



# Staff Wellbeing

Lisa Wood – Project Manager, Health and  
Physical Activity

# Content

Think about you for once..!

- Why be active at work?
- Share ideas / barriers?
- How can we help?
- Agree some next steps



# Quiz on Physical Activity

- How many minutes of activity should an **adult** do per week?

150 mins of moderate

- How many days on average is a teacher off sick?

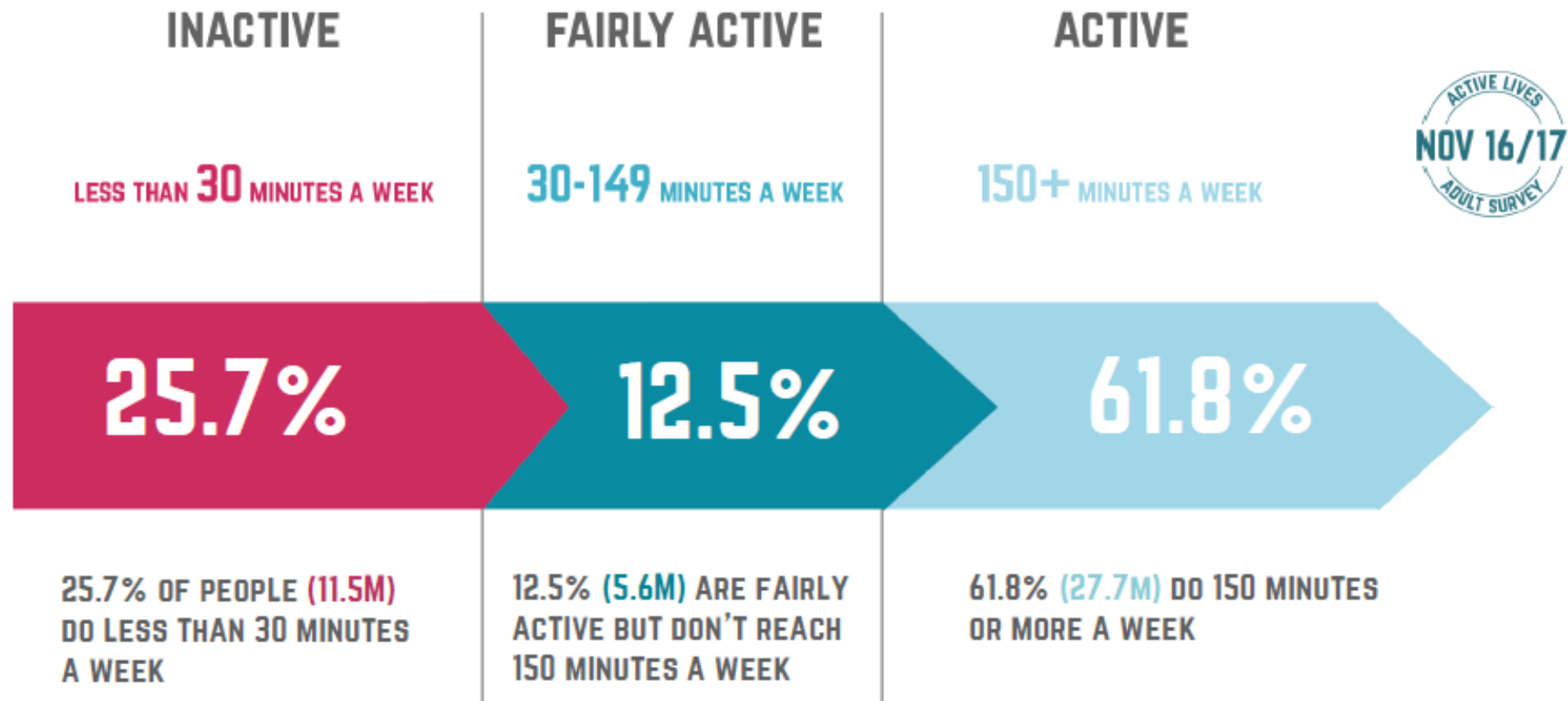
4.1 days

# LEVELS OF ACTIVITY



## HEADLINES

Our data shows that 6 in 10 adults (27.7m) are getting the health benefits from achieving 150+ minutes of activity a week.





# Sedentary Behaviour

- Different to physical inactivity. You can be physically active but have high levels of sedentary.
- Increases with age
- Most sedentary behaviour is at work

## Why an issue?

- Prolonged sitting is an independent risk factor for many diseases
- Guidelines are to take a break every 30 mins

# Group Task

- **Benefits** - why is it good to be active in and around the working day?
- **Barriers** - what is stopping us?
- **Ideas** - what can we do that is achievable?

# Benefits to School and for Staff

- Reduced absenteeism / presenteeism
- Valued workforce
- Team spirit
- Green – active travel
- Role models for children
- Improved productivity
- More energy
- Better sleep quality
- Deal with stress better
- Better communication with colleagues
- Happier!

# Barriers

- Time!
- Work pressure, culture
- Come to work to work, not be active!
- No changing facilities
- Don't want children to see me
- No ideas what to do

# Ideas

- Active Travel
- Join in with children: Daily Mile
- Breakfast yoga?
- Wake and Shake
- Walking meetings?
- Challenge event
- Feel Good Friday

Any examples?

# What is a Physical Activity Champion?

- An enthusiastic individual who is keen to make a difference to the physical activity levels within their workplace
- Able to influence others and sell the benefits of being more active
- Disseminate information and be a point of contact
- Create 'Active Working' as the norm in the workplace
- Listen to the views of colleagues and feedback to SLT



# What next?

- What can you do / encourage staff to do at school?
- Links to other areas such as Mental Health

Support:

- Inter-Workplace competitions?
- Training of staff on Physical Activity Promotion?
- Monthly Newsletter – tips and ideas

# Ping o'clock



# Other Video/article links

- Sitting too long
- <https://fitness.mercola.com/sites/fitness/archive/2015/05/08/sitting-too-long.aspx>
- Nudge Theory:  
<http://www.bbc.co.uk/programmes/articles/3H0FIC3Df8vPD7mJtx3szWB/ways-you-are-being-influenced-without-even-realising-it>
- Healthy meetings  
<http://www.euro.who.int/en/health-topics/disease-prevention/physical-activity/publications/2018/planning-healthy-and-sustainable-meetings-2018>
- Nuffield Health [https://www.nuffieldhealth.com/article/20-ways-to-be-more-active-throughout-the-day?utm\\_source=YouTube&utm\\_medium=Social&utm\\_campaign=ArticleContent-Oct-16&utm\\_content=MoveLikeABoss-Video](https://www.nuffieldhealth.com/article/20-ways-to-be-more-active-throughout-the-day?utm_source=YouTube&utm_medium=Social&utm_campaign=ArticleContent-Oct-16&utm_content=MoveLikeABoss-Video)



**wesport**

INSPIRING ACTIVE LIVES



# Active Travel

.....

Ruby Tobin and Emma Cocksedge

## Who are Sustrans?

.....

**The charity making it easier for people to walk and cycle**

**Our vision:** A society where the way we travel creates healthier places and happier lives for everyone.

**We do this because it leads to:**



**Happier,  
healthier people**



**Greener, better  
local  
environments**



**Stronger  
economies  
and communities**



## What we do

.....

Our two strategic priorities are **paths for everyone** and **liveable cities and towns for everyone**.



# Sustrans and the school run

.....

- Help hundreds of thousands of young people throughout the UK to travel actively and safely to school and colleges
- Work with Local Authorities, schools and teachers to increase active travel
- Implement engaging and effective programmes designed to embed a culture of active travel amongst the entire school community







# Why Active Travel is important

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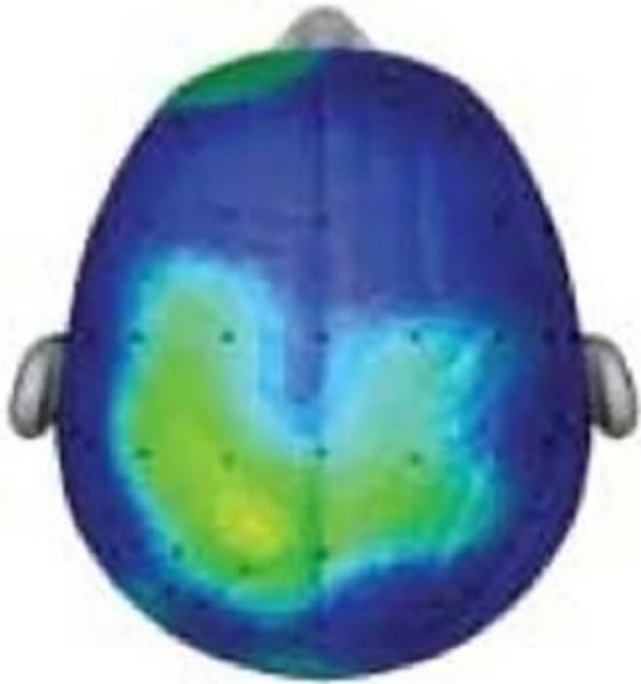
- **Increase educational attainment and cognitive development** – active brains, focused and alert
- **Improves mental health and wellbeing** - happier and more confident, better at dealing with stress
- **Better physical health** - supports physiological, cardiovascular and motor skills development. Maintain a healthy weight
- **More active families** - healthy habits in school and at home
- **Social development** – interacting with people and the environment
- **Develops life skills** – road safety, decision making
- **Reduce congestion and conflict with neighbours** - safer more pleasant streets
- **Improve air quality** – decreasing long term health impacts
- **Cross curriculum working** - incorporated into almost any lesson!



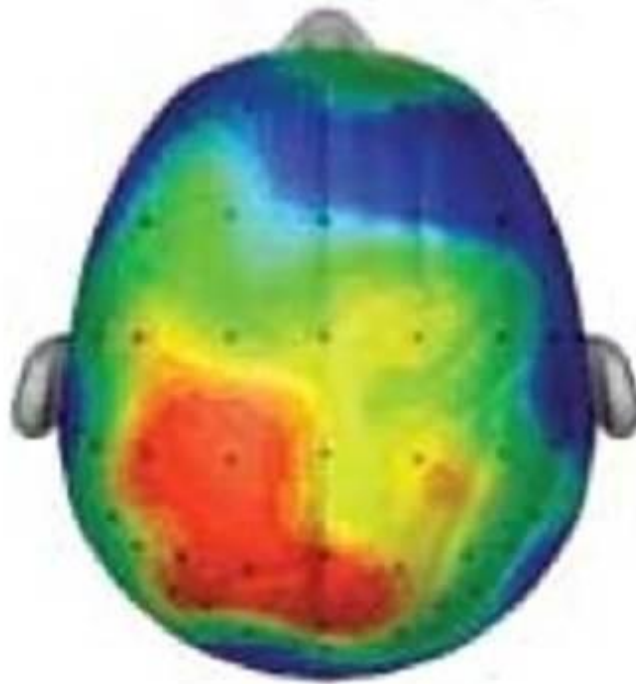


## Cognitive Effects of Exercise in Preadolescent Children

*Average composite of 20 students' brains taking the same test after sitting quietly or taking 20 minute walk*



Brain after sitting quietly



Brain after 20 minute walk

*Source: Derived from research by Dr. C.H. Hillman, University of Illinois at Urbana, Champaign, Urbana, IL (2009).*



**BRISTOL**  
2015 EUROPEAN  
GREEN CAPITAL

**Physical activity  
through active travel  
Briefing Note:  
A best available  
opportunity for  
enhancing academic  
attainment among  
school pupils?**

*A Summary of the Evidence*

Dr Darshana Bhattacharjee, Registrar in Paediatrics and  
Public Health, Bristol City Council  
Dr Adrian Davis, Public Health support to City Transport,  
Bristol City Council (Supervisor)  
April 2015



# Why Active Travel is important

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# PE and Sport Premium for Primary School

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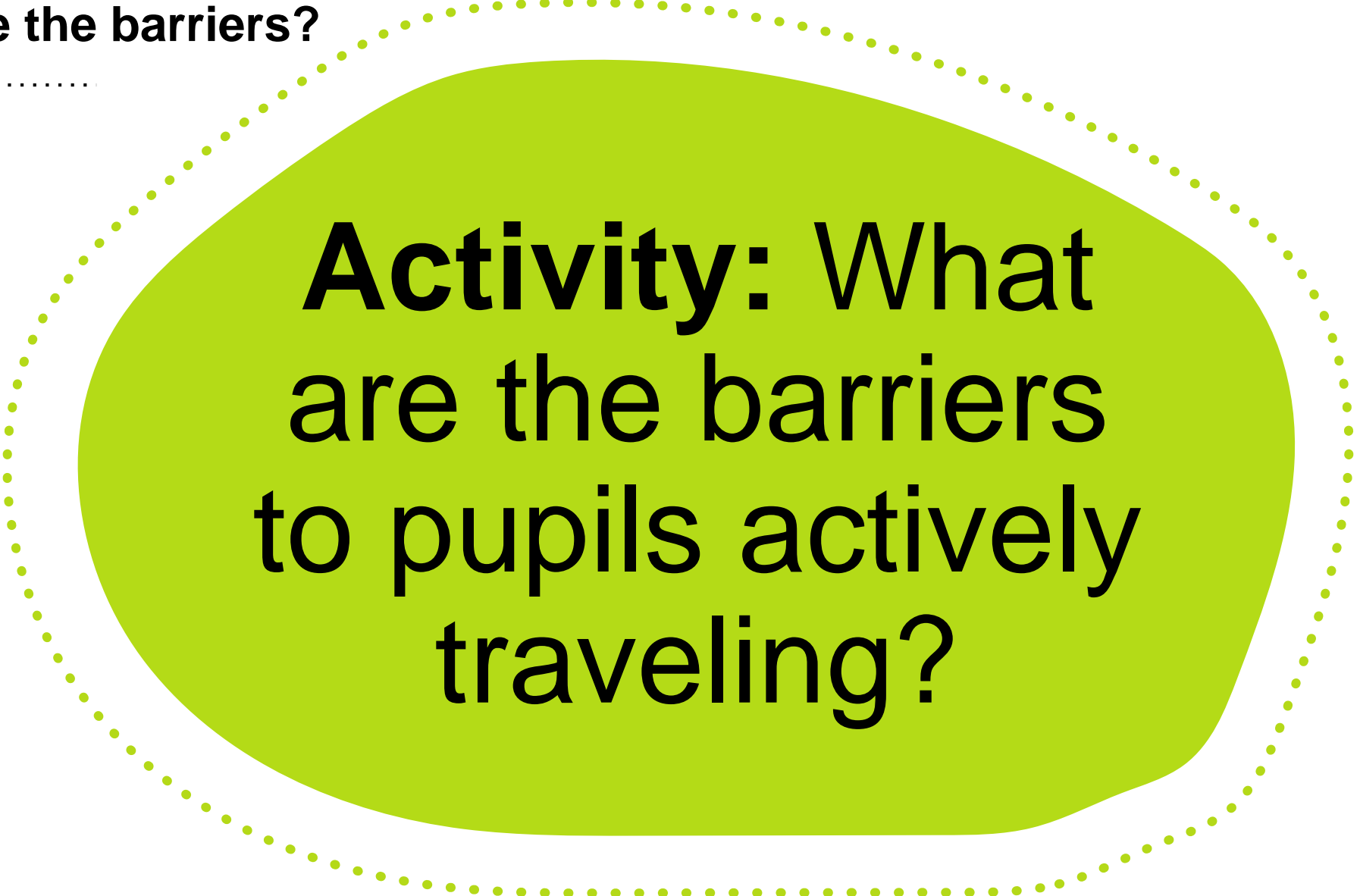
Government guidance on using the funding to:

**‘embed physical  
activity into the school  
day through active  
travel to and from  
school, active  
playgrounds and  
active teaching’**



**What are the barriers?**

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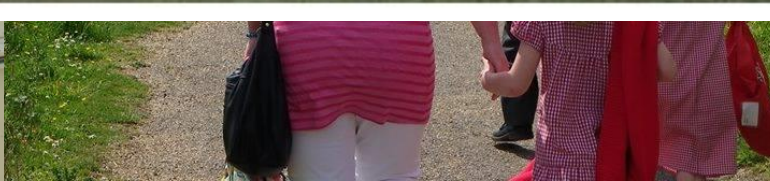
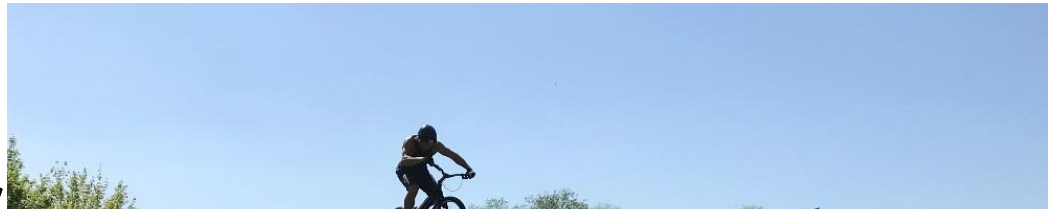
**Activity: What  
are the barriers  
to pupils actively  
traveling?**

# Overcoming Barriers

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Barrier	Solution
Confidence and skills	Bikeability, cycle and scooter skills sessions, bike club, led rides, led walks, buddy up
Not considered Active Travel	Active travel days, themed assemblies, Route planning
Live too far away	5 – 10 minute walking maps, Park and Stride, Walking Bus
Can't be bothered – too much effort - motivate and incentivise (pester power)	Active Travel breakfasts The Big Pedal – annual competition Weekly activities - Walk it Wednesday / Be Fit Friday / golden lock or boot Family homework – e.g. sensor mapping, travel journal, route planning
Bike not working / no bike	Dr Bike, bike maintenance sessions, How to do an M check, puncture repair sessions, bike swaps











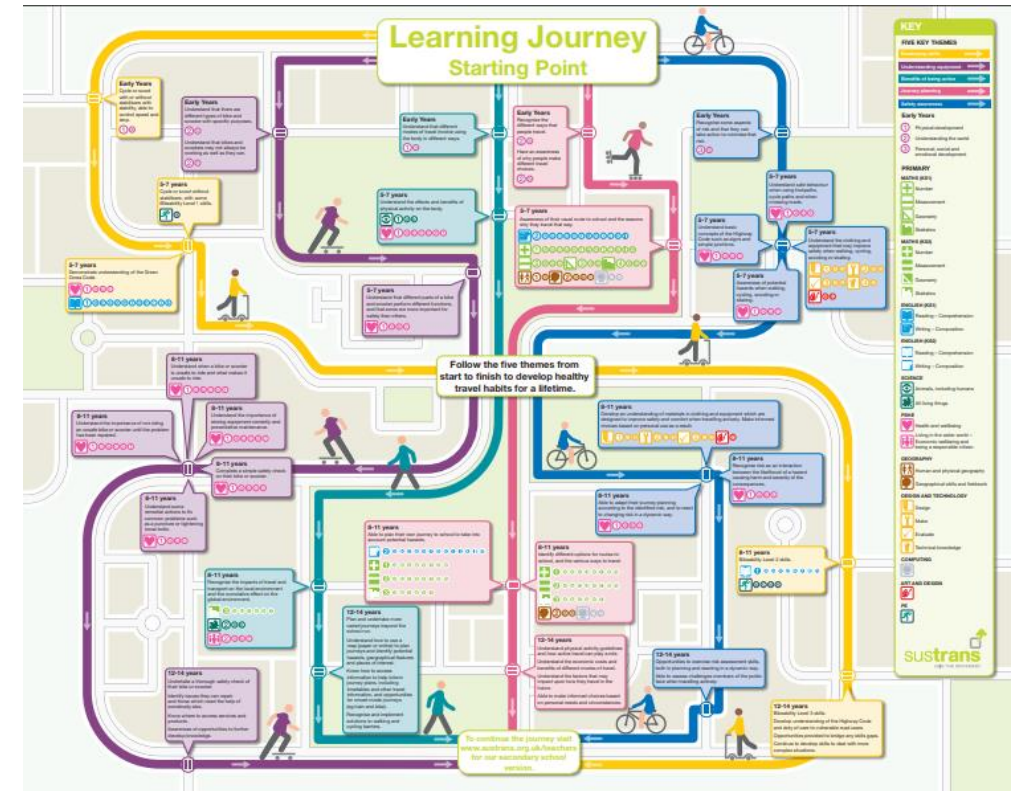


# Sustrans Learning Journey

‘Sustrans Learning Journey’ sets out a curriculum to develop the knowledge and skills that will introduce and develop lifelong active travel habits in young people.

## Learning journey themes:

- Developing skills
- Journey planning
- Safety awareness
- Benefits of being active
- Understanding equipment.



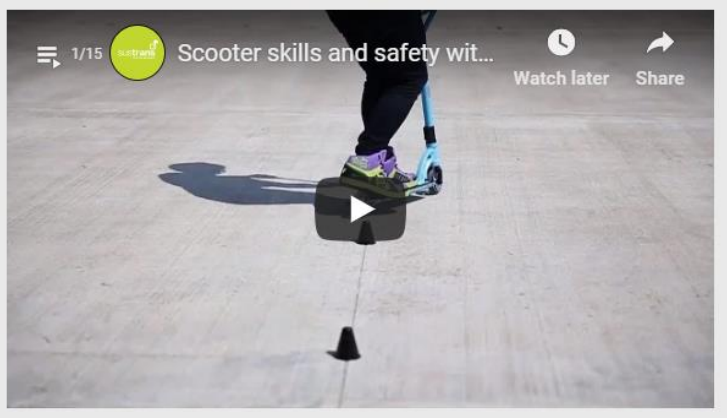
## Suitable for age groups:

pre-school  
ages 5-7  
ages 8-11  
ages 12-14

# Practical guides and resources



Lose the stabilisers



Get scooting

Check your bike





Travel around the body, learning,  
exploring and getting active for  
**Sustrans Big Pedal**



## What is it?

Sustrans Big Pedal is the UK's largest inter-school cycling, walking and scooting challenge.



Schools compete to see who can record the greatest number of human powered journeys over two weeks.





# When is it?



The competition runs  
from

**25 March – 5 April**



## How long is it?

You can take part for all ten days of the challenge but only the best five days will decide your final position.

You can also take part in the one day challenge.







# What do we do?

Encourage your pupils and staff to cycle, walk or scoot to school every day or the one day challenge.

Record your journeys daily on the Sustrans Big Pedal website to try to increase your score each day.





## Prizes

There will be fantastic prizes up for grabs throughout the challenge. Schools that get over 15% of their pupils cycling, walking or scooting to school will be entered into the prize draw.

Prizes include accessories and equipment to help your school travel actively.







# Superhero Day

In the Big Pedal 2018, thousands of children across the UK transformed into their favourite superhero to celebrate the final day of the challenge.

Schools can choose to fundraise for Sustrans if they want.

The superhero event will be running again on **Friday 5 April**.





The competition is **free** to enter

Receive a bundle of curriculum-based resources themed around the human body and includes:

- **A free paper and digital wallchart** with fact cards on the human body
- **4 hours worth of curriculum based starters and lesson material**
- resources to run the event including **powerpoint, letters** to send to parents/guardians, **posters** and **active-travel record sheet**





Register today  
[bigpedal.org.uk](http://bigpedal.org.uk)





# Become a Sustrans School

.....

- Sustrans can help to kick start a school into making it easier for children to walk, scoot or cycle
- Work with staff, pupils, families and governors
- Develop a bespoke programme to meet the needs of the school
- Supports the schools in achieving Eco-School Award, Healthy Schools Awards
- A Sustrans Officer recruits, trains and supports an Active Travel Champion within the school to help deliver a range of engaging activities to build:
  - confidence
  - enthusiasm
  - skills
- Form new active travel habits which continue when Sustrans leaves



# Become a Sustrans School

.....

## The Sustrans School Programme

- **Start-up phase:**  
**promoting the active travel programme throughout the school community.** e.g. School assemblies, publicity materials and presentations.
- **Empowerment phase:**  
**provides pupils, teachers and parents with skills and confidence training to travel actively.** e.g. cycle and scooter skills development and route planning workshops.
- **Action phase:**  
**delivers a range of fun initiatives to the school community to make changes to their travel behaviour.** e.g. Active travel breakfast, bling your bike, be bright and be seen, competitions and challenges.

### We will:

- **fit into the KS1-KS2 curriculum**
- **produce all necessary documents: risk assessments, communication plans and provide session materials**
- **link into and support existing programmes like Bikeability**
- **activities can be run during, before or after school**



## What schools say.....

.....

**“Charlotte has been absolutely fantastic and the support and encouragement she has given the children to gain confidence in riding the balance bikes has been brilliant. The children absolutely love going out on the bikes, and all of them have made fantastic progress in their gross motor skills, which is such a fundamental part of their development”** Laura Milner, Nursery Teacher at St. Martins Primary

**“Without the support of Helen and Sustrans, we would never have been able to take the first steps towards active travel and introducing it in our school. The positivity and passion to the active travel cause is endless. It has been a pleasure to work with them and we are excited about our next steps as a result”**

Kayleigh Hannaford, St Joseph's Primary School Champion

What can you do

.....



# **Activity: Events planning**



# Physical activity and mental health

Mark Allen – Specialist Health Improvement Practitioner

# Learning objectives

- Increased knowledge of:
  - Links between physical activity and mental health
  - Building emotional resilience
  - Ideas for promoting mental wellbeing through physical activity in school

## Discussion

# What is mental health?

# Mental health

- We all have mental health; it is a positive concept
- Mental health relates to how we think, feel and behave
- Mental health problems are disturbances in those things
- 11% 5-15 year olds with diagnosable mental disorder



# Links between physical activity and mental health

- Mental health impacted by physical health and vice versa
- Physical activity linked to reduced anxiety and happier moods, partly due to production of endorphins
- When fitter, body can better regulate cortisol (stress hormone), reducing risk of anxiety and depression
- Increased self-esteem
- Treatment for depression
- Social benefits

# Resilience

Resilient children 'can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes'.  
(Newman, 2002)



# Resilience strategies

- 5 ways to wellbeing
- Gratitude
- Relaxation



# Character strengths

<https://www.elsa-support.co.uk/strength-cards/>





## Activity

# How to incorporate emotional resilience building into physical activity

Notice, give, learn, connect, gratitude, relaxation, mindfulness, character strengths

# Your ideas

- Notice = celebration assembly
- Learn = showing/sharing, teach/model with each other, self/peer assessment
- Connect = with other schools, clubs, subjects
- Gratitude = shake hands after a game, guard of honour
- Relaxation = yoga
- Character strengths = climbing wall, residential trips, sports days/weeks, mojo active
- Connect/notice/learn = watch a team, matches against other schools, famous sports personalities
- Notice = someone doing well
- Daily Mile in groups

- Go noodle mindfulness
- Breathing, wake and shake
- Supermovers
- Cosmic yoga
- REAL PE
- Learning behaviours at beginning of every lesson
- Write one thing in journal that they or a friend did well that day
- Compliment board (character strengths)
- Brain Gym between lessons or when lacking motivation
- Going outside little and often
- Notice: feelings before and after; awe/wonder of outdoors
- Give = praise to others, yourself for effort
- Gratitude = ability of self

## My ideas

- Notice: how we feel, emotionally and physically, before and after physical activity
- Notice: (outdoors activities) the weather, natural environment
- Learn: a new physical activity e.g. ultimate Frisbee
- Give: help another child with an activity
- Connect: work with someone new
- Gratitude: name 3 things you liked about the physical activity
- Breathing and progressive muscle relaxation: before and after an activity
- Mindfulness: body scan before and after an activity
- Character strengths: which are useful for sport and physical activity, and how



# Thank you for attending

[mark.allen@southglos.gov.uk](mailto:mark.allen@southglos.gov.uk)

1000's children  
active every  
day through  
technology



Creating happier healthier  
children, who are all-round  
stronger learners



# Confident workforce

Who can facilitate active lessons from PE to Science



Teacher

PE Lead



TA



Break supervisor



# Today's Journey

1. A PE Lead's role in becoming an Active School
2. The effect of **exercise on the human brain**.
3. Strategies to develop a truly Active School.
4. How to create **step change** in teaching methods.



**Road to Success**



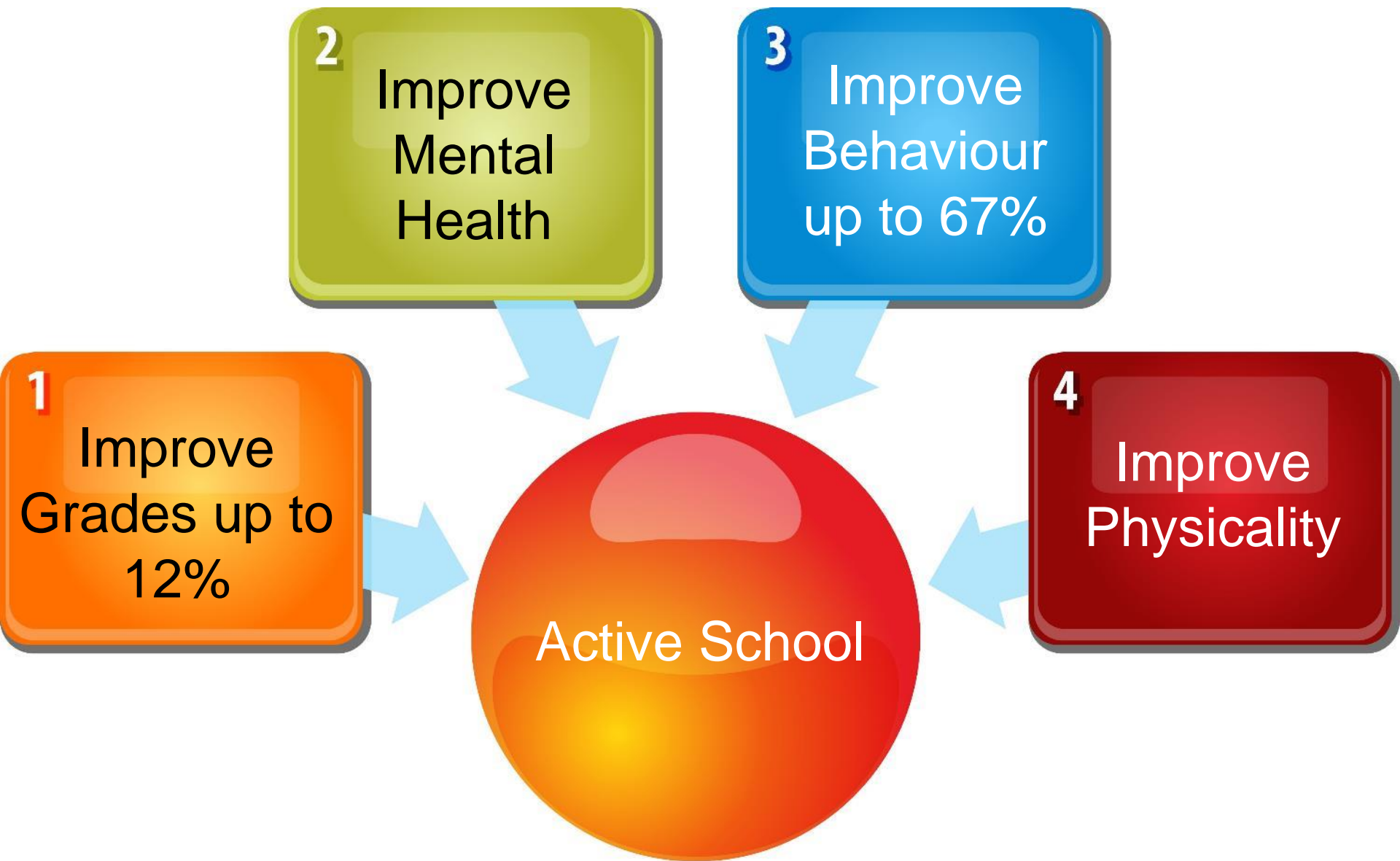
# Active Schools

## Sports Premium Funding

Interventions that make the whole school day more active:

- Active blasts
- Active lessons
- Active structured play
- Active travel





## Noradrenaline



Attention  
Perception  
Motivation

## BDNF

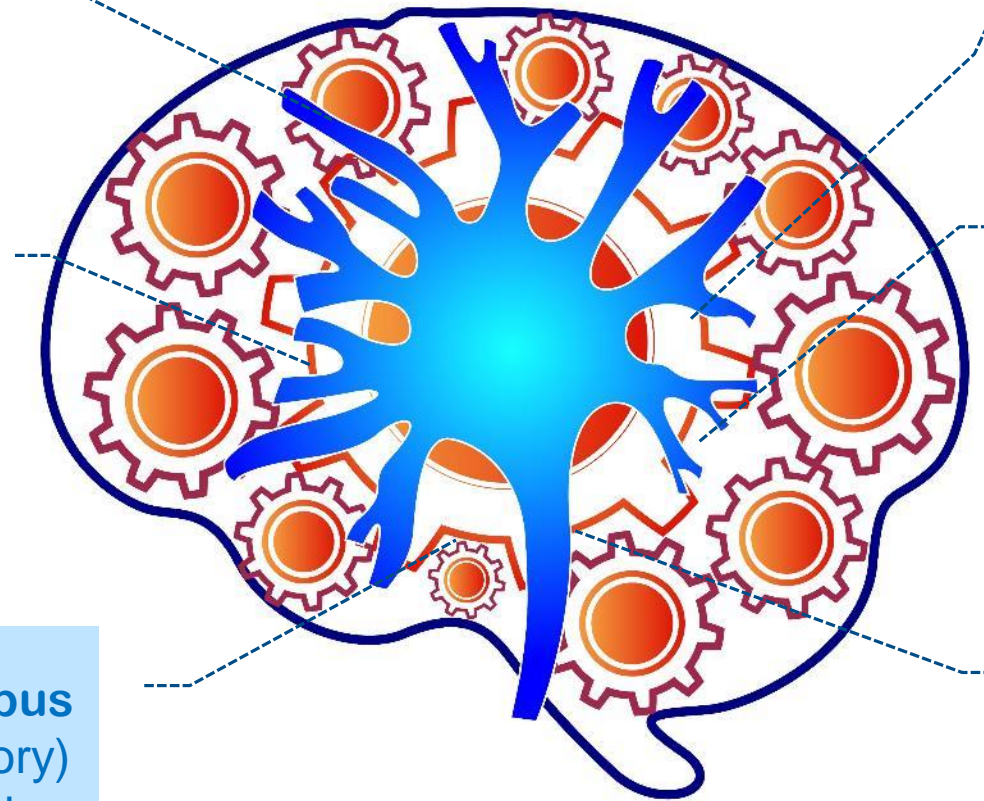


Grows cells  
Improves  
mood and  
mental  
clarity

**The Hippocampus**  
(learning / memory)  
grows with regular  
exercise



# When You Exercise



**Serotonin**  
enhances  
mood



## Blood flow



Oxygen  
Nutrients  
↓  
Toxins

## Dopamine



Focus  
Motivation  
Learning



“Exercise elevates Miracle-Gro (BDNF) throughout the brain!”

# BDNF

Brain Derived Neurotropic Factor

John Ratey, MD

## The Science of Exercise and the Brain



**BDNF is a protein released into the brain after exercise**

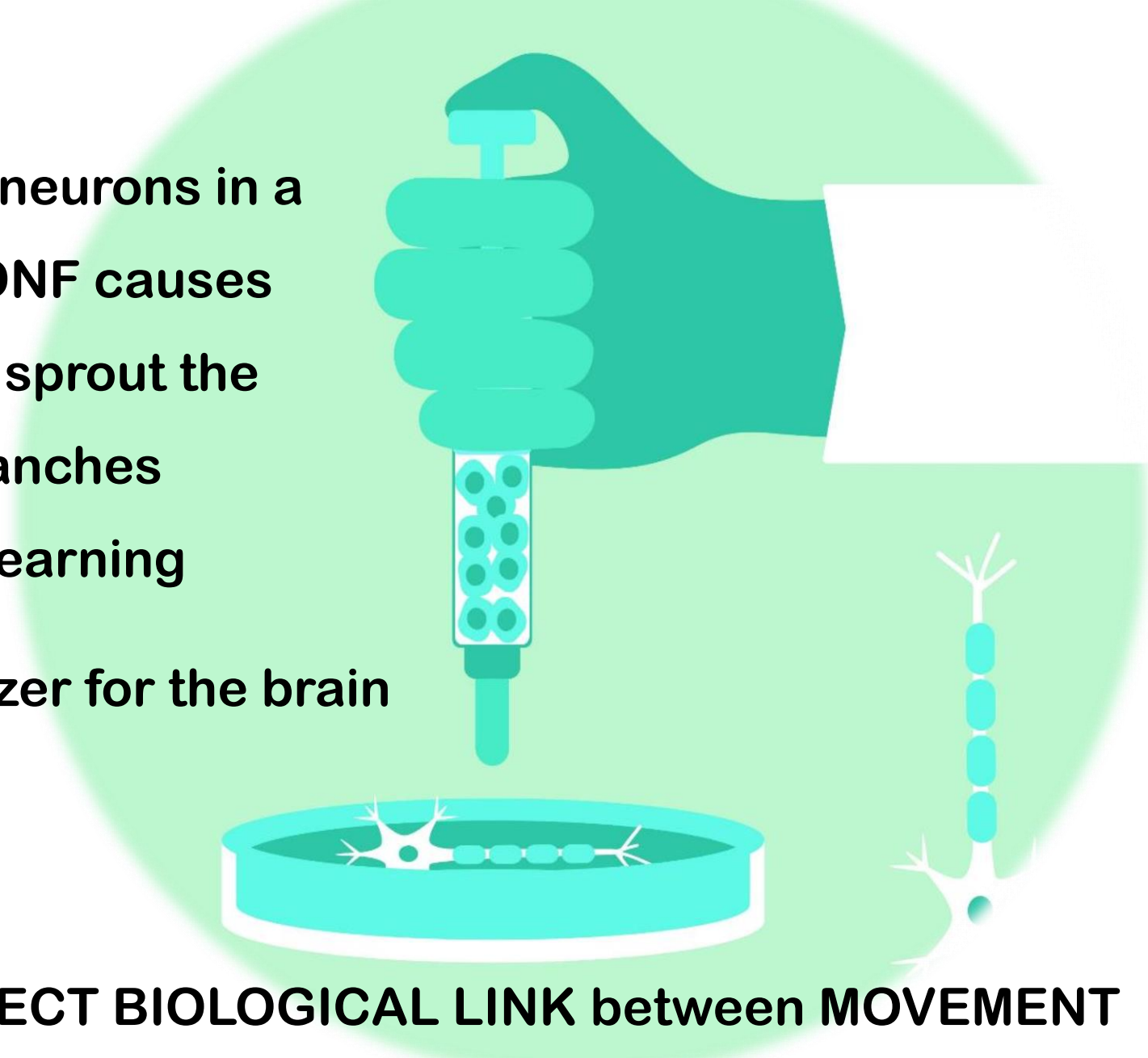
- Improves the function of neurons
- Encourages new neurons to grow
- Protects them from stress and damage

**Spark: The Revolutionary New Science of Exercise and the Brain by Ratey, John J. (2013)**



**Sprinkled on neurons in a  
petri dish, BDNF causes  
brain cells to sprout the  
structural branches  
required for learning**

**... like fertilizer for the brain**



**Proving a DIRECT BIOLOGICAL LINK between MOVEMENT  
and COGNITIVE FUNCTION**

Physically Active  
Math & Literacy  
Lessons  
Improve Academic  
Achievement

## 1 Objective

To investigate the effects of physically active lessons on academic achievement of children.

**2 Results:** After 2 years children had significantly greater gains in mathematics and spelling equating to 4 months!

**3 CONCLUSION:** Physically active academic lessons significantly improved performance, therefore is a promising new way of teaching.

# Academic Achievement and Physical Activity A Meta Analysis

## Objective

To assess the effect of physical activity on academic achievement and classroom behaviours in 4 – 13 year olds (10,000 from 11 countries pooled data)

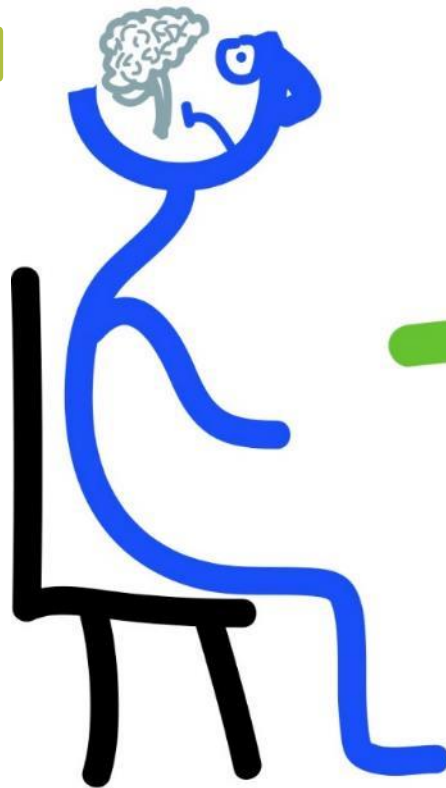


# In a nutshell

Smaller brain

Brain fog

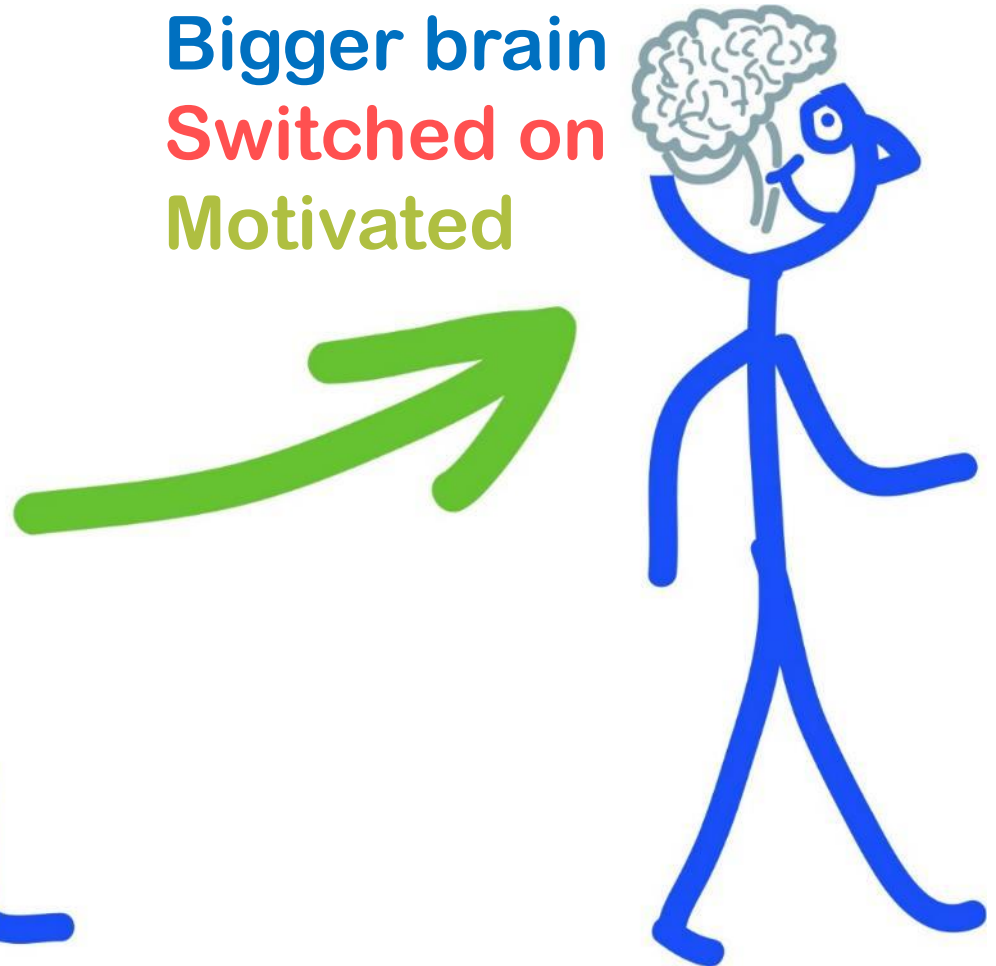
Unengaged



Bigger brain

Switched on

Motivated

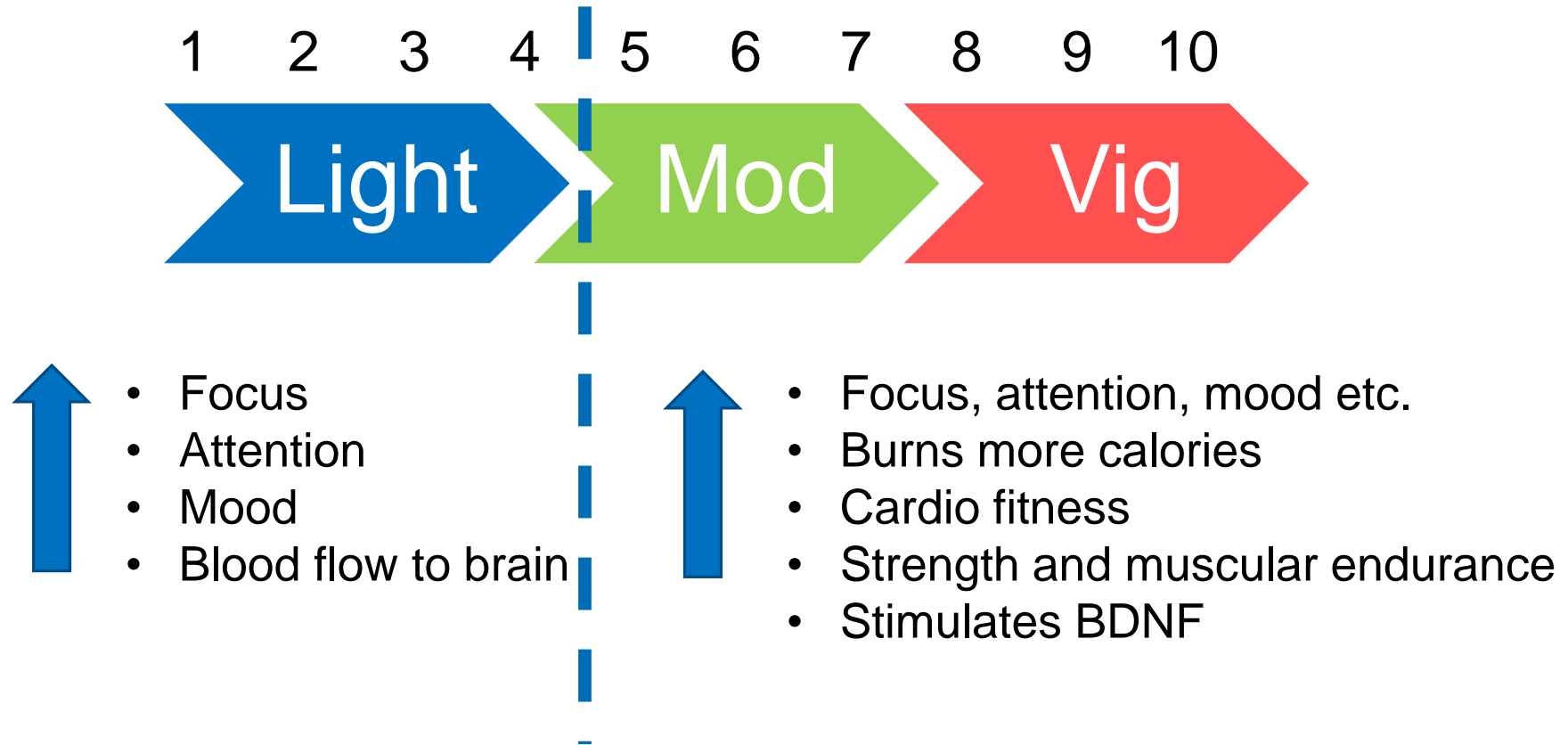




# Assess the 5 areas of an Active School



# What's being asked of US!



# Declutter Create Space

Chairs and tables

Floor space

Standing  
Desks

Chairs and Tables

Floor space



## Teaching Concepts Round up

Movie (plug and play)

Chosen Between

Word and Actions

Top and Tail

Music and Drama

Team Games

Circuits





Plug and  
Play  
Easy to  
Facilitate

A screenshot of the 'My Dashboard' page on the imoves website. The page has a light grey background with red accents. On the left is a vertical sidebar with a list of navigation links: 'My dashboard' (with a checkmark icon), 'Find Lessons' (with a magnifying glass icon), 'Active Blasts' (with a star icon), 'My planner' (with a calendar icon), 'Book CPD' (with a person icon), 'Activity Tracker' (with a checkmark icon), 'PE Assessment' (with a book icon), and 'Mission Support' (with a question mark icon). The main content area is titled 'My Dashboard' and includes a sub-header 'Spring 1: Week 2'. Below this is a red banner with the text '1st time using imoves?' and a green 'Open' button. The next section is 'Today's Blasts', which features a sub-header 'A new 10 minute BLAST of energy every day'. It contains two activity cards: 'Daily Blast Pilates Chair - Hungry Crocodile' with a video thumbnail of a person on a chair, and 'Maths - Right Angles Hoe Down - KS2' with the imoves logo. A link 'More active blasts here' with a right arrow is at the bottom of this section. The final section is 'Quick Blasts', with a sub-header '2 minute blasts to reinvigorate your class or use as an end of class celebration!'. It displays a grid of eight activity thumbnails with titles: 'Samba Carnival! All ages', 'Fit Challenge - All ages', 'Bones &amp; Joints - KS2', 'Pumped Pilates - All ages', 'Healthy Eating - KS1', 'Body Parts - KS1', 'Jungle Pilates - KS1', and 'Yoga Part A - All ages'.

Yoga

ARE YOU READY?

03

**i**moves

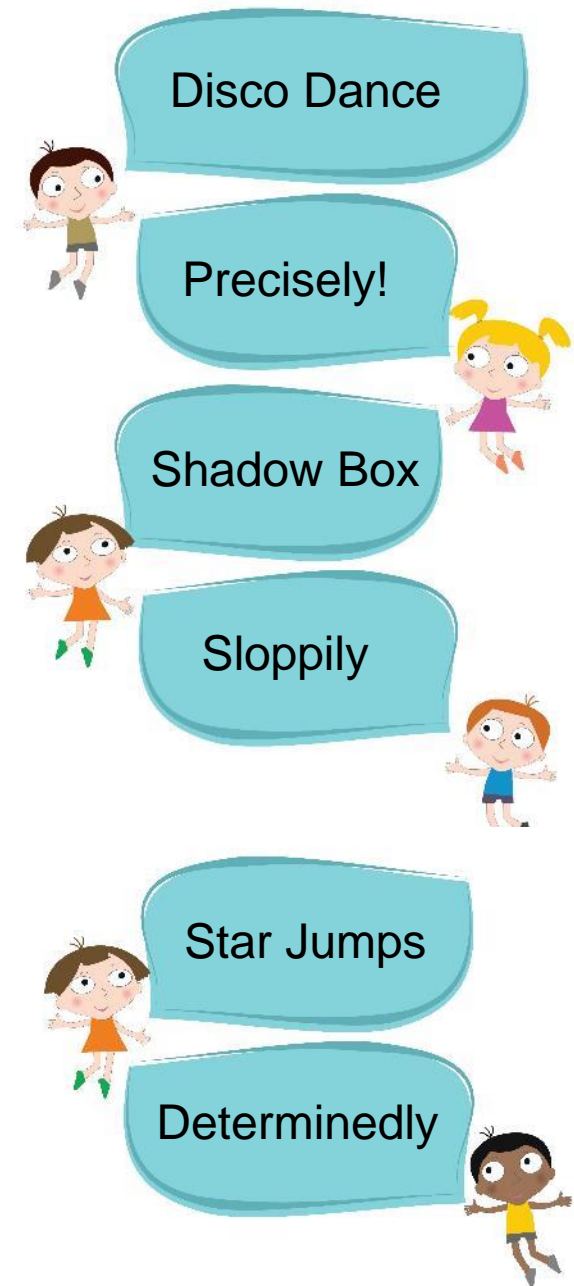
!wOΛG2

# Words and Actions KS2

## Agile Adverbs

Moderate

<b>ACTIONS</b>		<b>ADVERBS</b>
<b>Run on the spot</b>		Gracefully
<b>Do star jumps</b>		Awkwardly
<b>Hop on one leg</b>		Briskly
<b>Climb a ladder</b>		Leisurely
<b>Shadow Box</b>		Lightly
<b>Disco Dance</b>		Heavily
<b>March (on the spot)</b>		Sloppily
<b>Clap hands above head</b>		Precisely
<b>Spin around</b>		Cautiously
<b>Touch the ground</b>		Determinedly
<b>Stretch up</b>		Rigidly
<b>Stand still</b>		Loosely





# **Word and Actions**

## **KS1**

### **Literacy and Maths**

Power Point

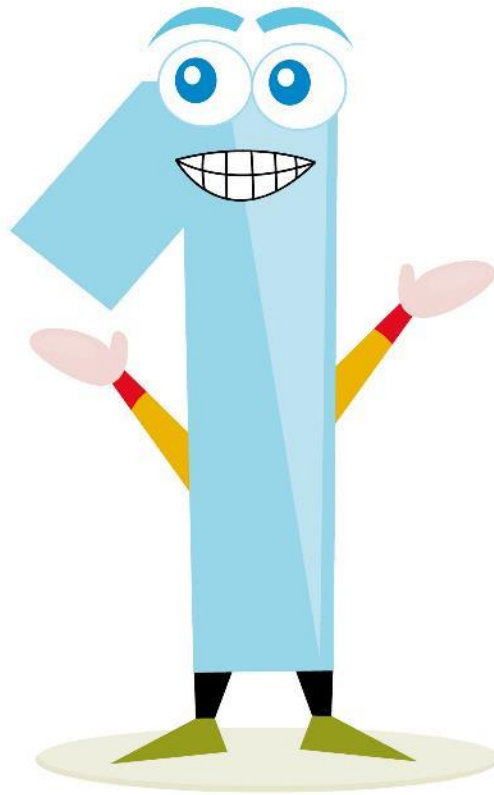
**Mod**

**Vig**

# Spell the number and do the movement

I am number

— — — !



## MOVEMENT:

- Stand up tall
- Arms in the air
- Balance on tip toes
- Stretch your body!

# Spell the number and do the movement

I am number

— — — !



## MOVEMENT:

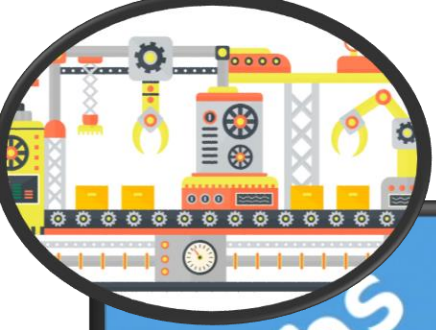
Join up to a partner using  
2 body parts ONLY!

- Elbow
- Knee
- Forehead
- Hands
- Foot

# Top and Tail







Maths

# Fractions factory dance

**i**moves

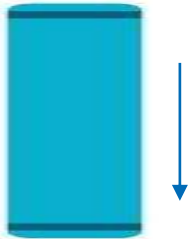
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Team Game

$20 + 61$



$\div 9$



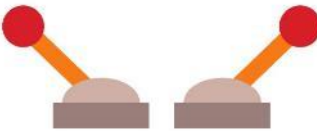
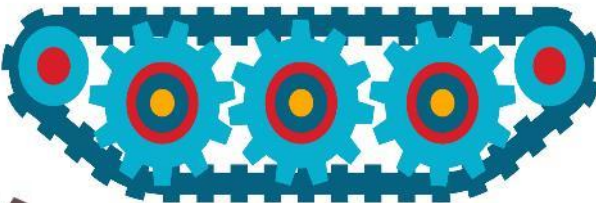
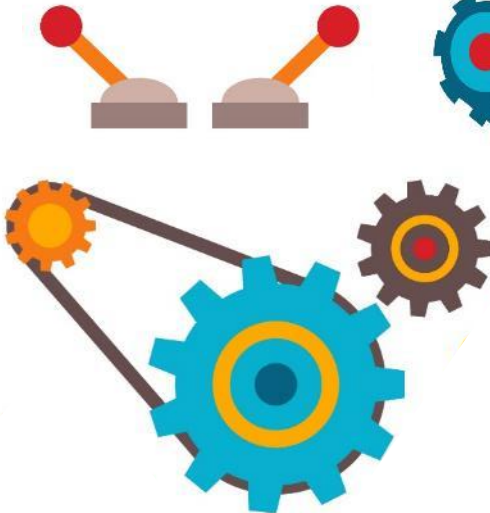
$\times 10$



$+ 110$



$- 56$





**Choose Between**

**Light**

**Mod**

# Prefix and Suffix

- In pairs (A and B)
- A is facing the board and reads the words on the board
- B has their back to the board and jumps either FORWARD or BACKWARD to demonstrate their understanding of a root word that has a PREFIX or a SUFFIX

Prehistoric

Provider

# Prefix and suffix

Prehistoric

Anticlockwise

Bicycle

Automatic

Supermarket

Unhappy

Multicultural

Cyberspace

Overwork

Elevation

Provider

Medication

Greatest

Soundly

Smaller

Harshly

Fastest

Rarely

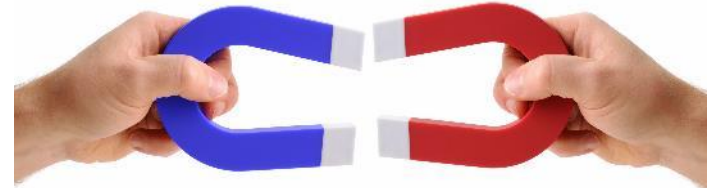


# Science Music based

Light

Mod

# Positive and Negative



Choose to be a **Positive** OR **Negative** force

Move around to the music:

- **Positive forces** should skip, smile and wave!
- **Negatives forces** should stamp around, hunched over with a grumpy face!

Music stops - pair up with person nearest to you.

- **Positive** with **Negative** = HIGH FIVE then fizz and sizzle in unison or dosey-doe
- **Pos + Pos** or **Neg + Neg** = BELLY BUMP, jump away... repeat!



# Circuits

## Literacy

- Apostrophe Circuit

## Maths

- Friends around the world

Activity 1

# The **womens** football league was exciting.

Activity 2



Let's see your  
best high knees!  
Try at least 20!

## Activity 1

The **postmens** bags  
are full of letters.



## Activity 2

A



B



Let's squat down  
to look through  
the letter box!  
Do 10 if you can!





# Boris & Elena

## the dancers from Russia

Flying Time from London	Distance from London
8 hours 6 minutes	3,802 miles

Temperature	-8°C
-------------	------



# Akiko

## the girl from Japan

Flying Time from London	Distance from London
11 hours 40 minutes	9,600 km

Temperature	8°C
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# Teaching Concepts Round up

**imoves**



Music and  
Drama



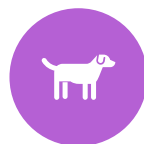
Circuits



Chosen  
Between



Word and  
Actions



Top and Tail



Team  
Games



Movie

# Round up



DATA AND  
RESEARCH



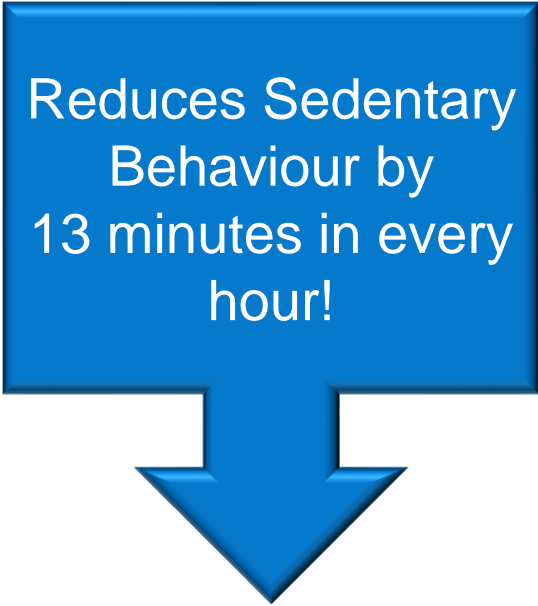
ACTIVE SCHOOL  
PRACTICAL IDEAS



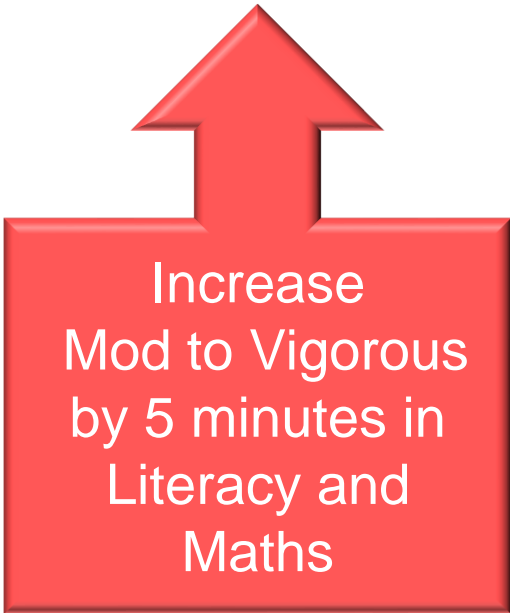
ROLL OUT AND  
SUPPORT

# Imoves Active Learning Evaluation

## Sheffield Hallam University Sept 2018



Reduces Sedentary  
Behaviour by  
13 minutes in every  
hour!



Increase  
Mod to Vigorous  
by 5 minutes in  
Literacy and  
Maths



Improved Mood &  
Behaviour  
in children who  
participated

**imoves**

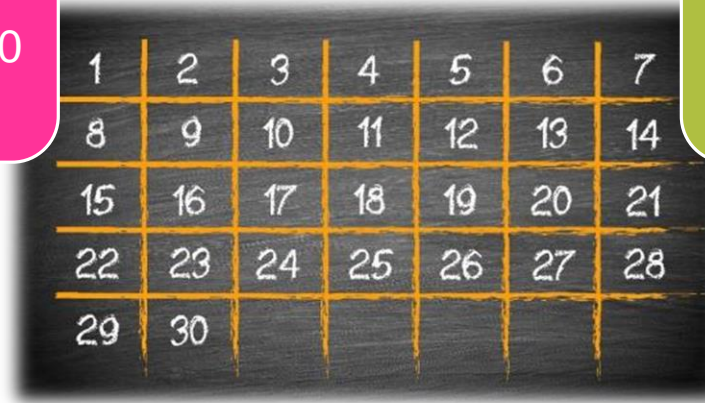


# 30 Day Active Challenge

Access 30 day  
Active Challenge  
resources and  
poster

Happier, focused,  
better behaved  
children in just 30  
days

Includes: Blasts,  
Active Learning  
and PE



1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Points for  
“Active Pioneers”  
Certificates

Support in  
normalising  
activity

30 day challenge resources

## PE interactive schemes

- Dance
- Gymnastics
- Pilates
- Fundamental Skills for Games KS1
- Football, Basketball and OAA

## Maths

- Number and Placement
- Add, Subtract, Multiply and Divide
- Fractions Measurement
- Statistics & Geometry

## Literacy

- Reading
- Spelling
- Poems
- Punctuation

## Active Blasts

150 interactive blasts  
from 2 – 12 minutes

## Mindfulness

- Resilience
- Confidence
- Relationships
- Anxiety

## Science and Humanities

Interactive classroom  
and hall based activities

 My dashboard

 Find Lessons

 Active Blasts

 My planner

 Book CPD

 Activity Tracker

 PE Assessment

 Mission Support

## Mission Support

I am a... please select

Teacher

PE Lead

IT Support

Use these 4 stages to support your mission; begin by 'igniting' your colleagues enthusiasm so the school can 'blast off' on their active 'flight' and finally 'touch-down' with a happier, healthier school!

### PE Lead Rollout



Play the Rollout  
movie in Mission  
Support: PE Lead



## Select Category

### Ignition

Ignite your colleagues' enthusiasm with our super useful supporting resources

 Show Listings

### Blast off

Blast off on your active journey using our inspiring mission guide to a successful flight

Show Listings

### Flight

Keep flying high throughout the year using our simple strategies to keep children motivated and learning

Show Listings

### Touch down

Get ready for touch-down - let us help you to report quickly and plan for your next active journey

Show Listings

# Changing Course Takes Time



Choose  
Ambassadors



Trial over 30  
days



Evaluate for SLT



**24 / 7 / 30 Action plan**





# Action Plan

**24 hours**

**7 Days**

**30 Days**

Stimulated



Emotionally Well



Academically  
Motivated



Socially Well



Fit and Healthy



Achieving  
Potential



Functionally Strong



**imoves**

# Action Plan

## 24 Hours

Choose Ambassadors to work with.  
Declutter classroom.

## 7 Days

Look at Mission Support video to help any PE lead at any stage start to make an impact.  
Start to use Active Blasts with class.

## 30 Days

Organise meeting with SLT.  
Feedback to imoves.

# Tweet us @imovesactive

# School Swimming and Water Safety

Sue Barlow  
Programme Manager School Swimming



# School Swimming and Water Safety

## **Aims of session:**

1. Department of Education update.
2. National Curriculum requirements for swimming and water safety.
3. PE and School Sport Premium.
4. Introduce the Swim England School Swimming and Water Safety Charter.



# Why are school swimming lessons important?

- School swimming is often the one and only opportunity for all children to learn to swim and know how to be safe in and around water.
- It's likely that children who don't learn to swim during school lessons, will never learn this lifesaving skill.
- While 77% of all children can swim the minimum 25 metres unaided by the time they leave primary school, that figure drops to **42%** for children from the least affluent families and is at 86% for the most affluent\*.



\*Findings from **Sport England Active Lives** survey  
December 2018.



# The national curriculum for physical education (PE)

The national curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.



# School Swimming and Water Safety Review

A New Strategy for an Active Nation

- Sporting Future – A New Strategy for an Active Nation
- Strategic Swim Group – Chair Steve Parry
  - Report submitted Spring 2017
  - 16 practical recommendations
  - 6 Key areas
- Technical Group – frontline expert deliverers
- Implementation group – focus on the implementation of the 6 key areas



#SportingFuture

# Six key areas on improving curriculum swimming in primary schools.

1. Ensuring all children meet the national curriculum requirements.
2. Ensuring the national curriculum requirements are fit-for-purpose.
3. Ensuring good communication about curriculum swimming and water safety.
4. Ensuring quality swimming tuition.
5. Ensuring effective monitoring and evaluation.
6. Ensuring access to facilities.

# National Curriculum requirements for Swimming and Water Safety.

# Swimming and water safety: what does the curriculum say?

**All schools must provide swimming instruction either in Key Stage 1 or 2.**

In particular, pupils should be taught to:

1. Perform safe self-rescue in different water-based situations.
2. Use a range of strokes effectively.
3. Swim competently, confidently and proficiently over a distance of at least 25 metres.





# What does this mean?

**Perform safe self-rescue in different water-based situations.**

- Knowledge and understanding of water safety key messages.
- Know how and when to use appropriate survival and self-rescue skills.
- Knowledge and understanding of local and national water hazards.
- Knowing what to do if others get into trouble.



# Water safety and safe self-rescue key messages

- Always swim in safe place.
- Always swim with an adult.
- If you fall in, float, breathe, relax.
- If someone else is in trouble call 999/112.



# What does this mean?

**Use a range of strokes effectively.**

- Pupils make choices about the strokes they use to achieve different outcomes.
- Experience both alternating and simultaneous strokes.
- Adapt the strokes for a range of purposes and intended outcomes.
- Strokes do not have to be perfect, they have to be effective for the intended outcome.





# What does this mean?

**Swim competently, confidently and proficiently over a distance of at least 25 metres.**

- Continuous swim for 25 metres or more.
- Strokes are as strong at the end of the swim as at the start.
- Part of the swim should be completed in deep water.
- Strokes recognisable to an informed onlooker.



# PE and School Sport Premium



# Refreshed guidance includes

- Change in reporting date
- Clarification on role of the Primary PE and Sport Premium to support school swimming
- Importance of ensuring the funding is utilised in a sustainable manner
- Funding allocation and payment dates

[www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

# Using the PE and School Sports Premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport that is offered by:

- Developing or adding to the PE and sport activities already offered by the school. The use of the PE and sport premium for swimming and water safety must be in addition to or beyond regular national curriculum swimming and water safety lessons
- Building capacity and capability within the school to make sure that improvements made now will benefit pupils joining the school in future years

# Possible use of funding

- Provide additional swimming provision.
- Top-up swimming lessons in Year 6.
- Hiring qualified swimming teachers
- Provide existing staff with professional development
- Introducing new sports or activities
- Enter or run more challenges, for example, Swim Safe session
- Supporting and involving the least active children by running or extending school swimming clubs,
- Encourage pupils to take on leadership or volunteer roles.
- Embed more physical activity into the school day.
- Swim England School Swimming and Water Safety Charter

# Activity

- Place in priority the possible uses of funding to ensure
  - All pupils meet the minimum requirements for swimming and water safety
- Place in priority the possible uses of funding to ensure
  - Any additional and sustainable improvements made now will benefit pupils joining the school in future years

# What to report

- You are also required to publish the percentage of pupils within your year 6 cohort in the 2018 to 2019 academic year who met the national curriculum requirement to:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively
  - perform safe self-rescue in different water-based situations
- Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.



# Possible Interventions

- Upskilling school staff
- Top up lessons
- Family swims
- School swimming and water safety charter

# Curriculum Swimming and Water Safety Resource Packs

- Curriculum Swimming and Water Safety Resource Packs
- The guides give practical advice for how to plan, deliver and report on curriculum swimming and water safety.
  - Primary schools
  - Lesson providers
  - Swimming teachers
  - Parents and carers

Find these and more on our website at: [swimming.org/schools/resource-pack](https://swimming.org/schools/resource-pack)



# School Swimming and Water Safety

Supporting resources

# School Swimming and Water Safety Charter

- A **partnership** between primary schools, lesson providers and Swim England, recognising schools for taking swimming and water safety seriously.
- Designed to support school swimming by **developing and improving** teaching and assessments.
- Recommended for **any school delivering curriculum swimming** and water safety lessons.



# School Swimming and Water Safety Charter

- A structured teaching programme that **meets government criteria** for swimming and water safety.
- A **pathway of progressive Awards** for pupils to follow and mark their achievements.
- **Resources for teachers and lesson providers** on how to deliver inclusive, fun and effective school swimming lessons.





# School Swimming and Water Safety with Swim England

- For Key Stage 1 and Key Stage 2 children aged 5 -11 years.
- Six core Awards aligned to the Learn to Swim Framework.
- Pupils are taught safe self-rescue, effective stroke technique and swimming competence to 25 metres and beyond.
- Additional Awards help pupils exceed national curriculum standards.



# School Swimming and Water Safety Charter Pack

**For schools who sign up to the School Swimming and Water Safety Charter.**

Includes a range of print and digital resources:

- Award certificates, pin badges, encouragement stickers and progress cards (passports) for learners.
- Syllabus guidance cards, lesson plan tips and templates for teachers.
- Access to an online portal where resources can be stored, downloaded and updated.
- Email updates from Swim England each term.
- £30 + VAT



# Further Information

For more information regarding school swimming

Email [Schoolswimming@swimming.org](mailto:Schoolswimming@swimming.org)

School Swimming web site

[www.swimming.org/schools/](http://www.swimming.org/schools/)



# Questions

