

# Equality, Diversity and Inclusion in PESSPA

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# Public Health England Report (2020)

## Understanding and Addressing Inequalities in Physical Activity - Evidence-based guidance

Understand levels of inequalities in physical activity across and within protected characteristic groups. This information will be useful for practitioners, from a variety of sectors, to proactively work towards equal opportunities for all individuals in health and wellbeing by increasing access and opportunity to engage in meaningful PA for them.

# Understanding and addressing inequalities in PESSPA

These determinants can influence adverse health behaviours in socially specific groups - leads to adverse marked differences in life expectancy

Increase in physical activity can also positively impact health, social and economic status = positive correlation between outcomes and structural inequalities.

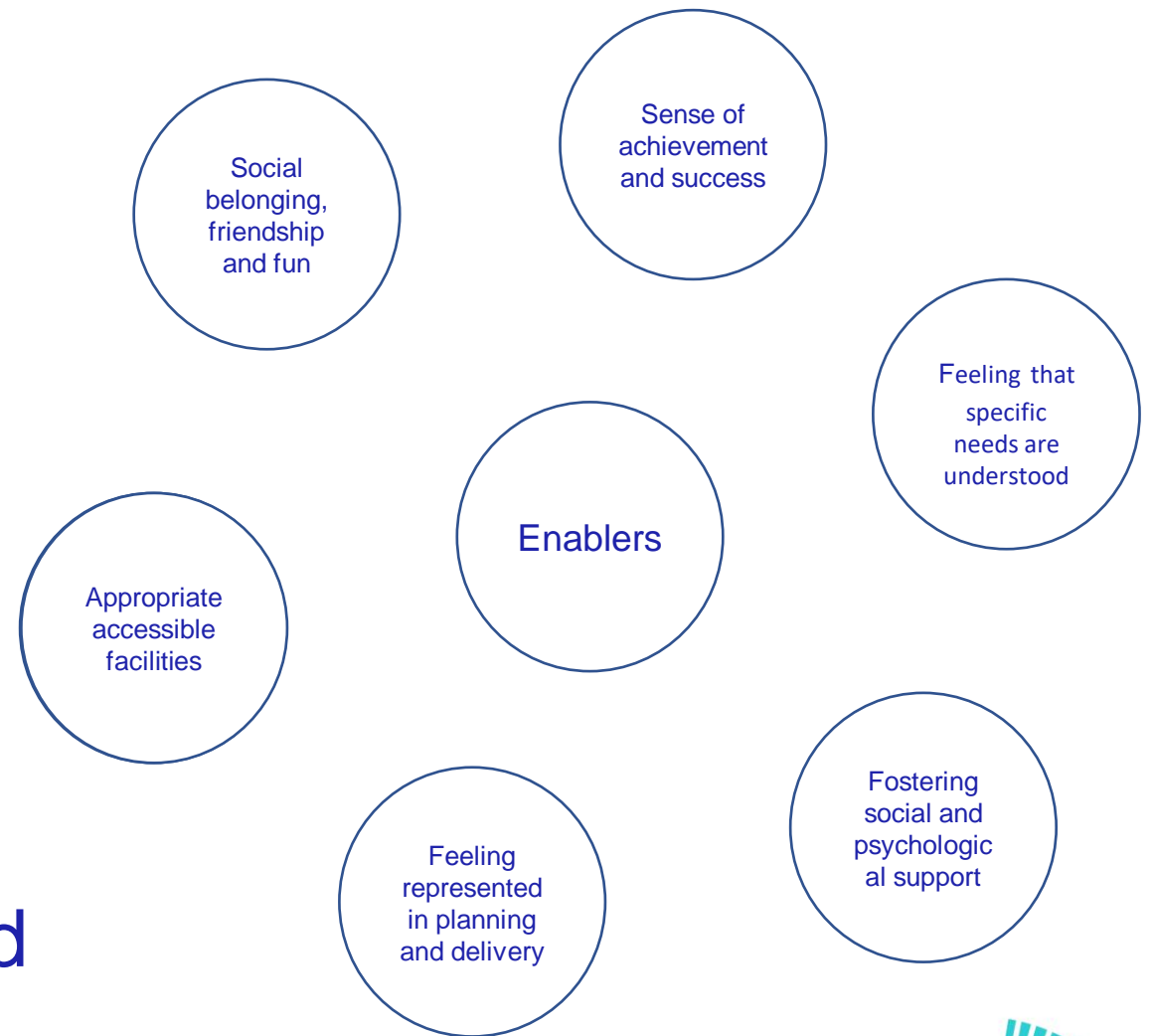
Wider determinants vary significantly across population groups

Physical inactivity negatively impacts both physical and mental health

# Three major themes have been identified for practitioners to consider as actions to reduce inequalities in PESSPA

1. Enablers, barriers and identifying opportunity
2. Consultation, engagement, and partnership
3. Holistic approach for protected characteristics and intersectionality

- Enablers persuade and sustain participation in PESSPA.
- Range from social outcomes and contextual understanding to psychological support and understanding audience needs.
- The enablers which emerged are those that have helped to persuade people to participate.
- These enablers impact on implementation, engagement, and long-term maintenance of behaviours.



The **importance of physical activity** towards a person's **overall health** and the gains linked to wider **physical, social, emotional, and mental health outcomes**.

Still **low levels of physical activity** engagement in the UK and **stark inequalities** related to **access** to physical activity in schools.

**Knowing your audience and meaningful consultation at all levels** acknowledging that **understanding of lived experience** is paramount.

**PESSPA** must be **aligned** with **understanding** of your own **demographic data** to ensure **activity** design is **targeted** and in direct **consultation** with the **pupils** who are **experiencing** the **inequalities**.

**Different sectors** across PESSPA should **work together** to enable **mutual understandings** of opportunities and **best practice**.

**Everyone** has a **responsibility** to **promote** and **encourage** PESSPA (including the **young people**).

**Sharing learning and best practice** on how you have engaged with pupil voice in the development, implementation, and evaluation stage can increase chances of being able to replicate success across the PESSPA.

This in turn can make large in-roads on addressing inequalities associated with PESSPA and wider health inequalities.



# Creating a Vision for Equality, Diversity and Inclusion in your delivery

Lisa Sparkes



**GARLINGE**  
PRIMARY SCHOOL AND NURSERY  
"A PLACE FOR EVERYONE TO SUCCEED AND THRIVE WITH INCLUSION AT ITS HEART"

# TEAM GARLINGE

## Inclusive PESSPA VISION



# Our Equality, Diversity and Inclusive Practice...

Where  
to start?

# Start with an inclusive VISION

“A chance for EVERY child to be PART of an enjoyable journey in building a healthier, stronger head, heart and hands approach to leading an active lifestyle.”

# Do you have a vision?

- Do you know what it is?
- What are the key words for you in our vision?



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# KEY WORDS AND ABBREVIATIONS – Something for everyone!

Head: The thinking

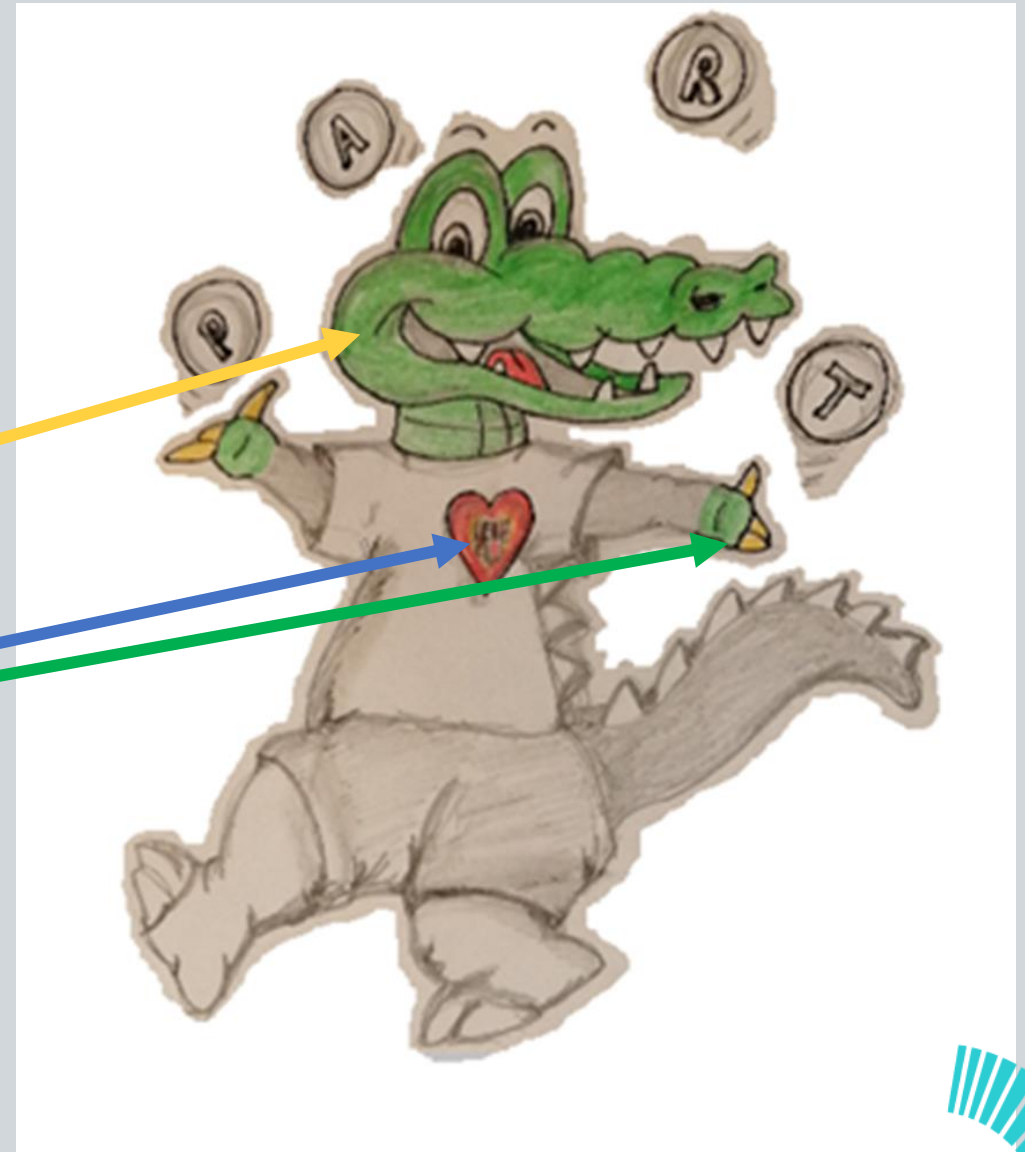
Heart: The Social/Behaviour

Hands: Physical

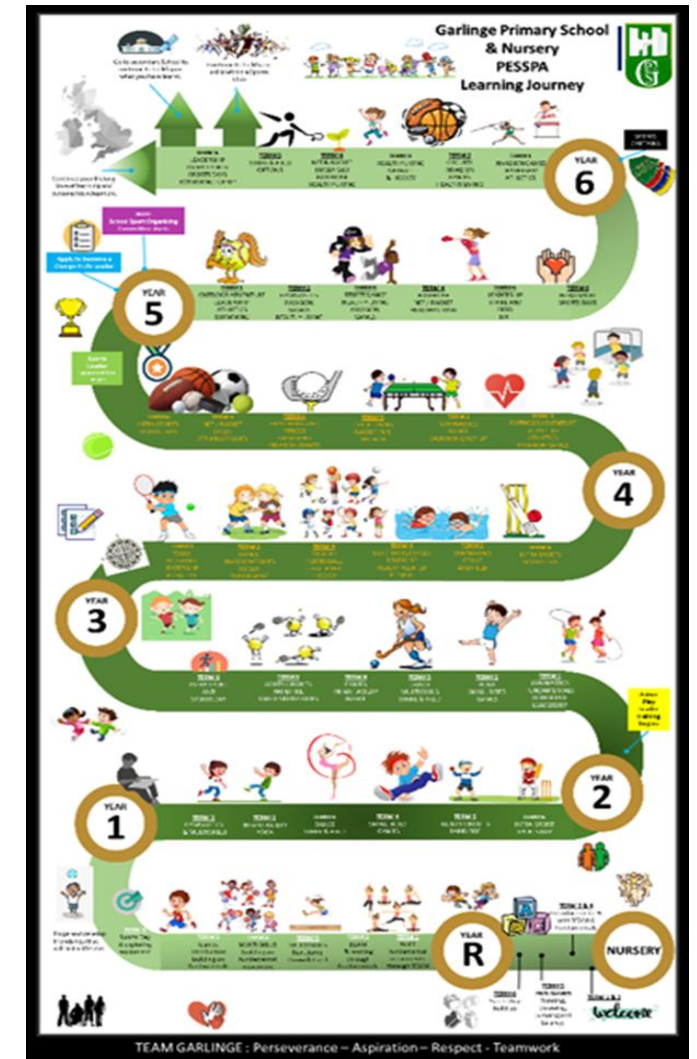
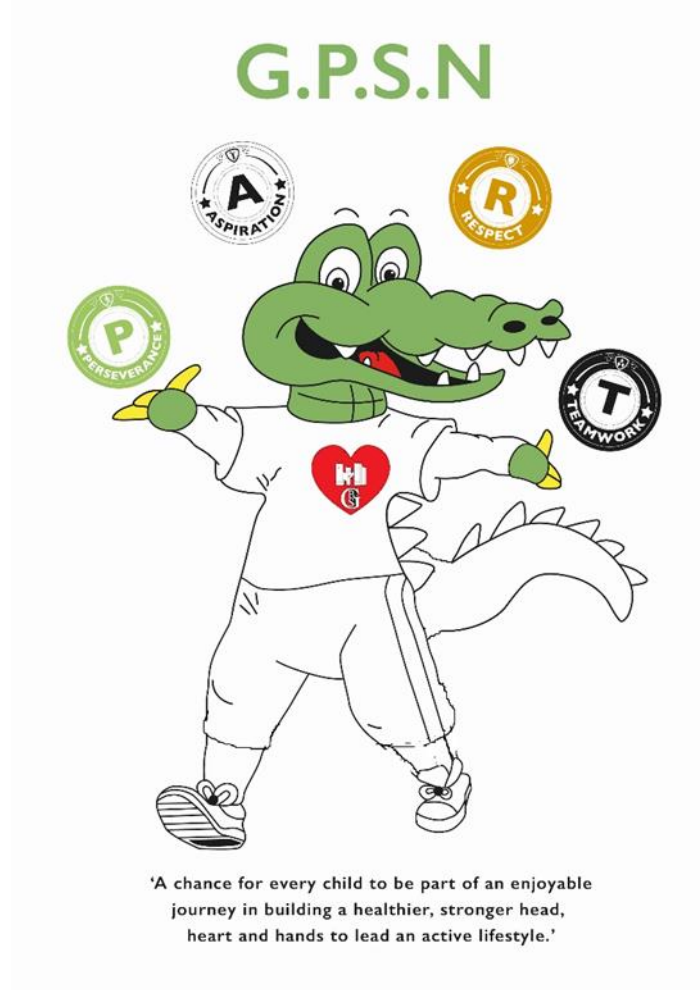
PE-Physical Education

SS-School Sport

PA – Physical Activity



# Bringing our vision to life...



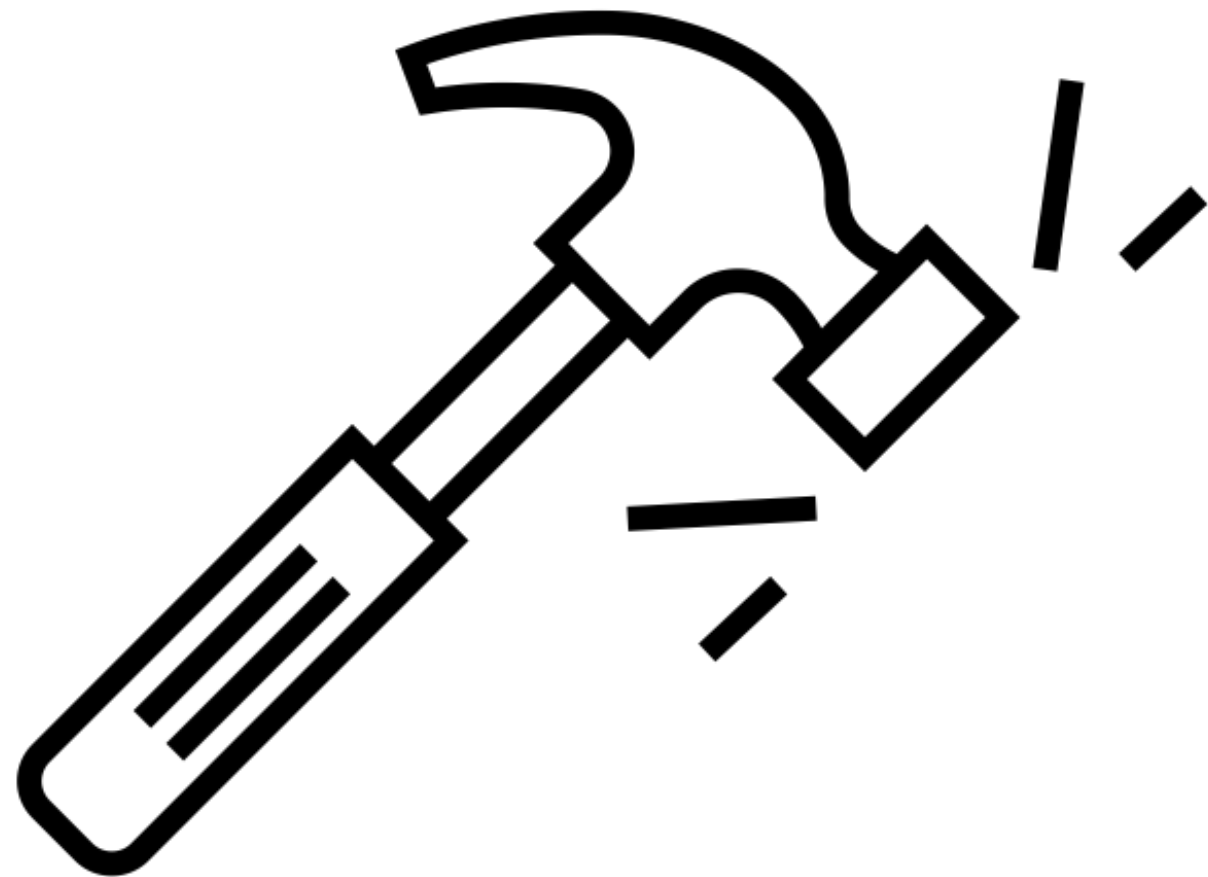


“ I wanted to reference how useful I found the PESSPA pages on your website, with everything I would need to know listed there. I particularly enjoyed looking at the learning journey for your students through the visual. This was such a great way in demonstrating to parents the value of a high quality PE curriculum, they can see where their child is developing in terms of their education through the physical.”

**Naomi Bolton** YST Development manager



Build a  
culture



# Share, share, share...

## Garlinge Primary School & Nursery PE, School Sport & Physical Activity News

**Our Team Garlinge vision**  
"A chance for EVERY child to be PART of an enjoyable journey in building a healthier, stronger head, heart and hands approach to leading an active lifestyle."

MAY 2021—Issue 21—Term 5 has seen some great results and some very exciting activities happening...



YOUTH SPORT TRUST QUALITY MARK

Over the past few months the PE team have been working hard to provide as much opportunity as possible for everyone to get active and to share our vision with the school community.

Through this journey we have been working with the Youth Sport Trust to self-assess our provision at Garlinge for Physical Activity, Physical Education and School Sport.

Our continued commitment contributed to us reaching the 'Going for Gold' status for the Youth Sport Trust Quality mark and being selected for a validation meeting with the area manager.

Following the validation I am pleased to share with you that Garlinge Primary School and Nursery achieved the Gold Quality Mark.

This is a fantastic achievement for the school and PE department as it reflects the continued efforts and participation from our whole school community towards keeping our children active and participating in positive experiences in PE, physical activity and school sport.

Thank you all for your continued support towards helping our children on their journey of living a healthy active lifestyle!



By Mrs Sparkes, Mr Hearn and Miss Bailey

### Speedstacks

Congratulations to our Year 3 children who were entered into the Passport competition with their top Speedstacks scores.

Other schools also sent in their top scores and we finished with 2 gold medals, a silver and a bronze medal place.

Well done to all the children who took part and congratulations on such good scores!



### Tri Golf Competition

Congratulations to all our children in Key stage 2 that took part in the Golf competitions within their PE lessons in term 3.

Because the scores were entered virtually we were able to enter over 77 teams for the competition with over 400 children taking part who will each receive a certificate for taking part.

The top teams in each year group also received a Tri Golf medal.

Well done to everyone who took part and represented Team Garlinge!

### DANCE WINNERS

Well done to all children who participated in the Team Garlinge dance. We can finally announce that we achieved first place in this competition.

It was lovely to see you all involved and not let lockdown get in the way of us not only entering a competition but also winning. A huge congratulations to you all.



## PE UPDATES

### Active Maths

Mrs Rowden our Maths Co-ordinator has been so impressed with the Active Maths lessons in Year 3 this term we wanted to share some of the excitement! Active Maths uses PE and physical activity to raise achievement in maths. It helps to support progress and attainment across the whole school, and raises aspirations to narrow the learning gap. The benefits of active learning in the classroom are widely acknowledged in a variety of areas of the curriculum.



## HEALTH & WELL BEING

### New member of the PE team

This term there have been some very strange things happening around the school and each week the children have seen the events unfolding through our school videos.

We are pleased to inform you that we have now met who was responsible and as they have such an interest in PE and Sport, we have invited them to be a part of the Team Garlinge PE department.

We would like to introduce Gala, our Garlinge gator. Gala stands for "a special sports meeting and a social occasion with special entertainments or performances."

Gala will be working with the PE team and will be touring the school next term to meet the children. Gala has already created a lot of fun and laughs with the PE team and we can't wait for you to meet Gala too.



### Sports Week dates

We are busy trying to plan lots of exciting events for our Health and Wellbeing week next term. As part of the week we have Bounce Beyond sessions, Dance and House competitions in various Sports related challenges.

We are in the process of confirming dates and watching the government guidance carefully to potentially invite parents and carers along to watch the Sports events which will be held on the field.

Although it will look different to our normal Sports day we hope that the celebration and enjoyment of competition will still be as strong and that we can all embrace being together to watch the children perform their skills.

Please keep an eye on our [Weduc](#) app where will publish dates and further information as soon as we can. Please [have with us](#) should plans change but the one thing we can promise is that we will offer a week of fun activity for all our pupils.



Follow us on Twitter @TeamGarlinge for more exciting sports news!

PERSEVERANCE-ASPIRATION-RESPECT-TEAMWORK

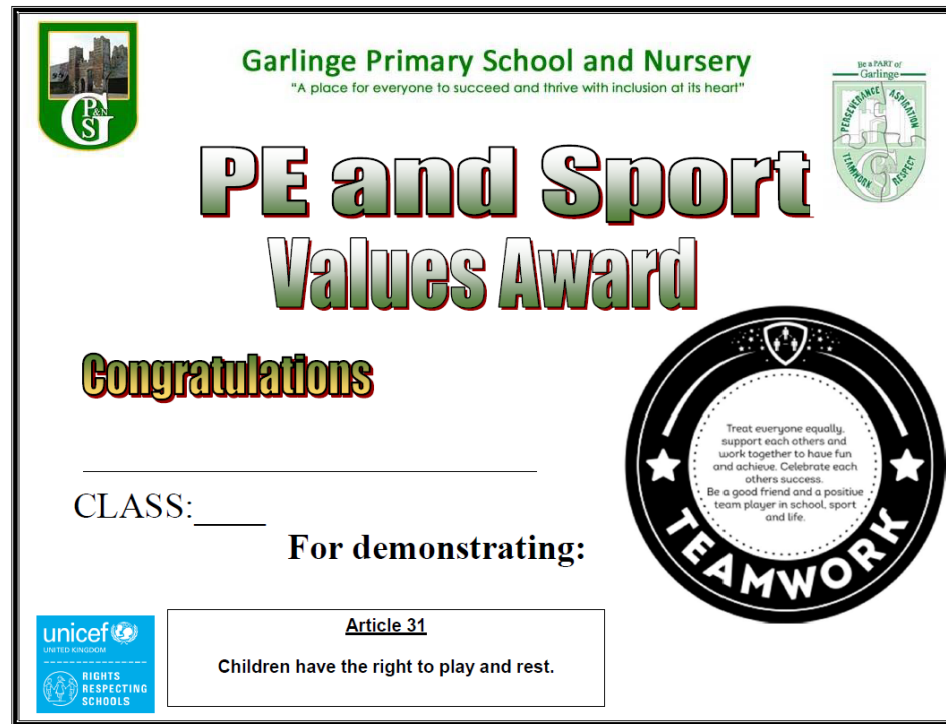


# Our aims to include everyone...

**PESSPA provision contributes strongly to the spiritual, moral, social and cultural development of pupils and effectively meets different pupils' needs including pupils with SEND.**

**All areas of PESSPA have a strong link to the School values and links to be embedded through the whole school.**

**We hope that the pupils at Garlinge Primary School and Nursery will, through the joy of movement, develop the competence and confidence to remain physically active in the future and that their personal and social development will have positive implications for their life long learning.**



“This is brilliant well done everyone, and I love how it links to the School Values.”

**Suzanne Gough**

Senior Lecturer - Physical Education & Sport, Christ Church University

# IMPLEMENTATION – Carrying out the Vision through PE lessons

1. All classes are timetabled for two hourly lessons of PE including 'top up' minute activities such as walk a mile, each week taught by class teachers and our PE specialists.
2. Each term EVERY class with their class teacher will compete in a 1 hour PE Intra competition
3. At the end of each term each class and every child will participate in an Intra competition within PPA PE lessons
4. Value focused PE curriculum

# Inclusive practice in PE – Top priorities

- Good Learning Outcomes and success criteria linked to end of year targets in PE lessons
- Use STEPS within a lesson to help everyone get involved
- Ask the pupils!

## STEPS

Your handy guide to using STEPS to adapt the activity to include everyone. Take STEPS to make the lesson easier or harder for the children you are working with.



### SPACE

**Space:** Where is the activity happening? Modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

**Examples:** Throwing and catching

*Easier* – Make the space smaller to make the pass easier

*Harder* – Increase the distance between the thrower and receiver to make it harder.



### TASK

**Task:** What is happening? Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction /level/pathway of movement or length of time to complete the task.

**Examples:** Throwing and catching

*Easier* – Roll, catch with 2 hands, 5 times

*Harder* – No bounce, catch with 1 hand, 10 times



### EQUIPMENT

**Equipment:** What is being used? Modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

**Examples:** Throwing and catching

*Easier* – Larger ball, larger target

*Harder* – Harder – 2 smaller balls, smaller or higher target



### PEOPLE

**People:** What is happening? Modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

**Examples:** Throwing and catching

*Easier* – 2 people, on their own against a wall

*Harder* – In pairs across another pair, larger group



### SAFETY

**SAFETY:** Remember to keep it safe. Is the activity age appropriate? Is the playing surface safe to play on?

**Examples:** Throwing and catching

*Are the children set up to avoid collisions?*

*Is the equipment too hard?*

*Is it suitable to throw and catch?*



# Carrying out the vision through Extra Curricular Activity – School Sport & Physical Activity

1. A wide and rich range of extra curricular clubs to extend pupils interests and opportunities, including Inter School events
2. Further opportunities linked with Kent Inclusive School link/SGO
3. Rebuilding an Outstanding Active Play
4. Using Physical Activity Cross Curricular – Active Maths / School Value links

# Inclusive practices in SS and PA

## School Clubs

Just Play to Academies  
Change 4 Life & Leadership  
Lunchtime, before school, after  
school

## Physical Activity

Active Play  
Zones for all  
Active play team – a voice for  
everyone



**Can your Sports clubs create more opportunities and cater for more variety?**

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from Noun Project



# Offer something to everyone- Top Tips

## 1. Pupil voice

Use feedback to plan PESSPA opportunities

## 2. Monitor participation

PESSPA tracker/club participation (Find the gaps!)

## 3. PE interventions

E.g. Fizzy, balance-ability

## 4. Variety of opportunities

Leadership programmes, Personal best, club link taster sessions

## 5. Culture through values

Whole school approach, stickers, certificates etc...

# TOP TIP 1:

## Identify barriers, places to start...

1. Feedback / questionnaire (Staff, pupils, parents, school community)
2. YST Quality Mark
3. School Games Mark
4. Inclusive Health Check
5. Sport England Active Lives survey

# TOP TIP 2:

## Gain and grow knowledge & understanding

1. Sports conferences, networking opportunities
2. Link with your Inclusive Lead school
3. Action Plan
4. Include school governors
5. Staff insets / PE CPD with other schools / Team teaching
6. Courses including online

# TOP TIP 3: Something for everyone!

1. Home learning resources/ Youtube channel
2. Cross curricular links (Teach Active, Swim safety)
3. Mentor visits
4. External projects (Chance 2 Shine, Changing Minds & Wellbeing)
5. School Games Vs Sports Days
6. PE enrichment days
7. Wheelchair Sports
8. Virtual competitions
9. Local competitions – including Change 4 Life Festival
10. Leadership opportunities – Assemblies, match reports, SSOC

# The Impact so far...



“Please let your awesome team know that I absolutely love everything you guys are doing. Exercise and mental health go hand in hand and you are making a huge difference improving the well -being of our children.”

**J. Lotter**  
Learning Mentor

# Parental Feedback

“I want to raise how incredible I find the Garlinge PE team to be. I’ve been so impressed by how well all of them pitch their online lessons - I’m sure their in school lessons are just, if not more amazing, but the online offer is superb.”

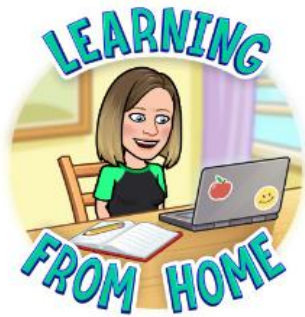
“I really can’t express how impressed I am with it all, the nuance of having the lead in the department be the one demonstrating the moves for the most limited is genius. What an incredibly strong message about disabled people in leadership roles. Absolutely mind blowing in terms of radically challenging the traditional narrative as well as being so inclusive.”

“My girls really appreciated getting such positive feedback and they have been really enjoying it, so thanks.”

[www.youthsporttrust.org](http://www.youthsporttrust.org) | @YouthSportTrust

# PE







# Pupil Feedback

Pupil voice feedback from PD children rated PE as their favourite subject



I thank you so much, for everything you have done for me. You have helped me become the person I am today. You have helped me get over my troubles I have had over the years. I can't say how grateful I am of you. You have helped me get better at what I love (Sports). **THANK YOU!!!** You have come to a Kent games with me. You have taken me to sooo many school games. I loved being a part of your school team, in any sport. The times we have had in P.E and a school games are unforgettable. I actually can't say how thankful I am of you. The first time I saw you until now, you been the **BEST!** Thank You!!!



What is your biggest highlight?



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# Main future focus

1. Wellbeing, enrichment and sport launch events (re-engage with physical activity)!
2. TA support and CPD for supporting PESSPA delivery
3. Links with Kent Sport disability team regarding wheelchair sports
4. Swimming recovery programme

Recovery curriculum – Current Learning Journey moulded to meet the current needs of the children

**Pupil voice** to gauge ‘where we are’  
Increased opportunities within and beyond the curriculum, linked to Well-being and Physical Activity

Hope to **rebuild** and to be back onto the Learning journey pathway by 2022-23  
Academic year

□ What have you taken from today that you would like to go and focus on at your school for high quality EDI practice?



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# Contact

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