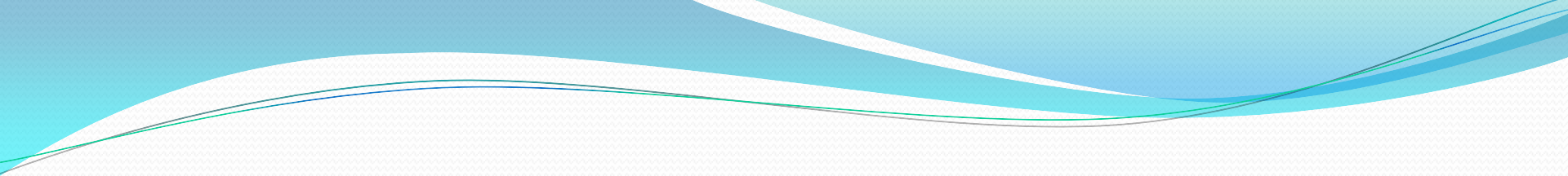


Becoming a play-friendly school

Did you know?

1.4 years during time in primary school is playtimes

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- Article 31 of the United Nations convention on the Rights of the Child states that every child has the right to play.
 - In April 2013, recognising that article 31 is often called ‘the forgotten right’, the UN published guidance for governments on their responsibilities for article 31.

Fundamental to the quality of childhood, to children’s entitlement to optimum development, to the promotion of resilience, and to the realisation of other rights... Play and recreation are essential to health and well-being of children and promote the development of creativity, imagination, self-confidence, self-efficiency, and physical, social cognitive and emotional strength and skills. They contribute to all aspects of learning. They are a form of participation in everyday life, and are of intrinsic value to the child, purely in terms of the enjoyment and pleasure they afford.

What is a play-friendly school?

- Play is recognised, valued and supported in all its forms and across all of school life.
- This includes giving dedicated times and spaces for playing.
- Use of playful pedagogies as well as valuing and working with playful moments.
- Playing takes place whenever and wherever opportunities arise.

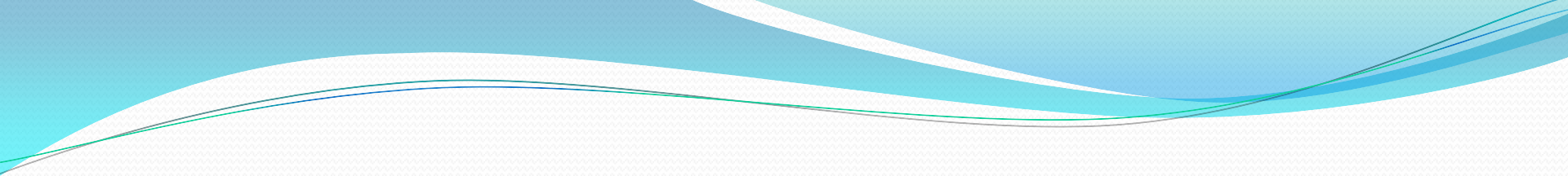
TIME

SPACE

CULTURE

Research has shown positive correlations between play and:

- A range of cognitive skills (e.g. Paying attention, concentrating, constructing knowledge, making sense, communicating ideas, creativity, imagination, flexibility, divergent thinking, problem solving)
- Dispositions and mood states (e.g. curiosity and an openness to learning, enthusiasm, persistence, interdependence, resilience and self-efficacy)
- Social skills(e.g. relationships with peers and adults, emotion regulation, reciprocity, emotional well-being and motor skills(including fine and gross motor skills, proprioception, co-ordination, spatial awareness, confidence, physical health and well-being.



PARK

Policy

Access

Risk

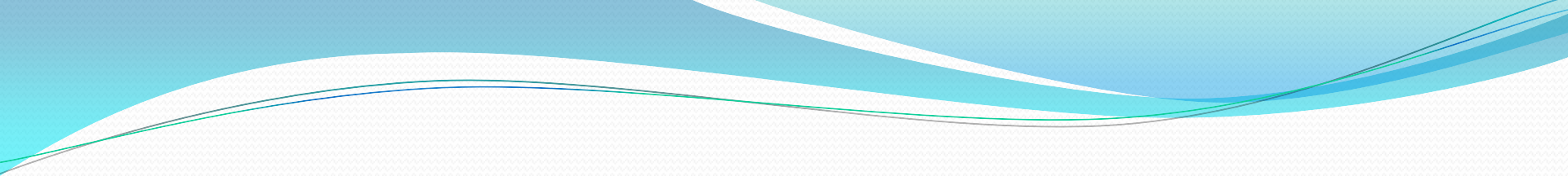
Knowledge

Policy

- Clear agreed statement that includes our schools values and principles regarding children's play and the actions we will take to support it.
- Whole school community should be involved e.g. staff (teaching and non-teaching), children, parents, governors.
- Analyse what we do now, what works well, what the children want and where they want it.

Access

- Access for everyone
- Think of children's needs to access play.
- Access to resources



Risk

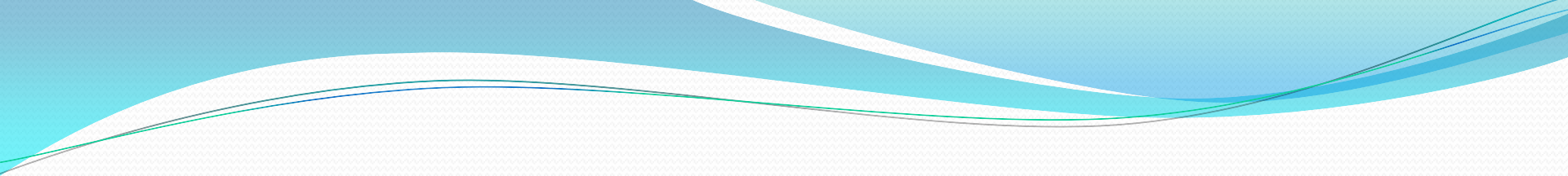
Permission to take risk is there from the Health and Safety Executive: **when planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits.** Is there really a risk of serious injury or death?

We must prepare children for a safer future.

Dynamic risk assessment can happen as things come up

Knowledge

- What needs to be known?
- Who needs to know it?



Whole School Approach

Playing and learning are not opposite ends of the continuum, they are part and parcel of each other.

Whilst recognising the importance of instructional teaching, playful relationships (the use of humour, tolerance for ambiguity) and playful pedagogies (the use of playful moods for active learning) can help create effective learning environments and the emergence of creativity and divergent thinking.



















