



UNIVERSITY OF
GLOUCESTERSHIRE

This is a peer-reviewed, post-print (final draft post-refereeing) version of the following published document, This article is deposited under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way. and is licensed under Creative Commons: Attribution-Noncommercial-No Derivative Works 4.0 license:

Wintle, Jordan ORCID logoORCID: <https://orcid.org/0000-0002-1195-4964> (2023) Physical activity promotion in the primary school. In: Primary teacher solutions: ready pedagogy and inspirational ideas. Routledge. ISBN 9781032110288

Official URL: <https://www.routledge.com/Primary-Teacher-Solutions-Ready-Pedagogy-and-Inspirational-Ideas/Gibson-Morgan-Brett/p/book/9781032110288>

EPrint URI: <https://eprints.glos.ac.uk/id/eprint/12870>

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

Physical Activity Promotion in the Primary School

Jordan Wintle

Senior Lecturer in Sport and Exercise, University of Gloucestershire

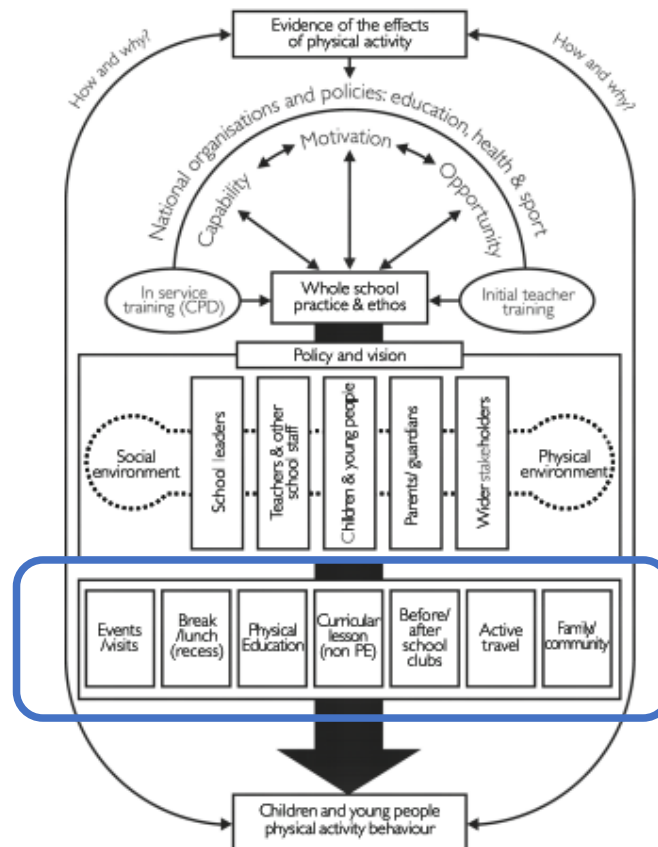
Our health is often referred to as our greatest gift, with physical activity (PA) being lauded as a “magic pill” for the prevention and cure of many ailments including cancer, diabetes and a host of cardiovascular diseases (Arem, et al., 2015; Ekelund et al., 2020). The latest figures from Sport England (2021) and the National Health Service (2020) demonstrate a worrying decline in PA in youth populations and an increase in those classified as overweight or obese. On a more positive note, those who do engage in PA not only benefit from improved physical health but make notable improvements in mental and social well-being as well as academic attainment (Bailey, et al., 2013; Biddle & Vergeer, 2020,).

Habit formation in youth has been highlighted as a key predictor of adult PA (Biddle, et al., 2021; Engström, 2012; Ekblom-Bak et al., 2019), it is, therefore, imperative that we seek to provide positive experiences for young people that maximise the likelihood that they will see value in continuing to engage in PA as they progress into adulthood. This is where the primary school setting provides a crucial site for the development of these healthy habits that track through youth and into adulthood (Hills et al., 2015; Kilgour et al., 2015).

Recent work has advocated a whole school approach to the promotion of PA through the Active School Framework (ASF) (Daly-Smith, et al., 2020). The ASF has been developed by researchers and practitioners to sustainably embed PA throughout the school so that everyone understands its benefits and can easily implement it in their practice.

Figure 1. Active Schools Framework (Daly-Smith, et al., 2020)

#CreatingActiveSchools



In this section, we pay particular attention to highlighting the opportunities within the primary school setting to integrate PA in many areas of school life. The opportunities are determined by what the school can closely control (from the centre to the left) and opportunities that the school can only influence (to the right of the centre). What is clear is that the culture and ethos created around PA are pivotal in maximising the opportunities presented, this includes school policy, teacher attitudes and the physical environment.

Curricular Lessons (non-PE)

Integrating PA into curricular lessons other than PE is a great opportunity to increase the amount of movement integrated into the school today. Examples could include active Maths and English programmes (Youth Sport Trust, 2022) that help to teach concepts from these subjects in active ways through a range of problem-solving tasks. You could also consider aspects of science and geography that could make use of the school site to teach concepts linked to nature or map reading.

Physical Education

Ensure your school is meeting the recommendation for PE lessons to be delivered at least twice weekly and perhaps, most importantly, the lessons should rarely be cancelled (this sends a message to pupils that it is of lower importance). PE lessons should be age-appropriate and adapted to meet the needs of all pupils with a focus on mastery and enjoyment. PE in the primary school should set the foundation to access a broad range of activities by enhancing pupils' competence, confidence, motivation, knowledge and understanding of PA.

Breaks and Lunch

Breaks and lunch provide great opportunities for pupils to engage in both organised and self-motivated and designed PA. Schools should provide adequate space and equipment for all pupils to

engage in PA whether this be playground games, organised sports or simply walking and talking with friends. Supervising staff (or Pupil PlayLeaders) should be trained to help pupils initiate and sustain PA during in these times.

Events/Visits

Events such as sports festivals, fairs or visits (e.g. going to a nature reserve) provide further opportunities for integrating PA within the school day. Importantly, we should be looking to develop pupils' intrinsic motivation to engage in PA here so an element of student choice should be integrated within these (Beni, et al., 2019).

Before/After School Clubs

Whilst optional, these clubs can help enhance the quality and quantity of PA pupils engage in. You should ensure that your extra-curricular offer appeals to all pupils. This should include a range of activities (not just traditional competitive sports) and have both recreational and competitive options. Perhaps consider a pupil voice survey to see what your children would like on offer.

Active Travel

Making walking, cycling or scooting to school more accessible is a really helpful way to increase PA for many pupils. Schools should ensure they provide suitable storage for bikes/scooters and should engage in programmes such as Bikeability to develop pupils' confidence and competence to cycle safely. Increasing walking to school could be supported by creating a "walking bus" for pupils and carers.

Family and Community

Schools should provide opportunities and guidance for families and communities to continue PA participation at home and in the local area. This could be increased knowledge of where and how to be physically active (e.g. venues, clubs), setting active homework, and/or creating displays of pupils and staff engaging in PA outside the school to create that culture of PA we want to see.

PA has the potential to have a significant positive impact on the entire school community (and not just the pupils). If you haven't done so already I would recommend adding this to the agenda of your next staff meeting.

References

Arem, H. *et al.* (2015) "Leisure Time Physical Activity and Mortality: A Detailed Pooled Analysis of the Dose-Response Relationship," *JAMA internal medicine*, 175(6), pp. 959–67. doi: 10.1001/jamainternmed.2015.0533.

Bailey, R. *et al.* (2013) "Physical Activity: An Underestimated Investment in Human Capital?," *Journal of physical activity & health*, 10(3), pp. 289–308.

Beni, S., Ní Chróinín Déirdre and Fletcher, T. (2019) "A Focus on the How of Meaningful Physical Education in Primary Schools," *Sport, Education and Society*, 24(6), pp. 624–637. doi: 10.1080/13573322.2019.1612349.

Biddle, S. *et al.* (2021) *Psychology of physical activity: determinants, well-being and interventions*. Fourth edn. New York, NY: Routledge.

Biddle, S. & Vergeer, I. (2020) Mental health benefits of physical activity for young people. In Brusseau, T. A., Fairclough, S. J. and Lubans, D. R. (eds) (2020) *The routledge handbook of youth*

physical activity. New York, NY: Routledge (Routledge handbooks). pp 121-147. doi: 10.4324/9781003026426.

Daly-Smith, A. et al. (2020) "Using a Multi-Stakeholder Experience-Based Design Process to Co-Develop the Creating Active Schools Framework," *International Journal of Behavioral Nutrition and Physical Activity*, 17(1). doi: 10.1186/s12966-020-0917-z.

Ekblom-Bak, E. et al. (2018) "Physical Education and Leisure-Time Physical Activity in Youth Are Both Important for Adulthood Activity, Physical Performance, and Health," *Journal of physical activity & health*, 15(9), pp. 661–670. doi: 10.1123/jpah.2017-0083.

Ekelund, U. et al. (2020) "Physical Activity and Mortality: What Is the Dose Response and How Big Is the Effect?," *British journal of sports medicine*, 54(19), pp. 1125–1126. doi: 10.1136/bjsports-2019-101765.

Engstrom, L.-M. (2008) "Who Is Physically Active? Cultural Capital and Sports Participation from Adolescence to Middle Age-A 38-Year Follow-Up Study," *Physical Education & Sport Pedagogy*, 13(4), pp. 319–343. doi.org/10.1080/17408980802400510

Hills, A. P., Dengel, D. R. and Lubans, D. R. (2015) "Supporting Public Health Priorities: Recommendations for Physical Education and Physical Activity Promotion in Schools," *Progress in Cardiovascular Diseases*, 57(4), pp. 368–374. doi: 10.1016/j.pcad.2014.09.010.

Lindsey Kilgour et al. (2015) "Health Literacy in Schools: Prioritising Health and Well-Being Issues through the Curriculum," *Sport, Education and Society*, 20(4), pp. 485–500. doi: 10.1080/13573322.2013.769948.

National Health Service (2020) National Child Measurement Programme, England 2019/20 School Year. <https://digital.nhs.uk/data-and-information/publications/statistical/national-child-measurement-programme/2019-20-school-year>

Sport England (2021) Active Lives Children and Young People Survey Academic year 2019/20. https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2021-01/Active%20Lives%20Children%20Survey%20Academic%20Year%2019-20%20report.pdf?4Ti_0V0m9sYy5HwQjSiJN7Xj.VInpjV6

Youth Sport Trust (2022) Teach Active. Available at <https://www.youthsporttrust.org/resources/physical-and-mental-health/teach-active> retrieved 17/06/2022