

THE ACTIVE LIVES: CHILDREN AND YOUNG PEOPLE SURVEY – QUESTIONNAIRE CONTENT

INTRODUCTION

Data collection for the Active Lives: Children and Young People Survey started in September 2017 - administered by Ipsos MORI - and results will be published on an annual basis. It will provide a broad and deep understanding of children and young people's participation in, and attitudes towards, sport and physical activity. The aim is that 100,000 children from around 2,000 schools will participate in the survey each year. This is the first survey of this scale ever to be carried out among children and young people on an annual basis anywhere in the world.

SURVEY DESIGN

Methodology

The survey covers England only and will be carried out in state-funded maintained schools and some independent schools, meaning that around 96% of all children in school years 1 to 11 will be eligible to participate.

Schools are selected at random within each Local Authority. Within each school up to three year groups are randomly chosen and within these year groups, a single mixed-ability class is randomly selected.

The survey is completed online during classroom-based sessions. County Sports Partnerships are playing a key role in contacting sampled schools to encourage and help them to participate.

Summary of content

The questionnaire captures information about the type and amount of physical activity that children and young people have done in the last seven days, to help us establish how many children are meeting the Chief Medical Officer's guidelines of 60 minutes every day and how many are less active. It asks how much activity was done in school and outside of school and, for older children, whether this was done indoors or outdoors.

There are questions on attendance at live sporting events and volunteering in sport but these will only be asked of children in Year 5 and above (age 9+). There is also a brief section on swimming proficiency and water safety.

There are further questions on attitudes towards physical activity, physical literacy (i.e. motivation, confidence, perceived competence and knowledge & understanding), mental wellbeing (e.g. levels of happiness), self-efficacy and levels of social trust.

The demographic information captured for each child includes age, gender, ethnicity, disability and socio-economic status.

QUESTIONNAIRE DESIGN

Versions

There are three versions of the questionnaire for:

- year 1-2 children
- year 3-6 children
- year 7-11 children

Parents of year 1-2 children also complete a questionnaire providing more detail for each child they have in the sampled class.

There is a further questionnaire to be completed by one of the teachers at each school.

The year 1-2 questionnaire takes around 10 minutes to complete, the year 3-6 and 7-11 questionnaires around 20 minutes, and the parent and teacher questionnaires around 15 minutes.

As the year 3-6, year 7-11 and parent questionnaires are very similar, the overview for these has been shown in a single table below. The year 1-2 questionnaire and the teacher questionnaire overviews are shown in separate tables.

Document updated: May 2018

QUESTIONS - OVERVIEW

QUESTION	FURTHER INFORMATION	AGE GROUPS
Introduction	No response required	Yr 3-6, 7-11, parents
Sex Is your child a...	Boy Girl This allows the subsequent questions in the parent questionnaire to be worded as 'your son' or 'your daughter'.	Parents
SchYr Which school year are you in?	Years 1-11. Options displayed vary according to version of questionnaire being completed	Yr 3-6, 7-11, parents
Event Since [current month] last year, have you been to see any live sporting events?	Yes No Can't remember Respondents are asked to include both professional sport and watching friends or family compete but not events participated in by the respondent or watched on TV.	Yr 5-6, 7-11
EventN How many live sporting events have you been to see since [current month] last year?	(Asked if answered "Yes" to Event) One Two Three or more	Yr 5-6, 7-11
Week Which of these have you/has your son/daughter done in the	Respondents are asked to select, from a list of 37 activities, all the exercise, sport and fitness activities done at	Yr 3-6, 7-11, parents.

QUESTION	FURTHER INFORMATION	AGE GROUPS
last seven days, since last [current day of the week]?	school (including in PE lessons), at home, at clubs, or somewhere else. Option to add up to four other sports or physical activities not in the list, in text boxes, or to answer "None of these". Parents see the message "You may find it helpful to complete this question with your son/daughter"	
Wk4 Have you/Has your son/daughter done any of these activities in the last 4 weeks?	Asked if answer to Week (activities done in last seven days) = 'None of these'. Same response options as Week .	Yr 3-6, 7-11, parents
Wk4Oft How many times in the last 4 weeks have you/your son/daughter done any of these activities?	Asked if one or two activities selected at Wk4 Once Twice Three times or more	Yr 3-6, 7-11, parents
Grid (at school) Please tell us on which days you/he/she did each of these activities while at school, during normal school hours. <ul style="list-style-type: none"> • Include activities in PE lessons and break times. • Do not include activities at before and after school clubs, even if these took place at school 	If one or more activities is selected at Week , a grid is presented with columns for each day of the school week (Monday-Friday) and rows based on the activities reported.	Yr 3-6, 7-11, parents
Grid (outside school) Now please tell us on which days you/he/she did these activities outside school hours. Please include activities you/he/she did: <ul style="list-style-type: none"> • before you/he/she got to school and after you/he/she left school • at the weekend • on holiday days • at before and after school clubs, even if these took place at school. 	If one or more activities is selected at Week , a grid is presented with columns for each day of the week (Monday-Sunday) and rows based on the activities reported.	Yr 3-6, 7-11, parents
GridChk You told us that your son/daughter did the following activity/activities in the last seven days, but you did not tell us	If one or more activity chosen at week is not entered in either Grid , a further grid is presented asking why each activity was not entered.	Parents

QUESTION	FURTHER INFORMATION	AGE GROUPS
when. For each activity please tell us whether this is because your son/daughter did the activity but you are not sure when, or because your son/daughter did not actually do the activity		
Time For activities entered in Grid (outside school) : You told us that on [day of the week], [X days ago], [you/your son/your daughter] did [activity] outside normal school hours. How long did you/your son/your daughter do this activity for?	Less than 10 minutes Less than half an hour About half an hour About three-quarters of an hour One hour More than an hour Yr 3-6 'Don't know' or Yr 7-11/parent 'Cannot give estimate' Only asked with respect to the most recent day each activity was done.	Yr 3-6, 7-11, parents
Location And did you do [activity] indoors, or outdoors?	Indoors Outdoors Not asked for activities which can be assumed to be outdoors (e.g. walking to school). Only asked with respect to the most recent day each activity was done.	Yr 5-6, 7-11
WalkSch How long does it usually take you/your son/daughter to walk to/home from school?	Asked if child has walked to or from school any day. Less than 10 minutes Less than half an hour About half an hour About three-quarters of an hour One hour More than an hour Yr 3-6 'Don't know' or yr 7-11/parent 'Cannot give estimate'	Yr 3-6, 7-11, parents
CycleSch How long does it usually take you/your son/daughter to cycle to/home from school?	Asked if child has cycled to or from school any day. Less than 10 minutes Less than half an hour About half an hour About three-quarters of an hour One hour More than an hour Yr 3-6 'Don't know' or yr 7-11/parent 'Cannot give estimate'	Yr 3-6, 7-11, parents
BrFast When you did [activity], did it make you breathe faster?	Asked for each activity done in the last week. Yes No	Yr 3-6, 7-11
Hot	Asked for each activity done in the last week.	Yr 3-6, 7-11

QUESTION	FURTHER INFORMATION	AGE GROUPS
When you did [activity], did it make you hot or tired?	Yes No	
<p>We would now like you to think about all types of exercise and sport. How much do you agree or disagree with the following statements?</p> <p>PLEnjoy I enjoy taking part in exercise and sports.</p> <p>PLConf I feel confident when I exercise and play sports.</p> <p>PLEasy I find exercise and sports easy.</p> <p>PLGdMe I understand why exercise and sports are good for me.</p> <p>PLKnow I know how to get involved and improve my skills in lots of different types of exercise and sports.</p>	<p>Strongly agree</p> <p>Agree</p> <p>Disagree</p> <p>Strongly disagree</p> <p>Can't say</p>	<p>Yr 3-6, 7-11</p> <p>Yr 3-6, 7-11</p> <p>Yr 3-6, 7-11</p> <p>Yr 3-6, 7-11</p> <p>Yr 7-11 only</p>
<p>SwmCan Can you/your son/daughter swim?</p>	Yes No	Yr 3-6, 7-11, parents
<p>Swm25Can Can you/your son/daughter swim a length of a swimming pool (25 metres) without stopping?</p>	<p>Asked if SwmCan = "Yes"</p> <p>Yes No</p>	Yr 3-6, 7-11, parents
<p>Swm200Can Can you swim 200 metres (eight lengths of a standard sized swimming pool) without stopping?</p>	<p>Asked if Swm25Can = "Yes"</p> <p>Yes No</p>	Yr 7-11
<p>SwmStk Which of the following swimming strokes can you do?</p>	<p>Ask if SwmCan = "Yes"</p> <p>Front crawl</p> <p>Backstroke</p> <p>Breaststroke</p> <p>Butterfly</p>	Yr 7-11
<p>SwmTrd Can you stay in one place in the pool and keep your head above the water without holding onto the side or a float, and without touching the bottom of the pool? This is sometimes called treading water.</p>	Yes No	Yr 3-6, 7-11
SwmTrd (parents' version)	Yes	Parents

QUESTION	FURTHER INFORMATION	AGE GROUPS
Can your son/daughter tread water? This means staying in one place in the pool and keeping his/her head above the water without holding onto the side or a float, without touching the bottom of the pool and without being held by someone.	No	
SwmOft Would you like to swim more often?	Yes No	Yr 3-6, 7-11
SwmLake Imagine that tomorrow you fall into a large lake. The lake is deep and you can't touch the bottom. You have all your clothes on, and you are about five metres away from the land (this is about the length of a large car). Could you get back to the land without someone helping you?	Yes No	Yr 3-6, 7-11
Vol (Yr 3-6 version) Since [current month] last year, have you volunteered, or given your time to do any of the following activities? Think only about when you do them to help with sports, exercise or dance.	Raised money for sports or dance at school or a club Been a 'sports leader' or 'sports ambassador' Helped with setting up or clearing away Helped with refreshments (food or drink) Given any other help. Please tell us what you did. No, have not done any of these activities since [current month] last year	Yr 3-6
Vol (Yr 7-11 version) Since [current month] last year, have you volunteered, or given your time to do any of the following activities?	Raised money for a sports club, organisation or event (Only include fundraising for sport, not fundraising by taking part in a sports event or activity) Been a 'sports leader' or 'sports ambassador' Coached or instructed an individual or team(s) in a sport, dance or fitness activity (other than solely for family members) Refereed or umpired at a sports match, competition or event	Yr 7-11

QUESTION	FURTHER INFORMATION	AGE GROUPS
	<p>Acted as a steward or marshal at a sports or dance activity or event</p> <p>Provided any other help for a sport, dance or fitness activity (e.g. helping with refreshments; setting up sports kit or equipment, scoring matches, first aid). Please tell us what you did.</p> <p>No, have not done any of these activities since [current month] last year</p>	
VolN If one activity selected at Vol: And have you done [activity] more than once since [current month] last year? If more than one activity selected at Vol: Think about all those sport, dance and fitness activities you have given your time to support. Have you given your time more than once since [current month] last year?	Yes No	Yr 3-6, 7-11
WellHp Overall, how happy did you feel yesterday?	Scale 0-10 where: 0 = Not at all happy 10 = Completely happy This is a standardised wellbeing questions	Yr 3-6, 7-11
WellHpU Is this how you usually feel?	Yes No	Yr 3-6
WellSt Overall, how satisfied are you with your life nowadays?	Scale 0-10 where: 0 = Not at all satisfied 10 = Completely satisfied This is a standardised wellbeing questions	Yr 7-11
WellWt Overall, to what extent do you feel that the things you do in your life are worthwhile?	Scale 0-10 where: 0 = Not at all worthwhile 10 = Completely worthwhile This is a standardised wellbeing questions	Yr 7-11
Try Thinking about all the things you do at school and at home, how much do you agree or disagree with the following statement: If I find something difficult, I keep trying until I can do it.	Strongly agree Agree Disagree Strongly disagree Can't say	Yr 3-6, 7-11
Trust	I can trust them a lot	Yr 3-6, 7-11




QUESTION	FURTHER INFORMATION	AGE GROUPS
How much do you feel you can trust people who are a similar age to you?	I can trust them a bit I can't trust them very much I can't trust them at all	
Sex Are you a...	Girl Boy Other Prefer not to say	Yr 3-6, 7-11
SexOth You have not categorised yourself as a boy or a girl. How would you describe yourself?	Asked if Sex = "Other" Fill in text box or choose "Prefer not to say"	Yr 7-11
Age How old are you/is your son/daughter?	Different age options presented depend on questionnaire version 5-16	Yr 3-6, 7-11, parents
DobDD, DobMM When is your son's/daughter's Birthday? Please tell us the day and the month.	Select day and month	Parents
Eth Which one of these best describes your background or race?	White (British or English) White (not British or English) Mixed race Asian or British Asian Black or Black British None of these	Yr 3-6, 7-11
Eth (parents' version) What is your son's/daughter's ethnic group?	More detailed response options provided than those shown to children.	Parents
Dis Do you/Does your son/daughter have a disability, or a special educational need (e.g. dyslexia), which means you/he/she needs extra help to do things?	Yes No	Yr 7-11, parents
DisHw Does this disability, or special educational need affect you/your son/daughter in any of the following areas?	Asked if Dis = "Yes" Moving around including walking and running Using your/his/her hands for writing or to pick things up Seeing and using your/his/her eyes Hearing and using your/his/her ears Speaking and communicating Breathing (e.g. asthma) Difficulty learning new things Reading or writing (e.g. dyslexia) Using numbers (e.g. dyscalculia) Co-ordination (e.g. dyspraxia) Your/His/Her mental health and how you/he/she feel(s)	Yr 7-11, parents

QUESTION	FURTHER INFORMATION	AGE GROUPS
	How you/he/she behave(s) in a way which makes life difficult Gives you/him/her pain Affects your/his/her health for a long time Affects you/him/her in another way None of these	
Dis (Yr 3-6 version) Do you need extra help with any of these things?	Asked if Dis = "Yes" Moving around including walking and running Using your hands for writing or to pick things up Seeing and using your eyes Hearing and using your ears Speaking Breathing Reading or writing Using numbers How you feel How you behave I don't need extra help with any of these things	Yr 3-6
Eatlunch Where do you normally eat lunch on school days? If it varies from day to day, choose the option which applies on most days	Question added in April 2018 I mainly eat school lunches (food served by the school) I mainly go outside of school and buy my lunch I mainly bring a packed lunch to school I mainly go home to have my lunch	Yr 7-11
SchM Do your parents have to pay if you have school meals?	Yes No Don't know	Yr 7-11
We would now like to ask you some questions about your home and family FASCar Does your family own a car, van or truck?	The final series of questions are taken from the Family Affluence Scale used by the World Health Organisation to estimate socio-economic status No Yes, one Yes, two or more For parents: if respondent tries to skip past this question, "Prefer not to say" option will appear	Yr 3-6, 7-11, parents
FASBed Do you/does your son/daughter have your/his/her own bedroom for your/his/herself?	Yes No For parents: if respondent tries to skip past this question, "Prefer not to say" option will appear	Yr 3-6, 7-11, parents
FASpc	None One	Yr 3-6, 7-11, parents

QUESTION	FURTHER INFORMATION	AGE GROUPS
How many computers does your family own (including laptops and tablets, but NOT including game consoles and smartphones)?	Two More than two For parents: if respondent tries to skip past this question, "Prefer not to say" option will appear	
FASHol How many times did you and your family travel out of England for a holiday last year?	None Once Twice More than twice For parents: if respondent tries to skip past this question, "Prefer not to say" option will appear	Yr 3-6, 7-11, parents
FASBth How many bathrooms are in your home?	None One Two More than two For parents: if respondent tries to skip past this question, "Prefer not to say" option will appear	Yr 3-6, 7-11, parents
FASDsh Does your family have a dishwasher at home?	Yes No For parents: if respondent tries to skip past this question, "Prefer not to say" option will appear	Yr 3-6, 7-11, parents
Final Thank you! That is the end of the survey.		Yr 3-6, 7-11, parents

QUESTIONS – OVERVIEW (year 1-2 survey)

QUESTION	FURTHER INFORMATION
AGE How old are you?	5 6 7
BDAYMTH Which month is your birthday in?	Select month
BDAYDY And what day in [month] is your birthday?	Select day
SCHYR Which school year are you in?	Year 1 Year 2
SEX Are you a boy or a girl?	Boy Girl
WEEKSP1 Have you done any of these sports in the last week? Please choose all the sports you did	Football Netball or Basketball Cricket Swimming Gymnastics Tennis

QUESTION	FURTHER INFORMATION
	Rounders Judo or Karate I did another sport I did no sport
PLLIKESP Do you like playing sport?	I love playing sport I like playing sport I don't like playing sport I hate playing sport
PLEASY Do you find sport easy?	Yes No I don't know
WEEKAC1 Have you done any of these things in the last week? Please choose all the things you did	Walking Riding a bike Scooter Running games Climbing frame Trampoline Dancing Roller skating I did other activities I did no activities
PLLIKEAC2 Do you like being active? This includes things like running games, riding a bike or scooter, walking, and dancing.	I love being active I like being active I don't like being active I hate being active
SWIMLK Do you like swimming?	I love swimming I like swimming I don't like swimming I hate swimming I don't know
TRAVEL How did you get to school today? Please choose all the ways you came to school today	I walked I rode a bike I went on a scooter I went in a car I went on a bus I went on a train or tram or tube
WELLHP4 How do you feel today?	Choice of:   

QUESTIONS – OVERVIEW (teachers' survey)

QUESTION	FURTHER INFORMATION
URN	Enter unique reference number
YRGROUP What school years does this school include? Select all that apply	Options displayed are based on type of school – primary/secondary/other. The answer to this determines which subsequent questions and response options are displayed. Reception – Year 13
TEACHYR Which year groups do you currently teach? Please only include year groups you teach regularly, including year groups you teach to cover other staff on a regular basis.	Options selected at YRGROUP_E are presented, plus “Do not teach any specific year group”
SPROLE Do you hold any PE or sport related roles in the school?	Response options shown depend on school phase (primary or secondary) Specialist PE teacher PE lead/PE and Sport Co-ordinator School sports co-ordinator Sports specialist trainee or apprentice Sports coach Other (please specify) None of these
ROLE Do you hold any of these leadership roles or responsibilities in the school?	Response options shown depend on school phase (primary or secondary) Head teacher Deputy Head Assistant Head Curriculum area lead/Department Head/Head of Faculty Phase leader e.g. Head of Early Years Lead for any non-curriculum areas (e.g. safeguarding, careers, co-curricular activities) SEN co-ordinator Other (please specify): text box None of these
PETRAIN Have you undertaken any training specific to PE, sport or physical activity in the last year?	Yes No
SPORTFAC Which of the following facilities does the school have? Select all that apply	Select from a list of facilities, “other specialist of sports facilities (please specify)” or “none of these”
COMMUSE1 Does the school make any of these facilities available for community use? By community use we mean any activity outside of school time or children’s education where facilities are used predominantly by community groups (for instance local sports clubs, or for adult education). Sharing facilities	Yes – for sport related reasons Yes – for non-sport related reasons Yes, for both sport and non-sport related reasons No Don’t know

QUESTION	FURTHER INFORMATION
with other primary or secondary schools should not be included.	
COMMUSE2 Which of these facilities does the school make available for community use?	Asked COMMUSE1 = "Yes". Response options selected at SPORTFAC are shown again.
EXTFAC What extra facilities or equipment would help enhance your PE and Sport offer?	Same response options as SPORTFAC
TRAVMON Does your school monitor how pupils travel to school?	Yes No Don't know
WALK Does the school participate in Walk to School week or other similar initiatives promoting active travel to school?	Asked if primary school Yes No Don't know
ACTTRAV Does the school do anything to promote active travel to school?	Asked if secondary school Yes No Don't know
TIMEBT, TIMELT How long are break and lunch time at the school? If the length varies, please tell us the longest time that any pupils have	Answers given in minutes for break time and lunch time
TIMEBSC1, TIMELTC2, TIMEASC3 Below are a number of school-based activities. For each one, please type in how many minutes a single session usually lasts at the school. Think only of activities involving sport and physical activity. Think of the time when pupils are doing the activities. Do not include changing time.	Answers given in minutes for: Before school sports or exercise clubs or training Lunch time sports or exercise clubs After school sports or exercise clubs or training
TIMEPE <i>For primary schools:</i> For each year group, how much time each week do pupils spend doing PE lessons in school (i.e. curriculum PE)? Please provide the time usually spent, including changing time. <i>For secondary, middle and all through schools:</i> For each year group, how much time each week do pupils spend doing PE or Games lessons in school (i.e. curriculum PE)? Please only think about core PE time, and ignore any additional time for those studying PE at GCSE. Please provide the time usually spent.	Answers in minutes per week for each year group selected at YRGROUP
SWIM1 This year [year] which year groups, if any, will have (or have already had) swimming lessons	Year groups selected at YRGROUP shown plus "Swimming lessons are not offered"

QUESTION	FURTHER INFORMATION
provided by the school? Include swimming lessons arranged by the school, wherever they take place.	
SWIM2 How many school swimming sessions does each pupil get during the whole school year? Think only of standard class swimming lessons, not swimming clubs or team training.	Ask unless "swimming lessons not offered" at SWIM1 Fewer than 10 (e.g. weekly sessions for half a term) 10-19 (e.g. weekly sessions for a whole term) 20-29 (e.g. weekly sessions for two terms) 30 or more (e.g. weekly sessions for three terms) None of these
SWIM3 What is the length of the main swimming pool at the facility used by pupils for swimming lessons?	Ask unless "swimming lessons not offered" at SWIM1 Less than 25 metres 25 metres 30-33 metres 50 metres Other length – please specify
SWIMNC What would support you to better deliver the national curriculum requirement that all children are able to swim at least 25 metres by the end of key stage 2?	Additional teacher training in swimming and water safety Additional resources for teachers Having additional funding (to cover the costs of pool hire/ transport etc.) Better access to facilities Higher priority placed on swimming within the school Additional teacher available for swimming lessons Other (please specify)
SPORTS Which of the following activities are offered at the school during PE lessons? Include activities delivered by external providers if part of standard school lessons.	Select from a list of activities, with text boxes for "other team or ball sports (please specify)" and "other sports or exercise activities"
SPORTSCLUBS Which of the following activities are offered at the school before school, during lunchtime or at after school clubs? Include activities for pupils offered at school by outside providers. Include any clubs offered during this school year [year] even if not currently on offer.	Select from a list of activities, with text boxes for "other team or ball sports (please specify)" and "other sports or exercise activities"
PEPREM Has additional support been targeted at any of the following groups as a result of the PE and sport premium funding which all state-funded schools receive?	Asked if school is state-funded (not independent) Boys Girls Those less engaged/ least active in PE and sport Children lacking in PE skills, agility and confidence Overweight children Disadvantaged children (e.g. those eligible for free school meals) Children with SEN

QUESTION	FURTHER INFORMATION
	Specific year groups Other (please specify): text box No targeting of specific groups
TRANSIT1 (primary schools) Does the school do any of the following activities to support the transition of pupils from primary to secondary school?	Offer an introduction to sports which are part of the secondary curriculum Teach children the fundamental skills needed to access the secondary PE curriculum Engage with local secondary schools to ensure a smooth transition for pupils Other (please specify): text box No, none
TRANSIT2 (secondary schools) Does the school do any of the following activities to support the transition of pupils from primary to secondary school?	School staff assist primary schools in delivering activities such as PE lessons, sports day or after school clubs School runs taster sessions or holiday sports camps or clubs open to primary pupils School runs sports competitions for primary schools to participate in Have a dialogue with your feeder primary schools Support primary schools to offer an introduction to secondary school sports for pupils Other (please specify): text box No, none
INTROFOOD Now there are two questions about school food, included because they relate to pupils' more general health and wellbeing. If necessary, please consult another member of staff in answering these questions.	No response options shown
FOODSFS How does the school ensure it is complying with the School Food Standards (SFS)?	Question added in April 2018 School ensures SFS compliance is included in catering contract School gains at least annual assurance over SFS compliance from caterers / local authority School is part of a food or menu award, accreditation, audit or inspection scheme (such as Food for Life or Healthy Schools London) School ensures catering staff are trained and supported in providing meals that meet the school food standards School has nominated governor with specific responsibility for school food School complies with the SFS throughout the school day, including during school lunches, break-times and before or after school clubs School goes beyond SFS and has a school food policy which bans pupils from bringing in food or drink high in sugar, salt or fat Other initiatives (please specify)

QUESTION	FURTHER INFORMATION
	None of these Don't know
FOODED How does the school provide food education for all pupils and develop their skills in preparing nutritious meals?	Question added in April 2018. Response options shown depend on school phase (primary or secondary) Pupils are encouraged to support catering staff in the preparation and serving of school food School has some food grown on-site by students which is used for preparation of school meals School supports teaching staff in their professional development around food and nutrition School ensures healthy eating is a priority in the curriculum School ensures healthy eating is a priority in food technology or PSHE classes School routinely provides cooking lessons as part of the curriculum at Key Stage 4 School runs an extra curricular cooking club at least once per month, open to all pupils Other initiatives (please specify) None of these