riding skills and was able to join her friends for the on-road session of the training.
<p>References and Contacts</p>	<p>Bikeability: https://bikeability.org.uk/</p>

Principle 8: Embed monitoring and evaluation

Evidence

3 / 5

Self-monitoring, for example through use of pedometers deployed with personal goal setting, has been found to support an increase in physical activity; particularly among children and young people who are likely to be the least active(80).

Effective evaluation of physical activity interventions is considered to be a cross cutting principle that requires the identification of appropriate baseline information, interim outputs/milestones and appropriate outcomes linked to the physical activity interventions. Tools to support schools and colleges to strengthen their efforts to monitor and evaluate are listed in Table 1.

Link to the Ofsted framework

The education inspection framework(39) states that when judging the quality of education, inspectors will look at implementation and assess whether:

‘teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners’ (p.10).

Ofsted expects that children to be taught about the importance of maintaining a healthy lifestyle and can self-monitor from the early years. The School inspection handbook(41) states that in the implementation of ‘good’ early years education:

‘Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically’ (p.81).

In the assessment of behaviour and attitudes, the education inspection framework(39) states that inspectors will judge whether:

‘learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements’ (p.10).

Link to NICE guidance

NICE guidance recommends that physical activity initiatives aimed at children and young people are regularly evaluated. Evaluations should measure uptake among different groups (for example, among those with disabilities or from different ethnic backgrounds). Any changes in physical activity, physical skills and health outcomes should also be recorded.

Practice examples

Institution Type + Title	Primary School: Using a travel tracker to record daily journeys			
School Information	St Godric's Roman Catholic Primary School, Durham			
	Location: Urban	Age: 5-11	Gender: Mixed	Students: 208
Aim	Through Living Streets, track and record daily journeys to make streets safe, attractive and enjoyable spaces.			
Description of Activity	<ul style="list-style-type: none"> • Living Streets aims to make streets safe, attractive and enjoyable spaces. • The school has taken part in Living Streets' Walk once a Week scheme. • This has included using Living Streets' Travel Tracker, which is a digital alternative to wall charts. • The Travel Tracker makes it easier for the school and fun for the students, to record pupils' daily journeys. • They also have Walk Once a Week badges that effectively drip feed messages around walking to school all through the school year, plus a 'class of the month' trophy. • As part of the Walk Once a Week, the school has also established two Park and Stride sites with local businesses who offer their car parks for parents to use during the school term. 			
Outcomes	<ul style="list-style-type: none"> • Reduced congestion at the school gates, which has made it a safe place for pupils. • In an eight week period the school saw an increase in its walk to school rate from 34% to 62%. • A year later, this had increased to 70%. 			
References and Contacts	Living Streets: https://www.livingstreets.org.uk/			

Institution Type + Title	Primary School: Tracking SATS results against physical activity club			
School Information	Our Lady of Lourdes Catholic Primary School, Southend-on-Sea			
	Location: Urban	Age: 5-11	Gender: Mixed	Students: 422
Aim	Tracking whether being more physically active impacts on a student SATs			
Description of Activity	<ul style="list-style-type: none"> • A targeted approach was taken to pilot offering support for a small group of pupils to be more physically active and to track whether this impacted on their SATs (Standard Assessment Tests) score. • The pupils were invited to join a before school club held over three mornings, from late February to early May in the run up to SATs. • To accommodate parents dropping their children off at school it was decided that the club would run just 10 minutes before school and use five minutes of registration time. • As a result of their engagement in the club some of the pupils now participate in wider school sports activities. 			
Outcomes	<ul style="list-style-type: none"> • Feedback from teachers suggests that pupils' participation in physical activity has led to them being more alert in class with improved listening skills. • The pilot found improved SATs results for the targeted pupils compared to the results that were expected before the pilot ran. 			

School Type + Title	Primary School: Active Cumbria 100 Mile Challenge			
School Information	Active Cumbria 100 Mile Challenge			
	Location:	Age:	Gender:	Students:
Aim	Active Cumbria and New Balance are working with schools in Cumbria to help children meet the recommended levels of physical activity. Active Cumbria is a County Sports Partnership hosted within Cumbria County Council’s Public Health Team. The partnership includes sport, education, health, voluntary and local government sectors, all committed to working together to increase participation in physical activity and sport across the county.			
Description of Activity	<ul style="list-style-type: none"> • Following consultation and a small pilot, the 100 Mile Challenge programme was created. The challenge encourages schools to get their pupils to complete and record 100 miles of physical activity during the academic year. Miles can be logged both within and outside the school day, through walking, running, cycling, swimming and other means. Like the Daily Mile, the 100 Mile Challenge is a universal intervention that is designed to be fully inclusive. • The main resource requirement for schools is a pack developed by Active Cumbria, which includes materials for mapping routes, tracking progress, rewarding and motivating pupils. The New Balance investment subsidised this resource pack, reducing the cost of participating in the 100 Mile Challenge to just £1.40 per pupil per academic year. • Schools not currently receiving County Council subsidies can fund the 100 Mile Challenge using a small amount of their Primary PE and Sport Premium funding. Active Cumbria continues to champion the scheme to head teachers, encouraging them to buy into the programme this way. • Active Cumbria has been working with Cumbria County Council’s Communities Teams to try to obtain additional funding to make the programme free of charge to schools. • The programme’s impact is measured through pupil surveys and a simple online mechanism for collecting data from schools, and Active Cumbria have worked with the University of Cumbria to produce an evaluation report covering the 2016-17 academic year. 			
Outcomes	To date, 110 schools (15,901 pupils) have taken part in the challenge over four academic years. 38 schools have taken up the challenge for more than one academic year, and research shows that many more continue to operate their own daily mile style intervention after being part of the 100 Mile Challenge.			

	This work shows how County Sports Partnerships like Active Cumbria, are well-placed to lead work with schools to address childhood obesity. Relationships with large corporations like New Balance will not be widely available; however, the 100 Mile Challenge illustrates how businesses can support efforts to reduce obesity at a local level, and how global initiatives can be realised in local areas.
References and Contacts	Watch a film about the 100 Mile Challenge in Cumbria at: http://www.activecumbria.org/peschoolsport/spark-start/ Jackie Hayhow – Active Cumbria Project Officer Jackie.hayhow@cumbria.gov.uk

School Type + Title	Special Secondary School: Utilising the Healthy Schools London programme to provide a framework for increasing physical activity			
School Information	Woodlane High School, Hammersmith and Fulham, London			
	Location: Urban	Age: 11-16	Gender: Mixed	Students: 100
Aim	Our aim was to support pupils to increase their fitness levels through exercise and creating active and fun environments			
Description of Activity	<ul style="list-style-type: none"> • School identified that many pupils were not being active at lunchtimes, opting instead for “screen” based activities. • Developed a student survey to find out what activities they would like to see offered. • Based on the survey findings, we created more active, varied and fun environments, ensuring that a range of activities were prioritised e.g. rowing, which many pupils had never had the opportunity to experience before, and circus skills delivered by a local provider. • Embedded student led activities - older year students taking clubs and being referees. 			
Outcomes	<ul style="list-style-type: none"> • In March 2014 Woodlane High School became the first school to achieve the Healthy School’s London Gold award. • More team work and leadership. • Better relationships amongst students and staff and students, as many staff are involved in delivering the clubs. • Improved behaviour. • Improved variety. • Students report a wide range of physical, social and mental improvements across the school day. 			
References and Contacts	http://www.woodlane.lbhf.sch.uk http://www.healthyschools.london.gov.uk/resources/films			

Institution Type + Title	College: Using a barcode monitoring system to track participation			
School Information	Newham Sixth Form College, London			
	Location: Inner City	Age: 16-18	Gender: Mixed	Students: 700
Aim	Tracking learner participation through an innovative barcode monitoring system.			
Description of Activity	<ul style="list-style-type: none"> • The college has developed an innovative barcode monitoring system to track learner participation, volunteering, coaching and officiating. • Sheets of paper containing lists of activities, each with a barcode, are placed on the walls around the college's sports facilities. • As a student arrives, the activity barcode and student's ID card are scanned. • The student then scans out when they have finished. 			
Outcomes	<ul style="list-style-type: none"> • At the end of each day the data is uploaded to a common website and logged on a personal tracking system, recording the activity, date and amount of time spent taking part. • The information can then be broken down and analysed by activity, gender, tutor group and ethnic group. 			

The following documents and resources can help schools and colleges to evaluate the impact of their efforts to increase physical activity among children and young people.

Table 1: Resources to support evaluation of the impact of physical activity interventions

Title	Synopsis
Standard Evaluation Framework for physical activity interventions(81)	This framework was published by PHE. It explains the information that should be collected in any evaluation of an intervention that aims to increase participation in physical activity.
National Physical Literacy Framework(82)	This framework has been designed to support schools to consider how best they can structure their PE and school sport provision to ensure maximum opportunity is provided to develop the physical literacy of pupils and increase physical activity.
Evaluating Sport and Physical Activity Interventions: A guide for practitioners(83)	This guide provides a concise overview of how to evaluate a sport or physical activity intervention. It discusses principles of good practice and suggested tools.
Process Evaluations of Complex Interventions(84)	This guidance was published by the UK Medical Research Council and is designed to inform users how to conduct a process evaluation (i.e. provide a detailed understanding of how an intervention functions). It provides guidance to plan, design, conduct and appraise an intervention.
NESTA Standards of Evidence(85)	This paper provides an overview of the Nesta standards of evidence, which is a scale used to rank the quality of evidence.
Community Schools Evaluation Toolkit(86)	The toolkit is designed to help community schools evaluate their efforts to learn from successes, identify challenges, and plan future efforts. It provides a step-by-step process for conducting an evaluation and offers a menu of data collection tools.
Sport England Evaluation Framework(87)	This resource aims to help evaluate funding streams and projects effectively and get maximum value from measurement and evaluation. It is designed to provide easy-to-follow guidance and resources to help develop your own approach to measuring and evaluating work. Through building the six steps into programme planning and implementation, it helps in achieving the most benefit from evaluation.

Signposting

There are a wide range of resources and support available to schools and colleges to help them put into practice the principles advocated in this document. Table 2 signposts to some of these sources that are available from organisations that operate at a national level. The list is not exhaustive and is intended to provide a quick reference point. All of the information was correct at the time of publication. At a local level, local authorities and county sport partnerships can help to signpost schools and colleges to local sources of support.

The Child Obesity Plan for Action has asked the County Sports Partnerships to work with National Governing Bodies of sport, the Youth Sport Trust and other national and local providers to ensure that every primary school in England has access to a co-ordinated offer of high quality sport and physical activity programmes, both local and national(37). County Sports Partnerships are now known as 'Active Partnerships' and each partnership offers information on local sports providers(88).

Table 2 highlights which of the principles the organisations can support. As a reminder, they are listed below:

1. Develop and deliver multi-component interventions
2. Ensure skilled workforce
3. Engage student voice
4. Create active environments
5. Offer choice and variety
6. Embed in curriculum, teaching and learning
7. Promote active travel
8. Embed monitoring and evaluation

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Activity Alliance	http://www.activityalliance.org.uk/	Charity dedicated to disabled people in sport and physical activity. Supports a wide range of organisations to include disabled people more effectively. Support includes insight and research to inform practice, connectivity to community networks, inclusive health-check tool, training (e.g. Sainsbury's inclusive PE training), inclusive club resources, access guides, and an events programme.	✓	✓		✓	✓			
Association of National Specialist Colleges	www.natspec.org.uk	Natspec is the membership association for Specialist Colleges. Natspec believes that a place at a specialist college should always be an option that is available to young people and their parents.		✓	✓	✓	✓	✓		✓
AoC Sport	www.aocsport.co.uk	The lead agency for college sport and physical activity. Promotes, supports and delivers college sport and physical activity, championing the economic and health benefits, and providing advice that meets the needs of students, member colleges and external agencies	✓	✓	✓	✓	✓	✓	✓	✓

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Association of PE	www.afpe.org.uk	The representative body supporting the delivery of physical education in schools. Offer quality assured services and resources, including AfPE Quality Mark and valuable professional support for members through a range of accredited professional development opportunities, employment support, representation and dedicated helplines.		✓	✓	✓	✓	✓		✓
The Be Your Best Foundation	www.rockchallenge.co.uk	The programme produces a national performing arts event called The Rock Challenge and is aimed at 11-18 year olds. This involves children engaging in building sets, costume design, choreography and performing in dance festivals.			✓	✓	✓			
Beat the Street	www.beatthestreet.me	Beat the Street is a community initiative to get children, adults, schools and communities walking for health.			✓	✓			✓	✓

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
British Heart Foundation National Centre for Physical Activity and Health	http://www.ncsem-em.org.uk/	Offer evidence based resources, training and programmes which inform and develop practice to make sure physical activity is kept high on the agenda.	✓	✓	✓	✓	✓	✓	✓	✓
Chance to Shine	www.chancetoshine.org	Charity that aims to spread the power of cricket through schools and communities. Offer coaching sessions in schools and training for teachers, help to build links with local clubs, and provide resources.			✓	✓	✓			
Change4life Campaign	www.nhs.uk/change4life	A social marketing campaign aimed at primary aged children and their families to live a healthy active lifestyle building on Chief Medical Officer recommendations for diet and exercise.	✓		✓					✓

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Active Partnerships	http://www.activepartnerships.org/	The governing body for all 45 County Sport Partnerships across the country that individually offer support, guidance and resources relating to National Governing Bodies of Sport (NGBs) and local sport and physical activity projects.			✓	✓	✓			✓
Design Council Caba	www.designcouncil.org.uk/active	Design Council Caba's Active by Design programme champions the creation of buildings, streets, public spaces and neighbourhoods that are highly conducive to health and physical activity. The programme helps schools, local authorities and communities put health at the heart of new-build projects and schemes to transform existing environments				✓				
Designed to Move	http://www.designedtomove.org/	Designed to Move is a call-to-action which provides a framework for getting kids active and re-integrating physical activity in to everyday life. It provides a complete physical activity Playbook, including research, case study examples, and the benefits of creating a more active generation.	✓						✓	

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Fit for Sport	https://www.fitforsport.co.uk/	Fit for Sport provide school, family and community programmes; supporting and delivering school, after-school and holiday camp activities across the UK. Training hundreds of children’s activity professionals each year through a training academy.		✓			✓	✓		
Forestry Commission	https://www.forestry.gov.uk/fr/bee-h-a3hmkm	The Active Forest Programmes aims to create a sporting habit for life for visitors to the public forest estate in England. The programme provides engaging, inspirational and motivating sport and exercise opportunities for new and existing forest visitors.	✓			✓	✓		✓	✓
Forest Schools	www.forestschoools.com	Charity offering an educational approach to outdoor play and learning. Provide professional development opportunities and events to develop trained, motivated and passionate facilitators of Forest School provision.		✓	✓	✓	✓	✓		✓

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Lawn Tennis Association	https://www3.lta.org.uk/clubs-schools/Schools-Tennis-Lesson-Plans--Activity-Cards/	The Lawn Tennis Association provides lesson plans which are available to download and provide contents and structure for a 5 week block of activity. They also provide over 70 School Tennis Activity Cards to help plan and deliver lessons.		✓			✓	✓		
Learning through Landscapes	www.ltl.org.uk	A UK wide charity that helps schools to make the best use of their outdoor spaces for education, play and recreation including physical activity.		✓	✓	✓		✓		
Living Streets	www.livingstreets.org.uk	A charity that works to make the streets safe, attractive and enjoyable spaces. Offer support for walk to school schemes and local safety projects.		✓	✓				✓	
ModeShift	www.modeshift.org.uk	National membership organisation that specialises in active and sustainable travel and provides behaviour change. Modeshift STARS is a national scheme that rewards schools who encourage children to walk and cycle to school (the scheme was introduced in November 2014).		✓	✓	✓	✓		✓	

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
OPAL – Outdoor Play and Learning CIC	http://outdoorplayandlearning.org.uk/	A registered Community Interest Company dedicated to improving the quality of children's play opportunities especially in primary schools. Support includes programmes to help schools improve the quality of play times, plus resources		✓	✓	✓	✓	✓		✓
Playing Out	http://playingout.net/	Playing out have developed a model where neighbours close their street to through traffic for a couple of hours, creating a safe space for children to play out. Giving children a chance to play out freely and safely on their own street, creating a vision of streets as vibrant, playable spaces.				✓				
Premier League Primary Stars	https://plprimarystars.com/	An education programme designed to help children reach their goals and to upskill teachers. Provides free resources to support schools to bring out the best in young learners across a range of curriculum learners.		✓				✓	✓	

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Special Olympics	https://www.specialolympics.org/	Special Olympics transform lives through the joy of sport. They are the world's largest sports organisation for people with intellectual disabilities. They also help to inspire people in their communities and elsewhere to open their hearts to the wider world for human talents and potential.	✓	✓			✓	✓		
SPORTA	www.sporta.org	Membership association representing cultural and leisure trusts throughout the UK. Offers courses and events, along with support for impact measurement.		✓	✓		✓			✓
Sporting Equals`	http://www.sportingequals.org.uk/about-us/	Sporting Equals exists to actively promote greater involvement in sport and physical activity by disadvantaged communities particularly the Black, Asian and Minority Ethnic (BAME) population. Their mission is to make a sustainable difference to the inclusion of all under-represented communities in sport and physical activity.	✓	✓			✓	✓		
Sports LeadersUK	www.sportsleaders.org	Provide courses and accreditation for the development of leaders and volunteers.		✓		✓				

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Sustrans	www.sustrans.org.uk	Works with families, communities, policy makers and partner organisations so that people are able to choose healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in. Offer education and resource packs, officers to provide information, and award and recognition schemes for schools and pupils.		✓	✓	✓	✓			✓
UK Coaching	https://www.ukcoaching.org/	UK Coaching aims to put coaching at the heart of physical activity and sport, encouraging people to be more active and lead healthier lifestyles. They provide the coaching workforce with the skills and knowledge they need to make a positive difference.	✓	✓			✓	✓		

Table 2: Organisations offering programmes, resources or support to help schools and colleges cross referenced to the principles for practice.										
Organisation	Further information	Synopsis of organisation	Alignment with principles							
			Multi-component interventions	Skilled workforce	Engage student voice	Create active environments	Offer choice and variety	Teaching and learning	Active travel	Monitoring and evaluation
Youth Sport Trust	www.youthsporttrust.org	Youth Sport Trust is a children’s charity that lead on the development and delivery of evidence-based interventions for all children and young people. Their focus is on reducing the barriers to PE, sport and physical activity and specialise on programmes that deal with inactivity, declining wellbeing and poor physical health. These include: Girls Active, Inclusive Futures, TOPs, Start to Move, Healthy Movers, Play Unified.	✓	✓	✓	✓	✓	✓		✓

Appendix 1: Methodology

Review of evidence to inform principles

To examine the evidence, academic literature, intervention reports and case studies were utilised. The review focussed on evidence from 2005 onwards that met the following criteria:

1. Related to children and young people aged 5-19
2. Demonstrated a positive change in physical activity

Wherever possible, evidence focussed on schools and colleges, however in some circumstances evidence from community settings was also applicable.

Studies from outside of the UK were included due to the paucity of UK studies. Consideration of cultural differences was made when using these studies to distil the principles.

Key practice principles were identified on the basis of common themes emerging in the literature and the quality of the evidence. The principles were consulted on through a variety of means outlined below:

Practitioner workshop

On 2 March 2015, a joint Public Health England, Youth Sport Trust and Association of Colleges workshop was held to provide an opportunity for practitioners to:

- consider what we know from the evidence about what works to promote physically active learners
- consult and seek broad ownership and consensus concerning key principles for informing effective practice
- collaborate in defining a collective offer of resources and support available to help schools and colleges promote the 'wider' physical activity agenda

Forty individuals attended the workshop, which included representatives from the following:

- key government departments, including the Department of Health and Social Care, Department for Education, Department for Transport, Department for Education, and Department for Culture, Media and Sport
- Public Health England, including representatives from the regional centres
- Youth Sport Trust

- AoC Sport
- local authorities
- schools and colleges
- third sector organisations
- associations and membership organisations

Project Advisory Group

A project advisory group was established to help guide the development of the briefing document. The group was managed and chaired by Public Health England and convened four times. A full list of members of the project advisory group is available from PHE.

Feedback from young people

On 17 March 2015, the Youth Sport Trust's Youth Board was asked for their views on the draft findings of the research. Nine young members of the Youth Board contributed to the discussion.

During April 2015, the AoC Sport national student management team was asked for their views on the principles and draft findings. Eighteen young people on the National Board contributed to the consultation.

27 children in year 6 at St Breock Primary School were also consulted.

Appendix 2 summarises the feedback.

Assessing the quality of the evidence

Each principle was assigned a score out of 5 according to the strength of the quality of evidence underpinning it, as follows:



Evidence that the intervention can be scaled up through multiple replication evaluations, future scenario analysis or fidelity evaluation.



Independent validation of the impact and ability to scale the intervention up. Endorsement through recognised standards and standardisation of delivery and processes and documented standardisation of delivery and processes.

3 / 5

Independent evidence (or evidence that has been peer reviewed) that demonstrates that the intervention is causing positive change in physical activity levels across a sufficiently large sample through the use of a control or comparison group.

2 / 5

Qualitative or quantitative data that demonstrates a positive change in physical activity levels amongst those involved. Utilised pre and post survey evaluation or regular interval surveying.

1 / 5

Logical description of impact. Utilised existing data and research from other sources.

These scores have been informed by the NESTA standards of evidence(85). In some cases, the sources of evidence underpinning a principle were of different levels of quality and in these cases, two ratings were assigned.

Appendix 2: Feedback from young people

The Youth Sport Trust’s Youth Board

On 17 March 2015, the Youth Sport Trust’s Youth Board was asked for their views on the draft findings of this research. Nine young members of the Youth Board contributed to the discussion. The profile of the young people was as follows:

- 5 were male and 4 were female
- age range was 16 to 21 years old
- 8 were White and 1 was Black Caribbean
- 3 were currently at school, 4 at university and 2 in employment
- wide geographical spread from Inverness to Exeter

The findings from this discussion are summarised below.

Views on the role of schools and colleges

Each member of the Youth Board was asked to rate how important, if at all, they think the role of schools and colleges is in helping to increase physical activity among children and young people. The results are highlighted below:

Importance of schools and colleges in helping to increase physical activity	Number of individuals
Very important	7
Important	2
Neither important nor unimportant	0
Unimportant	0
Very unimportant	0

Each member was then asked to highlight why they thought schools and colleges had an important role to play in increasing physical activity among children and young people. Their feedback is summarised as follows:

Schools and colleges....	Quotes
...are in regular, close contact with young people	<ul style="list-style-type: none"> • “Close contact with young people” • “If your target is a wide range of young people, why wouldn’t you use school?” • “Every child goes to school – social leveller”

<p>... are influential places</p>	<ul style="list-style-type: none"> • “Influential time for young people” • “Schools are influential places to create good habits, develop skills and help young people to sustain these in the future – they are the starting blocks” • “Chance to develop culture – young and impressionable”
<p>... can have individuals that are role models for young people, and can inspire and motivate young people</p>	<ul style="list-style-type: none"> • “Role models within schools” • “Able to inspire” • “Especially at a younger age, teachers are role models. They can inspire children to participate in sport and enjoy it – continue playing into adulthood”
<p>... can offer a range of opportunities for young people to take part in physical activity</p>	<ul style="list-style-type: none"> • “Only way to get into sport” • “Schools do have an important part to play in terms of physical activity within young people as they have the ability to encourage it through extra-curricular activities, clubs etc.” • “Colleges and Universities can continue to increase participation – drop off rates, new sports and continual opportunities to compete” • “Have the most important role! Sport is in the curriculum for schools so direct impact to introduce existing and new sports to young people” • “Allow young people to continue their involvement in sport and not just through competing, e.g. as a volunteer or official” • “Important to try / get good at something when you are younger – more likely to continue to lead an active lifestyle as you get older. Many people are reluctant to learn something new after school”
<p>... can use physical activity as part of a wider approach to develop young people</p>	<ul style="list-style-type: none"> • “Teach and develop skills through sport for later life – transferable skills, CPD, physical and psychological benefits” • “Schools should aim to develop individuals as a whole – not just academics” • “Chance to develop”
<p>... can maximise the role of young people’s peers in helping to increase physical activity</p>	<ul style="list-style-type: none"> • “Go five time a week – peers and friends are there, and they are very influential – interact with them the most at schools and colleges” • “If people don’t like school so unlikely to be influenced by what they provide - needs to be peer-led”

Several individuals also highlighted that along with the important role that schools and colleges play, parents and peers also have a critical role to play in encouraging physical activity among young people.

They also highlighted that the responsibility of increasing physical activity levels among children and young people does not always fall to the teachers; schools represent important sites, which are at the centre of communities. They would encourage schools and colleges to act as hub sites and work with other providers, such as coaches, to offer physical activity opportunities to young people at school and college sites.

Views on the draft principles

Each member of the Youth Board was asked to identify three of the draft principles that they thought were most important for schools and colleges to implement to help increase physical activity among children and young people. The results are highlighted below:

Draft principle	Number of individuals
Offer choice and variety of physical activities	9
Ensure that physical activity is delivered by high quality and appropriately skilled staff	6
Deliver multi-component interventions	5
Promote active travel	3
Ensure access to high quality environments and space	3
Embed monitoring and evaluation in delivery	0
Engage students in design and delivery	0
Ensure physical activity is an integral component in teaching and learning	0

Note: One individual only identified two principles that they thought were important.

Each member of the Youth Board was asked if there were any principles that they felt were not important for schools and colleges. One young person felt that embedding monitoring and evaluation in delivery was not important and another young person felt that ensuring physical activity is an integral component in teaching and learning was not important.

The Youth Board was asked if they thought any principles were missing. Key feedback was as follows:

Alongside games and fun elements, it is important to ensure that competitive sports opportunities are also available to young people.

It is important to ensure that schools and colleges are fully implementing their statutory requirements for the delivery of PE.

It is important to highlight ways to encourage young people who are disengaged from school and/or sport to take part in physical activity. Offering a range of alternative

Physical activity opportunities and ensuring that teachers have the necessary skills to inspire these young people were identified as key ways to address this.

AoC Sport's National Student Management team

Eighteen members of the AoC Sport National Student Management team contributed to the consultation.

They were asked how important colleges are in helping to increase physical activity among young people. Their responses were as follows:

Importance of colleges in helping to increase physical activity	Number of individuals
Very important	11
Important	7
Neither important nor unimportant	0
Unimportant	0
Very unimportant	0

When asked for reasons regarding their rating, the following responses were given:

“Increasing physical activity within college sets people up for carrying on sport after college whether being recreational or competitive. Increasing participation within college also allows students to have a break from their studies, like a stress reliever.”

“Colleges can have links with sports clubs/teams outside of education. Also, the time at college is linked with the post 16 gap, (drop in participation) and if colleges improve sport this will help increase physical activity among young people.”

“Colleges provide facilities for people to get involved and offer discount rates for students.”

“It gives people opportunities to participate in new things and to socialise with new people and to enjoy different things.”

“Because colleges should encourage their students to live a healthier lifestyle.”

The young people were then asked what their own college has done to increase levels of physical activity. The most popular ideas are below:

“Because colleges should encourage their students to live a healthier lifestyle.”

“Introducing recreational sports for everyone. Students had the opportunity to pick what activities they would like to be a part of.”

“Free gym membership and many lunchtime clubs.”

“The college has produced lots of different sports and activities for people who don't take part in sport to participate in new things. The college has also given the chance for different groups to socialise with different people and to meet new people and make new friends.”

“Around the clock activities during main breaks and after college activities provided giving a wider range of opportunities to people who may or may not usually participate in activities outside or inside of college.”

“Personally, my college has given young people and others the opportunity to play sports and activities in times that don't clash with academic and other priorities.”

“My college put in place the sports leaders academy which runs sports every lunch time and some after college.”

“They have introduced a Health, Wellbeing and Sport Programme which is free to all students and staff. It offers more than 26 sports and activities a week which is spread out during each day in order to attract people around the college.”

“A huge range of teams to represent in whether it be friendlies, league matches or cup competitions. Along with fundraisers such as the Hills Road 4.5km run.”

The group were asked which of the principles were the most important, and which two were the least important. The responses were:

Draft principle	Number saying most important	Number saying very important	Number saying quite important	Number saying not important
Offer choice and variety of physical activities	7	8	2	0
Ensure that physical activity is delivered by high quality and appropriately skilled staff	2	14	2	0
Deliver multi-component interventions	1	4	12	1
Promote active travel	3	5	9	1
Ensure access to high quality environments and space	1	10	7	0
Embed monitoring and evaluation in delivery	4	10	4	0

Engage students in design and delivery	8	7	2	1
Ensure physical activity is an integral component in teaching and learning	4	9	4	1

The results indicate the most important factors would appear to be:

- offer choice and variety of physical activities
- engage students in design and delivery
- embed monitoring and evaluation in delivery
- ensure physical activity is an integral component in teaching and learning

The least important factors according to the students were:

- deliver multi-component interventions
- promote active travel

St Breock Primary School feedback

Twenty-seven young people in year 6 at St Breock Primary School were asked what they would do as Prime Minister to make children more active. The suggestions closely align with the eight principles identified in this report; these are summarised as follows:

Offer choice and variety: this was most commonly highlighted by the young people. They suggested there should be more after school clubs, which offer new physical activity opportunities and a variety of activities so young people can choose the physical activity they would like to do. Some young people also suggested that there should be more opportunities for young people to take part in competitive sport.

Ensure high quality environments and space: access to more equipment was commonly cited by the young people. They also suggested creating more space, such as football pitches, for physical activity.

Active travel: encourage children to walk to school or go on bike rides.

Engage students: young people teach others, for example year 6 pupils could teach children from the local playgroup or young people from year 11 or 12 could teach the year 6 pupils.

Embed physical activity in teaching and learning: suggestions included doing more sport in PE, having longer PE lessons and having longer breaks during the school day.

Deliver multi-component interventions: young people suggested hosting events such as family sports days or dedicating one day a week to keeping active.

Embed monitoring and evaluation: One young person suggested having a competition between schools to see which is more active and another suggested having sports challenge cards with associated rewards.

Ensuring skilled staff: One young person mentioned that teachers should teach children about the importance of being active.

The other key theme to emerge, which is not covered by the principles outlined in this report, was ensuring that physical activity opportunities are affordable. 26 young people in year 6 at St Breock Primary School were also asked to identify the three things that their school does to keep young people active. Most commonly, young people cited: sport for all (an opportunity for all pupils to take part in a range of physical activity opportunities on a Friday afternoon); after school clubs; and PE. When asked what three things could help them to be more active at school and at home, the most common responses were: more sports equipment; more sports clubs; more affordable/free sports clubs; and longer breaks.

Appendix 3: The role of national and local government

National policy drivers

Department for Education

The education system helps to ensure that every child leaves school well-rounded, confident, resilient and happy and prepared for adult life. PE and sport can play a key role in this. The Department for Education seeks to improve PE and sport in primary schools through the PE and sport premium, which aims to ensure that all pupils leaving primary school are physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The decision to focus on primary schools was based on the evidenced importance of establishing healthy habits at a young age.

Department of Health and Social Care

DHSC is seeking to improve the physical and emotional health of children and young people. Physical activity has a vital role to play and the Department is an important financial contributor to School Games and the PE and Sport Premium. In August 2016 the Department published Childhood Obesity: A Plan for Action which announced a number of measures, including the doubling of the PE and Sport Premium, to help all young people lead healthy, active lives.

Department for Digital, Culture Media and Sport

DCMS is seeking to improve participation in sport across all ages, including for children and young people. They fund Sport England to help people and the communities across the country to create sporting habits for life. This means investing in organisations and projects that will get more people playing sport and creating opportunities for people to excel at their chosen sport. This includes their work to provide the right facilities in the right places for the population to take part. DCMS leads on policy for the School Games, which enables school children to participate in competitive sport regardless of their background or ability. DCMS has also contributed towards the PE and Sport Premium and works closely with DfE and DH both at ministerial and officials' level on school sport.

Department for Transport

is committed to increasing the number of walking and cycling trips undertaken to school. It supports a range of programmes to increase walking and cycling to school including Living Streets “walk to school programme” and the national Bikeability cycle training programme. It is committed to delivering the Cycling and Walking Investment Strategy and the target to increase the percentage of children aged 5 to 10 that usually walk to school from 49% in 2014 to 55% in 2025.

Public Health England

Tackling childhood obesity and giving every child a healthy start in life are two of PHE’s corporate priorities. PHE published ‘Everybody Active, Everyday’ – a national framework to engage and direct local, regional and national stakeholders to take action against physical inactivity across England. Schools and colleges are recognised as having a key contribution to make to helping implement this strategy with a particular focus on Change4Life(89) and the national ambition to get people to ‘eat well, move more, live longer’.

National Institute of Health and Care Excellence

NICE provides national guidance and advice to improve health and social care. NICE developed a series of guidance documents that aim to promote physical activity for children and young people. NICE guidance is aimed at schools and colleges among other stakeholders, and outlines evidence of effective and cost-effective approaches to enable children and young people to become more physically active. Key questions covered by NICE Guidance are: what are the barriers and facilitators to children’s participation in physical activity? And which approaches are effective and cost effective in reducing health inequalities? The most relevant document is: Promoting physical activity for children and young people: PH17. In addition, the following guidance documents may also be of relevance: Physical activity and the environment: PH8; Walking and cycling: PH41; Prevention of unintentional injuries: PH29; and Community engagement: PH9.

Local authorities

In April 2013 the responsibility for Public Health transferred from the NHS to local authorities (LAs). This provided opportunity for working more closely with other council departments who also contribute to health and wellbeing and the wider determinants of health, for example planning and regeneration, parks and leisure, housing and children’s services.

Local authorities provide leadership, develop and implement strategies and policies and work with a wide range of partners, providers and stake-holders including schools and colleges.

Some examples of how local authorities support schools and colleges in increasing physical activity of their pupils are: through the Healthy Schools programme (or similar schemes), hosting County Sports Partnerships, facilitating active travel, through commissioned services such as school nursing, delivering the **National Child Measurement Programme (NCMP)** and developing local child obesity and physical activity strategies.

Appendix 4: Glossary

Active play: is described as 'what children and young people do when they follow their own ideas and interests, in their own way, and for their own reasons(90).

Physical activity: any force exerted by skeletal muscle that results in energy expenditure above resting level. It includes the full range of human movement and can encompass everything from competitive sport and active hobbies to walking, cycling and the general activities involved in daily living (such as housework).

Physical literacy: is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations.

Physical education: is planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both “learning to move” (i.e. becoming more physically competent) and “moving to learn” (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

Sedentary Behaviour Sedentary behaviour is any waking activity spent in a seated or reclining position that requires little energy output, for example sitting at a desk or computer.

Young People: People aged between 5-18.

Whole School Approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including:

- **culture, ethos and environment:** the health and wellbeing of students and staff is promoted through the ‘hidden’ or ‘informal’ curriculum, including leadership practice, the school’s values and attitudes, together with the social and physical environment
- **learning and teaching:** using the curriculum to develop pupils’ knowledge, attitudes and skills about health and wellbeing
- **partnerships with families and the community:** proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people’s health and wellbeing

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