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Physical Literacy – an all-Wales approach to increasing levels of physical activity for children and young people

Schools and Physical Activity
Task and Finish Group

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Recommendations from the Schools and Physical Activity Task and Finish Group looking at how to develop the roles of schools in increasing the levels of physical activity in children and young people.

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Section 1: Background to the Group and its purpose

The Schools and Physical Activity Task and Finish Group was convened by the Minister for Housing, Regeneration and Heritage (whose responsibilities included Sport), and the Minister for Education and Skills, to provide recommendations to the Welsh Government on how to develop the roles of schools in increasing the levels of physical activity in children and young people.

It was announced by the Minister for Housing, Regeneration and Heritage on 19th June 2012 as part of a Statement in Assembly Plenary on Active Children and Young People.

The main purpose of the Task and Finish Group was to operationalize the Programme of Government commitment 'to make physical literacy as important a development skill as reading and writing.' (For the full Terms of Reference, please refer to Appendix A)

Section 2: Approach

The opportunity provided to the group by the Welsh Government was to produce a report that was progressive in its outlook and well evidenced by international good practice. It was also important that recommendations offered hard solutions to the most critical issue; children's levels of physical activity and the connection with their health.

The Group's knowledge of the Welsh and International landscape was extremely useful, not only in terms of recognising good practice and existing barriers, but meant it was able to construct practical, positive, and realistic solutions to long-standing problems.

The last formal review of this area in the form of a Government Task and Finish Group reported in 2001, and its findings were helpful in providing background context. However, the political landscape of Wales has changed significantly during the last twelve years, and the development of devolution has offered a massive opportunity to look forward, and to offer something **different, visionary and transformational** which would help Wales's ambition to be a world-leading nation in sport and physical activity.

The Group met monthly over a six-month period and the topics investigated included Environment, Facilities, Inspection, Curriculum, Teacher Training (including Initial Teacher Training and Continuing Professional Development) and Physical Literacy. As well as looking at the specific topic areas, the Group also considered recommendations from the point of view of being 'aspirational', 'strategic', and 'operational', which they used to cross reference their discussions.

Section 3: Membership

Members of the Task and Finish Group were:

- Chair - Tanni Grey-Thompson
- Secondary Head teacher - Haydn Davies, Ysgol Gyfun, Llangefni
- Physical Education Advisor - Judith Davies, originally working with ESIS
- Primary Head teacher - Kate Fox-Parry, Ysgol Caernant, Connah's Quay
- Secondary Head teacher - Janet Kingston, Ysgol Greenhill, Tenby
- Chair of Sport Wales - Laura McAllister
- University lecturer - Paul Rainer, The University of South Wales
- Primary Deputy Head teacher - Menna Sweeney, Ysgol Gynradd Plascrug, Aberystwyth
- HMI Inspector - John Thomas, Estyn

The Group, along with their significant experience in this area, was able to call upon many other contributors and research which included (please see Appendix A for a list of submitted papers):

- Young Ambassadors
- Youth Forum
- NGBs of Sport - through WSA
- Asked schools to send in ideas - limited response
- Association of School and College Leaders Conference - 160 delegates
- Professor Ralph Tabberer
- The Urdd
- Julia Longville - Cardiff Metropolitan University
- Marianne Mannello - Play Wales
- Jane Lorimer - Sustrans
- Anne Hamilton - The Welsh Sports Association
- Professor Margaret Talbot
- Sportsleaders UK

Section 4: The Task and Finish Group recommendation

Physical Education becomes a core subject in the national curriculum

The Group discussed a number of potential recommendations to achieve the Welsh Government's brief. It became clear that the Group did not wish to publish a long list of recommendations that might prove difficult to implement, or that could form part of a complex jigsaw puzzle of changes. This would risk not addressing the pivotal and deep seated-concerns around levels of physical activity and the health of our young people in Wales.

Given the Welsh Government's commitment to making physical literacy as important a development skill as reading and writing, the Group felt that changing the status of physical education is the only credible and secure way of ensuring this. The seriousness with which the Welsh Government has approached systemic and long-standing health, well-being and educational problems is to be commended, and, we felt that making physical education a core subject in the National Curriculum in Wales will stimulate significant health and educational attainment benefits for generations to come (see 'The Human Capital Model' in 'Designed to Move', Appendix C)

The current core subjects in Wales are - English, Welsh (as a first language), mathematics, and science. Currently physical education is a Foundation subject. The Group believes that making physical education a core subject would give the subject the same status as mathematics, Welsh and English, with measurable and significant outcomes for making physical literacy as important a development skill as reading and writing.

As a core subject, schools would need to give greater priority to provision for, and outcomes in physical education. As a result:

- Teachers would be required to be competent to deliver the subject on completion of their initial teacher training;
- Well qualified, specialist teachers would be needed to work with schools to ensure high-quality provision;
- Standards and provision in physical education would be rigorously reviewed in school, both by the educational consortia and by Estyn
- Progress would be regularly measured.

The Group also believed that Physical Education must also be supported by a National Physical Literacy Framework, in a similar way to the national frameworks for numeracy and literacy. Although such a framework currently does not exist for Physical Education, the group strongly felt that this was necessary to ensure that the outcome of delivering high quality physical education would be physically literate young people.

Research across the world has indicated that physical education does not have a status comparable to that of a 'core' subject in any other country. However, this research has demonstrated how a number of other countries take physical education, physical activity and physical literacy particularly seriously in their educational programmes. For example in:

- Canada: the Government provides support for Physical Literacy programmes in schools and also encourages parents to take an active role in their children's development (see section under 'Canadian Data', Appendix C).
- Scotland: where physical activity rates are particularly low, the Government has recently reviewed how physical education is delivered and has improved the time allocated to physical education at initial teacher training, ensured teachers in all schools have access to advice and support from expert practitioners and increased the time allocated for physical education (see Health Scotland, Appendix C).
- Finland: where physical activity rates are high, physical education is regarded as a priority and the importance of regular Physical Activity is recognised and provided for on a daily basis (see Appendix C for supporting links).

These examples highlight some of the critical elements that would need to be implemented if the status of physical education was changed in Wales.

Every child's entitlement to high-quality physical education was the crucial starting point for the group's deliberations. We felt that this was critical for children and young people to develop the necessary skills to encourage enjoyment, and to underpin lifelong health active lifestyles and well-being.

The following actions were identified by the group as being important in realising this entitlement:

- a. **Physical Literacy** - an outcome of delivering high-quality physical education and school sport programmes in all Welsh schools would enable every child to become physically literate and enjoy taking part in sport and physical activity throughout their lives. To support this, a National Physical Literacy Framework would need to be developed, supported by a suite of measures to evaluate progress in developing physically literate young people.

A crucial preliminary requirement will be to develop a better and common understanding of what is meant by the concept of physical literacy. Moreover, this must be understood not just by professionals in education, health and sport, but equally by young people themselves and their parents. (See definition of Physical Literacy, Appendix B).

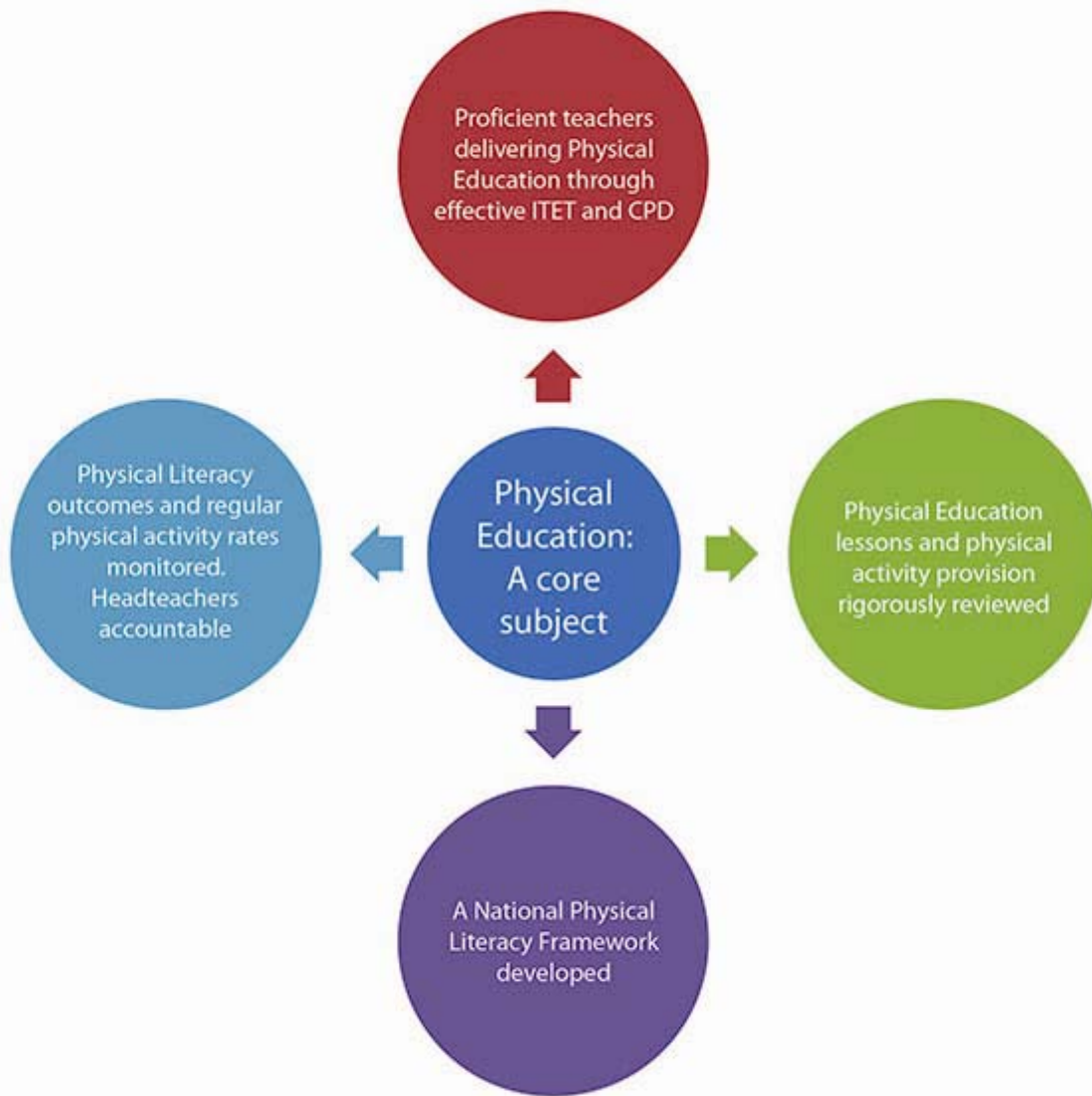
- b. **Collaboration** – Changing the status of physical education in schools would ensure greater connectivity between physical education and other curriculum subjects, in turn stimulating a more focused whole school approach to promoting sport and physical activity and developing physical literacy. It is also

important to recognise that effective partnerships are crucial to ensuring there is a seamless pathway across the school, extra-curricular and community activity.

c. Specialist physical education teachers - If young people are to have the opportunities to achieve their full potential and have the motivations and skills to remain physically active, it is critical that all primary teachers need to be confident and competent to deliver this subject. All schools need to have access to well-qualified, specialist teachers, who would continually work with schools to ensure the delivery of high-quality physical education programmes and, who could identify and promote best practice. This support would also facilitate the smooth transition between primary and secondary schools and support more effective links between school and community activity. (See 'Bridging the Gap - But Mind You Don't Fall. Primary Physical Education Teachers Perceptions of the Transition Process to Secondary School', Appendix C)

d. Initial Teacher Training and Continuing Professional Development - The amount of time given to physical education in Initial Teacher Training programmes is severely limited. This aspect of training needs to be dramatically improved to establish suitable conditions to deliver high-quality physical education programmes in all schools. Continuing Professional Development should be formalised and become an essential requirement for all teachers so they can acquire the skills and expertise to deliver consistently high-quality and motivating lessons that engage, challenge and inspire all pupils.

We believe that elevating physical education to core subject status would help establish Wales as a world leader in terms of the priority and emphasis given to physical education, physical activity and sport within schools. This would contribute to improved levels of physical literacy throughout life and demonstrate the Welsh Government's commitment to active, healthy lifestyles for all citizens helping, in the process, to address significant, systemic health problems.



Section 5: Context

'The pandemic of physical inactivity should be a government priority' according to the 'The Lancet' report (Vol. 380, July 2012). It is encouraging to see that the Welsh Government is committed to this priority. It is therefore a natural point in time to review what investing in our children's future through improved provision for physical education and school sport might look like. Current increases in childhood obesity will have huge impact on the future health budget in Wales. Changing the status and quality of physical education programmes and increasing physical activity levels are essential to prevent the crisis of this ticking time bomb. (See 'The Compounding Costs of Physical Inactivity over a Lifetime', in 'Designed to Move', Appendix C).

It has been widely acknowledged that a contributing factor to winning the Olympic and Paralympic Games in 2012 was the promise of a lasting legacy (in all its forms, from improving participation rates, to better facilities, and the wider contribution of volunteers etc.).

The London 2012 Olympic and Paralympic Games provided inspirational moments for a significant number of people, and it is important to keep tracking these trends across geographical areas, sports and age groups. The participation figures that have recently been published by Sport Wales have been promising: sports such as gymnastics, hockey, swimming, cycling, boxing, and athletics have all seen significant increases in participation (ranging from 12 - 39%), while many new clubs in these sports, plus a remarkable 30 new canoeing clubs, have been set up to cope with the surge in demand inspired by the Games.

It is also likely that the large contingent of Welsh athletes competing in the Commonwealth Games in Glasgow in 2014 will provide an additional positive focus. But major events on their own will not drive a whole scale, long term change in participation rates for those who are the hardest to reach. Even with the current positive figures that have been currently recorded, this has been achieved as a result of a huge amount of work from several organisations and individuals. Changing the status and importance of physical education in schools and improving physical activity levels can help build on the current positive figures and impact long after the Games are over.

The risk of doing nothing

Data from the Welsh Health Survey indicated that between 2007 and 2012 physical activity levels in children and adults were relatively stable. In 2011, just over half (51%) of children aged between 4 and 15 reported five or more active days in the past week and just over one in ten (12%) reported zero active days. Currently 28% of Primary pupils are regularly active and 26% of Secondary pupils are regularly active. (See 'Hooked on Sport', Sport Wales School Sport survey data, Appendix C). Improving the quality of physical education programmes would form part of a wider agenda and help develop the right attitude to maintaining a healthy lifestyle.

However, if we look at the obesity figures for Wales which were clearly highlighted in the National Assembly of Wales Quick Guide (January 2012), it states that:

'Overweight and obesity in children represent serious public health problems in Wales. The rates of childhood obesity in Wales are the highest in the UK, with about 36 per cent of children (under 16 years old) being overweight or obese in 2010. This includes around 19 per cent of children classified as obese, 23 per cent of boys and 16 per cent of girls.'

The Quick Guide goes on to say that in 'recent years, rates of childhood obesity have remained consistently high and there was a recorded rise in the percentage of children aged between two and fifteen years old classed as obese from 16 per cent in 2008, to 19 per cent in 2010'

It must be a cause of serious concern that five of the top six obesity hotspots detailed are in Wales and, regardless of the current positive participation trends, if action is not taken, then there could be devastating consequences for the long term health of the Welsh nation. This is especially important as the childhood obesity rate is predicted to continue to rise.

The recently released comparative research, 'Designed to Move', (see Appendix C) shows that 'today's generation will be the first to have a shorter life expectancy than their parents'. The authors of 'Design to Move' place the cost of inactivity to the UK population at \$33 billion (because of the nature of the comparative study, the US dollar has been used as the currency). They go on to say that 'focusing on children before the age of 10 could change the trajectory for the next generation' underlining the rationale for our principal recommendation here.

The risks of inactivity into adulthood are well known, and include the risk of heart disease and type II diabetes amongst others. This then has the potential to lead to increased cost to not only the NHS but other areas of support. This must be considered in any cost benefit analysis as the recent Welsh Government commissioned study estimates this figure to be £73m per annum. (See 'The Welsh Government, Obesity and Alcohol Costs to your NHS', Appendix C)

The Welsh Government has repeatedly stated its commitment to increasing levels of Physical Activity in order to help tackle rise in obesity in children and young people. This commitment is to be welcomed.

While there is a clear challenge to improve levels of physical activity amount all young people being involved, it has long been recognised that there is an additional risk of young girls dropping out of physical activity and sport. Sport Wales recently conducted a qualitative piece of research looking at the drop off in girls and boys between the ages of 14 and 21. (See Sport Wales Publications, 'Sports Participation Amongst 14 - 21 Year Olds', Appendix C). This research contributes to the reports from the Youth Sport Trust and the Women's Sport and Fitness Foundation, the latter reporting concerning data that 80% of women are not active enough to be healthy. (See The Women's Sport and Fitness Foundation, Appendix C)

Any work in this area must also be inclusive to ensure that disabled children or those with special educational needs are also able to access good quality physical education.

Recent research suggests that physical education in schools is currently turning many pupils off physical education rather than engaging with them. While pupils are fairly positive about physical education lessons, especially in primary school (73% say they enjoy physical activity 'a lot' and only 4% say they don't enjoy it 'at all'). Enjoyment does decrease in secondary schools and 50% enjoy it 'a lot', 36% say 'a little' and 14% 'not at all'. (See Sport Wales Publications, 'Attitudes to School Sport', Appendix C)

Throughout the work of the Group, it was recognised that it is not just what is 'offered' in schools that is important, but what children actually get to 'do'. Engaging with young people in the decision making process is critical to making sure that not only the 'offer' meets their needs but the way lessons are delivered is engaging for them. This does mean that a wide variety of opportunities across various sports and physical activities must be offered.

In order to achieve widespread change, then there also has to be an effective workforce to deliver physical education and school sport, as well as a framework and meaningful review and evaluation points. It should also be remembered that physical education should be fun, challenging and rewarding, resulting in physically literate young people.

In Australia, strong evidence has emerged of a negative impact on the health and well-being of children of the 21st century when they are not afforded opportunities for regular well-designed physical education provided by Specialist Teachers; when they are insufficiently active; and when they do not participate in any form of organised sport. (See The Look Lifestyle Study, Appendix C).

Challenges

Making Physical Education a core subject in the National Curriculum is clearly a bold move. It will require a change in mindset especially as to how the subject is valued by all stakeholders. This needs to be linked to the importance of physical activity and the 'ticking time bomb' of obesity and consequent costs to the health budget. The value placed on being active and healthy needs to support this recommendation.

The Physical Education and School Sport (PESS) programme has to date developed a wealth of high-quality resources and training for teachers and contributed to increased levels of teaching expertise. Where schools recognise the importance of high-quality physical education they are accessing the programme. However, this engagement with the PESS programme is not consistent across Wales and developing physically literate young people is not always seen as a priority in all schools in Wales. The considerable commitment and success of the PESS programme has helped establish sound foundations for preparing the way for physical education to become a core subject.

All of this work to date would form the foundations for preparing the way for physical education to become a core subject. The budget that is currently secured for the PESS programme (in 2013 – 2014 it stands at £2.35m) should, from August 2014, be used to prepare the landscape ready for delivering Physical Education as a core subject from September 2015. There should be a seamless transition from the

current programme, including retention of expertise to ensure that there is a consistent approach to developing the following key components:

- Selection of teachers across Wales that can be developed as expert teachers of physical education
- A programme of training designed that supports the development of these expert teachers
- A framework for the development of physical literacy
- A suite of measures that will identify progress in developing physically literate young people

With these elements in place, there would be enough expert teachers across Wales who would be able to rigorously review the delivery of Physical Education in all schools. The physical literacy framework will support the training and development of a confident workforce and the suite of measures that will be developed will enable consortia teams and Estyn to check progress on developing physically literate young people. The cost of implementing this in 2015 is estimated at being £5 million per annum.

Section 6: Agenda themes

a) The status of Physical Education in the Curriculum

The group was unanimous that the status of physical education should be altered to become a Core Subject of the National Curriculum in Wales. This was because, in order to change the way the subject is delivered and received by all children, physical education needs to be raised to a level where it will be rigorously monitored (for quality of delivery) and the outcomes regularly and robustly reviewed. This would include: developing expertise on the ground to challenge quality of delivery, effective initial teacher training and on-going continuing professional development, to support a high-quality teaching force with the skills and expertise to provide consistently high-quality and motivating lesson that engage, challenge and inspire all pupils. It also demands establishing strong partnerships to enable the development of physically literate young people.

Physical education should therefore share equal status with other core subjects. The positive value of adopting healthy lifestyles means physical education and physical activity should be developed and embedded across the curriculum to ensure **all** children acquire firm foundations for future active and healthy lives.

Learning through moving is extremely important. Many youngsters consolidate their understanding through kinesthetic learning and many vital skills for employers in the 21st century can be learnt best through high quality physical education. Research has captured links between high quality physical education and increased attainment levels as well as better attendance records.

b) Physical literacy

There is a wealth of powerful empirical and anecdotal evidence to show the positive side of being physically active. By becoming physically literate, Wales's young people will have the skills, confidence and be motivated to be regularly active throughout their lives.

The Group accepted that there are many definitions of physical literacy. However, we found Margaret Whitehead's, an eminent expert in this field, to be compelling.

Physical literacy is:

"A disposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle."

(Margaret Whitehead February 2012 www.physical-literacy.org.uk)

In Canada, physical literacy has been recognised as being an important outcome of education and they have made changes in their curriculum to enhance the development of physically literate young people.

Physical literacy has also been used by some National Governing Bodies of sport as part of their Talent Pathways, underlining the importance of developing physical literacy at an early stage so as to nurture future talented athletes.

The Group found the argument valid that early work on physical literacy in the school environment was an important preliminary for young people to develop the confidence and competencies to be active throughout their lives.

There are a number of vehicles that can be used to achieve physical literacy. These might be physical education, physical activity and sport (in all its forms). One of the challenges is that many people interchange these three words and there needs to be greater clarity and understanding of the differences between them (see Appendix B for a full glossary).

The Group also felt strongly that it was not just the responsibility of educationalist to understand and “own” physical literacy. Equally, parents and pupils must understand the concept and its benefits for educational attainment, health and well-being and physical activity. We feel that simple visual tools might be developed that could help translate the meaning of this rather complex term to promote levels of “buy in”.

The Chief Medical Officer’s Guidelines for Children and Young People (5-18 Years) 2011 provided some very practical guidelines: (UK government department of health July 2011). These guidelines stated that 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 muscles and bones should be incorporated at least three days a week, and all children and young people should minimise the amount of time spend being sedentary for extended periods.

However, the opportunity to be fit and healthy goes beyond the entitlement agenda. Every child’s experience should be appropriate to his or her individual needs. It should also be delivered in a fun, engaging, varied manner that constantly challenges their development.

Having said this, the Group recognised that there is already a significant amount of positive work that is going on in schools and it is important that we continue to disseminate positive practice and experiences. However, it also felt that these should be the norm across Wales, rather than a post code lottery in terms of children’s experiences in such a fundamental area.

c) Teacher training

We were clear that improving the quality of delivery of physical education will depend on the knowledge, experience, confidence and enthusiasm of the teacher.

The Spence research currently showed that 39% of primary teachers lacked the confidence to teach physical education, and 55% received less than 10 hours of training (See Spence Research, Appendix C)

Although other data may show slightly different numbers, the debate about the adequacy of preparing teachers for the classroom in this area remains unchanged. The challenge to teach physical education to primary level children, who may have widely different levels of ability and enthusiasm, by teachers with relatively little training is significant. It would surprise many that a teacher would be required to deliver physical education at primary level, with perhaps very little practical experience, or such limited number of hours of training. While it is important to recognise that there are many exceptional teachers, if this occurred in mathematics, science, English, Welsh or indeed any other subject, there would be universal outrage and parents would have justifiable concerns. Yet, this is exactly what can happen in physical education. It is not enough to rely on teachers having had a good experiences themselves in school, nor at primary level, leaving it to those staff who are considered 'sporty'. This is a random, ad hoc approach that would not be tolerated in other curriculum subject areas.

For some children who are talented, or who perhaps are already involved in sport outside school, there are fewer problems. However, if children do not develop the appropriate skills at a young age, then many will struggle to enjoy physical activity and thus not continue to participate or engage in activities outside the curriculum lessons. This has massive long term implications for their health and well-being.

We feel the importance of Initial Teacher Training and Continuing Professional Development should not be underestimated. Good teachers should not just deliver stimulating and challenging lessons but be able to communicate, teach, offer feedback, encourage talent and help others along their own personal pathway. If teachers receive insufficient support and guidance as part of the initial teacher training, then some teachers will lack the confidence and motivation to deliver varied, fun and inclusive physical education lessons.

Clearly, the culture of schools is shaped significantly by head teachers. It is critical that head teachers recognise the value and importance of good physical education programmes and support and promote the subject strongly in their schools. (See 'From policy to practice: the challenges of providing high quality physical education and school sport faced by head teachers within primary schools, Appendix C)

It should be acknowledged that a Welsh Government review on Teacher Training was being conducted by Professor Ralph Tabberer which ran concurrently to this review. Moreover, there is was also a major review of the curriculum in progress. This would therefore be an optimum time to implement this recommendation and for it to be supported within the other current reviews.

d) Landscape/school

We acknowledge that there are many pressures on the busy school day and many initiatives taking place in schools to improve pupil's level of literacy and numeracy. Extending the length of the school day to increase the time available for physical activity was not considered a viable solution to the issue of participation in physical activity. However, there has been much positive work to extend and improve

opportunities for young people to participate in extracurricular sport, including the Sport Wales schemes, Dragon Sport and Multiskills, and the 5 x 60 programme.

It was not for the Group to make any recommendations about the building of school sites but it did recognise that good facilities and layout are extremely important. The Group were presented with examples of such facilities.

The Group also recognised that increasing activity would also be assisted if there were continuing links to out of school activities, such as other enrichment experiences or good quality play/sport opportunities supported by National Governing Bodies. Also active travel and healthy eating projects are very important to the overall picture as was evidenced in the schemes outlined by Sustrans, the Welsh Sports Association (WSA) and Play Wales. The information that they provided was extremely useful in setting the wider context and importance of physical activity which can wrap around the school day and should also be widely encouraged.

A number of issues were discussed around the transition of children between schools (particularly Key Stage 2 and Key Stage 3). This aspect is also linked to the work on Teacher Training and Physical Literacy.

The Group also discussed the benefits of sporting role models as an inspiration to children and young people, and how these role models can help promote greater levels of sustained participation. There was some experience of such schemes, and the measurable, sustained benefits of each may vary. The key is to ensure not only good value for money, but also longer term tangible benefits in terms of sustained participation in sport and physical activity. With the 2014 Glasgow Commonwealth Games ahead, there will clearly be new opportunities to help motivate children to do more physical activity and sport through athlete role models.

e) Inspection

The role of inspection was debated in depth and it also crossed in to other areas of the Group's consideration.

Under Estyn's current inspection and framework arrangements inspectors do not evaluate the quality of teaching in physical education or any other subject.

A comprehensive paper on the current arrangements was made available to the Group and extensively discussed in the context of our recommendation.

The group discussed the Sport Wales Biennial School Sport Survey and agreed that the reports generated from the information provided unique and invaluable evidence to schools. The reports give a detailed picture about their provision of sport and physical education as well as young people's participation rates. This critical evidence is extremely useful to schools to inform their planning and for Estyn to scrutinize this trend data over time.

In summary

This report and its single recommendation – ‘Physical Education becomes a core subject in the National Curriculum in Wales’- will have the power to change the lives of the next generation, ensuring all children in Wales experience high quality Physical Education. It would mean Wales leading the way in the UK and beyond as a healthy, active, fit nation.

Appendix A: Supporting papers tabled at Task and Finish Group meetings

Meeting 1: 9 October 2012

- SPATFG/12/01: Terms of Reference and Proposed Work Schedule
- SPATFG/12/01a: Terms of Reference
- SPATFG/12/01b: Background Papers
- SPATFG/12/01c: Mode of Operation

- SPATFG/12/02: Definition of Physical Literacy
- SPATFG/12/02: Annex1 Definition of Physical Literacy Final

Meeting 2: 13 November 2012

- SPATFG/12/03: PE in the School Curriculum
- SPATFG/12/04: PE Curriculum (Sport Wales)
- SPATFG/12/05: Whole School Approach to Physical Activity
- SPATFG/12/06: Urdd Gobaith Cymru – Business Plan 2012-13

Meeting 3: 8 January 2013

- SPATFG(3)/13/01: Revised Mode of Operation
- SPATFG(3)/13/02: Estyn Inspection Arrangements

Meeting 4: 12 February 2013

- SPATFG(4)/13/01: Initial Teacher Training (Sport Wales)
- SPATFG(4)/13/02: Initial Teacher Training/Continuing Professional Development (Welsh Government)
- SPATFG(4)/13/03: Physical Literacy
- SPATFG(4)/13/04: Young Ambassadors General Feedback
- SPATFG(4)/13/04b: Young Ambassador Questionnaire Response
- SPATFG(4)/13/05: Questionnaire Summary

Meeting 5: 25 March 2013

- SPATFG(5)/13/01: School Environment (Play Wales)
 - SPATFG(5)/13/02: School Environment (Sustrans)
 - SPATFG(5)/13/03: School Club Links (Welsh Sports Association)
 - SPATFG(5)/13/04: 21ST Century Schools and the Education Capital Programme
 - SPATFG(5)/13/05: School Environment (Sport Wales)
 - SPATFG(5)/13/06: Dragon Sport and 5X60 (Sport Wales)
 - SPATFG(5)/13/07: Change4Life Wales
 - SPATFG(5)/13/08: School Environment – Transport
 - SPATFG(5)/13/09: Youth Forum Feedback
 - SPATFG(5)/13/10: Physical Literacy Definition
 - SPATFG(5)/13/12: Top 5 Recommendations
- Copies of these documents are available online*

Appendix B: Glossary

Sport is defined as: "all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and well-being, forming social relationships, or obtaining results in competition at all levels."

(The Council of Europe)

Health is defined as: "a state of physical, mental, and social well-being, not simply absence of disease".

(The World Health Organisation)

Physical Activity is defined as: "all movements in everyday life, including work, recreation, exercise and sporting activities."

(The World Health Organisation)

Fitness is defined as: "fitness is the ability to perform moderate to vigorous levels of physical activity without undue fatigue and the capability of maintaining such ability throughout life."

(The American College of Sports Medicine)

Sports Literacy is defined as: "a generic set of basic sports skills."

(Department of Culture, Media & Sport)

Active Recreation is defined as: any moderate intensity physical activity carried out in leisure time including activities such as dancing, aerobics or brisk walking.

Physical Literacy is defined as: "A disposition acquired by human individuals encompassing the motivation, confidence, physical competence, knowledge and understanding that establishes purposeful physical pursuits as an integral part of their lifestyle."

(Margaret Whitehead 2012).

Physical Education - "Physical education develops physical competence so that all children can move efficiently, effectively and safely and understand what they are doing. The outcome, physical literacy, is an essential basis for their full development and achievement".

Obesity - (defined as BMI>30). Individuals with severe or morbid obesity (BMI>35)

(The Welsh Government)

Appendix C: Referenced material

'Bridging the Gap - But Mind You Don't Fall. Primary Physical Education Teachers Perceptions of the Transition Process to Secondary School', Paul Rainer, University of South Wales. Currently under review in the International Journal of Primary Education.(Research on Transition from KS2 to KS3)

Canadian data -

<http://activeforlife.ca/play-tools-assess-physical-literacy-in-children/>

http://www.sirc.ca/news_view.cfm?id=52261

Canadian Sport for Life Movement -

http://canadiansportforlife.ca/sites/default/files/resources/Activation_Strategy_Jan22_finalEN_web.pdf

Designed to Move - Research published in 2013 - specific link on the Human Capital Model - http://designedtomove.org/downloads/Human_Capital_Model.pdf

Designed to Move - full document -

http://designedtomove.org/downloads/Executive_Summary.pdf

Finnish data -

<http://www.guardian.co.uk/befit/story/0,15652,1385645,00.html>

http://www.oph.fi/download/145366_Physical_activity_and_learning.pdf

'Physical Literacy: Throughout the Lifecourse', Whitehead, ME (Ed), 2010, London, Routledge

'From policy to practice : the challenges of providing high quality physical education and school sport faced by head teachers within primary schools', by Paul Rainer, Brendan Cropley, Stuart Jarvis and Rob Griffiths, available online 21 November 2011, and published in the Physical Education and Sport Pedagogy (<http://www.tandfonline.com/loi/cpes20>)

Scottish data -

Health Scotland - <http://www.healthscotland.com/physical-activity.aspx>

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