SCHOOL GAMES IMPACT AWARDS

A Full Rehaul in Yorkshire

Overview:
Emily Hobson and her team at Robin Hood Primary School embarked on a redesign of their school curriculum in order to use regular physical activity as a way to improve the school and its pupils.

With knowledge of the benefits of 60 Active Minutes thanks to the School Games, Emily was able to efficiently weave it into the school's offering. In order to support the development of children and young people's (CYP) personal and social skills, and positively impacting their lives now and in the future.

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A Full Rehaul

Objectives

- Improve the emotional wellbeing of CYP at the school
- Implement six key personal skills for CYP to focus on
- Create a positive impact on the CYP's future through prioritising 60 Active Minutes

Who was the target audience and how were they engaged?

As this was a whole school redesign, all children were able to benefit. Ahead of the redesign the teaching staff identified key children based on demographics, online learning engagement, 'inactive' individuals and those needing further emotional and personal support. These CYP then became the core focus of the redesign as the school aimed to tackle the negative affects of reduced personal and social interactions with their peers.

Why was the activity unique?

Emily taking the initiative to merge physical activity within its curriculum is what made her work stands out.

Taking note of 60 Active Minutes, as well as inspiration from the School Games and its messaging she was able to ensure every child at her school, even those they identified with a specific need, now has daily access to activity across every school day and can experience the positive impact that regular exercise will bring.

What was the impact felt in schools and by CYP?

The school has already seen the positive impact of the redesign on their targeted CYP. According to the teachers, the children they identified as a key focus for the work have improved their behaviour, ability to work collaboratively and attainment.

Other positive behavioural changes the school observed was the confidence children were showing when talking to peers and staff, and more children volunteering to help each other out.

I have enjoyed being [rewarded] for how well I supported my peers!"
- Year 6 Student

Why is this an example of School Games best practice?

As a school within the School Games network, they had a clearer understanding of the positive impact daily physical activity can have on CYP, which in part inspired the investment into a full curriculum change. This effort and success has been recognised, with Yorkshire Sport Trust, a local Active Partnership within the School Games network, now working with Emily to encourage other schools in the area to use physical activity to support CYP health and wellbeing.

For more information please contact the entrant on emily.hobson@robinhood.leeds.sch.uk