



Healthy Schools



National Healthy
School Standard

Physical Activity



National Healthy School Standard (NHSS): Physical Activity

Summary The purpose of this support material is to illustrate how local programme co-ordinators might address the components of the NHSS which relate to physical activity.

This material provides:

- | an introduction to the role of physical activity within the NHSS
- | a rationale for promoting physical activity
- | information on how local programmes can support schools on the theme of physical activity
- | information regarding organisations and initiatives that can support local programmes and schools
- | examples of how local programmes can monitor physical activity.

NHSS and Physical Activity

Physical activity is addressed within standard 3.5 of the NHSS. In order to fulfil the requirements of the Standard there are four minimum criteria for physical activity by which the local programme should assess school achievement.

These are identified within the accompanying guidance as:

- | the school has a whole school approach to the promotion of physical activity
- | the school offers all pupils, whatever their age or ability, two hours of physical activity a week within and outside the national curriculum
- | the school is aware of a range of relevant initiatives and networks and takes advantage of appropriate opportunities to promote and develop physical activity
- | the school encourages its staff, pupils, parents/carers and other adults, for example, sports development officers, to become involved in promoting physical activity and develops their skills, abilities and understanding through appropriate training.

Physical activity can also help local programmes to fulfil many other aspects of the NHSS. Some examples are provided in Table I.

Table I: Examples of the potential contribution of physical activity in achieving the NHSS

Standard	Potential contribution of physical activity
SECTION 1 Partnerships	
<p>1.3 The local programme must involve young people in programme planning.</p> <p>1.4 The local programme must involve statutory and non-statutory agencies and community groups in the planning, delivery and evaluation of programme activities.</p>	<ul style="list-style-type: none"> Local networks exist, eg, Physical Activity Alliances, Sports Development Forums, which could work in partnership with the local programme to consult and involve young people in the overall planning of physical activity opportunities in their local area.
SECTION 2 Management of programme	
<p>2.1 The local programme must consider equalities issues in its planning, delivery, monitoring and evaluation.</p>	<ul style="list-style-type: none"> Working towards equality in participation is a major remit of national and local physical activity organisations. Your local Sports Development Unit will be able to provide additional information.
<p>2.2 The local programme must recognise legal requirements, non-statutory support and government priorities, including examples of good practice and sources of appropriate support.</p>	<ul style="list-style-type: none"> The recommended programmes and services related to physical activity covered in this material are in line with PE National Curriculum guidelines and take account of recommendations from various national organisations relating to the amount and type of physical activity young people should do.

Further information regarding the potential contribution of physical activity will be covered in the NHSS regional training events and network meetings.



Rationale for promoting physical activity within the NHSS and local healthy schools programmes

- | From a health perspective^a, children and young people should aim to participate in one hour of at least moderate intensity physical activity a day¹. Moderate intensity is at a level where they feel warm and slightly out of breath.
- | Physical Education (PE) programmes play an important part in the overall levels of physical activity participation of children and young people within the school environment. PE successfully promotes young people's physical activity-related knowledge and understanding, attitudes, activity and fitness levels through the implementation of structured and co-ordinated health-related exercise programmes of study².
- | Research indicates that PE and physical activity also have educational benefits which include enhancing academic performance^{3,4,5}.
- | Physical activity can provide children and young people with a range of other unique benefits, for example, enabling them to acquire the skills and attitudes to promote a lifelong participation in physical activity¹.
- | Physical activity policies can have a positive impact on the environment, e.g., promoting cycling and walking to school as suggested by the government's School Travel Advisory Group (STAG)^{6,7,8}.
- | Physical activity has a valuable role to play in helping schools to fulfil the National Curriculum requirements for Personal Social and Health Education (PSHE), due to the positive effect of physical activity on the social, moral and psychological development of children and young people¹.

Despite the many benefits, the majority of children and young people are not taking part in sufficient physical activity to accrue health benefits¹.

Schools have an important role to play in helping young people reach the recommended levels of physical activity^{9,10,11,12,13} and need to be encouraged and supported to make a commitment to its promotion through initiatives like the NHSS.

^a According to the Health Education Authority (1998) this level of activity brings substantial health benefits. For example, the enhancement of self esteem, reduction in overweight and obesity and the promotion of skeletal health. The 2 hours a week, as recommended in the minimum criteria, is a good starting point in working towards this recommendation.

Supporting schools to develop physical activity opportunities

Whether or not schools are currently promoting physical activity as part of their local healthy schools programme, all schools will be required to fulfil the minimum criteria for physical activity at some point in their progress towards becoming a healthier school. Local healthy schools programmes can support schools and help motivate teachers in a variety of ways, for example:

- | by identifying how physical activity can be integrated into the local programme
- | by directing schools to appropriate organisations, at a national and local level, who can support the development of physical activity opportunities
- | by monitoring schools' progress on physical activity and advising them accordingly.

Each of these will be considered in more detail below.

Integrating physical activity within whole school and theme based healthy schools programmes

There are many ways in which healthy schools programmes can encourage physical activity irrespective of the design of the programme. Identifying how physical activity can be integrated into the local programme may encourage schools to audit their provision of physical activity and expand the opportunities available. Some examples are provided in the following case studies over the page.



CASE-STUDY

Manchester Healthy Schools Award (MHSA) - an example of how a local programme has utilised physical activity, to address the broad areas of curriculum, ethos and environment

Context

In 1994 the Manchester Healthy Schools Award was established and in 1998, Manchester was selected as one of the eight pilot sites for the NHSS. This prompted a review of the existing award, and, after an extensive consultation process, the new award, 'Going for Gold', was launched in January 1999.

This 'new' scheme is well resourced with the 'core' staff equivalent to 4 full time posts. The scheme received pilot site funding from DfEE and DH, in addition to Health and Education Action Zone monies, and resourcing from the local health and education authorities.

How the award works - a brief overview

The structure is based on a whole school approach, and addresses three health improvement targets: Curriculum, Ethos and Environment. When a school applies to work towards the MHSA, a team is formed that is representative of the whole school community. This team looks at all areas of school life and, in liaison with the health promotion link worker, agrees targets and develops an action plan.

The place of physical activity

Themes like physical activity are not specifically identified within the programme. However, physical activity targets are frequently set by schools, either for Curriculum, Ethos and/or Environment. This is due to the concerns expressed by the education and health partners and school team over the lack of participation in PE and physical activity by some groups of young people and to support the physical activity strategy developed by Manchester LEA.

Below is an example of a school which has set targets around physical activity and how they have developed physical activity opportunities in order to achieve these.

Physical activity target addressing 'Environment': Temple School Primary

Target: To increase the number of times that all pupils take part in physical activity outside of Physical Education lessons (minimum of twice weekly), with a focus on those who are not currently participating at all.

Process: The healthy schools team developed an action plan to increase the opportunities for physical activity before, during and after the school day. This included encouraging more children to walk to school, providing more extra curricular activities after school and increasing the activities available at lunchtimes. A sports development officer encouraged peer mentoring by older children for younger children who needed extra support.

Outcomes: Increased participation, especially in girls. Improved concentration and behaviour within the classroom.

Most of the evidence within the scheme, around physical activity, is anecdotal, although the scheme is in the process of developing more tangible outcomes.

However, key selling points for those headteachers who are less convinced include:

- 1 the availability of many resources to support physical activity which will initially help to raise the profile of physical activity with headteachers
- 1 improvements in concentration, helping to 'waken' children to be ready to learn
- 1 improvements in physical, mental and social health, especially the positive effect on self esteem.

For further details contact Elaine Morrison, Manchester School Improvement Service, Acorn Centre, Royal Oak Road, Wythenshawe, Manchester M23 1EB Tel: 0161 610 3366

CASE-STUDY

Health Promoting Schools Award in Derbyshire - an example of how a local programme has addressed physical activity as a theme and utilised physical activity to address broader key areas.

Context

The Derby and Derbyshire Health Promoting Schools Award (HPSA) was established in 1994. The scheme was originally funded by Southern Derbyshire and North Derbyshire health authorities, with the education authority funding an adviser to attend the steering group. Additional funding has now been secured from the Standards Fund and additional monies are being sought from the Education Action Zone and single regeneration budgets.

How the award works - a brief overview

When schools apply to work towards the award, a school action group is formed, representative of the whole school community. This group assesses the needs of the school, drawing information from OFSTED reports, audits, questionnaires to parents and pupils or utilising other techniques like 'Draw and Write' which enables even very young children to participate. This ensures that the initiatives undertaken are relevant to the particular needs of the school community.

The school action group then selects up to four key areas, from a choice of eight. Five of these cover broad issues such as 'developing community links' and three address specific themes, one of which is aimed at encouraging physical activity. Process indicators and an action plan are then developed.

The place of physical activity

Physical activity is specifically identified as a key area which schools can choose to work on. To tackle this it is suggested that a school through its policies, approaches and programmes:

- | interprets and implements local and national policies on physical activity;
- | provides an equal opportunity for all staff and pupils to participate in a range of physical activities;
- | collaborates with and accesses local community leisure facilities.

The projects undertaken include those which are:

- | curriculum based, for example, health and fitness modules involving students;
- | extra-curricular, for example, after school clubs together with local sports clubs, playground developments promoting positive play
- | linked into national initiatives, e.g., Safer Routes to School.

Physical activity is also addressed more indirectly within other key areas. For example, many schools have introduced positive play programmes to work towards Key Area C, which aims to promote self-esteem.

The benefits which have been identified with this increase in physical activity opportunities include better links with the community and an increase in pupil involvement. Whilst this is anecdotal evidence it does provide an indicator of some of the successes of the physical activity element of the programme.

The challenges in developing physical activity include ensuring that schools view physical activity in its widest sense, not just sport, and providing opportunities for everyone irrespective of their ability.

For further information contact Mandy Greenall, North Derbyshire Health, Health Promotion Service, Scarsdale, Newbold Road, Chesterfield, S41 7PF Tel: (01246 231255) or Kathy Gorman, Southern Derbyshire Health Tel: (01332) 626300.

Organisations and initiatives that can support healthy schools programmes and schools

There are many organisations at a national, regional and local level, which have developed resources and initiatives that can support local healthy schools programmes and schools in developing, delivering, promoting, monitoring and evaluating physical activity. Some of these organisations have people employed at a regional level, for example, Sport England, Youth Sport Trust. There are also people employed locally, for example, Sports Development Officers, who have a role to play in supporting the development of physical activity opportunities within the local community. The **British Heart Foundations Active School Resource Packs** have been developed to help schools make sense of all of these.

British Heart Foundation (BHF) Active School Resource Packs

The British Heart Foundation (BHF) has developed two resource packs, one for primary schools and one for secondary schools. Both are designed to help schools develop a cohesive framework for promoting physical activity within the curriculum and beyond. They highlight the valuable contribution that existing organisations, resources and initiatives make within this framework.

The packs provide all the information schools need to help them work towards meeting each of the NHSS minimum criteria for physical activity. Some examples of how this can be achieved are outlined below:

Physical activity policy and development plan

Schools are encouraged and supported to develop an appropriate physical activity policy and development plan to underpin a whole school approach to the promotion of physical activity.

Extensive range of practical ideas

A wide range of existing physical activity initiatives, networks and resources are highlighted, together with a range of additional practical ideas. Schools are also given guidance as to how these could enhance physical activity provision for all pupils within the curriculum and beyond.

An example of an existing programme, highlighted in the BHF Active School Resource Pack for Primary Schools, to help enhance the curriculum, is the Medisport Fit for TOPs programme.

Youth Sport Trust Medisport Fit for TOPs programme

Medisport Fit for TOPs has been developed by the Youth Sport Trust in partnership with the Central YMCA and Sport England. It is a programme designed to encourage 7-11 year olds to adopt an active lifestyle in parallel with the development of their sporting skills.

Medisport Fit for TOPs provides practical ideas for helping children understand the effects of exercise on their body. It enables them to acquire skills, knowledge and a positive attitude to the value of exercise. The programme comes with resource cards which provide a range of practical ideas designed to support the health-related exercise requirements of the national curriculum for PE at Key Stage 2. Locally based trainers train teachers in the use of Medisport Fit for TOPs.

For further information contact: Youth Sport Trust, Rutland Building, Loughborough University, Loughborough, Leics., LE11 3TU Tel: 01509 228293

An example of an existing programme highlighted in the BHF Active School Resource Pack for Secondary Schools is the NIKE/Youth Sport Trust Girls in Sport Partnership.

Nike/Youth Sport Trust Girls in Sport Partnership

The aim of this partnership is to develop and eventually disseminate innovative ways of delivering physical education and sport to girls. Initial work has led to schools identifying some possible action that could help increase girls' participation:

- | grouping pupils of similar ability
- | praising effort and personal achievement
- | relaxing the policy on kit (e.g. allowing students to wear tracksuit bottoms and plain baggy tops)
- | involving girls to a greater extent in the planning and delivery of lessons and/or after school clubs
- | decreasing the number of competitive clubs run after school and including some with a recreation ethos, where activities are more aesthetic (e.g. dance, aerobics, trampolining) rather than games based.

For further information contact: Youth Sport Trust, Rutland Building, Loughborough University, Loughborough, Leics., LE11 3TU (01509) 228293

Ideas for involving other staff and parents and linking with the community

A range of practical ideas is provided on ways schools can involve staff and parents and make effective links with the local community to help extend the opportunities available for pupils. An example of an existing initiative is Sport England's Sporting Ambassadors scheme.

Sport England Sporting Ambassadors

This Sport England programme introduces some of the country's most successful sports stars to primary and secondary school pupils. The scheme aims to inspire young people to take part in sport, and enables sporting stars to visit schools, youth clubs and sports clubs to talk to young people about the benefits of physical activity and a healthy lifestyle. Ambassadors act as positive role models, especially to young people from ethnic backgrounds or those living in disadvantaged areas. This programme is currently being reviewed, with a new launch date towards the end of 2000.

For further information contact: Sport England, 16 Upper Woburn Place, London, WC1H 0QP. Tel: 020 7273 1500

Details on relevant training opportunities

A whole range of available training opportunities offered by relevant organisations is identified. These include opportunities for PE staff development, and also training suitable for older students and adults other than teachers who wish to become involved in helping to lead physical activity. One example is the Community Leaders Awards, co-ordinated by the British Sports Trust on behalf of the Central Council of Physical Recreation (CCPR).

CCPR Community Sports Leader Awards

Junior Sports Leader Award (14+) This award is designed to develop skills in sports leadership. Older pupils taking this award could become involved in organising sports activities for feeder primary schools under the supervision of a teacher.

Community Sports Leader Award (16+) This award is designed to develop skills in leading groups in safe sporting and recreational activity. It is an ideal first step for adults other than teachers wishing to become involved in helping to lead physical activity.

For further information contact: CCPR, Francis House, Francis Street, London, SW1P 1DE. Tel: 020 7828 3163

- | **An A to Z of organisations and resources which can provide advice and support on the development of physical activity/exercise/sport opportunities.**

| **Funding Opportunities**

The resource packs highlight opportunities for funding to support the development of physical activity, exercise and sports opportunities (Section 3, page 82).

All local programme co-ordinators will receive one complimentary copy of both the Active School resource pack for primary schools and the Active School resource pack for secondary schools. These resources should arrive within two weeks of the Physical Activity Support Material. If you do not receive these please telephone 020 7487 7141.

How local physical activity programmes can support the NHSS

In addition to the national programmes and resources highlighted in the BHF Active School Resource Pack, there are many existing local initiatives which will make a valuable contribution to the enhancement of physical activity in schools.

Local physical activity programmes can be particularly beneficial as there is often access to a local co-ordinator who can provide support. There may also be a local network of colleagues participating in the initiative with whom ideas and experiences can be shared (some national programmes do also provide a local support structure).

An example of a relevant local physical activity programme is 'Fit and Healthy', an initiative recently organised by the East Riding of Yorkshire Council's Sports Development which can help promote activity at break times.

'Fit and Healthy' East Riding of Yorkshire Council's Sports Development

The 'Fit and Healthy' programme has been developed to enable lunchtime supervisors, and parents working on lunchtime sessions, to encourage children aged 5-11 to become more active by taking part in easy to organise fun games and activities. Schools can take part in the scheme free of charge and benefit from:

- | one training session of four hours
- | a resource pack containing lots of fun games
- | the opportunity to apply for a free equipment bag to be used at lunchtimes.

For further information contact: Lea Anne Wright (01482) 884912 or Gill Davison (01482) 885448.



Training and support on physical activity

Current training opportunities relating to physical activity within the NHSS:

For local programme co-ordinators - physical activity will be one of the themes on offer through the NHSS regional training programme. Please contact your NHSS regional co-ordinator, after 1st Jan 2001, for further details.

For schools - from 1st Jan 2001 your NHSS regional co-ordinator will also have details on training and support available to schools regarding the NHSS and the implementation of the British Heart Foundation (BHF) Active Schools resource packs.

Information relating to professional development and coaching can be found in the BHF Active Schools resource packs.

How can local programme co-ordinators monitor physical activity?

Local programmes need to monitor schools' progress on physical activity and assess whether or not a school has successfully achieved the minimum criteria for this theme. This can be done against the minimum criteria or physical activity targets the school has chosen to work towards.

By monitoring physical activity, local programme co-ordinators will also be more able to provide relevant advice and support to schools.

Table II provides examples of how schools could fulfil each of the NHSS minimum criteria for physical activity, those which appear in **bold** are recommended priorities. A range of indicators are also included which could be used by local programmes to assess progress. This is a guideline only. Further information is provided in the BHF Active Schools resource packs. In many cases schools will be able to provide appropriate evidence e.g. written documentation and verbal evidence.

In monitoring physical activity it is important to remember that, whatever approach is used (i.e. a whole school or theme-based approach), schools will need to demonstrate that they have considered the ten whole school elements outlined in the NHSS Guidance document.

- These are:
- | leadership, management and managing change
 - | policy development
 - | curriculum planning and resourcing including working with external agencies
 - | teaching and learning
 - | school culture and environment
 - | giving pupils a voice
 - | provision of pupils' support services
 - | staff professional development needs, health and welfare
 - | partnerships with parents/carers and local communities
 - | assessing, recording and reporting pupils' achievement.

Table II: Examples of how schools could achieve the minimum criteria for physical activity (PA)

Minimum criteria	Examples of how schools can fulfil the criteria	Examples of indicators for monitoring PA	Applicability of PA indicators to 10 Whole School Issues
<p><i>The school has a whole school approach to the promotion of physical activity</i></p>	<ul style="list-style-type: none"> ▮ Develop a whole school policy for promoting physical activity (PA). ▮ Develop a physical activity plan. ▮ Take steps to ensure that the environment and ethos of the school are conducive to PA and reinforce and support its value e.g. <ul style="list-style-type: none"> - provide physical and social environments which promote and enable safe and enjoyable PA; - give PA a high profile throughout the school with established cross-curricular links; - develop a strategy to promote walking/cycling to school; - hold periodic promotions such as a PA day to raise the profile of PA; - provide attractive displays/noticeboards which highlight PA messages and provide information on available activities, clubs (within school & the local community) and achievements; - recognise PA participation and sporting achievement e.g. in assembly - encourage staff and parents to be active and provide positive role models. 	<ul style="list-style-type: none"> ▮ Is relevant documentation in place (e.g. whole school policy on PA)? ▮ Is there evidence of a commitment to it's implementation? How is the policy being taken forward? ▮ Have changes been made to the environment to promote PA (e.g. any improvements to facilities)? ▮ Are there schemes of work, including PE, highlighting cross-curricular links? ▮ How many out of school clubs are provided? What percentage of children participate in these? What is the gender split? ▮ What percentage of pupils walk/cycle to school? ▮ Are any special PA events offered? ▮ Are there attractive display / notice-board(s)? ▮ How is PA participation assessed and recognised? ▮ Are staff, parents &/or individuals from the community offered any activity opportunities? ▮ Feedback from pupils, staff, parents and governors. ▮ Outcomes from OFSTED inspection. 	<ul style="list-style-type: none"> ▮ Policy development; leadership, management ▮ School culture & environment ▮ Curriculum planning ▮ Partnerships with parents/carers & local communities ▮ Provision of pupils' support services ▮ Assessing, recording & reporting pupils' achievement ▮ Staff health & welfare; partnerships with parents/carers & local communities ▮ Giving pupils a voice
<p><i>The school offers all pupils, whatever their age or ability, two hours of physical activity a week including the National Curriculum for Physical Education and extra-curricular activities</i></p>	<ul style="list-style-type: none"> ▮ Provide a variety of activity experiences for all pupils which includes both curricular PE and a range of additional activity opportunities. ▮ Work towards regularly providing pupils in each year group with two hours of PA. This should include curricular PE as a core element and an effectively planned, delivered and evaluated health related exercise programme. ▮ Provide a range of clubs both at breaktimes and after school which cater for the needs of all pupils i.e. <ul style="list-style-type: none"> - some clubs for team members and some which are open access; - clubs which cater for all year groups and both girls and boys; - a mix of activities including some which are individual in nature (e.g. skipping, movement, gym, aerobics, step, circuits) and some which are team based (e.g. football, netball). ▮ Encourage activity at breaktimes, for example, through the provision of: <ul style="list-style-type: none"> - appropriate small items of equipment e.g. balls, skipping ropes; - cards with suggested active playground games; - relevant playground markings. 	<ul style="list-style-type: none"> ▮ Is there evidence within the PA policy that a range of activity opportunities are offered? ▮ Is there a policy on ensuring equal opportunities for all, with an indication as to how teaching methods will ensure this aspiration is achieved? ▮ What is the time allocation for PA ? What % of this time is dedicated to PE within the curriculum for each year group? (NB schools wishing to work towards Activemark are required to achieve 90 minutes of curricular PE) ▮ How many activity clubs are offered at breaktimes and after school? ▮ What percentage of pupils participate in clubs at breaktimes and after school - boys compared to girls? ▮ Type and range of activity provision - are there equal opportunities for all staff and pupils to participate in a range of physical activities? <ul style="list-style-type: none"> - are clubs for team members only or are they open access? - which year groups/gender are catered for? ▮ Are there any other opportunities for pupils to be active at breaktimes? ▮ Feedback from pupils, staff, parents and governors. ▮ Outcomes from OFSTED inspection. 	<ul style="list-style-type: none"> ▮ Teaching & learning ▮ Teaching & learning ▮ Leadership, management & managing change; curriculum planning ▮ Teaching & learning ▮ School culture & environment ▮ Giving pupils a voice

Table II: Continued

Minimum criteria	Examples of how schools can fulfil the criteria	Examples of indicators for monitoring PA	Applicability of PA indicators to 10 Whole School Issues
<p><i>The school is aware of a range of relevant initiatives and networks and takes advantage of appropriate opportunities to promote and develop physical activity</i></p>	<ul style="list-style-type: none"> Utilise a range of national PA initiatives to promote and develop PA provision e.g. the Youth Sport Trust and Sport England TOP Play and BT Top Sport programmes; Persil Funfit; Jump Rope for Heart. Utilise national networks to enhance the provision of PA e.g. through organisations such as Physical Education Association of the United Kingdom; National Governing Bodies of Sport; Sport England; Youth Sport Trust; Central Council of Physical Recreation; British Heart Foundation; Health Development Agency; London Central YMCA. Utilise any relevant local initiatives and networks to promote and develop PA provision e.g. through making links with appropriate individuals and organisations in the community who can enhance and complement activity provision. 	<ul style="list-style-type: none"> What specific national initiatives and networks are being used? How are these enhancing PA provision? Is there evidence that national networks are being used to enhance provision? - which national organisations has the school made contact with? How have they taken advantage of such contacts? What specific links does the school have with relevant individuals and organisations in the local community? How are these enhancing PA provision? 	<ul style="list-style-type: none"> Curriculum planning, resourcing & working with external agencies Curriculum planning, resourcing & working with external agencies Curriculum planning, resourcing & working with external agencies
<p><i>The school encourages its staff, pupils, parents/carers and other adults e.g. sports development officers to become involved in promoting physical activity and develops their skills, abilities and understanding through appropriate training</i></p>	<ul style="list-style-type: none"> Ensure that all those leading PA have relevant qualifications and encourage and support others who wish to become involved to take appropriate qualifications. Ensure that all staff involved in promoting PA are given regular opportunities and sufficient funding to undertake relevant training. Involve a range of individuals, other than nominated PE staff in secondary schools, to help promote PA outside of the school e.g. appropriately qualified staff, older pupils (such as those who have undertaken the British Sports Trust Community Sports Leader Award), activity leaders, coaches, sports development officers and parents/carers. (The British Association of Advisers and Lecturers in Physical Education provide guidance on this - 01395 263 247). Invite relevant contacts from the community into school to provide 'taster sessions'; introduce pupils to opportunities in their locality and provide a link to clubs within the community. 	<ul style="list-style-type: none"> Feedback from pupils, staff, parents and governors. Outcomes from OFSTED inspection. What qualifications do all those leading PA have?: - are all those leading PA supported and encouraged to take appropriate qualifications? Is child protection and health and safety training included in the training of all adults other than teachers? What training opportunities have been provided to those involved in promoting PA over the last two years?: - have all relevant staff/individuals had access to such opportunities? How many individuals are involved in promoting PA? Who is involved? - what is the overall percentage of staff involvement? - are a range of individuals other than nominated PE staff involved in the promotion of PA? - how many are males and how many are females? Is there evidence of links being made with the local community to promote PA? Feedback from pupils, staff, parents and governors. Outcomes from OFSTED inspection. 	<ul style="list-style-type: none"> Giving pupils a voice Staff professional development needs Partnerships with parents/carers & local communities Giving pupils a voice

Physical activity awards for schools

Those primary schools who wish to address physical activity and receive specific recognition for quality provision and commitment to promoting the benefits of physical activity could work towards Sport England's **Activemark** or **Activemark Gold**.

Activemark forms part of Sport England's Active Schools programme, which features a range of products for school PE and sport. Activemark has been developed in partnership with a range of organisations including the British Heart Foundation and the Health Education Authority. The British Heart Foundation's Active Schools resource for primary schools is an integral part of the awards. A copy of this pack is available free to every school that applies to Activemark.

Schools who are working towards the NHSS minimum criteria for physical activity are advised to utilise the BHF Active Schools resources and are, therefore, well placed to work toward these awards if they choose to.

Secondary schools who wish to demonstrate their commitment to working with other schools and local organisations to ensure a high quality of physical education and sports provision for their pupils and the local community could work towards Sport England's **Sportsmark** and **Sportsmark Gold**.

For further details of these awards contact Sport England's Active Schools team on 020 7273 1614.



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- 12 National Association of Head Teachers (1999) cited in the Daily Mail, 21st August, 1999, page 28.
- 13 Sports and Physical Education Network (1999) cited in the Daily Mail, 21st August, 1999, page 28.

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Further copies of this support material may be obtained from:

NHSS Team
Health Development Agency
Trevelyan House
30 Great Peter Street
London
SW1P2HW

Tel: 020 7413 1865
Fax: 020 7413 8939

Visit the Wired for Health Website at:
www.wiredforhealth.gov.uk

