

The National Healthy Schools Programme has four themes:

Schools seeking status need to have achieved this by July 2010 otherwise they will be unable to progress onto the enhanced model.

1.The Four Themes

- Personal, Social and Health Education (PSHE), including SRE and drugs education
- Healthy Eating
- **Physical Activity**
- Emotional Health and Wellbeing, including bullying

These **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.

The Healthy schools website <http://www.healthyschools.gov.uk> and related toolkits provide schools with many Physical Education ,Schools Sport (PESS) and Physical Activity signposts towards good practice case studies , resources and Website links - some of which are listed below :

- Active Learning
- Physical Education - The Heart of School Life
- A Level and GSCE Physical Education
- Resource for Teachers, Students and Educators
- The National Coaching Foundation
- The Walking Bus Guide
- Sustainable Transport Information for Schools
- Get Ahead, Get A Helmet
- School Travel
- A Resource For Teaching PE
- Schools on the move

2. The Physical Activity theme:

- Physical activity contributes significantly to the being healthy national outcome for children
- Children/young people are provided with a range of opportunities to be physically active
- They understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part their every day life

N.B. “Physical activity” is a wide ranging term and encompasses Physical Education, School Sport and many other activities and opportunities for Physical Activity both within and beyond school and curriculum.

3. Key role of schools:

Schools have a key role to play in providing **support, encouragement** and **opportunities** young people need to help them meet the **recommended levels** of daily physical activity.

- **Children and young people should aim to participate in activity of at least moderate intensity for one hour every day.**

The 60 minute target doesn't have to be done all at once, it can be built up throughout the day in smaller bouts of 15 minutes of activity. Examples of moderate intensity activities include: brisk walking, active play, swimming, cycling, dance, most sports and games.

Some suggest that young people actually need to participate in more than 60 minutes a day. This is because despite significant numbers of young people achieving the hour a day recommendation, obesity levels continue to increase.

- **In addition, at least twice a week some activities should help to enhance and maintain muscular strength and flexibility and bone health.**

Examples of activities to promote muscular strength and flexibility are climbing, skipping and jumping as well as weight bearing activities such as gymnastics and aerobics.

4. Aim of the Physical Activity guidance:

Physical Activity is an integral part of daily life in a health-promoting school. The purpose of this guidance is to offer support to schools working towards achieving National Healthy School Status and demonstrate how Physical Activity can be promoted throughout the school day and beyond by:

- supporting the whole-school approach to promoting healthy active lifestyles
- providing clear and consistent messages about Physical Activity, its promotion and how to facilitate participation
- providing ideas and practical tips as well as case studies to inform practice
- signposting to resources, training opportunities, funding and other sources of information
- Identifying people within and outside of the school community who can help to deliver the National Healthy Schools Programme targets.

5. Meeting the Physical activity strand criteria:

Schools must demonstrate /evidence that they are meeting the following criteria to satisfy the Physical activity theme (links to **Ofsted** framework are in brackets)

3.1 Physical Activity Leadership & Monitoring (Ofsted: A4.2) Provides clear leadership and management to develop and monitor its physical activity policy

- [minimum evidence](#) There is a named person in the school who leads policy and practice development on physical activity and is known to all staff in that role
- **Prompt:** This will often be the PE coordinator or Head of PE, BUT it must be clear that the person concerned understands that physical activity is wider than PE. It would be good practice to publish such responsibility on staff lists, prospectus etc.

3.2 Whole School Physical Activity Policy (Ofsted: A2.11, A2.2, A2.3, A2.8, A4.2, A4.3, A5.2 (EYFS), A6.2 (Sixth Form) Has a whole-school physical activity policy – developed through wide consultation, implemented, monitored and evaluated for impact

- [minimum evidence](#)
- A Physical Activity Policy is in place
- Clear monitoring procedures are in place to review and amend the policy
- Parents/carers, children/young people, staff and governors were/are actively involved in the development and review of the policy and can describe their involvement
- The policy supports the curriculum for PE and the wider programme for Physical Activity and school sports
- **Prompts :** The policy should inform and reflect practice throughout the school day, including travel to and from school (or refer to the School Travel Plan). It should be possible to show the links between PESSYP and wider physical activity.

3.3 Structured Physical Activity Hours (Ofsted : A2.2, A2.3, A2.7,A3.3, A4.2, A5.2 (EYFS), A6.2 ,Sixth Form)Ensures a minimum 2 hours of structured physical activity each week for all of its children/young people in or outside the school curriculum.

- [minimum evidence](#)
- The curriculum for PE includes health related fitness
- Children/young people can access a range of activities that add up to a minimum of 2 hours structured physical activity each week (i.e. Curriculum PE)
- The school's Inclusion Policy refers to how it is addressing the needs of all its children/young people with reference to physical activity
- **Prompts :** The school's description of its provision adds up to a minimum of 2 hours structured activity each week. This can include PE, before- and after- school activities, travelling to and from school and supervised lunchtime activities. It does not include representative team games unless all children and/or young people are involved..

3.4 Extra Curricular Activities (Ofsted: A4.2, A4.5, A4.8, A4.9, A5.2 (EYFS), A6.2 (Sixth Form)) Provides opportunities for all children/young people to participate in a broad range of extra curricular activities that promote physical activity

- [minimum evidence](#)
- 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

Prompts : Publicity on notice boards, newsletters, staff briefings, assemblies, prospectuses would be useful. The school could consider carrying out 'market research' / **needs analysis** to ensure it is meeting all needs and maximising participation.

3.5 Consulting Children and Young People (Ofsted: A2.4, A2.7, A2.8, A3.3, A4.2, A4.5, A4.6, A4.9, A5.2 (EYFS), A6.2 (Sixth Form)) **Consults with children/young people about the physical activity opportunities offered by the school, identifies barriers to participation and seeks to remove them**

- [minimum evidence](#)
- Children/young people say they are consulted about what types of physical activities they would like to be offered to them
- The school can specify the activities that have been introduced, influenced and adapted as a result of consultation
- The school has a system in place to monitor the increase in participation of children/young people in physical activity
- **prompts** Utilising class councils, circle time, PSHE lessons should all be easy to organise. Pupils may in some cases have the opportunity to vote. Schools will have to accept that there will often be minority groups and tastes, and their needs should be met
Monitoring can be carried out by using the class councils, circle time etc mentioned above.

3.6 Schools Sport Co-ordinators (Ofsted: A4.2, A4.5, A4.8, A4.9, A5.3 (EYFS), A6.3 (Sixth Form)) **Involves School Sports Co-coordinators (where available) and other community resources in provision of activities**

- [minimum evidence](#)
- The school has a representative who attends School Sport partnership – SCo's network meetings
- The school uses Physical Education and School Sport Club Link (PESSCL) materials
- **prompts**
- The school engages with school sport partnership programmes and festivals etc
- They have a named School Sport Coordinator who assists and guides school and family action plans related to the School Sport Partnership development plan

3.7 Encouraging Walking & Cycling to School (Ofsted: A2.5, A2.7, A3.4, A4.2, A4.3, and A4.4) **Encourages children/young people, parents/ carers and staff to walk or cycle to school under safer conditions, utilising the school travel plan**

- [minimum evidence](#)
- The school is engaged with representatives from the Safe 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
- 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 are available for children/young people and staff
- **prompts**

- This is the criterion where several aspects of healthy schools can contribute to government policy – increasing physical activity, diminishing carbon emissions (not a NHSP objective but sometimes a good argument to use), increasing social capital. Consideration should be given to the DfT/DCSF walking bus schemes for younger children. You may want to consider how many children/young people do/could walk/cycle to and from school. What contribution does this make towards activity targets?

3.8 Parents & Carers Involved in Planning and Delivery (Ofsted: A4.4, A4.5, A4.6, A4.8, and A4.9) 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](#)
- 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
- [prompts](#)
- In some cases, parental involvement (e.g. in coaching) may mean Criminal Records Bureau and coaching proficiency checks have first to be considered, but in many others (e.g. community walk, sponsored skip) this would not be necessary. Schools should take the many instances they communicate with parents/carers to press home the physical activity message. Parents/carers will often be able to inform the school about physical activities that interest/engage their children.

3.9 Appropriate Training (Ofsted: A4.1, A4.2, and A4.9) Ensures that there is appropriate training provided for those involved in providing physical activities

- [minimum evidence](#)
- There is a planned annual programme of CPD for staff, as appropriate
- Staff involved in providing physical activity for children/young people can evidence that they have received appropriate training/CPD. (These may be teachers, lunchtime, breakfast or after school supervisors and coaches and others from the community)
- The school operates an appropriate Visitor Policy, which addresses risk management and relevant training/qualification
- [prompts](#)
- It is not necessary to have an annual programme if CPD is not needed, but the school has to show that it has – at the very minimum – carried out some needs analysis, and acted upon it if needs were discovered. CPD does not necessarily mean going on courses. In many cases, staff can learn on the job from colleagues. The point here is that it is appropriate - leading to the staff feeling confident and competent.

3.10 Encouraging All Staff (Ofsted: A4.1) Encourages all staff to undertake physical activity

- [minimum evidence](#)
- 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
- [prompts](#) The school should consider the needs of all staff. Not everyone will find five-a-side football appropriate. For example, lunchtime walking sessions, aerobics, yoga and a range of different activities should be considered. The school should also actively encourage participation at the right level, aware that investment in healthy staff is a vital part of being a healthy school.