



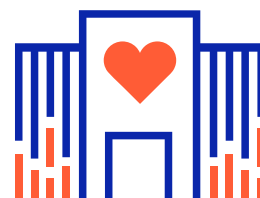
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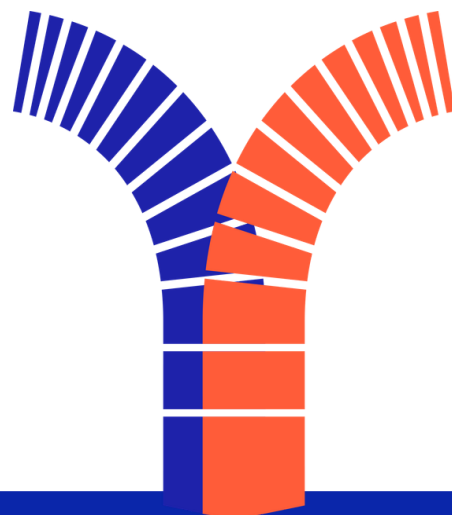


Top Tips: Creating Inclusive Experiences for Women and Girls

Five simple actions to help schools turn inclusion into everyday practice.



Well Culture.



This resource has been designed based on the Well Schools Well Culture pillar.



01 Listen before you change

Use pupil voice to understand what helps girls enjoy and engage, what gets in the way and what would make participation feel easier.

Try this: Ask a small, diverse group of girls: "What helps you feel comfortable and confident in PE?" and "What would you change?"

Reflect: Whose voice is currently missing from your decisions?



02 Look at intersectionality

Avoid treating "girls" as a single group. Some girls face multiple barriers linked to disability, ethnicity, faith, income, body confidence or puberty.

Try this: Review participation and feedback by different groups of girls. Look for patterns rather than relying on overall averages.

Reflect: Are some girls consistently less confident, less active or less likely to feel they belong?

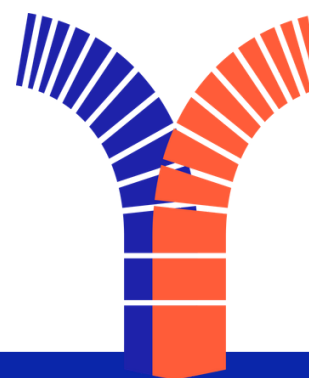


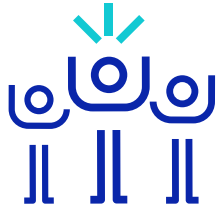
03 Increase choice and comfort

Choice can reduce anxiety and help girls feel a greater sense of control – especially around kit, activity type, grouping and level of challenge.

Try this: Identify one area where current rules are unnecessarily fixed. Trial a small choice-based alternative and gather feedback.

Reflect: Does your current practice prioritise participation and belonging, or tradition?





04 Challenge the image of "sporty"

Girls are more likely to see activity as relevant when they can recognise themselves in the people, language and opportunities around them.

Try this: Profile a wider range of female role models, including pupils, staff and community members with different backgrounds, abilities and relationships with activity.

Reflect: Who gets celebrated as successful in PE and sport in your school?



05 Create a culture of belonging

Inclusive practice is strongest when it is visible across relationships, language, policies and leadership – not left to one teacher or one programme.

Try this: Choose one current policy or routine – such as PE kit, changing, extracurricular clubs or team selection – and review it through an inclusion lens.

Reflect: Would every girl be able to see that this space was designed with her in mind?



SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

@YouthSportTrust

Registered charity number 1086915

Registered company number 4180163

