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**Active Lives**

**North Yorkshire Healthy Schools**

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| **Please insert your school name into this box** |

This action plan is to record progress and evidence towards achieving the Active Lives theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold when additional information needs to be either written into the action plan or documents need to be uploaded online as evidence, when you apply for a Healthy Schools award. Pupil voice is an integral part of achieving a Healthy Schools award. We expect evidence detailed throughout the action plan of how pupils are engaged and involved in Healthy Schools; as well as completing the pupil voice section at the start of the action plan.

Once all criteria have been achieved, please work through the Active Lives ‘Theme content’ section online, adding evidence where required. Finally upload your completed action plan and noticeboard photograph. Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award and go through the quality assurance process.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, please contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| **Pupil Voice** |
| **Pupil Healthy Schools team**  To make a submission for a healthy schools award the school must have a Pupil Healthy Schools team. This could be an existing group of pupils such as the school council, wellbeing champions, sport leaders or a newly formed group of pupils to support the school achieve the Healthy Schools award.  Pupils must be an integral part of the process as the school works towards achieving each award. **Throughout the action plan, we expect schools to provide information about how pupils have been engaged and involved in Healthy Schools.** This should consist of sharing the criteria with the Pupil Healthy Schools team and actively engaging them in the process of achieving an award. |
| **Growing up in North Yorkshire Survey 2020**  These are some of relevant questions from the survey for this theme that need to be looked at from your own school GUNY report:   * Key stage 1: Questions 13-21 cover engagement and enjoyment of physical activity * Key stage 2: Questions 28-32 cover engagement and enjoyment of physical activity * Key stage 3 /4: Questions 69-72 cover engagement and enjoyment of physical activity * Special schools: Questions 23-24 cover engagement and enjoyment of physical activity   (other questions from the survey will also feed into the Active Lives theme e.g online behaviours, how they spend their leisure time etc)  We encourage this information to be shared with the Pupil Healthy Schools team to enable them to identify an aspect that can be improved for this theme. Please write below what the Pupil Healthy Schools team have identified as the area for development, what changes have been implemented to make improvements and whether pupils have found the changes to be positive?  *If your school does not participate in the Growing up in North Yorkshire Survey 2020 we still expect the Pupil Healthy Schools team* *to have identified an area for development within this theme based on their own experiences/ wider school survey etc and what changes have been implemented to make improvements**and whether pupils found the changes to be positive.* |
| **Pupil Healthy Schools Team.**  **Please write in here the identified action and implemented changes (this should be supported by a photograph of a Healthy Schools noticeboard, wellbeing board or an aspect that supports this theme in school)**  **EVIDENCE UPLOAD: your photograph in the theme’s photo upload box online.**  **A suggested approach is the You said…… We did…… Feedback on the changes ….. (we would like more than one example please)**  *For example:*  ***You said:*** *Provide more activities and things to do at break times so more pupils can be active.*  ***We did:*** *Staff have had training in playground leaders and sport leaders to enable them to train pupils from all key stages and the school council led the work with pupils on agreeing what playground equipment pupils would like.*  ***Feedback on the changes / positives****: The GUNY survey 2020 shows that 100% of pupils at least 'sometimes' play running/skipping games/tag during school outdoor break times and 50% of pupils are either playground leaders or sport leaders. Feedback from pupils, “We have zoned the playground so that the bottom end of the playground is for football and no one gets in the way, and no one gets hurt when they are walking past”, “‘Game of the Day’ introduced - Y5 pupils teach a different game every day”, “I really enjoy game of the day. X showed me a great game called Sharks and Lifeguards. I had never heard of it, but I have really enjoyed playing it.”*  **EVIDENCE: type in your examples below.** |

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| **Criteria to be achieved for Active Lifestyles theme** | **Explain how each element of the criteria is already being met/ in place in school and the impact it is having.**  eg school provides a wide variety of physical activity opportunities for pupils to take part in during PE lessons and after school, including some suggested by pupils. Pupil engagement is good and uptake of clubs remains high. | **Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award**  eg the PE Premium report, which meets government guidelines, is being updated and will be published on the school website before the Summer holidays. |
| **Senior Leadership commitment**  The leadership and management of the school provides visible leadership and champions PE, School Sport and Physical Activity for whole school development and consistently monitors the provision that is being provided. |  |  |
| **Policy**  The school has an up-to-date physical activity policy that is regularly reviewed and reflects the provision that is provided within the school and has been developed in consultation with the whole school community. The policy should be inclusive of all physical activity opportunities including encouraging active travel to and from school.  **EVIDENCE UPLOAD: Physical activity Policy** |  |  |
| **Subject Leadership**  There is a named PE subject lead in school with protected time and clear responsibilities and who has parity to other subject leaders in status and resources.  The quality of provision is subject to regular and effective self-evaluation which is monitored by the SLT and governors.  Our school has a governor advocating active lives/ PE & School Sport and supporting the PE subject lead.  **EVIDENCE: provide detail in the Action Plan of how the school effectively monitors PE & school sport and broader active lives activities.** |  |  |
| **Curriculum including monitoring and evaluation**  There is a taught planned programme for all year groups which meets the statutory requirements of the PE curriculum. The planned curriculum has adequate curriculum time and is regularly monitored and evaluated in parity to other similar subject areas.  Pupil’s progress in PE is assessed and this progression is communicated to pupils and parents through school pupil reports.  The school are teaching the statutory aspects of the Health Education curriculum which includes ‘physical health and fitness’.  PE and school sport are celebrated as part of whole school achievements eg linked to formal house/form rewards, assembly, an achievements noticeboard.  **EVIDENCE: provide detail in the Action Plan of how PE is taught effectively and meeting the statutory requirements of the curriculum; along with how sporting achievements are celebrated in school.**  Messages around healthy lifestyles are sent home to parents and carers via eg Public Health Change 4 Life leaflets, local sporting opportunities.  **PRIMARY**  The statutory PE curriculum is planned to link with wider opportunities within the school for physically active learning and cross curricular learning e.g physical literacy and physical numeracy.  **EVIDENCE UPLOAD: of physically active learning and/ or cross curriculum linking - upload planning as an example** |  |  |
| **Government recommendations**  The school seeks to ensure all pupils are meeting the Chief medicals officers’ recommendation for children and young people aged 5-18 years old:   * Children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports. * Children and young people should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength. * Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity. |  |  |
| **PRIMARY ONLY: PE Premium funding**  The schools PE and School Sports Premium funding website publication is up to date and detailed on the school website which must include the following information:   * The amount of premium received * A full breakdown of how it has been spent (or will be spent) * The impact the school has seen on pupils’ PE and sport participation and attainment * How the improvements will be sustainable in the future and will build school capacity for PE/ sport delivery   **EVIDENCE: provide detail in the Action Plan of the website address/ link for where this up-to-date PE premium report is published.** |  |  |
| **Staff CPD**  There is a program of CPD for relevant staff to deliver high quality PE and provide an active environment around school.  Relevant staff feel confident and comfortable teaching PE with access to on-going CPD.  Expert visitors are used to enhance teaching, rather than a replacement for teaching by staff.  **EVIDENCE: provide detail in the Action Plan of staff training and the impact that has had on provision.**  **PRIMARY**  Ideally a member of staff has achieved the professional vocational qualifications (level 5/6) Primary School Specialism and subject leadership in PE and School Sport. |  |  |
| **Targeted Support and Provision**  The school is identifying and engaging with groups of pupils who may require further support such as inactive, low confidence, overweight and SEND pupils with more targeted or specific interventions and opportunities. The provision is monitored to ensure pupils are engaging and it is meeting their needs.  Pupil premium pupils are offered activities and participation is tracked.  **EVIDENCE: detail in the action plan how pupils are identified, monitored, the types of activities offered and the impact of these.** |  |  |
| **Active Travel**  The school encourages all pupils, parents/ carers and staff to actively travel to school under safe conditions. These could be supported by participating in Walk to School days/weeks, rewards and incentives for walking/cycling/scooting where the whole school community take part.  Schools register on Modeshift STARS and begin work to create a Travel Plan to show their commitment to travel for the school journey:  [www.modeshiftstars.org](http://www.modeshiftstars.org)  **EVIDENCE REQUIRED: registered on Modeshift STARS**  **PRIMARY ONLY**  The school offers bikeability training and considers participation in the Junior Road Safety Officer scheme supported by NYCC Road Safety Team. |  |  |
| **Extra curriculum opportunities**  The school provides opportunities for all pupils to participate in a broad range of extracurricular activities that promote physical activity and offers choice and variety.  Schools should demonstrate that they are broadening the physical activity experience outside of PE lessons. This could include but is not limited to:   * Adaptation of the extracurricular sports offer to support SEND and inactive pupils to access opportunities that are right for them. * Offsite excursions or residentials which target specific cohorts of pupils which include new activities * Working with local community sports clubs to break down barriers to participation outside of school – eg promoting local clubs, hosting taster sessions * Using School Games (or other) values to motivate attendance in extracurricular activities * Ensure activities offered don’t include gender bias but are inclusive and open to all * Include a range of activities alongside traditional clubs – eg dance, walking, martial arts * Could include Outdoor Learning/ Forest Schools/ Gardening Club as an active alternative to sport   **EVIDENCE UPLOAD: an example of extracurricular sport and activity timetable** |  |  |
| **Working in partnership with Parents/ Carers & the wider community**  The school provides a comprehensive School Community Links programme to create opportunities for young people to compete inside and outside of school.  The school considers hosting sporting events/ leagues to further promote their pupil’s participation.  The school promotes local, varied opportunities for physical activity.  **EVIDENCE: provide detail in the Action Plan of examples that school hosts and information on how pupils are signposted to a variety of external physical activity opportunities.** |  |  |
| **NEXT STEPS**  **What are your next identified steps to continue to ensure the effective implementation of a whole school approach to Active Lives? If you participated in the Growing up in North Yorkshire survey 2020 what data are you using from the survey to make further improvements to enable pupils to be active throughout the school day?**  **Detail below.** | | |