

ABERDEEN CITY COUNCIL

COMMITTEE:	Education Culture and Sport
DATE:	24th November 2009
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	2 hours of Physical Education in Schools
REPORT NUMBER:	ECS/09/068

1. PURPOSE OF REPORT

- 1.1 To inform the committee of the background and status of the government target of 2 hours of physical education for all pupils each week and the expectations on schools for physical education within Curriculum for Excellence.
- 1.2 To inform the committee of the progress within Aberdeen City schools towards the 2 hours target for physical education and of other wider services contribution related to physical activity.
- 1.3 To recommend an Aberdeen City Council statement in relation to the 2 hour target for physical education.

2. RECOMMENDATION(S)

- 2.1 Note the progress made in schools to meet the target of 2 hours of physical education for all pupils every week.
- 2.2 Agree an Aberdeen City Council Statement:
Aberdeen city aspires to provide 2 hours of quality physical education each week for all pupils. Schools will work towards this, as they are able within existing resources.

3. FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising directly from the report.

4. SERVICE & COMMUNITY IMPACT

- 4.1 There will be an impact on schools curriculum planning and staffing, in continuing work towards the target of 2 hours of physical education for all pupils each week.

5. OTHER IMPLICATIONS

- 5.1 There are no other implications arising from this report.

6. REPORT

1 Introduction

- 1.1 Physical education is a key element in the education of all children and young people in developing physical literacy and the skills and motivation to lead active healthy lifestyles in the future. It is a key dimension in the new national education programme, Curriculum for Excellence and the government has been clear that all children and young people have an entitlement to 2 hours of quality physical education every week.
- 1.2 The government has made a commitment to allow sufficient flexibility in the curriculum for schools to be able to deliver the 2 hour target and this is built into the guidance document, building the curriculum 3. The delivery of physical activities outside the curriculum is recognised as essential within the curriculum for excellence programme and considerable activity is happening across the city.
- 1.3 Aberdeen City schools have made significant progress towards the 2 hour target over the last 4 years, however there is still work to be done and there are still schools who are struggling to deliver enough physical education in all years, for all pupils.
- 1.4 It is important that Aberdeen City Council is clear in the expectations on schools in relation to the 2 hour target. It is therefore recommended that an Aberdeen City Council Statement is agreed detailing what is expected of schools and that there are no additional resources available to help schools meet the target.
Wording for this statement
'Aberdeen city aspires provide to the government guideline of 2 hours of quality physical education each week for all pupils. Schools will work towards this, as they are able within existing resources.'

2 Background

- 2.1 In 2004 the Scottish executive set out guidance that all pupils in publicly funded schools should receive 2 hours or more of good quality physical education every week. It was suggested that this be achieved by 2008.
- 2.2 According to a survey conducted by the Association of Directors of Education in the spring of 2009 with responses from 25 of the 32 local authorities, only one authority has achieved this target. The others appear to be on target for 2011.
- 2.3 The target represents an input measure that is meant to ensure that all children receive the physical education that they require in order to achieve the outcome of being physically literate in order to be able to participate in physical activity outside of school and into adulthood.
- 2.4 The target needs to be seen in the context of the wider outcome of improving Scotland's health. The development of the target and central to the role of physical education in school is the associated health benefits of an active lifestyle. In this context wider opportunities for participation in physical activities are important in providing additional and alternative opportunities for some. A detailed explanation of the historical development of the 2 hour target is attached at appendix 1.

3 Scottish Government: Health and Sport Committee Report May 2009

3.1 *Pathways into sport and physical activity 14th May 2009.*

In May 2009 the Health and Sport committee produced a critical report on the teaching of physical education in schools and the failure to achieve the target for 2 hours of good quality physical education. This report focused on the delivery of physical education and physical activity in schools as a means of delivering health changes in Scotland.

3.2 The committee also made a number of further conclusions/recommendations under three main headings:

i. Physical Education

- The Scottish Government should not sign off any new local authority single outcome agreement that does not feature the two-hour target unless the local authority has already met the target of the Scottish Government and is content that the local authority is firmly on track to meet the target by August 2010.
- If any school is unable to meet the target by August 2010, the headteacher should be obliged to provide a report stating the reasons why this is the case.
- Each primary school pupil should receive a physical literacy assessment to ensure that by the time each pupil reaches secondary school they have the necessary skills to learn specific sports.
- Pupil report cards should refer to a pupil's physical literacy skills.
- There is still a very real need for a general upskilling of all primary school classroom teachers in the teaching of physical education.

ii. Active Schools

- The Scottish Government should organise a conference on the Active Schools programme to ensure that this programme is taken forward to 2011 and beyond.

iii. The need for integrated, local sports provision

- Each local authority should have a sports strategy that includes the following elements:
Teaching of physical education and transition into sport outside of school;
Facilities including (1) the maintenance and upgrading of facilities and (2) improving access to local authority facilities, including use of the school estate; and Capacity building in local sports clubs.
- The Committee believes there is a need for a national initiative led by the Scottish Government of sportscotland to 'unlock the potential' for schools to be more widely used by the wider community.

4 Curriculum for Excellence

4.1 Curriculum for Excellence is the Scottish Government programme for developing Scottish education and has placed a significant emphasis on health and wellbeing. A major change in expectation is that elements of health and wellbeing are now the responsibility of all teachers.

'Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.'

4.2 Building the Curriculum 3, a framework for learning and teaching, the current guidance document on curriculum design and delivery, states:

*'Curriculum for Excellence allows for both professional autonomy and responsibility when planning and delivering the curriculum. There are no longer specific input requirements in terms of time allocations. There will, however, remain **an expectation that young people are entitled to two hours of quality physical education per week**, in order to meet the expectations set out in the experiences and outcomes for health and wellbeing.'* A more detailed outline of the experiences and outcomes relating to health and wellbeing are attached at appendix 2.

5 The Aberdeen City Council Transformation programme, 2007

5.1 In October 2007 the council agreed the Strategy for Transforming Services to Children and young People. Within this paper were options for delivery of physical education and physical activity. The committee agreed to:

Provide funding to increase provision of physical activity from 1 hour to 2 hour through swimming / out-door education / specialist coaches. This option would not require GTC registered teachers and could therefore potentially provided at a lower cost. This would require rigorous Quality Assurance systems to ensure that the programme is delivering the objectives required. This could be delivered in conjunction with the 4.5 day week.

5.2 Since that committee decision the proposal to move schools to a four and half day week had a wide public consultation and in January 2009 it was agreed to take no further action on this proposal as a result of the negative public consultation.

6 Performance towards meeting the target Across Scotland

6.1 In order to provide a baseline assessment of the starting position from which progress towards this target can be measured, a survey of taught physical education provision in the 2004/05 school year was undertaken. The findings are set out in appendix 3. 6.3 Aberdeen City was very much in line with the Scottish average in 2004/05 when the baseline was established.

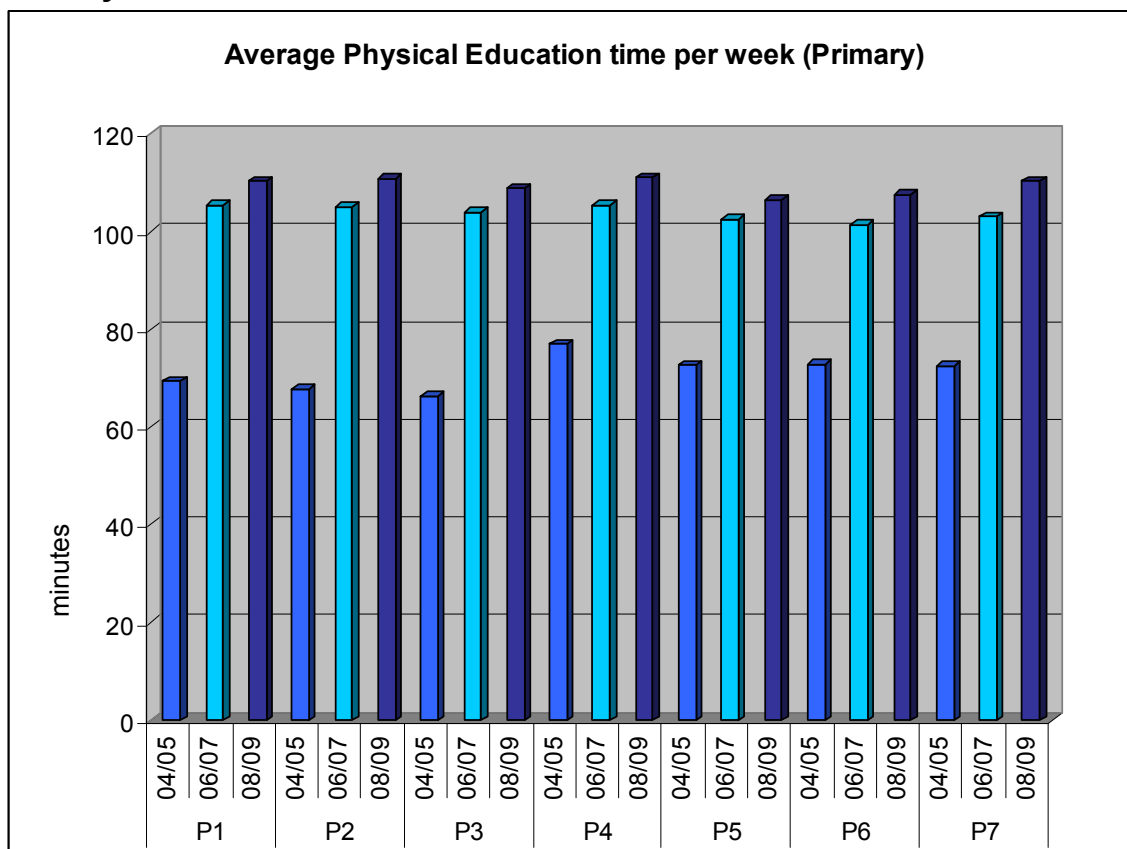
6.2 There is no data available on the current national picture. In presenting evidence to the Government Sport and physical activity committee HMIE stated that in 2008, of the 237 primary schools inspected, around a third met the target. Of the 50 secondary schools inspected, two-thirds of pupils received two hours' PE in S1/S2; declining to a 'majority' of pupils in S3/S4 and only one in seven at S5/S6.

6.3 Association of Directors of Education Survey, 2009
In early 2009 the Association of Directors of Education conducted a survey into the provision of PE in the 32 local authorities. Responses were received from 25 of the authorities. On behalf of the Association of Directors of Education, Bruce Robertson reported to the Scottish Government Sport and Physical Activity Committee. He reported what he called "good progress" towards meeting the target. He told the Committee that, whilst several barriers to progress were highlighted in the survey's findings, the training of teachers, the *active schools* programmes and greater stability in the number of PE teachers had all aided progress towards meeting the target.

7 Progress towards the target in Aberdeen City

7.1 Following surveys of provision of physical education in all schools in 2005, 2007 and 2009 the data collected shows the progress across the city to the 2 hour target.

Primary



	P1			P2			P3		
	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09
average	69	105	110	68	105	111	66	104	109

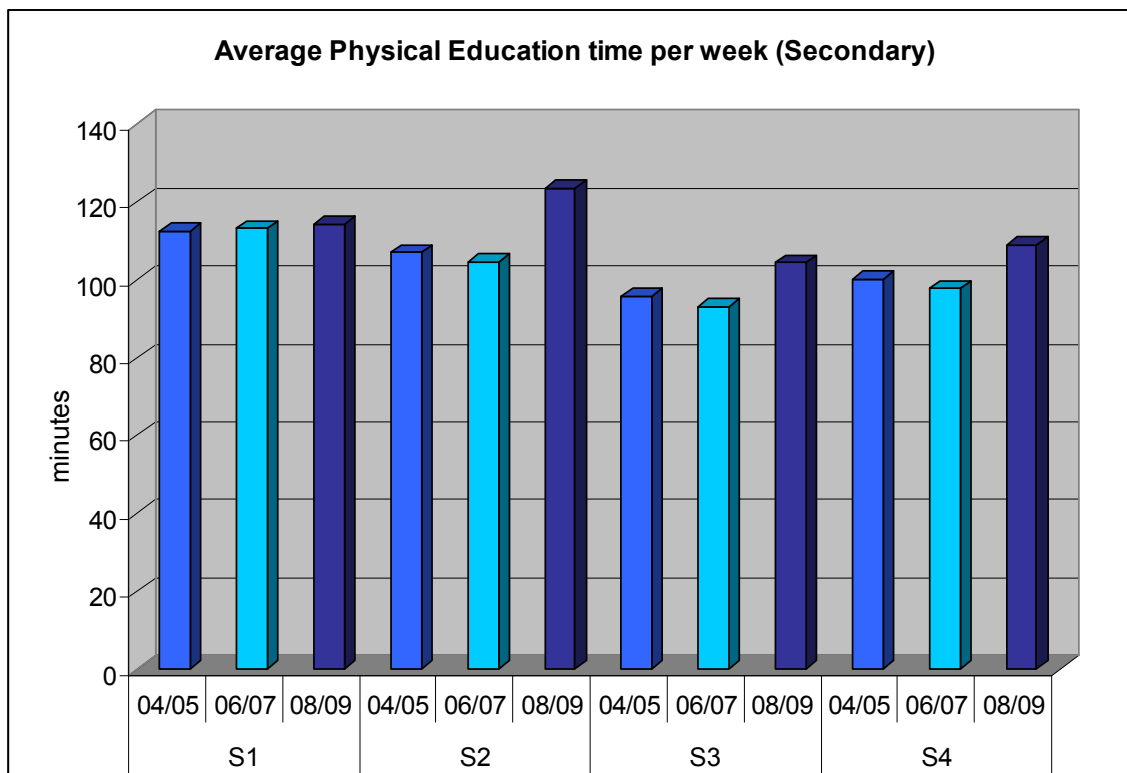
	P4			P5			P6			P7		
	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09
average	77	105	111	73	102	107	73	101	108	73	103	110

Data for all the primary schools (anonymised) is attached at appendix 7

7.2 All schools have made a significant improvement in the amount of time for physical education in the primary sector since the baseline was established in 2005. There is still a very mixed picture across the city with many schools firmly established with delivery of 2 hours of physical education every week for all pupils. Some schools are delivering for some year groups, but not others and some schools are not managing for any year group.

7.3 There are barriers for delivery in many primary schools. These include limited access to specialist staff, limited access to equipment, staff knowledge and/or confidence, restrictions in timetabling or limitations of space. Many schools use the indoor physical education space as a dining area which requires setting up before and cleaning after lunchtime, restricting the time available for physical education.

Secondary



Aberdeen City Secondary schools physical education												
	S1			S2			S3			S4		
	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09
Average	113	113	114	107	105	124	96	93	104	100	98	109

Data for all the secondary schools (anonymised) is attached at appendix 8

7.4 The secondary schools have made less progress than in the primary sector, however it must be recognised that they had a far higher starting place and following a dip in 2006/07 there has been an improvement for all year groups. As with the primary schools there is still a very mixed picture across the city with some schools firmly established with delivery of 2 hours of physical education or more every week for all pupils. Some schools are delivering for some year groups but not others and some schools are not managing for any year group. Some schools have gone down while others have gone up. One school has significantly increased its provision to 174 minutes a week for all year groups which helps the overall average.

7.5 Barriers to progress in the secondary sector are primarily around timetabling and competing curricular priorities.

8 Current work to meet the target.

8.1 There is currently work underway both to meet the 2 hours target and to improve the quality of physical education provision in Aberdeen schools.

8.3 Basic Moves for staff is a programme devised by the developmental physical education team at the University of Edinburgh. The aim of the 10 hour course is to equip teachers with the knowledge and understanding of how to deliver a developmentally appropriate physical education experience for our young children. This helps children develop the basic movement competence that lays the foundation for lifelong physical activity.

- 8.4 The Basic Moves Programme for children aims to help them develop the ability to perform basic movements in a technically efficient, adaptable and creative manner and apply these in different games, sports and dance.
- 8.5 In Aberdeen City the programme is being supported by an authority trainer, the Physical Education specialists in schools and well over 120 teachers. Courses are offered yearly for interested teachers. An Early Moves course plus 'Start to Play' is offered for the very early years staff.
- 8.6 Primary
Aberdeen City Council have been heavily involved in a post graduate 3-14 specialist physical education course with Edinburgh University. We have 19 teachers either in the programme or who have recently graduated. The original pilot group (2 teachers) are delivering the physical education programme in their schools. Where schools do not have a specialist it is often the case that the graduate or 'student' on the course has an increased responsibility for the delivery of the physical education programme. When a specialist is in school, the graduate or student teacher may have been given responsibility to deliver extra time. Aberdeen are also leading the way with "whole school buy-in" to twilight and in-service days to upskill all teachers in developmental physical education, working with Edinburgh University staff.
- 8.7 All the new primary schools being built in the '3R's' programme have dedicated indoor physical education spaces and separate dining areas. They also have all weather outdoor spaces.
- 8.8 Secondary
All secondary schools have specialist physical education staff and deliver a range of activities. There are a range of team sports covered including conventional sports, football, rugby, basketball. Some schools cover alternative sports such as outdoor activities. There is progression into individual sports such as tennis, badminton etc. and creative sports such as dance, trampolining, cheerleading etc. Sports are offered as facilities allow.
- 8.9 A national project launched in February 2008, 'Fit for Girls' is being delivered in Aberdeen city. It is a joint programme between the Youth Sport Trust and sportscotland and is backed by Scottish Government investment of £510,000 over three years. It is aimed at school girls aged 11-16 with the intention of encouraging them to adopt more active lifestyles.

9 Wider Physical Activity

- 9.1 The key outcome driving the 2 hours target is the development of active healthy lifestyles for Scotland's future generations. It is important that the wider activity supporting active lifestyles and physical activities is recognised as it provides vital opportunities to support the delivery in school and broaden opportunities to engage children and young people outside school.
- 9.2 The Physical Activity Strategy
Fit for the Future, A Sport and Physical Activity Strategy for Aberdeen. 2009-2015 was launched on 31 August 2009. This strategy has been produced by Aberdeen City Council's Sports Working Group in conjunction with the Active Aberdeen Civic Forum which consists of the City's key sport and physical activity partners.

- 9.3 Fit for the Future identifies five key areas of activity and sets objectives to:
1. Promote and increase opportunities for participation in sport and physical activity for everyone in Aberdeen.
 2. Provide a comprehensive and high quality range of sports facilities in Aberdeen.
 3. Maximise the social, educational, health and economic benefits of sport and physical activity in Aberdeen.
 4. Develop and sustain pathways which nurture local, regional and national sporting people to reach their potential.
 5. Raise the profile of sport in Aberdeen.
- 9.4 Active Schools
The Active Schools Network is a team of people working within the school and the wider community in Scotland with teams based in local authorities. They have been working since 2004 and have funding established until at least 2011. Their goal is to offer all children and young people the motivation and opportunities to 'get active'. In practice, this means that their job is to increase the number of opportunities for all children to get engaged in physical activity and sport. They also try to build bridges with sports clubs and other community organisations to give pupils a 'pathway' to continue their participation in sport outside of the school gates.
- 9.5 They have made a significant contribution to the opportunities available for children and young people in Aberdeen city over the last five years. Details of numbers involved are attached at appendix 4
- 9.8 Adventure Aberdeen
Adventure Aberdeen has evolved from the outdoor education service which has for many years delivered a wide range of alternative and adventurous activities for children and young people in Aberdeen. As with other providers of physical activities they work closely with schools and other groups, often meeting the needs of individuals who require a more flexible curriculum. Details of numbers involved are attached at appendix 5

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

There are no background papers

Appendix 1

The two hour target: historical development

Despite the weight of evidence demonstrating the health benefits of leading a physically active lifestyle, two thirds of Scottish adults and one third of Scottish children do not do enough physical activity to gain these benefits. Two thirds of teenage girls are also reported as being physically inactive. According to Audit Scotland, the number of adults participating in sport on a weekly basis fell from 49 per cent in 2001 to 42 per cent in 2006.

The ambition to achieve the provision of two hours' quality physical education (for each child every week) in schools has been developed over some time. More than a decade ago, sportscotland's predecessor – the Scottish Sports Council – produced a strategy, Sport 21: Nothing left to chance, which stated that, by 2003, every primary school should provide a minimum of two hours or three 40 minute periods of physical education per pupil each week.

In June 2001, the Scottish Executive set up the National Physical Activity Task Force. In 2003, this task force published 'Let's Make Scotland More Active: a strategy for physical activity', which was a broad framework of objectives and priorities for the development of physical activity in Scotland.

The task force identified significant problems with the physical education curriculum. Its view was that a growing number of pupils were opting out of core physical education and a growing number of schools were reducing the allocation of physical education, especially in the upper secondary school.

The sequel to Sport 21: Nothing left to chance was published in 2003. This document, Sport 21 2003-2007: The National Strategy for Sport, echoed the importance the task force had placed on the provision of quality physical education and reiterated the target identified in the previous sports strategy, that progress should be made towards schoolchildren taking part in at least two hours of high-quality physical education classes once a week. Unlike the previous strategy which specified that the two hour target was for primary level, Sport 21 referred to all schoolchildren, not just those at primary school. However, the target did not extend to nursery education.

The Physical Education Review Group was set up in 2003 at the request of Scottish Ministers in response to a recommendation made by the task force to consider how schools could plan, deliver and monitor improvements in the provision of quality physical education. The review group drew upon the strategy proposed in Sport 21 and made a series of recommendations on participation, the curriculum, specialist support to primary schools, sharing good practice, school programmes, research, teacher training and facilities.

In June 2004, the Scottish Executive endorsed the review group's report and recommendations. The then Minister for Education and Young People, Peter Peacock MSP, wrote to all local authority directors of education, headteachers, initial teacher education institutions and active schools managers and co-ordinators with details of ten actions that needed to be taken to implement the review group's recommendations.

One of the ten actions identified by the Scottish Executive in 2004 was: 'I will ask the curriculum review group to ensure that there is sufficient flexibility in the curriculum to allow schools to accommodate the provision of at least 2

hours of good quality physical education for each child every week, and more if possible. This should be achieved by schools over the coming four academic years.'

In January 2006, the Scottish Executive published data that revealed only one in 20 of Scotland's primary school pupils was receiving two hours of physical education per week. The then Minister for Education and Young People wrote to the education conveners in each of the 32 local authorities outlining the Executive's expectations and seeking their assurances that they would dedicate themselves to ensuring that things would quickly improve in the worst performing areas.

In March 2007, the latest strategy Reaching higher: building on the success of Sport 21 was published by the Scottish Executive. It stated that one of the roles and responsibilities of the Scottish Executive was to work with local authorities to deliver the review group's recommendations to provide two hours of quality physical education for every child every week. The strategy did not make specific reference to a target date for the achievement of the target.

Appendix 2

The Health and Wellbeing experiences and outcomes

Experiences and Outcomes

The new curriculum is described in terms of experiences and outcomes for children and young people in eight curricular areas which include Health and Wellbeing. Each curricular area has what is called a 'principles and practice' section which is guidance for staff as they begin, and then develop, their work with the experiences and outcomes. It also includes a set of 'experiences and outcomes' which together detail the totality of experiences which are planned for children and young people.

The health and wellbeing experiences and outcomes have six main sections with some sub sections within, of which 'physical education, physical activity and sport' are included.

They are:

- 1 Mental, emotional, social and physical wellbeing
 - Mental and emotional wellbeing
 - Social wellbeing
 - Physical wellbeing
- 2 PE, physical activity and sport
 - Physical education
 - Physical activity and sport
 - Physical activity and health
- 3 Planning for choices and changes
- 4 Food and health
 - Nutrition
 - Safe and hygienic practices
 - Food and the consumer
- 5 Substance misuse
- 6 Relationships, sexual health and parenthood

The principles and practice section provides additional guidance on the role of physical education and physical activity within health and wellbeing to the curriculum:

'Regular physical activity is essential for good health. Physical education should inspire and challenge children and young people to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give children and young people an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle. Children and young people will participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes, during travel and beyond the school day. Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum.'

'Taken together, the experiences and outcomes in physical education, physical activity and sport aim to establish the pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life.'

Further detail is provided specifically for Physical education, physical activity and sport, which has six further sub sections with additional guidance.

Physical education, Movement skills, competencies and concepts, Co-operation and competition, Evaluating and appreciating, Physical activity and sport, Physical activity and health

Physical Education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

Physical activity and sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

Physical activity and health

Learners develop an understanding of their physical health and the contribution made by participation in physical education, physical activity and sport to keeping them healthy and preparing them for life beyond school. They investigate the relationship between diet and physical activity and their role in the prevention of obesity.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Physical activity and sport take place in addition to planned physical education sessions, at break times and lunchtimes in and beyond the place of learning.'

Below is an example of specific experiences and outcomes relating to Movement skills, competencies and concepts across the levels from Early, which covers pre school to P1, up to Third and Fourth which covers S1 to S3.

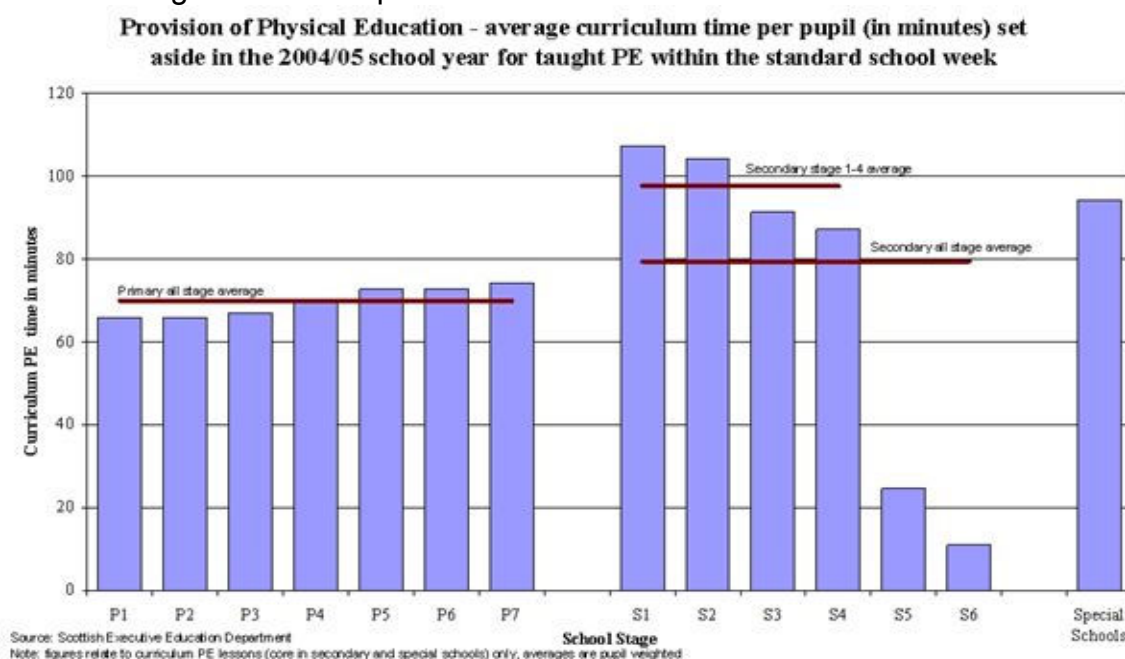
Early	First	Second	Third	Fourth
I am learning to move my body well, exploring how to manage	I am discovering ways that I can link actions and	As I encounter new challenges and contexts for learning, I	As I encounter new challenges and contexts for learning, I	As I encounter a variety of challenges and contexts for

<p>and control it and finding out how to use and share space. HWB 0-21a</p>	<p>skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p>	<p>am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a</p>	<p>am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a</p>	<p>learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with HWB 4-21a</p>
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Appendix 3

Baseline performance data from 2004/05 on the provision of physical education in Scottish schools

The following chart shows provision within the 2004/05 curricula:



6.2 Baseline data from 2004/05

Primary

Local Authority	Average curriculum PE time (minutes)							All Stages
	P1	P2	P3	P4	P5	P6	P7	
Aberdeen City	67	68	64	77	71	72	72	70
Aberdeenshire	57	57	59	65	66	68	69	63
Angus	88	88	90	97	105	103	109	97
Argyll and Bute	83	82	84	85	87	85	87	85
Clackmannanshire	90	90	90	90	90	90	90	90
Dumfries and Galloway	58	57	58	61	63	62	65	61
Dundee City	54	55	56	56	57	59	60	57
East Ayrshire	84	88	88	87	85	88	88	87
East Dunbartonshire	71	74	75	78	84	81	83	78
East Lothian	71	67	75	83	69	68	68	72
East Renfrewshire	62	62	63	67	68	66	68	65
Edinburgh, City of	69	72	75	83	85	81	80	78
Eilean Siar	45	45	46	46	47	48	48	46
Falkirk	54	55	59	60	68	63	63	63
Fife	57	57	58	60	60	62	62	59
Glasgow City	69	68	68	68	68	71	78	70
Highland	57	55	57	66	66	69	68	63
Inverclyde	75	74	75	76	77	83	80	77
Midlothian	65	66	68	76	83	86	84	75
Moray	64	65	64	75	79	73	74	71
North Ayrshire	78	77	77	77	80	79	87	79
North Lanarkshire	62	62	62	63	64	65	69	64
Orkney	54	50	54	58	60	58	59	56
Perth and Kinross	67	68	67	73	74	79	77	72
Renfrewshire	73	74	76	74	80	84	79	77
Scottish Borders, The	65	61	65	66	67	72	69	67
Shetland	72	74	80	78	75	75	74	75
South Ayrshire	78	75	73	81	85	81	85	80
South Lanarkshire	59	60	60	62	65	65	69	63
Stirling	70	72	74	74	87	81	82	77
West Dunbartonshire	69	69	69	70	73	74	77	72
West Lothian	63	61	62	67	71	71	70	67
Scotland	66	66	67	70	73	73	74	70

Secondary

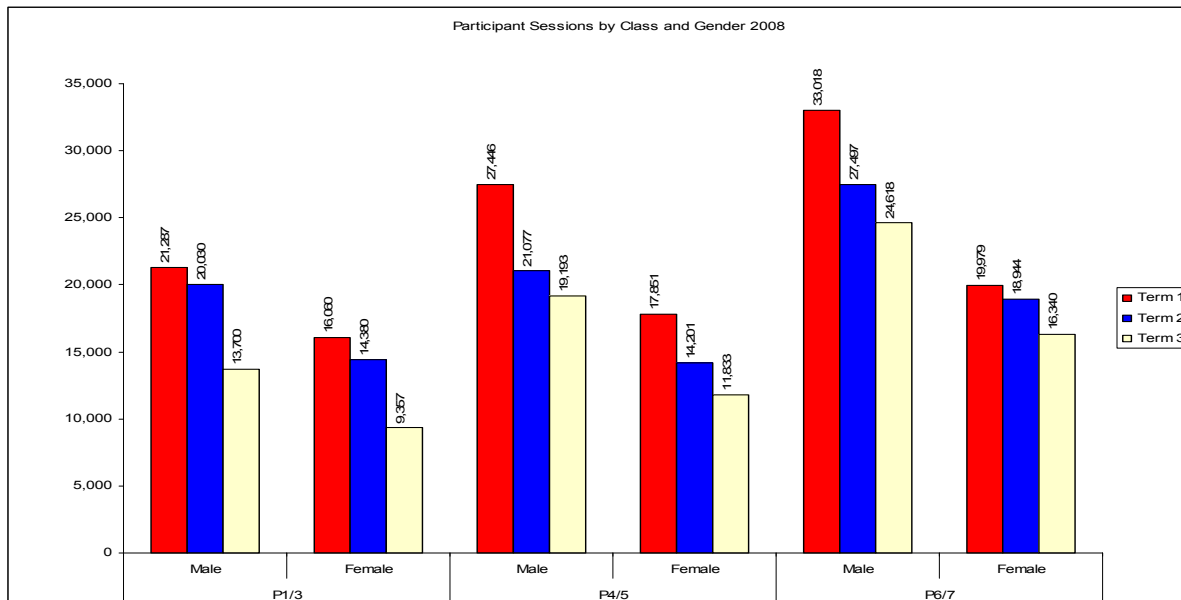
Local Authority	Average curriculum PE time (minutes)							
	S1	S2	S3	S4	S5	S6	S1-S4	All Stages
Aberdeen City	111	100	89	94	15	0	99	78
Aberdeenshire	93	99	87	87	11	11	91	73
Angus	106	114	82	91	16	0	98	79
Argyll and Bute	113	97	97	97	23	22	100	80
Clackmannanshire	92	105	107	94	0	0	99	76
Dumfries and Galloway	109	109	98	88	26	24	101	83
Dundee City	108	111	82	82	9	5	96	77
East Ayrshire	113	109	86	86	20	16	98	80
East Dunbartonshire	108	107	103	91	14	4	102	77
East Lothian	130	118	76	85	33	13	103	85
East Renfrewshire	110	110	110	110	88	6	110	95
Edinburgh, City of	106	97	72	71	27	12	87	71
Eilean Siar	72	73	60	60	3	7	66	50
Falkirk	97	103	107	92	62	5	100	86
Fife	107	99	102	86	14	17	98	79
Glasgow City	106	104	85	82	31	12	94	80
Highland	107	98	99	92	15	14	99	79
Inverclyde	108	108	99	92	42	6	102	84
Midlothian	99	99	71	71	50	49	85	77
Moray	103	96	92	90	0	0	96	74
North Ayrshire	110	110	94	81	2	2	99	77
North Lanarkshire	108	108	93	82	30	13	98	81
Orkney	101	102	55	55	0	0	77	60
Perth and Kinross	105	96	101	98	36	13	100	83
Renfrewshire	111	107	108	108	38	11	109	89
Scottish Borders, The	142	132	85	92	0	0	113	87
Shetland	95	93	83	83	0	0	89	69
South Ayrshire	110	110	110	110	54	5	110	91
South Lanarkshire	107	102	88	89	28	14	96	79
Stirling	106	106	106	92	0	0	103	78
West Dunbartonshire	120	119	112	93	13	13	112	88
West Lothian	109	97	69	63	7	7	85	67
Scotland	107	104	91	87	25	11	98	79

Appendix 4

Active Schools activity levels

Primary

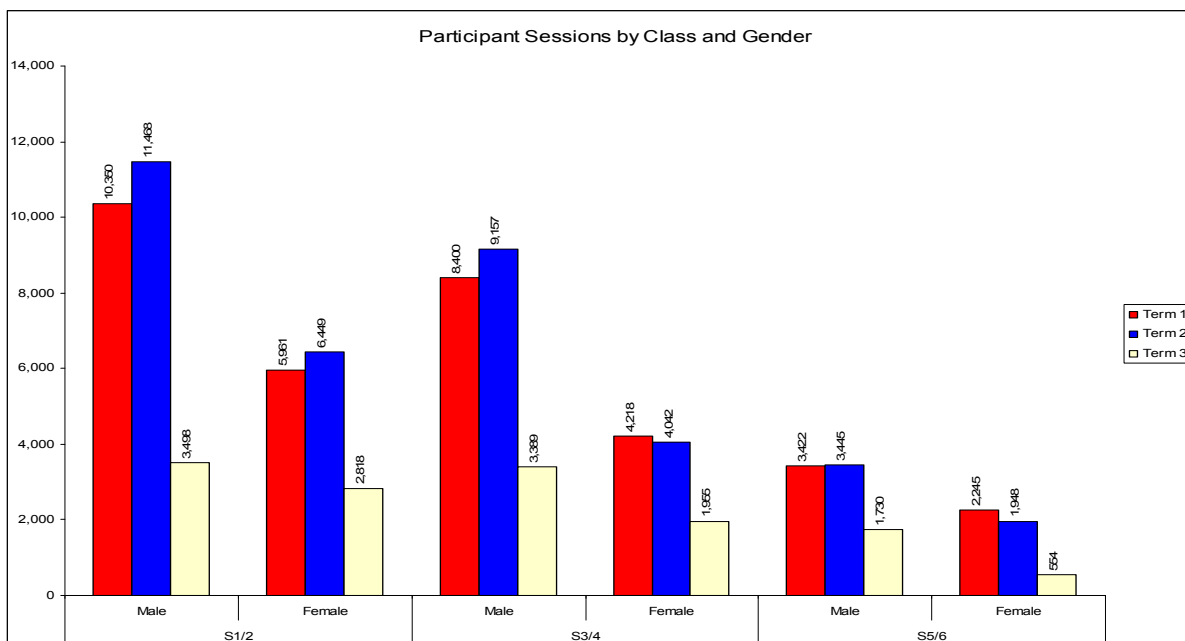
Numbers of primary age young people involved in active schools activities during 2007/08.



		Term 1	Term 2	Term 3
P1/3	Male	21287	20030	13700
	Female	16060	14380	9357
P4/5	Male	27446	21077	19193
	Female	17851	14201	11833
P6/7	Male	33018	27497	24618
	Female	19979	18944	16340

Secondary

Numbers of secondary age young people involved in active schools activities during 2007/08.

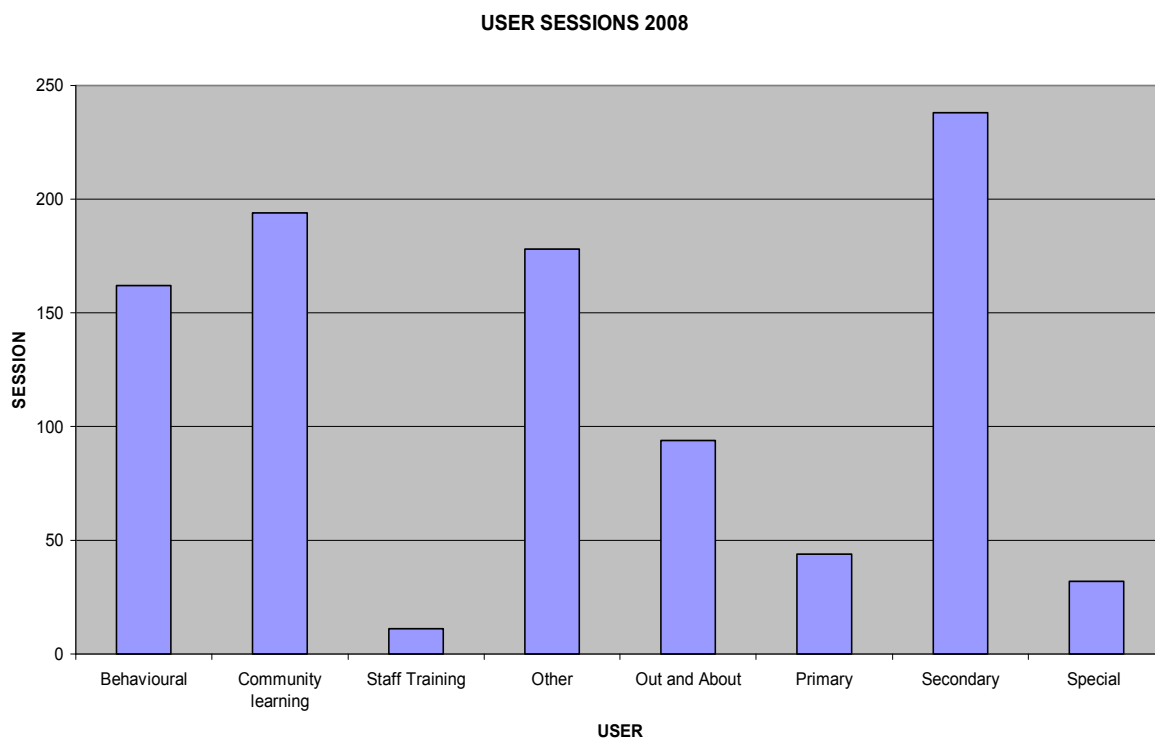


		Term 1	Term 2	Term 3
S1/2	Male	10350	11468	3498
	Female	5961	6449	2818
S3/4	Male	8400	9157	3389
	Female	4218	4042	1955
S5/6	Male	3422	3445	1730
	Female	2245	1948	554

Appendix 5

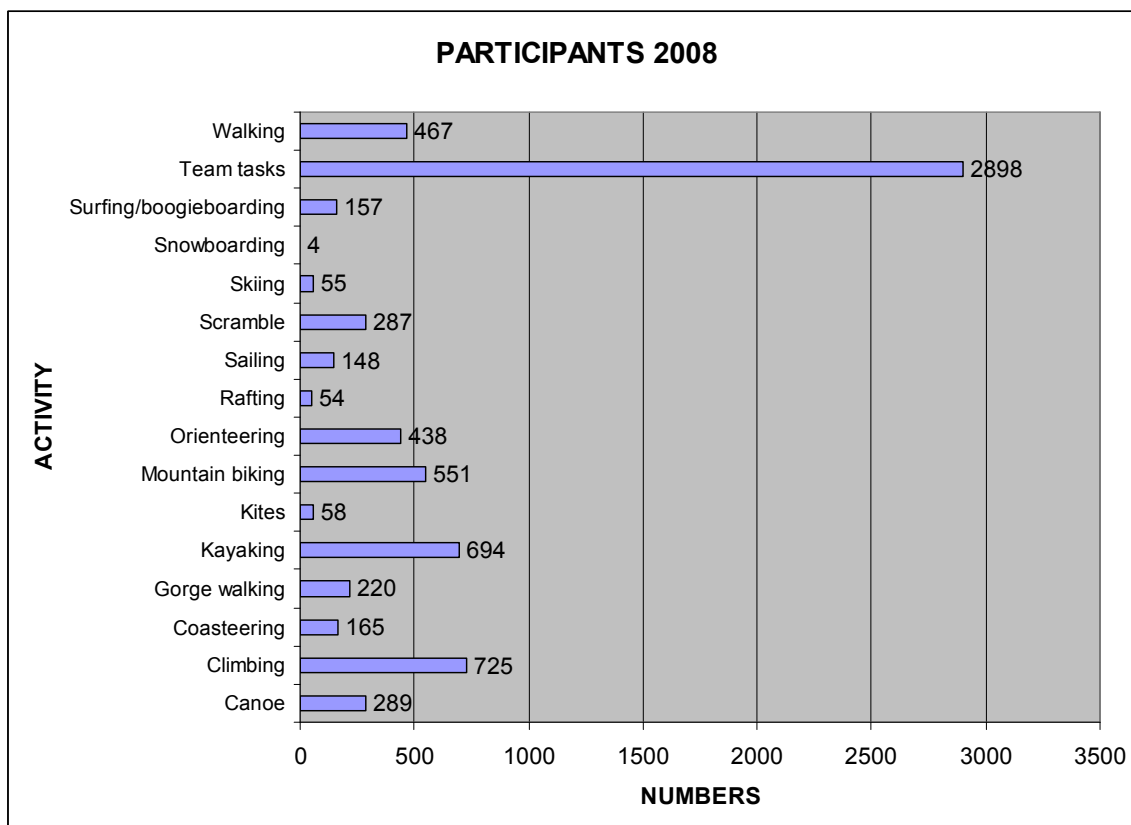
Adventure Aberdeen activity levels

Adventure Aberdeen activity sessions 2008



USER GROUP	SESSIONS
Behavioural	162
Community learning	194
Staff training	11
Other	178
Out and about	94
Primary	44
Secondary	238
Special school	32
Total	953

Adventure Aberdeen participant numbers 2008



ACTIVITIES	PERSONS
Canoe	289
Climbing	725
Coasteering	165
Gorge walking	220
Kayaking	694
Kites	58
Mountain biking	551
Orienteering	438
Rafting	54
Sailing	148
Scramble	287
Skiing	55
Sledging	0
Snowboarding	4
Surfing/boogieboarding	157
Team tasks	2898
Walking	467
Total	7210

Appendix 6

Definitions

It is important to have a clear definition of terms, which can be misused and lead to confusion.

Physical activity

This is a general term used to describe movement of the body that uses energy. The goal for good health is to increase the amount of physical activity. Physical activity can be achieved in many ways; for example, exercise including brisk walking, housework, gardening, play, dance and sport.

Sport

There is an ongoing debate about what constitutes sport but one broad definition is that it includes all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels. Participation in sport is the taking part in any sports or other physical recreations that have governing bodies or a formal structure.

Physical education

According to the Scottish Government, Physical education is the planned, progressive learning that takes place in school curriculum timetabled time. The context for this learning is physical activity with children experiencing a broad range of activities, including sport and dance. The Scottish Government states that Physical education has three broad aims, namely to improve—

- young people's physical competence and performance;
- their knowledge and understanding of the body, health and how to improve their performance; and
- their personal and social development.

According to the Minister for Schools and Skills, "Physical education is the only comprehensive and educationally sound way we have to ensure that all children and young people have the skills and understanding necessary to live a physically active life. For many, school is the main environment for being physically active."

Physical literacy

This is the term used to describe the achievement of competence and the displaying of confidence in basic movement, stability and object control skills that underpin both sport specific skills and enhanced physical fitness through physical activity.

Physical education leads to physical literacy. Children who are physically literate have the confidence and skills to participate in physical activity. In the words of Chris Robison of the Scottish Sports Association, "if children are competent and confident in their ability to be physically active, they have much more opportunity to participate in sport and more choice of sport".

Appendix 7
Aberdeen City Primary Schools Physical Education time allocation.

	Average Curriculum Time in minutes																				
	P1			P2			P3			P4			P5			P6			P7		
	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09
1	30	60	60	30	60	105	30	60	120	45	60	90	45	60	75	45	60	120	45	60	105
2	120	110	120	135	110	120	120	110	120	120	110	120	120	110	120	120	110	120	120	110	120
3	70	120	95	80	120	95	70	120	95	70	120	95	70	120	95	70	120	95	70	120	95
4	80	42		80	45		80	45		65	45		65	36		30	47		80	47	
5	65	95		65	95		65	95		80	95		80	95		80	80		80	80	
6	75	100	90	60	100	90	60	100	90	90	100	90	60	100	90	40	100	90	40	100	90
7	40	75	120	40	75	120	40	75	120	50	90	120	55	90	120	55	90	120	55	90	120
8	60	60	120	60	60	120	75	60	120	75	90	120	60	90	120	75	90	120	60	90	120
9	70	105	120	85	130	120	60	120	120	120	90	120	90	90	120	100	90	120	85	120	120
10	40	135	120	40	135	120	40	120	120	45	60	150	45	60	150	50	90	135	50	60	135
11	70	120	120	70	120	120	70	120	120	70	120	120	70	120	120	70	120	120	70	120	120
12	40	165	120	40	165	120	65	165	120	45	170	120	45	170	120	55	170	90	55	170	90
13	40	120	150	40	120	160	80	120	160	40	120	160	40	120	150	40	120	160	60	120	160
14	60	90		60	90		60	90		60	90		60	90		60	90		60	90	
15	60	120	120	60	120	145	90	120	120	90	120	120	90	120	120	90	120	135	90	120	135
16			120			120			90			90			90			90			30
17	120	120	120	90	120	120	40	120	120	55	120	120	60	120	120	55	120	120	50	120	120
18	60	120	90	60	110	90	60	110	90	80	110	90	100	120	90	100	120	90	100	120	90
19	90	110	150	90	110	150	90	110	120	135	110	120	135	120	90	160	110	90	120	110	90
20	50	50	75	50	50	60	50	60	75	60	60	60	60	60	60	60	60	75	60	60	75
21	45	45	90	45	45	90	45	45	90	120	80	90	60	50	90	70	40	90	60	80	90
22	90	90		90	75		90	90		100	90		90	90		90	90		90	120	
23	100	105	120	80	90	120	80	90	120	80	120	120	80	60	120	80	90	120	80	60	120
24	150	105	90	90	140	90	60	120	90	120	90	90	90	90	90	60	90	90	60	120	90
25	120	120	120	110	120	120			120			120			120			120			120
26	75	110	120	80	110	120	95	110	120	80	100	120	65	120	120	80	120	120	95	120	120
27	45	90	120	45	90	120	45	90	120	50	110	120	50	90	120	50	90	120	50	110	120
28	60	105	90	60	60	90	60	60	90	90	120	90	90	120	90	90	60	90	90	60	90
29	90	130	120	80	120	120	80	140	120	110	140	120	120	130	120	120	130	120	140	130	120

Average Curriculum Time in minutes																					
	P1			P2			P3			P4			P5			P6			P7		
30	30	120		30	120		30	120		60	120		30	120		30	120		30	120	
31	NS		120	NS		120	70	120	120	70	100	120	70	120	120	70	120	120	70	120	120
32	100	120	120	100	125	120	100	120	120	100	180	120	100	120	120	100	120	120	100	120	120
33	86	120	120	101	120	120	71	100	120	66	100	120	90	90	120	85	90	120	85	90	120
34	90	120		90	120		90	120		120	115		120	100		120	100		120	100	
35	70	120	120	70	120	120	70	120	120	70	120	120	70	120	120	70	120	120	70	120	120
36	40	115	90	40	115	90	90	120	90	90	120	90	110	120	90	110	120	90	110	120	90
37	50	120	120	60	120	120	45	120	120	80	120	120	50	120	120	90	120	120	90	120	120
38	60	90	90	30	90	90	30	90	90	45	90	90	30	90	90	45	90	90	45	75	90
39	60	90	120	60	105	135	70	105	90	70	150	90	70	105	90	70	90	135	70	90	135
40	80	120		80	120																
41	60	90	120	60	90	120	75	90	120	60	90	120	60	90	105	50	90	105	50	90	135
42	100	120		100	120																
43			90			90			90			90			90			90			90
44	90	120	90	90	120	90	90	90	90	150	90	165	90	120	105	90	120	90	90	90	120
45	81	195	120	85	160	60	73	175	60	89	90	120	70	100	60	73	90	60	75	95	120
46	40	135	90	50	135	90	40	135	90	40	135	60	40	135	60	40	135	90	40	135	90
47	80	65	120	77	65	120	67	65	120	75	75	120	55	75	120	55	75	120	55	75	120
48			120			120	50	120	120	50	120	120	60	120	120	50	120	120	60	120	120
49	105	110	100	105	110	100	80	100	100	95	120	130	80	120	100	65	120	100	85	120	110
50	50	120	150	50	120	150	50	120	150	50	120	150	50	120	150	50	120	150	50	120	150
51	55	120	120	60	120	120	60	120	120	60	120	120	90	120	120	75	120	105	60	120	120
52	50	105		50	105		70	105		80	110		80	110		80	110		80	110	
53	60		90	60		90	60		90	60		90	60		90	90		90	90		90
54	60	40	60	60	40	60	45	40	60	60	40	60	75	40	60	45	40	60	45	40	60
55			120			120	50	120	120	65	120	120	65	120	120	65	120	120	65	120	120
56	120	120	120	120	120	120	120	120	120	90	120	120	105	120	120	105	120	120	60	120	120
57	30	80	120	30	90	120	30	90	120	40	100	120	40	100	120	40	100	120	35	100	120
58	90	105	90	90	130	105	90	120	105	105	90	90	100	90	90	100	90	60	100	120	120
total	3752	5477	5400	3663	5465	5435	3516	5410	5335	4085	5485	5440	3855	5326	5220	3858	5277	5275	3845	5357	5405
average	69	105	110	68	105	111	66	104	109	77	105	111	73	102	107	73	101	108	73	103	110

Appendix 8
Aberdeen City Secondary Schools Physical Education time allocation.

	S1			S2			S3			S4		
	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09	04/05	06/07	08/09
1	110	160	110	110	120	110	110	120	110	110	120	110
2	108	80	108	108	80	108	108	80	108	108	80	108
3	120	120	120	120	120	120	120	120	120	120	120	120
4	110	55	110	110	110	110	55	55	55	110	110	110
5	160	160	120	80	80	120	80	80	120	80	80	120
6	120	120	120	120	120	120	80	80	80	80	80	80
7	54	106	55	108	106	110	108	106	110	108	106	110
8	120	120	120	120	120	120	80	80	80	80	80	80
9	120	120	120	80	80	120	80	80	80	80	80	80
10	110	100	110	110	100	165	110	100	110	110	100	110
11	110	110	105	110	110	105	110	110	105	110	110	105
12	108	108	174	108	108	174	108	108	174	108	108	174
Total	1350	1359	1372	1284	1254	1482	1149	1119	1252	1204	1174	1307
Average	113	113	114	107	105	124	96	93	104	100	98	109