

Agenda – Y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 2 – y Senedd Claire Morris
Dyddiad: Dydd Iau, 15 Mawrth 2018 Clerc y Pwyllgor
Amser: 09.30 0300 200 6355
SeneddIechyd@cynulliad.cymru

Yn ei gyfarfod ar 7 Mawrth 2018, penderfynodd y Pwyllgor, o dan Reol Sefydlog 17.42, i wahardd y cyhoedd o ddechrau'r cyfarfod hwn

- 1 Bil Iechyd y Cyhoedd (Isafbris am Alcohol) (Cymru) – Trefn Ystyriaeth – cytundeb mewn egwyddor cyn trafodion Cyfnod 2**
(09.30 – 09.50) (Tudalennau 1 – 5)
Papur 1 – Trefn y broses ystyried
- 2 Deddf Trawsblannu Dynol (Cymru) – Craffu ar ôl deddfu: Papur Cwmpasu**
(09.50 – 10.10) (Tudalennau 6 – 9)
Papur 2 – Papur cwmpasu

Sesiwn gyhoeddus

- 3 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau**
(10.15)



**4 Ymchwiliad i weithgarwch corfforol ymhlith plant a phobl ifanc –
tystiolaeth gan Women in Sport**

(10.15 – 11.00)

(Tudalennau 10 – 28)

Laura Matthews, Uwch Reolwr Gwybodaeth a Pholisi, Women and Sport

Briff Ymchwil

Papur 3

Egwyl (11.00 – 11.15)

**5 Ymchwiliad i weithgarwch corfforol ymhlith plant a phobl ifanc –
tystiolaeth gan Iechyd Cyhoeddus Cymru**

(11.15 – 12.00)

(Tudalennau 29 – 36)

Dr Julie Bishop, Cyfarwyddwr Gwella Iechyd, Iechyd Cyhoeddus Cymru

Dr Ciaran Humphreys, Cyfarwyddwr Gwybodaeth Iechyd, Iechyd Cyhoeddus
Cymru

Papur 4

Cinio (12.00 – 12.45)

**6 Ymchwiliad i weithgarwch corfforol ymhlith plant a phobl ifanc –
tystiolaeth gan Estyn**

(12.45 – 13.30)

(Tudalennau 37 – 53)

Jackie Gapper, Dirprwy Cyfarwyddwr, Estyn

John Thomas, Arolygwyr Ei Mawrhydi

Anwen Griffiths, Arolygwyr Ei Mawrhydi

Papur 5

7 Papurau i'w nodi

(13.30)

7.1 Rheoliadau Safonau'r Gymraeg (Rhif 7) 2018

[Rheoliadau Safonau'r Gymraeg \(Rhif 7\) 2018](#)

[Memorandwm esboniadol](#)

7.2 Ymchwiliad i weithgarwch corfforol ymhlith plant a phobl ifanc: Nodiadau gweithgaredd ymgysylltu

(Tudalennau 54 – 72)

Papur 6 – Trafodaethau grwpiau ffocws gyda rhanddeiliaid, 25 Ionawr 2018

Papur 7 – Trafodaethau gyda disgyblion a staff Ysgol Bassaleg, 7 Rhagfyr 2017

7.3 Atal Hunanladdiad: Llythyr gan Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg

(Tudalen 73)

Papur 8

8 Cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o weddill y cyfarfod

(13.30)

9 Ymchwiliad i weithgarwch corfforol ymhlith plant a phobl ifanc – trafod y dystiolaeth

(13.30 – 13.45)

Mae cyfyngiadau ar y ddogfen hon

Eitem 2

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

Eitem 4

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

WOMEN IN SPORT CONSULTATION RESPONSE

Inquiry into physical activity of children and young people, Health, Social care and Sport Committee, National Assembly for Wales

8 September 2017

About us

1. We are Women in Sport. Our vision is a society where gender equality exists in every sphere. We're advancing gender equality through and within sport: empowering women and girls through sport and transforming the sport sector.
2. Our response will focus on key issues that relate to women and girls. We are happy for the details of this response to be made public.

Comments

3. Women in Sport welcomes the opportunity to submit evidence to the Health, Social Care and Sport Committee. A gender gap in participation in physical activity and sport exists throughout the UK. In Wales 52% of boys are active compared with only 44% of girls of primary and secondary school age¹.
4. A gender gap in participation in physical activity emerges between boys and girls at primary school, and extends during secondary school². Many girls and women are missing out on the

¹ Sport Wales (2015) School Sport Survey

² Women in Sport and Youth Sport Trust (2015) The Tipping Point: Confidence and attitudes in seven and eight year old girls

benefits that being active provides such as improved health, reduced risk of disease, an increase in confidence, improved mental health and higher educational attainment³. We therefore believe it is vital for the National Assembly for Wales to address this inequality.

Barriers

5. Our research, Changing the Game for Girls⁴, found:
 - Boys receive encouragement from their friends to be sporty whereas girls do not.
 - There is a lack of female sporting role models in the media. Women's sport makes up 7% of all sports media coverage in the UK⁵. Women in Sport are currently undertaking research to get a more up to date understanding of this in the UK and Europe.
 - There is also a lack of female role models working and volunteering within the higher levels of sport in Wales. For example, only a third of Chairs in high funded national governing bodies (NGBs) of sport are female and only a quarter of Chief Executives are women in Wales⁶.
 - The least active children are very negative about PE and school sport and feel their experiences of school are putting them off being active.
6. We conducted research with boys and girls aged 7-8 for the Government Equalities Office⁷. We found that gender stereotypes are already emerging about girls about boys abilities to do sport and physical activity. Boys valued sport and achievement, whereas girls were more ambivalent.
7. We work with the Youth Sport Trust on a project to get girls involved in sport and physical activity in England and Northern Ireland called Girls Active. As part of this project we carried out research to understand the attitudes and motivations of both boys and girls. In 2016-17 our research of 26,000 pupils found⁸:
 - Girls perceive there to be more barriers to taking part in PE and school sport than boys – 82% of girls identified at least one barrier compared to only 58% of boys.
 - 24% of girls selected pressure of school work as a barrier and 22% selected not feeling confident.
 - Girls are less likely to report feeling encouraged to take part in sport, 64% of girls compared with 72% of boys. This drops to only 49% of less active girls who feel encouraged to be active by their parents.

³ Women in Sport and Investec (2016) Sport for success

⁴ Women in Sport (2012) Changing the game for girls – policy report

⁵ Women in Sport (2014) Say Yes to Success

⁶ Women in Sport (2017) Beyond 30%

⁷ Women in Sport and Youth Sport Trust (2015) The Tipping Point: Confidence and attitudes in seven and eight year old girls

⁸ Women in Sport and Youth Sport Trust (unpublished) Girls Active survey results, 2016-17

- Girls are motivated to take part in sport and physical activity by having fun and being healthy.
- Girls are much less likely to be motivated by competition than boys (50% of girls compared to 70% of boys).
- Girls are much more likely to be self-conscious. By the time they are 14-16 years old, around one in three (36%) are unhappy with their body image.

Solutions

8. Women in Sport urge the following principles to get girls involved in sport and physical activity.
 - Our research shows that girls should be at the centre of all activity, with co-creation essential⁹.
 - There are pockets of excellent provision of sport in education, this needs to be the norm for girls not the exception. All teachers and coaches need to be trained in how to engage and empower less active girls in sport and physical activity¹⁰.
 - Provision can't stop at the school gates. We need girls to be active both within and outside of school. While getting school provision right is important, we also need to consider what is available for girls outside of school.
 - Influencers are key – families, and in particular parents, play an important role in getting girls active. It is therefore vital that parents understand the value of sport and physical activity for their daughter and encourage her to be active¹¹.

Conclusion

9. Women in Sport are committed to reducing the inequalities for girls and women in sport and we welcome the Committee's interest in this area. We believe there is much work to be done to improve girls participation levels in sport and physical activity and we would welcome further discussion with the Committee and National Assembly about potential solutions to this.

⁹ See Youth Sport Trust booklet 'Engaging less active girls aged 8-10 in physical activity'
www.youthsporttrust.org/girls-active

¹⁰ Ibid

¹¹ Women in Sport (2015) What sways women to play sport?



Health Social Care and Sport Committee call for evidence: Inquiry into physical activity of children and young people

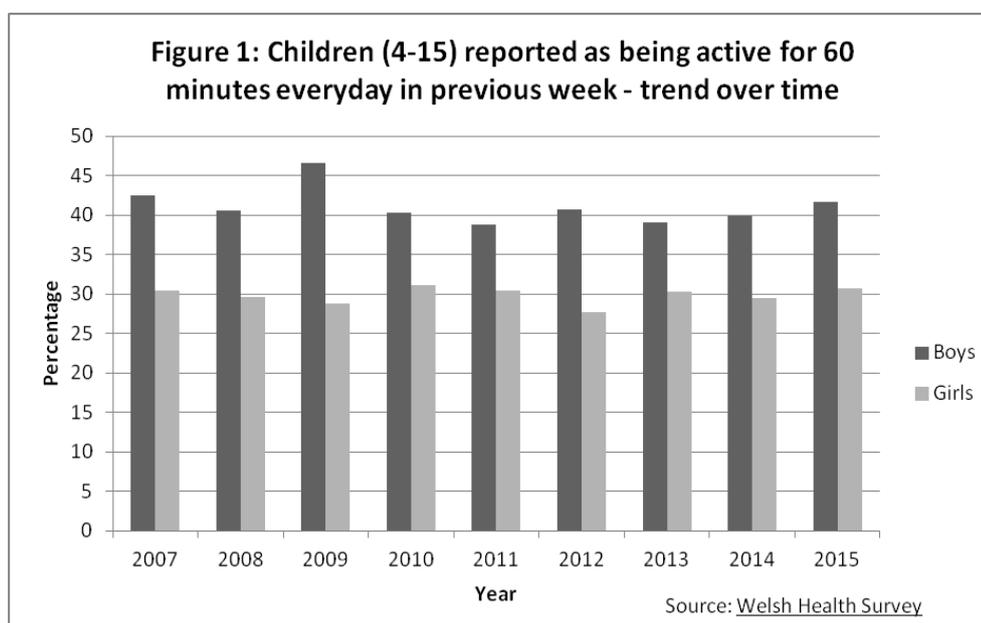
1 Introduction

Public Health Wales welcomes the opportunity to contribute to the Committee inquiry on physical activity of children and young people in Wales.

Physical inactivity contributes to poor health outcomes including obesity, cardiovascular disease and cancer.

1.1 What do we know about physical activity levels in children in Wales? How robust is the data on this issue?

1.1.1 Information on the physical activity levels of children and young people in Wales is available from a number of sources. The first of these is the Welsh Health Survey/National Survey of Wales which collects parent reported information on levels of physical activity of younger children and responses direct from children aged 13-15 years. This provides the potential for monitoring population trends over time (Figure 1) and is a robust and reliable source of information.



1.1.2 An illustration of the data available from the Welsh Health Survey is illustrated in Tables 1 and 2. This indicates for example that physical activity levels in both boys and girls in Wales decline with age (Table 1). The percentage of children who are inactive (not doing 60 minutes of activity on any day of the week) changes very little with age (Table 2). These figures suggest most 11 to 15 year olds (61%) still do 60 minutes of physical activity on at least one day per week.

Table 1

Percentage of children reporting being physically active for 60+ minutes every day, by sex, Wales, 2011-2015

Age group	Boys	Girls	All children
	Percentage (95% CI)	Percentage (95% CI)	Percentage (95% CI)
4 to 6	48.6 (45.8 to 51.4)	41.7 (38.7 to 44.7)	45.4 (43.3 to 47.5)
7 to 10	43.9 (41.3 to 46.4)	35.1 (32.5 to 37.7)	39.5 (37.6 to 41.4)
11 to 15	31.7 (29.5 to 33.8)	18.4 (16.5 to 20.3)	25.2 (23.7 to 26.7)

Produced by Public Health Wales Observatory, using WHS (WG)

Table 2

Percentage of children reporting not being physically active for 60+ minutes on any day, by sex, Wales, 2011-2015

Age group	Boys	Girls	All children
	Percentage (95% CI)	Percentage (95% CI)	Percentage (95% CI)
4 to 6	13.2 (11.3 to 15.1)	15.8 (13.5 to 18.1)	14.4 (12.9 to 15.9)
7 to 10	10.0 (8.4 to 11.6)	13.0 (11.1 to 14.9)	11.5 (10.2 to 12.8)
11 to 15	11.5 (10.0 to 13.0)	14.9 (13.3 to 16.6)	13.2 (12.0 to 14.3)

Produced by Public Health Wales Observatory, using WHS (WG)

- 1.1.3 The Welsh Health Survey has now been replaced by the National Survey of Wales. This includes questions on parent reported levels of physical activity and should provide similar information to previous surveys. The information from this survey is generally provided at an all Wales level which limits the ability of local partnerships to plan and evaluate local action.
- 1.1.4 In addition to the Welsh Health Survey/National Survey, the Health Behaviour of School Children study (HBSC)¹ collects data directly from young people age 11 to 16 every four years. The advantage of this data source is that it provides international comparison data for Welsh children with other countries in the UK, Europe and further afield. The most recent results from 2013/14 indicate only 15% of young people in this study are active for 60 minutes every day. Both the HBSC results and the Welsh Health Survey data indicate a gender gap and the same trend over time i.e. no change in the past 10 years. The HBSC results also indicate no overall variation in the activity levels of 11 to 16 year olds between the seven health board regions in Wales.

¹ [HBSC study findings 2013/14](#)

- 1.1.5 Public Health Wales has been working closely with Cardiff University to develop the School Health Research Network which utilises core elements of the HBSC survey but subject to funding will be undertaken more frequently (every two years). This provides a comparatively large sample size with the majority of secondary schools in Wales now recruited to the survey.
- 1.1.6 No valid population level indicator of physical activity for children age 0 to 4 years in Wales (or the UK) currently exists. Work to develop an appropriate measure should be prioritised. As a result there is little insight or understanding of the patterns and variation of active behaviours in this age group.
- 1.1.7 Sport Wales has also undertaken a school sport survey which provides useful additional information but is slightly less robust in terms of the methodology used than the HBSC study.
- 1.1.8 All of the above sources rely on self reported levels of activity by either young people or parents. There is no directly measured data on levels of physical activity or fitness. However, we do not believe that this is necessary on an ongoing basis to monitor levels of physical activity at a population level.

1.2 Differences in gender-based attitudes towards, and opportunities for, participation in physical activity in Wales.

- 1.2.1 The data presented in Table 1 suggest gender-based attitudes towards being active diverge significantly from age 11 years. Further analysis to determine which components of overall physical activity (Sport, leisure/play, active travel, incidental activity); decline the most and contribute to the gap between boys and girls levels of activity would be valuable.
- 1.2.2 The journey to and from school represents an excellent opportunity to build being active into the daily lives of children but data from the 2013/14 HBSC study indicate a widening gender gap as boys and girls get older – by year 11 38% boys walk to school but only 28% of girls do so. Public Health Wales has identified this as a priority for further research and action.
- 1.2.3 There is a need for more direct work with young people to understand the barriers to participation and to further develop insight into these behaviours. The Welsh Network of Healthy School Schemes encourages schools to actively engage young people in addressing health issues and Public Health Wales is currently working to strengthen the emphasis on physical activity, not just sport, within this scheme. This will also include specific requirements to demonstrate inclusive approaches and that the needs of potentially disadvantaged groups have been actively considered and addressed.

1.3 The extent to which Welsh Government policies are aimed at whole populations and/or particular groups, and what impact that approach has on addressing health inequalities.

- 1.3.1 Welsh Government policy has taken a combined approach at a whole population level but also acknowledges the needs of specific groups; for example those with a disability. Strategies/policies/plans with a dedicated remit for physical activity and/or sport have included Climbing Higher (2005), Creating an Active Wales (2009), and legislation including the Active Travel (Wales) Act 2013. Other strategies with a physical activity and/or sport aspect have included Our Healthy Future (2010) and Together for Health (2012).
- 1.3.2 In the context of Children & Young People, the recent Active Healthy Kids Wales Report Card 2016 has stated that 'policy has not resulted in an increase in physical activity in Wales for the past 10 years'. Based on the evidence from available data regarding physical activity participation rates, Public Health Wales considers the Report Card's appraisal a fair assessment of policy impact. Public Health Wales, Welsh Government and Sport Wales have been working together over the last two years to develop a more combined strategic approach to the promotion of physical activity at a population level with a focus on tackling health inequalities. We anticipate that this combined approach will continue through the Obesity Prevention and Reduction Strategy.
- 1.3.3 Future policy should acknowledge the additional risk of young girls dropping out of physical activity and sport, and must also be inclusive enough to ensure that disabled children, or those with special educational needs, are also able to access good quality physical education and have equity in terms of opportunities to be active.

1.4 Barriers to increasing the levels of physical activity among children in Wales, and examples of good practice in achieving increases in physical activity, and in engagement with hard to reach groups, within Wales, the UK and internationally

- 1.4.1 Barriers to participation are complex and vary with geography and demographics. Evidence suggests they are best addressed by multi-component programmes of interventions within a settings based approach. Programmes should be informed by early engagement and ongoing consultation with the community or group of interest.
- 1.4.2 Levels of physical activity in children vary seasonally, with lower activity when rainfall increases and daylight hours reduce. Children are less active on weekend days than on weekdays².

² A Child for all Seasons, CEDAR, 2016

- 1.4.3 Lack of routine and structure during school holiday periods for children are associated with lower levels of physical activity. Evaluation of the School Holiday Enrichment Programme suggests children who attended were significantly more likely to achieve the recommended 60 minutes per day of physical activity. Children recorded on average 17 minutes more per day when attending the programme compared to weekdays spent at home.³

1.5 Physical activity guidelines and how we benchmark physical fitness in children

- 1.5.1 Wales works to the UK Chief Medical Officers' guidelines for Physical Activity which are 180 minutes per day of movement for the 0-5 year olds, and 60 minutes per day of moderate activity for 5-18 year olds⁴.
- 1.5.2 There is no universal measure and benchmarking of physical fitness levels in Wales although relevant projects have run in some regions, for example the Swan-linx⁵ project in Swansea area which combined assessment of physical fitness and competence, with questions on motivation and attitudes towards participation.
- 1.5.3 It is recommended any universal fitness measure be introduced with caution, and be a relative measure with the focus on change/progression in a child's individual fitness. The new curriculum development provides an opportunity to introduce objective measures of physical fitness at an individual child level to enable child centred goals and objectives to be set and monitored as a component of their educational achievement and learning.

1.6 Measurement, evaluation and effectiveness of the Welsh Government's programmes and schemes aimed at promoting physical activity of children

- 1.6.1 Public Health Wales has identified that a lack of focus on measurement of impact or outcomes is a weakness for the majority of health improvement action in Wales, including for physical activity. We have been working closely with a cross organisational group to develop a minimum set of indicators for population physical activity in Wales.
- 1.6.2 This group has identified the potential value of developing a common framework for the monitoring and evaluation of physical activity interventions to enhance the understanding of effectiveness of programmes. This could be adopted by all funding bodies including Welsh Government;

³ [Evaluation of the School Holiday Enrichment Programme, WLGA, 2016](#)

⁴ Start Active, Stay Active, Dept. for Health, 2011.

⁵ Tyler R, Mackintosh K, Brophy S, Christian D, Todd C, Tuvey S, Jones A, McNarry M, Beynon I, McCoubrey S, Anderson W, John H, Stratton G. Swan-Linx: Fitness Fun Day Report – Swansea Schools (2015)

Sport Wales and the Lottery. Public Health Wales will be working with the group to develop these proposals further in the coming year.

1.7 Value for money of Welsh Government spending to promote exercise in children.

1.7.1 Public Health Wales would support a review of the value for money of physical activity interventions in children in Wales.

1.7.2 Inclusion of health economics guidance in a common framework and set of tools for monitoring and evaluating interventions would also increase the ability of the Welsh Government and its partners to assess the cost effectiveness of spending e.g. HEAT tool for walking and cycling

1.7.3 Whole of school programmes have been identified as one of the seven best investments for increasing physical activity by the WHO⁶, and the Transforming Health Improvement Review identified 'multi component school based programmes' as being effective in increasing levels of physical activity. The Welsh Network of Health School Schemes is a whole school approach and we need to ensure that the requirements of the scheme and the focus are consistent with the evidence base. This work is currently in progress.

1.8 The role of schools, parents and peers in encouraging physical activity, and the role of Sport Wales, NHS Wales and Public Health Wales in improving levels of physical activity.

1.8.1 As with many health and wellbeing outcomes the solutions and influence do not rest with any one body or organisation. Public Health Wales believes that it is well placed to work with others to facilitate action towards this goal and to support Government in monitoring population levels of physical activity, including inequalities. It is important that there is ongoing and active leadership and co-ordination of this important area of work and Public Health Wales is committed to continuing its work with Government and with other bodies such as Sport Wales, Natural Resources Wales and the Curriculum Reform Programme to maximise the opportunities to improve health outcomes.

1.8.2 The actions required to address levels of physical activity will rest with a number of agencies, including some for whom physical activity is not the primary outcome, but whose contributions are key. These include local authorities through their land use and planning policy; provision of green space and leisure facilities; their education responsibilities, and their role in Highways and Transport Policy. Sporting organisations (notably Sport Wales) and Natural Resources Wales also have important roles to play. For

⁶ Investments that work for physical activity, ISPAH, 2011

example Sport Wales has a goal of increasing participation in sport, but increasing population level physical activity will require much more than increasing participation in sport. The NHS in Wales has a relatively limited role in this area but will of course contribute to co-ordination and leadership in this area through their Directors of Public Health and their involvement in a range of strategic partnerships.

- 1.8.3 Public Health Wales has a statutory role to give assistance to other public bodies carrying out a health impact assessment (HIA) as required by the Public Health (Wales) Act 2017. A key consideration within HIA is the potential impact on the health and wellbeing of the population and the distribution of those impacts. This extends to policies, programmes, services and other activities that have the potential to impact both positively and negatively upon opportunities for physical activity.
- 1.8.4 Public Health Wales is working with partners to maximise the opportunities that the planning system provides to deliver high quality place making and sustainable environments in order to address key Public Health priorities including addressing physical inactivity⁷.
- 1.8.5 The expert group brought together to produce the Active Healthy Kids report card for Wales⁸ rated it overall as D- in 2016. The strongest area (B) was judged to be 'School' as a supportive setting and enabler of physical activity in children and young people. The Welsh Network of Healthy Schools Scheme helps define what "good looks like" for schools in relation to physical activity, and provides guidance and support to schools to achieve this
- 1.8.6 Parents have an ongoing role to play in encouraging physical activity and studies show children of active parents and with siblings are more active. The support of parents and significant others is associated with physical activity levels in adolescence in particular.⁹ There is little robust evidence of the interventions or policies which are likely to increase parent support for physical activity.

⁷ 'Planning for better health and well-being in Wales: A Briefing' (TCPA/WHIASU), 2016

⁸ [Active Healthy Kids Report Card](#), 2016, Stratton G et al.

⁹ [Sallis, JF et al. A review of correlates of physical activity of children and adolescents, 2000](#)

Estyn response to Health, Social Care and Sport Committee into Inquiry into physical activity of children and young people

Context

'Creating an Active Wales' (Welsh Government 2009) emphasises the provision of high-quality physical education and the effective delivery of physical literacy as essential for young people to develop the skills and confidence for lifelong participation in sport and physical recreation. It identifies well-delivered and appropriately designed physical education programmes, complemented by a range of school-based activities, as critical factors in helping children and young people to live active lives and become active adults. This aim is reinforced in the Welsh Government's 'Programme for Government 2011-2016' (Welsh Government 2011), which sets out its commitment to promote physical activity for people of all ages.

In our core inspections and related thematic surveys, Estyn gains useful evidence about the physical activity levels of children in Wales as well as opportunities and differences in gender-based attitudes towards participation in physical activity. This evidence is acquired, for example from lesson observations particularly in physical education, consideration of the range and levels of participation in extra-curricular sporting and recreational activities as well as discussions with pupils and staff. In many school inspections (both primary and secondary), inspectors will observe physical education lessons or visit these lessons as part of a learning walk. Estyn also considers a broader range of evidence such as 5x60 records and the findings of the Sport Wales School Sport Survey. These provide helpful evidence about provision and pupils' attitudes and levels of participation in sport and physical recreation.

Estyn has carried out three thematic surveys that relate directly to this inquiry into physical activity of children and young people:

Girls' participation in physical activity in schools July 2007

<http://www.estyn.gov.wales/thematic-reports/girls-participation-physical-activity-schools-july-2007>

Progress in implementing the PE and School Sport Action Plan - May 2008

<http://www.estyn.gov.wales/thematic-reports/progress-implementing-physical-education-and-school-sport-action-plan-may-2008>

Physical Education in secondary schools – February 2012

<http://www.estyn.gov.wales/thematic-reports/physical-education-secondary-schools-february-2012>

Evidence from inspection

Wellbeing

In coming to judgements about pupils' wellbeing, inspectors consider how well pupils understand how to make healthy choices relating to diet and physical activity. Inspectors consider how well pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtimes and through after-school clubs and activities. The evidence inspectors consider to inform their inspection activity and judgements always includes pupils' responses to pre-inspection questionnaires and discussions with individuals and groups of pupils. It may well include observations of a sample of extra-curricular activities, records of pupils' participation rates in various activities compiled for example by a 5x60 officer and consideration of the findings of the School Sport Survey conducted by Sport Wales.

As part of inspections of the quality of care, support and guidance, inspectors will consider how successfully the school's provision helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing.

Estyn's Annual Report 2016/2017 reported on the cycle of inspections from 2010-2017 and included the following statements about pupils' wellbeing.

Primary wellbeing

- Most pupils understand the importance of healthy eating and regular exercise and make sensible choices about what they eat during snack time.
- The quality of care, support and guidance has been consistently good or better in over nine-in-ten schools across the inspection cycle. These schools provide purposeful opportunities to promote healthy living, for example by encouraging pupils to run the daily mile and take part in a variety of extra-curricular activities.

Secondary wellbeing

- Pupils' wellbeing has been a strong feature in secondary schools over the cycle of inspection (2010-2017). Wellbeing is good or better in almost three-quarters of schools.
- In schools that provide excellent care, support and guidance, there is an engaging personal and social education programme that prepares pupils well for the challenges and choices in their lives and helps them to understand the importance of physical and mental health.

Committee Questions

What do we know about physical activity levels in children in Wales?

In all core inspections, Estyn surveys a sample of pupils about a broad range of aspects of the school's work. These surveys include specific questions about the extent to which the school teaches pupils to be healthy and the opportunities for pupils to get regular exercise. The charts and comments below summarise the responses from more than 50,000 secondary pupils and around 96,000 primary school pupils.

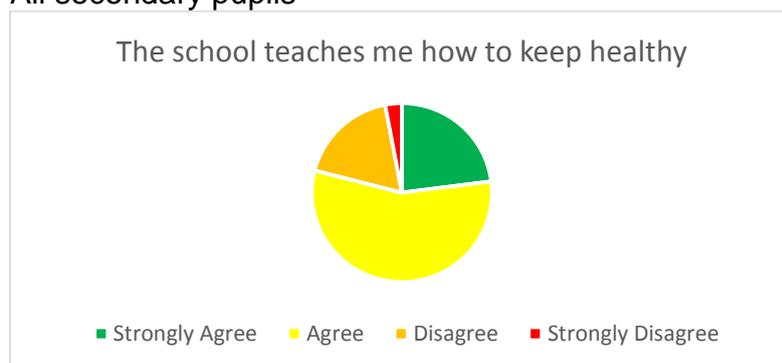
The survey contains a series of statements (*in italics below*) that pupils respond to. In primary schools, pupils from Year 3 to Year 6 complete the survey, responding to statements with either 'agree' or 'disagree'. In secondary schools, samples of pupils from all year groups complete the survey. They respond to the statement using a four point scale from 'strongly agree' to 'strongly disagree'.

The school teaches me how to be healthy

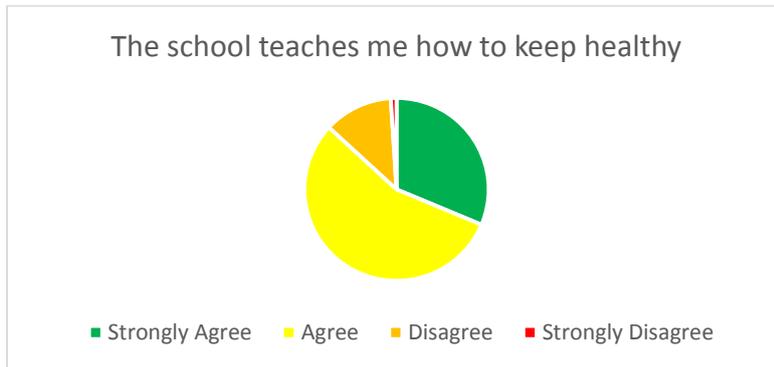
Around 80% of secondary pupils say that the school teaches them to be healthy with around a quarter of pupils strongly agreeing with this statement. 55% of key stage 3 pupils agree and 31% strongly agree with this statement, slightly higher than at key stage 4 where 56% agree and 16% strongly agree.

In primary schools, 96% of pupils say that the school teaches them to be healthy. This is a particularly high proportion of pupils.

All secondary pupils



Key stage 3 pupils



Key stage 4 pupils

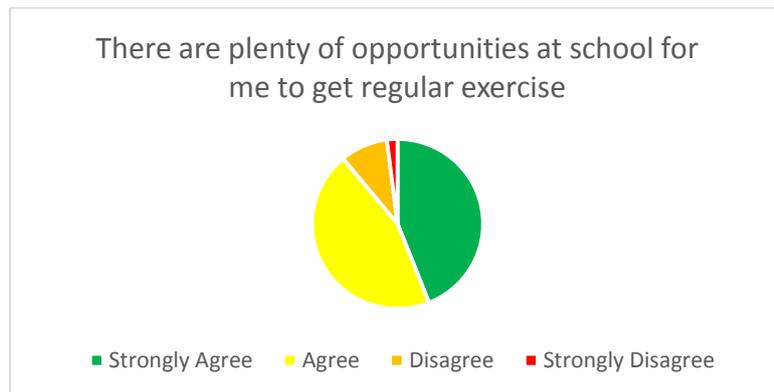


There are plenty of opportunities at school for me to get regular exercise.

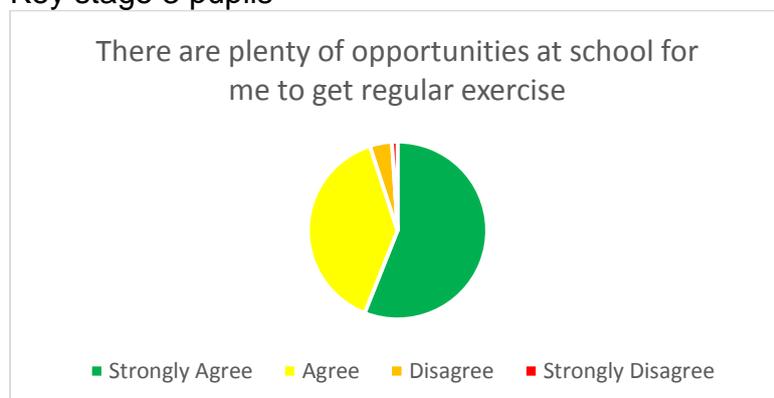
Around 90% of secondary pupils believe that there are plenty of opportunities for them to get regular exercise with 44% agreeing strongly with this statement. 39% of key stage 3 pupils agree and 55% strongly agree, slightly higher than at key stage 4 where 51% agree and 35% strongly agree. This may be due to the fact that in many schools at key stage 4 there is less time allocated to core physical education than at key stage 3.

In primary schools, 95% pupils say that there are plenty of opportunities at school for them to get regular exercise. This is a particularly high proportion of pupils.

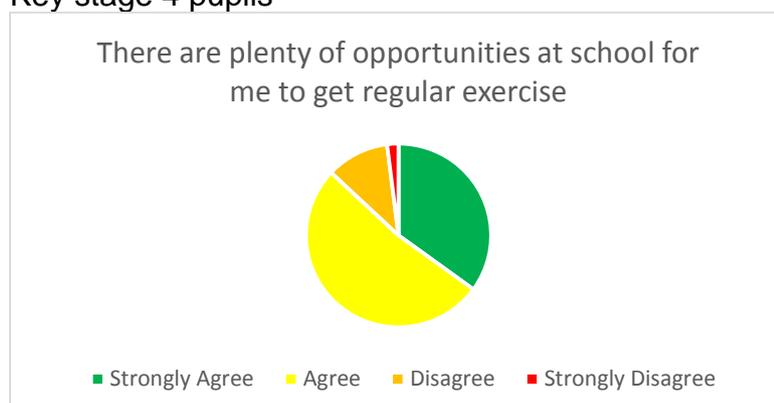
All secondary pupils



Key stage 3 pupils



Key stage 4 pupils



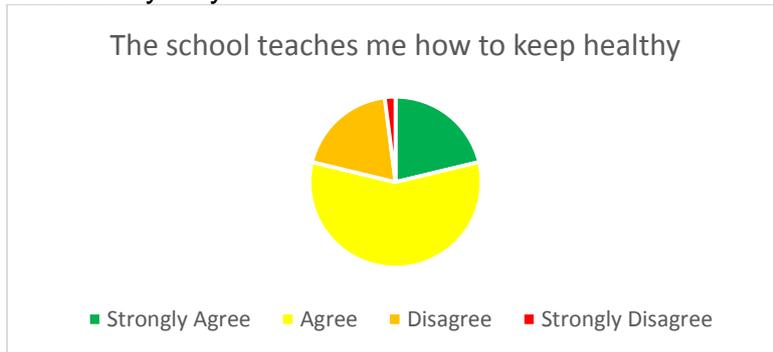
Differences in gender-based attitudes towards, and opportunities for, participation in physical activity in Wales.

The school teaches me how to be healthy

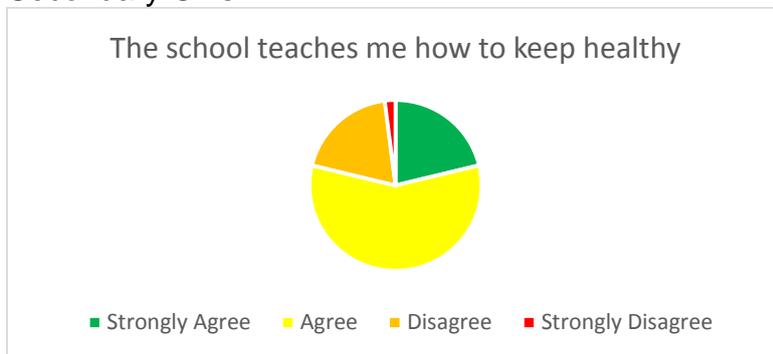
There is little difference between the proportions of girls and boys in secondary schools who agree and strongly agree with this statement. However, 25% of boys compared with 21% of girls strongly agree with the statement.

96% of boys and 97% of girls in primary schools agree that the school teaches them to be healthy.

Secondary Boys



Secondary Girls

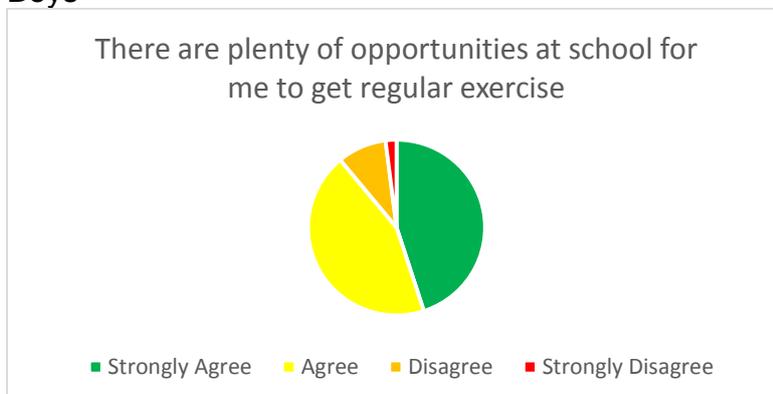


There are plenty of opportunities at school for me to get regular exercise.

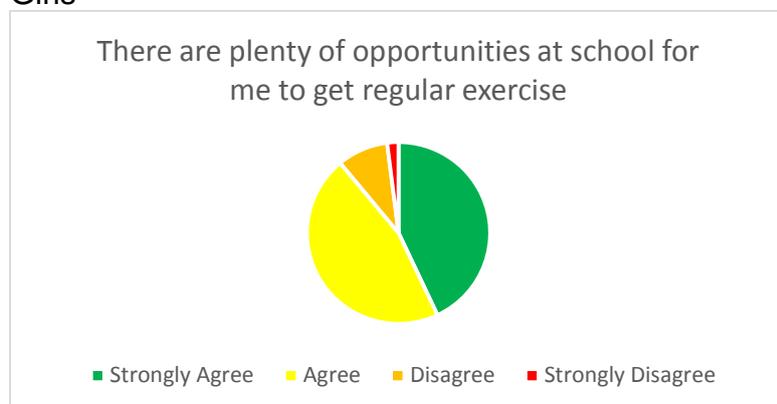
There is little difference between the proportions of girls and boys in secondary schools who agree and strongly agree with the statement at 89%. However, 45% of boys compared with 43% of girls strongly agree with the statement.

In primary schools, 95% of boys and 96% of girls agree that there are plenty of opportunities for them to get regular exercise.

Boys



Girls



The Estyn report on girls' participation in physical activity in schools (see below) noted that there are many factors that influence the take up of physical activities by girls in school. The historical development of sports, peer pressure, parental attitudes and the coverage of women's sport in the media all have an effect. The report stated that many physical education teachers offer a predominantly traditional team games programme and that many girls would prefer greater variety including more creative and fitness activities. As a result, in some schools, there are notable numbers of girls who find excuses to avoid participating in physical education, especially in key stage 4.

The report recommended that schools should acknowledge the importance of physical activity for all by raising the profile of sport and physical activity in school and show equal respect for girls' and boys' achievements and participation in physical education and sport. It also recommended that schools should consult with girls to offer the activities within the physical education curriculum that girls want to do and make a wider range of activities available, other than traditional team games, including at lunch times and after school.

Many schools have made notable progress in addressing these issues. The Estyn report on physical education in secondary schools (see below) stated that generally, schools are increasing the emphasis on creative and adventurous activities and health, fitness and wellbeing activities at key stage 3 and this has helped to engage girls more successfully. However, many of the underlying issues remain and continue to present a challenge to increasing levels of physical activity among this group of pupils.

Barriers to increasing the levels of physical activity among children in Wales, and examples of good practice in achieving increases in physical activity, and in engagement with hard to reach groups, within Wales, the UK and internationally.

There are potential barriers to increasing the levels of physical activity among children in Wales. These include reductions in the time allocated to physical education in both primary and secondary schools. At key stage 4, very few schools provide two hours of physical education as part of pupils' core provision and entitlement. The Estyn report on physical education in secondary schools (see below) stated that in almost all schools visited, key stage 4 pupils have just one hour of core physical education each week. This restricts opportunities for these pupils to become informed and competent participants in physical activity.

Schools have an important role to play in developing pupils' essential fundamental physical skills and competencies as well as developing a love for activity, fun, and competition that will support them to be active participants in sport and recreation.

In a minority of physical education lessons, there is often not enough emphasis on ensuring pupils are physically active for sustained periods, which is arguably a primary purpose of the subject. This is often because there is a greater focus on developing pupils' communication and leadership skills as well as their ability to analyse performance. Of course, these are important skills and good practitioners build these aspects seamlessly into their lessons without reducing the emphasis on developing pupils' physical competencies. However, too often teachers do not achieve a suitable balance and a lot of time is lost in tasks that are not suitably challenging or beneficial. The Estyn report on physical education in secondary schools (see below) stated that in a few lessons, pupils are not active enough and there is a lack of intensity in their work, which leads to a loss of interest.

Physical education lessons are complemented by the school's extra-curricular programme. Participation in such activities can help pupils experience at least two hours of physical activity and contribute to the more aspirational involvement in five sessions of 60 minutes each week. The Estyn report on physical education in secondary schools (see below) stated that most schools promote healthy lifestyles well. The 5x60 initiative has been successful in complementing the more traditional, largely team-based extra-curricular programmes most schools offered previously. The report indicated that activities such as aerobics, street dance, pilates, zumba and boxercise have had a positive impact on the participation levels of girls.

In many schools, these opportunities are enhanced by close links with local sports clubs and leisure centres. The Estyn report said that the 5x60 initiative has contributed well to improving and extending links with local sports clubs and organisations. The success of a particular activity has occasionally led to the establishment of a new community club, for example a tennis, street-dancing or girls' football club, often based at and making use of school facilities. However, too often there has not been a close enough link with local clubs and organisations, which could offer enthusiastic pupils a chance to develop their interests after and beyond school.

Despite these initiatives, there is a danger that those pupils who most need to attend such clubs are less likely to do so. This is perhaps because they have not developed the confidence and interest to get involved in exercise, sports and activities out of school. In

the majority of schools, the time available at lunchtime often restricts the range of clubs/activities offered to pupils. Similarly, in many rural communities transport requirements limit pupil participation in after-school activities.

A further potential barrier is that of teacher expertise. The Physical Education and School Sport (PESS) initiative was successful in improving the quality of teaching in primary schools and the consequently higher standards that pupils in these schools are achieving. Estyn's report on the progress in implementing the PE and School Sport Action Plan stated that large numbers of teachers have benefited from the extensive training programme for teachers, both through central and school-based in-service training organised by the Sports Council for Wales, in association with local authorities and initial teacher training institutions. Most larger primary schools make effective use of specialist teachers to deliver the PE programmes. Many other schools develop aspects of PE successfully through the use of outside providers such as Powys Dance group to deliver sessions to pupils during lessons and in after-school clubs. In very few primary schools, pupils lead physical activity sessions. For example, at one school the Bronze Ambassadors lead activity sessions successfully to develop pupils' physical skills and increase participation levels during the school day. These sessions include leading the 'hip hop' dance activity for foundation phase pupils. However, there remain issues over the competencies and experiences primary teachers acquire as part of their initial teacher training.

The role of schools, parents and peers in encouraging physical activity, and the role of Sport Wales, NHS Wales and Public Health Wales in improving levels of physical activity

There is no single solution to improving physical activity levels in children. It requires concerted joint action by a broad range of stakeholders including schools, local authorities, community sports clubs and associations, Sport Wales, NHS Wales and Public Health Wales. Parents arguably have the ultimate responsibility to encourage and support their children to be physically active. However, often the children who would benefit most from greater levels of physical activity come from families that are less able and perhaps less inclined to access the opportunities available to them.

Schools can make a notable contribution to improving pupils' physical activity levels. Many schools have suitable personal and social education programmes that help pupils understand how to make healthy choices relating to diet, physical activity and emotional wellbeing. In the best schools, senior leaders ensure that all pupils experience at least two hours of core physical education each week since they regard this as a basic entitlement for all pupils. These schools realise that pupils need to develop the motivation, confidence, physical competence, knowledge and understanding that provide the necessary foundations for lifelong participation in physical activity. If children do not develop the appropriate skills at a young age, then many will struggle to enjoy physical activity and thus not continue to participate or engage in activities outside the curriculum lessons. This has massive long-term implications for their health and well-being.

The best schools have well-structured physical education programmes and extensive opportunities for pupils to participate in an ever increasing range of stimulating sporting and recreational extra-curricular clubs and activities. These schools consult pupils regularly to make sure that the physical education programme and extra-curricular opportunities meet their needs and interests and that lessons and activities engage them successfully. This approach has been underpinned by opportunities provided by the Sport Wales schemes such as Dragon Sport and Multiskills, and the 5 x 60 programme. The best schools establish effective links, for example with local sports clubs. These links can provide valuable opportunities for pupils to pursue their particular interests, develop their skills and to engage in more challenging, competitive activities. A few schools have an extended school day that allows more time and better opportunities for pupils to participate in a broad range of physical activities.

It is essential that all schools support pupils to improve their fitness levels by keeping them physically active throughout all physical education lessons and engaging them in regular, high intensity vigorous activity for sustained periods of time. Teachers should also raise their expectations of what more able pupils are capable of achieving and provide them with suitably challenging, competitive activities that lead to high standards of performance.

An increasing number of schools across the UK and internationally have introduced specific initiatives such as the daily mile. This provides children with the freedom to run in the fresh air with their friends. It is an inclusive rather than a competitive event. Many children will mix running, jogging and walking. However, it allows pupils of all abilities to set personal targets and goals that they can achieve. This can have significant benefits to pupils' fitness levels and personal self-esteem as well as helping to establish good habits and a commitment to being physically active. It can also benefit children's mental, social and emotional health.

The Young Ambassadors scheme is a particularly beneficial initiative in developing the leadership skills of these young people. Young ambassadors are making a strong contribution to promoting the positive values of sport and through being the youth voice of sport in their schools and the community. They can be effective role models and can help to increase participation opportunities and healthy lifestyles for other pupils. Similarly those young people who undertake a qualification in sports leadership benefit significantly from developing effective communication and organisational skills. These leaders support teachers of younger pupils and those in primary schools through leading basic physical activities during lessons or as part of the extra-curricular programme. Often sports leaders are particularly effective in engaging and inspiring younger pupils through their enthusiasm and sporting skills.

In order to achieve these ambitions it is essential that all teachers in primary schools are competent to deliver physical education effectively on completion of their initial teacher training. It is also beneficial for these staff to be supported, where appropriate, by well-qualified, specialist teachers who can work with schools to

ensure high-quality provision. The challenge to teach physical education to primary level children, who may have widely different levels of ability and enthusiasm, by teachers with relatively little training is significant.

Evidence from Estyn's thematic reports

Girls' participation in physical activity in schools - July 2007

<http://www.estyn.gov.wales/thematic-reports/girls-participation-physical-activity-schools-july-2007>

In 2007, Estyn published a thematic report entitled 'Girls' participation in physical activity in schools'. This report was produced in response to a request from the Welsh Government for information on how well secondary schools have used different programmes and initiatives to help to increase girls' participation in physical activity.

The report noted that there are many factors that influence the take up of physical activities by girls in school. The historical development of sports, peer pressure, parental attitudes and the coverage of women's sport in the media all have an effect. The school curriculum and facilities also have an important role. The report stated that many physical education teachers offer a predominantly traditional team games programme and that many girls would prefer greater variety including more creative and fitness activities. As a result, in some schools, there are notable numbers of girls who find excuses to avoid participating in physical education, especially in key stage 4.

The report stated that to attract girls to participate more, sports facilities must meet the expectations that girls might have in the 21st century. Modern, high-quality, well-appointed changing rooms, including clean private shower areas and toilet facilities, and bright, attractive, safe areas for activities are essential for full and successful participation by girls. Similarly, the requirement to wear unfashionable physical education kit is often a barrier to girls' participation. In creative and fitness activities, where the formal school dress code has been relaxed or changed, the freedom for girls to wear their own choice of clothes, while still complying with hygiene and safety requirements, has led to increased participation. Physical education and sport activities are more likely to be pursued by pupils of both sexes when senior managers give health and fitness activities high priority and secure reasonable allocations of lesson time.

The report included a wide range of relevant recommendations including that:

- **Senior managers in schools should:** acknowledge the importance of physical activity for all by raising the profile of sport and physical activity in school; show equal respect for girls' and boys' achievements and participation in physical education and sport; improve changing and shower facilities; and ensure that indoor facilities are available throughout the school year.
- **Physical education teachers should** consult with girls and make every effort to offer the activities within the physical education curriculum that girls want to do; make a wider range of activities available, other than traditional team games, including at lunch times and after school; and ensure girls are comfortable with the kit selected for physical education whilst giving due consideration to hygiene and health and safety issues.

Progress in implementing the PE and School Sport Action Plan - May 2008

<http://www.estyn.gov.wales/thematic-reports/progress-implementing-physical-education-and-school-sport-action-plan-may-2008>

In 2008, Estyn published a thematic report evaluating the progress that had been achieved in implementing the PE and School Sport Action Plan. The initiative was introduced in 2001 in response to the action plan from the PESS task force. The evaluation was undertaken in the context of the Welsh Government's vision for a healthier and better educated country, expressed in 'One Wales: A progressive agenda for the government of Wales' (2007). The PESS initiative had a number of strands that included raising standards in physical education in the curriculum; making sure that initial teacher education and training gives trainees the necessary confidence, knowledge, skills and understanding to teach physical education; and establishing accredited continuing professional development programmes in physical education for all teachers.

The report judged that standards in physical education have improved in almost all schools that have been involved with the initiative for some time. Standards are improving very quickly in the primary schools in the newer development centres. It stated that pupils are acquiring a much greater awareness of personal health and well-being and of the importance of regular physical activity. In these schools, pupils of all ages know about the physical, social and mental benefits of physical activity and can explain the importance and benefits of exercise to a healthy lifestyle.

The report stated that work on the key stage 2 and 3 transition has been one of the of the most successful strands of the PESS initiative. This work has had a considerable impact on the quality of teaching and learning across partnership schools. Large numbers of teachers have benefited from the extensive training programme for teachers, both through central and school-based in-service training organised by the Sports Council for Wales, in association with local authorities and initial teacher training institutions.

The most apparent long-term benefit and sustainable aspect of the initiative has been the improvement in the quality of teaching in primary schools and the consequently higher standards that pupils in these schools are achieving. In addition, the impact of the work of the specialist projects such as dance and gymnastics will be sustainable after the life of funding for PESS because there will be many trainers and mentors across Wales who can support schools, as and when required.

Physical Education in secondary schools – February 2012

<http://www.estyn.gov.wales/thematic-reports/physical-education-secondary-schools-february-2012>

In 2012, Estyn carried out a thematic report on 'Physical Education in secondary schools'. The report was undertaken in the context of the Welsh Government's vision for a physically active and sporting nation as outlined in its strategies 'Climbing Higher' and 'Creating an Active Wales'. These documents identified well-delivered and appropriately designed physical education programmes, complemented by a range of school-based activities, as critical factors in helping children and young people to live active lives and become active adults.

- The report stated that generally, schools are increasing the emphasis on creative and adventurous activities and health, fitness and wellbeing activities at key stage 3 and this has helped to engage girls more successfully. Most schools promote healthy lifestyles well. The 5x60 initiative has been successful in complementing the more traditional, largely team-based extra-curricular programmes most schools offered previously.
- Standards were good or better in around two-thirds of lessons observed for this survey and broadly similar at key stage 3 and key stage 4. In many lessons, pupils recall previous learning well and understand key concepts. They make good progress in developing and refining their subject-specific skills and in acquiring wider skills.
- At key stage 3, pupils make good progress in health, fitness and wellbeing activities. Many pupils have a sound appreciation of the short-term and long-term effects of exercise on the body. In a few cases, pupils display a well-developed understanding of the key principles that underpin health and fitness.
- In about a third of lessons observed, there are shortcomings in the standards pupils achieve. In particular, more able key stage 3 pupils do not make as much progress as might be expected. In key stages 3 and 4, the most common shortcomings in the standards that pupils attain are their:
 - poorly co-ordinated and controlled movements and actions;
 - difficulties in transferring skills successfully from practice to game situations; and
 - lack of confidence in developing ideas or solutions to problems.
- Teaching is good or better in about three-quarters of lessons observed. In many cases, teachers plan learning activities that keep pupils physically active and enable them to compete at an appropriate level; build on previous learning and help pupils move forward at the right pace; and develop pupils' understanding of key principles, terminology and technique.
- In many lessons, pupils are physically active although the degree of intensity varies according to the nature of the activity. However, in a few lessons, pupils are not active enough and there is a lack of intensity in their work, which leads to a loss of interest.

- Most schools offer pupils a wide range of extra-curricular opportunities. The 5x60 initiative has been successful in complementing the more traditional, largely team-based programmes most schools offered previously. New activities such as aerobics, street dance, pilates, zumba and boxercise have had a positive impact on the participation levels of girls. 5x60 initiative has also contributed well to improving and extending links with local sports clubs and organisations. The success of a particular activity has occasionally led to the establishment of a new community club, for example a tennis, street-dancing or girls' football club, often based at and making use of school facilities. However, too often there has not been a close enough link with local clubs and organisations, which could offer enthusiastic pupils a chance to develop their interests after and beyond school.
- In many schools, key stage 3 pupils receive two hours of physical education each week. This is generally the case in each year group although, in a few schools, Year 9 pupils have less than two hours a week. Most schools are increasing the emphasis on creative and health, fitness and wellbeing activities as well as adventurous activities. In many schools, modifications to the curriculum have helped engage girls more successfully. This has been achieved through greater emphasis on creative aspects and health, fitness and wellbeing activities that include activities such as aerobics, pilates and street dancing.
- At key stage 4, very few schools provide two hours of physical education as part of pupils' core provision and entitlement. In almost all schools visited, key stage 4 pupils have just one hour of core physical education each week. This restricts opportunities for these pupils to become informed and competent participants in physical activity.

The report recommended that to improve standards of physical education at key stage 3 and key stage 4:

Physical education departments should make sure that lessons provide suitable opportunities for pupils to keep physically active and engage in sustained physical activity;

Local authorities should use the 5x60 initiative to promote more effective links with local clubs and organisations to promote healthy lifestyles and lifelong participation in sport and physical recreation;

Y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon

Ymchwiliad i weithgarwch corfforol ymhlith plant a phobl ifanc –
trafodaethau grŵp ffocws gyda rhanddeiliaid, 25 Ionawr 2018

Trafodaethau gyda chynrychiolwyr Ramblers Cymru, Plant yng Nghymru, Chwarae
Cymru a'r Sefydliad Iechyd Meddwl

Rhwystrau

- Angen edrych ar yr hyn sy'n achosi i blant beidio â bod yn gorfforol egnïol.
- Yn yr ysgol uwchradd, yr un amlwg yw pwysau gan gyfoedion. Os mai chi yw'r unig un yn eich grŵp sydd â diddordeb mewn bod yn gorfforol egnïol yna mae'n anodd cymryd rhan.
- Rhai o'r rhwystrau – emosiynol neu gymdeithasol – sy'n atal pobl ifanc rhag bod yn gorfforol egnïol, er enghraifft bod dros bwysau neu fod â chreithiau o ganlyniad i hunan-niweidio, ddim yn dda iawn mewn chwaraeon (hunan-barch isel).
- Effaith tlodi – cymunedau heb gyfle hy dim ardaloedd chwarae neu leoedd i fynd iddynt; fodd bynnag, mae rhai ardaloedd sy'n fwy difreintiedig yn economaidd gymdeithasol yn sôn am fwy o gyfleoedd chwarae.
- Nid oes arwyddion da ar lwybrau troed. Nid yw pobl yn hyderus i ddefnyddio'r llwybrau.
- Deilliannau sy'n gyrru'r ddarpariaeth gwasanaeth; os ydych chi'n gosod y deilliannau fel cael mathemateg a Saesneg, dyna fydd yr ysgolion yn canolbwyntio arno.
- Enghraifft o ddwy ferch a oedd am chwarae pêl-droed ond yn wynebu agweddau gwahaniaethol gan fechgyn yn y tîm; nid oedd yr hyfforddwr yn helpu gan ei fod yn eu dewis nhw olaf oherwydd eu bod yn ferched.

Rôl oedolion/rhieni/teuluoedd

- Mae oedolion yn llai goddefgar o ran plant yn chwarae tu allan (dim arwyddion gemau pêl, ac ati).
- Mae rhieni'n fwy ofnus am eu plant yn chwarae tu allan naill ai oherwydd peryglon posibl neu oherwydd agweddau pobl eraill (cael eu gweld fel niwsans).
- Weithiau nid oes gan rieni sy'n gweithio'n llawn amser yr egni i gymryd rhan mewn gweithgarwch corfforol; nid ydynt yn fodolau rôl da.

- Angen dull 'teulu cyfan'.

Effeithiolrwydd addysg chwaraeon mewn ysgolion uwchradd

- Nid yw'r amgylchedd yn addas ar gyfer gweithgarwch annibynnol yn enwedig ar gyfer y grŵp oedran iau.
- Mae'r ffocws ar gyrhaeddiad a chyflawniad.
- Gall amser cinio fod yn fyr iawn – mae rhai plant yn methu cinio/cael byrbryd fel bod ganddynt fwy o amser i chwarae.
- Dydy rhai ysgolion ddim yn gweithredu eu cardiau prydau ysgol am ddim tan amser cinio, felly mae rhai plant yn mynd heb fwyd drwy'r bore – nid yw hynny'n dda ar gyfer lefelau egni.

Oriau ysgol

- Ddim o reidrwydd yn cytuno ag ymestyn y diwrnod ysgol ond hoffwn weld un prynhawn yr wythnos yn cael ei neilltuo ar gyfer 'amser gweithgarwch'.
- Yn hoffi gweld mynediad am ddim at gyfleusterau ar ôl oriau ysgol (mae Chwarae Cymru wedi bod yn gweithio gyda theuluoedd yn Butetown i ddarparu mynediad i faes chwarae'r ysgol am awr ar ôl ysgol).
- Gellid cyflwyno'r Pum Ffordd at Lesiant yn ystod hyfforddi darpar athrawon.
- Bydd yr adolygiad o'r cwricwlwm yn darparu cyfleoedd ar gyfer newid.
- Nid oes angen i chi fesur yr effaith y caiff gweithgarwch corfforol ar blant ond mae angen bod yn greadigol ynghylch yr hyn a fesurwn.
- Ni fydd y plant yn dysgu oni bai eu bod mewn lle da yn feddyliol.
- Yn aml, y plant sydd â phroblemau iechyd meddwl/problemau ymddygiadol yw'r rhai a gedwir i mewn yn ystod amser egwyl fel cosb am amharu ar ddsbarthiadau ond nhw yw'r mwyaf tebygol o elwa o weithgarwch corfforol.
- Hefyd, mae problem ar gyfer plant ag anghenion dysgu ychwanegol gan fod hyfforddiant/cymorth ychwanegol yn digwydd yn aml yn ystod amser egwyl/amser cinio.

Blaenoriaethau

- Angen cydraddoldeb rhwng llesiant corfforol ac emosiynol a chymdeithasol.
- Methu mynd i'r afael â gordewdra yn unig.
- Cydnabod manteision gweithgarwch ar iechyd meddwl.
- Pum ffordd at **lesiant** – mae angen cael dealltwriaeth ar draws pawb sy'n gweithio gyda phlant (addysg, gofal cymdeithasol, iechyd, ac ati).
- Nid yw'n ymwneud ag ysgolion yn unig – os oes gan rieni arferion gwael mae hynny'n adlewyrchu ar y plant. Rhaid mynd i'r afael â'r peth yn gyffredinol.
- Mae angen golwg systemig ar weithgarwch corfforol.



- Dylai fod yn ymwneud â chwaraeon i bawb nid chwaraeon er rhagoriaeth.
- Angen canfod cydbwysedd rhwng y rhai sy'n rhagori a'r gweddill.
- Beth am ddeilliannau ar gyfer ffitrwydd a llesiant emosiynol? Pum Ffordd at Lesiant – defnyddiwch y rheini fel mesurau i edrych ar sut mae hynny'n gweithio o fewn ysgolion.

Addysg Gorfforol yn y cwricwlwm

- Ymestyn y diwrnod ysgol i ganiatáu mwy o weithgarwch corfforol – byddai'n anodd iawn i athrawon – byddai angen i athrawon dderbyn y syniad. Gallai fod yn gostus pe bai'n ffurfiol.
- Byddai gwell defnydd a mynediad i dir yr ysgol i blant wneud yr hyn maen nhw am ei wneud yn y gofod hwnnw – yn cyfrannu at well ymdeimlad o gymuned.
- Angen galluogi pobl ifanc i wneud rhywbeth y tu allan i'r ysgol. Nid yw bod yn gorfforol egnïol yn ymwneud â chael lle ar dîm ond am wneud rhywbeth sy'n rhoi plaser i chi.
- Dylai'r pwyslais fod ar fwynhad a hwyl.
- Mae'r ymgyrch Milltir y Dydd wedi gwneud gwahaniaeth go iawn ond dim ond ar lefel ysgol gynradd y mae'n bodoli.
- Mae angen i ysgolion allu cynnig pethau sy'n gorfforol egnïol ond nid o reidrwydd yn chwaraeon ee dawnsio.
- ADY – mae angen sicrhau bod pob plentyn yn gallu cymryd rhan.

Chwarae fel gweithgaredd

- Mae ffocws ar chwarae yn bwysig. Mae'n cyfrannu at iechyd meddwl a chydlyniant cymunedol.
- Nid oes gennym astudiaethau hydredol ar lefelau gweithgarwch trwy chwarae ond gwyddom fod chwarae yn cyfrannu at lefel gweithgarwch corfforol plant.
- Pan fydd plant yn dechrau yn yr ysgol uwchradd, dim ond 11 oed ydyn nhw ac maent am gael cyfleoedd i chwarae o hyd.
- Mae tueddiadau cymdeithasol modern wedi lleihau'r tebygolrwydd y bydd plant yn chwarae – mwy o ddefnydd o'r sgrin, cymdogaethau lle mae cyflymder a swm y traffig wedi cynyddu. Angen edrych ar yr hyn sydd wedi digwydd yn ein cymunedau i atal plant rhag chwarae tu allan.
- Cyfraniad yr amgylchedd lleol – swm a chyflymder traffig, ceir wedi'u parcio, dim lle i chwarae.
- Mae Chwarae Cymru wedi datblygu pecyn cymorth i gefnogi awdurdodau lleol, cynghorau tref a chymuned, gwleidyddion ar bob lefel, cynllunwyr mannau agored, cymdeithasau tai a rheolwyr parciau a meysydd chwarae wrth ddatblygu ac uwchraddio mannau chwarae hygyrch.



- Maent hefyd wedi treialu cynllun mewn rhan o Gaerdydd dros yr haf lle cafodd y stryd ei chau yn rhannol am nifer o oriau i ganiatáu i blant chwarae.

Argymhellion

- Ymgyrch iechyd y cyhoedd sy'n rhan o hyfforddiant unrhyw un sy'n gweithio gyda phlant a phobl ifanc i feddwl am iechyd a llesiant meddyliol.
- Cymhellion i ysgolion.
- Dyfeisio KPIs mesuradwy i gynnwys llythrennedd emosiynol.

Trafodaethau gyda chynrychiolwyr Undeb Rygbi Cymru, Cymdeithas Chwaraeon Cymru, Criced Morgannwg a Chriced Cymru, a Phêl-rwyd Cymru

Profiadau i blant

- Mae'r profiad cyntaf i berson ifanc yn allweddol, ac mae'r profiad cyntaf hwnnw yn aml o fewn yr amgylchedd ysgol.
- Dylai chwaraeon a gweithgarwch egniol fod yn hwyl, yn gymdeithasol ac yn bleserus ac yna bydd plant yn parhau i'w wneud.
- Mae angen i ni annog plant i 'roi cynnig arni', ac mae angen i ni annog a hyrwyddo gwaith tîm.
- Ni fydd mwyafrif y plant yn cael eu hunain ar bodiwm felly mae'n bwysig bod ffocws ar weithgareddau hwyliog i'r mwyafrif.
- Dylai fod llai o bwyslais ar sgiliau technegol.
- Mae'n bwysig tynnu sylw at lwyddiant a chyflawniad personol a siarad amdano.
- Mae angen i ni alluogi plant i deimlo'n bersonol gyfrifol am wneud eu hawr o weithgarwch egniol bob dydd.
- Mae angen i ni gyfeirio plant ysgol at weithgareddau y tu allan i'r ysgol.

Rolau traddodiadol wedi'u diffinio yn ôl rhyw a sut i gynyddu cyfranogiad gan ferched

- Mae'r amser wedi newid ac ni ddylem nawr gael chwaraeon i fechgyn a chwaraeon i ferched.
- Mae modelau rôl sy'n fenywod yn bwysig iawn i annog merched i fanteisio ar chwaraeon a pharhau â hwy a gweithgareddau eraill.
- Ar gyfer merched yn arbennig, mae'n rhaid i'r gweithgareddau fod yn hwyl ac yn gymdeithasol.
- Mae angen i ni ystyried yr iaith a'r termau a ddefnyddir, hy cyfeirio at 'weithgarwch' ac nid 'chwaraeon' wrth siarad â merched.
- Mae systemau cyfeillio yn bwysig iawn, yn enwedig i ferched.
- *Ein Sgwad* – mae tystiolaeth yn dangos bod merched yn fwy tebygol o wneud rhywbeth os oes ganddynt gyfaill.



- Datblygodd URC yr hashnod 'dewch â'ch ffrind gorau' ar gyfer cyfryngau cymdeithasol wrth hyrwyddo digwyddiadau.

Y rhieni a'r teulu

- Mae profiad rhiant yn cael effaith enfawr ar gyfranogiad a brwdfrydedd plant.
- Mae Dr Camilla Knight (Prifysgol Abertawe) yn edrych ar brofiadau rhieni ac ymgysylltu gan rieni.
- Mae gwir angen i ni addysgu rhieni.
- Mae angen i ni chwalu'r disgwyladau traddodiadol ynghylch rolau, hy gall dad fod yn hyfforddwr pêl-rwyd
- Mae angen cymorth teuluol; ni allwch geisio gwella profiad yr ysgol yn unig.

Profiad yr ysgol

- O ran profiad yr ysgol, mae angen i ni ganolbwyntio'r ymdrechion ar ysgolion cynradd, lle mae angen gwella nifer ac ansawdd y cyfleoedd.
- Mae diwylliant ysgolion ac ansawdd y ddarpariaeth yn hanfodol.
- Mae yna ddewis cyfyngedig o weithgareddau chwaraeon ar gael mewn ysgolion; mae angen dewis llawer ehangach.
- Mae loteri cod post gydag ysgolion; mae arweinyddiaeth yn bwysig iawn a gall gael effaith niweidiol neu bositif.
- Mae angen KPIs – mesur meintiol o faint mae ysgolion yn cyflawni; mesur ansoddol o'r hyn mae'r ysgolion yn ei gynnig a beth yw'r adborth gan blant.
- Mae angen ymrwymiad cyfannol gan ysgolion.
- Dylai ysgolion gael eu cymell i ddarparu mwy o weithgarwch corfforol.
- Mae gofal plant ar ôl ysgol yn rhwystr i rieni; gallai ysgolion ddarparu cyfleoedd am weithgarwch ar ôl ysgol am ddim.
- Dylid ymchwilio i ddiwrnod ysgol hwy, nid yn unig ar gyfer Addysg Gorfforol, ond dylai amser fod ar gael ar gyfer gweithgareddau corfforol a diwylliannol amrywiol.
- Ni ddylid ystyried AG fel baich; rhaid iddo fod yn hwyl.
- Dylid cysylltu'r Filtir y Dydd â thechnoleg, hy Fitbit y dosbarth, a chario canlyniadau drwyddo i wersi eraill i'w harchwilio, hy gwersi TG.
- Fitbit y Dosbarth – ee faint o gamau y mae Charlie wedi'u gwneud heddiw; a allwn ni weithio allan ym mha wersi oedd ef pan gerddodd fwyaf.
- Peilot mewn ysgol yn Sir Fynwy – mae'r adran TG wedi cynnig dronau i fonitro gweithgareddau mewn gwersi Addysg Gorfforol.
- Dylem ymchwilio i gymell cyfraniad allgyrsiol/cyffredinol gan blant mewn gweithgarwch corfforol.



Rôl athrawon

- Un brif broblem – nid yw pob athro mewn ysgolion cynradd yn athrawon AG cymwysedig, neu wedi cael hyfforddiant digonol, ac nid ydynt yn gallu darparu profiadau o ansawdd.
- Mae lefelau gweithgarwch mewn ysgolion cynradd yn amrywiol ac yn anghyson, ac yn dibynnu ar hyfforddiant/profiad yr athro/athrawes sy'n gyfrifol.
- Mae hyfforddi athrawon yn allweddol.

Y cwricwlwm

- Mae llythrennedd corfforol yn allweddol.
- Dylai llythrennedd corfforol gael ei ymgorffori yng nghwricwlwm yr ysgol; byddai hyn yn cyflawni'r gofynion ac yn dilyn ysbryd y Ddeddf Llesiant Cenedlaethau'r Dyfodol.
- Dylai chwaraeon a gweithgarwch corfforol fod yn rhan o'r cwricwlwm craidd, a'u hasesu gan Estyn.
- Os na chaiff ysgolion eu hasesu ar rywbeth nid ydynt yn cael eu gwthio i'w gyflawni.
- Ni ddylai cyfleoedd ar gyfer gweithgarwch corfforol gael eu cyfyngu i wersi AG.

Rôl grwpiau/sefydliadau chwaraeon

- Mae grwpiau/sefydliadau chwaraeon yn canolbwyntio ar brofiadau yn y gymuned.
- Mae angen cydweithio ar draws yr holl grwpiau chwaraeon.
- Mae StreetGames a Parkrun yn fentrau gwyb; mae angen mwy o'r rhain arnom.
- Mae angen diffinio'r hyn y gallai pob camp ei wneud yn dda iawn i wella'r profiad cyffredin i bob plentyn.
- Dylai ysgolion ganiatáu i grwpiau/sefydliadau chwaraeon ddod i mewn i ysgolion i gyflwyno/cefnogi dosbarthiadau.
- Gall grwpiau/sefydliadau chwaraeon helpu gydag addysg fwy ffurfiol; gallant fynd i mewn i ysgolion i gyflwyno gwersi chwaraeon/gweithgarwch.
- Enghraifft – cynigiodd un clwb criced yng Nghaerdydd fynd i ysgolion yng Nghaerdydd i gyflwyno gwersi criced/gweithgareddau seiliedig ar griced, ond dim ond dwy a atebodd; dywedodd un 'dim diolch' ac ni wnaeth y llall dderbyn y cynnig oherwydd nad oedd 'criced' yn rhywbeth a asesir gan Estyn.
- Mae Chwaraeon Cymru yn gwthio llythrennedd corfforol.
- Gallai grwpiau chwaraeon weithio gyda'r BMA a RCN i addysgu staff, a all wedyn hysbysu eu cleifion.

Rôl y gymuned



- Dylem agor ysgolion i'r gymuned, a throi'r ysgol yn ganolfan.
- Mae'r Iseldiroedd, Seland Newydd ac Awstralia yn defnyddio'r gymuned fel hyb.
- Enghraifft wych yn Hampshire – rhoddir allweddidi adeilad ysgol i fenter gymdeithasol ar ddiwedd diwrnod swyddogol yr ysgol, ac mae'r fenter wedyn yn trefnu ac yn cynnal gweithgareddau ar gyfer y gymuned. Mae gan yr enghraifft hon strwythurau cyfreithiol a llywodraethu priodol ar waith
- Dylai ysgolion agor eu cyfleusterau i'r gymuned; gwyddom fod gwrthwynebiad gan ysgolion i wneud hyn.
- Dylem fapio'r cyfleusterau sydd ar gael yn ein cymunedau.
- Nid yw awdurdodau lleol yn cau cyfleusterau hamdden lleol yn helpu'r broblem ehangach.

Rôl technoleg a'r cyfryngau

- Mae'r cyfryngau cymdeithasol yn bwysig iawn; gwelwyd hyn eisoes yn ymchwil iechyd y cyhoedd yn America.
- Mae angen i ni wneud mwy o ddefnydd o dechnoleg.
- Mae arnom angen ymgyrch 'darlun mawr' cenedlaethol sy'n ymddangos yn y cyfryngau traddodiadol a'r cyfryngau cymdeithasol.
- Mae angen gwell ariannu ar *Ein Sgwad* i'w wneud yn ymgyrch genedlaethol sy'n mynd i mewn i bob cartref.
- Mae angen mwy o sylw yn y cyfryngau i hyrwyddo enghreifftiau da; dangoswyd bod y darlledu ar y botwm coch wedi gweithio gyda phêl rwyd.

Rôl y Llywodraeth a chyrff cyhoeddus

- Mae angen i ysgolion/y llywodraeth wrando ar blant a'r hyn maen nhw am ei wneud.
- Mae arnom angen newid ar lefel genedlaethol er mwyn cael effaith ddramatig.
- Nid yw'r seilwaith yn ffafriol o ran beicio neu gerdded fel opsiynau cymudo.
- Mae Cyfoeth Naturiol Cymru, Iechyd Cyhoeddus Cymru a Chwaraeon Cymru yn dod at ei gilydd ond mae'n rhy araf ac mae angen iddo ddigwydd yn gynt.
- Nid yw Iechyd Cyhoeddus Cymru wedi cydlynu'r ymdrech i gysylltu pethau; nid oes ganddo ddiddordeb yn yr hyn y gall chwaraeon/gweithgarwch corfforol ei gynnig.
- Nid yw'r Memorandwm o Ddealltwriaeth rhwng Iechyd Cyhoeddus Cymru a Chwaraeon Cymru yn cael unrhyw effaith.
- Nid atal yw blaenoriaeth iechyd cyhoeddus; mae'n gwrthwynebu risg yn llwyr.
- Mae'r sector iechyd eisiau mwy a mwy o dystiolaeth bod gweithgarwch corfforol yn gweithio fel mesur atal.



- Mae rhagnodi cymdeithasol yn bwysig; dylem gyfeirio pobl at weithgareddau yn eu hardal.
- Mae staff rheng flaen y GIG yn adnodd nad yw'n cael ei ddefnyddio.
- Mae'r gost yn rhwystr anferth, ond nid oes angen i'r gweithgareddau fod yn ddrud, ac mae angen i ni weithio'n ddoethach gan nad yw'n ymwneud yn llwyr â mwy o arian.
- Mae angen labelu coch/ambr/gwyrdd ar gyfer chwaraeon a gweithgareddau, hy mae 30 munud o tag yn llosgi digon o galoriau ar gyfer bar o siocled.

Trafodaethau gyda chynrychiolwyr Diabetes UK Cymru a Choleg Brenhinol y Llawfeddygon

Sylwadau Cyffredinol

- Mae technoleg ddigidol a chyfryngau cymdeithasol yn cyfrannu at yr argyfwng gordewdra ac amgylcheddau eisteddog, ond mae cyfle i'w defnyddio'n bositif fel cymhelliant
- Mae angen i rieni gymryd rhan weithgar wrth gynyddu lefelau gweithgarwch eu plant, mae angen cynnwys y teulu cyfan
- 'Mae'n ymwneud â symud a pheidio â bod yn eisteddog'

Ysgolion

- Mae ysgolion yn dueddol o ganolbwyntio ar blant sy'n rhagori ac yn cystadlu mewn chwaraeon elitaidd
- 'Dylai fod yn ymwneud â gweithgarwch corfforol nid chwaraeon'
- 'Mae AG nawr i lawr i 2/3 gwaith yr wythnos'
- Mae 'ysgolion yn allweddol', angen dechrau mewn ysgolion cynradd
- Mae gwersi gweithgarwch corfforol wedi lleihau dros amser mewn ysgolion
- Yn Awstralia maen nhw'n gwneud awr o weithgarwch corfforol bob dydd yn yr ysgol
- Roedd y cyfranogwyr yn hoffi'r syniad o ysgol yn rhoi cymhellion ariannol ar gyfer presenoldeb, ac efallai'n gwneud rhywbeth tebyg am fod yn gorfforol egniol, gyda fit bits neu appiau ffôn symudol ac ati.
- Dylai fod gan ysgolion KPI ar weithgaredd corfforol. 'Dylai Estyn fonitro lefelau gweithgarwch corfforol yn yr un modd â phresenoldeb'
- Mae ysgolion yn gwerthu caeau chwarae yn broblem
- Mae 'Beat the streets' yn y Cymoedd yn fenter dda i annog cerdded i'r ysgol
- Trafodwyd ymweliad Aelodau'r Pwyllgor ag Ysgol Bassaleg lle roedd pob plentyn yn cael ei asesu ac yn cael rhaglen ymarfer wedi'i theilwra – roedd y cyfranogwyr



o'r farn bod hwn yn swnio fel 'model gwych' ac y byddech wedyn yn gallu adnabod plant 'mewn perygl' a'u cefnogi

Data

- Mae bylchau mawr yn y data ar lefelau gweithgarwch corfforol. Maent yn cefnogi galwadau i ymestyn y Rhaglen Mesur Plant i wella casglu data, y tu hwnt i 4–5 oed.

Diet

- Mae 'deet yn broblem llawer mwy', ni ellir edrych ar weithgarwch corfforol ar ei ben ei hun, mae angen canolbwyntio ar ddiet ac ymarfer corff
- Mae angen rheoleiddio'r diwydiant bwyd, mae rôl i Lywodraethau wrth fynd i'r afael â hyn
- Gall deddfwriaeth gyfyngu ar y diwydiant bwyd o ran cynhwysion
- Gall Llywodraeth Cymru osod safonau maeth mewn ysgolion a chael gwared â bwydydd sothach mewn peiriannau gwerthu cyhoeddus, ond beth am gartref?
- Cyfyngu ar hysbysebu bwyd sothach, gwahardd archfarchnadoedd yn arddangos siocled ger y tiliau
- Gwahardd peiriannau gwerthu bwyd sothach mewn ysgolion ac ysbytai
- Rhowch galoriau ar fwydlenni? Gellid dysgu o sgoriau hylendid bwyd
- Dylid dysgu gwersi o ysmegu, mae wedi denu stigma yn llwyddiannus. Angen newid diwylliant tebyg o ran diet a bod yn gorfforol egniol.

Cynllunio a seilwaith

- Mae yna bethau y gallwch eu hargymell o ran seilwaith cynllunio, llwybrau beicio a cherdded o gwmpas ysgolion ac ati
- Cynllunio o gwmpas ysgolion, Asesiadau Effaith ar Iechyd
- Gallu atal siopau bwyd cyflym rhag agor o amgylch ysgolion

Gordewdra a diabetes

- Mae gennym y lefelau uchaf o ordewdra a diabetes mewn rhai ardaloedd, yn Nhorfaen mae'n 10% o'r boblogaeth.
- Nodwyd y dylai'r ymchwiliad hwn fwydo i'r strategaeth ordewdra sydd ar ddod, a chynhyrchodd Cynghair Gordewdra Cymru **bapur polisi** gyda 18 o argymhellion ar gyfer y strategaeth.
- Ni wnaed unrhyw beth gyda'r llwybr gordewdra ers iddo gael ei gyflwyno yn 2010, heblaw Ymchwiliad y Pwyllgor Iechyd a Gofal Cymdeithasol blaenorol i wasanaethau bariatrig yn 2014.



- Dywedodd Coleg Brenhinol y Llawfeddygon fod 'pobl ifanc yn cael eu cyfeirio ataf gyda 75%, 80% o fraster corff ac nad oes neb wedi dweud wrthynt y byddwch yn farw o fewn 5 mlynedd' [os na fyddwch chi'n newid]
- Mae diabetes Math 2 yn digwydd yn iau, dim ond mewn pobl dros 40 oed (a elwir yn 'dechrau yn ystod aeddfedrwydd') y byddech yn ei weld yn y gorffennol, ond rydyn ni nawr yn ei weld ymhlith plant a phobl ifanc, gwelais rywun 10 oed gyda'r clefyd.
- Yng Nghaerdydd, nid oes unrhyw beth i gyfeirio plant rhwng 7-11 oed ato, a dim triniaeth briodol, felly os ydynt yn 7 oed [ac yn ordew, gyda diabetes math 2], byddai'n rhaid iddynt aros 4 blynedd cyn y gallent fynd ar y cynllun atgyfeirio ymarfer corff cenedlaethol. Mae'r cyffuriau ar gyfer triniaeth yn rhy ymosodol i blant ac nid oes unrhyw wasanaethau i'r ymgynghorydd pediatreg eu hatgyfeirio atynt. Mae angen cymorth llawer mwy dwys ar y plant a'r bobl ifanc hyn.
- Bydd arbedion ataliol wrth leihau gordewdra a diabetes - ar hyn o bryd mae diabetes yn 10% o wariant y GIG, ac mae 80% o hyn yn cael ei wario ar gymhlethdodau a allai fod wedi eu rheoli gan ddiet.
- Mae gan Iechyd Cyhoeddus Cymru rôl, gydag ymgyrchoedd ymwybyddiaeth y cyhoedd ac ati.
- Mae'r negeseuon cyfredol ar ordewdra yn 'eithaf meddal' ac 'ddim yn ddigon brawychus', 'edrychwch ar y lluniau syfrdanol ar sigarêts ...', 'mae angen i ni ddefnyddio tactegau codi ofn'



Y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon

Ymchwiliad i weithgarwch corfforol plant a phobl ifanc – trafodaethau gyda disgyblion a staff Ysgol Bassaleg, 7 Rhagfyr 2017

Trafodaethau gyda'r disgyblion ysgol

Grŵp o lysgenhadon ifanc

- Roedd y grŵp yn cynnwys llysgenhadon ifanc¹.
- Rhan o rôl y llysgenhadon yw bod yn llais i ddisgyblion nad ydynt yn hoffi chwaraeon.
- Mae'r llysgenhadon wedi bod yn gweithio gyda Phrifysgol Casnewydd ar sgiliau cyfathrebu ac adeiladu tîm i'w helpu i ymgysylltu â disgyblion eraill, yn enwedig y rhai nad oes ganddynt ddiddordeb mewn chwaraeon.
- Mae gan yr ysgol lawer o gyfleusterau ond nid yw pob un yn addas ar gyfer anghenion disgyblion.
- Mae cyfleusterau a chyfarpar wedi dyddio.
- Mae angen mwy o gyfleusterau dan do.
- Defnyddir caeau pêl-droed ar gyfer gemau yn unig.
- Nid oes cludiant ar gael ar gyfer gweithgareddau ar ôl ysgol. Rhaid i chi ddibynnu ar rieni neu gerdded.
- Ym Mlwyddyn 11, mae disgyblion yn gallu dewis y gweithgareddau y maent am gymryd rhan ynddynt.
- Mae cael dewis yn dda, yn enwedig ar gyfer y rhai nad ydynt am gymryd rhan mewn ymarfer corff ffurfiol.
- Mae gan yr ysgol ddull cynhwysfawr. Mae dewis yn bwysig iawn.
- Mae mynediad cyfartal wedi gwella.

¹ Nod rhaglen Llysgennad Ifanc Chwaraeon Cymru yw grymuso ac ysbrydoli pobl ifanc i ddod yn arweinwyr trwy chwaraeon, er mwyn helpu i annog eu cymheiriaid nad ydynt yn gorfforol egniol i fagu hoffter o chwaraeon.

- Dim ond 1 awr o AG yr wythnos oedd y grŵp hwn o ddisgyblion yn ei chael, mae yna gyfleoedd i wneud gweithgareddau cinio ac amser egwyl, a chlybiau ar ôl ysgol.
- Mae gwyliau'r haf yn broblem, os yw'r disgyblion yn ymarfer tra byddant yn yr ysgol yn unig, bydd 6 wythnos yn mynd heibio heb iddynt wneud unrhyw weithgarwch corfforol, mae rygbi y tu allan i'r ysgol hefyd yn dod i ben ac mae'r tymor yn dechrau eto ym mis Medi, fodd bynnag, mae criced yn parhau trwy gydol y gwyliau.
- Mae'r disgyblion o'r farn bod angen uwchraddio cyfleusterau'r ysgol fel y gall eu hysgol hwyluso twrnameintiau. Hefyd, nid oes cyfleusterau pêl-rwyd dan do, nid yw'r campfeydd yn ddigon mawr, a phan fo'r tywydd yn wael, mae'n rhaid i'r disgyblion gyfaddawdu a byddent yn crwydro o'r cwricwlwm.
- Yr un disgyblion fel arfer yw'r rhai nad ydynt yn cymryd rhan mewn gweithgarwch corfforol y tu allan i'r ysgol, a'r rhai nad ydynt yn hoff o wersi AG yn yr ysgol.
- Mae'r ysgol wedi ceisio amrywio'r gwersi Addysg Gorfforol i bawb, mae'r disgyblion yn cael dewis rhwng 2 fath o gamp, un yn gystadleuol, ac un nad yw'n gystadleuol.
- Mae gan yr ysgol 5 llysgennad, aeth y llysgenhadon ar gwrs hyfforddi ym Mhrifysgol Casnewydd i ddysgu sgiliau adeiladu hyder, mae hyn yn eu galluogi i ymgysylltu â'r myfyrwyr eraill.
- Mae'r llysgenhadon eisiau mwy o wersi chwaraeon yn yr ysgol.
- Yn ystod tymor yr arholiadau, mae eu gwersi Addysg Gorfforol mewn perygl oherwydd bod yr ysgol yn defnyddio'r neuaddau ar gyfer yr arholiadau, ac os yw'r tywydd yn ddrwg, nid oes ganddynt gyfleusterau i barhau â'u gwersi.
- Mae grŵp bwyta'n iach yn yr ysgol.

Grŵp o blant 11 i 12 oed

- Mae athrawon yn gwneud chwaraeon yn eithaf hwyliog.
- Mae'r hyn a ddarperir yn dda ond mae'r offer yn eithaf hen, yn enwedig yr offer campfa.
- Mae'r cwricwlwm wedi'i osod ar ddechrau'r flwyddyn ond hoffent y cyfle i ddewis y chwaraeon y maent yn cymryd rhan ynddynt.
- Felly mae yna deimlad o gael eich gorfodi i gymryd rhan mewn rhywbeth nad ydych yn ei hoffi.
- Ystyriwyd bod y gallu i ddewis yn bwysig iawn.



- Penderfynir ar gyfleoedd i gymryd rhan mewn chwaraeon penodol yn ôl gallu, mae set uchaf a set isaf ar gyfer Addysg Gorfforol.
- Mae teimlad bod rhai o'r bobl yn y set uchaf yno oherwydd eu bod yn gwneud chwaraeon y tu allan i'r ysgol.
- Mae pobl sy'n dda mewn chwaraeon yn cael eu dewis ac nid yw hynny'n deg ar bobl sydd am gael cyfle i wella.
- Nid oes gan ferched a bechgyn fynediad cyfartal. Teimlwyd bod y bechgyn dan anfantais oherwydd na allant wneud dawns neu chwarae pêl-rwyd.
- Yn y gaeaf, mae'n rhaid i'r bechgyn chwarae y tu allan tra bo'r merched yn cael bod dan do.
- Mae modd i ferched wisgo legins yn y tywydd oer tra bod y bechgyn yn dal i orfod gwisgo trowsus byr.
- Ar yr Her Dreigiau (prawf gallu corfforol):
 - Mae'r plant wedi'u rhannu'n grwpiau gyda phobl o allu corfforol tebyg i'w gilydd.
 - Byddai'r plant yn mynd i'r gampfa 'forge' i gwblhau rhwystrau.
 - Mae'r profion yn seiliedig ar gywirdeb, cyflymder, cydbwysedd ac amser.
 - Maent yn credu bod hyn yn rhoi modd i ddysgu i'r plant.
 - Unwaith y bydd y profion wedi'u cwblhau, mae'r merched yn cael eu rhannu'n ddau grŵp, bydd hanner yn gwneud dawns, pêl-droed neu bêl-rwyd, ac yna'n cyfnewid, a bydd y bechgyn wedi'u rhannu'n ddau grŵp, bydd hanner yn gwneud rygbi, a bydd yr hanner arall yn gwneud pêl-rwyd, ac yna maent yn cyfnewid.
 - Ar gyfer y disgyblion nad ydynt yn hoffi'r chwaraeon hyn, mae yna ddewisiadau ychwanegol fel ffrisbê neu bêl hir, ac maent yn dysgu chwaraeon newydd nad oeddent erioed wedi clywed amdanynt.
 - Mae clybiau ar ôl ysgol y gall y plant ymuno â hwy a fydd yn eu helpu i wella yn ystod eu dosbarthiadau AG.
- Gweithgarwch corfforol:
 - Mae'r rhan fwyaf o'r plant o fewn pellter cerdded i'r ysgol ac yn gwneud hynny bob dydd.

- Mae'r plant am i'r gwersi AG fod cyn cinio, ar ôl cinio, neu ar ddiwedd y dydd, mae hyn yn golygu y gallant ymestyn eu gwersi yn hytrach na gwastraffu amser yn newid.
- Mae ymrwymadau amser yn golygu bod rhai o'r plant ddim yn hoffi chwaraeon y tu allan i oriau ysgol.
- Mae rhai o'r plant yn colli allan ar rai chwaraeon oherwydd gwrthdaro amser.
- Ynghylch yr ysgol gynradd:
 - Roedd llawer llai o gyfleusterau.
 - Dim amrywiaeth mewn chwaraeon.
 - Dim asesiad ar eu gallu, nid oedd y plant yn dysgu sut i wella eu techneg.
 - Nid oedd yr offer yn ddigon da.
- Ar fwyta'n iach:
 - Roedd cinio ysgol gynradd yn cael ei fonitro llawer yn fwy o ran yr hyn roedd y plant yn ei fwyta.
 - Mae gan Ysgol Bassaleg lawer o opsiynau, mae opsiynau iach ar gael, ac nid ydynt yn gwerthu diodydd llawn siwgr, yn lle hynny mae peiriannau dŵr yn y ffreutur.
 - Mae gan y plant eu cardiau llithro eu hunain, gyda'r rhain, gall y rhieni fonitro'r hyn y mae eu plentyn wedi ei fwyta yn yr ysgol, ond mae'r cardiau hyn yn hawdd eu colli ac mae pobl eraill yn defnyddio eu cardiau.

Grŵp o blant 12–13 oed (dynion a merched)

- Yr hyn y mae aelodau'r grŵp yn ei hoffi: gymnasteg – defnyddio egni; pêl-droed (merched); pêl-droed (tu allan i'r ysgol); pêl-droed a chyflyru'r corff; trampolîn/beicio mynydd; rygbi; pêl-droed; tennis; criced; acrobateg dawnsio; trampolîn.
- Beth mae'r ysgol yn ei wneud i helpu? Mae amrywiaeth o weithgareddau – ceir dewis; clybiau ar ôl ysgol – yn fwy datblygedig i'r rhai sy'n awyddus, ac maent yn eich gwthio sy'n dda. Gwahanol fathau o gemau pêl. Cylchdroi rhwng mathau o chwaraeon. Mae cael athrawon AG cymwys yn dda.
- Mae mwy o blant a phobl ifanc yn gorfforol egniol yn Ysgol Bassaleg o'i gymharu â'r ysgol gynradd. Mae'r hyfforddiant yn well yn Ysgol Bassaleg.
- Helpu plant a phobl ifanc nad ydynt yn gorfforol egniol. Mae chwaraeon gyda thechnoleg ee Wii, Fitbit yn helpu. Mae angen modelau rôl ar rai plant a phobl



ifanc i'w hannog. Rhwch gamp y maent yn ei hoffi iddynt. Mae 'Bownsio' [trampolinio] yn dda i bobl nad ydynt yn hoffi chwaraeon.

- Diwrnod mabolgampau – yn cynnwys ystod eang o chwaraeon.
- Mae'r athrawon yn rhoi llawer o anogaeth ac yn gwthio'r plant a'r bobl ifanc; maent yn eu gwneud yn ymwybodol o weithgareddau.
- Maent yn gwneud gwaith 'tactegol' – sgiliau craidd a thactegau.
- Her y Ddraig ar ddechrau'r flwyddyn – profi gallu corfforol. Yna caiff plant eu rhoi mewn grwpiau gallu – yn helpu i ddatblygu sgiliau. A ydyn nhw'n trafod canlyniadau'r prawf gartref? Ydynt.
- Nid oes gan fechgyn a merched yr un cyfleoedd o ran cymryd rhan mewn gweithgaredd corfforol.
- Roedd rhai campau megis rygbi a phêl-droed yn cael eu hystyried yn rhai mwy ymosodol ac yn '*chwaraeon i fechgyn*', tra bod chwaraeon megisawns a phêl-rwyd yn cael eu hystyried yn '*chwaraeon i ferched*'. Dywedodd y disgyblion fod stereoteipiau'n chwarae rhan wrth atal rhai pobl rhag cymryd rhan mewn chwaraeon y mae ganddynt ddiddordeb ynddynt.
- Gwnaeth rhai merched sôn bod yr ysgol bellach yn cynnig mwy o gyfleoedd i gymryd rhan mewn chwaraeon fel rygbi, a groesawyd. Cyflwynwyd rygbi merched gan yr ysgol ym mis Ebrill 2016.
- Dywedodd y disgyblion mai pwysau gan gyfoedion oedd y rheswm pam fod rhai plant a phobl ifanc yn amharod i gymryd rhan mewn chwaraeon penodol/gweithgarwch corfforol.
- Roedd rhai campau yn cael eu hystyried fel rhai nad oeddent yn 'cwl'. Dywedodd rhai bechgyn yn y grŵp y byddent yn cael eu gwawdio pe baent yn dewis cymryd rhan mewn rhai campau megisawns, er eu bod yn cytuno pe bai gan grŵp o fechgyn ddiddordeb mewn cymryd rhan, byddent yn fwy tueddol o gymryd rhan.
- Dylai ysgolion gynnig mwy o gyfleoedd i ddisgyblion gymryd rhan mewn chwaraeon cymysg lle gall bechgyn a merched chwarae gyda'i gilydd ar yr un tîm a/neu gystadlu yn erbyn ei gilydd.
- Dywedodd rhai disgyblion benywaidd y byddai rhoi mwy o sylw i chwaraeon benywaidd a sêr chwaraeon yn y cyfryngau yn annog mwy o ferched i gymryd rhan mewn gweithgarwch corfforol. Roedd modelau rôl yn cael eu hystyried yn bwysig.

- Ystyriwyd bod diffyg cyfleusterau, neu gyfleusterau sydd angen eu hadnewyddu, yn rhwystro cymryd rhan mewn gweithgarwch corfforol. Cytunodd y disgyblion fod cost yn ffactor ym methiant yr ysgol i uwchraddio cyfleusterau.

Grŵp o blant 13–14 oed (bechgyn a merched)

- Mae rygbi yn bwysig yn yr ysgol.
- Hyfforddiant Blwyddyn 7 i 170 o bobl.
- Y llynedd, ni allai'r tîm fynychu rownd derfynol y cwpan oherwydd diffyg arian ar gyfer cludiant.
- A ydyn nhw'n gwneud chwaraeon yn bennaf yn yr ysgol neu y tu allan iddi? Tua hanner a hanner. Mae rhai o'r grŵp hefyd yn helpu i hyfforddi plant iau. Mae rhai yn gwneud mwy y tu allan i'r ysgol, ee athletau a thennis, er ei fod yn amrywio trwy'r flwyddyn.
- Beth sy'n gweithio'n dda; athrawon medrus; sgiliau hyfforddi da. Teimlai'r grŵp nad ydyn nhw'n gwneud llawer o AG – anodd dod o hyd i'r amser ar ei gyfer. Nid yw tair awr y pythefnos yn ddigon.
- Roedd y grŵp o blaid diwrnod ysgol hirach ar gyfer chwaraeon, yn enwedig yn yr haf. Pe bai'n rhan o'r drefn reolaidd byddai'n haws ee ynghylch cludiant.
- Gwelliannau y byddent yn eu hoffi – llai o ailadrodd campau, campau rhyw cymysg (y gallent ddysgu oddi wrth ei gilydd), mwy o athrawon chwaraeon. Nid oedd y grŵp yn credu y byddai'r ysgol yn cytuno i fwy o gampau rhyw cymysg.
- Cyngor Chwaraeon Ysgol – maent yn trefnu diwrnod chwaraeon ond nid oedd y grŵp yn gwybod llawer amdanynt. Nid yw'r Cyngor Chwaraeon yn ymwneud yn uniongyrchol â sesiynau chwaraeon.
- A ydyn nhw'n dysgu am y materion ehangach sy'n ymwneud â gweithgarwch corfforol? Maent yn defnyddio FitBit ee i fonitro cyfradd y galon. Maent yn gwneud sesiwn ffitrwydd am ychydig wythnosau ac yn monitro effaith gweithgarwch corfforol ar y corff.
- Cawsant asesiad o ffitrwydd wrth symud o'r ysgol gynradd i'r ysgol uwchradd. Defnyddiwyd y canlyniadau i'w rhoi mewn setiau/grwpiau. A yw'r ysgol yn siarad â'u teuluoedd am ganlyniadau'r asesiad ffitrwydd? Nid oedd y grŵp yn meddwl eu bod nhw. Ni fyddai rhai rhieni yn croesawu cyngor ar ordewdra.

- Roedd Wythnos Gymunedol ym Mlwyddyn 8 – roedd yn ddigwyddiad da, yn cynnwys teithiau beicio, cerdded mynyddoedd. Dysgon nhw am werth bwyta protein cyn gwneud gweithgareddau.
- Fe'u haddysgir am faeth ond nid yw pobl yn talu llawer o sylw. Mae nyrs yr ysgol yn dda o ran gwybodaeth am fwyta mewn ffordd nad yw'n iach ac mae posteri yn rhybuddio am fwyta pethau nad ydynt yn iach ond maen nhw yn swyddfa'r nyrs lle nad yw llawer o bobl yn mynd. Dylid rhoi gwybodaeth mewn manau eraill yn yr ysgol.
- Byddai mwy o offer campfa yn helpu – ei agor i'r gymuned ehangach, ni all pawb fforddio ffioedd campfa.
- Beth am y plant a'r bobl ifanc hynny nad oes ganddynt ddiddordeb mewn chwaraeon? Awgrymodd y grŵp eu bod yn dangos effeithiau diffyg ymarfer corff ar y corff iddynt. Nid yw rhai yn hoffi'r gystadleuaeth. Tarwch fargen gyda phlant amharod ynglŷn â chymryd rhan mewn chwaraeon a'u gwobrwyo gydag amser yn chwarae ar yr Xbox.

Disgyblion Blwyddyn 11 (benywaidd)

- Mae gan fechgyn a merched yr un cyfleoedd o ran cymryd rhan mewn gweithgarwch corfforol yn yr ysgol. Mae cyfleoedd i gymryd rhan mewn amrywiaeth o chwaraeon wedi cynyddu i fechgyn a merched yn yr ysgol dros yr ychydig flynyddoedd diwethaf. Cyfeiriwyd at rygbi fel enghraifft o chwaraeon sydd bellach ar gael i ferched gymryd rhan ynddo. Croesawyd hyn.
- Wrth iddynt fynd yn hŷn, mae cyrff merched yn newid ac maen nhw'n tueddu i fod yn fwy cyndyn i gymryd rhan mewn gweithgarwch corfforol gan eu bod yn fwy hunan ymwybodol.
- Roedd rhai disgyblion yn gyffyrddus yn cymryd rhan mewn chwaraeon ochr yn ochr/yn erbyn bechgyn tra bod eraill yn anghyfforddus gyda'r syniad. Dywedodd dau o'r disgyblion eu bod yn aml yn chwarae pêl-droed gyda bechgyn ac nad oes ganddynt unrhyw broblem ag ef.
- Roedd Fitbit yn boblogaidd ymhlith mwyafrif y disgyblion. Ystyriwyd yr elfen gystadleuol, lle cedwir cofnod o'r camau a gymerwyd, yn ysgogol.
- Ar hyn o bryd mae disgyblion Blwyddyn 11 yn gwneud awr o AG ar yr wythnos, nad oedd yn cael ei ystyried yn ddigon. Bydd rhai disgyblion yn cymryd rhan mewn gweithgarwch corfforol y tu allan i oriau ysgol, ond os ydynt yn byw yn



bell iawn o glwb chwaraeon neu gampfa, yna gall cymryd rhan fod yn anodd. Ystyriwyd hefyd bod cost ymuno â champfa neu glwb chwaraeon yn rhwystr i bobl ifanc.

- Efallai bod rhai rhieni yn ystyried pynciau nad ydynt yn academiaidd megis addysg gorfforol yn llai pwysig ac felly yn annhebygol o annog eu plant i gymryd rhan mewn gweithgarwch corfforol/chwaraeon.
- Dywedodd y disgyblion fod pwysau o feysydd pwnc eraill ar lefel TGAU sy'n golygu bod llai o amser ar gyfer gweithgarwch corfforol, oni bai bod addysg gorfforol yn bwnc y mae disgybl wedi dewis ei astudio ar lefel TGAU.

Trafodaeth gyda staff

- 1,800 o ddisgyblion.
- Anodd i ffitio gweithgarwch corfforol i'r amserlen o gofio pwysau'r cwricwlwm. Caiff ysgolion eu barnu'n helaeth ar berfformiad academiaidd.
- Grŵp Cyngor Chwaraeon, wedi'i ethol gan ddisgyblion eraill. Mae wedi codi proffil gweithgarwch corfforol ac ysgogi gwelliannau.
- Mwy o gystadleuaeth am sylw plant a phobl ifanc â chyfryngau cymdeithasol.
- 3 awr o weithgarwch corfforol bob pythefnos i flwyddyn 7; o flynyddoedd 9-11 mae'n 2 awr. Mae rhaglen "5 x 60" wedi cael effaith enfawr.
- Byddai diwrnod ysgol hwy yn rhoi mwy o gyfleoedd ar gyfer gweithgarwch corfforol. Mae rhai disgyblion yn dal bws gartref felly mae'n anodd aros yn hwyr.
- Mae gweithgarwch corfforol hefyd yn cyfrannu at well iechyd meddwl.
- Cydlynnydd gweithgarwch corfforol, a ariennir yn rhannol gan Undeb Rygbi Cymru (URC).
- Prawf Dreigiau – mae pob blwyddyn 7 yn dangos rhai tueddiadau ynghylch iechyd corfforol gwael. Mae addysg gorfforol a llesiant yn cael ei gollu yn yr ysgol gynradd ac fe'i dechreuir eto ar lefel uwchradd. Mae'n bosibl cael trefniadau clwstwr gydag ysgolion cynradd/uwchradd.
- Cyfleusterau – mae'r rhan fwyaf o ysgolion â chysylltiadau â chanolfannau hamdden, ond nid Ysgol Bassaleg.
- Cydlynnydd llythrennedd corfforol – dylai pob ysgol gael un. Person URC yn yr ysgol sy'n talu £10k y flwyddyn tuag at y gost. Mae'r cynllun yn gweithio'n dda iawn ac nid yw'n ymwneud â rygbi yn unig.

- Argymhellion – mae angen cyfleusterau i wneud y gorau o'r amser sydd gennym gyda phlant a phobl ifanc (18% o'u hamser). Mae angen llunio cynllun ar gyfer y gymuned gyfan – yn caniatáu iddi ddefnyddio'r cyfleusterau y tu allan i oriau ysgol. Hefyd, mae cael cydlynedd llythrennedd corfforol ar y safle yn llwyddiannus iawn.



Dr Dai Lloyd AC

Cadeirydd y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon
Cynulliad Cenedlaethol Cymru

15 Chwefror 2018

Annwyl Dai,

Ymchwiliad i Iechyd Emosiynol ac Iechyd Meddwl Plant a Phobl Ifanc

Fel y gwyddoch, mae Pwyllgor Plant, Pobl Ifanc ac Addysg y Cynulliad wedi bod yn cynnal ymchwiliad sylweddol i iechyd emosiynol ac iechyd meddwl plant a phobl ifanc. Heddiw, cynhaliwyd ein sesiwn dystiolaeth ddiwethaf gydag Ysgrifennydd y Cabinet dros Addysg ac Ysgrifennydd y Cabinet dros Iechyd a Gwasanaethau Cymdeithasol.

Gan fod y pwnc hwn yn berthnasol i bortffolio eich Pwyllgor, dyma eich hysbysu ei bod yn fwriad gennym gyflwyno adroddiad erbyn y Pasg eleni. Byddaf yn sicrhau y cewch chi, ac aelodau eich Pwyllgor, gopi o'r adroddiad.

Ar 10 Ionawr, cawsom sesiwn dystiolaeth lafar gyda Samaritans Cymru. Yn ystod y sesiwn hon, ac yn nhystiolaeth ysgrifenedig Samaritans Cymru, cododd nifer o faterion mewn perthynas â hunanladdiad. Yn sgil y ffaith y byddwch yn cynnal ymchwiliad i atal hunanladdiad, dyma dynnu'ch sylw at y dystiolaeth hon gan ei bod yn berthnasol i'ch gwaith.

Yn gywir,



Lynne Neagle AC

Cadeirydd

