



Success story

Inclusion of Motor Skills in the School Core Curriculum



Initiative type: Education policy / curriculum reform

Sectors: Education | Sport | Children & Youth

Target group: All school-aged children and young people

Implementation stage: Early implementation

Transferability: Yes

▶ About the initiative

Poland has incorporated motor skills as one of the fundamental skills in the core curriculum for general education.

Motor skills are defined broadly as the ability to consciously use and develop one's own motor potential as a foundation for an active and healthy lifestyle. This includes the ability to:

- Plan and undertake physical activity
- Monitor and assess physical activity
- Develop healthy habits in everyday life
- Develop coordination, stability, balance and physical fitness

▶ What is making it successful?

The initiative has gained strength through its formal inclusion in the regulations of the Minister of National Education. By recognising physical and motor development as essential to children's wider development, the policy gives physical activity a stronger position within the education system rather than treating it solely as an extracurricular or sport-related issue.

▶ What could other countries learn?

Its central lesson is that embedding motor competence and physical activity within the national education framework can establish a policy basis for promoting active and healthy lifestyles across the entire school population.





Key challenges to promote HEPA

► Poland's wider challenge for physical activity promotion

The main challenge is changing societal mindsets and everyday habits.

Children's physical activity, leisure patterns and eating behaviours are strongly influenced by their families, peers, schools, media and wider social environment. Changing these patterns therefore requires systematic, long-term action across multiple levels.

The impact of preventive measures may also take considerable time to become visible, making sustained commitment particularly important.

► Country-level barriers to advancing HEPA

The following barriers are most persistent to advancing HEPA policy in the country.



BARRIER	IMPACT
Lack of workforce capacity	MAJOR
Insufficient monitoring/data	MAJOR
Public engagement challenges	MAJOR
Limited funding/resources	MODERATE
Weak intersectoral coordination	MODERATE
Political prioritisation	MODERATE
Inequities in participation/access	MODERATE
Regional/local implementation gaps	MINOR
Limited research translation into policy	MINOR
Other	NO IMPACT

► What is needed?

Poland identifies the need for continuous promotional, educational and upbringing activities, particularly:

- Supporting teachers
- Strengthening communication between schools and families
- Engaging the wider environment in which children develop their habits
- Maintaining long-term commitment to prevention



► How can the HEPA Europe Network help?

HEPA Europe could highlight international experiences and good practices in embedding physical activity and motor competence within education systems. It could also provide information on funding opportunities for projects supporting these approaches.



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