



School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings. This is sometimes referred to as out-of-school-hours learning and has the potential to develop and broaden the foundation learning that takes place in physical education.

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HEPAS
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2 Categories of School Sport:

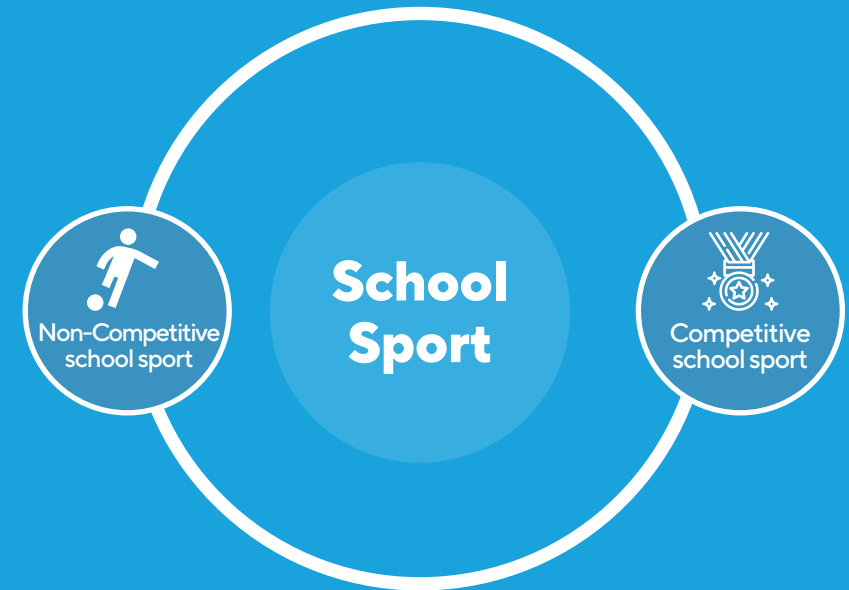
We define School Sport as organised, regular sport activities within school delivered (guided) by a teacher or a coach with the primary goal of enhancing pupils' knowledge, skills and competencies in a selected sport. We identify 2 categories of School Sport.

Non-Competitive school sport

Regular, non-result-oriented individual or team sport activities for educational, health, recreational, fun or social reasons. Such as: grassroots football, intra-school competitions, School running club, etc.

Competitive school sport

Result and performance-oriented individual or team sport activities with comparable competitiveness, in local, regional and/or national championship systems. Such as: Student Olympics, Inter-School competitions, etc.



The evidence:

School sport is a great way for children to meet recommended levels of moderate to vigorous physical activity (MVPA).

Both competitive and non-competitive sports can increase MVPA

Attention needs to be paid to the needs of girls and overweight students

MVPA increases especially if played multiple times a week

Non-competitive school sport regularly organised with the definite goal of health enhancing, developing social skills (such as belonging to a group) and fun

Recommendations:

How schools can optimise students' participation in school sport for their health and wellbeing.

Participation in both competitive and non-competitive sports and physical activities should be included and encouraged in a Healthy and Physically Active School as a non-formal education as a unique source of health-enhancing physical activity, skill development, socialising, and fun.

All students should have regular opportunities to play competitive and/or non-competitive sport activities, irrespective of their gender and ability.

As an after-school sport program can be organised more flexibly and independently than within curricular regulations, it is worth examining the community connections, including those with sport clubs.

School and non-school staff should receive professional training and support to help them elevate physical activity levels, maximise time active, and include all students during the sport session.

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For more information about the HEPAS School Sport model
and its other dimensions, please visit:

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