

INSPIRE

Summer 2021

Leading innovation in PE and school sport



Active Recovery

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for the next generation

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WELCOME

Hello and welcome to this summer term edition of INSPIRE magazine – this issue's theme is active recovery.

The past year has had a profound impact on all aspects of young people's lives, and schools are doing incredible work to help them recover. Here at the Youth Sport Trust we have been advocating for the hugely important role that sport, PE and physical activity have to play in this recovery. It is so essential that this does not get overlooked.

Our research, covered in more detail in this issue, demonstrates the concerns parents have about the impact of lockdowns on their children's wellbeing, and their support for the importance of PE, sport and physical activity in turning that around.

In this term's INSPIRE, we bring you some inspiring examples of how schools are harnessing the power of sport and play to help young people to reconnect and re-engage with school life. This is feeding into the emerging evidence base of the impact an active recovery is having, something which we will be building on over the summer.

We have been working to keep the importance of an active recovery front of mind, especially among politicians and policymakers, through roundtables with government ministers and the Education Recovery Commissioner Sir Kevan Collins and evidence to parliamentary committees.

As we went to print, we were able to share good news that funding for the important School Games Organiser network had been extended to the end of the financial year and we were continuing to press for confirmation of next year's Primary PE and Sport Premium.

Elsewhere in this edition we have a round-up of highlights from our Coronavirus Support Live webinar series to support schools with practical advice and support during this challenging period. Also included is a run through of the new Active Recovery Hub which is packed full of hundreds of free resources to help you get young people active and boost their health and wellbeing.

On the eve of this summer's National School Sport Week (19–25 June) we bring you a preview of this year's campaign – and a reminder that there is still time to sign-up if you haven't already!

This year's theme is Together Again, and we have partnered with the Together Campaign to align with the national Thank You Day on 4 July. The importance of helping young people to reconnect has never been greater. I hope that you can join this national celebration of the power of school sport to bring people back together through your own 'Together Again' Games.

In closing, I would like to recognise and celebrate your courage and conviction in doing what is right. So many schools have all pivoted provision to increase the amount of physical activity, play and sport children and young people have been able to access at this time, helping to improve their health, happiness and engagement. On behalf of everyone here at the Youth Sport Trust, a heartfelt and sincere thank you.



ALI OLIVER MBE
Chief Executive Officer
Youth Sport Trust

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News

School Games Organiser funding

Sport England and the Youth Sport Trust have now been able to advise School Games Organisers that funding for the network has been confirmed to March 2022, following a commitment from the Department of Health and Social Care. We will be making the case for a longer-term funding commitment as part of government's next Comprehensive Spending Review, due to take place later this year.

PE and Sport Premium 2021/22 update

As we went to press, we were still seeking clarity from government on the continuation of the primary PE and Sport Premium for 2021/22.

The Youth Sport Trust has been galvanising the voice of the school sport and activity sector to speak together on the importance of this funding being retained. While we are calling for more strategic use of the funding, we believe its withdrawal would be a disaster for schools and young people at a time when wellbeing has been impacted so dramatically by the pandemic.

Several parliamentary questions have been tabled by MPs asking the Department for Education to confirm arrangements. Schools Ministers Nick Gibb stated: **"The Department is currently considering arrangements for the primary PE and Sport Premium for the 2021/22 academic year and will confirm the position as soon as possible."**

For the latest update on the funding go to: www.youthsporttrust.org/resources/primary-pe-sport-premium

Sports stars unite to get children active

Dozens of national governing bodies of sport and other organisations serving school sport and activity have come together to encourage children to get active this summer through a series of fun exercises and activities made available for free through the new Active Recovery Hub. The Hub sits on the School Games website and was created by the Youth Sport Trust and Sport England, with support from the National Lottery, as part of a Government investment to boost learning and recovery for children and young people following the COVID-19 pandemic.

The 'Nudge Up' activities are presented by World Cup winning cricketer Jos Buttler, England Rugby captain Sarah Hunter and one of Britain's most successful wheelchair tennis players, Lucy Shuker. They are just one of the many free resources which can be accessed on the Active Recovery Hub. The videos were produced to support the Oak National Academy and the inclusion of active recovery nudges within their summer learning programme.

www.yourschoolgames.com/active-recovery

Summer schools

The Department for Education has confirmed funding allocations and guidance for its Summer Schools programme. The aim of the programme is to deliver a short summer school, offering a blend of academic education and enrichment activities. The Youth Sport Trust ran a series of workshops to help schools prepare.

For more information:
www.gov.uk/government/publications/summer-schools-programme

Charlie Mackesy and the nation's schools come together to build a national Thank You Day card

Charlie Mackesy, author and illustrator of much-loved book *The Boy, the Mole, the Fox and the Horse*, has come together with the nation's schools and the Together Coalition to create a nation-wide Thank You card.

The physical card, which will be created as part of the national Thank you Day on Sunday 4 July 2021, will feature an original artwork designed by Charlie and Colm Roche. The special illustration brings together Charlie's much-loved characters of the boy, the mole, the fox and the horse with members of the community all gathered together within a heart above the words 'Thank You'.

The Youth Sport Trust is one of several organisations supporting the initiative, through a partnership between the Together Campaign and this year's National School Sport Week.

Ali Oliver MBE, CEO of the Youth Sport Trust, said: **"It's the perfect opportunity to thank those who have motivated us to get up and get moving and feel better as a result."**

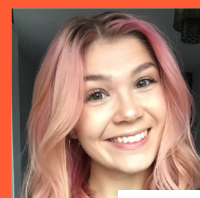
For more information on this year's National School Sport Week campaign see the article on page 24 of this edition of INSPIRE.

Active Recovery

Research and Insight

JESSICA JOHNSON

Research and Insight
Project Officer,
Youth Sport Trust



Jess Johnson outlines the recent research and insight that supports the need for an active recovery.

As schools enter the final half-term of another exceptionally challenging academic year and begin to plan for the future, research from Youth Sport Trust, supported by the Gregson Family Foundation and conducted by YouGov, has shown how parents value schools' focus on wellbeing. This serves to highlight the importance of an active recovery.

COVID-19 lockdowns and changes to school has worsened their childrens' wellbeing

67%

of parents with children
aged between 4-10

70%

of parents with children
aged between 11-16

Also concerning, over two thirds of parents (69%) believe that their children are less physically active than by comparison to the start of the pandemic. This complements Active Lives data which tells us that the proportion of children and young people who are active for at least 60 minutes on average everyday has fallen from 46.8% to 44.9% (Sport England, 2020). An active recovery is thus invaluable to prevent possible challenging longer-term physical and mental wellbeing outcomes of COVID-19. Simultaneously, the high-profile of an active recovery across schools can help improve awareness amongst parents of the Chief Medical Officer's guidelines that children should be active for 60 minutes. Our research has shown that, at present, only 38% of parents are aware of this.

Parents believe in the crucial role of schools to support and improve their childrens' wellbeing. Two thirds of parents believe that the wellbeing of pupils is more important than academic attainment. Evidence also suggests that parents believe in the role of physical activity. 81% of parents have said that cuts to PE, sport and break times are likely to

have a negative impact on pupil wellbeing and 68% of parents also believe that PE should be a core subject on the national curriculum. Thus, Active Recovery Curriculum can be positioned to parents as responding to the issues identified by parents themselves.

In addition to ensuring physical activity is central to Active Recovery Curriculum, our research highlighted parents' desire for wellbeing to be measured and tracked. 76% of parents agreed that "we need to measure young people's wellbeing if we are going to improve it," something supported by the charity. Youth Sport Trust has commissioned research into Active Recovery Curriculums to explore how schools have implemented them and the impact Active Recovery Curriculums can have on young people's physical, mental, social, and emotional recovery from COVID-19. The research will also explore the longer-term lessons that can be learnt from implementing Active Recovery Curriculums. Alongside our research, we hope that the UK government produce a long-term strategy to address wellbeing issues, underpinned by a national wellbeing measurement programme to inform and target action and monitor progress as we hopefully move into a Post-COVID 2021/2022 academic year.

We need an active recovery – ***the power of five***

CHRIS WRIGHT
Head of Wellbeing,
Youth Sport Trust



Chris Wright outlines why an active recovery is so important right now and how Youth Sport Trust can support schools to reshape children's experiences for the future.



An active child is a well child... happier, more active children are ready to learn and more engaged in their learning"

Over the last few months, we have been sharing our vision for an active recovery from COVID-19. Active recovery harnesses the benefits of play and sport to young people's self-confidence, self-belief, sense of belonging, re-socialisation as well as their physical and mental health.

There is significant evidence about the impact of sport, play and physical activity on cognitive performance, on human relationships and the contribution to positive wellbeing to behaviour and achievement.

Why is active recovery important?

Every child and young person will have had their own unique, personal, lived experience during the COVID-19 pandemic. All will have experienced loss to five aspects of their lives; routines, structures, friendships, opportunities and freedoms.



Physical activity is crucial to the way we think and feel... it can be the cue for the building blocks of learning in the brain, it affects mood, anxiety and attention, and guards against stress."

JOHN J RATEY. HARVARD UNIVERSITY: SPARK THE REVOLUTIONARY NEW SERVICE OF EXERCISE AND THE BRAIN (2008)

The result is that as pupils return to schools, they may arrive not feeling safe or secure. An anxious child 'is not in a place to learn effectively' (Carpenter 2020). Children's activity levels fell during the first lockdown and there is acute concern that, for some young people, their fitness and wellbeing will have plummeted even further during the second period of school closures.

What does an active recovery look like?

There is an opportunity to re-shape children's experiences through an active recovery that address the five levers of a recovery curriculum. We need to flip the narrative from what children have lost during this pandemic to what children have gained, and the opportunity that an active recovery presents:

1. A chance to rebuild human relationships and re-evaluate their importance

2. A time to reconnect with each other and build a new culture and school community

3. An opportunity to rebuild a transparent curriculum around what children need and want

4. A chance to learn about how children's learning behaviours have changed and adapted

5. A need to give children the space to adapt and adjust to a new normal

The Youth Sport Trust is committed to helping schools and partners to take action using these five levers with five active recovery approaches:



We delivered three networking events looking at the Power of an Active Summer School. You can find the recording, resources and top tips here

www.youthsporttrust.org/summer-school-webinars

Help young people to boost their health and wellbeing by promoting being active before, during and after the school day at

www.yourschoolgames.com

By prioritising an active recovery schools will be able to support pupils back into school life ensuring they experience their return to school feeling happy, safe and engaged.

We have athlete mentor workshops and activity packs to support young people's activity, food and wellbeing needs during the school holidays. Find out more here

www.youthsporttrust.org/holiday-activities-and-food-haf

We have created some great resources to support young people being #TogetherAgain during National School Sport Week here

www.youthsporttrust.org/national-school-sport-week



Find out more about Youth Sport Trust's resources on our new look website
www.youthsporttrust.org/resources

Active Recovery – *a secondary school perspective*

SIMON ASCROFT

Headteacher, Wirral
Grammar School for Boys



Simon Ascroft, from a school in the Wirral, tells us how they implemented their active recovery plans.

Wirral Grammar School for Boys is a selective, 1,100 strong state school in Bebington on the Wirral peninsula. The school places a big emphasis on the importance of sport with rugby, hockey, cricket and athletics being the main activities. In a football-mad area we would regularly see 250 or more boys representing the school on a Saturday morning. The boys also enjoy table tennis, handball, volleyball and basketball, with many individual sportsmen supported in their endeavours through bespoke curriculum offers. The school has a proud academic, artistic and cultural history and we will celebrate 90 years of education in the 2021-22 academic year.

Like many schools, the impact of COVID-19 has been profound for many in our community. While student cases have been mercifully low in number, tragedy has been felt by many families.

An Active Recovery

Since the lockdown in late December, like other schools we have been delivering our taught curriculum remotely. We were acutely aware of the need to create a sensible balance, learning from experiences around the world following the first lockdown last year.

Through their PE lessons and House Activity Days the boys were encouraged to engage in physical exercise and other pursuits. We sought to support the wider health and wellbeing of both students and staff by reducing screen time through shorter lessons and longer, more frequent breaks. We also suggested using a variety of tasks, a number of which did not require access to a laptop. This was no easy task, and the results were mixed, but a balance of sorts was achieved by most.

On the full return to school there was an emphasis placed on **'retrouvailles', the joy of reuniting after a long time**. Break and lunchtimes are spent outside on the yard in the fresh air. Witnessing games of tick, tennis-ball football, keepy-uppy and wall-y (one ball, a wall, as many participants as you like and various rules) to mention a few give you hope. Our extra-curricular offer has returned too with big numbers accessing the sport sessions on offer before and after school hours.

Our next hope is that, as we progress, our music and arts provision can re-emerge too. The demand for this is intense.

Key messages

In the short-term? For me, 'catch up' means this: Get together with your friends and enjoy being an active child. To quote a friend, "all educators welcome the smiles of young people as they emerge from being battery hens to free range." Let children gain confidence from the skills they developed during the lockdowns and recognise the fun that you can have when engaging in something active as part of a group or by themselves.

In the medium-term? Giving staff the breathing space that they need too is crucial. Just as the students should spend break and lunch with their friends, free from the churn of 'catch up interventions', so too should the staff.

Over the past year staff have totally transformed how they have delivered the curriculum, which has been a monumental undertaking. With the ongoing demands placed upon them to provide data to support the awarding of consistent and fair outcomes for GCSE and A-Level students this summer, there is evidence of exhaustion and anxiety. Supporting the health and wellbeing of everyone in the school community is the key to sustainable progress and success. In a nutshell, well staff means great learning, and coupled with healthy learners the possibilities are limitless.

Active Recovery – *a primary school perspective*

GILL SPARROW

Headteacher,
Hillstone Primary
School, Birmingham



Gill Sparrow, from a school in Birmingham, talks about an active recovery underpins their whole school improvement plan for next year.

While we expected and were ready for gaps in our pupils' academic learning when all children returned to school, the biggest surprise for us was the impact that the pandemic had on their social interactions with each other. It's as if the children's comfort zone has shrunk over the past year and interacting with large numbers of their peers has become a problem, both in physical and verbal ways. Together with visible evidence of a sharp decline in fitness levels, an active recovery for our children is crucial.

The introduction of daily 15 minutes of activity for all children has been a revelation to me. We already had a good PE curriculum and active playtimes, and I was a little reluctant to take more time from their academic curriculum. However, the children have thrived on this activity – they are upset if it is missed, and it takes only 15 minutes out of lesson time. Just being outdoors is not only a safer environment at the moment but it increases the production of serotonin, a key hormone for enhancing mood.

We are keen to start competitive sport with the guidance from the different governing bodies of sport (NGBs). Children may be anxious about representing the school, fear of failure and just coming up against children from other schools. But these are all necessary obstacles that will build resilience, character and confidence. We can use sport again as tool to expand comfort zones of our children.

My staff have found the Active Recovery hub on the School Games website an excellent resource. It is designed to help children and young people to boost their health and wellbeing by promoting being active before, during and after the school day. It hosts over 350 resources, intentionally designed to spark ideas, draw upon schools' own Recovery Curriculum plans, and offer additional resources and guidance to support action. It's not just for classroom teachers, there are plenty of ideas for playworkers and lunchtime supervisors too.

Our Active Recovery Plan covering PE, school sport and physical activity underpins all our school improvement and will continue to do so next year.



To find out more visit the Active Recovery Hub at
www.yourschoolgames.com/active-recovery

The role swimming can play *in pupils' active recovery*

With recent insight highlighting the high numbers of pupils (particularly those with SEND) leaving school unable to swim due to pool closures over the COVID-19 pandemic, Lorna shares how her school have started a safe return to the pool and the importance of school swimming in an active recovery for pupils.

LORNA CRUST

Teacher, Marjorie
McClure Specialist
School



The Return to The Pool - Swimming Recovery 2021

While swimming is a mandatory part of the curriculum in primary schools with the aim that every child leaves Key Stage 2 being able to swim 25m and with a knowledge of water safety, it is, from my perspective, one of the most important activities on the school timetable.

Swimming provides a unique and inclusive environment to develop a whole host of physical skills as well as cognitive and social skills and is an essential lifestyle activity to maintain health and fitness. A survey conducted by Swim England highlighted that one in four children say swimming is their favourite family activity, so it's a great sport to deliver in school with such long-term benefits for wider community engagement.

Sadly, this past year has not only seen a decline in children's activity levels, with indoor pools being closed for nine months, it has significantly impacted the opportunity to get into the water to develop a huge range of skills too. Unless schools have their own pools, pupils may not have been back in the water



at all this year and schools are now striving to get swimming back on the timetable this term.

Duncan Goodhew recently spoke on BBC4 of children being swimming illiterate as they move onto secondary school, particularly if they don't manage to access the pool again this year. It is clear to see that there will be a huge impact on the cognitive, physical and mental wellbeing of our students.

Marjorie McClure Special school is the Lead Inclusion school for South London, and we have been fortunate that school swimming for our pupils restarted in September and has continued throughout the various lockdowns.

In February this year we decided to set up a support group for all swim teachers, providers and PE co-ordinators who are delivering and organising school swimming. Called the Virtual Pool it aims to connect, support and share ideas to get school swimming back up and running. Previous meetings have included sharing the challenges that we as schools were facing and how we can alleviate these issues, enabling our swimmers to achieve and progress in the water.

We filmed a short clip as part of the Department for Education YouTube platform, sharing top tips on how to resume school swimming safely. This can be found here: www.youtube.com/watch?v=xs4kJZUfRX8

Other top tips that we have found useful from our return to the pool include:

1. Access guidance provided by the Swim Teachers Association (STA) [www.sta.co.uk/ COVID-19-latest-updates/](http://www.sta.co.uk/COVID-19-latest-updates/) and Swim England www.swimming.org/swimengland/school-swimming-lessons-guidance/
2. Follow all National Governing Body and Government advice.
3. Ensure your school Risk Assessment covers all aspects of the lesson. At Marjorie McClure we have worked hard to consider every stage of the lesson journey. For example, our COVID Risk Assessment reflects the whole school policy and looks at the swim lesson through the following three headings. Physical Hazards (premises and utilities), Teaching/ Activity and People Hazards
4. Every Risk Assessment is bespoke to the individual school and one of the challenges flagged up on our last Virtual Pool meeting was by schools using external providers who at the time had not opened their pools.



At our last Virtual Pool meeting over 80% of attendees were committed and determined to resume swimming this term. It may be tricky at times but know you are not alone and there is plenty of support and help to get school swimming back on the timetable.

We discussed that changing the delivery of the school swim programme may be needed this year. For example, waiting until later in the academic year when the situation is more settled and perhaps running a Top Up intensive week for swimmers may be more effective than running a weekly swim session.

Judging from our students' love of the water and the absolute joy of the activity it is so worthwhile getting all the procedures in place to keep or get swimming on the timetable.

If you would like to attend the next Virtual Pool meeting and connect, support and share ideas with teachers and organiser of school swimming please contact l.crust@mmc.bromley.sch.uk



Other resources you may find helpful include:

- STA and Swim England webinars. For example Swim England Effective Demonstrations is invaluable when adhering to the guidance of the teacher being on pool side www.swimming.org/swimengland/learn-to-swim-webinars/?fbclid=IwAR330k_feD6l84yFEZZXWav8O2d1gRb3GRR8rWFYlvV7Yw-VLgOgLv5v5XE
- The STA Aquatic Games with COVID-19 considerations provide some fantastic activities that require little of no equipment which adheres to the no sharing equipment between swimmers www.safetytrainingawards.co.uk/online-learning/webinar-modules/
- Swim Pix creators aswimuk are also running Free bitesize webinars <https://aswim.uk/aswim-uk-training/>
- If you would like to join The Virtual Pool please follow us on Facebook www.facebook.com/groups/207280454465271/

For other examples of practice taken from schools around engaging young people with SEND in the return to school swimming, please see here: www.youthsporttrust.org/resources/inclusion/inclusion-2020

Membership

2021-22

LUCIE FENTON

Membership Marketing
Officer, Youth Sport Trust

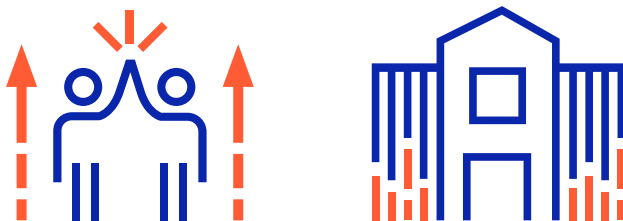


Lucie Fenton, Youth Sport Trust Membership Marketing Officer, outlines some of the highlights of what's new for membership for the next academic year.

The 2021-22 Membership offer will be launched from 7 June, in this article we are delighted to give you a preview of some of the exciting new developments.

Through our membership we want to bring teachers together as part of our mission to transform the lives of young people using the power of PE, play and sport.

Educators have the power to change the world and through our new membership benefits we will give practitioners the support you need.



A national **Practitioner Development Programme** and regional **Communities of Practice** are the exciting new additions. They have been created to provide schools and teaching staff with access to a development programme led by PE practitioners and with opportunities to connect and share best practice and solutions with colleagues.

Practitioner Development Programme

Access to cutting edge expertise led by PE practitioners working alongside Youth Sport Trust's experts. They will share innovation and practical advice to ensure you receive day to day practical support as well as innovative thinking.

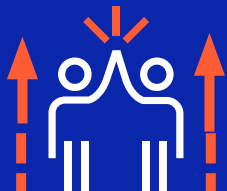
Communities of Practice

Throughout the academic year, member schools will be able to connect with one another through virtual and face to face Communities of Practice. These opportunities will enable you to meet with like-minded colleagues, hear from schools and share effective practice, paedological ideas and solutions to current issues. We will cover hot topics within education that impact on the delivery of high quality and innovative physical education, sport, physical activity and wellbeing.

Primary, secondary and special schools will have four opportunities across the year to engage with like-minded colleagues. Practitioners will present the practice and ideas that are driving high quality subject delivery in their school.

Other benefits

In addition to the to the Practitioner Development Programme and Communities of Practice, some other benefits include:



Personal Development Posters

A set of 12 A2 printed posters enclosed in a wraparound wallet with guidance for use. Aimed at young people, each poster covers a key life skill, value and quality as referred to in the personal development section of the Ofsted Common Inspection Framework.



Practice Support Portal

Online expertise, guidance and case studies to support schools and practitioners to harness the power of PE and school sport, updated on an ongoing basis.



Quality Mark

An online self-review tool to support you to audit your PE provision and identify development priorities.

Existing Member Schools

Through our commitment to the ongoing relationship with have with our members, some benefits are now exclusively available to our existing membership network. They represent the very best in value for money. We have highlighted a few for you.



Dedicated one to one support

Time from our experts who can signpost you to the relevant information, identify solutions to your challenges and share with you our insight and trend analysis.



Youth Sport Trust Conference

One place at our highly-recommended annual event which includes high profile speakers, a huge variety of workshops and CPD opportunities, as well as networking and exhibition time.



Athlete Mentor Half-day Visit

Our Athlete Mentors are highly skilled and experienced practitioners whose visits can empowering young people to transform aspirations, boost confidence and self-esteem, change behaviours and achieve their personal best in life.

Groups of Schools

We will continue to work with group of schools (MATs, School Sport Networks and existing Cluster members) to support the development of PE, school sport and physical activity, driving collective objectives such as improving wellbeing, developing life skills and raising aspirations and achievement.

We will provide a range of bespoke and cost-effective solutions to meet the needs of all groups of schools. As well as portfolio of resources and training for teachers and young people.

Leaders of these networks will have access to:

- Professional development
- Dedicated Development manager support
- Customer service support
- Discounts on products, resources and consultancy



Contact us at
membership@youthsporttrust.org
or 01509 226688

How does the Youth Sport Trust's Well Schools initiative ***translate into the MAT landscape?***

Leora Cruddas talks to us about committing to the Well School movement and how it supports the role of school trusts as new civic structures.

LEORA CRUDDAS

Chief Executive
Officer, Confederation
of School Trusts



A school trust is a group of schools working in deep and purposeful collaboration to advance education for public benefit. There is clearly huge potential for schools working together in a Trust to embrace the Well Schools initiative as a collective. How powerful would it be if these principles of well led, well prepared and well equipped were implemented at scale?

A commitment to creating Well Schools across a Trust could be a key part of a wider commitment to school trusts as new civic structures – something we have been thinking hard about at the Confederation of School Trusts.

In our framework document for Civic Trusts, we outline five principles which should be borne in mind for a school trust that is thinking about how it best delivers a civic role. For each of these principles, it is possible to frame how Well Schools might fit:

- Civic work has the most impact when it is delivered in partnership with other civic actors – School Trusts can take the initiative to promote physical wellbeing in the communities they serve. For example, this could be through working with councils to promote physical activity and active travel. Could the Trust adopt an active travel policy, working with parents and the wider community?
- Work should be designed around what the local communities actually want. How does the local community view physical wellbeing and what more can schools at the heart of their communities do to promote this, not just to children but to the adult population too? Could all or some schools in the Trust open their grounds for wider community use for physical activity and sport?
- Work should be appropriate to the scale and the strengths of the Trust and its partners. It may be the case that larger Trusts will be able to operate on a larger scale than smaller Trusts, but smaller Trusts are sometimes more deeply connected to the community in which their schools are located. Geographical proximity of schools can mean in some cases that work of this nature has a greater impact.
- Civic work should be a conscious part of a Trust's activity. Real impact comes when it is seen as a core part of the Trust's activity and strategy. This means that for civic work to be meaningful it

should have an executive level sponsor as well as support from the Trust's board, and it should receive regular scrutiny from the Trust to ensure it continues to be focused and useful.

- Civic work should sit alongside the Trust's broader strategy. It need not be a huge amount of additional work, nor should it require significant additional financial resource from the Trust. There should be no conflict between the Trust's broader charitable purposes to advance education and the civic work it engages in with its local communities.

The enactment of post-pandemic leadership will be central to the physical, health, social and economic wellbeing of children and families. Creating a culture and climate across a Trust that embraces the wellbeing of children, adults and the wider community, working with other civic actors, has never been more important.



To find out more about
our MAT membership
packages contact us
membership@youthsporttrust.org

What is the role of the PE curriculum?

Hanna Miller, HMI and Ofsted subject leader, highlights here the importance of the PE curriculum in an active recovery.

HANNA MILLER

Her Majesty's
Inspector and Ofsted's
Subject Lead for
Physical Education



A high quality PE curriculum is an entitlement for all pupils. For some, PE may be their only opportunity to be inducted into the world of physical activity and sport. It is important, then, that this experience is carefully crafted so that all pupils can develop the key knowledge they require to become informed participants.

We know that to participate competently in a sport or physical activity pupils require relative fluency in the movement patterns needed for success. They must learn how to perform the sport or activity. They must also know and apply the specific conventions required to participate. Developing pupils' knowledge to physically participate sits at the heart of our subject and provides a unique contribution to the school curriculum, but this is only one part of becoming an informed participant.

Pupils' knowledge of safe and healthy practice supports their journey to competency and extends the knowledge base of the discipline beyond the teaching of sport skills and techniques. Knowledge from the fields of physiology, psychology, biomechanics and sociology, can all contribute to pupils' understanding of what it is to be 'physically educated'. This enables them to participate in wider discussions around sport and physical activity. To critically explore whether that is debating a poor refereeing decision from the weekend or arguing for more coverage of women's sport on TV, pupils need knowledge, and lots of time to practice, develop and refine that knowledge.

The role of the curriculum therefore is incredibly important. It is the diet with which we feed and nourish our pupils. It is that diet which will inform their appreciation of the subject – what role they think it has, and its importance. Furthermore, curriculum decisions communicate value. What we deem worthy of inclusion, ie, what is taught, when it is taught, how it is taught and how it is assessed, is key. The following curriculum principles can support our decision making:

1. Ambitious selection of content. What does it mean to be truly physically educated? What should pupils know, and be able to do, as a result of the hours of PE they receive at school? Answering these will help identify the ambitious outcomes that can then inform content selection. Not every sport or physical activity can be taught, so what is most valuable and why? And how is this content broken down into

digestible sequences of learning so that pupils can build their knowledge and skills over time?

2. Less is more. Curriculums that have too many sports and physical activities can limit pupils' learning to brief introductions to specific domains. For pupils to develop competence and confidence they need time to learn. Learning requires high quality instruction, practice and feedback, which all takes time.

3. Careful sequencing of content. Content within a specified unit of work needs to develop from simple to complex. Units of learning need to be carefully sequenced to ensure that pupils have readiness for their next stage of the journey. Beneath contextual demands, we can ask ourselves helpful questions like, 'why this and why now?'

Carefully considered curriculums provide the strong and stable foundations for all pupils to know more, do more, and fully take their place in the world of the physically educated.



You can access the YST Curriculum Mapping Guide through your membership dashboard.

How schools are using PE *as part of an active recovery*

EMMA MACKENZIE-HOGG

Development Manager
Education (Primary),
Youth Sport Trust



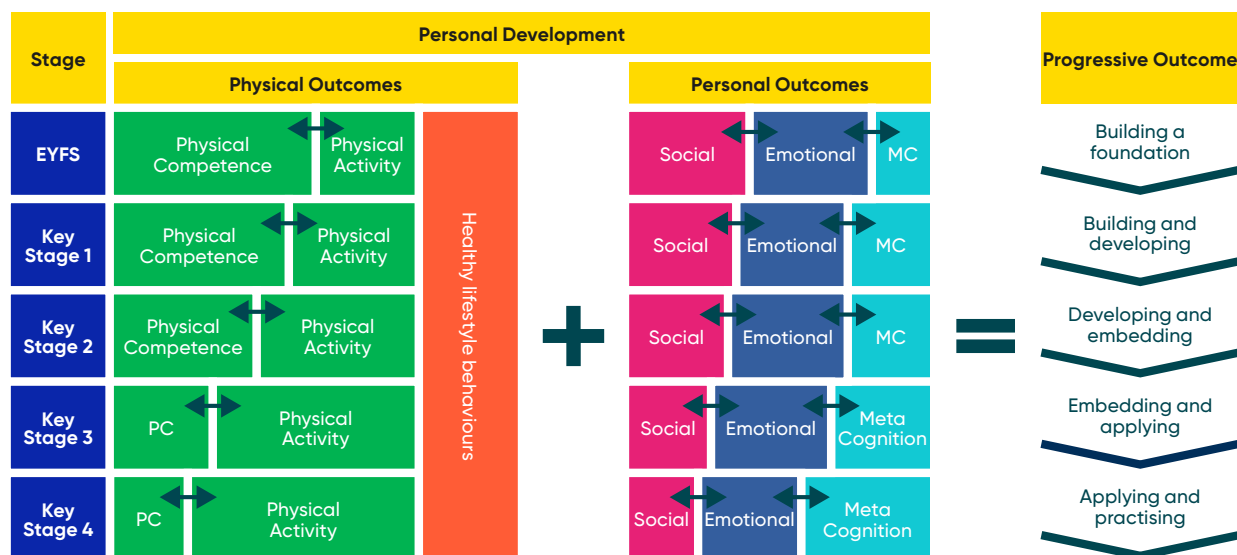
As schools experience a summer term that hopefully resembles a return to some normality for staff and pupils, we shine a spotlight on the leading role of PE as part of an active recovery.

Every child and young person will have had their own unique, personal, lived experience during the COVID-19 pandemic. All will have experienced losses to their routines, structures, friendships, opportunities and freedoms. The result is that as pupils return to schools, they may arrive not feeling safe or secure. An anxious child 'is not in a place to learn effectively' (Carpenter, 2020).

Children's activity levels fell during the first lockdown and there is acute concern that their fitness and wellbeing will have plummeted even further during the second period of school closures. The recent Sport England Active Lives data reveals that active children are happier, more confident, resilient and trusting than their less active peers.

Physical education (PE) can be a leading subject in supporting the recovery of pupils, physically, socially and emotionally, ensuring its intent is purposeful, relevant and considers the 'whole child'.

Curriculum mapping needs to be evidence and data led and purposeful to the needs of particular cohorts, while ensuring the PE learning journey is still progressive in building competence and confidence. Implementation needs to use pedagogical approaches that enhance communication, connection and collaboration, explicitly teaching the life skills most needed by your pupils right now.



Youth Sport Trust Curriculum Blueprint

Case Study: West Heath Primary School, Birmingham

Upon returning to school, we were concerned about physical activity levels, lack of social interaction and emotional resilience. PE laid the foundation of our recovery plan and parents have been fully included in decisions made, while school governors have endorsed the whole school approach.

We have invested in continued professional development to upskill our teachers and influence physical activity across the school. In order to embed our whole school learning philosophy, following a staff PE audit, we implemented a staff training programme which focused on outdoor and adventurous activity (OAA), gymnastics, tennis and leadership.

Through OAA, pupils are given the opportunity to develop their values and develop a growth mindset. We believe that following the prolonged period of absence from school it is important for pupils to not only develop their physical stamina but also their mental stamina and resilience. Pupils need to relearn how to learn! OAA provides pupils with practical examples of how and where to apply our whole school values. We've made a conscious effort to encourage pupils to take responsibility for their own learning, with greater emphasis on leadership and resilience.

A further outdoor learning space has been created which focuses specifically on problem solving and risk taking. This zone lends itself to OAA where pupils are encouraged to interact socially, make decisions and solve problems. Outdoor learning has become a key feature of our active COVID-19 recovery plan so much so that teachers are expected to plan for active learning and take learning outside of the classroom at every opportunity! This is monitored by the Senior Leadership Team. Pupils have been provided with outdoor clothing to wear in the event of bad weather and all children have an outdoor PE kit.

Case Study: Stanton and Pepper Hill Schools, Milton Keynes

In line with our Recovery Curriculum we are delivering our Performance Improvement Programme (PIP). This is a PE-specific lunchtime club, but unlike extra-curricular sports clubs, children do not sign up to attend, or need to attend for a set period. Ad hoc invites are solely based on individuals who have been identified as needing additional and tailored support (identified from the PE assessment data). PIP is designed to support with any lost learning as a result of the pandemic, providing additional opportunities for children to demonstrate their ability to achieve across the cognitive, affective and psychomotor domains of learning.

PIP is implemented with the intent to provide opportunities for all children to access the National Curriculum Physical Education

(NCPE) aims. Children can be invited to a PIP session through:

1. Curriculum – if they need support in achieving the NC aims and/or if a child has low attendance (not achieving or needs further support beyond a PE lesson)
2. Support – if PE was seen as a vehicle to support with behaviour, engagement or attainment (liaising with class teachers, learning mentors and mental health lead).

3. Gifted and Talented – children considered as high ability who would benefit from stretch and challenge activities that will support them with their local club or team, or support them in entering into a community club.

Within just three weeks of PIP clinics, through reactivating learning and improving a range of individual needs, achievement has increased by 28% in lower key stage.



For further information on the work of these schools, please visit our coronavirus support webpage:
www.youthsporttrust.org/resources/coronavirus-support

Putting children, young people and physical literacy **at the heart of physical education**

Dr Liz Durden-Myres talks about what physical literacy is and why it should be the foundation for physical education.

DR LIZ DURDEN-MYERS Senior Lecturer in Physical Education, Bath Spa University and the University of Gloucestershire



What we know

Regular physical activity is crucial to good health, wellbeing and contributes towards flourishing individuals and societies. However, physical activity levels are in continued decline across both the adult and child population of the UK.

The COVID-19 pandemic has exacerbated this situation and continued to highlight major issues regarding inequality in opportunities for, and access to, physical activity.

The major question remains: how do we slow and reverse these trends in physical activity engagement? Many individuals, organisations and policy makers from across the world are now looking to physical literacy for potential answers and solutions to this worldwide problem.

However, caution should be exercised here. There is no silver bullet to reducing inactivity because it is a complex and multifaceted societal and cultural problem. But having said that, what can physical literacy offer in improving this picture?

Physical literacy

Physical literacy aims to promote engagement in physical activity for life. Physical literacy is described as a disposition whereby individuals have the

"Motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activity for life." (IPLA, 2017)

If we really and truly want to embed physical literacy as the overarching goal and aim of physical education, it would require a systematic shift in how children and young people currently participate in sport and physical activity within education. We would need, not least:

- A more rounded view on the goal of each and every physical activity opportunity.

- A more empowering approach to encourage children and young people to take ownership and prioritise their own physical activity and lifestyle choices.
- A focus on long-term, sustained enjoyment of activity and an understanding of the benefits it brings, rather than system-driven objectives of perfecting a particular technique in a particular sport.

Central to the concept of physical literacy are strong philosophical foundations that:

- Encourage a holistic approach towards individual development
- Engender positive and meaningful physical activity experiences
- Embrace inclusive and person-centred experiences

Children and young people

A child's or young person's relationship with physical activity is better compared visually to the ever-changing shape of a flock of birds rather than to a line on a graph.

The relationship is multifaceted and is effective by the five Cs of:

C

Conviction

How motivated they are to participate and engage in physical activity and from what source their motives stem from.



C

Confidence

How confident they are in a range of physical activity environments and within a range of physical activities.



C

Competence

How effective, proficient or skilful they are in a range of physical activities.



C

Cognition

How informed they are around the importance of physical activity, health and wellbeing and that of movement principles.



C

Connection

How strong their relationship is with physical activity in general and the specific activity they are undertaking.



Closing Thoughts

Whether it's a child picking themselves back up from a missed penalty in a school football match, a person's fear of failure and judgement in a PE class or children living in a deprived community too afraid to use the park or playground, we have a collective responsibility to ensure that each child and young person has the opportunity, access and self-assurance to engage and participate in fun, meaningful physical activity – regardless of gender, sex, age, ability, ethnicity, faith and socio-economic status.

Children's and young people's physical activity experiences can either promote or discourage their engagement in physical activity throughout their lifetime, and thus teachers of physical education are so important in shaping these early experiences.

Physical activity has a tremendous value and role to play in promoting flourishing by contributing to children's health and wellbeing and providing meaningful experiences that help them to understand themselves and the world around them.

A physical literacy-focused approach can help to promote engagement in physical activity and could also be the catalytic concept that brings together the home, school and community to work collaboratively to tackle physical inactivity.



For more information on physical literacy from the International Physical Literacy Association please visit www.physical-literacy.org/

Using the Sport England Secondary Teacher training to **address student wellbeing**

This article describes how Inspiration Trust have used the Sport England Secondary Teacher Training project to help address student wellbeing issues which have been exacerbated due to the pandemic. The article will use school-based examples that have been implemented.

Inspiration Trust is a multi-academy trust based in Norfolk and Suffolk. We support a family of 14 academies, training more than 40 teachers a year and offer continuing professional development courses to teachers across the region. The relationship between Inspiration Trust and the Youth Sport Trust has developed significantly throughout the past two years – leading to us working in partnership to deliver the Sport England Secondary Teacher Training programme to our schools.

We began our programme in March 2020 (as part of Phase 5 of the national initiative). Since starting, we have been affected by the national lockdowns and have seen a significant decline in our students' wellbeing as a result. Therefore, as the lead for this project, I wanted to repurpose our plans to address the current needs of our young people.

Recently the students across our Trust have started to display certain behaviours and wellbeing issues, such as:

- Decreased physical activity levels
- Reduced engagement with schoolwork
- Higher levels of social anxiety
- Some increases in low-level behavioural occurrences.

As a group of subject leaders, we asked ourselves, ***"How could PE, school sport and physical activity help to address some of the issues we're seeing in our schools?"***

GRAEME RICHARDSON
Curriculum Lead –
Health and Wellbeing,
Inspiration Trust, Thetford
Academy, Norfolk



Sport England have reported some early findings from the programme so far, including:

Evidence which suggests physical activity provides more social opportunities and enables students to connect with one another



59% of students reported being active helps them make friends



90% of teachers believe that being more active improves students' behaviour and attainment

**Data taken from the research evaluation conducted by Sheffield Hallam University.*

As part of this programme, we have provided all our schools with the resources to design and implement their own physical and mental wellbeing projects. Each school has been able to target a small number of young people and construct a plan using the power of PE. Here are two examples from our project so far:

Case Study 1: Thetford Academy

Using an increased breadth of study to improve wellbeing

The project within this school consists of two elements:

1. Increasing physical activity behaviours within Key Stage 3 students
2. A targeted intervention aimed at 20 Year 10 girls, using innovative activities to address mental wellbeing and confidence

For the first element, we conducted a departmental audit of the activities we currently teach in the PE. This included using student voice and a review of our current curriculum offer. From this, we added a number of new activities to increase the breadth of study to improve student engagement and enjoyment: hybrid games (rather than traditional sports), bootcamp style fitness activities, more outdoor and adventurous activities, yoga and boxercise.

An unexpected outcome of these changes has seen more students attending traditional sports activities within our enrichment programme. Students reported this was due to enjoying playing lots of different activities and felt more confident. Our long-term aim is to integrate these new activities within our enrichment offer – to target more of our inactive students.

As for staff, our surveys suggest that the department have enjoyed the variety this has added to their delivery and has developed their subject knowledge.

The targeted intervention that the school are planning is a six-week programme, aimed to increase resilience levels and to educate some young girls about lifestyle choices. Each session will have a different lifestyle behaviour topic, including sleep, body image and use of social media. A practical component will also be added to each session, with the aim to increase physical activity, and provide some alternative ways for the young people to be more active independently. This is due to start next term.

Case Study 2: Jane Austin College

Addressing issues associated with body image and diet

This project was aimed at a small group of 13-16 year-olds, who have been selected due to having a lack of engagement in physical activity – which is having a significantly negative impact on their health. In order to engage this group, it was decided to trial an invention which separated them from their peers – so a before-school club was created, where selected students were invited to attend.

Each week, the students were introduced to a different physical activity – some of which were selected by the students – but all were aimed at providing an opportunity for the young people to be active for at least 30 minutes before the start of the school day. Example activities included: yoga, pilates, and use of their fitness equipment.

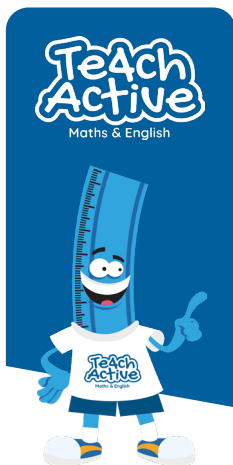
As part of the project, students were provided a different healthy breakfast each session – created by staff – and provided each student with a recipe card for them to attempt to create the meal themselves.

Some reflective questions:

- **What is your school doing to address the wellbeing issues we are currently seeing in our schools?**
- **How diverse is your PE curriculum? And is it designed to target your least engaged young people?**
- **How much emphasis or focus do you place on lifestyle behaviours? Such as eating habits and sleep?**
- **How much impact does perceived body image have on your students in PE?**

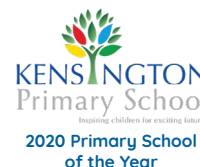


For more information regarding how the Youth Sport Trust can support you within this project, please contact:
danny.burton@youthsporttrust.org



SCAN with your smart phone to
read the full case study and
find out more...

Case Study - Kensington Primary School



HEALTH AT THE HEART OF THE CURRICULUM

Headteacher Ben Levinson at the award-winning Kensington Primary School, talks about the impact Teach Active is having in his school.

The Challenge

Our children face a myriad of challenges. In Newham, almost 50% leave Primary school classed as obese. We have the highest rates of child homelessness and overcrowding in the country. There is limited access to outdoor space.

Our Approach

We have reviewed our entire curriculum and developed, 'Curriculum K: A curriculum for the 21st century'. This places health firmly at the heart of children's day-to-day experience. Not only is this a moral imperative, it also leads to better learning across the curriculum. Teach Active is a fundamental part of this.



Health is fundamental to children's development. Teach Active gives children an extra hour or two of physical activity and is a brilliant way to support teachers too. With the scale of the challenge, every bit helps and this is a win-win for learning and health.

Ben Levinson, Headteacher
Kensington Primary School



Recover, reconnect and rebuild through
Active Maths and English lessons

Sign up for a **FREE Trial**,
www.teachactive.org

The Impact

Teach Active has allowed our children to get outside. The approaches have supported our staff in planning and resourcing quality learning. When children get outside to learn, we see better levels of engagement and retention of content. Even better, this isn't just during the lesson, it continues when they get back to class. Children who have been involved in a Teach Active lesson are more focused and continue to learn more effectively when they are back in class.

The Legacy

We started with Active Maths and have recently begun with Active English. We've already seen significant impact on children's physical health, their emotional health, and their overall learning as a result of implementing the Teach Active approaches. We know there is so much more to do if we are going to truly change our children's lives but we're really excited about where we are going. Teach Active will continue to be a fundamental part of our approach as we move forward.



Coronavirus Support Live

Coronavirus Support Live formed part of our ongoing response to supporting teachers and senior leaders with the fall-out from the past extremely challenging year through two separate weeks of virtual CPD.

Our focus for the February CPD sessions was to ensure that teachers and senior leaders had access to the best and most up to date advice and information to help in that term, whether delivering PE, physical activity and enrichment in school or remotely. The workshops were focused on three key themes:

- Educated – Keeping children and young people physically educated
- Active – Keeping children and young people physically active
- Connected – Keeping children and young people socially connected

The theme for the week of CPD in May was **Recovery and Inspiration** with the focus on what has been learnt from the turbulent 2020/21 academic year and how can we put this learning into practice. The keynotes and workshops provided up to date, practical help, support and advice for practitioners on a range of topics including and linking in with National School Sport Week, how to run a high-quality inclusive sports day. We covered four themes with four keynote speakers who set the tone on each day:

- Monday: Re-engaging Every Child with keynote from Sir Michael Marmot

- Tuesday: Active Recovery with keynote from Professor Barry Carpenter
- Wednesday: Reaching Out with keynote from Chris Grant
- Thursday: Reimagining with keynote from Dr Catherine Bishop

Through these Coronavirus Support Live events we hope that educators and practitioners have been helped to deal with some of the challenges they are currently facing in school and support young people in their active recovery.



I feel more confident in being able to more effectively support my students through this pandemic. Specifically excited to plan sports day as I am less anxious about it now."

DELEGATE

CHRIS CAWS

Development Manager,
Youth Sport Trust



3,970 sessions
booked over the 2 weeks



1,037 total registrants
over the 2 weeks



30 total sessions
delivered over the 2 weeks



Check out some of our free CPD content around planning a meaningful return to school sport and Sports Days
bit.ly/YSTCONN2 bit.ly/YSTCSLAR3

National School Sport Week 2021: ***Together Again***

This year's National School Sport Week takes place from 19-25 June. Join us for a national celebration of the power of school sport days to bring young people together.

After a year in which young people have missed out on so much and had their worlds turned upside down, sport and physical activity are playing an essential role in their recovery.

National School Sport Week 2021 is celebrating the return of youth sport and its power to bring people back together with a week of school sports days held up and down the country. The theme of this year's campaign is Together Again.

Ahead of the week, thousands of schools, families, and communities across the UK have signed up and shared their commitment to holding a sports day during the week.

The annual National School Sport Week campaign was launched by the Youth Sport Trust in 2008 and it has run every year since. Last year the campaign was repositioned as National School Sport Week at Home and, with many young people not in school, families were invited to take part at home for the first time. With the help of Sky Sports, it reached two million people.

Since young people returned to school, we have been working with other sports organisations to help promote an active recovery – harnessing the power of sport and play to help young people to reconnect and recover. This year, National School Sport Week is partnering with the Together campaign to bring the themes to life for young people through sport.



The theme of National School Sport Week this year aligns perfectly with our ambition to create kinder, closer and more connected communities. What better way to achieve this in the build up to National Thank You Day on 4 July than through using the power of sport and play to reconnect."

ALICE BRAYBROOK, DIRECTOR OF TOGETHER

SIMON WARD
Assistant Director
Corporate
Communications,
Youth Sport Trust



YOUTH SPORT TRUST CHIEF EXECUTIVE ALI OLIVER said:

"With the planned lifting of restrictions, we hope this June will see a summer of refocused Together Again school sport days, celebrating togetherness and helping young people to recover from a year like no other.

"Sports days don't have to be about being the best, strongest or quickest, they are a celebration of bringing us together and learning key skills like communication, empathy, teamwork and resilience.

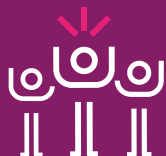
"To support every child to recover from the effects of the pandemic, National School Sport Week will be a truly collective national effort with schools, sporting organisations, and families up and down the country playing their part."

Everyone signing up for the week receives free resources to support with the three simple steps to taking part:



Plan

Who, when, how and what will be the focus of YOUR sports day/Together Again games



Participate

Come together, pause to play, reconnect, learn new skills, be inspired and, importantly, have fun!



Promote

Promote and celebrate your TogetherAgain activities and share the fun! We can't wait to see you share these experiences and stories through social media

At 9.30am on Monday 21 January we're encouraging everyone taking part in the campaign to join together in a collective national 'Pause to Play'. Our charity Ambassadors and supporters including former CBBC presenter Leah Boletto, media doctor Radha Modgil, and Pussycat Doll Kimberly Wyatt, will be among those leading the call for children to switch off their digital devices and take a moment to play, connect and be together again.

National School Sport Week is run in association with European School Sports Day, which this year will take place on 24 September, as well as the Melanoma Fund's OK Outdoor Kids Sun Safety Code, the Together Campaign and Zoom Cares Fund, a fund of Tides Foundation.

Complete PE, Decathlon, Purplebricks, Sky Sports, Teach Active and Warner Bros are partnering this year's campaign.



We want to enthuse other young people like us to create change. National School Sport Week is a way for us all to be involved in celebrating the power of sport. Join us and make this year's campaign the best one yet!"

LIPA NESSA, YOUTH SPORT TRUST YOUTH BOARD MEMBER



There is still time to sign your school up for National School Sport Week. Go to: www.youthsporttrust.org/join-us/national-school-sport-week And remember to share your activities during the week using the hashtag #NSSW2021

What do you remember **about** **your School Sports Days?**

ADAM DOUGLAS

Development Officer
– Sport Programmes,
Youth Sport Trust



Adam Douglas gives us top tips on delivering a sports day that provides a positive experience for all young people.

You might be thinking about the moment you set a new school record, crossing the finishing line after giving 100% effort, or simply the camaraderie gained from competing with your friends and being supported by your loved ones. For others, these memories might evoke more negative emotions such as anxiety or embarrassment.

Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.

Why do you deliver a School Sports Day?

This is a hugely important question to reflect on to ensure that the intent is embedded into the planning and delivery. School sports days are a unique event in the school calendar that includes the entire school population experiencing a day of competition together. It provides the opportunity to celebrate everything good about sport, competition, being physically active and all of the benefits they can provide. At the heart of a good school sports day should be providing positive experiences of competition for all.



How to deliver a positive experience for all?

Understanding when and how sports competitions provide both positive and negative outcomes is vital in our ability to design and deliver experiences that effectively meet a young person's motivation, competence, and confidence levels. What is consistent from our research with young people are the contributors that make an experience fun. Whilst these contributors will influence the design of the competition, you can also reinforce these during competition:

Trying hard – Taking part in competition that provides an appropriate level of challenge that isn't too easy (as to be boring) and isn't too difficult (as to be unachievable).

TOP TIP: School sports days are steeped in tradition from the infamous egg and spoon race, to school records that have stood through generations. Consulting young people as to the types of activities they would like included can help design an offer that meets their motivations. When it comes to school records, challenge yourself to consider how you can create more opportunities for young people to achieve success at your school sports day to ensure you reward and recognise effort and the demonstration of school values. What do you celebrate?

Positive team dynamics –

Creating a sense of belonging within teams and a positive relationship with others that you are competing with and against.

TOP TIP: Create opportunities at your school sports day for young people to interact and be social. Instead of long periods of time sat down waiting for their time to compete to start, what other opportunities could you provide that promotes social development? This could include tasks or challenges in the surrounding environment to complete with others during their down time.

Positive coaching – Providing young people with knowledge that helps them to be successful, delivered in a positive way.

TOP TIP: Constant feedback to young people might become overwhelming during competition. Try to focus on the positive feedback you can provide to young people when they demonstrate not only technical ability, but also the values and outcomes that your competition is designed to develop.

Summary

Young people have adapted to the challenges faced over the past 12 months with real resilience. It will have affected them all in different ways. For some, they have developed lower competence and lower confidence to take part in competition. For others, they may have formed different relationships with physical activity and sport. Consider how your School Sports Day this year can provide a truly positive experience for all young people taking part. If you were to ask your pupils in 20 years' time what memories they had of their 2021 School Sports Day, what would you want them to say?



To find out more:

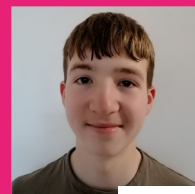
www.yourschoolgames.com/how-it-works/



Sign up for National School Sport Week: Together Again 19-25 June
www.youthsporttrust.org/join-us/national-school-sport-week

Breaking the Barriers

OTTO CHILTON
Student/Youth
Sport Trust Youth
Board Member



Otto Chilton, a new member of the Youth Sport Trust Youth Board outlines advice for schools to provide an easy and smooth return to sports, as well as inspiring new levels of participation in young people.

As we exit lockdown, there are significant barriers preventing the return by all to physical activity, making it difficult for the population to access the physical and mental benefits of sport. Statistics suggest that pre-COVID 46.4% of secondary school students didn't participate in organised sports outside of school. This means that time away from school, a significant subsection of the population participates minimally in sport.

Fear, hesitation, anxiety, stress can all impair a person's engagement with sport. The benefits of sport like community, freedom, achievement and fun lead to improved self-confidence, motivation and positive thinking. This inspires a large and diverse community.

These benefits drive me personally, while also provoking me to seek the same for others. I believe that the school setting can have an active role in helping to break down these barriers.

Breaking down the barriers:

COVID-19 heavily impacted all sports across the world. This has been damaging for those people who seek solace in sport as a break from work and school but also has hindered new interest in sport. As restrictions are easing and the frequency of sporting events is

increasing, some young people are returning to their sport. However, this route to normality is not simple and can be daunting for some. Here are five simple steps schools can make to help young people.

1. Appreciating the benefits

An appreciation of the physical, social and mental benefits that sport provides could motivate a young person to participate. A solution for this is to include content covering this topic as an important part of the school curriculum.

2. Increasing accessibility

One barrier is accessibility – whether this is because of disability, economic position or access to specialist equipment or advice. This can be solved with training for staff to work with disabled students as well as providing free sporting clubs and activities outside of school for students.

3. Promoting fun not competition

Some young people will be stressed about any return because of a perceived loss in fitness or skill level and missed opportunities. A simple solution is to promote physical activity for the enjoyment. Competitive sport will return at some point soon but, until then we should focus on the freedom and enjoyment that sport brings to us.

4. Providing a variety

Providing choice on a range of different sports for young people will increase participation and engage a greater proportion of the population. This can be achieved with the help of young leaders to work alongside staff to provide a variety of activities in and around school.

5. Space in the curriculum

Currently it is recommended that students should receive two hours of PE in school per week. Introducing sport as a more prominent part of the school curriculum will make sport a part of everyday life for students. Familiarity within sport will also make it easier for new participants so encourage them to bring a buddy!

To address the issues with young people's participation in sports, I suggest that schools should try these five barrier-breaking changes. Now more than ever there is a need to help students with their mental position, and sport can provide the stability required for this.

International road to Recovery

Helen Vost, Managing Director at YSTi, talks about how cricket coming to Shatila was a fantastic example of the power of sport for good.

For Youth Sport Trust International, a charity focussing on face to face delivery overseas, COVID-19 felt disastrous when it struck. Our only option was to find new ways of working and this meant switching to delivering services online. A year later, although we remain committed to restarting face to face training as soon as international travel opens up and infection rates are under control, we are committed to continuing with online delivery and offering a blended learning approach which includes a mix of digital and in person training wherever possible.

A source of inspiration for the international team during lockdown was our connection virtually with young refugees in Beirut. By delivering online youth sport leadership courses, first to a group of girls and then to boys, we have been able to develop their life skills and also our own expertise digitally.

Shatila Refugee Camp was set up as a tent village in Beirut in 1947 as a temporary home for 5,000 displaced Palestinians. Today it is a slum, home for some 40,000 refugees, half from Palestine and half from Syria and is one of the most densely populated areas in the world. It has witnessed war, an infamous massacre and waves of refugees. Living conditions are

poor and often dangerous. The streets are narrow and cluttered, housing is cramped, there is a lack of clean water and armed factions run different areas. Access to education is limited, with boys facing child labour and girls early marriage. Moreover, the catastrophic explosion last summer in the port of Beirut led to food shortages and destabilisation of an already fragile country where corruption was rife.

However, there is a positive side to Shatila. It has become a place of community, of small businesses and, since October 2018, of cricket. Until then the sport was unknown and children had nowhere to play. That all changed when a partner at McKinsey & Company took a sabbatical, guiding a non-governmental organisation that was working to support refugees. Passionate about cricket, he gained access to two fake grass football pitches and set up what was intended to be a one off week-long cricket camp. A few curious children turned up and quickly the numbers grew. Weekly sessions took place and additional hubs were established beyond Shatila, enabling competition to take place and for a young refugee population to form links with the outside world.

Not only are the children having some much needed fun in their lives and enjoying the benefits of regular physical activity, they are developing valuable life skills and gaining opportunities for the future.

Youth Sport Trust International reached out to Shatila and has been providing online training to support the development of leadership skills in girls and boys so that they can lead activity sessions themselves and become role models for their peers. For us the benefit has been the development of vital new skills which have enabled us to secure online training contracts with new and existing partners, thereby paving the way for financial recovery from the impact of the pandemic.

HELEN VOST

Managing Director, Youth Sport Trust International



For more about Youth Sport Trust International visit:
www.youthsporttrust.org

Interview with **Derek Peaple**

DEREK PEAPLE

Retired Headteacher
and Consultant



Here we talk to Derek Peaple about how this experience as a headteacher led him to create the Sport Inspired Leadership Programme.

What did you start off teaching and how long were you a headteacher?

As a history graduate, I started teaching history with PE as my second subject. One of the joys of the latter was also being able to contribute to extra-curricular sport. I was a headteacher for 20 years. I'm proud and delighted to say in two Sports Colleges.

When did your involvement with Youth Sport Trust start?

In 2000, coinciding with taking up my first headship. My very first 'strategic act' was to lead the school's conversion to Specialist Sports College status, so from the very outset I was working with key colleagues from Youth Sport Trust to understand processes, shape vision and, as you had to do at the time, raise additional funds to support your submission. The shared spirit and mission was at the time, and remains, an inspiration. As does the passion and commitment of the colleagues at the Youth Sport Trust.

How have you worked with us? What have you taken part in?

Where should I start!? As previously indicated, my personal leadership vision was wholly aligned to the aims of the Trust, so I committed myself and the school to as many of the brilliant programmes and initiatives that we could! I have always striven to be a passionate public advocate of the Trust's work, particularly when physical activity or the role of sport and PE in schools has been challenged. I've also had the privilege of presenting at the House of Commons on 2012 legacy and was the 'original' YST Headteacher Ambassador. It's been wonderful to observe how all the many programmes have continued to grow and develop over the years. I was delighted to still be in post for the launch of the Well Schools Movement, which is having such an important and timely impact across school communities. I also 'led from the back', running three of my six London Marathons to raise funds for the Youth Sport Trust!



How did lessons around sport shape your leadership journey?

I think they did so in three different ways. Firstly, in terms of the underlying values which inform your leadership style as it develops. They have to be rooted in your personality and, if that has been shaped and influenced by the lessons of sport there's an obvious synergy. This helps to define the culture that you want your leadership to create and develop in a school. Secondly, in relation to the range of exciting, all-round learning experiences you aim to provide for young people within that culture. If you benefitted from sport as a child, you are passionately committed to ensuring that those for whom you are now responsible are equally inspired by the personal development that it provides. It becomes a core part of your vision. And thirdly, and I suppose this is one of the inspirations for the Sport Inspired Leadership programme, I think that there have been some very direct connections in terms of thinking about performance, how to build and sustain it and getting the best out of teams and individuals.

What made you want to create this programme for others?

I think it's inspired by the combination of personal and professional experience. When, for example, I reflect on all the brilliant Youth Sport Trust conferences I have attended, I think in terms of my leadership thinking and practice, I took most from those inspirational keynotes from exceptional individuals sharing insights, and 'new ways of doing things'. I particularly remember Sir Clive Woodward reflecting

Sport Inspired Leadership Programme

The full course will consist of three 2-hour modules.

Session 1 will draw on examples from the world of sport to emphasise Vision, Values and Strategy: communicating common purpose, empowering world class performance.

Session 2 is additionally aligned to The Well Schools Programme Pillars and draws on examples from the world of sport to reflect on Developing the Team: understanding performance, motivation, talent identification and development within an overarching culture of wellbeing.

Session 3 will apply examples from the world of sport to focus on approaches to Sustaining High Performance: securing continuous improvement through creativity and innovation.

on TCUP and the processes and approaches that had underpinned England's World Cup success in 2003. I was excited, energised. I wanted to apply fresh thinking and approaches in response to my work in school, as soon as I got back! I've always been a bit of a leadership 'magpie', drawing on learning from other sectors – so in wanting to create a leadership development for other school leaders, it made obvious sense to bring together the applied learning, inspiration and insight from the sector.

What are you hoping the outcomes will be?

I hope that, in an engaging and enjoyable new format, which recognises the unique alignment between outstanding leadership in sporting and educational contexts we can encourage leaders to apply innovative thinking and practice to their setting. As we re-emerge from the challenges of the pandemic – to stimulate new thinking about a culture of shared purpose and values, teamwork, sustained innovation, and high performance alongside organisational wellbeing.

Who would you encourage to take this course and why should they?

School leaders at any stage of their leadership journey. We never stop learning. And I hope learning in new and interesting and engaging ways! As well as supporting personal professional development, we want the programme to have direct impact within schools, so that leaders will be able to apply their learning from it to strategic development and thinking for the benefit of their communities.



For more information about the Sport Inspired Leadership Programme contact events@youthsporttrust.org

New Youth Sport Trust *website*

GLEN HARRINGTON
Website Manager,
Youth Sport Trust

Glen Harrington, YST Website Manager, showcases the new look Youth Sport Trust website.

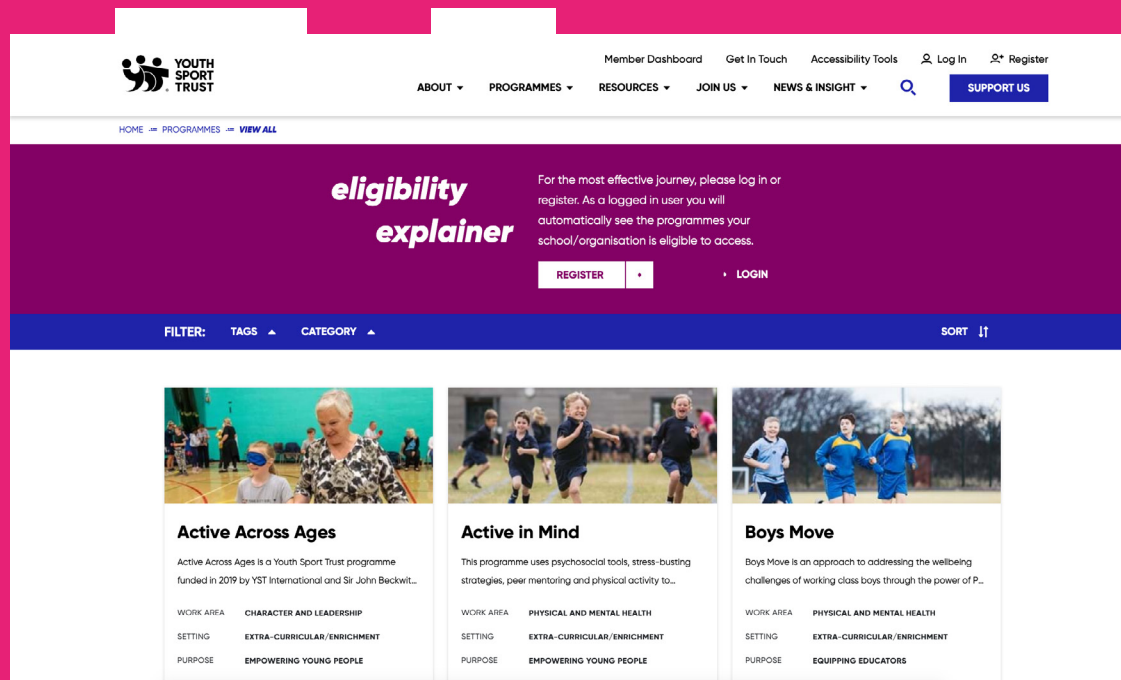
I am delighted to introduce you to the new Youth Sport Trust corporate website. Our new site, which launched in May 2021, has been completely redesigned with the aim of making our catalogue of programmes, resources, networks and communities more accessible to schools. I hope that our website will play a part in aiding your return to normal practice during the remainder of this term and on into the new academic year. In this article, I will walk you through the key areas of the site, as well as some of my favourite new features to look out for.

Firstly, following the success of our coronavirus support resources, which in April surpassed one million downloads, we have created a new dedicated resource library fit to burst with activity cards, lesson plans, guidance documents and much, much more. Through this area you can browse our full range of free and paid-for resources, using our dedicated filter and sort system to find exactly what you're looking for. Pick your school level, work area, setting and purpose, and let us do the hard work for you by finding the resource which is just right for you. You can also continue to find our dedicated coronavirus support resources, such as our 60 second physical activity challenges, by using the category filter, or by choosing that option from our main navigation menu.

If you're interested in getting more involved, either by participating in or by delivering a programme to other schools, then we've introduced a brand-new section which brings our most exciting work to the fore. Once you've logged in to our new website, which you can do by using your existing Youth Sport Trust credentials or by registering for a new account, our programmes area will automatically display the programmes aimed at your young people. As our programmes only recruit at certain times of year, our programme listing screen will also provide you with a helpful dashboard, through which you'll be able to see when you can next access or apply to join any of what's on offer. Furthermore, just like the resources area, you can also apply your own filters to narrow down your search. If you're looking specifically to find support with inclusion, extra-curricular activity, or any combination of areas, then we'll help you to find what you're looking for.

When you're ready to take your next step on your journey with us then the 'Join Us' area provides an array of opportunities which might interest you. From events to membership, from Well Schools to National School Sport Week, we are always looking to welcome more friends to the Youth Sport Trust family and here you'll find more information about all the great ways in which you can get involved. If you're an existing member, then you'll continue to access your personalised dashboard as you did before, just look out for the members signposting around the website.

If you're more interested in a one-off gesture of support, then we would be extremely grateful if you visited the Support Us area, which is your one stop shop for all fundraising and partnership information. Whether you're looking to run a marathon, embark on a new venture to help build a brighter future for young people, or just give a small donation then we've got you covered.



We'll also continue to offer the same great news and insight through our in-house communications and research teams who will keep you up to date on all the important happenings in the sector. As well as all the latest news, we'll regularly be sharing blogs and case studies from our work, research and evidence demonstrating the power of PE, sport and physical activity, plus, for the first time, dedicated digital support in the form of webinars and podcasts which are available to download and watch or listen to at any time. Everything is completely free to access and we hope you enjoy browsing our digital library.

If you'd like to learn more about us and those behind the Youth Sport Trust, then you can look at our updated About area. Following an organisation-wide brand refresh during 2020, you'll notice that we've changed a lot of our language, as well as our look and feel and this area will tell you all you need to know about exactly who we are, what

we do and, most importantly, how we can help you in 2021 and beyond. You can also find out more about our sister charity, Youth Sport Trust international, by clicking on the link in our footer menu.

If you're still not sure how to find what you're looking for, then why not try using our improved site search, accessible from the main navigation menu. Just enter any key word or phrase and we'll search the whole site for you. In the spirit of helping you find what you're looking for, you'll notice that we've also added an Amazon-style 'more like this' section to our programmes, resources and events, so that even if what you're looking at isn't quite right for you then hopefully we can help you find something that is.

Finally, from our main menu you can also activate our accessibility toolbar. This toolbar has a wide range of functions designed to make the entire site more accessible, including a text to audio feature, the ability to edit size and colour, as well as a language translator and audio for over 30 languages.



You can continue to access it from our normal address: www.youthsporttrust.org on all devices and web browsers. If you would like to share your feedback then feel free to contact me at editor@youthsporttrust.org.

What are you reading?

We asked some staff members and colleagues from our network to tell us about the most inspirational book they have read and how it has influenced them. Here is what they told us.

WILL ROBERTS, Chief Operating Officer, Youth Sport Trust

I do a lot of reading in sport, business and politics so this is a tough choice! My definition or parameter on a book being inspirational is that it must have changed what I've been doing, so without doubt the answer is **'Pig Wrestling' by Pete Lindsay and Mark Bawden**. This book is about problem solving, but different to many professional world or self-help books is written as a story which is pacy, illustrative and full of easy to remember lessons and 'a-ha' moments. If the model it proposes doesn't quite work for you, I'm confident that the narrative of the story will work regardless. I've re-read chapters to help me through problems I've faced, particularly in relation to framing change and seeking to inspire better results by trying new things, and used it as a coaching tool with colleagues.

GARRET FAY, CEO, Insignis Academy Trust

A book that really inspired me was **'The Plague' by Albert Camus**. It is an existentialist, metaphorical novel, where the plague of the title, can be applied to a specific point in European history (trying to avoid a spoiler). But on reflection of the current situation that we face with COVID-19, I have found myself reapplying the metaphor of the narrative to our current situation. It's a book that will make you think deeply about choices you may have made and their consequences.

MARTIN MCLEMAN, Youth Sport Trust Headteacher Ambassador

Most inspirational book has to be **'Midnight's Children' by Salman Rushdie**. In my opinion the stand out novel of the 20th Century. This novel, published in 1981, is set amidst the partition of India and Pakistan following the end of British colonial rule. The children identified in the title are those born whilst the new countries are born. It took my breath away with its epic storytelling set in tumultuous historical times but with a message of hope and redemption born out of the experience and power of children. Rushdie was truly prophetic in his understanding of the connectedness of peoples, their communities and their contexts in ways in which the artificial digital 21st Century claims to connected societies pale into insignificance. It has inspired me throughout my life and one small line always stays with me, "I am the sum total of everything that went before me." The power of children to heal a fractured world should never be underestimated.

SAM NAISMITH, Headteacher, Flora Gardens Primary School

Bounce, by Matthew Syed. Inspirational and completely engaging. Makes you understand that hard work can get you there! "Purposeful practice is about striving for what is just out of reach and not quite making it; it is about grappling with tasks beyond current limitations and falling short again and again".

STEPHEN MUNDAY CBE, Chief Executive, The Cam Academy Trust

'This Thing of Darkness' by Harry Thompson. The book is a semi-biographical story about the life of Robert Fitzroy. He is a little known figure but was the captain of 'The Beagle' vessel on which Charles Darwin did his famous voyage. It is a story of a remarkable unsung hero, almost unknown compared to the very famous Charles Darwin. However, he was a man of tremendous principle, loyalty and remarkable creative thinking. He also suffered from severe depression and often battled through that. He was effectively responsible for modern weather forecasting (one of the shipping areas has recently had its name changed to recognise him) even though his ideas on this were largely dismissed in the 1800s when he developed them.

ALI OLIVER, CEO, Youth Sport Trust

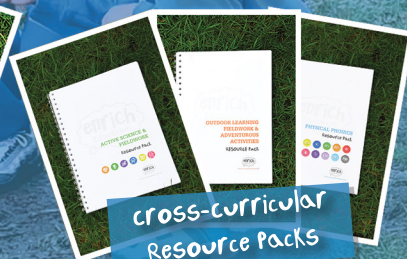
'Rules of the Red Rubber Ball' by Kevin Carroll. This book starts with one of my most favourite quotes – it is painted on my office wall – 'The master in the art of living...' by James Michener. It reminded me of the importance of finding what grabs your soul and inspires your imagination... and the link to play. We often find that inspiration when we play so we need to remember to play and be playful, to stay open to those experiences which uplift us. The book also helps us then pursue those dreams with conviction and passion. #WhenWePlayLifeGetsBetter.



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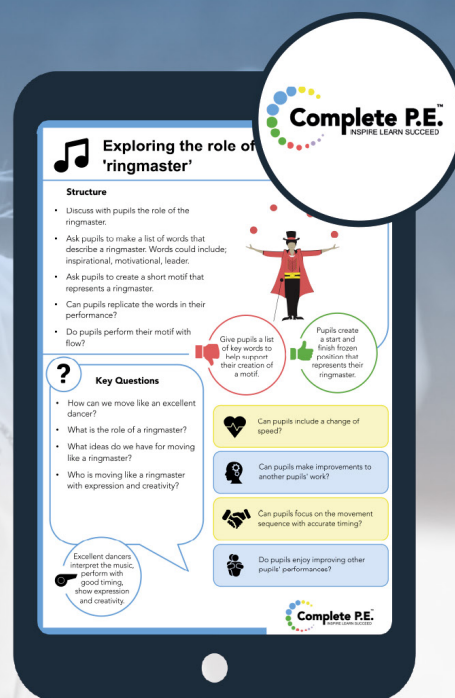
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We are committed to pioneering new ways of using play and sport to improve children's wellbeing and give them a brighter future.

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