

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

'Health Education: Informed choices about health, physical activity and sleep'

Charlotte Ross, Kimberley Hibbert-Mayne and Dave Woodward

Aims of this chapter:

- To consider how we present the notion of health in education.
- To suggest a content structure for health, physical activity, and sleep across Key Stages 3, 4 and 5.
- To explore ideas regarding positive pedagogy when teaching health education to encourage pupils to understand how to change/maintain healthy behaviours over time.
-

What is health education?

Comprehensive and thoughtful health education allows pupils to approach decision-making from an informed perspective and understand the impact of such decisions. Although health education as a concept is vast and difficult to define due to its meaning for each individual, the PSHE statutory guidance (Department for Education (DfE), 2021) offers key principles and content that will support pupils in and beyond their school years.

The World Health Organisation (WHO) recognise that there is a “sense of urgency” required to respond to the ever-changing needs of our young people (WHO, 2017, p.25). This is compounded by concerning data published by the National Health Service (NHS) demonstrating the decline in children and young people’s mental health and quality of sleep, school days missed and an increase in eating problems between 2017 and 2021 (NHS, 2021).

The place of education is pivotal as part of the broader Public Health Framework (Public Health England (PHE), 2015). Understanding how to present health education is constantly changing. However, there may be some pedagogical choices that can engage our pupils if creativity, pupil voice

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
 Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

and choice are employed. Strömmer et al., (2021) suggest that adolescents do not prioritise being healthy; therefore, traditional methods of information giving with health as the only motivator are met with poor outcomes. Interventions should allow pupils to have multiple opportunities that are easy to access and achieve and incorporate their peers. Physical Activity Guidelines from the Department of Health and Social Care (2019) reinforce this message by ensuring that we communicate beyond the guidelines and highlight to our pupils that health benefits are irrespective of how much exercise is completed, there is “no absolute threshold” (p. 14). This could help pupils to feel empowered to reach achievable goals with strong links to motivational processes.

Suggested Content Structure for Health, Physical Activity and Sleep

Area of the Curriculum	Key Stage 3	Key Stage 4	Key Stage 5	Health Objectives	PSHE Objectives
Health	Consider what might influence decisions regarding health choices, for example, diet. The possible impact of unhealthy choices on	To be able to research personal choices regarding health. Develop a further understanding of ill health.	Planning and taking responsibility for personal health and well-being. How to recognise illnesses that particularly associated	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between	To make informed lifestyle choices regarding sleep, diet and exercise. The purpose of blood, organ and stem cell donation for

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
 Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

	physical and mental health.		with young adults.	an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. The science relating to blood, organ and stem cell donation.	individuals and society.
Physical Activity	Addressing gaps in physical literacy post pandemic. Encouraging pupils to find physical activity that they enjoy. Introduce the	The wider benefits of physical activity and how this might aid stress management. Physical activity preferences.	Independent physical activity choices and planning for life-long participation.	The positive associations between physical activity and promotion of mental well-being, including an approach to	A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity.

	wider benefits of physical activity.			combat stress.	The benefits of physical activity and exercise for physical and mental health and wellbeing
Sleep	Benefits of sleep; improved memory, creativity, mood, physical performance, and productivity. Basic sleep hygiene.	The importance of sleep; insufficient sleeps causes: illness (e.g. high blood sugar levels, cardiovascular strokes, depression, anxiety) Unique challenges for teenagers. Tools and strategies for	Embedding positive sleep habits; well-informed decisions, the ability to identify changes and knowledge of how to act accordingly.	The importance of quality sleep for good health. How a lack of sleep can affect: learning, mood and weight.	The importance of sleep and strategies to maintain good quality sleep.

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

		sleep development.			
--	--	-----------------------	--	--	--

Health

Health can be personal and emotive for both pupils, teachers, and families, therefore, sensitivity is required. The PHE (2015) framework states that relationships should be at the core of all health education with an approach that recognises the intricacies and links between physical and mental health. The paper also notes that positivity and building resilience are imperative to a holistic line. Signposting where pupils can access support within and outside of the school community drives this notion of pupils being able to take responsibility for health and associated decisions.

The PSHE Association provide lesson plans and PowerPoints that look at the influence of others, potential barriers and strategies in relation to healthy eating and physical health choices in Key Stage 3 and 4. The PHE focus on whole-school ideas (<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/whole-school-ideas>) for healthy eating has some suggestions for supporting pupils, however, the resources are very much tailored to primary education. Creating a pupil voice forum has the potential to set up similar infrastructures more relevant to secondary schools and drive healthy eating options.

In addition to pupil voice, encouraging a wider perspective could include the involvement of parents/carers, celebrities as role models and social media may help pupils align health decisions with their own values (Strömmer et al., (2021). The manner in which this involvement is integrated and planned for should be mindful and have clear intentions. Carefully choosing potential celebrities to support discussions whilst incorporating the criticality of what makes a positive role model may help

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

pupils work through distance scenario work, particularly if this is underpinned by values-based education (Menon, Kar, and Padhy, 2021).

Pupils may have lived experiences of ill health. There must be a balance between information and support. Staff pre-reading on ill health such as cancer and cardiovascular diseases might help understanding, for example, World Health Organisation factsheets (<https://www.who.int/news-room/fact-sheets>). Charities such as Cancer Research UK (<https://www.cancerresearchuk.org/about-cancer/causes-of-cancer>) and the British Heart Foundation (<https://www.bhf.org.uk/>) have information pages about how to reduce risk, however, it is important to note that these are often not specifically targeted at school age pupils.

One area of the curriculum that has potential for emotive reactions to be displayed can be around the broad area of donation. Delivery of this topic would encompass not only health but value-driven education, with pupils learning how their values can influence decisions. Possible areas of discussion would be the change in the law regarding organ donation in 2020 or the ethical implications of donating or receiving blood. By engaging pupils with facts about the willingness of people to donate vs the actual amount of people that do and the type of donations needed (for example, the need for more blood donors from Black, Asian and minority ethnic backgrounds).

Inequalities in health exist, and engaging pupils in such information may go some way to empowering them to understand their own experiences and futures. To present and discuss health inequalities with pupils should be through considerate and clear language, talking about the wider life of pupils and recognising pupils' "sense of personal identity" (McKeown, 2022, p.12).

Physical activity

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

The relationship between physical activity and mental well-being is cemented and steadfast, however, the statistics present an uninspiring picture. In the academic year 2020/21, only 44.6% of children and young people met the Department of Health and Social Care (2019) Physical Activity Guidelines of an average of 60+ minutes of sport and physical activity per day, which is 94,000 less than in pre-pandemic data (Sport England, 2021). Understanding possible barriers and interventions across the key stages should support pupils in moving to a more consistent motivation to sustain physical activity. How we frame physical activity will ultimately affect pupil perceptions. The Youth Sport Trust (2022a) 2022 -2035 Strategy includes empowering young people as ‘change makers’ who build relationships and co-create opportunities within sport and physical activity with the ability to lead their peers. Research from Sweden also corroborates the notion of pupils having a voice in decision-making processes about physical activity. This research also suggests praising pupils for effort and providing opportunities to become more competent will improve self-efficacy (Mikaelsson, et al., 2020).

As per the above table, physical literacy can underpin pupils’ confidence by acknowledging motivation, understanding, participation and fundamental movement skills. This is particularly important as “higher physical literacy in children is associated with favourable health indicators” (Caldwell, et al., 2020, p.1). Benefits have also been found when pupils volunteer in sport (Sport England, 2021). Allowing pupils time to explore physical activity through choice, relating to peers and providing ample opportunities within school to gain improved competence is key. If learning activities are focused on the local area/school community, pupils might feel there is more meaning and engage with the content further.

Delving deeper into the wider benefits of physical activity across the key stages naturally coincides with stress management for examinations and, additional concerns, such as the negative social well-being Covid-19 legacy. The Youth Sport Trust (2022b) Annual Research Report notes the wider benefits

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

of PE, physical activity and school sport as physical health, brain function, social well-being and mental health. As pupils move through secondary education, developing skills to make autonomous informed decisions about their physical activity should permeate the curriculum.

New messages and a personalised approach to teaching about physical activity would be more effective if embedded within the entire school culture beyond PSHE and PE. This is based on the simple fact that “unhappy, unhealthy children don’t learn effectively” (Youth Sport Trust, 2022a, p.9). Although difficult to organise in a busy school, the short-term output would be worth the long-term gains. Opening up conversations across the school, including pupils, can ultimately support the physical activity provision on offer at your school and cater to the needs of the demographic.

Sleep

Sleep is just as important for our wellbeing as physical activity, diet or any other of our fundamental needs. Research has proven that a lack of sleep can cause illness, compromise our safety, ability to learn and our overall quality of life (Pandi-Perumal, 2018). As the statutory guidance ‘Physical health and mental wellbeing: Secondary’ states, content about the importance of good quality sleep should be introduced positively and at age and stage appropriate points (DfE, 2021). This is especially important as the sleeping patterns and cycles of secondary-aged students are likely to change for various reasons during that time and care should be taken not to cause unnecessary alarm or stress, especially during already stressful or important times (e.g. exam periods).

We suggest that during Key Stage 3 pupils should know the importance of sleep and how our bodily organs including our brains, revitalise with sleep leading to better physical health, improved mood, memory and creativity (Pandi-Perumal, 2018). The following basics of good ‘sleep hygiene’ could be introduced:

- getting plenty of daylight

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

- being physically active
- having a tidy bedroom
- keeping to regular betimes
- switching off screens 30 minutes before sleep

(Firth, 2016)

By the time pupils get to Key Stage 4, they have heavy homework burdens, increased extra-curricular and social activities and bigger weekday-to-weekend differences in sleep timings (Sun et al., 2019). It is important to educate students on the complex effects that these, as well as innate changes in teenagers' circadian rhythm, can have on sleep. Students should be taught how to recognise these changes and be equipped with tools and strategies to develop sleep and protect their health and wellbeing. 50% of teenagers in the UK are reported to be sleeping less than the recommended hours (Singh, 2021). As previous sections in this chapter have already emphasised, students need to become autonomous decision makers so by the time they leave Key Stage 5, they are not within the 25% of adults who are sleeping less than the recommended hours (Singh, 2021). As students can't practise sleep in school, communication with parents and carers about what is taught (e.g. by sharing the resources below) is of great benefit and importance.

Conclusion

A key component of health education is to avoid generic goals, guidelines and normative statistics as the focal point of lessons. Whilst important that pupils are armed with information, a whole school culture of reflective health, individual awareness and future targets should support and motivate pupils and avoid idealistic impressions of life-long health. A non-judgemental approach to health education could also provide a platform in which pupils feel more confident to discuss concerns, barriers and possible strategies to embed healthy behaviours.

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

Questions for reflection:

- How might you gather information regarding the demographic needs of your pupils for their physical activity levels and need? How can you build your curriculum plan to meet these?
- Can pupils be involved in the food served in school? How might this work logistically?
- Could QR codes be used to signpost external support to enable pupils' easier access to health support?
- Are learning materials up to date with current research? Who is responsible for this?
- How do you communicate the intentions of your curriculum plans with all key stakeholders?
- How can you develop the health education content as a thread across departments?
- How are pupils assessed on their knowledge and understanding of health? How are they praised for individual health progress/goals met?

Recommended people, resources and organisations:

- PSHE Association Core Theme: Health and Well-Being (guidance on long term planning, programme builders, resources and research) <https://pshe-association.org.uk/topics/physical-health>
- Sport England (resources for secondary schools - whole school approach, inclusion of SEND students in PE and teacher training) <https://www.sportengland.org/how-we-can-help/secondary-teacher-training-programme#contactus-12758>
- This Girl Can (resources that are free to download and a 'studio you' for secondary PE teachers) <https://www.thisgirlcan.co.uk/resources-for-schools/>
- Activity Alliance and Disability Rights UK (an everyday guide for people living with an impairment or health condition)

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

[https://www.activityalliance.org.uk/assets/000/000/149/2518_BeingActiveReport_A4_FINAL\(1\)_original.pdf?1461165840](https://www.activityalliance.org.uk/assets/000/000/149/2518_BeingActiveReport_A4_FINAL(1)_original.pdf?1461165840)

- NHS school resources including Change4Life and Rise Above lesson plans
<https://www.england.nhs.uk/get-involved/learning/schools-resources/>
- NHS Better Health, Every mind matters <https://www.nhs.uk/every-mind-matters/mental-health-issues/sleep/>
- The Sleep Factor (available to members)
- [Physical health \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)
- [Donation teaching resources: KS3 and KS4: Curriculum-linked resources to help teachers in England educate their students about blood, organ and stem cell donation](https://www.nhsbt.nhs.uk/how-you-can-help/get-involved/download-digital-materials/donation-teaching-resources/)
<https://www.nhsbt.nhs.uk/how-you-can-help/get-involved/download-digital-materials/donation-teaching-resources/>

References:

Caldwell, H., Di Cristofaro, N. A., Cairney, J., Bray, S. R., MacDonald, M. J., & Timmons, B. W. (2020). Physical Literacy, Physical Activity, and Health Indicators in School-Age Children. *International journal of environmental research and public health*, 17(15), 5367.

<https://doi.org/10.3390/ijerph17155367>

Department for Education (DfE). (2021) *Physical health and mental wellbeing (Primary and secondary)*. Available at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary> (Accessed: 01 July 2022)

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

Firth, J. (2016) 'Getting a Better Night's Sleep, A guide for students'. *Medium*, 16 June. Available at: <https://medium.com/@jwfirth/getting-a-better-nights-sleep-8594bfe69113> (Accessed: 01 July 2022)
<https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/whole-school-ideas>

McKeown, R. (2022) Language matters: How to talk about "health inequalities" in the context of young people. London: AYPH.

Menon, V., Kar, S.K. and Padhy, S.K., 2021. Celebrity role models and their impact on mental health of children and adolescents: Implications and suggestions. *Journal of Indian Association for Child and Adolescent Mental Health-ISSN 0973-1342*, 17(2), pp.210-215.

Mikaelsson, K., Rutberg, S., Lindqvist, A.K. and Michaelson, P. (2020) Physically inactive adolescents' experiences of engaging in physical activity, *European Journal of Physiotherapy*, 22:4, 191-196, DOI: 10.1080/21679169.2019.1567808

NHS. (2021) *Mental Health of Children and Young People in England 2021 - wave 2 follow up to the 2017 survey*. Available at: <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey> (Accessed 01 July 2022)

Pandi-Perumal, S. (2018) "Why We Sleep: The New Science of Sleep and Dreams by Matthew Walker, Ph.D.", *Sleep and vigilance*, 2, 93–94. <https://doi-org.apollo.worc.ac.uk/10.1007/s41782-018-0034-0>

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

Public Health England (2015) *Improving young people's health and wellbeing: a framework for public health*. Available at: <https://www.gov.uk/government/publications/improving-young-peoples-health-and-wellbeing-a-framework-for-public-health> (Accessed: 01 July 2022)

Singh, T. (2021) "Sleep Health: A Meaningful Measure of Relationship Between Sleep and Our Health", *Sleep and vigilance*, vol. 6, 1, 243-245.

Sport England, (2021) *Coronavirus challenges highlight importance of physical activity and sport for children*. Available at: <https://www.sportengland.org/news/coronavirus-challenges-highlight-importance-physical-activity-and-sport-children> (Accessed: 01 July 2022)

Strommer, S., Shaw, S., Jenner, S., Vogel (nee Black), C., Lawrence, W., Woods-Townsend, K., Farrell, D., Inskip, H., Baird, J., Morrison, L., and Barker, M. (2021) "How do we harness adolescent values in designing health behaviour change interventions? A qualitative study", *British Journal of Health Psychology*, 26, doi:10.1111/bjhp.12526.

Sun, W., Ling, J., Zhu, X., Lee, T. & Li, S. (2017) "Association between weekday-weekend sleep discrepancy and academic performance: systematic review and meta-analysis", *Sleep medicine*, vol. 40, e318-e319.

Department of Health and Social Care (2019) *UK Chief Medical Officer's Physical Activity Guidelines*. Available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report> (Accessed 01 July 2022)

This is an AAM of: Ross, Charlotte, Hibbert-Mayne, Kimberley and Woodward, Dave (2023) Health Education: Informed Choices About Health, Physical Activity and Sleep. In: Developing Quality PSHE in Secondary Schools and Colleges. Edited by McPhee, S.; Pugh, V. Bloomsbury, London, pp. 63-72. ISBN Ebook (PDF): 9781350336971 • Ebook (Epub & Mobi): 9781350336988 • Hardback: 9781350336964 • Paperback: 9781350336957
Published version accessible at: <https://www.bloomsbury.com/uk/developing-quality-pshe-in-secondary-schools-and-colleges-9781350336988/>

World Health Organization (2017) *Global Accelerated Action for the Health of Adolescents (AA-HA!)*

Guidance to Support Country Implementation. Available at:

<https://www.who.int/publications/i/item/9789241512343> (Accessed: 01 July 2022)

Youth Sport Trust (2022a) *Inspiring changemakers, Building Belonging*. Available at:

https://www.youthsporttrust.org/media/nu1dxzz3/yst_strategy_2022-35.pdf (Accessed: 01 July 2022)

Youth Sport Trust (2022b) *PE and School Sport in England: Annual Report 2022*. Available at:

<https://www.youthsporttrust.org/media/enwncbsg/yst-pe-school-sport-report-2022.pdf> (Accessed: 01 July 2022)