

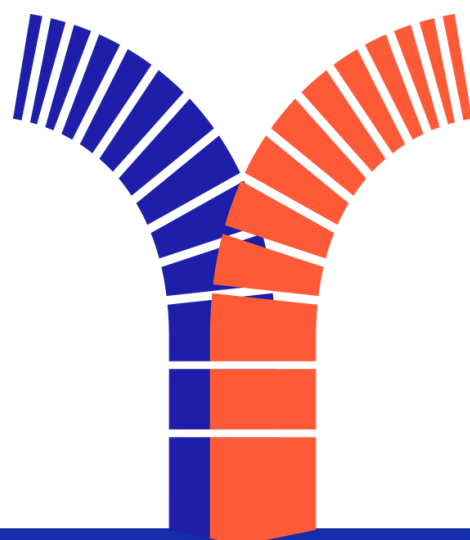


Further Reading Guide:



Well Culture.

Making more of your physical environment



1. Active Design – Sport England

Why read it?

Active Design explores how the places and environments around us can make being physically active easier and more natural. Although its scope is broader than education, the principles provide a useful lens for reviewing school environments.

Key takeaway

Its foundational principle, Activity for All, encourages environments that enable people of different ages, abilities and backgrounds to be active. Flexibility, accessibility and understanding how people experience spaces are central.

Practical implication

Use Active Design as a lens for reviewing your school. Rather than only asking whether you have sufficient facilities, consider whether existing spaces are accessible, inviting, flexible and enabling CYP to move.

2. Stronger Every Day: The School Environment as a Therapeutic Space – Youth Sport Trust and Sport for Confidence

Why read it?

This practical toolkit helps schools consider how their culture, routines and physical spaces can support movement throughout the school day. It brings together inclusive movement, sensory processing and regulation, pupil voice and practical ideas for making everyday school environments more movement-friendly.

Key takeaway

Creating a movement-friendly school is not simply about providing more facilities. The toolkit encourages schools to consider how classrooms, corridors, playgrounds and outdoor areas can provide different opportunities to move, while recognising that CYP have different movement, sensory and regulation needs.

3. Sport Sanctuaries – Youth Sport Trust

Why read it?

Sport Sanctuaries provides a practical way to think about how activities, places, and spaces within schools can help CYP feel safe, connected, regulated, and ready to engage. It considers the environment alongside CYP's individual needs and experiences.

Key takeaway

Different CYP may need different spaces and types of movement at different times. Sport Sanctuaries encourages schools to use pupil voice, audit indoor and outdoor environments and identify spaces or activities that can help CYP regulate.

Practical implication

Explore your environment with CYP and consider where movement already helps them feel calm, alert, connected or ready to learn. Think about whether existing spaces could be adapted or used differently to provide greater choice.

4. UK Chief Medical Officers' Physical Activity Guidelines – Department of Health and Social Care

Why read it?

The guidelines provide an important evidence-based foundation for understanding why opportunities to move need to extend beyond PE lessons.

Key takeaway

CYP should accumulate an average of at least 60 minutes of physical activity per day across the week, with activity spread throughout the day and reduced prolonged periods of inactivity.

Practical implication

Look across the whole school day. Consider how lessons, transitions, playtimes, lunchtimes, active travel, enrichment, and PE contribute to CYP's opportunities to move.

5. Education Estates Strategy: A Decade of National Renewal - Department for Education

Why read it?

Published in 2026, the strategy sets out the government's ten-year vision for England's education estate. It provides broader strategic context for how school buildings and spaces can be safe, suitable, sustainable, inclusive, and responsive to the changing needs of CYP.

Key takeaway

The strategy moves beyond simply maintaining school buildings towards proactively improving and adapting existing estates. This includes making mainstream settings more inclusive and accessible for CYP with SEND, and considering how existing and surplus spaces can be used more flexibly.

Practical implication

Think about your physical environment as part of longer-term school improvement, not simply facilities management. Consider how existing spaces could be adapted or used more flexibly to meet the needs of your CYP and create an environment where they can thrive.

6. Alternative Provision Resources - Youth Sport Trust

Why read it?

These resources are particularly relevant to Katie's experience of working with Alternative Provision and provide practical insight into creating meaningful physical activity experiences for CYP who may not respond to traditional approaches.

Key takeaway

Effective provision begins with understanding the CYP, their needs and the context. The environment and activities should then be shaped around them rather than expecting pupils to fit an existing model.

Practical implication

Use the examples to challenge assumptions about what an effective physical environment needs to look like. Smaller, unconventional, or multi-purpose spaces can still provide meaningful opportunities when used intentionally.



SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

@YouthSportTrust

Registered charity number 1086915

Registered company number 4180163

