



**Healthy Schools**  
Healthier Living & Learning

# Physical Activity<sup>HS</sup>

## Booklet B



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

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

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

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

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**Out-of-School-  
Hours Learning  
(OSHL),  
Community  
links and Active  
break times**

## National Healthy Schools Programme criteria

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

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

Minimum evidence required for this criterion:

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

### 3.4 Provides opportunities for all children and young people to participate in a broad range of extra-curricular activities that promote Physical Activity

Minimum evidence required for this criterion:

- children, young people and staff are aware of the extra-curricular Physical Activity opportunities that are available to them
- the school has a range of activities for individuals and groups.

### 3.6 Involves School Sport Co-ordinators (where available) and other community resources in the provision of activities

Minimum evidence required for this criterion:

- the school has a representative who attends School Sport Co-ordinators' network meetings
- the school uses Physical Education School Sport and Club Links (PESSCL) materials.

### Other relevant national targets

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

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

**Extended schools:** by 2010 all children and young people should have access to a varied menu of study support activities beyond the school day including Physical Activity.

# Introduction

OSHL/study support activities refer to organised Physical Activity opportunities that take place outside of curriculum time and include activities:

- before school
- at lunch-times
- after school
- during evenings
- at weekends
- during school holidays.

Physical Activity opportunities offered out-of-hours are an important feature of not only healthy but also extended schools.

Extended schools will be expected to offer a broad range of formal and informal Physical Activity-related learning activities for at least two hours a week, beyond the school day, for those who want it.

Out-of-hours activities can be organised and delivered within school or in the local community by school or community staff, volunteers or even children and young people. Primary schools will not necessarily have to offer extended services on their own site but will be expected to collaborate with a range of local providers to make services available from 8 a.m. to 6 p.m. all year round, offering a range of activities to children and young people.

Community links are therefore also very important and relevant to out-of-hours provision and criterion 3.6 stipulates that such links should be in place. Working in partnership with relevant organisations in the local community is also a key requirement for extended schools.

If OSHL provision is to be successful in increasing participation it needs to be well organised and to cater for all children and young people. However, programmes are often dominated by sport and especially team games which may not be attractive or relevant to all youngsters.

For a summary of the benefits of OSHL activities and community links see **Benefits of Physical Activity provision** on the **Physical Activity section of the NHSP website**.



# Practical tips: promoting Physical Activity through OSHL activities

## Key steps in delivering effective OSHL activities

- Carry out an audit of current provision and consult with children, young people, staff and parents/carers about current provision and possible developments. Questions to ask include:
  - **Current provision**  
What is good about out-of-hours provision?  
What are the ingredients of a good sport/activity club?  
What barriers prevent children and young people from participating?  
What barriers prevent staff and parents/carers from getting involved?
  - **Possible developments**  
What activities would children, young people, staff and parents/carers like to do?  
When would they like activities offered?  
What other changes would encourage them to participate?  
Can staff and parents/carers offer ideas of activities they could lead?  
Is there relevant training available/  
what training would they need?

Consultation will also help to determine the potential of charging for activities, when thinking about the long-term sustainability of OSHL activities.

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

- Contact your Partnership Development Manager for advice and support.
- Make contact with the person in your school leading on extended schools to discuss Physical Activity provision in the context of your school's extended services provision.

If appropriate, contact your local authority's Extended Schools Remodelling Adviser (ESRA) for specific advice and support related to Physical Activity provision as part of an extended school programme.

- Consider who will lead OSHL activities. This could include staff, parents/carers, coaches and/or third party providers. If you use Adults Supporting Learners (ASLs) to lead activities, check their qualifications, allow enough time to carry out a CRB check (seek advice from your LA regarding minimum requirements) and check that they have adequate insurance cover.
- Consider how OSHL activities will be funded - some activities may incur costs for new equipment and/or payment for those leading the activity. You may want to consider charging for some activities (see **Planning and funding extended schools: A guide for schools, local authorities and their partner organisations** for guidance on this, (downloadable from: [www.teachernet.gov.uk](http://www.teachernet.gov.uk)). Schools will be expected to provide some out-of-hours Physical Activity opportunities free but could charge for others. (See information on funding on the **Physical Activity section of the NHSP website** for possible sources of funding for OSHL activities).
- Monitor and evaluate the impact of the activities, events or ideas (e.g. via registration), and ask for child/young person and staff feedback (see the **Monitoring and evaluation** section in this booklet for practical ideas).

See Youth Sport Trust and ContinYou's **PE and Sport: Out-of-School-Hours Learning Guide** for detailed step by step information on planning, delivering and monitoring OSHL activities. For more information email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org).

# General recommendations

# Policies and practices

- Consider how you are going to attract the 'hard to reach' who are currently not participating in the OSHL programme. You may want to specifically ask these children and young people what they would enjoy.
  - Consider what registration procedures you are going to have for your out-of-hours activities and how these might inform monitoring and evaluation of the activities.
  - Promote OSHL activities to children and young people in assembly, tutor time and PE lessons or via posters, leaflets and letters home, and make sure staff are aware of the opportunities available.
  - Persevere, even if initial numbers are low. Word of mouth can be an excellent means of attracting more interest.
  - Ensure that clubs/activities run for at least six weeks so that children and young people get into the habit of attending and have the chance to improve.
  - Provide water and healthy food after activities (see the **Food in Schools Toolkit** or visit: [www.foodinschools.org](http://www.foodinschools.org)).
- Implement an 'open access' policy whereby all children and young people are invited to attend activities and events.
  - Consider relaxing PE kit/uniform requirements for out-of-hours activities.
  - Timetable lunch-time activities to correspond with the class/year group participating in PE directly before or following the lunch-time period or before the end of the school day. Children and young people are more likely to take part if they are already changed and do not have to rush their lunch.
  - Encourage Senior Management to revise the school timetable to bring the start of the day forward and the end of the day earlier, enabling after school activities to finish earlier. This should enhance children and young people's safety and availability of light on winter nights, and reduce interference with other commitments (e.g. homework, family/work responsibilities, social activities).
  - Consider transport issues (e.g. late buses or 'walking buses' for children and young people who stay after school for activities/clubs). Walking or cycling to school, where it is safe to do so, increases children and young people's independent mobility as well as increasing the levels of exercise they take.
  - Encourage Senior Management to consider the capabilities/willingness of applicants for all teaching posts to contribute to OSHL activities.

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



# The programme of activities

## The overall programme

- Ensure that provision develops, builds on and extends opportunities provided within the curriculum and links with the opportunities available within the local community (e.g. with local clubs, leisure centres).
- Find out what activity opportunities are provided in the community and introduce some within the out-of-hours programme. Speak to your Primary Link Teacher, School Sport Co-ordinator or Partnership Development Manager.
- Link with other local schools in developing an out-of-hours programme for the local area, with children and young people able to attend clubs at any school. This could be co-ordinated through the School Sport Partnership and with support from the local Sports Development Team. As part of this, consider offering opportunities in the evenings and at weekends.
- Offer a broad, balanced and varied programme that includes individual activities (e.g. aerobics, step, circuits), individual sports (e.g. swimming, gymnastics, racket games, orienteering) and team sports/ games (e.g. soccer, hockey) that involve both formal and informal and competitive and non-competitive opportunities.
- Consider letting others use your space and facilities (e.g. ask local sports clubs if they would like to run a junior section in your school).
- Organise different Physical Activity and/or sports promotional events at regular intervals (e.g. one per term). See the list of ideas on page 13 of this booklet.

## Case Study

### Oliver Quibell Community Infant School

The Fit for Learning, Fit for Life initiative developed as a result of the success of a community allotment project. Initially, the school took over a council allotment plot near the school grounds. The programme was originally designed to raise awareness levels of healthy eating and to promote environmental education by encouraging children and young people to work on the allotment. However, staff also became aware that they were promoting Physical Activity through digging and gardening which they decided to extend with regular walks into the market town to compare their produce with that sold on the stalls.

This developed into a daily fitness session at the start of every morning where children, young people and staff took part in a ten-minute morning boost of activity in the school playground, in addition to PE lessons, Brain Gym and other active learning sessions. The school also held extra-curricular activities led by trained instructors which included multi-sports and keep-fit for children, young people and staff.

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

## Types of activity

- Include activities that meet the specific needs of your children and young people and are acceptable to a range of subcultures (e.g. different dance styles, exercise, games, activities) and to both genders. Consult with children and young people about the activities to be offered (see the **Whole-school approach booklet** for guidance on consultation).
- Provide some activities specifically targeted at those currently not participating.
- Make sure that disabled children and young people can access activity opportunities. You may also consider clubs and/or activities specifically targeted at these children and young people such as **TOPClubability**, a multi-sports club for young disabled people aged 11 to 18 (for information email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org)).
- A general activity club is a good starting point if your current provision is dominated by team games. For primary schools this could include a **Multi-skills** club in which children and young people learn the fundamental movement skills (these are part of PESSCL), gymnastics, **TOP Play** (see: [www.youthsporttrust.org](http://www.youthsporttrust.org)) and/or active, fun games such as those in the BHF's **Active Club**. For secondary schools this could be a circuits or pilates activity and/or active games.
- Consider introducing more novel or minority activities such as self-defence, pilates, street dance, street hockey, skateboarding, mountain biking, handball, skittleball, polybat or those included in the Youth Sport Trust's **TOP Activity** resources for Key Stage 2 (email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) for more information).
- Offer recreational sessions aimed at children and young people who are not team members, to encourage them to gain skills and confidence in a safe environment.
- Introduce an activity session before school linked in with providing a healthy breakfast (see ContinYou's **Breakfast Club plus resource pack and activities** and **Breakfast movers essential guide**. (See: [www.continyou.org.uk](http://www.continyou.org.uk) for more information).
- Run 'wake-up and shake-up' sessions at the start of the day to get the brain and body ready for learning (children and young people could design and lead their own sessions). Give each class five to ten minutes of activity in their classroom or the playground, or introduce a wake-up dance for the whole school at the end of assembly (see **Get Active Get Results** by emailing: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) and **Take 10** on: [www.dcseducation.org](http://www.dcseducation.org) for practical examples).
- Introduce parent/carer and child (e.g. mother and daughter or father and son) or staff and children or young people to before- or after-school activities. These should be non-competitive (e.g. fitness, swimming) and/or non-contact competitive activities (e.g. badminton, table tennis).
- Consider introducing an activity for staff and/or parents/carers.

**Prompt:** the school could consider carrying out 'market research'/needs analysis to ensure that it is meeting all needs and maximising participation.

# Organisation

- Offer activities at different times – before school, lunch-times and after school, in the evenings and at weekends. Consider when would be most convenient for different groups of people.
- Introduce an evening club where children and young people return to school later on, once they have completed their homework, looked after younger siblings and so on.
- Introduce a select-a-sport activity club and allow children and young people to take some responsibility for organising the club themselves.
- Offer drop-in or taster activity sessions which are non-committal and recognise and praise children and young people's attendance, even if irregular.
- Try to involve as many children and young people as possible (not just the most able) when organising matches or fixtures (e.g. fixtures could be inter-class, inter-house, inter-school or part of city/county competitions). Organise coaching support for those who do not play regularly in the team, so that all children and young people who attend regularly are given a game. Consult with your School Sport Partnership and County Sport Partnership for advice and support.
- Ask a local club to run one or more of your school clubs or teams. This can free up staff to offer something else for children and young people who don't get into teams.
- Encourage young people (especially those taking **Sports Leader UK Awards** – see: [www.bst.org.uk](http://www.bst.org.uk)) to assist with the activities/ other events in a leader/officiating capacity.
- Try to attract children and young people who do not usually participate by offering them different roles within a club (e.g. referee, record-keeper, coach, club/match secretary).

- Try to vary some of the activities offered each term.
- Introduce a participation card scheme where children and young people collect signatures each time they attend an activity. Try to obtain suitable prizes from local businesses, sports/fitness clubs, leisure centres or community organisations (e.g. free sessions for the local swimming pool or a sports equipment or clothing voucher). Prizes could be given for the most cards completed, the best newcomer, or for introducing new members to the scheme.



# Ethos and support

- Encourage a shared ownership of and responsibility for out-of-hours provision among the whole school community (e.g. children, young people, staff, parents/carers, governors).
- Reinforce the importance of having fun by de-emphasising competition and encouraging participation for enjoyment.
- Try to involve as many members of the school community as possible (children, young people, staff, parents/carers and governors) in as many ways as possible (e.g. encouraging spectators, asking for volunteers to help out with transport (check insurance, CRB checks and booster seat requirements), arranging events/fixtures, and coaching (if suitably qualified)).
- Conduct an audit to assess staff and parent/carer competencies and enthusiasm to get involved with and assist with activities.
- Consider potential training needs and implications for staff, support staff or even children and young people. For example, you may consider staff and support staff accessing BHF's **Active Club** or **Jump Rope for Heart** training (see: [www.bhf.org.uk/youngpeople](http://www.bhf.org.uk/youngpeople)) or Youth Sport Trust's **TOP Activity** or **TOP Play** training opportunities and children and young people could take a **Young Leader Award** or **Level 1 Award in Sports Leadership** (see: [www.bst.org.uk](http://www.bst.org.uk)). Also, find out about CPD opportunities provided via your School Sport Partnership.
- Plan opportunities for staff and parents/carers to gain appropriate qualifications (e.g. **CYQ Certificate in instructing health-related exercise for children** (see: [www.cyg.org.uk](http://www.cyg.org.uk)) or **National governing bodies of sport (NGB) coaching awards**) that will enable them to become involved in/contribute to out-of-hours activities.

See the **Physical Activity section of the NHSP Website** for links to relevant training and qualification opportunities.

- Provide support to ASLs and monitor their contribution (see 'Supporting and monitoring ASLs' in the **Leadership, management and training** section of 'Physical Activity Booklet A').
- Encourage children and young people to have a 'voice' (e.g. a 'suggestion box' or a 'voice forum' on the school intranet) with regard to the opportunities offered.
- Reward and publicise achievements (e.g. via certificates, merit points, commendations, attendance/effort awards, school bulletins, newsletters, assemblies).
- Use Physical Activity (e.g. dance, gymnastics, athletics) as the theme for school exchange visits with children and young people from other regions or countries.
- Keep the local press informed of your efforts, activities, events and achievements.

**Prompt:** publicity on notice-boards, newsletters, staff briefings, assemblies and prospectuses would be useful.



# Promotional events

Below are some ideas for promotional events (further details and ideas for all of these may be found on the **Physical Activity section of the NHSP website**). While some are intended for OSHL provision only, others are suitable for both out-of-hours and/or curriculum time.

## Physical Activity day/week

Organise a day or week in which Physical Activity is the key focus. For example, some of the following activities/ideas could be organised/incorporated for the day/week:

- Physical Activity sessions or opportunities before school, during lunch-time, after school and in the evening
- outside speakers (e.g. health promotion, Sports Development Officers or local sports celebrities) invited into school
- children and young people walking or cycling to school (see the **Active travel** section of this booklet)
- Physical Activity promoted across the curriculum (see **The curriculum** section of 'Physical Activity Booklet A')
- healthy and nutritious food options promoted by catering staff (see the **Food in Schools Toolkit**, or visit: [www.foodinschools.org](http://www.foodinschools.org))
- inter-class/inter-house Physical Activity competitions or challenges (see below)
- Physical Activity displays (e.g. dance/gymnastics/roller-blading or skateboarding)
- Physical Activity exhibitions with local providers displaying information on Physical Activity opportunities available in the local community
- see **Physical Activity Day/Week** on the **Physical Activity section of the NHSP website** for further guidelines and specific practical ideas.

## Physical Activity taster day or sessions

- Activities might include orienteering, mountain biking, canoeing, water sports, self-defence/martial arts, pilates, aqua aerobics, roller-blading. These might be delivered by school staff (as appropriate),

or qualified instructors/coaches from outside organisations. Ensure you can signpost exit routes to these activities for participation beyond school.

- See **Physical Activity Taster Days** on the **Physical Activity section of the NHSP website** for further guidelines and specific practical ideas.

## Physical Activity festival

- The festival might focus on a particular activity or activities (which might coincide with a particular high-profile event such as the London Marathon, World Cup, Olympics) and involve a specific class, year group, the whole school or other schools.
- The emphasis could be on participation, sharing, coaching or competition.
- See **Physical Activity Festivals** on the **Physical Activity section of the NHSP website** for further guidelines and specific practical ideas.

## Physical Activity challenges

- Organise one or more Physical Activity challenges with your children and young people.
- A different challenge could be set each term or year and/or for different year groups.
- These challenges could either be participation based or specific sport/activity 'can you do?' challenges. Primary schools may want to consider introducing the **Get Moving...Get Active** Participation Award for Foundation and Key Stage 1 (for more information, email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org)).
- See **Physical Activity Challenges** on the **Physical Activity section of the NHSP website** for further guidelines and specific practical ideas.



## Case Study

### St Bede's Catholic College

Panathlon was launched in 1996 by DfES and Sport England to provide a complete competitive sports structure for schools, culminating each year in regional and national finals that are contested by more than a hundred schools across the country. It consists of nine activities: badminton, cycling, chess, table tennis, basketball, indoor athletics, netball, five-a-side football and orienteering. Each child/young person can participate in one sport plus the indoor athletics.

Panathlon offers a way of getting a hundred of the school's children and young people involved in an exciting whole-school event which requires all-year-round training, including a lot of extra-curricular activity. In preparation for the Panathlon, there is a lot of extra-curricular work which ties into the whole school issue of encouraging children and young people to have healthier lifestyles. Extra training sessions are held at lunch-times and some evenings after school.

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

## Practical tips: community links

For both healthy schools and extended schools it is important that schools work in partnership with their local authorities, other schools (e.g. through your local School Sport Partnership), the private and voluntary sectors and other children's services to develop new activities. These school/club links are also a key strand of the National PE, School Sport and Club Links Strategy (PESSCL).

The **School/Club Links** booklet helps schools, clubs, national governing bodies and County Sport Partnerships work together to provide effective school/club links and is downloadable from: [www.teachernet.gov.uk/teachingandlearning/subjects/pe](http://www.teachernet.gov.uk/teachingandlearning/subjects/pe).

See also 'Supporting and monitoring ASLs' in the **Leadership, management and training** section of 'Physical Activity Booklet A'.

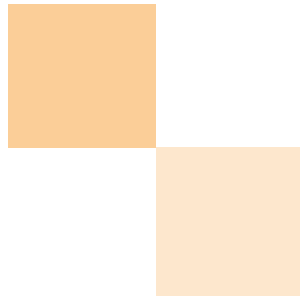


# General tips for establishing community links

- Try to ensure that the links established will provide realistic opportunities for children and young people within the local community (e.g. that they are appropriate, relevant, readily accessible).
- Ensure that links build on or extend opportunities offered by the school and that they provide children and young people with access to a broad, balanced range of activities that meet their specific needs and are available to all.
- Try to develop links with new and different partners (see **Potential community contacts** on the **Physical Activity section of the NHSP website** for examples). For example, consider getting involved with the **Dance links** (see: [www.yde.org.uk](http://www.yde.org.uk) for information) initiative and link with community dance providers and/or the **Junior Athlete Education** programme to work with coaches and parent/carers to support talented young performers (email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) for more information).
- Ensure that both partners (the school and community link) are fully aware of the aims/objectives and desired outcome(s) of the link; the children and young people's needs, abilities and prior learning/experience; the activities/event/experience to be offered; and the mutual benefits to be gained.
- Quality-assure potential partners. As a minimum, check qualifications, experience, health and safety. For example, in the case of a sports club: is it affiliated to the relevant national governing body? Is it 'young people friendly', i.e. does it have junior members/teams/coaching? Does it conform to child protection policies? Has it got ClubMark?
- Support and monitor all ASLs (see 'Supporting and monitoring ASLs' in the **Leadership, management and training** section of 'Physical Activity Booklet A').
- Establish a means of monitoring and evaluating the link (see the **Monitoring and evaluation** section in this booklet).



# Specific ideas for establishing community links



## Links with other local schools

- Send a representative to School Sport Co-ordinators' network meetings to find out what links, support and materials can be offered through your local School Sport Partnership (this is the minimum evidence required for fulfilment of Physical Activity criterion 3.6).
- Work with other schools (e.g. within your School Sport Partnership). You could: organise joint meetings to share ideas/good practice, organise joint activities/events, pool resources and expertise, arrange professional development activities and/or courses with colleagues from different schools.
- Secondary schools could work with your feeder primary schools in the above ways and also offer after-school clubs for primary children on the secondary school site. This will help to ensure that primary children can build on a positive experience of PE from an early age.
- If applicable, secondary schools could use Sports Leadership young people to help run clubs and/or break time activities for feeder primary schools. Get involved in the **Step into Sport** (which is a strand in the PESSCL strategy) and **Top Link** programmes (see: [email info@youthsporttrust.org](mailto:info@youthsporttrust.org) for more information).

## Links with others in the local community

- Develop links with local providers and expertise (e.g. sports clubs, leisure centres, health promotion, sports development, coaches, exercise leaders).
- Establish which children and young people from your school attend local clubs or community activities and try to enlist them as a contact person or 'buddy' for other children and young people who may like to join.
- Produce an information pack or Physical Activity and sports directory (which might be posted on the school intranet) outlining the activities and clubs that exist in the local community or highlight these opportunities on notice-boards. Involve children and young people in researching the activities and clubs as a homework activity or as part of PSHE.
- Arrange opportunities for children and young people to visit local clubs/centres (e.g. to view what is on offer, for a taster session, induction visit or evening).
- Reserve a regular slot at local leisure facilities for the exclusive use of your children and young people.
- Invite coaches/specialists to visit the school to work with children, young people, staff and other representatives (e.g. Sports Development Officers, health promotion).
- Make your PE and sports facilities available for use by feeder schools, partner schools, local clubs and the wider community.
- Consider exchanging services with local clubs. For example, trade access to your facilities with their expertise and specialist coaching.
- Make use of community specialist facilities from time to time (e.g. ski slope, bowling alley, fitness suite).
- Arrange residential school trips to outdoor education centres, national sports centres or universities. Use their facilities and expertise to provide a range of recreational and competitive activities.





## Case Study

### Bishops Castle Community College

The local ladies' hockey club approached the Partnership Development Manager in order to use the partnership as a vehicle to improve membership of their junior section and contribute towards their club's first England Hockey accreditation.

An agreement outlining action and timescales for both the school and the club was produced and coaching sessions were set up for children and young people at secondary school sites for U11s and U13s in conjunction with local Sports Development Officers and community volunteers from the local college (all previous attendees of the secondary schools).

Schools were also invited to enter club tournaments, organised for all secondary age groups, at the club's home pitch and officiated by club personnel. At the end of each coaching block and tournament schools were provided with promotional material which was displayed on the PE notice-board and children and young people received an invitation to attend Badgers Training (the club's junior hockey training).

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

See QCA's **Top 10 ways to increase participation in PE at Key Stages 1 and 2** (card 9); and **Top 10 ways to increase participation at Key Stages 3 and 4** (card 9) on the PE and School Sport Section of the QCA website: [www.qca.org.uk/pess](http://www.qca.org.uk/pess) for more ideas and **case study** examples.

## Practical tips: promoting active break times

### Key steps in developing active break times

- Start with small changes that can easily be put in place with minimal costs (e.g. making existing equipment available for children and young people to use) while working towards larger scale developments that require significant resources, such as a major redevelopment of the playground.
- Consider how your playground environment could be changed to promote activity; what types of activity could be safely promoted that are attractive and accessible to all children and young people; and the types and amount of equipment that will be required to enable all children and young people to be active – consult with children and young people and see what they think.
- Consider resource implications (e.g. are there sufficient resources to undertake the developments you propose? Where might you be able to access funds to contribute towards developments?). See the **Physical Activity section of the NHSP website** for information about specific funding opportunities for playground development.
- If you propose to introduce playground markings, consult with a range of contractors for advice and quotes. Before approaching contractors, make sure you are clear what you hope to achieve. Ask for a range of ideas and designs and then share these with children and young people to see which they prefer.

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

# Specific ideas for developing active break times

- Offer structured, purposeful physical activities in the playground during break times and lunch-times as well as encouraging informal activity.

## Primary schools

As in the **Zoneparc/Sporting Playgrounds** scheme

- **Mark out zones to separate different types of activity**

These could include ball games, skills-based activities, active games, skipping, dance. Try to provide something for everyone; this could include circus skills, cheerleading or petanque. Make sure children know what the markings are for and how to use them.

- **Provide safe, bright and durable equipment**

Make sure that there is enough equipment for all children to be active and include innovative equipment such as foam Frisbees, Velcro catch pads/gloves, hit-and-stick bat, skittles, foam balls, flip toss, koosh balls. Put in place a fair, efficient system for borrowing and returning equipment as suggested in the **Zoneparc/Sporting Playgrounds** scheme (email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) for more information).

- **Put playground games and activities on to laminated card**

Include pictures and instructions. Encourage children to design cards summarising games they have developed themselves.

BHF's **Active Club**, (see: [www.bhf.org.uk](http://www.bhf.org.uk)) or Youth Sport Trust's cards in **TOP Activity and TOP Play** (see: [www.youthsporttrust.org](http://www.youthsporttrust.org)) could be used. See **the Physical Activity section of the NHSP website** for an example of an Active Club card. See also: [www.playgroundfun.org.uk](http://www.playgroundfun.org.uk) and/or the **BHF Active Playground Booklet** at: [www.bhf.org.uk/youngpeople](http://www.bhf.org.uk/youngpeople) for further ideas and information on games.

- **Train midday supervisors, teaching assistants and young people to organise and oversee activities in the playground**

Children could be trained as 'playground buddies' or 'Playground activity leaders'. Their role could include co-ordinating the loaning out and collection of playground equipment and/or supporting younger children or those who are anxious about participating. Don't always go for the obvious candidates for young play leaders – taking responsibility can get inactive children to participate.

**Active Club, TOP Activity and TOP Play** are examples of possible, relevant training for lunch-time supervisors. Contact your LA to see what training might be available.

Young people could take the **Young Leader Award** to help them develop their skills. See also the Youth Sport Trust's **Playground Leadership pack** which provides information on the opportunities, advantages and impact of primary playground development and leadership.

The **Primary Playground Development Resource pack** takes the principles of **Zoneparc/Sporting Playgrounds** and provides a comprehensive toolkit for developing the school playground. Email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) for more information. A **Guide for Primary Playground Development** and a **10 top tips poster** can also be downloaded from the PE section of the teachernet website: [www.teachernet.gov.uk/teachingandlearning/subjects/pe/](http://www.teachernet.gov.uk/teachingandlearning/subjects/pe/).

## You could also

- **Introduce children and young people to traditional playground games**  
Many LAs have devised their own playground ideas booklets; contact yours to discover what they have to offer.
- **Organise a cross-curricular project focused on active break times**  
Active break times can provide an exciting and interesting cross-curricular project through which much important information can be introduced. See the DCMS Playground Fun website for an example of a cross-curricular project with lesson plans (see: [www.playgroundfun.org.uk](http://www.playgroundfun.org.uk)).

## Case Study

### Abbey Park Middle School

The school employed a supervisor to develop their established 'Huff and Puff' programme at break times and lunch-times. The supervisor was trained by the PE Adviser in organising and developing purposeful play which included communication and organisational skills, activity ideas and how to organise space.

The supervisor's main tasks were to plan lunch-time and break time activities and to oversee Year 7 who ran the 'equipment loan shop'. The organisation of lunch-time activities was restructured and the playground work was supported by circle time developed through the Behaviour Support Services, including a 'life skills' project led by a member of staff. This ensured that break times and lunch-times were seen as part of the learning that took place each day.

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

## Primary and secondary schools

(adapt suggestions to suit the age and needs of children and young people)

- **Encourage children and young people to practise activities they have tried in lessons**  
Encourage children and young people to spend time in their breaks practising some of the activities that have been introduced in lessons to enable skill development. Consider including some activities within lessons specifically designed for children and young people to use in the playground.
- **Organise activity challenges**  
Encourage children and young people to practise particular games skills (e.g. bat-and-ball skills, dribbling and goal shooting) and/or to log the amount of time spent being active at break times/lunch-times. Encourage them to keep a record of personal scores or challenges achieved. See **Physical Activity Challenges** on the **Physical Activity section of the NHSP website** for further guidelines and specific practical ideas.



## Secondary schools

- Secondary schools can also **use playground markings, resources and training** to encourage increased activity at break times and lunch-times as in the **Personal Best Challenge Parks** which have been developed by Youth Sport Trust and Coca-Cola Great Britain in partnership with the British Olympic Foundation (for more information contact: [info@youthsporttrust.org](mailto:info@youthsporttrust.org)).
- **Open up specialist facilities** such as gyms and all-weather pitches during breaks and lunch-times and allow children and young people access to these facilities for informal participation with friends. Only allow children and young people to use indoor spaces at lunch-times if they are involved in a club or activity.
- **Give children and young people responsibility** for operating a fair system of booking space and equipment. This could involve using ICT booking systems.
- **Provide low-level supervision** for activities. Consider introducing 'sport and activity' prefects or using young leaders to make sure they run smoothly.
- **Consider making the lunch break longer** and offering children and young people a range of activities in both indoor and outdoor spaces.
- **Set up lunch-time leagues** in a range of activities chosen by the children and young people.

See **Top 10 ways to increase participation in PESS at Key Stages 1 and 2** (cards 5, 6 and 7); and **Top 10 ways to increase participation at Key Stages 3 and 4** (card 8) on the PE and School Sport Section of the QCA website: [www.qca.org.uk/pess](http://www.qca.org.uk/pess) for more ideas and **case study** examples.

### Key questions

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

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

**Staff:** how do you ensure a minimum of two hours' Physical Activity a week? How do you target specific groups for Physical Activity? What other Physical Activity opportunities are there? How do you make use of the School Sport Partnership/ PESSCL network and materials?

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

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





# Active travel

## National Healthy Schools Programme criteria

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

### 3.7 Encourages children, young people, staff and parents/carers to walk or cycle to school under safer conditions, utilising the School Travel Plan

Minimum evidence required for this criterion:

- the school is engaged with representatives from the Safer Routes to School programme and School Travel Plan (STP) scheme
- the school has a School Travel Plan in place or is working towards one being in place
- parents/carers have received information regarding the School Travel Plan via newsletter articles/letters and so on
- the school has used School Travel Plan surveys to develop the broader Physical Activity agenda
- throughout the school year there is a planned promotion of walking and cycling to school
- pedestrian and cycle skills training is available for children, young people and staff.

### Other relevant national targets

**Active travel:** the aim is for all schools to have a School Travel Plan in place by 2010.



## Introduction

- There are many steps a school can take to promote active travel, ranging from promoting very simple but important messages through relevant classroom-based activities, to the more exciting and involved (e.g. promoting a walking bus or Park and Stride initiative, or holding a Walk to School Week).
- Throughout the school year you will be expected to demonstrate that there is a planned promotion of walking and cycling to school. Each school will need to decide what level it can realistically achieve.
- Consider the ideas below - start with some simple measures and build on these over time. For maximum impact, a combination of practical and educational measures is recommended.
- Make sure that you are catering for the needs of all children and young people and enabling all to participate. Special schools may want to seek support from their School Travel Advisor (STA) to organise special walking or cycling activities to suit the needs of children and young people at your school.

For a summary of the benefits of promoting active travel to school see **Benefits of Physical Activity provision** on the **Physical Activity section of the NHSP website**.

## Practical tips: promoting active travel

### Conduct a School Travel Survey and develop a School Travel Plan

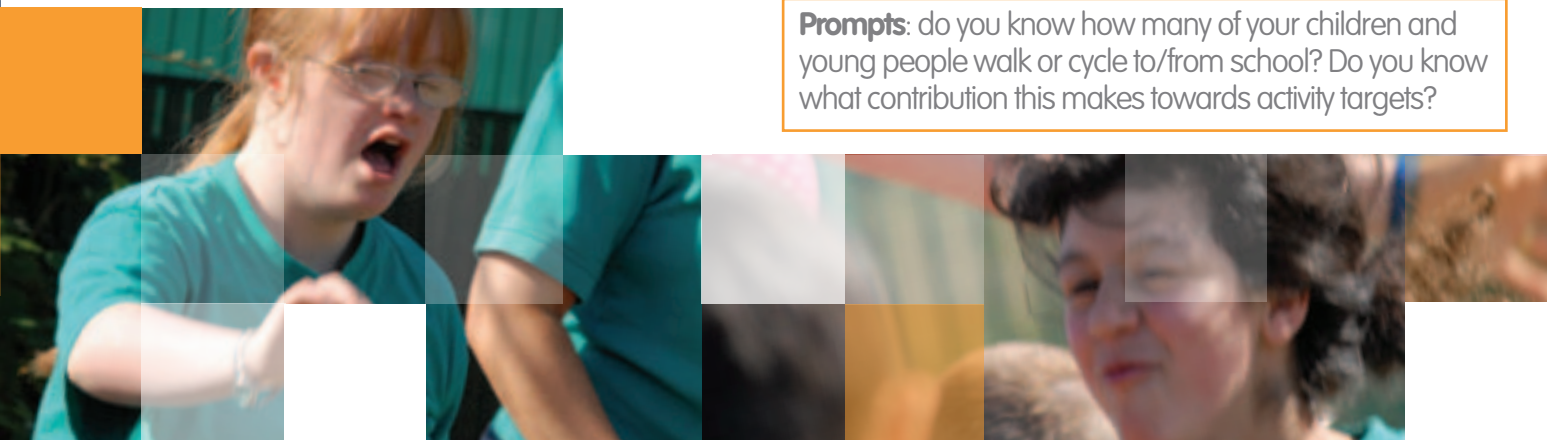
Below is a brief outline of the steps involved in promoting active travel. For more detailed guidance, see **Key steps in developing a School Travel Plan** on the **Physical Activity section of the NHSP website**.

- Contact your STA at the outset - they should be able to support you through the process (contact your local council to find out who your STA is or email Sustrans at: [schools@sustrans.org.uk](mailto:schools@sustrans.org.uk)).
- Conduct a School Travel Survey, consulting children, young people, staff and parents/carers, which looks at issues relating to school travel as well as current modes of transport.

A range of surveys are available from Sustrans and may be downloaded from their website: [www.sustrans.org.uk](http://www.sustrans.org.uk).

- Develop and implement a robust School Travel Plan involving children, young people and parents/carers and regularly review it. The aim is for every school in England to have a School Travel Plan (STP) in place by 2010. **Grants are currently available to schools which develop one.**

**Prompts:** do you know how many of your children and young people walk or cycle to/from school? Do you know what contribution this makes towards activity targets?





More advice on developing a STP may be found in Sustrans' free leaflet **How to develop a School Travel Plan** and in the Department for Transport's booklets **Travelling to School: a Good Practice Guide** and **A Safer Journey to School: A Guide to School Travel Plans**, all of which may be downloaded from the relevant websites: [www.sustrans.org.uk](http://www.sustrans.org.uk) and [www.dft.gov.uk](http://www.dft.gov.uk).

See the **Leadership, management and training** section and the **Physical activity section of the NHSP website** for potential sources of funding.

### Key question

Would staff be able to explain how the School Travel Plan is implemented and monitored?

- Establish a school policy on walking or cycling to school. This might be a separate policy on walking or cycling to school, a section within the STP or a section within overall policy documents.

**Travelling to School: an action plan** and **Travelling to School: a Good Practice guide**, both produced by the DfES and DfT, are useful in developing an Active Travel Policy and may be downloaded from the DfT website: [www.dft.gov.uk](http://www.dft.gov.uk).

See Sustrans' **School Travel Initiatives – A practical guide to pupil participation** for more information and **case study** examples (see: [www.saferoutestoschools.org.uk](http://www.saferoutestoschools.org.uk)).

- Monitor and evaluate your School Travel Plan and policy to demonstrate that it is being implemented. For example, repeat the School Travel Survey at least once a year to monitor changes and assess how effective any changes have been; carry out a quick 'hands up' survey after a specific promotion on walking/cycling to school to establish whether this has increased numbers walking/cycling to school; gather ongoing feedback from the whole school community (see **Monitoring your School Travel Plan** on the **Physical Activity section of the NHSP website** for more information). Where possible involve children and young people in this process.

## Case Study

### Grangefield Comprehensive School

A meeting of the Healthy School Task Group identified a need to address the school travel theme of the NHSP, as traffic congestion was busy on the main road to the school and there was no cycle storage available for children and young people.

The Stockton Borough Council School Travel Plan Champion was invited to a Healthy School Task Group meeting to advise on a way forward. Working in partnership with the school, a travel survey and basic audit was carried out with children, young people and parents/carers and the results were used to formulate an action plan for developing a School Travel Plan.

A bid for funding was sought, with the assistance of Sustrans (the sustainable transport charity) from the cycling projects fund, to provide drying and shower facilities for cyclists travelling in wet weather. Funding for the development of cycle routes was derived from the local transport plan sources and Safer Routes to School funding supported the purchase of bicycle lockers.

Links were made to promote safer cycling and walking with new Year 6 children, as further funding was accessed to print an independent travel brochure for these children and young people and their parents/carers from the feeder primaries to help with transition between schools.

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



# Incorporate activities relating to active travel across the curriculum

- Adopting a whole-school approach and including work on active travel in the curriculum is likely to have the most impact.

See **Active travel cross-curricular activities** on the **Physical Activity section of the NHSP website** for practical ideas and examples.



## Case Study

### Florence Melly Community Primary School

Children, staff, parents/carers and governors at the school worked together through the School Travel Plan to make the school journey and the school environment a safe place.

The travel team worked with Travelwise and the local police to examine the travel problems relating to the school and drew up a plan of traffic-calming measures for its vicinity. As part of whole-school involvement, the curriculum was also adapted so that areas such as Geography (under studies of the local area) included a more detailed study of the travel situation, allowing for cross-curricular links to be made between Geography and PSHE.

As a result, a group of Year 5 and 6 children worked on a Walk to School project which included the making of a video demonstrating some of the dangers on the walk to school. This was accompanied by a map which was produced to show the area around the school, annotated with areas that needed to be made safer with road traffic calming measures.

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

# Provide relevant support and opportunities

- **Reduce the amount of ‘baggage’ children and young people have to carry** backwards and forwards to school. Also encourage the use of rucksacks (worn in the correct way). There has been an increase in back pain in children and young people in the past ten years and carrying heavy loads may contribute to this (see: [www.backcare.org.uk](http://www.backcare.org.uk) for relevant information and resources on protecting young backs).
- **Identify ‘safe’ places and people along routes** most frequently used by children and young people and where they could go if they feel worried about anything (e.g. local shops, library, community centre).
- **Promote ‘Walking Buddies’ idea** - encourage children and young people to walk to school with friends or older siblings. Younger children may need to be accompanied by parents/carers or older siblings.
- **Use pedometers** - so that children and young people can see how many steps they accumulate through walking to and from school and the contribution this can make to their overall daily target. Explore whether you can link into the national **Schools on the Move** pedometer programme (see: [www.schoolsonthemove.co.uk](http://www.schoolsonthemove.co.uk)). See the **Monitoring and evaluation** section of this booklet for more information on the use of pedometers to monitor activity levels.
- **Set up a walking bus** – which involves a group of children walking to/from school with a minimum of two adult escorts (often parents/carers), following a set route, with agreed pick-up points at or near children’s homes. Check with your STA for guidance and support materials.

For detailed information on setting up a walking bus visit: [www.dft.gov.uk/sustainable/walkingbuses](http://www.dft.gov.uk/sustainable/walkingbuses) or download Sustrans’ **‘Walking to School’ information sheet** from their website: [www.saferoutestoschools.org](http://www.saferoutestoschools.org). Also look at: [www.walkingbus.com](http://www.walkingbus.com).

**Prompt:** consideration should be given to DfT/DfES walking bus schemes for younger children.

- **Set up a cycle ‘train’** - these operate in a similar way to walking buses. Capable adult cyclists need to be identified who can escort a group of children and young people on bicycles along suitable routes.
- **Organise a ‘School Route Chain’** - this involves parents/carers taking responsibility for specific sections of a designated ‘Safer Route to School’ so that the entire route is supervised.
- **Involve children and young people who have to travel to school by car or bus**
  - set up a ‘Park and Stride’ - encourage parents/carers to park a little way away from the school so that they can walk the last part of the journey
  - encourage children and young people to walk from the bus drop-off point
  - parents/carers could drive their child to a point along a ‘walking bus route’
  - set up a ‘Walk to School’ Club to enable children and young people to walk under supervision around a suitable area of the school either before school, at the end of the school day, or both!
- **Provide cycle and pedestrian training** - this could form part of PSHE, especially in primary schools, or it could be offered as part of Out-of-School-Hours Learning activities (this is a minimum requirement for NHSS). Adopt the **National standard of cyclist training for young people** (visit: [www.ctc.org.uk/cycletraining](http://www.ctc.org.uk/cycletraining)) and **Bikeability** (see: [www.bikeability.org.uk](http://www.bikeability.org.uk)), the associated award scheme. Ask your local Road Safety Department what local training is available.

- **Provide cycling activities within the extended school** - offer a cycling-based activity within extended hours such as a mountain bike club.
- **Hold 'Bike Doctor' or 'Bike MOT' days** - liaise with Road Safety Officers, local police and/or local cycle shops to arrange special days when children and young people can have their bicycles serviced and learn about basic bicycle maintenance.

#### Key questions

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

**Children/young people:** what cycle training do you have? How have you been encouraged to travel to school?

**Staff:** what cycle training is offered?

## Hold special active travel promotions

Special active travel promotions can help to kick-start a focus on this area by raising awareness and generating enthusiasm. Check with your STA whether there are any local resources available that may help support promotions.

Ensure that those who have to travel to school by car or by bus can be involved.

- **Nominate one day a week as the 'Walk/Cycle to School' day** Nominating one day a week (every week) as the 'Walk/Cycle to School' day may be a good initial target. This type of initiative helps to promote active travel to school on a regular basis throughout the school year. Consider being involved in the **'Walk once a Week'** ('WoW') scheme (see: [www.walktoschool.org.uk](http://www.walktoschool.org.uk)).
- **Hold a special 'Walk/Cycle to School' day/week** A high-profile 'Walk/Cycle to School' day/week can stimulate enthusiasm and interest for active travel and provide a focus for associated classroom work. Consider linking in with the national **'Walk to School'** focus week promoted jointly by the National Travelwise Association and Living Streets (see: [www.walktoschool.org.uk](http://www.walktoschool.org.uk)), with the **International Walk to School Week** (see: [www.walktoschool.org](http://www.walktoschool.org)) and/or with the **National Bike Week** (see: [www.bikeweek.org.uk](http://www.bikeweek.org.uk)). This will enable you to take advantage of the profile, resources and national framework these can offer. In addition, consider encouraging other local schools to take part.
- **Set up a 'Walk/Cycle to School' participation award** Introduce a participation award to recognise those children and young people who regularly walk or cycle to school. They could be awarded certificates (or other rewards such as book vouchers) in recognition of their commitment to active travel on the school journey or taking part in a 'Walk to School' club.
- **Hold an active travel competition** Inter-form/house competitions could be introduced to help motivate children and young people to take up walking or cycling to school. These would need to be over a specific time period (e.g. a set week or day), but could be repeated throughout the year to help maintain momentum.

# Make changes to the environment

- **Provide adequate storage facilities** - to store personal possessions such as coats, outdoor shoes (these may be wet sometimes!), musical instruments, books and PE kit, and so reduce the need to continually carry heavy bags. If space is limited, give priority to those who walk or cycle to school.
- **Provide space to change out of wet clothing and somewhere to dry this during the school day.**
- **Provide secure cycle parking** in a prominent location. A STP grant could be used to contribute towards the cost of installation (see information about funding on the **Physical Activity section of the NHSP website**). See Sustrans' **Cycle Parking for Schools** for more detailed advice (downloadable from: [www.saferoutestoschools.org.uk](http://www.saferoutestoschools.org.uk)).
- **Give priority to pedestrians/cyclists on the school site** - this could include having a separate traffic-free entrance for walkers (and cyclists); and installing traffic-calming measures on any roads or car-parks on school grounds.
- **Provide shelter for parents/carers who walk to school with their children** – so they have somewhere dry to wait when it is wet.
- **Introduce CCTV cameras in and around the school site** – particularly in any cycle-parking area.
- **Consider changing bus drop-off points** - to a location a short distance away from the school. This will ease traffic congestion outside the school and will also enable children and young people relying on the bus for transport to have an opportunity to walk part of the way to school.
- **Ask your local authority to improve road conditions** on local roads frequently used by children and young people walking or cycling to your school - use information from the School Travel Survey to provide evidence and ask your STA for advice. This could include setting up a crossing patrol or installing a proper crossing at any busy crossings; introducing 20mph zones in the vicinity of the school and/or alternative traffic-calming measures; new/improved cycle lanes/routes leading to the school; signposting of 'safer' routes to the school. Map out safer routes where these are already in place.

## Key question

Would children and young people be able to answer how they have been encouraged to travel to school?



# Promote active travel to staff and parents/carers

- **Highlight the benefits of walking or cycling to school to staff and parents/carers**
  - send parents/carers a letter outlining the benefits of walking or cycling to school, identifying recommended routes and crossings, informing them what activities will be taking place within school and highlighting how they could help and participate
  - place an article in the school newsletter and/or a paragraph in the school prospectus
  - discuss active travel issues and action at staff meetings.
- **Encourage drivers to take positive action**
  - ask staff and parents/carers to reduce their speed to a maximum of 20mph in the vicinity of the school and to respect parking restrictions
  - ask parents/carers waiting in cars to switch off their engines – this will reduce the pollution to which children and young people are exposed outside school
  - if there is traffic congestion at the end of the school day, ask staff and parents/carers using cars to wait until pedestrians (and cyclists) have left the school
  - encourage parents/carers who have to drive their children to school to park slightly further away from the school and walk the last part of the journey
  - encourage parents/carers using cars to organise a rota with other parents/carers who drive to take it in turn to give lifts to other children (stress to parents/carers that they should not overload their cars).
- **Encourage staff to walk or cycle to school**

Staff walking/cycling to school will help to reinforce this behaviour among children and young people.
- **Discourage antisocial parking**

Work with parents/carers to highlight the dangers of antisocial parking (e.g. not parking on zigzags outside school gates). Consider producing a simple 'Drivers' Code of Practice'. Young people could act as 'traffic wardens' and issue 'parking tickets' to vehicles parked in restricted areas to help raise awareness – they will need to be supervised.

## Key question

Would parents/carers and governors be able to answer how they are supported to encourage their child to walk or cycle to school?





# Map out safer routes to school based on existing road conditions

- **Use the results of the School Travel Survey to identify appropriate safer routes to school** based on existing road conditions. Investigate the **Links to Schools** project for advice on linking your school to communities via traffic-free and traffic-calmed routes.
- **Seek to identify safer routes in the interim, based on existing road conditions**
  - involve children, young people and parents/carers in identifying the routes used most often; the main barriers to walking or cycling to school (from the children, young people's and the parents'/carers' perspectives) and discussions about the safest routes to school based on the current situation. Look for roads which have the least traffic and best crossing points and routes that are well used by pedestrians and are well lit
  - ask the STA, local authority, local Road Safety Officer and local Police for advice
  - check the Direct Gov website (see: [directgov.gov.uk](http://directgov.gov.uk)) for guidance on safer routes to your school by entering your postcode
  - involve children and young people in drawing maps and providing directions for the safer routes
  - highlight recommended road crossings along the safer routes
  - publicise the safer routes together with any initiatives to help support active travel (e.g. walking buses, Park and Stride) to children, young people, staff, parents/carers and governors
  - update the designated safer routes if changes in road layouts, new roads, road improvements and so on make alternative routes more suitable.

Advice on 'links to schools', together with **case study** examples may be found in **Walking and Cycling: 'Links to Schools'** downloadable from the DfT website: [www.dft.gov.uk](http://www.dft.gov.uk).

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



## Consider safety and insurance

- Whatever activities you introduce, make sure you consider safety and insurance issues.
- Consider whether extra insurance cover is necessary for any of the activities you are planning. Contact your local authority's insurance department for advice (e.g. walking buses, bicycles on the school site).
- Check with your School Travel Adviser and/or local authority for details of any specific local safety and insurance guidelines.

### Other aspects to consider include:

- vetting of parents/carers and other adult volunteers
- providing cycle and pedestrian training for children, young people and staff
- encouraging children and young people to wear reflective, high-visibility clothing or arm bands
- encouraging the use of cycle helmets
- making sure cycle users have the correct lights
- making children and young people aware of the need for regular bicycle maintenance.

See **Active travel safety and insurance considerations** on the **Physical Activity** section of the **NHSP website** for more details.



# Involving staff and parents/ carers

## National Healthy Schools Programme criteria

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

### **3.8 Gives parents/carers the opportunity to be involved in the planning and delivery of Physical Activity opportunities and helps them to understand the benefits of Physical Activity for themselves and their children**

Minimum evidence required for this criterion:

- parents/carers are aware of the opportunities to learn about the benefits of Physical Activity
- parents/carers say they are actively encouraged to take part in the planning and delivery of Physical Activity
- most parents/carers report that they know why Physical Activity is good for them and their children.

### **3.10 Encourages all staff to undertake Physical Activity**

Minimum evidence required for this criterion:

- staff are aware of the opportunities they have to increase their levels of Physical Activity
- staff have been involved in informing and developing opportunities for them to increase their levels of Physical Activity.

Partnerships with parents/carers is also one of the National Healthy Schools Programme whole-school themes.



## Practical tips: involving staff and parents/carers

A range of possibilities is highlighted in this section. Each school will have to decide the extent to which these will be developed in their particular school.

## Gain commitment from staff and parents/carers

**Gaining a commitment from the Headteacher and governors is particularly important.**

Commitment is more likely if:

- the value of a physically active lifestyle is recognised and understood
- the benefits to children, young people, staff and parents/carers are highlighted
- staff are aware of the role Physical Activity can play in achieving other school priorities and requirements
- the added value which Physical Activity can contribute to the school and its community is highlighted
- staff and parents/carers are consulted about the planning and delivery of Physical Activity
- staff and parents/carers are involved in Physical Activity provision
- staff and parents/carers are provided with opportunities to be active themselves.



See **Essential information** section in 'Physical Activity Booklet A' which highlights some key, relevant facts and also the **Physical Activity section of the NHSP website** for a '**Making the Case**' Powerpoint presentation and **Benefits of Physical Activity provision** which includes benefits relating to involving staff and parents/carers. The **Thinkfit!** Powerpoint presentation downloadable from: [www.bhf.org.uk/thinkfit](http://www.bhf.org.uk/thinkfit) may be used to convince Senior Management and governors of the benefits of investing time and possibly resources in promoting activity to staff.

# Consult staff and parents/carers

- Consultation with staff and parents/carers is a key requirement for both the National Healthy Schools Programme and extended schools (schools are legally required to consult about any extended services they plan to offer).
- The **Whole-school approach booklet** provides detailed guidance on the consultation process.

In terms of Physical Activity, key aspects on which to consult staff and parents/carers include

- **The school's Physical Activity Policy** (e.g. what role should Physical Activity play within the school? What are the Physical Activity priorities in the school? What focus areas should be covered within the school's Physical Activity Policy?).
- **Other policies/plans related to Physical Activity** (e.g. the School Travel Plan).
- **Current Physical Activity provision for children and young people** (e.g. is the current range sufficient? Do the children and young people seem to have enjoyed the activity(ies)? Are there any activities that could help to enhance the programme? Are the facilities adequate – if not, what needs to be developed? What barriers do you feel are stopping children and young people from participating? What changes do you think would help to increase participation? Can you offer ideas of activities you could lead?).

- **Physical Activity provision in the school for themselves** (e.g. do you like what activities are on offer? What barriers prevent you from getting involved? What changes would encourage you to participate? What types of activity, if any, would you like to be able to do at the school? When would you like activities to be offered? Can you offer ideas of activities you could lead?).
- **Planned changes to Physical Activity provision** or plans to improve and develop facilities to promote increased participation in Physical Activity (e.g. if the school is planning to promote more active break times).

**Prompt:** parents/carers will often be able to inform the school about physical activities that interest/engage their children.

## Key questions

Would staff and parents/carers be able to answer the relevant questions:

**Staff:** how were you involved in developing the staff Physical Activity programme?

**Parents/carers:** what methods did the school use to find out your views on the school's Physical Activity programme?



# Keep staff and parents/carers informed about Physical Activity

## What should they know?

Information that staff and parents/carers should be made aware of includes:

- the benefits of Physical Activity for children, young people and themselves – make sure you cover the whole range of benefits (see the **Essential information** section in 'Physical Activity Booklet A' for guidance)
- the one-hour-a-day Physical Activity recommendation for children and young people and the adult recommendation of 30 minutes moderate activity at least five days a week (see the **Essential information** section in 'Physical Activity Booklet A')
- the school's philosophy regarding Physical Activity and the steps it is taking to support participation
- how staff and parents/carers can support their children and young people in being active
- advice and support on overcoming potential barriers to participation in Physical Activity
- specific Out-of-School-Hours Learning activities being offered for children and young people
- activities available for staff and parents/carers
- specific activity promotions (e.g. Walk to School week, Physical Activity day, **Jump Rope for Heart** (for more information visit: [www.bhf.org.uk](http://www.bhf.org.uk))
- children and young people's participation and achievements in Physical Activity
- information relating to their own involvement – see p38 - 43 of this booklet.

**To achieve criterion 3.8 of the NHSP, you must be able to show that most parents/carers know why Physical Activity is good for them and their children.**

## How should you keep them informed?

Schools need to consider the most effective way to relay this information to staff and parents/carers. This will usually depend on the type of information you are trying to convey. Often a combination of approaches is best to ensure that you reach the most people – not everyone may read the school newsletter!

### Examples include:

- make your Physical Activity Policy widely available (e.g. offer it as a download on the school's website, have hard copies available to collect from the school office and highlight this on the notice-board and in the school newsletter)
- include information in the school prospectus – outline the school's philosophy on Physical Activity and the level of provision
- post information in the school newsletter, on the school website and/or on prominent notice-boards – involve children and young people in keeping this information up to date and producing special displays from time to time
- send a letter to parents/carers - outlining the benefits of Physical Activity, the school's commitment to Physical Activity and encouraging their support and involvement
- produce promotional flyers – to advertise the activities on offer and reinforce key messages



## Encourage parents/carers to support their children in being active

- distribute an information leaflet/booklet to parents/carers - schools could use the British Heart Foundation's booklet aimed at parents/carers entitled **Get Kids on the Go** to provide all the background information relating to Physical Activity and add an A4 flyer outlining the school's contribution towards supporting children and young people to be active (see: [www.bhf.org.uk](http://www.bhf.org.uk))
- include Physical Activity as a regular agenda item at staff and parent/carer meetings
- invite parents/carers to a special meeting about Physical Activity - consider including a practical demonstration by some children or young people to add interest; add in a five to ten-minute activity break for parents/carers themselves
- recognise, reward and publicise Physical Activity and sport participation and achievements (e.g. via certificates, merit points, commendations, attendance/effort awards, school bulletins, newsletters, assemblies). Invite parents/carers to special assemblies when children and young people are recognised for their participation and achievements in Physical Activity
- keep the local press informed of your efforts, activities, events and achievements in the Physical Activity area.

Parental/carer encouragement and support is vital to motivate children and young people to make the most of the opportunities on offer at the school, and to encourage them to be active at home and in their leisure time as well. Participation beyond school is essential if children and young people are to enjoy all the benefits of activity.

Examples of ways in which parents/carers can support their child in being active include:

- encouraging their child(ren) to participate in PE lessons and only writing notes for missing lessons when this is really necessary due to medical reasons
- helping their child(ren) to take part in regular activity initiatives such as walking to school and specific activity promotions (e.g. by supporting their child(ren) in logging their activity to achieve a participation award)
- encouraging and supporting their child(ren) to participate in out-of-hours activities and those on offer in the local community – discussing what is on offer and helping to make arrangements for children to attend
- promoting Physical Activity at weekends and during school holidays when children and young people tend to be less active
- attending matches, Physical Activity events and other similar occasions to spectate and support

**Prompt:** schools should take the many instances when they communicate with parents/carers to press home the Physical Activity message.

## Involve all staff in promoting Physical Activity

- providing opportunities for their child(ren) to be active in the home and at weekends – parents/carers could use the British Heart Foundation's **Pocket Play Pack** as a focus for motivating their child(ren) to be active (see: [www.bhf.org.uk](http://www.bhf.org.uk))
- praising and encouraging their child(ren) when they participate in activities
- participating in activities as a family
- being a role model and being active themselves.

You should also consider providing equipment and/or activity cards for your children and young people to take home and use with their family. Ask them to record how often they are active and set them challenges – see if your school can get involved in the Foundation and Key Stage 1 Participation Award **Get Moving... Get Active** (email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) for information) and/or the **Schools on the Move** pedometer initiative (see: [www.schoolsonthemove.co.uk](http://www.schoolsonthemove.co.uk)), as these provide ideal vehicles for involving parents/carers in supporting their child(ren) to be active.

Encourage all staff to:

- be active role models themselves (e.g. walking or cycling to school, participating in out-of-hours activities on offer, taking part in special activity promotions)
- remind children and young people about Physical Activity opportunities and promotions – form teachers/tutors can play a particularly key role here
- reinforce Physical Activity messages and information within different curriculum areas
- attend matches, Physical Activity events and other similar occasions to support and/or spectate.





# Involve staff and parents/carers in delivering Physical Activity

The Government is committed to the New Relationship with Schools and reducing the burden on teachers. In developing their extended services, schools are being encouraged to involve non-teaching staff and deliverers from outside of school including parents/carers.

Involving staff and parents/carers in delivering Physical Activity can help to increase the number and range of opportunities available, and schools should explore how staff and parents/carers can be involved in planning and delivering Physical Activity across the school.

Examples of ways in which staff and/or parents/carers could be involved in delivery

- **Exploring cross-curricular links** throughout the year with staff to help reinforce Physical Activity messages and other relevant messages introduced in Physical Education lessons (see **The curriculum** section in 'Physical Activity Booklet A' for examples of cross-curricular links).
- **Encouraging lunch-time supervisors and staff on duty at breaks to promote and support Physical Activity among children and young people**, e.g. using the BHF's **Active Club Pack** (see: [www.bhf.org.uk](http://www.bhf.org.uk)) and/or the Youth Sport Trust's **TOP Play** cards and associated in-service training in primary schools (see **Out-of-School-Hours Learning, Community links and Active break times** section in this booklet for more ideas) – some parents/carers may also be willing to provide support at lunch-times (they will need to have a CRB check first).
- **Asking grandparents to come into school to teach children the playground games** they played when they were little – the QCA PE and School Sport initiative found that this was especially good for Key Stage 1 (they will need to have a CRB check first).
- **Encouraging all staff and/or parents/carers to become involved in helping with the provision of OSHL opportunities** – ask staff and parents/carers if they would like to be involved; don't forget to ask support staff. This could be in a supporting role or some may have appropriate qualifications to lead clubs or could be encouraged to pursue these. Explore what experience staff and parents/carers can offer and compile a list. Make sure you consider capabilities across a wide range of potential activities and not just a narrow range of sports.

- **Liaising with other staff and parents/carers on the organisation of and support for promotions such as Physical Activity days** - this should include links with the catering staff to discuss healthier lunches on these days and adequate water provision (see the **Food in Schools Toolkit** for more advice: [www.foodinschools.gov.uk](http://www.foodinschools.gov.uk)).
- **Asking staff and parents/carers if they are willing to help with transport** (parental consent will be needed, and booster seats and insurance cover should be checked) and/or arranging events/fixtures.
- **Involving staff and parents/carers with appropriate experience/training to support small groups of children and young people in PE lessons** – this can help to ensure active involvement by more children and young people, more of the time.
- **Encouraging parents/carers to be involved in supporting walking or cycling to school** – e.g. accompanying their own children to school or volunteering to lead support initiatives such as a walking bus or Park and Stride (see the **Active travel** section in this booklet for more practical ideas).
- **Make sure that all individuals who help out with activities understand your school's ethos** – e.g. develop a leaflet outlining the school's philosophy on Physical Activity; this could also be used for other Adults Supporting Learners (ASLs) involved in activity provision such as dance leaders and coaches.
- **Provide teacher supervision**
- **Provide relevant training and support** - this could include in-house training by PE staff, a School Sport Co-ordinator or the PE Co-ordinator (e.g. staff and parents/carers may need training in a new activity, ways of working or in matters of health and safety), initially providing more experienced mentors for them to work alongside, and having regular discussion/feedback sessions.
- **Encourage enthusiastic staff and parents/carers to pursue relevant awards/qualifications** such as the **Community Sports Leader qualifications** (see: [www.bst.org.uk](http://www.bst.org.uk)) , or **National governing body awards** in sport or dance and support them in doing so.
- **Monitor and evaluate the contribution from staff and parents/carers** (and any other ASLs) – e.g. providing verbal feedback on how an activity is progressing; keeping registers for all out-of-hours clubs and reviewing and assessing attendance; holding regular informal meetings and evaluation meetings; asking for feedback from children, young people and parents/carers or producing yearly evaluation forms (see the **Leadership, management and training** section in 'Physical Activity Booklet A' for guidance).

#### If you are involving support staff and/or parents/carers in delivering Physical Activity within the school

- **Check qualifications** of those leading activities and carry out a CRB check on all those who are involved in supporting or leading activities within school. Check with your LA what vetting procedures are necessary for different levels of involvement.
- **Check insurance implications** – ask your LA for advice or, in the case of involvement in active travel initiatives, check with your School Travel Adviser.

**Prompt:** in some cases parental/carer involvement (e.g. in coaching) may mean CRB and coaching proficiency checks have first to be considered, but in many others (e.g. community walks or sponsored skips) this would not be necessary.

# Encourage staff and parents/carers to participate in Physical Activity

- Involve staff and parents/carers in informing and developing opportunities for them to increase their levels of Physical Activity and make them aware of any opportunities (the involvement of staff in this is necessary for achievement of criterion 3.10 of the NHSS). You could use the **Think fit!** tools and templates for gathering information on employees' preferences and identifying possibilities (see: [www.bhf.org.uk/thinkfit](http://www.bhf.org.uk/thinkfit)).
- Provide a range of opportunities at different times to cater for the needs and preferences of all staff and parents/carers.
- Consider whether activities should be for both staff and parents/carers, for each group separately, or for a combination of these.
- Explore health and safety and insurance issues – ask the LA for advice.

## Possible practical ideas

- **Address the promotion of Physical Activity to staff in the Physical Activity Policy** - include a statement on the school's commitment to promoting activity to staff and what support and action is taken to encourage staff to be active.
- **Provide staff and parents/carers with information leaflets/booklets** – schools could produce their own, but could use existing resources e.g. the British Heart Foundation has a range of relevant resources including the **Healthy Heart Planner CD Rom, Get active, Think fit!**, a simple guide to good health for employees, and **Put your heart into walking** (see: [www.bhf.org.uk](http://www.bhf.org.uk) for information).
- **Provide some specific opportunities for staff and parents/carers to be active** - this could include use of facilities and/or organised activity classes or sport sessions for staff and parents/carers before school, at lunch-times, after school, in the evenings, at weekends or in the holidays. You may also want to consider introducing one activity for staff and/or parents/carers. For staff and parents/carers a late afternoon or evening slot may be better – but seek their opinion on this.
- **Provide parent/carer and child(ren) activity sessions** (e.g. before and/or after school); this can be particularly valuable for parents/carers with younger children. These should be non-competitive (e.g. aerobics, fitness, recreational swimming) and non-contact competitive activities (e.g. badminton, table tennis, swimming).
- **Provide information on opportunities in the local community** - look at the whole range of opportunities on offer e.g. led walks organised as part of the **Walking the Way to Health** initiative (see: [www.whi.org.uk](http://www.whi.org.uk)). You could use Sport England's **Active Places** website to locate facilities in your local area (see: [www.activeplaces.co.uk](http://www.activeplaces.co.uk)).
- **Include staff and/or parent/carer activity sessions on Physical Activity days.**
- **Involve staff and parents/carers in Physical Activity promotions and challenges** – e.g. the **Schools on the Move** pedometer initiative encourages staff involvement and provides the facility for staff to log their steps (see: [www.schoolsonthemove.co.uk](http://www.schoolsonthemove.co.uk)). Schools could also organise their own pedometer challenge that involves children, young people, staff and parents/carers
- **Encourage staff and parents/carers to walk or cycle to school** - parents/carers walking or cycling to school will provide powerful role models as well as enabling younger children to walk or cycle by accompanying them.



## Case Study

### Deepdale Junior School

A 'Get fit in the Playground' programme was introduced to help parents/carers understand the benefits of exercise by encouraging them to stay and take part in Physical Activity with their child.

First, equipment was introduced which gave the adults something to focus on and second, children and parents/carers who got involved were rewarded with a medal in Friday assemblies.

Reception and Years 1 and 2 are now involved and whoever is dropping the child off is allowed to participate, including older brothers and sisters from the Junior or High school. From 8.30 a.m. parents/carers and siblings take part in activities including skipping, dribbling, football and basketball, for anything between five and twenty minutes.

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

### Key questions

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

**Staff:** how are parents/carers encouraged to be involved in Physical Activity? How are staff encouraged/supported in participating in Physical Activity (e.g. walking or cycling to school?) How were you involved in developing the staff Physical Activity programme?

**Parents/carers:** how has the school offered you the opportunity to take part in Physical Activity within the school? How has the school encouraged you to increase your Physical Activity?



# Establish the school as an active workplace

It can be difficult for some staff to find time to fit in activities around their personal and professional commitments.

- **Promote Physical Activity in and around the workplace** – this is simple and inexpensive.

In addition to the ideas outlined above, there are many other effective practical ideas to choose from including:

- providing staff courses/seminars on Physical Activity – invite someone in to lead the session (check with your local Health Promotion Unit or Primary Care Trust), consider devoting some time on a scheduled CPD/training day for this
- sending out email alerts and/or e-bulletins with information and tips on Physical Activity
- encouraging staff to walk during breaks/ lunch-times rather than spend the entire time sitting in the dining-hall and staffroom when they are not on duty
- encouraging groups of staff to walk together, map out good routes either in the school grounds or in the area surrounding the school and let staff know how far the walks are and how long they take
- encouraging staff to consider holding 'walk-and-talk' meetings around the school site
- encouraging staff to include stretches and simple exercises during the day (e.g. doing some calf raises while on the telephone or standing with a straight body posture and squeezing stomach muscles while standing in the lunch queue)
- inviting people from the local community in to lead activities for staff after school or in the evenings (e.g. yoga or aerobics classes)
- encouraging staff to start up their own activity league for sports that a group are interested in and to schedule matches at lunch-times or at the end of the school day

- organising staff activity challenges (e.g. consider handing out pedometers to staff and challenging them to work towards the 10,000-step target)
- setting up staff activity social evenings, rather than just going out for a meal and a drink, start a social evening off with a group activity
- promoting local and national Physical Activity events and encouraging staff to take part (e.g. organised walks and bike rides, fun runs, charity events)
- encouraging teams from the staff to enter local Physical Activity events, local leagues or competitions
- protecting one non-contact lesson each week when a staff member can be active (e.g. going for a brisk walk around the school site)
- providing bike racks specifically for staff use
- providing staff changing facilities and showers if staff are active during the school day
- arranging reduced fees for staff at local leisure centres or health clubs, or providing corporate membership at local authority facilities
- developing facilities in the school to incorporate a fitness suite for staff and parents/carers.

**Prompt:** the school should respect the needs of all staff and a range of different activities should be considered (e.g. lunch-time walking sessions, aerobics, yoga).

For more practical ideas on promoting activity in the workplace, together with many tools and resources to support you in doing this, visit the British Heart Foundation's **Think fit!** website: [www.bhf.org.uk/thinkfit/](http://www.bhf.org.uk/thinkfit/)

- **Include information and support for other health areas** – rather than just focusing on Physical Activity, consider a focus on overall health promotion for staff (and possibly parents/carers) with information, advice and support also provided on aspects such as healthy eating, reducing stress and reducing smoking.

The **Well@Work** programme is piloting work in this area and provides some useful ideas and **case study** examples (see: [www.bhf.org.uk/thinkfit](http://www.bhf.org.uk/thinkfit)). The other booklets for the National Healthy Schools Programme will also provide ideas.

- **Apply for a workplace health award**
  - consider developing the focus on an active and healthy workplace beyond the requirements needed to satisfy the criteria for National Healthy School Status to also achieve a workplace health award. This would not require too much more effort, if any, and can be a valuable selling point when recruiting staff. The document **Workplace health initiatives and award schemes** which may be downloaded from the **Think fit!** website (see: [www.bhf.org.uk/thinkfit](http://www.bhf.org.uk/thinkfit)) outlines some possibilities.

**Prompt:** the school should also actively encourage participation at the right level and be aware that investment in healthy staff is a vital part of being a healthy school.

## Case Study

### Trinity St Mary's Primary School

All school staff and Governors were invited to be involved in a Work@Health project to increase opportunities for staff to participate in Physical Activity. A staff survey was conducted and as a result a range of activities were provided, including:

- a taster session at the local leisure centre including boxercise, yoga and power yoga
- subsidised entry to the leisure centre or swimming pool for one month
- regular badminton evenings on the school site after work
- an ice-skating session at the local rink.

These measures were supported by healthy eating posters and leaflets which were given to staff and made available in the staff room to read.

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

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

# Monitoring and evaluation

## **National Healthy Schools Programme criteria**

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

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

Relevant minimum evidence required for this criterion:

- clear monitoring procedures are in place to review and amend the policy
- children, young people, staff, parents/carers and governors were/are actively involved in the development and review of the policy and can describe their involvement.

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

Relevant minimum evidence required for this criterion:

- the school has a system in place to monitor the increase in participation of children and young people in Physical Activity.

# Monitoring and evaluating your Physical Activity Policy

- It is recommended that you adopt a self-evaluation process to monitor and evaluate your Physical Activity Policy, as schools are familiar with this process. Using self-evaluation tools will enable you to:
  - convey a clear picture of how well the school is doing in promoting Physical Activity to all children and young people
  - identify what you need to work on to improve your practice
  - show what you are doing to build on successes and remedy weaknesses
  - identify your priorities and establish an appropriate timeline.
- Go to the **Whole-school approach booklet** for detailed guidance on the monitoring and evaluation process.
- If an appropriate Physical Activity Policy is in place, monitoring and evaluating the policy should help to provide the evidence needed to show that you have met the National Healthy School Status Physical Activity criteria. For examples of the type of Physical Activity information/data to collect to demonstrate achievement of each NHSS criterion and potential tools for doing so see **What data to collect and how** in the **Physical Activity section of the NHSP website**.
- It is important to be able to demonstrate that the policy is being implemented. You may already be collecting data that can help to provide the relevant evidence. For example, many local authorities are already asking schools to carry out an annual survey identifying how children and young people travel to school. Some schools have more detailed travel surveys in place to help demonstrate that they are implementing their School Travel plans – this evidence can be used to show that the active travel section of the Physical Activity Policy is being implemented (see **Monitoring your School Travel Plan** on the **Physical Activity section of the NHSP website** for more information). Similarly PESSCL survey data that schools are required to submit each year will provide much of the relevant evidence needed.
- Decide what Physical Activity outcomes you would expect to achieve to be able to demonstrate achievement of the NHSS criteria.
- If you wish to show change in participation rates you will need to have a baseline. Make sure you allow enough time to show a change.
- Consider how your selected outcomes relate to other outcomes you may be monitoring (e.g. the PESSCL high-quality outcomes).

## Examples of possible key outcomes include:

- children and young people are actively involved in the development of the healthy lifestyles agenda in their school and can demonstrate achievement in physical activities
- increasing numbers of children and young people report positive attitudes to learning in PE
- there is an increase in the number of children, young people and parents/carers who walk or cycle to school under safer conditions
- there is an increase in the number of children and young people who have changed their method of travelling to school to a more physically active one
- there is a reduction in behaviour incidents post lunch time
- there is a reduction in bullying incidents linked to lunch and break times
- there is an increase in the number of children and young people participating in PE and Physical Activity
- children, young people, staff and parents/carers know and understand the health benefits of Physical Activity
- X% of children and young people say they do one hour of Physical Activity per day
- Y% of children and young people understand how Physical Activity contributes to their healthy lifestyles
- Z% of parents/carers say that they are doing more Physical Activity with their children
- A% of children and young people say that they have learned to incorporate Physical Activity into their everyday lives
- B% of children and young people say they enjoy PA and school sport.

See **Monitoring and evaluation tools** on the **Physical Activity section of the NHSP website** for an explanation of tools that may be used to monitor and evaluate Physical Activity.

For a guide on self-evaluating and improving the quality of PE and school sport, see **Do you have high-quality PE and sport in your school?** This can be downloaded from the teachernet website: [www.teachernet.gov.uk/teachingandlearning/subjects/pe/](http://www.teachernet.gov.uk/teachingandlearning/subjects/pe/). Youth Sport Trust and ContinYour's **PE and Sport: Out-of-School-Hours Learning Guide** also provides detailed guidance on monitoring and evaluating (email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org) for information).



# Monitoring health and Physical Activity in the curriculum

## Purposes of monitoring health and Physical Activity

The purposes of monitoring health and Physical Activity within the curriculum might be:

- to determine how active children and young people are
- to establish whether children and young people are meeting recommendations (see the **Essential information** section in 'Physical Activity Booklet A')
- to establish children and young people's health and Physical Activity needs for individual target-setting, self-monitoring and improvement
- to identify children and young people in need of improvement
- to screen children and young people for a specific purpose
- to identify children and young people with potential (e.g. high performance in a sport or dance)
- to enhance learning about, and positive attitudes towards, health and Physical Activity
- to motivate children and young people to improve their health and Physical Activity levels
- to evaluate health and Physical Activity initiatives or programmes.

See also **Monitoring health, Physical Activity and physical fitness and the National Curriculum** on the **Physical Activity** section of the **NHSP website**.

# Monitoring Physical Activity

Physical Activity monitoring:

- is an important and very useful method of monitoring children and young people
- can raise children and young people's awareness of how active they are and should be
- can help to monitor and track changes and demonstrate increases in participation.

## Methods of monitoring Physical Activity

Methods of monitoring Physical Activity can be grouped into the following categories:

- **self-report** - e.g. questionnaires, Physical Activity diaries, records of achievement. These can help children and young people learn about the frequency, intensity, time (duration) and type of activity (FITT principle), what activities benefit health and give an indication of participation levels

A range of templates of self-report tools are provided on the **Physical Activity section of the NHSP website**. See **Example Physical Activity questions, Weekly Physical Activity questionnaire, School day and weekend Physical Activity questionnaire** and **Example Physical Activity diary**.

- **physiological** - e.g. heart rate monitors. These may be used to help children and young people learn about the cardio-vascular system, exercise intensity and target heart ranges, with children and young people monitoring their activity levels during lessons, a school day, or over a more extended period of time (e.g. a school week, a unit of work)
- **pedometers/accelerometers** - these may be used to help children and young people learn about different types of activity and what activities benefit health; about high versus low-impact activities (in the case of pedometers), or exercise intensity (in the case of accelerometers)
- **observation** – this may be used to help children and young people learn about the frequency, intensity, time (duration) and type of activity (FITT principle) and what activities benefit health. Children and young people could be asked to observe and record the Physical Activity of one of their classmates or a family member during a school day or week.

Two examples of observation templates are provided on the **Physical Activity section of the NHSP website: Daily Physical Activity observation sheet, and Minute by minute Physical Activity observation Sheet**.

See **A summary of Physical Activity monitoring methods** on the **Physical Activity section of the NHSP website** for descriptions of each of these methods and their main strengths and limitations.

# Monitoring health

Monitoring children and young people's health can be very useful in raising awareness of their health generally, and of the fact that Physical Activity is just one health behaviour of many and is as important to health as eating sensibly, not smoking and avoiding drugs.

## Methods of monitoring health

There are various methods of monitoring health but most involve clinical measures (e.g. monitoring blood pressure, lipid profiles) and are therefore not suitable for use within the curriculum. A realistic and simple method of monitoring health is by means of a self-report questionnaire which could be repeated once a year.

A template for an **Example health questionnaire** is provided on the **Physical Activity section of the NHSP website**. This may be completed within PE or as part of PSHE.

# The advantages of monitoring Health and Physical Activity rather than fitness

- Health, activity and fitness are different and are each measured in different ways.
- Involving children and young people in monitoring their Health and Physical Activity reinforces the message that Physical Activity is a key health behaviour which will bring about health benefits and may improve fitness.
- Monitoring children and young people's activity levels is a direct way of finding out if they are active enough.
- Increased activity can (but does not necessarily) result in improved fitness.
- Because fitness is largely determined by heredity/genetics in children and young people, it will not necessarily identify how active they are.
- Monitoring fitness will not necessarily result in increases in activity and improved health, and being fit is not necessarily related to being healthy or active.
- Not all children and young people can reach a high level of fitness but they can all reach the recommended levels of activity to benefit their health.
- Monitoring fitness only has severe limitations.

# Monitoring physical fitness

- Fitness testing is carried out in many schools but it is certainly not essential to include fitness testing in the curriculum and, due to the factors highlighted previously, schools are encouraged to think about monitoring Physical Activity levels instead. Formal fitness testing is not considered to be desirable for children younger than 9 years of age. Prior to this, children should be involved in monitoring their health and Physical Activity, rather than their fitness.
- The advantages versus disadvantages of fitness testing should be weighed up and the issues associated with testing considered before fitness tests are used (see **Strengths and limitations of fitness tests** and **Summary of the main issues associated with fitness testing** on the **Physical Activity section of the NHSP website** for guidance).
- Due to the limitations and issues, you may decide not to include fitness testing within the curriculum but choose other methods of monitoring your children and young people instead (e.g. monitoring Physical Activity).

- If fitness testing is used:
  - the limitations and issues must be taken into account
  - children and young people should also be able to evaluate the tests and know their main strengths and limitations
  - it must be carried out appropriately so that children and young people benefit from their involvement
  - it should contribute to promoting and educating children and young people about their health, Physical Activity and physical fitness.

## Choosing fitness tests

Fitness tests should focus on health-related components of fitness (rather than performance-related) as these offer health benefits and reduced risk of certain health conditions.

If schools are going to include fitness testing they should carefully consider which tests they use. For a summary of the four key health-related components of physical fitness, the health benefits associated with these and example tests for these components see **Examples of health-related fitness tests** on the **Physical Activity section of the NHSP website**.

See **Recommendations for fitness testing** on the **Physical Activity section of the NSHP website** for guidelines on conducting tests appropriately.



See **Practical fitness testing ideas** on the **Physical Activity section of the NHSP website** for specific examples of practical tests and appropriate procedures for carrying them out.

# Making sense of the information collected

When children and young people have monitored their health, Physical Activity and/or physical fitness, the information collected may be used:

- to develop children and young people's general knowledge and understanding of health, Physical Activity and/or physical fitness
- to develop children and young people's knowledge about their own health, Physical Activity levels and physical fitness
- to develop children and young people's self-evaluation skills (e.g. to enable them to plan and make decisions about their lifestyle)
- to develop children and young people's target/goal-setting and self-monitoring skills (e.g. using the information to set realistic targets to improve or maintain their health and lifestyle)
- to establish whether a child or young person's health, Physical Activity and fitness needs are being met (e.g. are they achieving an hour a day of activity? Do they have adequate rest/sleep/diet?)
- to promote key skills (e.g. problem-solving, improving own learning and performance, information technology) or cross-curricular links with other subjects (e.g. handling, presenting and interpreting data in Mathematics, Science, PSHE).

**What do you know and think about your Physical Activity?, What do you know and think about your health? and What do you know and think about your fitness?** on the **Physical Activity section of the NHSP website** may be used to encourage children and young people to think about their results and what they mean.

# Additional methods of monitoring children and young people

Monitoring children and young people's progress and achievement in this area should also take into account improvements in their:

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

These may be monitored in children and young people within the curriculum through:

- children and young people's responses to focused questions (to and from their teacher and each other) and practical tasks
- teacher observation of children and young people's performance in practical tasks
- children and young people taking more responsibility for their actions within and outside of lessons
- children and young people's attendance, participation and commitment in PE lessons
- children and young people's participation in and commitment to OSHL activities
- children and young people's participation in Physical Activity outside of school.

You may already be monitoring some of the above as part of the PE, School Sport and Club Links (PESSCL) Survey.

**Prompt:** monitoring may be carried out by using class councils, circle time or during PSHE lessons.

See **Additional methods of monitoring - sample questions** on the **Physical Activity section of the NHSP website** for examples of the above.

The Association for Physical Education has produced guidance for teachers on the **Assessment, recording and reporting of PE at Key Stages 1 to 4** comprising a booklet and assessment sheets (see: [www.afpe.org.uk](http://www.afpe.org.uk) for information).





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