

School Influences

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Describe the reasons why PE is included & taught in schools and what should be provided in the PE Curriculum				
Describe PESSCL strategy, it's strands and it's impact				
Describe how the PESSYP strategy builds on the PESSCL strategy				
Describe the four areas of the National Healthy Schools Programme, including how it links in with the PE curriculum. Why is a whole school approach necessary?				
Describe the activity range of extra curricular provision and how the attitudes of staff and facilities can impact the activities that are chosen.				
The main roles of organisations that provide increased opportunities for participation in PE - new				

Why PE? Improve health & well being, provide a balance between subjects (PE is a practical subject) and develop a variety of skills, prepare young people to take part in physical activity outside of school and give them positive experiences, experience healthy competition, Develop social skills & friendship, provide qualifications (GCSE, BTEC) and different pathways such as leaders, coaches, officials and volunteers for lifelong learning, to reflect the importance & value of physical activity & sport in society and develop stars of the future.

PE National Curriculum - PE is a foundation subject with statutory programmes of study at all key stages. It is recommended that ALL students undertake two hours of PE a week.

Group 1 - outwitting opponents, 2 - accurate replication of actions, phrases & sequences, 3 - exploring & communicating ideas, concepts and emotions, 4 - performing at maximum levels in relation to speed, height, distance, strength or accuracy, 5 - identify & solving problems to overcome challenges of an adventurous nature, 6 - exercising safely & effectively to improve health & wellbeing

PESSCL - PESSCL (Physical Education, School Sport and Club Links) is a strategy funded by the government for working in partnership with the Youth Sport Trust.

Its aim was to increase the opportunities for sporting progression for 5 to 16 year olds. Their target of giving 85 per cent of young people the chance to have a minimum of two hours PE a week was met.

- PESSCL CONTINUED:
Specialist sports colleges - Schools apply to become a specialist sports college in order to raise the standard of achievement by linking with the community and local businesses. It promotes excellence in PE, sports colleges involve the whole community, with sports bodies and local schools sharing facilities, resources and adopting good practice.
- The **Young Gifted and Talented** programme is part of PESSCL and aims to improve the identification of and provision for gifted and talented students. Benchmarking Excellence, Talent identification, support, provision for talented athletes - multi skills academies.
- The **Step into Sport project** is delivered by the **Youth Sport Trust, Sport England and Sports Leaders UK** and aims to help 14 to 19 year olds start, and keep involved in, sports leadership and volunteering. Stage 1; step into the sports pathway; through school pupils were taught to become leaders (junior sport leader awards/JSLA). Stage 2; TOP Link programme, young leaders put their skills into action through volunteering at school e.g. inter school/house competitions or primary festivals. Step 3- young leaders volunteer in the wider community.
- **Swimming**; Healthy & essential life skill. Key stage 2 pupils swim at least 25 metres independently. Swim 21 clubs - link in with local schools, movement from school to clubs is easy making further improvement appealing.
- **PESSYP** (Physical Education and Sport Strategy for Young People) is the new national strategy, replacing PESSCL. The strategy has ten sections; Club Links, Coaching, Competition, Continuing professional development, Disability, Extending activities, Gifted and talented, Infrastructure, Leadership and volunteering, Swimming.
- **The National Healthy Schools Programme** (NHSP) is a long-term government initiative which aims to develop children who are happier, are healthier, stay safe, do better in learning and life. 4 core themes.
- **Healthy eating** - The Whole School Food Policy (WSFP) helps to guide each school to develop their own meaningful and appropriate food policy. The policy includes: coordinated food approach, having access to healthy food, promotion of the healthy eating message, providing parents with information on food in school, how the school publically shows a caring attitude to all who use its facilities, how the school publicizes its shared vision, ethos and values about food, the creation of working partnerships with catering and teaching staff.
- Standards for school meals = The School Meal Review Panel (SMRP) has set out guidelines: Food-based standards: types and frequency of food offered - maintain or boost the amount of fruit, vegetables, meat and fish protein, starchy foods and milk and dairy products available. Nutrition-based standards: the proportion of nutrients students receive, including how much energy, protein, carbohydrates, fat, fibre,

- National Healthy Schools Programme Continued:
- Physical activity - aims = increase physical activity levels, increase well being, increase understanding of the importance of healthy active lifestyles and the part physical activity has to play in it.
- Physical activity Policy needs to be in place, min. of 2 hrs physical activity time (In NC time & EC), broad range of activities on offer, young people consulted to increase participation, links with community, encourage walking/cycling to school, parents should be involved in planning, training for those delivering physical activities, staff encouraged to participate, should be a school sports coordinator (SSCo)
- Personal, social and health education - knowledge and skills they need to follow a healthy and responsible life in a confident manner. At Key Stage 3 and 4 PSHE is divided into two areas: Economic well-being: links career education, work-related learning, enterprise and money management. Personal well-being: includes personal development, sex and relationship education, drug education, keeping safe and how to deal with pressure.
- Emotional health and well-being - A vulnerable person is someone who is exposed to the possibility of being attacked or harmed, either physically or emotionally. Helping vulnerable people can improve their confidence and help their health and education experiences. Bullying policies should be discussed by students, parents, carers and school staff. This gives ownership and credibility to the issue of bullying. The policy should set out how to deal with bullying and staff should be confident that they are supported when identifying and managing bullying. As a result of the policy young people should feel safe in school. Behaviour and rewards policy; to support positive student behaviour. The policy should clearly explain how positive behaviour is rewarded and promoted so that students know how to succeed.
- Why is PESSYP different? How does it build on PESSCL?
- Introduced the 5 hour offer (PESSCL was 2 hours of PE a week); The five hour offer means that 5 to 16 year olds will have two hours of PE a week in school plus have access to three hours of PE outside of school through extra curricular or club links.
- Building on the creation of sports colleges the infra structure grew; including FE colleges, sports colleges, Secondary schools, Special Schools and Primary schools.
- This opportunity now created the following bodies working together: Sports colleges, School Sport Partnerships, National governing bodies, County sports partnerships, Community providers. As a result there is an increase and an easier route for club links (pupils have access or links with their school & local clubs which leads to easier access to the 5 hour offer and Gifted & Talented children have routes to progress further).
- In addition, coaching from local clubs/national governing bodies gave schools more activities to offer & more staff to deliver the 5 hour offer. They would use coaches that are level 1 UKCC (UK coaching certificate) & want experience for. UKCC level 2 that need experience & higher level coaches . Also coaching grants were on offer to help deliver 5 hour offer in schools.
- Furthermore, the infrastructure helped with professional development as courses were on offer across collegiate and the creation of School Sport Coordinators, senior competition managers, competition managers, primary link teachers were supported with courses.

- How does PESSYP build on PESSCL Strategy? CONTINUED
- Competition managers: gave more structure to competitions across the infrastructure to help raise competition in quality and quantity, working towards the fulfilment of the five hour offer. Leadership- added to the step into sport programme;
- The creation of Young ambassadors; young people chosen to promote sport, PE and healthy living. They are 16 to 17 year olds who have shown outstanding talent, leadership or volunteering skills to promote the Olympic & Paralympic games in 2012.
- Adding to Gifted & Talented programme - National Talent Orientation Camps; for talented 14-16 year olds. Builds up young persons sporting knowledge, insights into sport, reflect on their own talent, role models to inspire, prepare young people for life 16 years onwards through further examinations / vocational education.
- Creation of National Sports Week - festivals for sport, young leaders to organise/help with running events for primary children. Intra school (inter- house competitions - competitions within school), inter school (competitions against other schools)
- Extra Curricular Provision: extension in PE lessons before, at lunch or after school (called extra curricular activities).
- Benefits = member of a team, chance of being a captain/leader, visit other schools for fixtures, organised trips to see top class performers, taking part for fun, dev. links with outside club, improve performance, take part in less traditional sports, general health & wellbeing.
- Extra curricular gives PE teachers chance to teach their specialism. Coach in greater depth, take teams to fixtures/tournaments/ events. Chance to dev. Skills to their highest level. Best equipment/facilities put in place for that club/activity.
- Facilities - effects sports available e.g. better facilities a larger range of sports/activities available for extra curricular. Limited facilities = share facilities, use local sports centres (transport then might be an issue).
- Link with sports clubs - e.g. health clubs/ golf clubs. Gives pupils confidence in taking part in physical activity outside of school & in adult life
- Outside visits - specialist activities; ice skating, bowling etc. Introducing pupils to new activities may lead to further pursuits outside of school.

ROLES OF ORGANISATIONS

Sport England - gov. agency that provides funding & facilities, measures participation & identifies priority groups. Ambition = increase no. of people that play sports regularly * reduce no. who stop playing sports when they leave school.

Aims to increase participation through:

FUNDING - distributes lottery & government funding to help County sports partnerships, NGB work, Facility dev. Schools (scholl games/access to education facilities) & community sport developments

FACILITIES - Provides funding through an application process (they have to fill out a form to apply for money) to improve places where sports take place e.g. protecting playing fields, Inspired facilities (volunteers to improve & refurbish local sports clubs or transform non sporting venues for grassroots sport). Iconic facilities - multi sports facilities to focus on high participation no.s.

Sport England Continued:

- Measured participation/ identifying priority groups - they find out= why do people play sports? What keeps them playing? Why do some drop out? Important because if they understand this then time, money & expertise used more wisely.
- Active People Survey - measures= how many people participate, who they are & what they do. Data used to create detailed profiles for each local authority (in our case this would be Birmingham City Council.)
- Satisfaction with the quality of the sporting experience survey - measures= why people take part in sport, what impacts their level of satisfaction. (good quality experiences - carry on playing)

National Governing Bodies

- Provide & support coaching, officiating, talent dev. & competition at different levels.
- AIM to increase participation/performance in sport by providing & supporting
 - Coaching (qualifications/leadership courses)
 - Officiating (qualifications)
 - Talent dev. (pathway structures from grass roots to elite)
 - Competition (structures from grass roots to elite performers & support school game structures)

Youth Sport Trust

- Manages national school sport competitions, leadership & volunteering programmes to engage young people in PE & school sport.
- Aims to increase participation through:
 - Managing school sport competitions - the school games
 - Leadership & volunteering - Young ambassadors, leadership academy, Lead 2014, learning leaders (need to know 2 of these)
 - Programmes to engage young people in PE & sport - e.g. bikeability, change4life sports clubs (need to know both of these)

Dame Kelly Homes Trust (DKH)

- Utilises elite sport role models to inspire participation & mentor young people
- AIM - use elite sport role models to INSPIREW PARTICIPATION & MENTOR YOUNG PEOPLE
- Need to know 2 DKH trust projects

Exam questions:

- What is the PESSCL strategy and how has it helped sports participation?
- What is the PESSYP strategy and how has it helped sports participation?
- What is the aim of the National Healthy Schools Programme?
- How many hours of physical activity should Key Stage 4 students have access to in school?
- How can schools help vulnerable individuals?
- Who do you think should be involved in making a school's anti-bullying policy and why?
- In what ways can school affect a person taking part in sport?
- The WSFP sets out guides for eating in school. What do the food-based standards and the nutrition-based standards involved?
- How can computer software or hardware help a long-distance runner?
- What are the main aims of the physical activity policy?
- Which of the following best describes good etiquette?
 1. Having a good knowledge of the rules of the game
 2. Responding quickly to the referee's whistle
 3. Making sure the equipment meets the safety regulations
 4. Keeping quiet when the opposition is putting in golf