

TIME TO PLAY

NUT play policy



GENERAL SECRETARY'S MESSAGE



The importance of play in the Foundation Stage is embedded in its curriculum guidance. From the beginning of Year 1 (and sometimes from Reception), however, the emphasis on formal learning and assessment is squeezing play-based learning out of the curriculum, despite the fact that children are still in their early years of development. As children get older, over-formalised approaches to teaching and learning lead many, particularly boys, to become disaffected, jeopardising not only their own future life chances, but those of their classmates.

This document has been published in response to NUT members' concerns about this issue. At its Annual Conference in April 2006, the NUT debated the importance of play in teaching and learning for the first time, a debate which was not only full of personal experiences of the benefits of play for individual pupils and schools, but in which many speakers also made reference to current research evidence to support their arguments.

The level of debate on a purely educational matter, and the passion with which each speaker addressed the conference, were impressive and produced an excellent demonstration, if one was needed, of the NUT's commitment to developing policies and practices which have the potential to benefit the education system as a whole.

This document, therefore, builds on the Annual Conference debate and the contributions which members have made subsequently to provide a policy statement on the role of play in teaching and learning and to outline the rationale for this. In addition, the accompanying resource pack provides a wide range of practical suggestions for implementing play-based approaches, reflecting an important strand of the NUT's own professional development programme. Indeed, a number of those involved in the NUT CPD programme, both tutors and participants, have contributed to this document, which has benefited considerably from their input.

Recent developments in Wales and Scotland have shown that the time is right for a fundamental review of National Curriculum and assessment arrangements and that play-based approaches to teaching and learning should form an essential part of that review. I believe that this document has an important contribution to make to the future development of the curriculum in England and, as such, I commend it to you.

A handwritten signature in black ink that reads "Steve Sinnott". The signature is written in a cursive style and is underlined with a single horizontal line.

Steve Sinnott
General Secretary

The NUT believes that, in order to put enjoyment and fun at the centre of learning, the following conditions are needed:

- There should be an independent review of the National Curriculum and its assessment arrangements. The review should consider explicitly opportunities for play. It should focus on giving teachers more freedom to introduce play-based activities into their lessons.
- An audit of facilities for play in schools should be undertaken nationally. The findings of such an audit should be used to inform developments arising from the Building Schools for the Future initiative, to ensure that all schools have sufficient space to develop play areas within the classroom, the school and the school grounds.
- Informal play opportunities for children and young people at break and lunchtime should be enhanced.
- Local authorities should be encouraged to develop play policies in partnership with schools and young people to establish a strategic and practical framework for play provision throughout local children's services. Local authority support should include the provision of advisers and the channelling of resources directly to schools in order to develop play provision.
- Government should fund an initiative to encourage imaginative play in all phases of education, including the purchase of appropriate indoor and outdoor equipment.



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The NUT wishes to thank Tina Bruce for the use of the title *Time to Play*, which is also the title of her book.

FOREWORD

IN SUPPORT OF LIFELONG PLAYING

As a very playful person, and a persistent advocate of play, it is a great pleasure to have been involved with the development of this policy, and to write this foreword. In the context of rapid technological and social change, play remains an enduring and powerful characteristic of human activity, with new and traditional forms of play coexisting in different contexts. The huge explosion of computer-based play and gaming has enhanced our ludic capabilities, for example through the development of virtual and alternative reality communities that enable players to engage with new concepts, ideas and experiences. In the 21st century, education needs to be much more closely aligned with the ludic activities and capabilities of young people, not least because play and playfulness support social and interactive skills, as well as creativity, flexibility and imagination, all of which are essential to successful learning and participation.

We are all aware of the importance of play in early childhood, and the many ways in which different forms of play support young children's learning and development. The NUT has taken this validation further by promoting play and playfulness across all phases of education, and recognising that lifelong playing is just as important as lifelong learning. The NUT play policy also demonstrates how play is closely aligned with personalised learning and well-being.

Play and playfulness should not be seen as a 'bolt-on' extra, or another Big Idea that bursts and fades. By setting out some of the key ideas from research, and providing links with key organisations, this policy represents an opportunity to develop sustainable play provision and build ludic capability in educational communities. The examples from practice provide guidance and inspiration, and demonstrate what can be achieved, sometimes initially through small changes, and sometimes through more radical transformations.

The NUT has consistently advocated flexible, creative approaches to education, based on professional knowledge and decision-making. This policy supports these aspirations, and encourages playful approaches to change.

Dr Elizabeth Wood

Reader in Early Childhood Education
University of Exeter
School of Education and Lifelong Learning

INTRODUCTION

MAKING THE CASE FOR PLAY

This document will not attempt to define 'play'. The *Shorter Oxford English Dictionary* contains no fewer than 33 different definitions of the word.

As Elizabeth Wood, Reader in Early Childhood Education at the University of Exeter has written¹, 'Play cannot easily be defined or categorised because it is always context dependent, and the contexts are varied. There are many different forms of play including role play, imaginative play, socio-dramatic play, heuristic play, constructive play, fantasy play, free flow play, structured play, rough and tumble play, all of which involve a wide range of activities and behaviours and result in varied learning and developmental outcomes.'

The NUT's policy document therefore does not address all of the possible connotations of play and focuses only on play as a potential medium for teaching and learning and an understanding of children's overall development, through approaches to pedagogy and the use of a full range of play activities to implement a broad, balanced and relevant educational experience for children and young people. It is accompanied by a separate resource book of information and guidance on play which can be used by all teachers and support staff.

The aim of this document is to provide a stimulus for thinking about play and what it might mean for individual schools, teachers and children. The document focuses on play-based learning as an important contribution to children's and young people's development in the widest sense, as well as to their academic performance.

The resource book *Putting Play into Practice* contains case studies and practical ways in which schools and teachers could consider implementing or consolidating play-based approaches to teaching and learning. The case studies acknowledge the demands on teachers' time and the difficulties they have in maintaining balance in the curriculum currently, so that only those which illustrate clearly the value of play and which can be incorporated easily into activities which contribute to young people's and children's learning have been selected.

It is hoped that teachers working with children and young people of all ages will find both documents interesting and use the examples provided as a starting point from which to develop their own ideas.

Annex A addresses local authority level issues, including the case for developing strategic plans for play, drawing on the example provided by the Welsh Assembly Government (WAG). It is hoped that the NUT head teacher members and NUT members working in advisory posts will find this section of particular interest.

It would be very easy to extol the benefits of play and ignore the context in which schools and teachers have to operate. The National Curriculum and its statutory assessment system, OFSTED inspection and the accountability regime, target setting, school improvement and action plans all exert a significant influence on what teachers do in the classroom. In such a context, play is often viewed negatively by policy makers and parents. Increasingly, this has led to teachers' concerns about how to justify and explain its inclusion, if not to question how worthwhile play actually is, its value and purpose. It is intended that this document will support teachers' inclusion of play as a valid part of their teaching repertoire.

¹ Wood, E. and Attfield, J., *Play, Learning and the Early Childhood Curriculum*, Paul Chapman, 2005

The trend towards shortening or removing breaktimes in order to have more 'teaching' time; the designation of significant sections of the school year as test practice and preparation time; and the reduction or removal of play and other child-choice activities from the daily schedule, even in the Foundation Stage, are all responses to the demands on schools and teachers to improve test performance. The overriding definition of standards-based pupil outcomes is so narrowly prescribed currently that it can be difficult to see the learning outcomes that play facilitates.

After reading this document, the NUT hopes that you will agree with its view that the question is not whether play can foster and enhance children's learning, but rather why play's importance to learning is so often overlooked.

NUT POLICY STATEMENT

The NUT believes that play is an essential part of growing up. It has a crucial role in children's development, including building their social and emotional confidence. Through play, children learn more about themselves, their relationships with others and the wider world. Play also helps to consolidate what has been learnt in the classroom. Play helps children and young people to develop effective risk management and good motor skills.

It is not just young children who learn through play: play has a crucial role for all, children and adults alike.

All schools should support and facilitate children's and young people's play. Play and learning are not separate; play is part of learning and learning is part of play. Learning through play supports and enriches learning throughout formal education.

Play in the school context means that children and young people should be given sufficient freedom and space regularly within the school day to use their imagination to explore both old and new concepts and develop their confidence in a safe environment.

Such opportunities should be included routinely within the school timetable to enable pupils to access the curriculum through play-based approaches. Teachers should be empowered and have access to appropriate professional development to enable them to plan for play opportunities relating to the curriculum in the Early Years Foundation Stage and at all key stages, as well as through any out-of-school activities the school may offer.

A 'play is not just for playtime' approach should become embedded within schools' ethos, to enable all pupils and adults within the school environment to explore learning via play-based experiences.

WHY IS PLAY IMPORTANT?

Play has been recognised as a fundamental human right. The right to play is enshrined for all children and young people up to 18 years old in Article 31 of the United Nations Convention on the Rights of the Child:

'1. States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.'

'2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.'

The value of play is wide ranging, with significance far beyond the simple exercise of motor skills. Play has developmental impact in terms of intellect and socialisation, is at the heart of individual personality and sense of self, and drives the creative process and the growth of problem solving skills. It helps us to attain, maintain and retain emotional equilibrium and facilitates the development of skills that enable us to interpret the meaning of other people's actions.

Recent work on brain studies has added greatly to our understanding and appreciation of play as a medium for learning. The work of Professors Susan Greenfield² of the University of Oxford and Howard Gardner³ of the University of Harvard, for example, indicates that learning happens through the connections made within the brain as a result of external stimuli received through the senses. The emotions are as fundamental to the functioning of the brain as 'logical' thought, so we need to feel good about ourselves in order to learn. Since play is a low-risk, inherently enjoyable activity, the associated emotional encoding will tend to be positive. There is also a clear link between play and well-being. This is well supported by brain research⁴ which shows that play prompts the areas of the brain responsible for feeling good about yourself and others into action and sends appropriate chemical signals that boost self-confidence and good social skills.

EVERY CHILD MATTERS

The five Every Child Matters (ECM) outcomes, with their emphasis on the 'whole child', provide a useful framework to review the wide range of research evidence which shows the variety of benefits that play can bring.

Being healthy

Play often involves energetic physical activity, which is known to release oxygen to the brain, helping to create good physical and mental health and a general sense of well-being. There is plenty of evidence of the biological and physiological benefits of active play, the most obvious being the development of motor skills.⁵

Play encourages the development of flexibility through the opportunity to try out behaviours or information about the world, which would otherwise not be tried. Research has suggested that this may also perform the function of enabling the brain to retain 'plasticity', which is important in offsetting dementia in old age.⁶

Staying safe

Children need and want to take risks when they play. Risk taking is essential to children's and young people's development and enables them to learn how to judge the world.

Play provides the freedom to act independently and to experiment without fear of the stressful consequences of failure. It also encourages self-initiation of activities. It is an important strategy in allowing children opportunities to exercise control over their world.⁷

² Greenfield, S., *The Human Brain: A Guided Tour*, Phoenix, 2004

³ Gardner, H., *The Disciplined Mind*, Prentice Hall, 1999

⁴ Sunderland, M., *The Science of Parenting*, Dorling Kindersley, 2006.

⁵ Gallahue, D., *Understanding Motor Development*, Benchmark Press, 1989

⁶ Sutton-Smith, B., *The Ambiguity of Play*, Harvard University Press, 1997

⁷ Bruce, T., *Time to Play in Early Childhood Education*, Hodder and Stoughton, 1989

Enjoying and achieving

The significance of play in cognitive development, in terms of the acquisition of information and knowledge, was first identified by Plato and Aristotle: '*Enforced learning will not stay in the mind, so avoid compulsion and let your children play*' (Plato). There are numerous examples of educationalists recognising the importance of play in the learning process, from Froebel to Steiner to A.S. Neill.

Play nurtures the development of creativity and problem solving. When playing make-believe games and using objects to represent other things, meaning gradually becomes separated from reality and the capacity for abstract thought begins to develop. Play may become increasingly complex with age, as it offers opportunities to explore alternative solutions and combinations of behaviour, leading to the development of creative problem solving. It has been suggested that play is the only situation where humans are free to be creative.⁸

Fantasy play involving characters and events encourages representational thinking and symbolic actions. Socio-dramatic play, supported by literacy-rich environments, can foster confidence in literacy, whilst constructive play may involve opportunities for mathematical, scientific and technological learning.

Play provides the means for understanding new connections and relationships between ideas, experiences, skills and knowledge. It also supports the consolidation of learning as it involves practice, rehearsal, repetition, mastery and extension. Play promotes meta-skills and competencies in cognition, memory, language, communication and representation. These are seen as higher order thinking skills that enable children to make connections between areas of learning and experience.⁹

Fun and enjoyment through play is experienced by adults and children alike. As well as being important in its own right, this has been linked to physical and mental health benefits. Fun also often encourages us to concentrate and persevere on a task long enough for learning to occur.¹⁰

Making a positive contribution

Play is supportive of emotional growth. When children act out painful experiences in their fantasy play, they come to terms with their own feelings and those of others. As a result, they learn to manage their feelings more effectively. If play is inhibited, research suggests that the individual is likely to become neurotic.¹¹

Play has an ego-building function, which leads to the development of physical and social skills that enhance self-esteem. This in turn encourages children to discover and explore their social world, including their cultural and social roles.¹²

Play promotes social interaction and socialisation. As well as knowledge, understanding and processing skills, children acquire an understanding of customs, rules and relationships. This significance of play was highlighted in a study on abandoned and abused children, which also suggested that play enables us to learn crucial social skills such as sympathy and empathy.¹³ It has been argued that this aspect of play is not only vital for individual development but for the evolution of the human species, because play is the mechanism that helps us cope with an ever-changing world.¹⁴

⁸ Winnicot, D., *Playing and Reality*, Routledge, 1971

⁹ Wood, E. and Attfield, J., *Play, Learning and the Early Childhood Curriculum*, Paul Chapman, 2005

¹⁰ Ed. Moyles, J., *The Excellence of Play*, Open University Press, 2000

¹¹ Else, P. and Sturrock, G., 'The Playground as Therapeutic Space: Playwork as Healing' in *Proceedings of the IPA/USA Triennial National Conference*, June 1998

¹² Erikson, E., *Childhood and Society*, Norton, 1963

¹³ Brown, F. and Webb, S., 'Children Without Play' in *Journal of Education*, March 2005

¹⁴ Hughes, B., *Evolutionary Playwork and Reflective Analytic Practice*, Routledge, 2001

Achieving economic well-being

Play encourages children to take responsibility for their own learning. Allowing and positively promoting children to take control and ownership of their own activity is a very important aspect of teaching and learning. It is difficult to become more skilled at problem solving, investigating or discussing without balance between providing structure or direction and expecting children to take responsibility for themselves. Children who are used to organising themselves in play and learning activities are more likely to become confident and creative learners than those who are continually 'spoon fed'.¹⁵

There is increasing agreement amongst politicians, economists and the business and academic communities that current approaches to learning are not equipping children and young people with the skills and dispositions necessary for Great Britain to compete in a global society. As indicated above, the kinds of cognitive and physical abilities identified as vital for people in the 21st century can, however, be fostered through a play-based approach to learning, for example:

- making choices and decisions;
- negotiation;
- independence in thought and action;
- intrinsic motivation and persistence;
- using imagination and creativity;
- experimentation, exploration and investigation of ideas and objects;
- engagement in hypothetical situations;
- use of skills and interests already acquired for different purposes;
- use of a range of social and interpersonal skills;
- understanding rules and structures; and
- functioning symbolically.¹⁶

This is not to say that core skills such as literacy and numeracy are unimportant, but rather that the efficacy of the teaching and learning of these skills would benefit from a more playful approach.

SCHOOL SELF-EVALUATION

The current OFSTED inspection framework requires schools to seek the views of pupils and to reflect them in its planning and development work. Section 2 of the OFSTED Self Evaluation Form (SEF) requires schools to outline how they gather the views of 'learners, parents and other stakeholders', what those views are and how they have been acted upon. Schools' self-evaluation activities could, therefore, be used to identify issues concerning pupils' enjoyment of the educational provision offered and potential improvements to play opportunities and resources.

¹⁵ Griffiths, R., *Mathematics and Play*, Open University Press, 2000

¹⁶ Moyles, J., *The Excellence of Play*, Open University Press, 2005

As Professor John MacBeath¹⁷ has said in his report for the NUT *Schools Speak for Themselves*, consultation with pupils and their involvement with school self-evaluation is the most effective means of finding out about the day-to-day experiences of pupils, both in the classroom and at breaks and lunchtime and about what they value and expect of their school.

Many schools encourage the involvement of children and young people in decision-making processes in schools. They include school councils, circle time, peer working, questionnaires and consultation events.

Key Stage 2

A primary school in Cardiff involved Key Stage 2 pupils in its school development work through a 'pupils as researchers' project. Pupils reviewed and analysed the existing outdoor play provision and its use, including interviewing other pupils, using video cameras to monitor levels of usage, identifying problem areas, and recording the activities which took place in the playground.

Using this information, the pupils then devised a strategy for improving the school's play facilities, which included redesigning the playground, allocating an enclosed area for ball games, and identifying priorities for purchasing play equipment such as board games, balls, hoops and skipping ropes. Mealtime assistants were involved in helping the children to learn traditional games and rhymes. As a result of the pupils' work, the number of incidents of misbehaviour at break and lunchtimes was reduced significantly and pupils felt that they had more choices in how to use their time.

WALES AND SCOTLAND

Both Wales and Scotland have recently acted upon the substantial evidence base on the benefits of play and have introduced major programmes designed to harness its potential effect on children's learning and wider development.

In Wales, a pilot Foundation Phase scheme for three to seven year olds, is due to be rolled out nationally by 2011. The Foundation Phase¹⁸ is described by the Welsh Assembly Government as a '*continuum of learning*' which enables children to learn through '*experimental activities and play*'. The curriculum framework, which is based on seven areas of learning, is designed to be play-based, child-centred and holistic, with less emphasis on teaching and more on '*scaffolding*'.

The Foundation Phase aims to provide more stimulating educational experiences to boost children's attitudes to and independence in learning, as well as their self-esteem. There is particular emphasis on speaking and listening and on using the outdoors as '*another classroom*', where children can become fit and also experience nature.

Evaluations of the pilot scheme, which started in 2004, have been extremely positive. Boys in particular have benefited from the 'active' curriculum approach, in many cases exceeding targets set for them in Reception class.

¹⁷ MacBeath, J., *Schools Speak for Themselves*, NUT, 1994.

¹⁸ Department for Education, Lifelong Learning and Skills, *Building the Foundation Phase Action Plan*, DELLS 025-06 WAG, 2006

Ysgol y Dderi was selected as the maintained setting to pilot the Foundation Phase project in Ceredigion. The area community school is located in a rural setting and serves the educational needs of children from neighbouring villages. The bilingual dimension is fundamental to the educational experiences provided for children and delivered by the school.

Being involved in the pilot project has enabled us to present our children with skill-based activities that were tailor-made for their needs and development.

The Early Years staff took the task on board with belief and enthusiasm and were delighted that at last children could be children and all that was taught would be meaningful for each individual.

As the fundamental principle of the framework is to provide meaningful and exciting experiences and environment for children we have created a mini village – have constructed a shop, post office, garage, park, a greenhouse and garden and a forest field with adequate shelters. We have also bought suitable clothing, so children feel comfortable to learn outside.

On reflection, we have found since adopting the concept of the Foundation Phase that the outcome has been that our children are:

- *more independent;*
- *more motivated;*
- *far more confident;*
- *more actively involved in their learning processes;*
- *responding easily to wider whole school initiatives;*
- *more aware of their roles within the local International and multicultural communities.*

NUT primary head teacher member

In Scotland, local authorities have been directed to have reviewed, or be reviewing, their policies on P1 education (five to six year olds) by summer 2007, with a view to introducing play-based teaching techniques throughout the curriculum from August 2007.

LOCAL AUTHORITY PLAY POLICIES

The DfES Green Paper *Youth Matters* proposes that a duty will be placed on local authorities to secure 'positive activities' for young people. It is right that local authorities play a significant role in developing an empowering role for young people. Whilst local authorities will have a statutory duty to secure positive activities for young people as both commissioners and providers, children's trusts will also have a key role to play in providing targeted support services for young people.

It should be noted that there is very limited investment proposed for these responsibilities, The Green Paper only refers to new capital funding (£40m over 2006-8) to invest in facilities for young people. It will therefore be difficult for children's trusts and local authorities to develop a more integrated and quality youth service within existing resources as suggested in the consultation paper.

There is an urgent need to bring together at local level all the present providers of play provision for children and those whose services impact upon children's play needs, in order that they might share a common understanding of the issues pertaining to children's play and agree a set of common principles and a strategic approach. The establishment of a local authority play policy would facilitate this aim.

Whilst it may not be practicable, nor for that matter desirable, to bring together all play provision under a single service, it is imperative that a policy which informs a strategic approach is adopted, through which local authority and private/independent/voluntary sector planning and delivery can most effectively be determined.

Whilst there is a need to determine what will occur initially by adopting a top-down approach, it is imperative that the content and internal processes subsequently arise from a bottom-up approach. This will require the active involvement of both children and those directly involved in the development and delivery of play provision.

The Welsh Assembly Government has provided guidance on the development of local play policies¹⁹ which offers a useful example model for England. It believes that a local play policy should include:

- *'a statement of principles and values, informed by the national Government's play policy, together with a definition of children's play and its importance to children's development, well-being and learning;*
- *a statement of the vision that partners have for the development of provision to meet children's play needs;*
- *a statement of the vision for a future where all children of the area covered, and their play needs, are given the highest regard and they are provided with high-quality play opportunities;*
- *an agreed definition of play and a framework of values and principles that are consistent across the geographical area covered;*
- *raise awareness and contribute to a shared understanding of the value of children's play and the integral role of play in all children's well-being, learning and development;*

¹⁹ Welsh Assembly Government, *Play Policy Guidance for Local Authorities, Partnerships and Voluntary Organisations*, WAG, 2005

- *promote a new way of thinking about and working with children which includes defining their play needs and identifying ways of meeting them, providing the basis for the development of a strategy for the allocation of resources to deliver both a universal entitlement to play and also strategically in response to identified play needs.'*

An implementation strategy should also be set out in a local authority play policy. This should designate a lead body/agency whose function is to ensure that provision is strategically planned and coordinated to meet the aims outlined in the play policy. It should also ensure that there are clear practical processes to create play provision that appropriately reflects the play needs of all children and that play provision and associated services are both generic and appropriately targeted, being designed to meet the full range of children's play needs.

The WAG Play Policy Implementation Plan sets out a number of measures to put its vision into action, including:

- requiring all WAG policies to be examined for their impact on children's play and national guidance on quality play;
- WAG guidance on what constitutes quality play opportunities;
- the development of standards for a wide range of play provision that will be mandatory for play funded by specific grant and advisory for all other provision;
- the development of training resources on play for teaching and non-teaching staff in schools;
- the establishment of new standards for play provision to '*define a public benchmark of balancing risk against benefit in play*'; and
- the commissioning of research on the psychological benefits of freely chosen play.

The Children's Play Council has developed four performance indicators for local authorities on play provision. The indicators assess children's access to play provision, quality of provision, how much children use provision and play outdoors, and children's satisfaction with play provision. Currently there is no way of judging local authority provision on play and funding, for play is often diverted to other areas which are given greater priority.

The Children's Play Council performance indicators for local authorities would impress on them the importance of the development of play opportunities for all young people and provide a useful lever in achieving the NUT Annual Conference resolution's objective of establishing local authority play policies.

The development of local authority play policies would also be facilitated by the Every Child Matters agenda, in particular, the movement towards 'joined up' services within local authorities and the principle of 'achievement and enjoyment' for young people as one of the five ECM outcomes.

In order for such policies to be effective, clearly designated and ring-fenced funding must be allocated by local authorities for the provision of qualified and skilled play advisers to work with schools and other educational and youth service settings to develop excellent play provision for all children and young people.

Sources of further information

The Children's Play Council is an alliance of national and regional voluntary organisations, local authorities and partnerships researching and promoting children's play. See www.ncb.org.uk/cpc for more information.

London Play aims for every child in London to have high quality, accessible and involving play opportunities. The organisation supports and coordinates out-of-school play services across London and has worked with a number of local authorities to develop play policies. See www.londonplay.org.uk for more information.

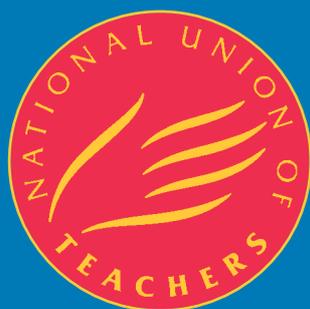
Playlink supports local authorities to create the best possible play opportunities for children and young people, from policy development through to practice. See www.playlink.org.uk for more information.

CABE Space (Commission for Architecture and the Built Environment) aims to be a national champion for urban parks and green spaces. Most of its publications can be downloaded from its website www.cabespace.org.uk

The resource book *Putting Play into Practice*, which accompanies this document, highlights some key areas where schools can include play in both curricular and extra-curricular activities. Topics covered by the resource book include:

- Planning for Play in Your School – developing a whole school approach and the role of the class teacher
- The Foundation Stage
- The National Curriculum
- The National Strategies
- Literacy
- Numeracy
- Science
- Physical Education and School Sports
- Creative Partnerships
- Behaviour
- Social and Emotional Aspects of Learning (SEAL) Programme
- Boisterous Play
- Therapeutic Play
- Building Schools for the Future and the Primary Capital Programme
- Break and Lunchtime Activities
- Extended Schools
- Healthy Schools
- Inclusion
 - Ethnicity
 - Gender
 - Disability/Special Educational Needs
- Sexual Orientation
- Risk Assessment
- Annex A – Professional Development Activities
- Annex B – A Charter for Play
- Acknowledgements

The resource pack is available to download from the NUT website www.teachers.org.uk



www.teachers.org.uk

OUR AIM: PROFESSIONAL UNITY

NUT – The Largest Teachers' Organisation in Europe