

PUDSEY SOUTHROYD PRIMARY SCHOOL – M2 PROGRAMME



Leeds Well School Partnership
Physical Activity • Physical Education • Sport

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INTRODUCTION

As part of Leeds Well School Partnership, we had the opportunity to be involved in the M2 programme which targets inactive girls; over 8 weeks the curriculum combines workouts, active lessons, mindfulness exercises and discussions, and finishes with a 5km challenge.

The aim of the programme is to help inactive girls build confidence, enjoy being active and make positive, lasting changes.

This programme is designed and delivered as part of the Moving with Confidence initiative, led by Louise Hacking (Partnership Consultant for Secondary PE and Girls) and supported by Libby Cotter and Megan Greaves from Active Leeds.



INTENT

- To use the M2 programme to target a group of Year 6 girls.
- We wanted them to achieve a more positive opinion of PE and gain an increase in confidence when participating in physical activity.
- As a baseline, they had no interest in physical activity and were reluctant to join in PE lessons.
- They were also not very active during the day.



IMPLEMENTATION

- A member of staff was identified to run the programme and undertook the club after speaking to the girls.
- The girls were chosen by their class teachers as they were identified as being likely to drop out of PA and having low confidence.
- The club took place after school as this was the only time an appropriate space was available.
- A challenge we faced was that some of the girls weren't as dedicated to the club and wouldn't attend all the sessions.
- It was great to go to the Celebration event at Yeadon Tarn as the girls had the opportunity to experience something new with one another. This helped them build their relationship with each other.



IMPACT

The girls who attended every session did absolutely fantastically at the final 5K and it was evident that their confidence in school was improving. They often spoke about their 'inner cheerleader' and what it might say in certain situations. Parents also commented and thanked staff as they saw an increase in confidence and positive opinion towards PA.



“ I feel so much more confident and have been losing weight, which I have been trying to do. I want to continue running. “

Millie



One child was autistic and found the sessions challenging at times and also struggled during the final 5K. But she remained positive and pushed herself and even expressed how proud she was of herself at the end. The girls also became more confident when talking to different members of staff.

“The girls seem so much more confident and are engaging in PE lessons much more. They can 'try' in lessons and give things a chance. “

SLT



NEXT STEP

We now need to focus on another cohort of children and can use this group as a success story.

- Continue to explore inclusive kit options such as sport hijabs and sports bras.
- Open up a wider conversation around the impact of menstruation on participation and performance in sport.
- Build on this work to support even more girls to be active and confident.

“ We had the most brilliant day at Yeadon Tarn taking part in the M2 Celebration Event. The girls that took part were just fantastic & amazing and overcome every challenge with determination & and big smiles. Well done to everyone that participated – you're a true inspiration!”



TOP TIPS

- 1 **Start with the least engaged voices**
Target students who are disengaged from PE rather than those who already enjoy it. Their insights are often the most valuable in identifying real barriers and meaningful solutions.
- 2 **Create a safe and open environment**
Be intentional about creating a space where students feel comfortable sharing honest opinions especially around sensitive topics like body image, confidence and comfort.
- 3 **Embed cultural sensitivity into kit design**
Recognise and respect diverse cultural and religious needs by offering inclusive PE kit options (e.g. modest clothing, head coverings, or alternative fits), by actively listening to and representing the voices of all students.
- 4 **Use real examples and physical resources**
Bringing in different types of kit made discussions more concrete and helped students articulate what they liked and didn't like more effectively.
- 5 **Involve external partners where possible**
Working with organisations like Active Leeds added credibility, expertise and support to the project.
- 6 **Think beyond the kit**
The project opened up wider conversations (e.g. menstruation, modesty, inclusivity). Be ready to build on this and link to broader wellbeing and participation issues.