

HAPPEN

Health and Attainment of Pupils in a
Primary Education Network

 happen-wales.co.uk

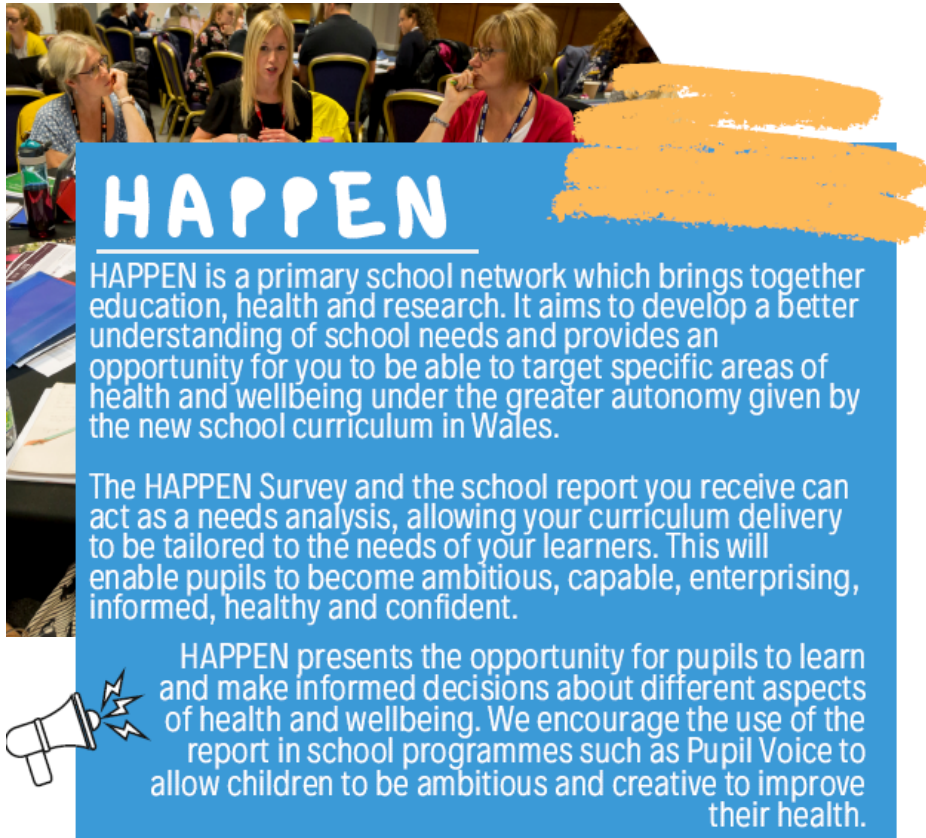
 [@HAPPEN_Wales](https://twitter.com/HAPPEN_Wales)

 happen-wales@swansea.ac.uk

 01792 295621/07834456632




About HAPPEN



HAPPEN





HAPPEN is a primary school network which brings together education, health and research. It aims to develop a better understanding of school needs and provides an opportunity for you to be able to target specific areas of health and wellbeing under the greater autonomy given by the new school curriculum in Wales.

The HAPPEN Survey and the school report you receive can act as a needs analysis, allowing your curriculum delivery to be tailored to the needs of your learners. This will enable pupils to become ambitious, capable, enterprising, informed, healthy and confident.



HAPPEN presents the opportunity for pupils to learn and make informed decisions about different aspects of health and wellbeing. We encourage the use of the report in school programmes such as Pupil Voice to allow children to be ambitious and creative to improve their health.

Results from your school report will enable your pupils to become:

-  **Ambitious, capable learners** who are ready to learn throughout their lives.
-  **Enterprising, creative contributors** who are ready to play a full part in life and work.
-  **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
-  **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

This report is based on 8823 pupils who undertook the HAPPEN survey between September 2019 and March 2020 (in school before lockdown). Pupils from 120 schools across Wales (English, Welsh and voluntary aided schools) took part in the classroom setting on computers or iPADS.



Physical Health

Physical Activity

Children Reported: **HAPPEN data 2019-2020**
(n=8823)

Physically active for 1 hour or more every day	20%
------------------------------------------------	-----

* It is recommended that children aged 5-18 should take part in moderate to vigorous activity for an average of at least 60 minutes per day across the week. Click [here](#) to see these guidelines and what counts as moderate to vigorous physical activity

Active Travel

Children Reported: **HAPPEN data 2019-2020**
(n=8823)

Can walk to school from their house	68%
Travel to school using an active method (previous day)	39%
Travel from school using an active method (previous day)	41%

Sustrans offer a range of resources to make active journeys to school easy and enjoyable. Click [here](#) to take you to our resource pack to see what Sustrans can offer on Page 7.

What Matters Statements

Developing physical health and well-being has lifelong benefits
Our decision-making impacts on the quality of our lives and the lives of others



Physical Health

Physical Competence

Agree or strongly agree:	HAPPEN data 2019-2020 (n=8823)
Want to take part in physical activity	92%
Feel confident to take part in lots of different physical activities	86%
Feel good at lots of different physical activities	83%
Understand why taking part in physical activity is good for me	94%

Diet and Dental Health

Children Reported:	HAPPEN data 2019-2020 (n=8823)
They had something to eat at breakfast (previous day)	93%
They had 5 portions of fruit and vegetables a day (previous day)	22%
They had a fizzy drink every day of the week	10%
They had sugary snacks every day of the week	21%
Brushing their teeth twice or more (previous day)	76%

*Guidelines suggest eating a minimum of 5 portions of fruit and vegetables per day. This can lower the risk of a number of health problems including heart disease, cancer, stroke, type 2 diabetes and obesity. Suggestions to help children achieve their 5 a day can be found [here](#)

What Matters Statements

Developing physical health and well-being has lifelong benefits
Our decision-making impacts on the quality of our lives and the lives of others



Physical Health

Sedentary Behaviour and Sleep

Children Reported:	HAPPEN data 2019-2020 (n=8823)
Sedentary screen time for 2 hours or more every day	36%
They had at least 9 hours of sleep	74%

Limiting sedentary (sitting) time and in particular screen time is recommended. Some [guidelines](#) suggest use of electronic media for entertainment (e.g. television, seated electronic games and computer use) should be limited to no more than 2 hours a day, with lower levels associated with reduced health risks.

Having enough sleep is crucial for good health, good quality of life and performing well throughout the day¹¹. As a guideline, children between 9 and 11 are recommended to have 9.5-10 hours sleep per night¹². Tips on helping children to get adequate sleep can be found [here](#)

Concentration

Children Reported:	HAPPEN data 2019-2020 (n=8823)
They felt tired every day of the week	21%
They felt that they could concentrate in class every day of the week	56%

What Matters Statements

Developing physical health and well-being has lifelong benefits
Our decision-making impacts on the quality of our lives and the lives of others



Mental Health and Well-being

Autonomy and Competency

	HAPPEN data 2019-2020 (n=8823)
They agreed/strongly agreed that they were doing well in school	85%
They agreed/strongly agreed that there were lots of things they were good at	84%
They agreed/strongly agreed that they had lots of choice over things which were important to them	86%

Wellbeing

Children Reported:	HAPPEN data 2019-2020 (n=8823)
They were very happy with their health ($\geq 8/10$)	69%
They were very happy with their school * ($\geq 8/10$)	69%
They were very happy with their family ** ($\geq 8/10$)	89%
They were very happy with their friends *** ($\geq 8/10$)	81%
They were very happy with their appearance ($\geq 8/10$)	61%
They were very happy with their life as a whole ($\geq 8/10$)	75%

*The above questions are based on questions from t The Children's Society [Good Childhood Index](#) and are based on areas identified as important by children and strongly linked to their overall wellbeing.

What Matters Statements

How we process and respond to our experiences affects our mental health and emotional well-being.

Healthy relationships are fundamental to our sense of belonging and well-being



Mental Health and Well-being

Mental Health

Children Reported:

HAPPEN data 2019-
2020 (n=8823)

Emotional difficulty

23%

Behavioural difficulty

13%

This represents those children who had a borderline or clinical emotional or behavioural difficulty according to the validated Me and My Feelings Survey

2 out of 10 children reported a life satisfaction score lower than 7 out of 10 and 3 in 10 school children displayed either borderline or clinical emotional or behavioural difficulties or both according to the Me and My Feelings Questionnaire

The Community

Local Area

Children Reported:

HAPPEN data
2019-2020
(n=8823)

Happy with their area *

88%

Feel very safe playing in local area ($\geq 8/10$)

67%

What Matters Statements

How we process and respond to our experiences affects our mental health and emotional well-being.



Our Research

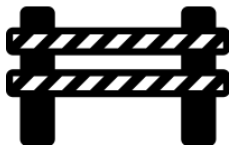
We interviewed **pupils, teachers and head teachers** from schools who **incorporated outdoor learning into the curriculum** 1-2 lessons a week. We found:

Benefits



- Gave pupils a sense of freedom and increased engagement with learning
- Offered quieter pupils space to express themselves
- Engaged more challenging pupils
- Catered for different styles of learning
- Improved skills through 'fun' learning e.g. communication, team work
- Improved behaviour, wellbeing and increased physical activity for pupils
- Improved personal wellbeing and job satisfaction for teachers

Barriers



- Lack of equipment e.g. outdoor clothes
- Lack of outdoor learning specific resources
- Staff ratios
- All dependent on enthusiasm and personality of teacher

Recommendations

- Clear rules and boundaries are needed to ensure safety outdoors
- Lessons should be once or twice a week to maintain novelty
- Shared practice between schools

[Click here for our published research](#)



[Click here for our news article](#)



The HAPPEN Team



Emily Marchant

Educational
Attainment Lead



Michaela James

Activity and
Environment Lead



Charlotte Todd

Well-being Lead



Sinead Brophy

Professor of Public Health Informatics and
Deputy Director of the National Centre for
Population Health and Wellbeing



Gareth Stratton

Professor of Paediatric Exercise Science and
Deputy Pro-Vice Chancellor for Physical
Activity, Sport, Health and Well-being

HAPPEN is supported by funding from the National Centre for Population Health and Wellbeing Research (NCPHWR) which is Welsh Government Funded and funding for development was through the Economic and Social Research Council (ESRC).



Further Information



www.happen-wales.co.uk



happen-wales@swansea.ac.uk



07544839181



@HAPPEN_Wales



@HAPPEN.Wales

