

Agenda – Health, Social Care and Sport Committee

Meeting Venue:

Committee Room 2 – Senedd

Meeting date: 15 March 2018

Meeting time: 09.30

For further information contact:

Claire Morris

Committee Clerk

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At its meeting of 7 March 2018, the Committee resolved under Standing Order 17.42 to exclude the public from the start of this meeting

- 1 Public Health (Minimum Price for Alcohol) (Wales) Bill – Order of Consideration – agreement in principle ahead of Stage 2 proceedings**
(09.30 – 09.50) (Pages 1 – 5)
Paper 1 – Order of consideration
- 2 Human Transplantation (Wales) Act – Post legislative scrutiny: Scoping paper**
(09.50 – 10.10) (Pages 6 – 9)
Paper 2 – Scoping paper

Public session

- 3 Introductions, apologies, substitutions and declarations of interest**
(10.15)
- 4 Inquiry into physical activity of children and young people – evidence from Women in Sport**
(10.15 – 11.00) (Pages 10 – 28)



Laura Matthews, Senior Insight and Policy Manager, Women in Sport

Research brief

Paper 3

Break (11.00 – 11.15)

5 Inquiry into physical activity of children and young people – evidence from Public Health Wales

(11.15 – 12.00)

(Pages 29 – 36)

Dr Julie Bishop, Director of Health Improvement, Public Health Wales

Dr Ciaran Humphreys, Director of Health Intelligence, Public Health Wales

Paper 4

Lunch (12.00 – 12.45)

6 Inquiry into physical activity of children and young people – evidence from Estyn

(12.45 – 13.30)

(Pages 37 – 53)

Jackie Gapper, Assistant Director, Estyn

John Thomas, Her Majesty's Inspectors

Anwen Griffiths, Her Majesty's Inspectors

Paper 5

7 Paper(s) to note

(13.30)

7.1 The Welsh Language Standards (No. 7) Regulations 2018

[The Welsh Language Standards \(No. 7\) Regulations 2018
Explanatory Memorandum](#)

7.2 Inquiry into physical activity of children and young people: Notes of engagement activity

(Pages 54 – 72)

Paper 6 – Focus group discussions with stakeholders, 25 January 2018

Paper 7 – Discussions with pupils and staff of Bassaleg School, 7 December 2017

7.3 Suicide Prevention: Letter from the Chair of Children, Young People and Education Committee

(Page 73)

Paper 8

8 Motion under Standing Order 17.42 to resolve to exclude the public from the remainder of the meeting

(13.30)

9 Inquiry into physical activity of children and young people – consideration of evidence

(13.30 – 13.45)

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Agenda Item 2

By virtue of paragraph(s) vi of Standing Order 17.42

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Agenda Item 4

By virtue of paragraph(s) vi of Standing Order 17.42

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WOMEN IN SPORT CONSULTATION RESPONSE

Inquiry into physical activity of children and young people, Health, Social care and Sport Committee, National Assembly for Wales

8 September 2017

About us

1. We are Women in Sport. Our vision is a society where gender equality exists in every sphere. We're advancing gender equality through and within sport: empowering women and girls through sport and transforming the sport sector.
2. Our response will focus on key issues that relate to women and girls. We are happy for the details of this response to be made public.

Comments

3. Women in Sport welcomes the opportunity to submit evidence to the Health, Social Care and Sport Committee. A gender gap in participation in physical activity and sport exists throughout the UK. In Wales 52% of boys are active compared with only 44% of girls of primary and secondary school age¹.
4. A gender gap in participation in physical activity emerges between boys and girls at primary school, and extends during secondary school². Many girls and women are missing out on the

¹ Sport Wales (2015) School Sport Survey

² Women in Sport and Youth Sport Trust (2015) The Tipping Point: Confidence and attitudes in seven and eight year old girls

benefits that being active provides such as improved health, reduced risk of disease, an increase in confidence, improved mental health and higher educational attainment³. We therefore believe it is vital for the National Assembly for Wales to address this inequality.

Barriers

5. Our research, Changing the Game for Girls⁴, found:
 - Boys receive encouragement from their friends to be sporty whereas girls do not.
 - There is a lack of female sporting role models in the media. Women's sport makes up 7% of all sports media coverage in the UK⁵. Women in Sport are currently undertaking research to get a more up to date understanding of this in the UK and Europe.
 - There is also a lack of female role models working and volunteering within the higher levels of sport in Wales. For example, only a third of Chairs in high funded national governing bodies (NGBs) of sport are female and only a quarter of Chief Executives are women in Wales⁶.
 - The least active children are very negative about PE and school sport and feel their experiences of school are putting them off being active.
6. We conducted research with boys and girls aged 7-8 for the Government Equalities Office⁷. We found that gender stereotypes are already emerging about girls about boys abilities to do sport and physical activity. Boys valued sport and achievement, whereas girls were more ambivalent.
7. We work with the Youth Sport Trust on a project to get girls involved in sport and physical activity in England and Northern Ireland called Girls Active. As part of this project we carried out research to understand the attitudes and motivations of both boys and girls. In 2016-17 our research of 26,000 pupils found⁸:
 - Girls perceive there to be more barriers to taking part in PE and school sport than boys – 82% of girls identified at least one barrier compared to only 58% of boys.
 - 24% of girls selected pressure of school work as a barrier and 22% selected not feeling confident.
 - Girls are less likely to report feeling encouraged to take part in sport, 64% of girls compared with 72% of boys. This drops to only 49% of less active girls who feel encouraged to be active by their parents.

³ Women in Sport and Investec (2016) Sport for success

⁴ Women in Sport (2012) Changing the game for girls – policy report

⁵ Women in Sport (2014) Say Yes to Success

⁶ Women in Sport (2017) Beyond 30%

⁷ Women in Sport and Youth Sport Trust (2015) The Tipping Point: Confidence and attitudes in seven and eight year old girls

⁸ Women in Sport and Youth Sport Trust (unpublished) Girls Active survey results, 2016-17

- Girls are motivated to take part in sport and physical activity by having fun and being healthy.
- Girls are much less likely to be motivated by competition than boys (50% of girls compared to 70% of boys).
- Girls are much more likely to be self-conscious. By the time they are 14-16 years old, around one in three (36%) are unhappy with their body image.

Solutions

8. Women in Sport urge the following principles to get girls involved in sport and physical activity.
 - Our research shows that girls should be at the centre of all activity, with co-creation essential⁹.
 - There are pockets of excellent provision of sport in education, this needs to be the norm for girls not the exception. All teachers and coaches need to be trained in how to engage and empower less active girls in sport and physical activity¹⁰.
 - Provision can't stop at the school gates. We need girls to be active both within and outside of school. While getting school provision right is important, we also need to consider what is available for girls outside of school.
 - Influencers are key – families, and in particular parents, play an important role in getting girls active. It is therefore vital that parents understand the value of sport and physical activity for their daughter and encourage her to be active¹¹.

Conclusion

9. Women in Sport are committed to reducing the inequalities for girls and women in sport and we welcome the Committee's interest in this area. We believe there is much work to be done to improve girls participation levels in sport and physical activity and we would welcome further discussion with the Committee and National Assembly about potential solutions to this.

⁹ See Youth Sport Trust booklet 'Engaging less active girls aged 8-10 in physical activity'
www.youthsporttrust.org/girls-active

¹⁰ Ibid

¹¹ Women in Sport (2015) What sways women to play sport?



Health Social Care and Sport Committee call for evidence: Inquiry into physical activity of children and young people

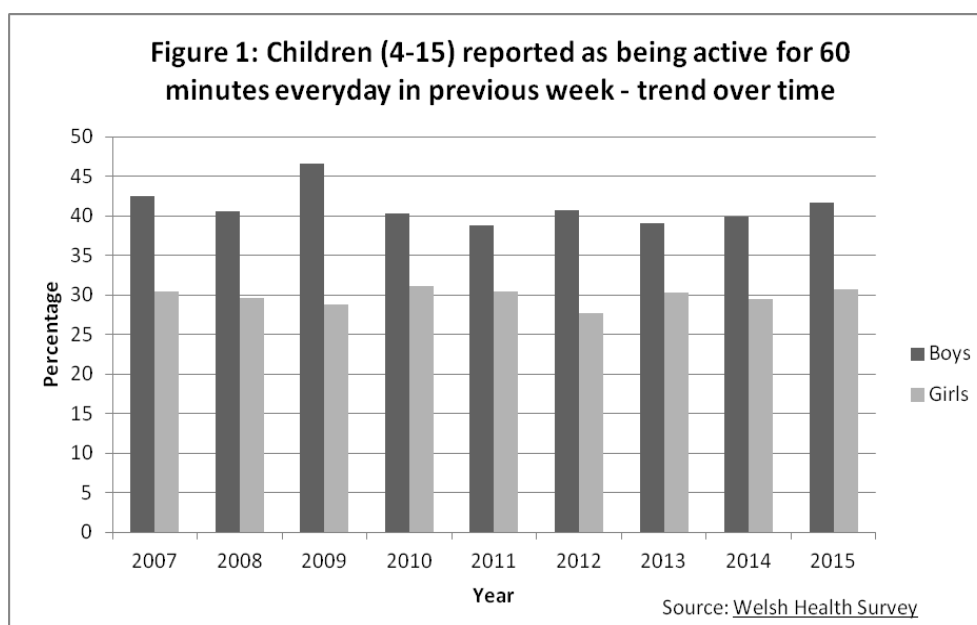
1 Introduction

Public Health Wales welcomes the opportunity to contribute to the Committee inquiry on physical activity of children and young people in Wales.

Physical inactivity contributes to poor health outcomes including obesity, cardiovascular disease and cancer.

1.1 What do we know about physical activity levels in children in Wales? How robust is the data on this issue?

1.1.1 Information on the physical activity levels of children and young people in Wales is available from a number of sources. The first of these is the Welsh Health Survey/National Survey of Wales which collects parent reported information on levels of physical activity of younger children and responses direct from children aged 13-15 years. This provides the potential for monitoring population trends over time (Figure 1) and is a robust and reliable source of information.



1.1.2 An illustration of the data available from the Welsh Health Survey is illustrated in Tables 1 and 2. This indicates for example that physical activity levels in both boys and girls in Wales decline with age (Table 1). The percentage of children who are inactive (not doing 60 minutes of activity on any day of the week) changes very little with age (Table 2). These figures suggest most 11 to 15 year olds (61%) still do 60 minutes of physical activity on at least one day per week.

Table 1

Percentage of children reporting being physically active for 60+ minutes every day, by sex, Wales, 2011-2015

Age group	Boys	Girls	All children
	Percentage (95% CI)	Percentage (95% CI)	Percentage (95% CI)
4 to 6	48.6 (45.8 to 51.4)	41.7 (38.7 to 44.7)	45.4 (43.3 to 47.5)
7 to 10	43.9 (41.3 to 46.4)	35.1 (32.5 to 37.7)	39.5 (37.6 to 41.4)
11 to 15	31.7 (29.5 to 33.8)	18.4 (16.5 to 20.3)	25.2 (23.7 to 26.7)

Produced by Public Health Wales Observatory, using WHS (WG)

Table 2

Percentage of children reporting not being physically active for 60+ minutes on any day, by sex, Wales, 2011-2015

Age group	Boys	Girls	All children
	Percentage (95% CI)	Percentage (95% CI)	Percentage (95% CI)
4 to 6	13.2 (11.3 to 15.1)	15.8 (13.5 to 18.1)	14.4 (12.9 to 15.9)
7 to 10	10.0 (8.4 to 11.6)	13.0 (11.1 to 14.9)	11.5 (10.2 to 12.8)
11 to 15	11.5 (10.0 to 13.0)	14.9 (13.3 to 16.6)	13.2 (12.0 to 14.3)

Produced by Public Health Wales Observatory, using WHS (WG)

- 1.1.3 The Welsh Health Survey has now been replaced by the National Survey of Wales. This includes questions on parent reported levels of physical activity and should provide similar information to previous surveys. The information from this survey is generally provided at an all Wales level which limits the ability of local partnerships to plan and evaluate local action.
- 1.1.4 In addition to the Welsh Health Survey/National Survey, the Health Behaviour of School Children study (HBSC)¹ collects data directly from young people age 11 to 16 every four years. The advantage of this data source is that it provides international comparison data for Welsh children with other countries in the UK, Europe and further afield. The most recent results from 2013/14 indicate only 15% of young people in this study are active for 60 minutes every day. Both the HBSC results and the Welsh Health Survey data indicate a gender gap and the same trend over time i.e. no change in the past 10 years. The HBSC results also indicate no overall variation in the activity levels of 11 to 16 year olds between the seven health board regions in Wales.

¹ [HBSC study findings 2013/14](#)

- 1.1.5 Public Health Wales has been working closely with Cardiff University to develop the School Health Research Network which utilises core elements of the HBSC survey but subject to funding will be undertaken more frequently (every two years). This provides a comparatively large sample size with the majority of secondary schools in Wales now recruited to the survey.
- 1.1.6 No valid population level indicator of physical activity for children age 0 to 4 years in Wales (or the UK) currently exists. Work to develop an appropriate measure should be prioritised. As a result there is little insight or understanding of the patterns and variation of active behaviours in this age group.
- 1.1.7 Sport Wales has also undertaken a school sport survey which provides useful additional information but is slightly less robust in terms of the methodology used than the HBSC study.
- 1.1.8 All of the above sources rely on self reported levels of activity by either young people or parents. There is no directly measured data on levels of physical activity or fitness. However, we do not believe that this is necessary on an ongoing basis to monitor levels of physical activity at a population level.

1.2 Differences in gender-based attitudes towards, and opportunities for, participation in physical activity in Wales.

- 1.2.1 The data presented in Table 1 suggest gender-based attitudes towards being active diverge significantly from age 11 years. Further analysis to determine which components of overall physical activity (Sport, leisure/play, active travel, incidental activity); decline the most and contribute to the gap between boys and girls levels of activity would be valuable.
- 1.2.2 The journey to and from school represents an excellent opportunity to build being active into the daily lives of children but data from the 2013/14 HBSC study indicate a widening gender gap as boys and girls get older – by year 11 38% boys walk to school but only 28% of girls do so. Public Health Wales has identified this as a priority for further research and action.
- 1.2.3 There is a need for more direct work with young people to understand the barriers to participation and to further develop insight into these behaviours. The Welsh Network of Healthy School Schemes encourages schools to actively engage young people in addressing health issues and Public Health Wales is currently working to strengthen the emphasis on physical activity, not just sport, within this scheme. This will also include specific requirements to demonstrate inclusive approaches and that the needs of potentially disadvantaged groups have been actively considered and addressed.

1.3 The extent to which Welsh Government policies are aimed at whole populations and/or particular groups, and what impact that approach has on addressing health inequalities.

- 1.3.1 Welsh Government policy has taken a combined approach at a whole population level but also acknowledges the needs of specific groups; for example those with a disability. Strategies/policies/plans with a dedicated remit for physical activity and/or sport have included Climbing Higher (2005), Creating an Active Wales (2009), and legislation including the Active Travel (Wales) Act 2013. Other strategies with a physical activity and/or sport aspect have included Our Healthy Future (2010) and Together for Health (2012).
- 1.3.2 In the context of Children & Young People, the recent Active Healthy Kids Wales Report Card 2016 has stated that 'policy has not resulted in an increase in physical activity in Wales for the past 10 years'. Based on the evidence from available data regarding physical activity participation rates, Public Health Wales considers the Report Card's appraisal a fair assessment of policy impact. Public Health Wales, Welsh Government and Sport Wales have been working together over the last two years to develop a more combined strategic approach to the promotion of physical activity at a population level with a focus on tackling health inequalities. We anticipate that this combined approach will continue through the Obesity Prevention and Reduction Strategy.
- 1.3.3 Future policy should acknowledge the additional risk of young girls dropping out of physical activity and sport, and must also be inclusive enough to ensure that disabled children, or those with special educational needs, are also able to access good quality physical education and have equity in terms of opportunities to be active.

1.4 Barriers to increasing the levels of physical activity among children in Wales, and examples of good practice in achieving increases in physical activity, and in engagement with hard to reach groups, within Wales, the UK and internationally

- 1.4.1 Barriers to participation are complex and vary with geography and demographics. Evidence suggests they are best addressed by multi-component programmes of interventions within a settings based approach. Programmes should be informed by early engagement and ongoing consultation with the community or group of interest.
- 1.4.2 Levels of physical activity in children vary seasonally, with lower activity when rainfall increases and daylight hours reduce. Children are less active on weekend days than on weekdays².

² A Child for all Seasons, CEDAR, 2016

- 1.4.3 Lack of routine and structure during school holiday periods for children are associated with lower levels of physical activity. Evaluation of the School Holiday Enrichment Programme suggests children who attended were significantly more likely to achieve the recommended 60 minutes per day of physical activity. Children recorded on average 17 minutes more per day when attending the programme compared to weekdays spent at home.³

1.5 Physical activity guidelines and how we benchmark physical fitness in children

- 1.5.1 Wales works to the UK Chief Medical Officers' guidelines for Physical Activity which are 180 minutes per day of movement for the 0-5 year olds, and 60 minutes per day of moderate activity for 5-18 year olds⁴.
- 1.5.2 There is no universal measure and benchmarking of physical fitness levels in Wales although relevant projects have run in some regions, for example the Swan-linx⁵ project in Swansea area which combined assessment of physical fitness and competence, with questions on motivation and attitudes towards participation.
- 1.5.3 It is recommended any universal fitness measure be introduced with caution, and be a relative measure with the focus on change/progression in a child's individual fitness. The new curriculum development provides an opportunity to introduce objective measures of physical fitness at an individual child level to enable child centred goals and objectives to be set and monitored as a component of their educational achievement and learning.

1.6 Measurement, evaluation and effectiveness of the Welsh Government's programmes and schemes aimed at promoting physical activity of children

- 1.6.1 Public Health Wales has identified that a lack of focus on measurement of impact or outcomes is a weakness for the majority of health improvement action in Wales, including for physical activity. We have been working closely with a cross organisational group to develop a minimum set of indicators for population physical activity in Wales.
- 1.6.2 This group has identified the potential value of developing a common framework for the monitoring and evaluation of physical activity interventions to enhance the understanding of effectiveness of programmes. This could be adopted by all funding bodies including Welsh Government;

³ [Evaluation of the School Holiday Enrichment Programme, WLGA, 2016](#)

⁴ Start Active, Stay Active, Dept. for Health, 2011.

⁵ Tyler R, Mackintosh K, Brophy S, Christian D, Todd C, Tuvey S, Jones A, McNarry M, Beynon I, McCoubrey S, Anderson W, John H, Stratton G. Swan-Linx: Fitness Fun Day Report – Swansea Schools (2015)

Sport Wales and the Lottery. Public Health Wales will be working with the group to develop these proposals further in the coming year.

1.7 Value for money of Welsh Government spending to promote exercise in children.

1.7.1 Public Health Wales would support a review of the value for money of physical activity interventions in children in Wales.

1.7.2 Inclusion of health economics guidance in a common framework and set of tools for monitoring and evaluating interventions would also increase the ability of the Welsh Government and its partners to assess the cost effectiveness of spending e.g. HEAT tool for walking and cycling

1.7.3 Whole of school programmes have been identified as one of the seven best investments for increasing physical activity by the WHO⁶, and the Transforming Health Improvement Review identified 'multi component school based programmes' as being effective in increasing levels of physical activity. The Welsh Network of Health School Schemes is a whole school approach and we need to ensure that the requirements of the scheme and the focus are consistent with the evidence base. This work is currently in progress.

1.8 The role of schools, parents and peers in encouraging physical activity, and the role of Sport Wales, NHS Wales and Public Health Wales in improving levels of physical activity.

1.8.1 As with many health and wellbeing outcomes the solutions and influence do not rest with any one body or organisation. Public Health Wales believes that it is well placed to work with others to facilitate action towards this goal and to support Government in monitoring population levels of physical activity, including inequalities. It is important that there is ongoing and active leadership and co-ordination of this important area of work and Public Health Wales is committed to continuing its work with Government and with other bodies such as Sport Wales, Natural Resources Wales and the Curriculum Reform Programme to maximise the opportunities to improve health outcomes.

1.8.2 The actions required to address levels of physical activity will rest with a number of agencies, including some for whom physical activity is not the primary outcome, but whose contributions are key. These include local authorities through their land use and planning policy; provision of green space and leisure facilities; their education responsibilities, and their role in Highways and Transport Policy. Sporting organisations (notably Sport Wales) and Natural Resources Wales also have important roles to play. For

⁶ Investments that work for physical activity, ISPAH, 2011

example Sport Wales has a goal of increasing participation in sport, but increasing population level physical activity will require much more than increasing participation in sport. The NHS in Wales has a relatively limited role in this area but will of course contribute to co-ordination and leadership in this area through their Directors of Public Health and their involvement in a range of strategic partnerships.

- 1.8.3 Public Health Wales has a statutory role to give assistance to other public bodies carrying out a health impact assessment (HIA) as required by the Public Health (Wales) Act 2017. A key consideration within HIA is the potential impact on the health and wellbeing of the population and the distribution of those impacts. This extends to policies, programmes, services and other activities that have the potential to impact both positively and negatively upon opportunities for physical activity.
- 1.8.4 Public Health Wales is working with partners to maximise the opportunities that the planning system provides to deliver high quality place making and sustainable environments in order to address key Public Health priorities including addressing physical inactivity⁷.
- 1.8.5 The expert group brought together to produce the Active Healthy Kids report card for Wales⁸ rated it overall as D- in 2016. The strongest area (B) was judged to be 'School' as a supportive setting and enabler of physical activity in children and young people. The Welsh Network of Healthy Schools Scheme helps define what "good looks like" for schools in relation to physical activity, and provides guidance and support to schools to achieve this
- 1.8.6 Parents have an ongoing role to play in encouraging physical activity and studies show children of active parents and with siblings are more active. The support of parents and significant others is associated with physical activity levels in adolescence in particular.⁹ There is little robust evidence of the interventions or policies which are likely to increase parent support for physical activity.

⁷ 'Planning for better health and well-being in Wales: A Briefing' (TCPA/WHIASU), 2016

⁸ [Active Healthy Kids Report Card](#), 2016, Stratton G et al.

⁹ [Sallis, JF et al. A review of correlates of physical activity of children and adolescents, 2000](#)

Estyn response to Health, Social Care and Sport Committee into Inquiry into physical activity of children and young people

Context

'Creating an Active Wales' (Welsh Government 2009) emphasises the provision of high-quality physical education and the effective delivery of physical literacy as essential for young people to develop the skills and confidence for lifelong participation in sport and physical recreation. It identifies well-delivered and appropriately designed physical education programmes, complemented by a range of school-based activities, as critical factors in helping children and young people to live active lives and become active adults. This aim is reinforced in the Welsh Government's 'Programme for Government 2011-2016' (Welsh Government 2011), which sets out its commitment to promote physical activity for people of all ages.

In our core inspections and related thematic surveys, Estyn gains useful evidence about the physical activity levels of children in Wales as well as opportunities and differences in gender-based attitudes towards participation in physical activity. This evidence is acquired, for example from lesson observations particularly in physical education, consideration of the range and levels of participation in extra-curricular sporting and recreational activities as well as discussions with pupils and staff. In many school inspections (both primary and secondary), inspectors will observe physical education lessons or visit these lessons as part of a learning walk. Estyn also considers a broader range of evidence such as 5x60 records and the findings of the Sport Wales School Sport Survey. These provide helpful evidence about provision and pupils' attitudes and levels of participation in sport and physical recreation.

Estyn has carried out three thematic surveys that relate directly to this inquiry into physical activity of children and young people:

Girls' participation in physical activity in schools July 2007

<http://www.estyn.gov.wales/thematic-reports/girls-participation-physical-activity-schools-july-2007>

Progress in implementing the PE and School Sport Action Plan - May 2008

<http://www.estyn.gov.wales/thematic-reports/progress-implementing-physical-education-and-school-sport-action-plan-may-2008>

Physical Education in secondary schools – February 2012

<http://www.estyn.gov.wales/thematic-reports/physical-education-secondary-schools-february-2012>

Evidence from inspection

Wellbeing

In coming to judgements about pupils' wellbeing, inspectors consider how well pupils understand how to make healthy choices relating to diet and physical activity. Inspectors consider how well pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtimes and through after-school clubs and activities. The evidence inspectors consider to inform their inspection activity and judgements always includes pupils' responses to pre-inspection questionnaires and discussions with individuals and groups of pupils. It may well include observations of a sample of extra-curricular activities, records of pupils' participation rates in various activities compiled for example by a 5x60 officer and consideration of the findings of the School Sport Survey conducted by Sport Wales.

As part of inspections of the quality of care, support and guidance, inspectors will consider how successfully the school's provision helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing.

Estyn's Annual Report 2016/2017 reported on the cycle of inspections from 2010-2017 and included the following statements about pupils' wellbeing.

Primary wellbeing

- Most pupils understand the importance of healthy eating and regular exercise and make sensible choices about what they eat during snack time.
- The quality of care, support and guidance has been consistently good or better in over nine-in-ten schools across the inspection cycle. These schools provide purposeful opportunities to promote healthy living, for example by encouraging pupils to run the daily mile and take part in a variety of extra-curricular activities.

Secondary wellbeing

- Pupils' wellbeing has been a strong feature in secondary schools over the cycle of inspection (2010-2017). Wellbeing is good or better in almost three-quarters of schools.
- In schools that provide excellent care, support and guidance, there is an engaging personal and social education programme that prepares pupils well for the challenges and choices in their lives and helps them to understand the importance of physical and mental health.

Committee Questions

What do we know about physical activity levels in children in Wales?

In all core inspections, Estyn surveys a sample of pupils about a broad range of aspects of the school's work. These surveys include specific questions about the extent to which the school teaches pupils to be healthy and the opportunities for pupils to get regular exercise. The charts and comments below summarise the responses from more than 50,000 secondary pupils and around 96,000 primary school pupils.

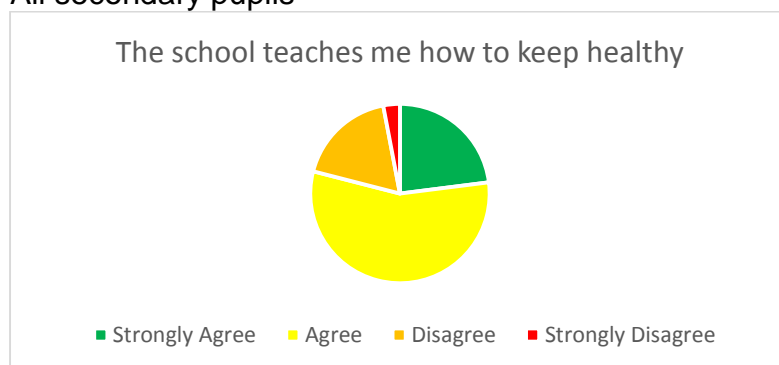
The survey contains a series of statements (*in italics below*) that pupils respond to. In primary schools, pupils from Year 3 to Year 6 complete the survey, responding to statements with either 'agree' or 'disagree'. In secondary schools, samples of pupils from all year groups complete the survey. They respond to the statement using a four point scale from 'strongly agree' to 'strongly disagree'.

The school teaches me how to be healthy

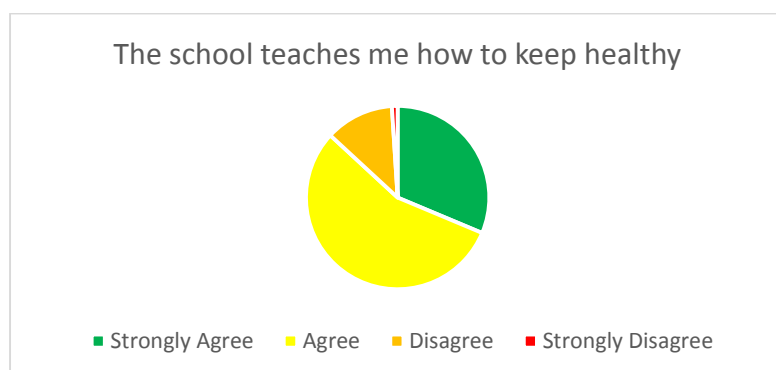
Around 80% of secondary pupils say that the school teaches them to be healthy with around a quarter of pupils strongly agreeing with this statement. 55% of key stage 3 pupils agree and 31% strongly agree with this statement, slightly higher than at key stage 4 where 56% agree and 16% strongly agree.

In primary schools, 96% of pupils say that the school teaches them to be healthy. This is a particularly high proportion of pupils.

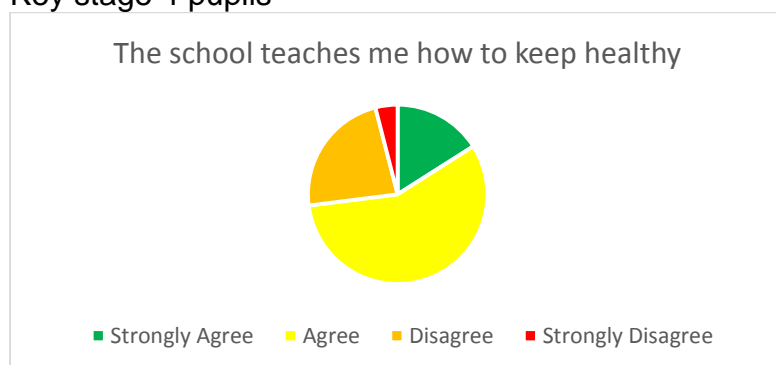
All secondary pupils



Key stage 3 pupils



Key stage 4 pupils

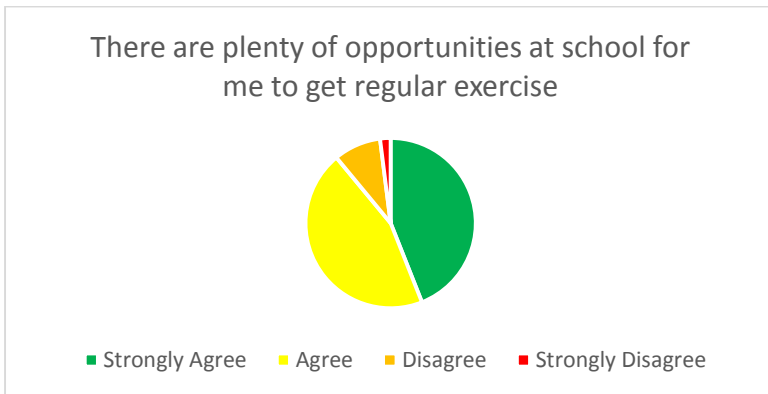


There are plenty of opportunities at school for me to get regular exercise.

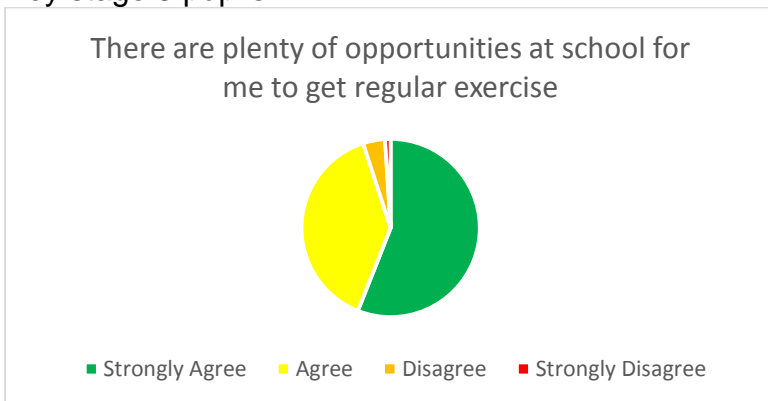
Around 90% of secondary pupils believe that there are plenty of opportunities for them to get regular exercise with 44% agreeing strongly with this statement. 39% of key stage 3 pupils agree and 55% strongly agree, slightly higher than at key stage 4 where 51% agree and 35% strongly agree. This may be due to the fact that in many schools at key stage 4 there is less time allocated to core physical education than at key stage 3.

In primary schools, 95% pupils say that there are plenty of opportunities at school for them to get regular exercise. This is a particularly high proportion of pupils.

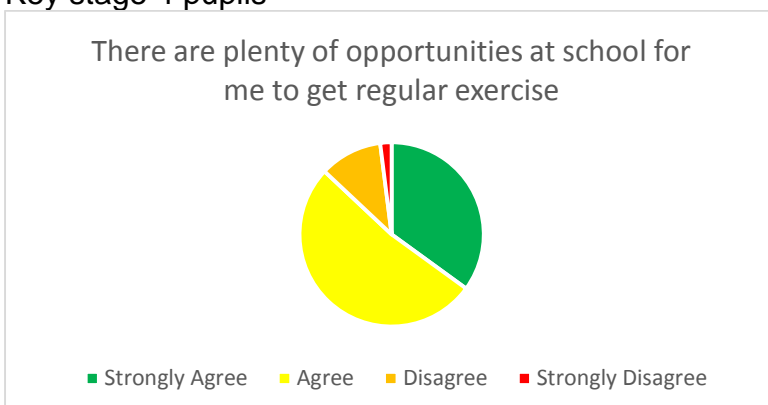
All secondary pupils



Key stage 3 pupils



Key stage 4 pupils



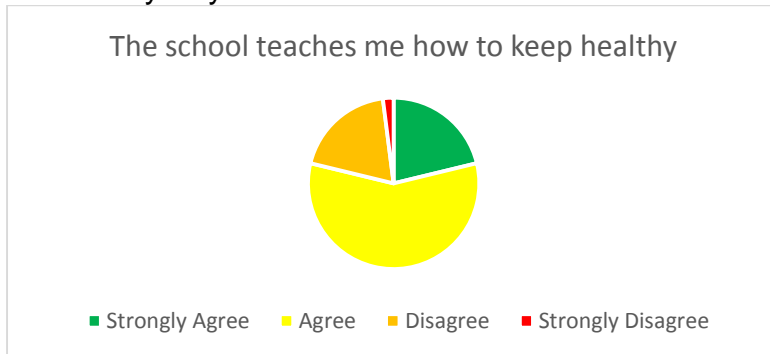
Differences in gender-based attitudes towards, and opportunities for, participation in physical activity in Wales.

The school teaches me how to be healthy

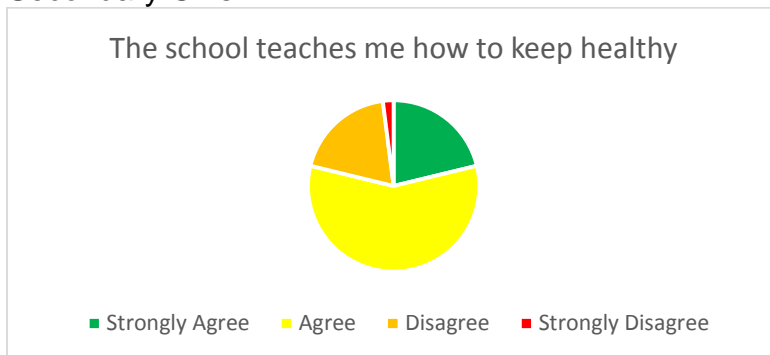
There is little difference between the proportions of girls and boys in secondary schools who agree and strongly agree with this statement. However, 25% of boys compared with 21% of girls strongly agree with the statement.

96% of boys and 97% of girls in primary schools agree that the school teaches them to be healthy.

Secondary Boys



Secondary Girls

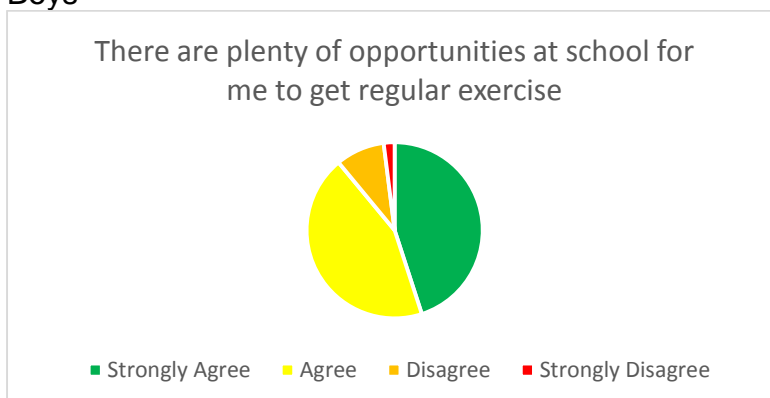


There are plenty of opportunities at school for me to get regular exercise.

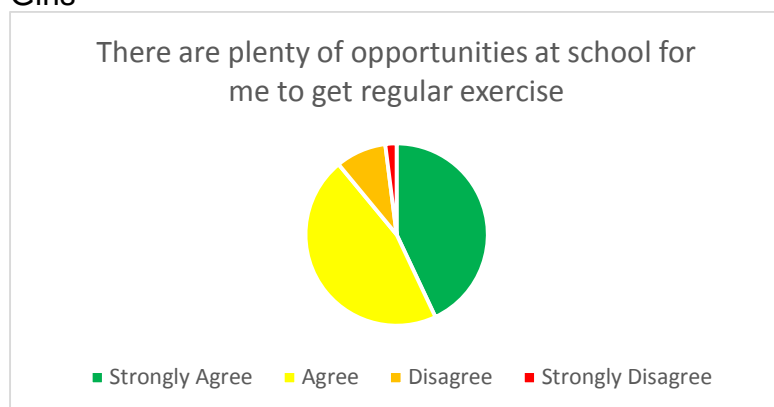
There is little difference between the proportions of girls and boys in secondary schools who agree and strongly agree with the statement at 89%. However, 45% of boys compared with 43% of girls strongly agree with the statement.

In primary schools, 95% of boys and 96% of girls agree that there are plenty of opportunities for them to get regular exercise.

Boys



Girls



The Estyn report on girls' participation in physical activity in schools (see below) noted that there are many factors that influence the take up of physical activities by girls in school. The historical development of sports, peer pressure, parental attitudes and the coverage of women's sport in the media all have an effect. The report stated that many physical education teachers offer a predominantly traditional team games programme and that many girls would prefer greater variety including more creative and fitness activities. As a result, in some schools, there are notable numbers of girls who find excuses to avoid participating in physical education, especially in key stage 4.

The report recommended that schools should acknowledge the importance of physical activity for all by raising the profile of sport and physical activity in school and show equal respect for girls' and boys' achievements and participation in physical education and sport. It also recommended that schools should consult with girls to offer the activities within the physical education curriculum that girls want to do and make a wider range of activities available, other than traditional team games, including at lunch times and after school.

Many schools have made notable progress in addressing these issues. The Estyn report on physical education in secondary schools (see below) stated that generally, schools are increasing the emphasis on creative and adventurous activities and health, fitness and wellbeing activities at key stage 3 and this has helped to engage girls more successfully. However, many of the underlying issues remain and continue to present a challenge to increasing levels of physical activity among this group of pupils.

Barriers to increasing the levels of physical activity among children in Wales, and examples of good practice in achieving increases in physical activity, and in engagement with hard to reach groups, within Wales, the UK and internationally.

There are potential barriers to increasing the levels of physical activity among children in Wales. These include reductions in the time allocated to physical education in both primary and secondary schools. At key stage 4, very few schools provide two hours of physical education as part of pupils' core provision and entitlement. The Estyn report on physical education in secondary schools (see below) stated that in almost all schools visited, key stage 4 pupils have just one hour of core physical education each week. This restricts opportunities for these pupils to become informed and competent participants in physical activity.

Schools have an important role to play in developing pupils' essential fundamental physical skills and competencies as well as developing a love for activity, fun, and competition that will support them to be active participants in sport and recreation.

In a minority of physical education lessons, there is often not enough emphasis on ensuring pupils are physically active for sustained periods, which is arguably a primary purpose of the subject. This is often because there is a greater focus on developing pupils' communication and leadership skills as well as their ability to analyse performance. Of course, these are important skills and good practitioners build these aspects seamlessly into their lessons without reducing the emphasis on developing pupils' physical competencies. However, too often teachers do not achieve a suitable balance and a lot of time is lost in tasks that are not suitably challenging or beneficial. The Estyn report on physical education in secondary schools (see below) stated that in a few lessons, pupils are not active enough and there is a lack of intensity in their work, which leads to a loss of interest.

Physical education lessons are complemented by the school's extra-curricular programme. Participation in such activities can help pupils experience at least two hours of physical activity and contribute to the more aspirational involvement in five sessions of 60 minutes each week. The Estyn report on physical education in secondary schools (see below) stated that most schools promote healthy lifestyles well. The 5x60 initiative has been successful in complementing the more traditional, largely team-based extra-curricular programmes most schools offered previously. The report indicated that activities such as aerobics, street dance, pilates, zumba and boxercise have had a positive impact on the participation levels of girls.

In many schools, these opportunities are enhanced by close links with local sports clubs and leisure centres. The Estyn report said that the 5x60 initiative has contributed well to improving and extending links with local sports clubs and organisations. The success of a particular activity has occasionally led to the establishment of a new community club, for example a tennis, street-dancing or girls' football club, often based at and making use of school facilities. However, too often there has not been a close enough link with local clubs and organisations, which could offer enthusiastic pupils a chance to develop their interests after and beyond school.

Despite these initiatives, there is a danger that those pupils who most need to attend such clubs are less likely to do so. This is perhaps because they have not developed the confidence and interest to get involved in exercise, sports and activities out of school. In

the majority of schools, the time available at lunchtime often restricts the range of clubs/activities offered to pupils. Similarly, in many rural communities transport requirements limit pupil participation in after-school activities.

A further potential barrier is that of teacher expertise. The Physical Education and School Sport (PESS) initiative was successful in improving the quality of teaching in primary schools and the consequently higher standards that pupils in these schools are achieving. Estyn's report on the progress in implementing the PE and School Sport Action Plan stated that large numbers of teachers have benefited from the extensive training programme for teachers, both through central and school-based in-service training organised by the Sports Council for Wales, in association with local authorities and initial teacher training institutions. Most larger primary schools make effective use of specialist teachers to deliver the PE programmes. Many other schools develop aspects of PE successfully through the use of outside providers such as Powys Dance group to deliver sessions to pupils during lessons and in after-school clubs. In very few primary schools, pupils lead physical activity sessions. For example, at one school the Bronze Ambassadors lead activity sessions successfully to develop pupils' physical skills and increase participation levels during the school day. These sessions include leading the 'hip hop' dance activity for foundation phase pupils. However, there remain issues over the competencies and experiences primary teachers acquire as part of their initial teacher training.

The role of schools, parents and peers in encouraging physical activity, and the role of Sport Wales, NHS Wales and Public Health Wales in improving levels of physical activity

There is no single solution to improving physical activity levels in children. It requires concerted joint action by a broad range of stakeholders including schools, local authorities, community sports clubs and associations, Sport Wales, NHS Wales and Public Health Wales. Parents arguably have the ultimate responsibility to encourage and support their children to be physically active. However, often the children who would benefit most from greater levels of physical activity come from families that are less able and perhaps less inclined to access the opportunities available to them.

Schools can make a notable contribution to improving pupils' physical activity levels. Many schools have suitable personal and social education programmes that help pupils understand how to make healthy choices relating to diet, physical activity and emotional wellbeing. In the best schools, senior leaders ensure that all pupils experience at least two hours of core physical education each week since they regard this as a basic entitlement for all pupils. These schools realise that pupils need to develop the motivation, confidence, physical competence, knowledge and understanding that provide the necessary foundations for lifelong participation in physical activity. If children do not develop the appropriate skills at a young age, then many will struggle to enjoy physical activity and thus not continue to participate or engage in activities outside the curriculum lessons. This has massive long-term implications for their health and well-being.

The best schools have well-structured physical education programmes and extensive opportunities for pupils to participate in an ever increasing range of stimulating sporting and recreational extra-curricular clubs and activities. These schools consult pupils regularly to make sure that the physical education programme and extra-curricular opportunities meet their needs and interests and that lessons and activities engage them successfully. This approach has been underpinned by opportunities provided by the Sport Wales schemes such as Dragon Sport and Multiskills, and the 5 x 60 programme. The best schools establish effective links, for example with local sports clubs. These links can provide valuable opportunities for pupils to pursue their particular interests, develop their skills and to engage in more challenging, competitive activities. A few schools have an extended school day that allows more time and better opportunities for pupils to participate in a broad range of physical activities.

It is essential that all schools support pupils to improve their fitness levels by keeping them physically active throughout all physical education lessons and engaging them in regular, high intensity vigorous activity for sustained periods of time. Teachers should also raise their expectations of what more able pupils are capable of achieving and provide them with suitably challenging, competitive activities that lead to high standards of performance.

An increasing number of schools across the UK and internationally have introduced specific initiatives such as the daily mile. This provides children with the freedom to run in the fresh air with their friends. It is an inclusive rather than a competitive event. Many children will mix running, jogging and walking. However, it allows pupils of all abilities to set personal targets and goals that they can achieve. This can have significant benefits to pupils' fitness levels and personal self-esteem as well as helping to establish good habits and a commitment to being physically active. It can also benefit children's mental, social and emotional health.

The Young Ambassadors scheme is a particularly beneficial initiative in developing the leadership skills of these young people. Young ambassadors are making a strong contribution to promoting the positive values of sport and through being the youth voice of sport in their schools and the community. They can be effective role models and can help to increase participation opportunities and healthy lifestyles for other pupils. Similarly those young people who undertake a qualification in sports leadership benefit significantly from developing effective communication and organisational skills. These leaders support teachers of younger pupils and those in primary schools through leading basic physical activities during lessons or as part of the extra-curricular programme. Often sports leaders are particularly effective in engaging and inspiring younger pupils through their enthusiasm and sporting skills.

In order to achieve these ambitions it is essential that all teachers in primary schools are competent to deliver physical education effectively on completion of their initial teacher training. It is also beneficial for these staff to be supported, where appropriate, by well-qualified, specialist teachers who can work with schools to

ensure high-quality provision. The challenge to teach physical education to primary level children, who may have widely different levels of ability and enthusiasm, by teachers with relatively little training is significant.

Evidence from Estyn's thematic reports

Girls' participation in physical activity in schools - July 2007

<http://www.estyn.gov.wales/thematic-reports/girls-participation-physical-activity-schools-july-2007>

In 2007, Estyn published a thematic report entitled 'Girls' participation in physical activity in schools'. This report was produced in response to a request from the Welsh Government for information on how well secondary schools have used different programmes and initiatives to help to increase girls' participation in physical activity.

The report noted that there are many factors that influence the take up of physical activities by girls in school. The historical development of sports, peer pressure, parental attitudes and the coverage of women's sport in the media all have an effect. The school curriculum and facilities also have an important role. The report stated that many physical education teachers offer a predominantly traditional team games programme and that many girls would prefer greater variety including more creative and fitness activities. As a result, in some schools, there are notable numbers of girls who find excuses to avoid participating in physical education, especially in key stage 4.

The report stated that to attract girls to participate more, sports facilities must meet the expectations that girls might have in the 21st century. Modern, high-quality, well-appointed changing rooms, including clean private shower areas and toilet facilities, and bright, attractive, safe areas for activities are essential for full and successful participation by girls. Similarly, the requirement to wear unfashionable physical education kit is often a barrier to girls' participation. In creative and fitness activities, where the formal school dress code has been relaxed or changed, the freedom for girls to wear their own choice of clothes, while still complying with hygiene and safety requirements, has led to increased participation. Physical education and sport activities are more likely to be pursued by pupils of both sexes when senior managers give health and fitness activities high priority and secure reasonable allocations of lesson time.

The report included a wide range of relevant recommendations including that:

- **Senior managers in schools should:** acknowledge the importance of physical activity for all by raising the profile of sport and physical activity in school; show equal respect for girls' and boys' achievements and participation in physical education and sport; improve changing and shower facilities; and ensure that indoor facilities are available throughout the school year.
- **Physical education teachers should** consult with girls and make every effort to offer the activities within the physical education curriculum that girls want to do; make a wider range of activities available, other than traditional team games, including at lunch times and after school; and ensure girls are comfortable with the kit selected for physical education whilst giving due consideration to hygiene and health and safety issues.

Progress in implementing the PE and School Sport Action Plan - May 2008

<http://www.estyn.gov.wales/thematic-reports/progress-implementing-physical-education-and-school-sport-action-plan-may-2008>

In 2008, Estyn published a thematic report evaluating the progress that had been achieved in implementing the PE and School Sport Action Plan. The initiative was introduced in 2001 in response to the action plan from the PESS task force. The evaluation was undertaken in the context of the Welsh Government's vision for a healthier and better educated country, expressed in 'One Wales: A progressive agenda for the government of Wales' (2007). The PESS initiative had a number of strands that included raising standards in physical education in the curriculum; making sure that initial teacher education and training gives trainees the necessary confidence, knowledge, skills and understanding to teach physical education; and establishing accredited continuing professional development programmes in physical education for all teachers.

The report judged that standards in physical education have improved in almost all schools that have been involved with the initiative for some time. Standards are improving very quickly in the primary schools in the newer development centres. It stated that pupils are acquiring a much greater awareness of personal health and well-being and of the importance of regular physical activity. In these schools, pupils of all ages know about the physical, social and mental benefits of physical activity and can explain the importance and benefits of exercise to a healthy lifestyle.

The report stated that work on the key stage 2 and 3 transition has been one of the of the most successful strands of the PESS initiative. This work has had a considerable impact on the quality of teaching and learning across partnership schools. Large numbers of teachers have benefited from the extensive training programme for teachers, both through central and school-based in-service training organised by the Sports Council for Wales, in association with local authorities and initial teacher training institutions.

The most apparent long-term benefit and sustainable aspect of the initiative has been the improvement in the quality of teaching in primary schools and the consequently higher standards that pupils in these schools are achieving. In addition, the impact of the work of the specialist projects such as dance and gymnastics will be sustainable after the life of funding for PESS because there will be many trainers and mentors across Wales who can support schools, as and when required.

Physical Education in secondary schools – February 2012

<http://www.estyn.gov.wales/thematic-reports/physical-education-secondary-schools-february-2012>

In 2012, Estyn carried out a thematic report on 'Physical Education in secondary schools'. The report was undertaken in the context of the Welsh Government's vision for a physically active and sporting nation as outlined in its strategies 'Climbing Higher' and 'Creating an Active Wales'. These documents identified well-delivered and appropriately designed physical education programmes, complemented by a range of school-based activities, as critical factors in helping children and young people to live active lives and become active adults.

- The report stated that generally, schools are increasing the emphasis on creative and adventurous activities and health, fitness and wellbeing activities at key stage 3 and this has helped to engage girls more successfully. Most schools promote healthy lifestyles well. The 5x60 initiative has been successful in complementing the more traditional, largely team-based extra-curricular programmes most schools offered previously.
- Standards were good or better in around two-thirds of lessons observed for this survey and broadly similar at key stage 3 and key stage 4. In many lessons, pupils recall previous learning well and understand key concepts. They make good progress in developing and refining their subject-specific skills and in acquiring wider skills.
- At key stage 3, pupils make good progress in health, fitness and wellbeing activities. Many pupils have a sound appreciation of the short-term and long-term effects of exercise on the body. In a few cases, pupils display a well-developed understanding of the key principles that underpin health and fitness.
- In about a third of lessons observed, there are shortcomings in the standards pupils achieve. In particular, more able key stage 3 pupils do not make as much progress as might be expected. In key stages 3 and 4, the most common shortcomings in the standards that pupils attain are their:
 - poorly co-ordinated and controlled movements and actions;
 - difficulties in transferring skills successfully from practice to game situations; and
 - lack of confidence in developing ideas or solutions to problems.
- Teaching is good or better in about three-quarters of lessons observed. In many cases, teachers plan learning activities that keep pupils physically active and enable them to compete at an appropriate level; build on previous learning and help pupils move forward at the right pace; and develop pupils' understanding of key principles, terminology and technique.
- In many lessons, pupils are physically active although the degree of intensity varies according to the nature of the activity. However, in a few lessons, pupils are not active enough and there is a lack of intensity in their work, which leads to a loss of interest.

- Most schools offer pupils a wide range of extra-curricular opportunities. The 5x60 initiative has been successful in complementing the more traditional, largely team-based programmes most schools offered previously. New activities such as aerobics, street dance, pilates, zumba and boxercise have had a positive impact on the participation levels of girls. 5x60 initiative has also contributed well to improving and extending links with local sports clubs and organisations. The success of a particular activity has occasionally led to the establishment of a new community club, for example a tennis, street-dancing or girls' football club, often based at and making use of school facilities. However, too often there has not been a close enough link with local clubs and organisations, which could offer enthusiastic pupils a chance to develop their interests after and beyond school.
- In many schools, key stage 3 pupils receive two hours of physical education each week. This is generally the case in each year group although, in a few schools, Year 9 pupils have less than two hours a week. Most schools are increasing the emphasis on creative and health, fitness and wellbeing activities as well as adventurous activities. In many schools, modifications to the curriculum have helped engage girls more successfully. This has been achieved through greater emphasis on creative aspects and health, fitness and wellbeing activities that include activities such as aerobics, pilates and street dancing.
- At key stage 4, very few schools provide two hours of physical education as part of pupils' core provision and entitlement. In almost all schools visited, key stage 4 pupils have just one hour of core physical education each week. This restricts opportunities for these pupils to become informed and competent participants in physical activity.

The report recommended that to improve standards of physical education at key stage 3 and key stage 4:

Physical education departments should make sure that lessons provide suitable opportunities for pupils to keep physically active and engage in sustained physical activity;

Local authorities should use the 5x60 initiative to promote more effective links with local clubs and organisations to promote healthy lifestyles and lifelong participation in sport and physical recreation;

Health, Social Care and Sport Committee

Inquiry into the physical activity of children and young people – focus group discussions with stakeholders, 25 January 2018

Discussions with representatives of Ramblers Cymru, Children in Wales, Play Wales and the Mental Health Foundation

Barriers

- Need to look at what happens to make children inactive.
- At secondary school age the obvious one is peer pressure. If you are the only one in your group who's interested in being active then it's really hard to take part.
- Some of the barriers – emotional or social – that prevent young people being active, for example being overweight or have self-harm scars, not very good at sport (low self-esteem).
- Impact of poverty – communities without opportunity i.e. no play areas or places to hang out; however some socially economically deprived areas report greater play opportunities.
- Footpaths are not well signposted. People are not confident to use the paths.
- Outcomes drive the service provision; if you set the outcomes on obtaining maths and English that is what schools will focus on.
- Example of two girls who wanted to play football but faced discriminatory attitudes from boys in the team; not helped by coach, who always picked them last because they were girls.

Role of adults/parents/family

- Adults are less tolerant to children playing out (no ball games signs, etc).
- Parents are more fearful about their children playing out either because of potential dangers or because of other people's attitudes (seen as a nuisance).
- Sometimes parents who work full time don't have the energy to engage in physical activity; they're not good role models.
- Need a 'whole family' approach.

Effectiveness of sports education in secondary schools

- Environment does not lend itself to free forming activity particularly for the younger age group.
- Focus is on attainment and achievement.
- Lunchtimes can be very short – some children are skipping lunch/grabbing a snack so they have more time to play.
- Some schools only activate their free school meal cards in time for lunch so some children are going without food all morning – not good for energy levels.

School hours

- Don't necessarily agree with extending the school day but would like to see one afternoon a week set aside for 'activity time'.
- Would like to see free access to facilities after school hours (Play Wales has been working with families in Butetown to provide access to the school playground for an hour after school).
- The Five Ways to Wellbeing could be brought into under graduate teacher training.
- The curriculum review will provide opportunities for change.
- Don't need to measure the impact physical activity has on children but need to be creative about what we measure.
- Children won't learn unless they are in a good place mentally.
- Often the children with mental health issues/behavioural problems are the ones that are kept in at break time as a punishment for disrupting classes but they are most likely to benefit from physical activity.
- Also a problem for children with additional learning needs as extra tuition/support often takes place at break time/lunchtime.

Priorities

- Need parity between physical and emotional and social well-being.
- Cannot just tackle obesity in isolation.
- Recognition of the benefits of activity on mental health.
- Five ways to well-being – needs to be an understanding across everyone who works with children (education, social care, health, etc).
- Not just about schools – if parents have poor habits that reflects on the children. Has to be tackled across the board.
- A systemic view of physical activity is needed.
- Should be about sport for everybody not sport for excellence.
- Need to find balance between those who excel and the rest.



- How about outcomes for fitness and emotional well-being? Five Ways to Wellbeing – use those as measures to look at how that works within schools.

PE in the curriculum

- Lengthening the school day to allow more activity – would be very demanding for teachers – would need teachers' buy-in. Could be costly if formalised.
- Better use and access to school grounds for children to do what they want in that space – would contribute to better sense of community.
- Need to enable young people to do something outside of school. Being active is not just about getting into a team but about doing something that gives you pleasure.
- Emphasis should be on enjoyment and fun.
- The Daily Mile campaign has made a real difference but it's only at primary school level.
- Schools need to be able to offer things that are physically active but not necessarily sport e.g. dance.
- ALN – need to make sure all children can join in.

Play as an activity

- Focus on play is important. It contributes to mental health and community cohesion.
- We don't have longitudinal studies on activity levels through play but we do know that play does contribute to children's physical activity level.
- When children start comprehensive school they are only 11 and still want opportunities to play.
- Modern social trends have decreased children's likelihood to play – increased screen usage, neighbourhoods where speed and volume of traffic has increased. Need to look at what has happened in our communities to stop children from playing out.
- Contribution of the local environment – traffic volume and speed, parked cars, no space to play.
- Play Wales has developed a toolkit to support local authorities, town and community councils, politicians at all levels, open space planners, housing associations and parks and playground managers when developing and upgrading accessible play spaces.
- They also piloted a scheme in a part of Cardiff over the summer where the street was partially closed for a number of hours to allow children to play.



Recommendations

- Public health campaign that comes into the training of anyone who works with children and young people to think about mental health and well-being.
- Incentives for school.
- Devise measurable KPIs to include emotional literacy.

Discussions with representatives of Welsh Rugby Union, Welsh Sports Association, Glamorgan Cricket & Cricket Wales, and Welsh Netball

Experiences for children

- The first experience for a young person is key, and that first experience is often within the school environment.
- Sport and activity should be fun, social and enjoyable and then children will continue doing it.
- We need to encourage children to 'have a go', and we need to encourage and promote team work.
- The majority of children won't end up on a podium so it's important that there is a focus on fun activities for the majority.
- There should be less emphasis on technical skills.
- It's important to highlight and talk about personal success and achievement.
- We need to enable children to feel personally responsible for getting their 1 hour of activity done each day.
- We need to signpost schoolchildren to activities outside of school.

Traditional gender defined roles and how to increase participation by girls

- Times have changed and we shouldn't now have boy sports and girl sports.
- Women role models are really important to encouraging girls to take-up and continue with sports and other activities.
- For girls in particular, the activities have to be fun and sociable.
- We need to consider the language and terms used, i.e. refer to 'activity' and not 'sport' when talking to girls.
- Buddy systems are really important, particularly for girls.
- *Our Squad* - evidence shows girls are more likely to do something if they have a buddy.
- WRU developed a 'bring your bestie' hashtag for social media when promoting events.

The parents and family



- Parental experience has a massive impact on the participation and enthusiasm of children.
- Dr Camilla Knight (Swansea University) is looking at parental experiences and parental engagement.
- We really need to educate the parents.
- We need to break down traditional role expectations, i.e. a dad can be a netball coach
- Family support is needed; you cannot just look to improve the school experience.

The school experience

- In terms of the school experience we need to concentrate the efforts on primary schools, where the number and quality of opportunities need to improve.
- Culture of schools and the quality of provision is critical.
- There's a limited menu of sporting activities on offer in schools; a broader menu is needed.
- There's a postcode lottery with schools; leadership is really important and can have an adverse or positive impact.
- KPIs needed – quantitative measuring of how much schools are delivering; qualitative measuring of what the schools are offering and what is the feedback from children.
- A holistic school commitment is needed.
- Schools should be incentivised to deliver more physical activity.
- Afterschool childcare acts as a barrier for parents; schools could deliver activity opportunities after school for free.
- Enhanced school day should be investigated, not just for PE, but time should be made available for exposure to varied physical and cultural activities.
- PE mustn't be seen as a chore; it must be fun.
- Daily mile should be linked with technology, i.e. class Fitbit, and carry results through to other lessons for investigation, i.e. IT lessons.
- Class Fitbit – e.g. how many steps has Charlie done today; can we work out which lessons he was in when he walked the most.
- Pilot in a school in Monmouthshire – the IT department has offered drones to monitor activities in PE lessons.
- We should investigate incentivising extra-curricular/general involvement from children in physical activity.

The role of teachers



- One main problem = not all teachers in primary school are qualified PE teachers, or have adequate training, and aren't able to deliver quality experiences.
- Activity levels in primary schools is varied and patchy, and dependent on the training/experience of the responsible teacher(s).
- Teacher training is key.

The curriculum

- Physical literacy is key.
- Physical literacy should be embedded into the school curriculum; this would deliver the requirements and follow the spirit of the Well-being of Future Generations Act.
- Sport and physical activity should be part of the core curriculum, and assessed by Estyn.
- If schools aren't assessed on something they're not pushed to deliver.
- Opportunities for physical activity shouldn't be confined to PE lessons.

The role of sports groups/organisations

- Sports groups/organisations focus on experiences in the community.
- Collaborative working across all sporting groups is needed.
- StreetGames and Parkrun are great initiatives; we need more of these.
- There's a need to define what each sport could do really well to improve the common experience for all children.
- Schools should allow sports groups/organisations into schools to deliver/support classes.
- Sport groups/organisations can help with more formal education; they can go into schools to deliver sport/activity lessons.
- Example - one Cardiff cricket club offered to go into schools in Cardiff to deliver cricket lessons/cricket-based activities, however only two replied; one said 'no thanks' and the other did not accept the offer because 'cricket' wasn't something Estyn assessed.
- Sport Wales is pushing physical literacy.
- Sports groups could work with the BMA and RCN to educate staff, who can then inform their patients.

The role of the community

- We should open schools up to the community, and turn the school into a hub.
- Holland, New Zealand and Australia use the community as a hub.



- Great example in Hampshire – school building keys are handed over to a social enterprise at the end of the official school day, and the enterprise then arranges and hosts activities for the community. This example has proper legal and governance structures in place
- Schools should open-up facilities to the community; we know there is resistance from schools to do this.
- We should map the facilities on offer in our communities.
- Local authorities closing local recreation facilities isn't helping the wider problem.

The role of technology and the media

- Social media is really important; this has already been evidenced in American public health research.
- We need to make more use of technology.
- We need a national 'big picture' campaign which appears in traditional media and social media.
- *Our Squad* needs better funding to make it a national campaign that gets into every home.
- More media coverage is needed to promote good examples; the red button coverage has shown to work with netball.

The role of Government and public bodies

- Schools/Government need to listen to children and what they want to do.
- We need change on a national level in order to achieve dramatic impact.
- Infrastructure isn't conducive to cycling or walking as commuting options.
- National Resources Wales, Public Health Wales and Sport Wales are coming together but it's too slow and needs to happen quicker.
- Public Health Wales hasn't co-ordinated the effort to join things up; it isn't interested in what sport/physical activity can offer.
- The MoU between Public Health Wales and Sport Wales has no effect.
- Public health priority isn't prevention; it's very risk averse.
- The health sector wants more and more evidence that physical activity works as a prevention measure.
- Social prescribing is important; we should sign post people to activities in their area.
- Frontline NHS staff are an untapped resource.
- Cost is a huge barrier, but the activities needn't be expensive, and we need to work smarter because it's not all about more money.



- Red/amber/green labelling is needed for sport and activities, i.e 30 minutes of tag burns enough calories for a chocolate bar.

Discussions with representatives of Diabetes UK Cymru and Royal College of Surgeons

General comments

- Digital technology and social media are contributing to the obesity crisis and sedentary environments, but there is an opportunity to use it positively as an incentive
- Parents need to take an active role in increasing their children's activity levels, need to involve the whole family
- 'It's about moving and not being sedentary'

Schools

- Schools tend to focus on kids who excel and compete in elite sports
- 'It should be about physical activity not sport'
- 'PE is now down to once every 2/3 weeks'
- 'Schools are key', need to start in primary schools
- Physical activity lessons have reduced over time in schools
- In Australia they do an hour of physical activity every day in school
- Participants liked the idea of a school giving financial incentives for attendance, and perhaps doing something similar for being active, with fit bits or mobile phone apps etc.
- Schools should have a KPI on physical activity. 'Estyn should monitor physical activity levels in same way as attendance'
- Schools selling off playing fields is an issue
- 'Beat the streets' in the Valleys is a good initiative to encourage walking to school
- Discussed Committee Members visit to Bassaleg school where every child was assessed and given a tailored exercise programme – participants thought this sounded like 'a great model' and that you would then be able to identify 'at risk' children and support them

Data

- There are big gaps in the data on physical activity levels. They support calls to extend the Child Measurement Programme to improve data collection, past aged 4-5.



Diet

- 'Diet is a far bigger problem', physical activity cannot be looked at in isolation, there needs to be a dual focus on diet and exercise
- The food industry needs to be regulated, there is a role for Governments in addressing this
- Legislation can restrict the food industry in terms of ingredients
- Welsh Government can set nutritional standards in schools and remove junk food in public vending machines but what about at home?
- Restrict junk food advertising, ban supermarket displaying chocolate at tills
- Ban junk food vending machines in schools and hospitals
- Put calories on menus? Could learn from food hygiene ratings
- Lessons should be learnt from smoking, it has been successfully stigmatised. Need a similar culture shift around diet and being active.

Planning and infrastructure

- There are things you can recommend in terms of infrastructure and planning, cycle and walking routes around schools etc
- Planning around schools, Health Impact Assessments
- Can prevent fast food outlets opening around schools

Obesity and diabetes

- We have the highest levels of obesity and diabetes in some areas, in Torfaen it's 10% of the population.
- Noted that this inquiry should feed into the forthcoming obesity strategy, and the Obesity Alliance Cymru produced a [policy paper](#) with 18 recommendations for the strategy.
- Nothing's been done with the obesity pathway since it was introduced in 2010, apart from the previous Health and Social Care Committee's Inquiry into bariatric services in 2014.
- RC Surgeons said 'youngsters are being referred to me with 75%, 80% body fat and no one has told them you will be dead within 5 years' [if you don't change]
- Type 2 diabetes is getting younger, it used to be seen only in people over 40 (and called 'maturity onset'), but we are now seeing it in children and young people, 'I saw someone aged 10 with it'.
- In Cardiff there's nothing to refer children aged 7-11 to, no appropriate treatment, so if they are aged 7 [and obese, with type 2 diabetes], they'd have to wait 4 years before they can go on the national referral exercise scheme. The treatment drugs are too aggressive for children and there are no services for the



paediatric consultant to refer them to. These children and young people need much more intensive support.

- There will be preventative savings in reducing obesity and diabetes – diabetes is currently 10% of NHS spend, and 80% of this is spend on complications which could have been managed by diet.
- Public Health Wales has a role, with public awareness campaigns etc.
- The current messaging on obesity is ‘quite soft’ and ‘not frightening enough’, ‘look at the shocking photos on cigarettes...’, ‘we need to use scare tactics’



Health, Social Care and Sport Committee

Inquiry into the physical activity of children and young people –
discussions with pupils and staff of Bassaleg School, 7 December 2017

Discussions with school pupils

Group of young ambassadors

- The group was made up of young ambassadors¹.
- Part of the role of the ambassadors is to be a voice for pupils who don't like sport.
- The ambassadors have been working with Newport University on communication skills and team building to help them engage with other pupils, particularly those who are not interested in sport.
- The school has a lot of facilities but not all are suitable for pupil needs.
- Facilities and equipment are out of date.
- Need more indoor facilities.
- Football pitches are only used for matches.
- Transport is not available for after-school activities. Have to rely on parents or walk.
- In Year 11 pupils are able to choose the activities they want to participate in.
- Being given an option is good, particularly for those who don't want to take part in formal exercise.
- School has well rounded approach. Choice is very important.
- Equality of access has improved.
- This group of pupils only had 1 hour of PE a week, there are opportunities to do lunchtime and break time activities, and after school clubs.
- Summer holidays are an issue, if the pupils only do exercise whilst they're in school, they will go 6 weeks without doing any physical activity, rugby outside of school

¹ The Sport Wales Young Ambassador programme aims to empower and inspire young people to become leaders through sport, to help encourage their inactive peers to become hooked on sport.



also comes to an end and the season begins again in September, however, cricket continues throughout the holidays.

- The pupils think that the school facilities need to be upgraded so that their school can facilitate tournaments. There are also no indoor netball facilities, the gyms aren't big enough, and when the weather is poor, the pupils have to compromise and would stray from the curriculum.
- The pupils that don't engage in physical activity outside of school, tend to be the same students that dislike PE lessons in school.
- The school has tried to cater the PE lessons to everyone, the pupils get to choose between 2 sports, one being competitive, and one being non-competitive.
- The school has 5 ambassadors, the ambassadors attended a training course at Newport University to learn confidence building skills, this enables them to engage with the other students.
- The ambassadors want more sport lessons in school.
- During exam season, their PE lessons are put at risk because the school uses the halls for the exams, and if the weather is bad, they have no facilities to continue with their lesson.
- There is a healthy eating group in the school.

Group of 11 – 12 year olds

- Teachers do make sport quite fun.
- What is provided is good but the equipment is quite old, particularly the gym equipment.
- Curriculum is set at the start of the year but they would like the opportunity to choose the sports they participate in.
- There is therefore a feeling of being forced to take part in something they don't like.
- Ability to choose was seen as very important.
- Opportunities to take part in particular sports is determined by ability, there is a top set and bottom set for PE.



- There is a feeling that some of the people in the top set are there because they play sports outside of school.
- People who are good at sport get picked and that's not fair on people who want an opportunity to improve.
- Girls and boys don't have equity of access. It was felt that the boys were disadvantaged as they can't do dance or play netball.
- In the winter, the boys still have to play outside while the girls are allowed indoors.
- Girls are allowed to wear leggings in the cold weather while the boys still have to wear shorts.
- On Dragons Challenge (physical ability test):
 - The children are broken into groups with people of similar physical abilities to each other.
 - The children would go to the 'forge' gym to complete obstacles.
 - The tests are based on accuracy, speed, balance and time.
 - They believe that this gives the children a learning curve.
 - Once the tests are complete, the girls are split into two groups, half will do dance, football or netball, and then swap, and the boys are split into two groups, half will do rugby, and the other half will do netball, and then they swap.
 - For the pupils that don't like these sports, there are additional choices like frisbee or long ball, and learning new sports that they'd never heard of.
 - There are after school clubs that the children are able to join that will help them improve during their PE classes.
- On physical activity:
 - Most of the children are within walking distance to the school and do so everyday.
 - The children want their PE lessons to be before lunch, after lunch, or at the end of the day, this means that they can prolong their lessons instead of wasting time getting changed.
 - Time commitments make some of the children dislike sport outside of school hours.
 - Some of the children are missing out on certain sports because of time clashes.

- On Primary school:
 - The facilities were a lot smaller.
 - No variety in sport.
 - No assessment on their ability, the children weren't learning how to improve their technique.
 - Equipment wasn't good enough.
- On healthy eating:
 - Primary school lunch was a lot more monitored to what the children were eating.
 - Bassaleg School has a lot more options, there are healthy options available, and they don't sell sugary drinks, instead there are water machines in the canteen.
 - The children have their own swipe cards, with these, their parents can monitor what their child has eaten at school, however, these cards are easy to lose and other people use their cards.

Group of 12–13 year olds (male and female)

- What members of the group like: gymnastics – letting off steam; football (girls); football (outside school); football and body conditioning; trampoline/mountain biking; rugby; football; tennis; cricket; dance acrobatics; trampolining.
- What does the school do to help? There are a variety of activities – gives choice; after school clubs – more advanced for those who are keen, and they push you which is good. Different types of ball games. Rotation between sports. Having qualified PE teachers is good.
- More children and young people are active at Bassaleg School compared with primary school. Tuition is better at Bassaleg School.
- Helping inactive children and young people. Sport with technology e.g. Wii, Fitbit helps. Some children and young people need role models to encourage them. Give them a sport they like. 'Bounce' [trampolining] is good for people who don't like sport.
- Sports day – includes a wide range of sports.
- Teachers are very encouraging and push the children and young people; they make them aware of activities.

- They do 'tacticals' – core skills and tactics.
- Dragon Challenge at start of year – testing physical ability. Children are then put into ability groups – helps to develop skills. Do they discuss the results of the test at home? Yes.
- Boys and girls do not have the same opportunities when it comes to taking part in physical activity.
- Some sports such as rugby and football were perceived as more aggressive and considered '*boy sports*', whilst sports such as dance and netball were considered '*girl sports*'. Pupils said that stereotypes played a part in preventing some people from taking part in sports they're interested in.
- Some girls did comment that the school now offers more opportunities for taking part in sports such as rugby, which was welcomed. Girls' rugby was introduced by the school in approximately April 2016.
- Pupils said that peer pressure was a reason why some children and young people are reluctant to take part in certain sports/physical activity.
- Certain sports were viewed as 'not cool'. Some boys in the group commented that they would be picked on if they chose to take part in certain sports such as dance, although conceded that if a group of boys were interested in taking part, they would be more inclined to participate.
- Schools should offer more opportunities for pupils to take part in mixed sports where boys and girls are able to play together on the same team and/or compete against each other.
- Some female pupils commented that giving greater attention to female sports and sport stars in the media would encourage more girls to take part in physical activity. Role models were considered important.
- A lack of, or facilities in need of updating, were considered barriers to taking part in physical activity. Pupils agreed that cost was a factor in the school's failure to upgrade facilities.

Group of 13–14 year olds (boys and girls)

- Rugby is big in the school.
- Year 7 training for 170 people.



- Last year the team was unable to attend the cup final due to lack of money for transport.
- Do they do sport mainly in or out of school? About half and half. Some of the group also help to coach younger children. Some do more outside school, e.g. athletics and tennis, although it varies throughout the year.
- What works well? Skilful teachers; good coaching skills. The group felt they don't do PE that much – difficult to fit it in. Three hours/fortnight isn't enough.
- Group was in favour of a longer school day for sport, especially in summer. If it was part of the regular routine it would be easier e.g. regarding transport.
- Improvements they would like – less repetition of sports, more mixed gender sports (they could learn from each other), more sports teachers. The group didn't believe the school would agree to more mixed gender sports.
- School Sports Council – they organise sports day but the group didn't know much about them. Sports Council is not directly involved in sports sessions.
- Do they learn about the wider issues around physical activity? They use FitBit e.g. for monitoring heart rate. They do a fitness session for a few weeks and monitor the effect of physical activity on the body.
- They had an assessment of fitness when moving from primary to secondary school. The results were used to put them into sets/groups. Does the school talk to their families about the outcomes of the fitness assessment? The group didn't think so. Some parents wouldn't welcome advice on obesity.
- There was a Year 8 Community Week – it was a good event, included bike rides, walks up the mountain. They learned about value of protein intake pre-activity.
- They are taught about nutrition but people don't take it on board. The school nurse is good on unhealthy eating and there are posters warning about unhealthy eating but they're in the nurse's office where few people go. Information should be put up elsewhere in the school.
- More gym equipment would help – open it up to the wider community, not everyone can afford gym fees.
- What about those children and young people not interested in sport? The group suggested showing them the effects of lack of exercise on the body. Some don't like the competition. Do a deal with reluctant children regarding participation in sport rewarded with time playing on the Xbox.

Year 11 pupils (female)

- Both boys and girls have the same opportunities when it comes to taking part in physical activity at school. Opportunities for taking part in a variety of sports have increased for both boys and girls at the school over the past few years. Rugby was cited as an example of a sport that is now available for girls to take part in. This was welcomed.
- As they get older, girls' bodies change and they tend to be more reluctant to take part in physical activity as they are more self-conscious.
- Some pupils were comfortable taking part in sports alongside/against boys whilst others were uncomfortable with the idea. Two of the pupils said they often play football with boys and have no problem with it.
- Fitbit was popular amongst the majority of pupils. The competitive element, where a tally is kept of steps taken, was considered motivating.
- Year 11 pupils currently do one hour of PE a week, which was not considered enough. Some pupils will take part in physical activity outside of school hours, although if they live a considerable distance from a sports club or gym, then taking part can be difficult. The cost of joining a gym or sports club was also considered a barrier to young people.
- Some parents may consider non-academic subjects such as physical education less important and are therefore unlikely to encourage their children to participate in physical activity/sport.
- Pupils said there are pressures from other subject areas at GCSE level which means there is less time for physical activity, unless physical education is a subject which a pupil has chosen to study at GCSE level.

Discussion with staff

- 1,800 pupils.
- Difficult to fit physical activity physical activity in to the timetable given the pressures of the curriculum. Schools are heavily judged on academic performance.
- Sports Council group, elected by other pupils. Has raised profile of physical activity and initiated improvements.



- More competition for the attention of children and young people with social media.
- 3 hrs physical activity per fortnight year 7; from years 9-11 it's 2 hrs. "5 times 60" programme has made a massive impact.
- A longer school day would give more opportunities for physical activity. Some pupils catch buses home so it's difficult to stay late.
- Physical activity also contributes to better mental health.
- Physical activity co-ordinator, partly funded by Welsh Rugby Union (WRU).
- Dragons Test - all year 7s is revealing some trends regarding poor physical health. PE and wellbeing is being lost at primary school and picked up at secondary level. Possible to have clustering arrangements with primary/secondary schools.
- Facilities - most schools linked to leisure centres, but not Bassaleg School.
- Physical literacy co-ordinator - every school should have one. WRU person based at school which pays £10k pa towards the cost. The scheme works really well and is not just about rugby.
- Recommendations - facilities are needed to make the best of the time we have with children and young people (18% of their time). A plan needs to be formulated for the whole community - allow it to use the facilities outside school hours. Also, having a physical literacy coordinator on site is very successful.

Dr Dai Lloyd AM

Chair of the Health, Social Care and Sport Committee
National Assembly for Wales

15 February 2018

Dear Dai,

Inquiry into the Emotional and Mental Health of Children and Young People

As you will be aware the Assembly's Children, Young People and Education Committee has been undertaking a significant inquiry into the emotional and mental health of children and young people. Today we held our last evidence session with the Cabinet Secretary for Education and the Cabinet Secretary for Health and Social Services.

Given the relevance of this topic to your Committee's portfolio, I wanted to let you know that we are aiming to report by Easter this year. I will ensure that a copy of the report is shared with you and members of your Committee.

On 10 January we held an oral evidence session with Samaritans Cymru. During this session, and as part of Samaritans Cymru's written evidence, a number of issues arose in relation to suicide. In light of your forthcoming inquiry on suicide prevention, I wanted to draw your attention to this evidence given its relevance to your work.

Yours sincerely,



Lynne Neagle AM

Chair

