

## Public Health Programme Guidance

### Promoting Physical Activity for Children –Consultation on Evidence– Stakeholder Response Table 12<sup>th</sup> May – 9<sup>th</sup> June 2008

Stakeholder Organisation	Evidence submitted	Document Name	Section	Page No.	Comments Please insert each new comment in a new row	Response Please respond to each comment
Amateur Swimming Association			Context		<p>Each of the comments below refer to information gathered through the work of the asa in increasing participation in swimming, primarily through the Everyday Swim project. The interim report on Everyday Swim includes some information on successful changes in provision and other interventions to attract new participants including children and young people.</p> <p>It also includes data on which demographics participate in swimming and the demographics of the latent demand (those who want to swim but don't for some reason). It also provides info on the relationship between supply and demand (strong positive correlation)</p> <p>The full and exec summary reports are available at <a href="http://www.everydayswim.org">www.everydayswim.org</a> under 'learning'.</p>	Thank you for supplying this information.
Amateur Swimming Association		<b>Correlates of PA in children</b>	Exec Summary	3/4	<p>Interim Report (referenced above) refers to parent and child sessions in various settings (strong positive assoc between parental support and PA in c&amp;yp). Also to attempts to engage older adults (parents and grandparents for whom the motivation is often children) to learn to swim.</p> <p>Report also shows that there is strong latent demand for swimming among key target groups (including inactive and low socio economic groups). Also that swimming bucks the PA trends by attracting more women than men. Junior aquafit has been successful in Easington for example among teen girls.</p>	Thank you for your comments. We acknowledge that the reports provided evidence of latent demand. However, they do not provide data reporting changes in physical activity in children and young people or in cases where increased uptake is reported, such as Aqua –Max, insufficient detail of the intervention is given. The flexicard scheme looks as though it will address some of the measurement problems and we hope that this data will be reported in future publications from these schemes.

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Amateur Swimming Association		Descriptive Epidemiology	Tracking	4	Everyday Swim is focussed on improving the experience of physical activity and in ways that are certainly relevant to young people – making it fun; asking facilities to respond to anxiety over body image, being watched etc as these are issues for many groups not only young girls. Addressing spectator/changing facilities etc.	Thank you for your comment.
Amateur Swimming Association		Descriptive Epidemiology	Conclusions	4	Report also shows that there is strong latent demand for swimming among key target groups (including inactive and low socio economic groups, & BME groups).  Swimming pools provide a safe, supervised, restricted (from strangers, cameras etc) environment for play.	Thank you for your comments. The purpose of the epidemiology review, as stated on page 6, was “to define patterns of physical activity in children of different populations and ages in England and to determine the impact of physical activity on short and long term health, and other outcomes.” Data about latent demand is not within the remit of the review.
Amateur Swimming Association		Views of c&yp on barriers and facilitators		6	Everyday Swim is focussed on improving the experience of physical activity and in ways that are certainly relevant to young people – making it fun; asking facilities to respond to anxiety over body image, being watched etc as these are issues for many groups not only young girls. Addressing spectator/changing facilities etc.	Thank you for your comments. The PDG consider such issues when making recommendations.
Amateur Swimming Association		Views of c&yp on barriers and facilitators		9	Everyday Swim is focussed on improving the experience of physical activity and in ways that are certainly relevant to young people – making it fun; asking facilities to respond to anxiety over body image, being watched etc as these are issues for many groups not only young girls. Addressing spectator/changing facilities etc.	Thank you for your comments. Please see previous response.

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					Swimming pools provide a safe, supervised, restricted (from strangers, cameras etc) environment for play.	
<b>Blackpool Council Early Years Team</b>		Review 4 – Intervention for under 8's  Review 8 – Active Play	General	General	I feel it is important to note that high levels of adult planned and directed activities for young children (under 6) are not recognised as desirable or appropriate. Any guidelines issued should take account of the Early Years Foundation Stage (DfES 2007) and promote it's principles, in order for the guidance to be put into practice effectively in early years settings and Nursery/Reception classes in school, it needs to fit with the principles of the EYFS. The material presented in Review 8 – Active Play, and the importance of the indoor and outdoor environment and opportunities for self chosen, unrestricted play fit far more comfortably with the EYFS than the structured interventions described in Review 4.	Thank you for your comments. When making recommendations the PDG consider current policies, such as those you refer to, and the context in which the recommendations will be implemented.
<b>British Society For Children's Orthopaedic Surgery</b>		General	General		An excellent review of the literature on the subject. I have no additional information.	Thank you for your comment.
<b>Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport</b>		Evidence Review 3, Qualitative Correlates (Promoting Physical Activity for Children)	Executive Summary, Results	5	<p>"For children aged 8 and under (five studies) key barriers were the emphasis on team sports and limited opportunities for extra-curricular activity at primary school level; gender..."</p> <p>The Government's PE, School Sport and Club Links (PESSCL) strategy aimed to increase the percentage of school children who spent a minimum of two hours per week on high quality PE and school sport within and beyond the curriculum. The Strategy has been successful, increasing the percentage of school</p>	

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					<p>children participating in two hours of PE and sport from around a quarter in 2002 to 86% in 2007.</p> <p>NICE should be aware of the Government's new PE and Sport Strategy for Young People (PESSYP), which aims to continue to increase the percentage of 5-16 year olds participating in two hours of high quality PE and sport at school, but also offer all 5-19 year olds an additional three hours per week of sporting opportunities.</p> <p>This will increase out of school hours provision for all, including primary school children. It will also increase the range of available sporting activities, in order to maximise the Strategy's chance of engaging a far wider range of young people in sport.</p>	<p>Thank you for this information. The PDG are aware of this new strategy.</p>
<b>Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport</b>		Review 5 – Active Travel Interventions, 6 – Interventions for adolescent girls 8 – Active Play	General		<p>Most of the interventions aimed at improving physical activity in children are school based examples.</p> <p>It is likely there is little research on interventions which are not school based, but if there is then we consider that they should be taken into account as well.</p>	<p>Thank you for your comments. The literature searching was designed to identify papers evaluating interventions delivered in the settings in the referral from the Department of Health, that is family, pre-school, school and community settings. All papers identified were considered for inclusion. Unfortunately, most of the evidence is school-based research.</p>
<b>Department of Health, Department for Children, Families and Schools, Department of Culture, Media and</b>		Review 5 – Active Travel Interventions	General		<p>The study has been categorised into four types of approaches, of which school travel plans are one category. We do not consider that the evidence makes it clear that a school travel plan is a mechanism for delivering a range of initiatives such as walking and cycling and cannot easily be assessed in isolation from the other measures, as</p>	<p>Thank for this clarification – this has been addressed in p16 of the evidence review.</p>

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Sport					they are integral to the effectiveness of delivering a school travel plan.	
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions	References	90	It would be helpful if you could include “ ‘Travelling to School: a good practice guide’, DfT 2004” as it contains useful background information around walking and cycling initiatives, and case studies.	Thank you for your comment. This has now been referred to in the evidence review.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions	References	90	Similarly, “School Travel and Transport Guidance, DCSF 2006” provides background information on the new legal duty for local authorities to promote sustainable school travel as part of the Education & Inspections Act 2006. It also includes case studies of schools that have delivered initiatives.	Thank you for your comment. This has now been referred to in the evidence review.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions	Appendix D - Glossary	89	STAG no longer exists. It has been replaced by the School Travel Expert Panel (STEP).	Thank you for this information, the review has been amended.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions	Appendix D – Glossary	89	DFES is now the Department for Children, Schools and Families (DCSF).	Thank you for your comment. The glossary explains abbreviations in the review, this abbreviation is used to reference DfES initiatives before the department name was changed and therefore needs to remain in the glossary. A note has been added to the glossary to say that the name has changed

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Sport						since the documents referred to were published.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions 1.2 The nature of evidence on active travel	1.3.1 Policies and initiatives relevant to active travel	14	It would be helpful if the School Travel Expert Panel (STEP) which was established in 2004 could be referenced in the initial paragraph. STEP superseded the School Travel Advisory Group (STAG).	Thank you for your comments, we have amended this to STEP.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions 1.2 The nature of evidence on active travel	1.3.1 Policies and initiatives relevant to active travel	14	It would be helpful if you could amend this para to explain that in 2003 a joint initiative of the former DFES and DfT led to the establishment of an <b>aspirational</b> target for all schools to have a school travel plan in place by March 2010.	Thank you, we have amended as you suggested.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions 1.2 The nature of evidence on active travel	1.3.1 Policies and initiatives relevant to active travel	14	The second paragraph should state that Local Authority maintained schools which develop school travel plans that are assessed as meeting the national standard are put forward to receive a one off payment of a capital grant.	Thank you, we have amended as you suggested.
Department of Health, Department for Children, Families and Schools,		Review 5 – Active Travel Interventions 1.2 The nature of evidence on	1.3.1 Policies and initiatives relevant to active travel	14	Under policies and initiatives relevant to school travel there is an opportunity for inclusion of the new legal duty for LAs to promote sustainable school travel as part of the EIA 2006. (See School Travel & Transport Guidance, DCSF 2006)	Thank you, we have amended as you suggested.

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Department of Culture, Media and Sport		active travel				
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Review 5 – Active Travel Interventions Policies and incentives relevant to active travel	Walking Buses	16	It would be helpful if the first paragraph could be amended to reflect the fact that the DfT funding in 2006 was for walking incentives (£500) and a walking bus (£1000).	Thank you, we have amended as you suggested.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Evidence review 8 (Review of learning from practice: Children and active play)	General		Although the eventual guidance will be for pre-school and school age children, the evidence carries a number of references to children in the foundation stage, to links to the curriculum and to play as a form of outdoor learning. We consider that care will need to be taken in the eventual guidance to ensure that it covers the wider age group, and does not deal with play only in relation to the curriculum and learning.	Thank you for your comment. The PDG will take this into consideration when making recommendations.
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Evidence review 8 (Review of learning from practice: Children and active play)	6.5		Section deals with the role of “wild adventure space” in teenagers’ lives. We are unsure how this will translate into guidance but it would be helpful to have a definition of “wild adventure space”.  The play pathfinders are about providing more public play areas and developing 30 adventure playgrounds – and certainly the activities listed for the “wild adventure space” are similar to those we envisage for these adventure playgrounds. We feel that it is important to ensure that the guidance recognises the <i>Fair Play</i> and <i>Children’s Plan</i> commitments.	A definition of ‘wild adventure space is included in the paragraph ‘outdoor space where young people have some level of freedom in terms of activity and experience’.  When making recommendations, the PDG consider current policies, such as those you refer to, and the context in which the recommendations will be implemented.
Department of Health, Department for Children, Families and		Evidence review 8 - active play	General		Many of the issues DCSF have considered important in this area also come out of NICE’s analysis, and we highlight the recent consultation on our draft Play strategy Fair Play which is attached	Thank you for highlighting this.

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Schools, Department of Culture, Media and Sport					 7608-DCSF-Fair Play A5-Summary.pdf	
Department of Health, Department for Children, Families and Schools, Department of Culture, Media and Sport		Evidence review 8 - active play			The attached play evidence document underpinned the play consultation, and is very much in line with NICE's material. DCSF will be publishing it on the web shortly  230508 evidence annex.doc	Thank you for highlighting this.
Department of Health East of England Public Health Group		General	General		We are pleased that there is distinction between age groups and a focus on early years and interventions/pre-school/play/under 8's.	Thank you for your comment.
Department of Health East of England Public Health Group		General	General		The range of different opportunities provided is key. It needs to be stressed that a 'menu' of opportunities is needed to benefit all children due to different ages/gender/settings.	Thank you for your comment.
Department of Health East of England Public Health Group		General	General		It is important to recognise the need for trained skilled workers to support this work – and not just typical PE teachers that focus on traditional 'true' sports.	Thank you for your comment. The PDG consider implementation issues when making their recommendations.
Department of Health East of England Public Health Group		General	General		It should be recognised that interventions with a healthy lifestyle attached to them should give physical activity a greater focus.	Thank you for your comment.
Department of Health East of England Public Health Group		General	General		The role of parents is welcomed (as is the family approach) and to address how to reach/engage with hard to reach parents will be important.	Thank you for your comment.

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Department of Health East of England Public Health Group		General	General		We are pleased to see that mental health and wellbeing aspects of physical activity are being drawn out through the evidence.	Thank you for your comment.
Department of Health East of England Public Health Group		General	General		This guidance needs to focus on and be relevant/specific/helpful to people in England and Wales, rather than imply it from the evidence from other countries.	The selection criteria for the included studies focused the reviews on the literature most applicable to England. The evidence in the reviews is graded for degree of applicability; these gradings are one of the factors considered by the PDG when they make recommendations.
Diabetes UK		Evidence review 1 descriptive epidemiology	Executive summary	3	Add the following to the 4 <sup>th</sup> bullet: “therefore childhood physical activity IN COMBINATION WITH OTHER FACTORS may have an indirect influence on adult health”	Thank you for your comment. We have considered this addition and do not think it is directly relevant in this section of the document.
Diabetes UK		Evidence review 1 descriptive epidemiology	Executive summary	3	Add an additional bullet point to the executive summary:  “physical activity may help with blood glucose control for children with Type 2 diabetes by increasing insulin sensitivity”	Thank you for your comment. We have checked and confirm that this point is well covered in the main body of the report, and covered by the summary statement in the first bullet of the executive summary.
Diabetes UK		Evidence review 1 descriptive epidemiology	3.3.2	18	As the effect of increasing insulin sensitivity has been acknowledged, in concluding the third paragraph it would be valuable to add that physical activity can help with the management of Type 2 diabetes.	Thank you for your comment. This point has been added to page 18 of the evidence review.
Diabetes UK		Evidence review 1 descriptive epidemiology	general	general	Please use “Type 2” rather than “Type II” Throughout.	Thank you, we have amended the report accordingly.
Diabetes UK		Evidence review 1 descriptive epidemiology	3.4.2	33	It would be valuable to indicate here the indirect relationship between physical activity in young people and Type 2 diabetes in adulthood, in so far as physical activity can help prevent obesity, and the	Thank you, this has been addressed on page 33 of the evidence review.

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					links between obesity and the development of Type 2 diabetes are well known.	
Diabetes UK		Evidence review 3 Qualitative correlates	General	general	<p>The following evidence may add to the qualitative information about barriers to physical activity:</p> <p>Khunti, K. Stone, M.A et al (2008) Primary prevention of Type 2 diabetes and heart disease: action research in secondary schools serving an ethnically diverse UK population Journal of Public Health 30 (1) <a href="http://www.jpubhealth.oxfordjournals.org">www.jpubhealth.oxfordjournals.org</a></p>	Thank you for submitting this evidence. To keep the reviews manageable within the time constraints and resources available, criteria are set for inclusion in the reviews. This paper was published too late for inclusion in this review but may inform future reviews when the guidance is updated.
Groundwork Federation		Review 8 Active Play	3.2, 4		<p><b>Outdoor Classrooms</b></p> <p>In relation to section 3.2 'Active play: indoors or outdoors?' and section 4 on the 'Views of Practitioners', we would like to see the NICE guidelines promote the creation and use of 'outdoor classrooms'. These can be created either within school grounds or at accessible local greenspaces and nature reserves. They provide a breadth and diversity of outdoor learning opportunities, and can support a broad range of curriculum subjects</p> <p><b>Case study: Gospel Oak School Outdoor Classroom</b></p> <p>The Groundwork Trust in Camden worked with Gospel Oak School to create an outdoor educational resource on a neglected railway embankment, which Network Rail agreed to lease to the school. Groundwork designed the area in consultation with parents and teachers, and the bank was cleared from knotweed by Groundwork with help from the Army</p>	<p>Thank you for your comment. The PDG will consider the evidence presented in all the reviews when drawing up the recommendations.</p> <p>Thank you for this information about the work of the Groundwork Trust.</p>

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					<p>Cadets.</p> <p>The classroom offers teachers and pupils the opportunity to study elements of the National Curriculum and to have some fun outdoors. The classroom includes seating areas, a vegetable kitchen, barbeque facilities, a pond and a mini- beast area. Planting was chosen with wildlife in mind to create a rich wildlife habitat and a range of hard landscape materials were chosen to involve texture and colour within the site.</p> <p>Groundwork's employment and training programme also worked with the school, and they provided training and work placements for unemployed single parents to become classroom assistants. Local resident Michael Palin officially opened the garden in September 2003. His own children had been to the school and he told the schoolchildren that they were lucky as his children hadn't had these opportunities.</p> <p>Children of all ages can now enhance their learning in lots of curriculum areas including studying wildlife habitats, food growing, outdoor artwork and design and technology projects.</p>	
Groundwork Federation		Review 8 Active Play	3.2, 5, 6.5		<p><b>Young people friendly neighbourhoods</b></p> <p>Urban environments have been designed with inadequate consideration for young people. There is little analysis given to how young people in different age groups can interact with their neighbourhood as a whole, how they can easily and safely get from</p>	<p>Thank you for raising these issues. The PDG may consider such issues when making recommendations. However, the focus of this guidance is not on environmental changes - NICE recently published guidance on physical activity and the environment <a href="http://www.nice.org.uk/nicemedia/pdf/PH008">http://www.nice.org.uk/nicemedia/pdf/PH008</a></p>

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					<p>place to place and how, as they get older, they might increasingly do this on their own or with peers independent of adults. Integrated public space strategies are needed to provide safe, accessible play and recreational opportunities which address the spatial marginalisation of young people.</p> <p>Groundwork believes that enabling young people should be able to actively participate in making their neighbourhoods cleaner, safer and greener. However, funding to support the effective participation of young people in consultation processes is often lacking.</p> <p>Service providers and government need to actively involve and seek the views of young people and their carers, and adhere to the UN Convention on the Rights of the Child to ensure that equity is achieved. The importance and benefits of encouraging young people to participate in shaping their surroundings and their own futures cannot be over-estimated.</p>	<p><a href="#">Guidancev2.pdf</a></p> <p>The PDG will consider the evidence regarding consultation in the reviews when drawing up the recommendations.</p> <p>NICE is committed to promoting equality and eliminating unlawful discrimination. It aims to comply fully with all legal obligations to: promote race and disability equality and equality of opportunity between men and women, and eliminate unlawful discrimination on grounds of race, disability, age, sex and gender, sexual orientation, and religion or belief in the way it carries out its functions. Equity and equality issues are considered when making recommendations. Please see <a href="http://www.nice.org.uk/aboutnice/howwework/NICEequalityScheme.jsp">http://www.nice.org.uk/aboutnice/howwework/NICEequalityScheme.jsp</a></p>
Groundwork Federation		Review 8 Active Play	3.2, 5, 6.5		<p><b>Natural Play and 'Playscapes'</b></p> <p>In relation to section 3.2 on 'Active play: indoors or outdoors?', section 5 on Risk and section 6.5 on 'the</p>	<p>Thank you for this suggestion. We will consider this depending on the recommendations made by the PDG. Please see previous comment about the</p>

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					<p>role of wild adventure space in teenagers' lives', NICE guidelines on physical activity should refer to Natural England's Accessible Natural Greenspace Standard.</p> <p>This states that every home should be within 300m of an accessible natural green space of at least 2 hectares which is equivalent in size to two football pitches. Each home should also have access to:</p> <ul style="list-style-type: none"> <li>• at least one accessible 20 ha site within 2km</li> <li>• at least one accessible 100 ha site within 5km</li> <li>• at least one accessible 500 ha site within 10km</li> </ul> <p>We would also like to draw your attention to an innovative, more natural approach to play area design that Groundwork is championing.</p> <p>Young people need opportunities to play outdoors, experience the natural world and take risks. Generally there is a failure to provide play environments that offer these opportunities for exploration, excitement, self discovery and group autonomy. Modern forms of risk-free play areas may displace problems and deflect children to more dangerous places; children may also start to explore risk in more anti-social and personally dangerous ways. Young people may be more tempted to engage in illicit or dangerous behaviour because the opportunity to weigh up acceptable risk has been denied to them.</p> <p>Play in natural environments helps children to assess risk, whether that be climbing a tree or jumping over a stream. It allows children to develop an awareness</p>	environment.

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					<p>of their surroundings and experiment with a low level of risk. Developing an ability to assess danger is important for a child's future safety. With standardised play equipment, play becomes simplified and children pay less attention to their movements, (e.g., equal distances between rungs on a ladder). Children need experience of the asymmetrical forms that confront us throughout life.</p> <p>With the 'Playscape' approach the landscape itself is designed to have play value. Instead of conventional play equipment, Playscape uses mixed level spaces and a combination of textures and sounds such as water, bridges, boulders and grass mounds to create an exciting setting to challenge and inspire users of all ages and generations.</p>	
Groundwork Federation		Review 8 Active Play	3.2, 5, 6.5		<p><b>Natural Play and 'Playscapes'</b></p> <p>Planting is playful, with chestnut trees for conkers, willow for weaving, daisy lawns for making daisy chains, butter cups and dandelions for dandelion clocks. Together with soil, sand and water, plants provide manipulative settings that are quite different from the usual provision of static and fixed play equipment. Climbing and playing in trees, hide and seek games and general exploration are just some of the ways in which plants and the landscape are used to stimulate creativity and imagination in children.</p> <p>Planting is also functional with plants for sensory variety, seasonal interest, culinary usage, wildlife enhancement and shade and screening. Equipment</p>	Please see previous comments about the environment.

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					<p>used is in natural colours and boundaries such as banks and timber walls help to make the space feel part of the wider environment and encourage access for all.</p> <p>With the playscape approach, outdoor space can be reclaimed to benefit children and the community. Experience has shown that playscapes are cheaper to create than conventional play areas and about the same cost to maintain. This is a cost-effective solution that can be easily transferred to neighbourhoods across the country.</p> <p>We would like to see the refurbishment of traditionally barren, black asphalt playgrounds into more challenging play environments that encourage engagement with natural surroundings.</p>	
<b>Groundwork Federation</b>		<b>Review 8 Active Play</b>	3.2, 5, 6.5		<p><b>Natural Play and ‘Playscapes’</b></p> <p>Groundworks’ Playscape garden won a prestigious gold award at the 2007 Hampton Court Flower Show. The garden was highly praised for its originality and had a fantastic public response. Designers Adam White and Andrée Davies from Groundwork West London had not exhibited at Hampton Court before and Gold Awards for first time designers are exceptionally rare.</p> <p>The entire Playscape garden has been relocated to a formerly rundown play space in Ealing, with help from the Groundwork West London Green Team. The Green Team provides long term unemployed people with the opportunity to receive training to</p>	Thank you for bringing this work to our attention.

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					carry out regeneration projects through practical landscaping in their local area.	
<b>Institute of Health &amp; Society, Newcastle University</b>		Review 1 - epidemiology	4.5.6	58	“High quality PE” is a misleading term and should be changed. Parents and lay people who do not realise the definition is “...skills, understanding, desire and commitment...” would expect that children are getting 2 hours of physical activity, when in fact that may not be the case (just observe a typical PE lesson where the children spend more time being instructed than active, or in summer playing cricket or rounders, when an entire lesson can be spent standing around). The children may be gaining other skills from this, but the public would also expect actual physical activity to be part of PE lessons and this should be addressed. Assuming PE is physical activity under this definition is inaccurate and misleading.	‘High quality PE’ is defined and is the term used in the outcome data of the surveys reported.
<b>Institute of Health &amp; Society, Newcastle University</b>	 Riddoch CJ (2008) Arch Dis Childh	<b>Review 1 - epidemiology</b>	4	all	Using the HSE data to classify children as active is also misleading. The questionnaire classifies ALL activity as at least moderate intensity when most of it is lower, and parents over-report the amount of activity their child does. Quantitative data from the ALSPAC cohort [1] show that children are in fact very sedentary, taking just 20 minutes MVPA/day, with only 2.5 % of 5595 11-12 year olds reaching 60min/day. Data from the Gateshead Millennium	Thank you for submitting this evidence. To keep the reviews manageable within the time constraints and resources available criteria are set for inclusion in the reviews. The aim of the review as outlined on page 6 was to “define patterns of physical activity in children of different populations and ages in England and to determine the impact of physical activity on short and long term health, and

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	 Jackson DM (2003) Obesity Res.				<p>Study cohort (paper under review at Archives of Disease on Childhood, see below) paints a similar sorry picture, with less than 10% of 6-8 year olds achieving 60 min/day.</p> <p>Similar findings have been published in preschool Scottish children [2]. This information should not be ignored, and may explain the apparent discrepancy between overweight children and the number that appear to be reaching the physical activity guidelines.</p> <ol style="list-style-type: none"> <li>1. Riddoch, C.J., et al., <i>Objective measurement of levels and patterns of physical activity</i>. Archives of Disease in Childhood, 2007. <b>92</b>(11): p. 963-969.</li> <li>2. Jackson, D.M., et al., <i>Objectively measured physical activity in a representative sample of 3-to 4-year-old children</i>. Obesity Research, 2003. <b>11</b>(3): p. 420-425.</li> </ol> <p>Gateshead Millennium Study. PI Dr Ashley Adamson, Human Nutrition Research Centre, Newcastle University, Newcastle upon Tyne NE2 4HH</p>	<p>other outcomes”, Jackson et al. report on the physical activity of children in Scotland. Riddoch et al. was published after the literature searches were conducted and so was not available for inclusion in the review. This paper and the Millennium study may be used in the future when the guidance is updated. However, we note that while it provides interesting information, the paper states that the findings have no meaning because there are as yet no methods to elucidate the biological meaning of accelerometer output.</p> <p>We have however addressed this overall point by adding an additional limitation on page 49 of the review.</p>
Leeds Primary Care Trust – Public Health			General		The document provides much interesting evidence of a robust nature. However it is worth noting that much of the effective work around children and physical activity including community development approaches lends itself to qualitative evidence including case studies. It could enhance the guidance being given if it drew on these which may need to be evaluated in different ways.	Thank you. The reviews include a range of evidence types including case studies. Community engagement was the subject of recently published NICE public health guidance <a href="http://www.nice.org.uk/nicemedia/pdf/PH009Guidance.pdf">http://www.nice.org.uk/nicemedia/pdf/PH009Guidance.pdf</a>
Leeds Primary Care Trust – Public Health		Intervention Review: Adolescent	Review 6 - 9.4	42	Dance is being generally recognised as an effective way of engaging adolescent girls in physical activity. A national body to promote physical activity through	Thank you for your comment. The PDG may consider this for one of the research

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		<b>Girls</b>			dance - Youth Dance England has been established and is being funded by DFFES and DCMS on the strength of the evidence around dance engaging children particularly girls. If indeed there is no evidence then it seems imperative that this is undertaken.	recommendations made in the final guidance document.
<b>Leeds Primary Care Trust – Public Health</b>		<b>Intervention Review: Adolescent Girls</b>	General/ Review 6 - 9.4		For evidence of dance improving health in children see – Quin, Redding& Frazer 2007 – The effects of an eight week creative dance programme on the physiological and psychological status of 11 – 14 year olds adolescents: An experimental study (Hampshire Dance and Laban)	Thank you. This study was considered for this review but did not meet the inclusion criteria, as it does not report changes in physical activity or core physical skills.
<b>Leeds Primary Care Trust – Public Health</b>		<b>Intervention Review: Adolescent Girls</b>	Review 6 - 9.6	43	Leeds PCT and Leeds Met University currently undertaking research to measure if after school activity in dance and other physical activity increases overall physical activity levels of children. Will include some evidence on girls aged 11. Initial results and findings due July 08.	Thank you. We will look forward to hearing more about the outcomes of this study, although its publication will be too late for this review, it may inform future updates of the guidance.
<b>Liverpool John Moores University- REACH Group</b>		Evidence review 1: Epidemiology	4.5.6 Types of physical activity	58	In relation to physical education it is stated that data on children's physical activity as part of physical education is available from the School Sport Survey. However, this survey reports on things such as frequency of participation in physical education and school sport, time allocated, etc. Whilst these factors could arguably influence physical activity, they are not the same as physical activity data in the sense of frequency, intensity, time, etc. Thus, either the opening sentence to the physical education section needs modifying, or account should be taken of the available evidence relating to physical activity levels within physical education lessons.	Thank you for your comment. We have addressed this point on page 58 of the review.
<b>Liverpool John Moores University- REACH Group</b>		Review 4 – Intervention Review: Under Eights	Executive summary	4	Has the US study compared aerobic classes and playground free-play, or were did the aerobic classes consist of some free play?	As far as we could tell from the paper it was a structured session that did not focus on free play. However, it did include some playful activity such as being told to 'jump like a

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						kangaroo’.
Liverpool John Moores University-REACH Group		Review 4 – Intervention Review: Under Eights	1.3	11	The definition of play here would be useful. In addition, play often has a vigorous component to it, and would be worth mentioning.	‘Active play was defined on page 11 of this document as: ‘Active play included such things as riding a bike, kicking a ball around, running about, playing active games and jumping around. ‘
Liverpool John Moores University-REACH Group		Review 4 – Intervention Review: Under Eights	2.3	20	There appears to be a + missing when discussing the categorisation of studies.	Thank you we have amended this.
Liverpool John Moores University-REACH Group		Review 4 – Intervention Review: Under Eights	6	34	However, a US based study (Dale et al., 2000) has suggested that restricting PA during the school day may not lead to increased PA outside this context.	Thank you for your comment. We are aware of this study but are unsure of the point you are making as the discussion section of the review does not suggest restricting physical activity during the school day. In addition the mean age of the children in the Dale paper is outside that stated in the inclusion criteria for this review.
Royal College of Nursing		General	General		The RCN welcomes the development of this guidance. The evidence synopsis seems appropriate.	Thank you.
Southampton City PCT		Review 7	3.1	28	<b>This is a comment applicable to several of the sections.</b> The fact that there were no UK studies included casts some doubt on the validity of any advice to be offered. There have been some studies carried out into the effects of physical activity interventions as part of a wider intervention eg Carnegie Clubs, MEND which might be more relevant than studies form USA where the physical environment and culture is different. I think there is an issue over	The selection criteria for the included studies focused the reviews on the literature most applicable to England. The evidence in the reviews is graded for degree of applicability; these gradings are one of the factors considered by the PDG when they make recommendations.  If you have papers or can supply references for evaluations of the initiatives you mention

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					applicability around many of the studies outside the UK in this and other sections of the consultation.	we will consider these.
Sustrans		5. Children and Active Travel	3.5	35	An increase in cycling and a decrease in walking do not necessarily mean that new cyclists used to be walkers. Without analysing change in travel behaviour at an individual level, it is impossible to draw this conclusion from broad aggregated data. Data may be analysed at an individual level via pupil level census data on the school journey but this is subject to data protection and needs approval by DCSF.	Thank you for your comment. We agree that making definitive conclusions about individuals' changes in behaviour requires more in-depth data. However, we are satisfied that the review is carefully worded and does not say that the new cyclists were walkers but suggests this may be the case for some. Transference of activity is an important consideration discussed by the PDG.
Sustrans			general		Much of the evidence gathered about children's travel to school is gathered by simple 'How do you usually travel to school?' questioning. This question is now asked at all schools with travel plans once a year between September and January and effectively ignores children who might walk or cycle one or two days a week, or those who usually walk or cycle in Summer only. Without detailed sample surveys in schools, which also investigate frequency of travel by mode, the impact of active travel initiatives will be under represented. For example, Sustrans latest Bike It Review shows that 10% of pupils (at 50 schools surveyed) were cycling at least once a week before the Bike It project started. By comparison National Travel Survey reports that just 2% of children cycle to school.	Thank you for your comment. The problems with measurement are acknowledged on page 60 of the review.
Sustrans	 sustrans_bike_it ew_2008_may0		General		Sustrans has published a more recent review of the Bike It project for the academic year 2006-2007. Main findings include: <ul style="list-style-type: none"> <li>• A trebling of pupils cycling everyday (3% to 10%)</li> <li>• A trebling of pupils cycling at least once every</li> </ul>	Thank you for your comments. To keep the reviews manageable within the time constraints and resources available, criteria are set for inclusion in the reviews. This data was published too late for inclusion in the review but may inform future updates of the

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	 BikeItTechRepo 07, May 08.p				<p>week (10% to 27%)</p> <ul style="list-style-type: none"> <li>• 25% of pupils cycling for the first time</li> <li>• 47% of pupils stating a preference for cycling at the start of the project</li> </ul> <p>The Bike It Review and a technical appendix are available at <a href="http://www.sustrans.org.uk/bikeit">www.sustrans.org.uk/bikeit</a></p>	guidance.
<b>Sustrans</b>			General		School Travel Plans set out to reduce levels of car use, not necessarily to increase levels of walking and cycling, or levels of physical activity. Many schools have chosen to use their travel plan to promote road safety or resolve local parking problems. It may be unrealistic to expect all schools travel plans to promote physical activity unless this is made an explicit aim for all schools to follow.	Thank you for your comments. The PDG make their recommendations as explicit as possible within the constraints of the supporting evidence.
<b>Sustrans</b>		6. Adolescent Girls	General		Several Bike It project officers have chosen to focus on persuading adolescent girls to cycle. We have just evaluated the impact of the 'Beauty and the Bike' project in Exeter which showed that 42% of teenage girls participating in the project had started cycling and 15% were now cycling to school every day. More information about the project can be found at <a href="http://www.sustrans.org.uk/bikeit">www.sustrans.org.uk/bikeit</a> . We believe this would make an excellent case study in any published guidance.	Thank you for your comments. To keep the reviews manageable within the time constraints and resources available, criteria are set for inclusion in the reviews. This data was published too late for inclusion in the review but may inform future updates of the guidance.
<b>Sustrans</b>			General		It is worth noting that latest 2006 National Travel Survey data shows that six times as many boys cycle to secondary school than girls. There is a marked increase in car dependency amongst teenage girls on the school journey at secondary school (23% of girls are driven to school, compared to 18% of boys)	Thank you for your comments.
<b>Sustrans</b>	 places-to-go-re: h-summary.p	8. Active Play	General		There are strong links between low levels of active play, traffic danger and lack of independent mobility amongst children. We refer you to Play England's 'Places to Go' report, May 2008, which contains strong evidence to this effect. The report calls for	Thank you for bringing this document to our attention. To keep the reviews manageable within the time constraints and resources available criteria are set for inclusion in the reviews. This data was published too late for

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					more joined up policy between government departments and agencies. <a href="http://www.playengland.org.uk">www.playengland.org.uk</a>	inclusion in the review but may inform future updates of the guidance.
Sustrans			General		There is an urgent need to conduct long term, longitudinal research into the effect of reduced exposure (as children choose not to walk, cycle or play on the street) and falling traffic casualty numbers. The Government claims that our streets are becoming safer when clearly public perception is the opposite – for example, 59% of parents state traffic danger as the reason why they accompany children on the school journey, by far the most significant factor in their decision, and almost twice as high as fear of assault. (National Travel Survey 2006)	Thank you for your comment. The PDG may consider this for one of the research recommendations in the final guidance.  The focus of this guidance is not on environmental changes - NICE recently published guidance on physical activity and the environment <a href="http://www.nice.org.uk/nicemedia/pdf/PH008Guidancev2.pdf">http://www.nice.org.uk/nicemedia/pdf/PH008Guidancev2.pdf</a>
Sustrans			General		Conversely, there is a need for long term research into the health, safety and other economic benefits of creating large pedestrian priority residential areas (20mph and less) and in particular, the impact such neighbourhoods have on children's well-being.	Please see previous comment
Sustrans			General	P36	There is very little mention of parent's perceptions of risk regarding traffic and outdoor play. Why a whole chapter on impact of weather/seasonality by comparison?	Parents' perceptions are also covered in the review of the qualitative evidence.
Sustrans			General		Child's Play; facilitating play on housing estates (Whewey and Milward 1997) emphasises the importance of walking and cycling as play, making a greater contribution than play equipment.	Thank you for your comment. Our definition of active play on page 11 of the review encompassed these activities.
Sustrans			General		Time for Play (DCMS, 2006) emphasises the importance of safe outdoor play and need to reduce traffic danger.	Please see previous comment about the environment.

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UCL Institute of Child Health		Epidemiology Review	General		This is a very comprehensive review, with clear description of the evidence.	Thank you.
UCL Institute of Child Health	 Riddoch et al 2007.pdf	Epidemiology Review	Section 4 How active are children and young people		Reference could also be made to a study by Riddoch et al, which used objective measures of pa. This study shows that a large majority of children are insufficiently active, which is counter to the current argument in the review.  Reference: Riddoch et al (2007) Objective measurement of levels and patterns of physical activity. Arch Dis Child;92(11):963-9 [Pdf of this paper attached).	Thank you for submitting this evidence. To keep the reviews manageable within the time constraints and resources available, criteria are set for inclusion in the reviews. Riddoch et al. was published after the literature searches were conducted and so was not available for inclusion in the review. It may be used to inform future updates of the guidance.
UCL Institute of Child Health		Epidemiology Review	4.3.1 Limitations section	49	This section describes the limitations of self-report measures; it could also include a short discussion on the importance of objective measures of physical activity to overcome limitations of self-report measures.	Thank you for your comment. This has been included in the review.
UCL Institute of Child Health		Epidemiology Review	3.3.1 obesity	11	This section could also refer to a recent study from ALSPAC, which examined the association between physical activity and obesity in a large cohort of 5500 children. The study found a strong graded inverse association between physical activity and obesity.  Reference: Ness et al (2007) Objectively measured physical activity and fat mass in a large cohort of children. PLoS Med;4(3):e97. This can be obtained from Andy.Ness@bristol.ac.uk	Thank you for submitting this evidence. Please see earlier comment about inclusion criteria.

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