



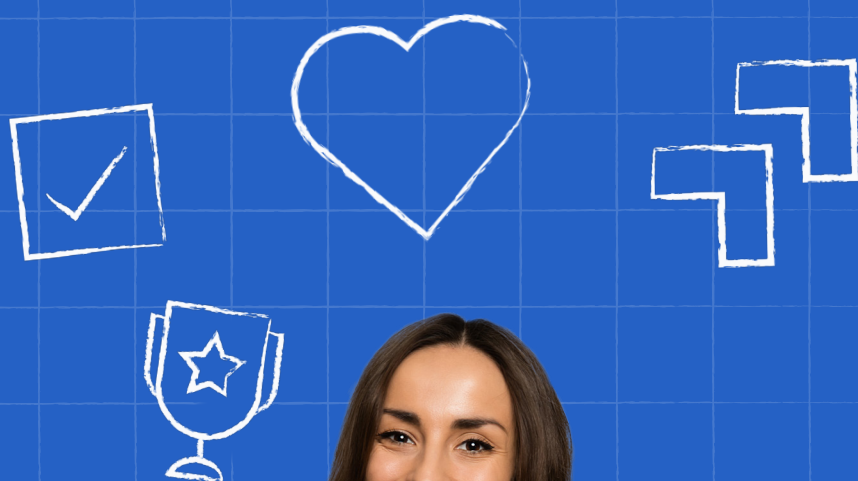
LEADING INNOVATION IN PE AND SCHOOL SPORT



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Believing in
every child's
future



SPECIAL EDITION

WELL SCHOOLS

- 06** Dame Katherine Grainger
DBE – the beginnings of
a movement for change

WELL LED

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makes a happy school?

WELL PREPARED

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literacy could prevent
declining wellbeing

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through outdoor learning



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Here's some of the work
we've been doing through
COVID-19 to support you
and your young people

How the world has changed

Schools

We carried out research among school leaders to identify the key challenges they needed support with. The biggest concerns raised were:



77%

adjusting back to
routine



68%

educational
gaps



58%

low levels of
physical fitness



48%

dealing with anxiety
and fear

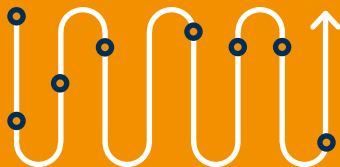


36%

ability of pupils to
focus on school
work

How we're helping

Supporting schools



Preparing for the
return of PE and sport

1,300

PE leads, academics and School Games Organisers joined our **Wednesday Webinars** sharing up-to-date best practice on supporting the return of PE in school.

We created a **Framework and Planning Tool** to support the return to school sport. A free webinar to accompany this has already been watched over 400 times.



Promoting
inclusion

Training for teachers to make sport and PE more inclusive, part of the government-funded **Inclusion 2020** programme, was moved online.

1,325 received our **All About Autism** training to develop understanding of autism in the context of PE and sport.

588 registered for the **TopSportsability** free online training to learn how to engage disabled young people in Physical Education and school sport, including the School Games.



Sharing
expertise

2,100 listens

to our four-part podcast series on the implications of COVID-19 for young people, Physical Education and school sport. The podcasts brought together leading voices from the worlds of education, sport and government.

We published our **What about the boys?** research paper on how to use PE, sport and physical activity to improve boys' mental wellbeing.

We also campaigned for government to provide primary schools with clarity on the continuation of the PE and Sport Premium ahead of it being confirmed in early July.

WELCOME

Welcome back and thank you for reading this edition of INSPIRE magazine. We have missed you!

It has been an extraordinary and challenging time. I do hope that you have come through it ok and that your return to school has got off to a good start.

I know you will have a huge amount on your plate and many unknowns remain, but two things are clear to me: schools have been missed, and we all have a job on our hands addressing the consequences of young people's disrupted learning and development over this period.

Through the adversity of the past six months it has been inspiring to see and hear the stories of so many teachers innovating and going the extra mile to support young people. Thank you to every one of you.

Many of you worked with us as we grappled with the challenges of lockdown. Together, we focused on home learning, providing free resources to help parents and teachers keep young people active at home. We continued working to support teachers by providing a series of webinars, online training opportunities and podcasts. And we redeployed networks to do things differently, with School Games Organisers and FA Girls' School Partnerships among those putting on new online interactive opportunities to help young people connect and keep them engaged. We share a roundup of some of the key activity and what we achieved together on page 2 of this term's magazine.

The absence of normal school life in recent months has provided an opportunity to reflect on what school is for. For me, the answers to this are in the very things that online lessons, virtual curriculums and broadcast assemblies can't quite match - the power of human connection, the importance of belonging, and the role of culture and context in fostering important values, attitudes and beliefs. Most importantly it is about the nurturing of positive wellbeing.

This has been one of the big victims of the last few months and on page 8-9 we bring you a roundup of some of the key insights on young people's wellbeing and what it has meant for physical education and sport.

The recovery in young people's wellbeing now has to be the biggest priority for every one of us. Like you, we passionately believe that physical education and school sport have an essential role to play. Young people have come out of lockdown with a greater appetite to be more active and a greater appreciation of the important role sport can play in their lives. Our research has also shown that parents see the work schools do to promote wellbeing as more important than grades and Ofsted ratings. There is a real opportunity here to put wellbeing at the heart of education and place a greater emphasis on the outcomes schools achieve beyond academic attainment.

When we announced, back in February at our annual conference, our intention to launch Well Schools this autumn, we could never have foreseen the world we would be launching it into this September. The extraordinary events of the past six months have only made this priority more pressing.

The focus of this edition of INSPIRE is on what it means to be a Well School. I hope it helps to provide some useful insight at this pivotal time and that it will inspire you to join the new, growing Well School movement.

Thank you for reading. I wish you all the very best for this academic year and I hope we can meet again soon.



Ali Oliver

ALI OLIVER
Chief Executive
Officer
Youth Sport Trust

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The Youth Sport Trust is working hard to provide guidance, support and information to help schools resume PE and school sport as soon as possible. Please visit www.youthsporttrust.org/return-school-support for help and advice.



News

APPOINTMENT OF NATIONAL SCHOOL SPORT CHAMPIONS

The Youth Sport Trust is excited to be establishing a 'national team' of School Sport Champions to help us advocate for physical education, school and youth sport and to influence young people's opportunities to develop their physical literacy, experience a broad range of sports and develop themselves through playing, organising and leading.

The Youth Sport Trust is working with National Governing Bodies and has recruited a squad of nine international athletes who are passionate about this agenda and will use their public profile and voice to reinforce the value and importance of physical education and school and youth sport to young people and our communities.

The athletes are from a range of sporting backgrounds including football, judo, tennis, badminton, cricket, lacrosse, golf, and athletics – including Jenny Meadows, Lydia Greenway and Graeme Storm.

As a leading voice in physical education and youth sport for 25 years, the Youth Sport Trust is determined to find the most powerful ways to champion the vision that every young person is able to enjoy the life changing benefits that come from play, physical education and sport. Worrying statistics reveal over 50,000 hours of physical education have been cut from the school curriculum since 2010 and 38% of secondary schools have cut time on the curriculum for physical education since the London Olympic and Paralympic Games. At the same time, nearly one third of children are active for less than 30 mins a day, one in eight have a diagnosable mental health condition, they spend less time outdoors than prison inmates, and young people, alongside the elderly, are now the loneliest group in society.

NATIONAL SCHOOL SPORT WEEK AT HOME ROUND UP

Youth Sport Trust and Sky Sports teamed up to unite the country through sport this summer with National School Sport Week at Home. With more than 7,500 registrants signed up to take part, it was a brilliant week full of fun and activity.

From nutty squirrels and wacky races to plank challenges and keepy uppies, National School Sport Week at Home, supercharged by Sky Sports, had it all this year.

Unprecedented times call for unprecedented measures. With social distancing in place and many school-aged children still not returned to school, National School Sport Week at Home required an innovative take on the usual celebration of PE and school sport.

Family activities, virtual challenges and 'bubble' sports days became the norm for the week – and we absolutely loved watching your videos on social media to see how you had all tackled the opportunity.

What shone out of our screens was the power of sport to unite and we thank you all for taking part.

PRIMARY PE AND SPORT PREMIUM FOR 2020/21

In July, the Department for Education confirmed the continuation of the £320 million primary PE and Sport Premium for the 2020/21 academic year. It followed months of campaigning, with YST co-ordinating an open letter to the Education Secretary to call for an end to the uncertainty and several leading sports stars, including Mo Farah, Alex Danson and Hannah Cockcroft, lending their voices to the call for the continuation of funding. Schools are able to carry over any underspend for the 19/20 academic year to this year. For more information:

www.youthsporttrust.org/news/pe-sport-premium-announced-202021

BUBBLE LEADERSHIP

We know that school life is going to look different. Bubbles and other restrictions pose challenges to the delivery of school sport, but we know that we must overcome these challenges to help young people to recover from the impact of COVID-19 through sport. If you want to:

- Increase workforce capacity
- Help young people to develop skills, improve wellbeing and act as agents of social change
- Reintroduce both leaders and participants to a positive routine involving physical activity

Then visit www.youthsporttrust.org/bubble-leadership for more about 'Bubble Leadership' which aims to support access to extra-curricular provision within bubbles through creating a movement of young leaders who are passionate about championing school sport to improve peer wellbeing. It is owned, driven and shaped by young people for young people.

COMPREHENSIVE SPENDING REVIEW

Government has launched a Comprehensive Spending Review for 2020 which will be published in the autumn. The review will set out the government's spending plans up until 2025. Government has said that one of its priorities for the review will be to improve outcomes in public services, "including supporting the NHS and taking steps to cut crime and ensure every young person receives a superb education". Watch out for updates on the Youth Sport Trust's submission to the Treasury where we will be making the case for the value of investing in physical education and school sport, and calling for government to set out a bold and ambitious vision for getting young people more active and prioritising their wellbeing.

For more information:

www.gov.uk/government/news/chancellor-launches-comprehensive-spending-review

WELL SCHOOLS

So, what is a Well School in reality?

Kay Batkin, Network Director, YST introduces the new Well School Movement that is driven by schools and powered by Youth Sport Trust and Bupa Foundation.



We are so excited that we are finally able to welcome you to our amazing school-led community, Well Schools. We are a passionate group of people on a mission to create change and ensure we have an education system that truly puts wellbeing at the heart of all schools.

We can sit and wait, or we can unite and be the change. A group of 33 founding schools from across the UK have been working hard to change their vision into a reality. The movement is driven by schools, powered by the Youth Sport Trust and Bupa Foundation and supported by some impressive organisations that share our vision.

A Well School understands that children and young people are more effective learners when they are well and that staff and pupils' wellbeing must be nurtured to allow everyone to reach their potential. Improvements in academic performance are achieved through a positive wellbeing culture, which also has life-long benefits for pupils and staff.

A Well School has three key pillars that put wellbeing at its heart.



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The Well School model

FULFILLING POTENTIAL

CULTURE AND CLIMATE



Well
Led

Staff and Headteacher wellbeing is actively supported and championed ensuring the whole school is 'well-led' and connected with the wider school community.



Well
Prepared

Every child has a foundation of physical and emotional literacy that will prepare them to be effective learners and cope with the pressures of life.



Well
Equipped

Every child is equipped with the human skills through a curriculum and enrichment programme that develops their social capital and helps them thrive in a modern world.

Any school can become a Well School. There are no KPIs and no judgements. Any school, no matter where they are at in their journey, can join. All we ask is that you're willing to pledge your commitment to wellbeing, work together with other schools to share and support and build a brighter future for teachers and young people. Come and find like-minded people here: www.well-school.org



Our passionate community is on hand to support you and your schools. We look forward to meeting you. Meet our amazing Education Board and Founding Schools at www.wellschools.org

The beginnings of a movement for change: for young people and teachers

Dame Katherine Grainger DBE, YST Trustee explains why the Well Schools movement is so important to her and the future of schools.



In January I had the pleasure, as a Trustee of the Youth Sport Trust, of speaking at a dinner hosted by the Bupa Foundation in London. The audience was composed of the great and the good of the worlds of education leadership and the different facets of wellbeing, be they physical, social or emotional. Speaking to such a select audience, I was struck by the urgency of their common concern - that wellbeing for young people and teachers in our education system is at crisis point, and direct steps must be taken to address this.

So why was I speaking? While the Youth Sport Trust had drawn the audience together, this was not my world – or so I first thought. I might be passionate about young people, sport and education but I'm not an educationist – so what could I share that would be worth their time, your time?

As I heard the stories of those leading schools every day, and of the charities focusing on young people's wellbeing, what struck me was the notion of a fractured system. One that had become so focused on specific measures of performance that the actual impact of the experiences leading to those performances was being ignored. Young people's wellbeing in alarming decline. Teachers leaving the profession in droves. Celebration only of external measures – an inspection judgement or exam results.

The mission of this emerging movement had a similar sense of urgency to that which I have been part of in the performance sport world.

WHEN PERFORMANCE MEASURES UNDERMINE CULTURE

The transformation of British performance sport in the last 25 years or so is well known. Phrases such as 'marginal gains' and 'no compromise' became part of our everyday language in the UK and those responsible for high performance results in global sport, business and education were all keen to hear the story.

My own story tracked that success. Silver medals in fantastic crews in Sydney, Athens and Beijing were followed by gold in London and a further silver in Rio. I had been part of Team GB for almost two decades and I felt immensely proud of having been part of a system that had defied the odds. We had risen from 36th in the Atlanta 1996 Olympic medal table to 3rd in 2012, and then 2nd in 2016. I had literally lived, breathed and sweated my way through much of that transformation and had the medals and bruises to prove it!

By any performance measure we were an incredible success story.

And yet, cracks began to show around the performance of our teams at the Rio Olympic and Paralympic Games in 2016. While the British teams had defied all expectation and the history of performance in the Games after hosting by excelling in the medal tables, it was clear that all was not well.



For many, it felt that our success was blighted when the first stories began to emerge. Athletes who felt they had been bullied out of the system, coaches at breaking point due to the pressure on them. But as the media started to take notice, the trickle of stories began to pick up momentum and a surge of pressure built on the performance sport world. Dame Tanni Grey Thompson led a Duty of Care review on behalf of the DCMS which unearthed systemic problems that had led to a culture where performance outcomes prevailed over all else.

Whether victim or witness to these issues, or oblivious or shielded – the problems could not be denied, nor responsibility be shuffled into one aspect of performance sport. The issues were systemic, so a systemic approach had to be taken to address this.

As I made the transition from athlete to administrator as the chair of UK Sport, I made it my mission to ensure that British performance sport would take the necessary steps to move to a system characterised by more than just performance outcomes.

From 2016 we introduced the Culture Health Check into the performance sport system. We are trying to change culture and this is hard to do. The health check is not perfect and we have gone through a number of iterations over four years but it is working. I know this because it is now the sports that are driving the adaptation and evolution of the process. More former athletes are getting involved in leading health check processes and vitally we now have sport to sport peer review, support and sharing of practice. Supporting the system to support itself drives long term sustainable change, and genuine cultural change.

THE WELLBEING CRISIS IN OUR SCHOOLS

The more first-hand stories I heard on that night of the challenges facing schools around young people's wellbeing, the more I saw the parallels with performance sport. The PISA tables looked like the Olympic or Paralympic Medal table, and the pressures around exam results and inspection outcomes were the medals.

But interestingly, education already has a performance measure telling us clearly that things are going wrong. PISA not only holds the Olympic/Paralympic medal table but also the alternative that an international sport culture health check would have shown for the British system in 2016. The comparison of student happiness and wellbeing saw the UK's young people languish towards the lower end of the tables.

So, while our academic performance has risen in these measures in recent years, children are increasingly unhappy.

Well Schools is the start of a change to this.

WELL SCHOOLS AND WHY YOU SHOULD GET ON BOARD

What I love about Well Schools as a concept is that it is based entirely on what education leaders, those closest to students and teachers every day, have told us that they need. A means to hold themselves to account for the culture and environment of wellbeing in their schools, a means to share what works for them and what works for others, and a chance to build a sense of common mission and purpose together with others to create a strong education system.

Well Schools will not be about programmes, making money or the Youth Sport Trust and its partners telling schools what to do. Quite the opposite, we are asking you to make a commitment to your school and to sharing with others. We aim to help schools measure what will make a difference to their students and staff by being:



Well Led

Staff and Headteacher wellbeing is actively supported and championed ensuring the whole school is 'well-led' and connected with the wider school community.



Well Prepared

Every child has a foundation of physical and emotional literacy that will prepare them to be effective learners and cope with the pressures of life.



Well Equipped

Every child is equipped with the human skills through a curriculum and enrichment programme that develops their social capital and helps them thrive in a modern world.

If you feel that the below questions resonate with you, and that the growing movement of Well Schools is something you are compelled to join as I have been, then please visit the webpage www.well-school.org

Do young people need a wide range of skills to prepare them for the demands of the modern workplace?

Do young people need a wide range of experiences that will prepare them for life after school and enrich their school experience?

Do all staff in schools need more support with their own wellbeing?



Find out everything you need to know about Well Schools at www.well-school.org.
org, sign up to the platform and support the movement by taking the pledge.

What next for the COVID-19 generation: the wellbeing challenge ahead

Ross Levy, Evaluation and Research Officer, YST, provides some insight into the impact of COVID-19 on children and young people.



The speed at which change has occurred in 2020 has been extraordinary. COVID-19 has presented to us new guidance, rules and legislation which have drastically changed all of our plans and ambitions – at times overnight. This has been exceptionally challenging and has required flexibility, resilience and understanding from young people whose education, social interactions, milestones, celebrations and physical activity opportunities have been halted. However, a consideration of young people and their diverse, creative and influential voice has been less audible from most discussion and debate on the impact of the pandemic. In this article we offer a glimpse into how we've countered this and what challenges lie ahead.

YST's Evidence Paper¹ on the impact of COVID-19 restrictions on children and young people has brought together evidence from over 40 sources to make the case clear that the pandemic is going to have a long-term impact on children and young people's wellbeing.

During lockdown, it was reported that over 80% of children and young people with pre-existing mental health problems believed that their problems had worsened², and more than two-fifths (41%) of children and young people aged 8-24 years-old said that they were lonelier than before restrictions were put in place³.

Simultaneously, the number of young people meeting the Chief Medical Officers' guidelines of taking part in sport or physical activity for an average of 60 minutes or more every day dropped from 47% to 19%⁴.



80%

young people with mental health problems believed they had worsened*



60 minutes of physical activity a day dropped*

47%

↓

19%

*During COVID-19 lockdown

1. <https://www.youthsporttrust.org/evidence-paper-impact-covid-19-restrictions-children-and-young-people>
2. Young Minds (March 2020): Coronavirus: Impact on young people with mental health needs
https://youngminds.org.uk/media/3708/coronavirus-report_march2020.pdf
3. Barnado's (30/6/20): Generation Lockdown report based on YouGov research
4. Sport England

It should always be remembered that all young people have experienced COVID-19 differently, and inequalities that have a life-changing impact on our young people have been magnified during the pandemic. For example, Black, Asian and Minority Ethnic (BAME) children and young people appear to be suffering disproportionately more than their white peers. The number of BAME children contacting the online mental health support service Kooth with suicidal thoughts went up by 26.6% (vs. 18.1% for white children) and rose also for self-harm incidents with an increase of 29.5% for BAME children (vs. 24.9% for white children)⁵. This suggests that targeted work will be required in order to support this demographic who may urgently benefit from innovative physical activity interventions that support their wellbeing.

Even as restrictions have begun to lift, physical distancing will remain for some time, and our evidence paper shared how The Lancet has reported that young people have an increased need for peer interaction⁶. Furthermore, young people have been shown to feel stress more acutely than adults as the parts of the brain that regulate emotion are still developing. This means that they are more susceptible to life disruptions, such as COVID-19, than adults⁷. To this end, we see that there are acute wellbeing challenges ahead. It's our task to be sensitive to how these challenges will be different across demographics and experiences.

An awareness of these long-term physical and mental challenges provides greater motivation for us to shout louder about the life-changing benefits that come from play and sport. While we have noted the decline in physical activity among young people, during lockdown 51% of 1,396 young people surveyed by YST⁸ said they will do more exercise and sport in the future than they did before. Additionally, a survey by Durham University indicated that 40% of less active girls (aged between 10-20)⁹ were more active during lockdown, with one participant saying:

"I like it [the government's rules on daily exercise] because I've had the opportunity to create the habit of exercising regularly and I feel fitter and healthier." (aged 14)



#StayHomeStayActive
#StayInWorkOut

We may find that the many new forms of delivery (eg, online resources) and public messaging (eg, #StayHomeStayActive and #StayInWorkOut) surrounding physical activity during lockdown will lead to our message that sport improving wellbeing has been amplified by this public health crisis.

We have all adapted, and will continue to adapt, to provide the most suitable and innovative offer. Indeed during the summer, YST engaged its Inclusion and Leadership, Volunteering and Coaching networks to conduct focus groups on providing COVID-secure leadership opportunities. Young leaders universally recognised the strains that lockdown has caused emotionally and socially on their peers, in addition to the denting of confidence and routine. Leadership was therefore viewed by young people as a mechanism to steer peers back towards routine and encourage them to try out new and emerging activities. All the while crucially providing a listening ear.

"Some people may feel bad through lockdown and sports leaders may be able to lift people's spirit and make people feel good." (Focus group participant)

Peer-to-peer support and role models were also seen to be significant in the YST What About the Boys?¹⁰ research paper launched this summer, detailing top tips for maximising the potential of sport to improve boys' mental health and wellbeing. These tips were formed on the basis that they could reduce the perceived threat to boys' sense of self when addressing mental health issues. The paper noted that 77% of school exclusions are boys, and so these recommendations will be crucial piece of research to ensure that the reopening of schools provides opportunity to substantially lower this figure.

The diverse COVID-19 generation faces great challenges ahead. This article has made clear that physical and mental wellbeing are key pivots to tackle these challenges. Positively, YST research is providing insight into how young people view themselves as active agents able to combat these issues and provide peer support through the vehicle of sport to ensure that all young people, irrespective of their backgrounds, can pursue brighter futures.



targeted work is required to support children who are less likely to be active and at risk of harm



young people have increased need for peer interaction



of school exclusions are boys



of less active girls were more active during lockdown

5. Kooth data reported in the Guardian (21/6/20): Covid-19 affects BAME youth mental health more than white peers - study

6. Orben, Tamova, Blakemore (June 2020): The effects of social deprivation on adolescent development and mental health published in the Lancet Child Adolescent Health 2020 <https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930186-3>

7. Sirin Kale: Guardian article (30/5/20): Quoting Dr. Cheryl Sisk, professor of neuroscience, Michigan State University

8. YouGov survey, June 2020

9. <https://collections.durham.ac.uk/downloads/r1n870zq835>

10. <https://www.youthsporttrust.org/system/files/resources/documents/Boys%20Mental%20Health%20Report%20Final%5B5%5D.pdf>

Not all heroes wear a cape...

*Thank you to all teachers and support staff for
your hard work and dedication.*

We look forward to seeing you again soon!



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PARTNER

Bupa Foundation powering the Well Schools Movement

We're so proud to be working with Youth Sport Trust to power the Well Schools movement to help even more educators feel good and create a culture of wellbeing for students.



The Bupa Foundation Wellbeing for Educators programme offers free, evidence-based wellbeing workshops which help you and your team keep energy up every day, particularly when life gets tough. **94% rate the workshops as very good or good.**

We start with a workshop for your Senior Leadership Team and then follow up with a wider staff session. Anyone who works in the school is welcome to join, not just teaching staff.

The programme is free and workshops are delivered online. Workshops can also take place face to face when and if it's COVID-safe to do so.

The majority of participants immediately identify ways to improve their wellbeing and here's some of their feedback:

"Very practical suggestions provided which are easy to incorporate into working and everyday life."

00

The programme is brilliant and has changed my whole perception on life, health and my wellbeing in general. I highly recommend this programme to all educational institutions and their staff."

00

I'm (now) having the mindset of permission. That's a really good feeling... that I don't need to feel guilty that I'm spending time for myself."

00

The webinar made me think about my own mental health and wellbeing. Negative thoughts impact upon emotional wellbeing whereas thinking more positively enhances wellbeing."

> Register here: www.bupaukfoundation.org/educators

THE YST POWER OF A WELL SCHOOL WEBINARS

The Power of a Well School series of webinars can improve the wellbeing of pupils and help them to reach their potential. They focus on physical, social and emotional wellbeing outcomes that can be derived from placing PE, sport and physical activity at the heart of the school, developing a well ethos and linking PE into a well curriculum that engenders personal development and

improved school outcomes, particularly for those pupils in greatest need.

What's included?

Online access to the Power of a Well School, full series available for Premium members.

Module 1 covers National and Local Landscape for Wellbeing, Wellbeing and the Ofsted Framework, Whole School Approach to Wellbeing.

Module 2 covers Understanding and Applying an Intent, Implementation and Impact model for Wellbeing, Contribution of PE, School Sport and Physical Activity to Cultural Capital, Identifying Good Practice and Support.

Module 3 covers Ideas into Action – Importance of Robust Planning and Evidence, Creating and Applying local research, action planning and evidence-based model for a Well School.

> You can access the Power of a Well School webinars through your membership dashboard



What makes a happy school?

Adrian Bethune, Healthy Body and Mind Leader, Teachhappy.

Adrian Bethune is a primary teacher, founder of www.teachhappy.co.uk and the author of Wellbeing in the Primary Classroom. He tweets @AdrianBethune



When some of us think back to our school days, a smile immediately spreads across our face as we remember friendships, funny teachers and fun lessons. For others, the memory of school is one they'd rather forget. But the evidence is clear that when teachers and students enjoy school, everyone does better. Happier children learn better, while healthier and happier teachers appear to teach better. In fact, numerous studies show that when staff are happy at work they're more productive, more creative, have less time off sick, are better at their jobs, and have happier customers. So, it makes complete sense to want to make schools a happy place to teach and learn. With that in mind, below are five factors that are key to building a happy school.

CONNECT

I recently wrote about the importance of building positive relationships at school and that's because they are the absolute bedrock of a happy school. Happy schools make connections between colleagues, students and parents an absolute necessity. The happiest schools are the ones that make everyone feel like they belong to a community where they feel welcomed, where they are safe and where they can be themselves. Schools where humour and light-heartedness are part of the culture are happier places to learn and work because laughter helps build rapport and reduces some of the inevitable stress and tension that comes with teaching.

BE FAIR

Being treated with fairness and respect are fundamentals for a happier school. This is partly about having rules and expectations, with rewards and sanctions, that are clear, fair and not too punitive. When everyone is singing from the same sheet, and everyone knows what's expected of them, life feels that bit sweeter.

Fairness is also about being flexible and realistic in your expectations of people. For example, it might mean cutting a student some slack when you know they're having a nightmare at home or creating policies that make workload meaningful and manageable for staff. When schools treat the members of their community fairly, they reap dividends in the future.

EMPOWER

Schools that trust their teachers, by affording them the autonomy and agency to complete their work as they see fit, often have the happiest staff. When teachers feel able to use their strengths to do a good job, more often than not, they rise to the challenge. But remember, this isn't just about teachers. Students need to be trusted to use their judgement and take on responsibilities and show what they are capable of. When students and teachers feel empowered to do their best work, step out of the way and watch them fly!

CHALLENGE

Learning new things is a key facet of a happy life and one of the Five Ways to Wellbeing. When we're engaged and interested in our work, we feel and do better because we're more likely to experience flow. If our work is not challenging enough, we get bored, but if it's too challenging, we get overwhelmed. So, when teaching, aim for that elusive Goldilocks sweet-spot of stretching your students to just beyond what they can currently do. And happy schools invest well in staff CPD, so that it's not just the students who are being challenged!

PURPOSE

Doing work that we feel is genuinely worthwhile can be really motivating and can sustain us through difficult times. The happiest schools often have a very clear sense of purpose – the teaching staff know why they turn up to work every day and the students know what they're there to do. When the whole school community has a shared sense of purpose, even seemingly unsurmountable barriers can be overcome. Happiness expert, Prof. Richard Layard, says that, **"A society cannot flourish without some sense of shared purpose."** It means that happy schools set their sails in an agreed direction and then it's all hands-on-deck to steer the ship towards the horizon and over the choppy seas.



References: www.educationsupport.org.uk/blogs/what-makes-happy-school
www.educationsupport.org.uk/helping-you/telephone-support-counselling

Supporting staff wellbeing

Ben Levinson, Headteacher, Kensington Primary School.

When Ben heard about the Well Schools movement at the YST Conference in 2020, it chimed so true to the ethos of Kensington Primary School that he signed up as a founding school straight away.



Kensington Primary is based in Newham, East London, an area of significant deprivation with the highest levels of child homelessness and overcrowded housing in England. 97% of children at Kensington have English as an additional language, many cannot speak English at all, some children arrive from abroad with no prior education and the turnover of pupils is huge. This all makes a challenging job even tougher for our staff.

When I arrived as headteacher, our Ofsted rating was 'requires improvement' and staff morale was low. Seven years on and we are rated Outstanding, we've held a Gold YST Quality Mark for a number of years and have just won a Silver Pearson National Teaching Award. I also now sit on the Department for Education advisory group for teacher wellbeing.

We got here thanks to our supportive culture, where teachers are listened to, pupils given the tools they need to succeed and parents have complete trust in staff, with 100% attendance rates at parents' evenings.

Life at Kensington wasn't always like this. Staff used to struggle to teach the national curriculum alongside all the additional elements children needed to be equipped for their future. Unlike schools where children have enrichment opportunities from birth, Kensington provides the only opportunity to gain these life experiences for many of our pupils.



This led to a huge piece of work finding out what universities, businesses and secondary schools felt children needed in the 21st century. The outcome is Curriculum K, Kensington's bespoke curriculum for our unique cohort of pupils. Instead of geography, history and music, pupils learn about health (physical and emotional), communication and culture, which enables pupils to transition to secondary school with enthusiasm, a love of learning and the ability to effectively communicate with their peers.

So much innovation can be difficult for teachers to adjust to, so we ensure that wellbeing is embedded throughout our entire school culture. Staff members do get to enjoy Bollywood dancing sessions and massage days to support wellbeing, but more importantly they are consulted with and genuinely listened to. If things aren't working for teachers, we either improve or remove them. When you've got a class of 30 pupils and all of the stress that comes with that, you don't need tiny issues making that more difficult. You need the path to be as smooth as possible so that you can focus on what really matters.

For example, we tried to introduce a wristband system to help children remember what they'd ordered in the morning for lunch. While on paper this was a good idea, in reality the children would lose, swap or play with the wristbands, creating unnecessary stress for teachers. When we found out that it wasn't working, we got rid of the system. This openness to feedback is also paired with a supportive approach across the school. If a teacher hasn't done their marking, they're not met with "why haven't you done it?" but instead with "what's preventing you from getting this done and how can we support you?"

There is a real feeling among schools that they should have more agency to be able to support, develop and grow together and Well Schools does just that. The community feel of it being driven by schools for schools is something I feel is absolutely the right way to go.

Kensington Primary is one of 33 Founding Schools of the Well School Movement and is also a member of the Education Board that ensure Well Schools is truly driven by schools.



To find out more about the Founding Schools and the Board visit www.well-school.org

How ITE at the University of East London prepares PE trainees to support young people's wellbeing

Dr Shrehan Lynch, Senior Lecturer in Initial Teacher Education, University of East London.

Dr Lynch outlines the ways in which the physical education programme promotes wellbeing at UEL during a teacher training course.



When teaching at the University of Alabama, I had the opportunity to teach a course entitled the 'Ecology of Health and Wellbeing'. This course taught nine concepts of wellness to university students: physical, emotional, intellectual, interpersonal, cultural, spiritual, environmental, financial, and occupational. While teaching this course over repeated semesters, I became enlightened to how students struggled with each component of the wellness spectrum during university. Now, as a teacher educator at a large teacher training provider, I have first-hand experience observing the barriers to wellness for our secondary trainee teachers at the University of East London. Just a few daily issues they face include workload, financial support, juggling personal and professional identities while having children/spouses/families, retaining and actioning the new knowledge of learning to teach and keeping hobbies. These are even more burdensome on PE trainees whom, unlike many other subjects in secondary, receive no bursary to help support their studies. Consequently, many are paying not only for their tuition but for travel to placements and accommodation. Thus, preparing trainees to teach wellness, means that I am morally and professionally obligated to ensure that the wellbeing of my trainees comes first.

Over the year, I facilitate several interventions aimed primarily at supporting trainee wellness but also are dual purposed – trainees can use the strategies themselves or use them to support young people's wellness in school. I asked several of them to comment on this topic and what we've done at university that prepares them in this area. Here are their responses:

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At university, we had a guest speaker speak to us about mindfulness and wellbeing. This allowed us to discover different mindfulness activities that we could use as trainees but also bring into schools to teach our students. I particularly enjoyed the meaningful breathing activity which focuses on breathing to help you relax and calm down. This is something that is easy, requires no equipment and can be done anywhere in school." Princess Adeosun



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During my PGCE year, I have been supported through a range of workshops, activities, and meetings that have allowed me to focus on my wellbeing as well as inform me of creative and engaging ways we can support the young people we teach. Dr Shrehan Lynch has engaged me in a range of activities such as yoga, wellbeing sessions, circle time, and origami. These activities were thoughtfully planned and were fun and engaging. These strategies are fun ways of supporting students' wellbeing in the classroom. I have found them particularly useful in theory lessons when some lessons are two hours long." Tina Clark

Some of the activities in the training have included chalking positivity messages on campus, origami, visual and guided meditations, wellbeing drop-in sessions with a professional counsellor, guest lecturers discussing stress/wellness/teacher resilience, breathing exercises, yoga, and a group Christmas lunch. Moreover, I frequently share UK Education Support details so that trainees have the details beyond teacher training. They offer several free counselling services online: www.educationsupportpartnership.org.uk. Their helpline is free and available to all teachers, lecturers and staff in education (primary, secondary, further or higher education) in England, Wales and Scotland 24/7, 365 days a year.

To conclude, my top tip for a Well School would be to forefront staff members' wellness, not just teachers, but the entire staff community. Having a pleasant staff room space means that staff have a sanctuary to go to during working hours. This could mean repainting and decorating the space into an adult-friendly area. Furthermore, leaders should prioritise wellbeing activities such as staff cooking classes, kickboxing clubs and BBQs. Without well, cohesive staff members, we cannot begin a conversation about providing wellness opportunities for young people. This work begins by asking staff members what they need and want for a well school and actioning their requests.



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As a cohort, we have had training and seminars on students who have been through trauma inflicted situations and different safeguarding issues and how providing a safe environment for them to learn that supports their mental wellbeing. Also, providing a holistic physical education curriculum supports students' physical, social, and mental wellbeing." Sahim Ahmed



Dr Lynch is co-founder of the BAME physical education network, a social change movement with a vision of equitable physical education. <https://bamepe.wordpress.com>

Finding our way through the Educational Moral Maze

Vicci Wells, National Lead for Targeted Interventions, YST. Following the recent Ethical Leadership Summit, Vicci shares insights into the Ethical Leadership Framework, and how PE and school sport can and should be considered when discussing its values and virtues.



As Aldo Leopold (1887-1948) once said, 'ethical behaviour is doing the right thing when no one is watching'. In an educational backdrop of high stakes accountability, balancing the challenge of young people's learning with their mental and physical wellbeing and school leaders pressured with ever-squeezed budgets, how can PE and school sport influence ethical decisions in schools?

Sport can instil a number of virtues, such as resilience, empathy and teamwork. Through the Youth Sport Trust My Personal Best approach, young people are developing life skills, leadership and employability through the subject of PE. As educators, we encourage children and young people to participate in PE, school sport and physical activity in order that they may continue to develop these qualities.

At the Ethical Leadership Summit earlier this year, marking the one year anniversary of the Framework for Ethical Leadership in Education, over 150 senior leaders came together. Within the context of a 'Well School' and leadership, this Ethical Leadership Framework can be a useful starting point.

The Framework is a set of words, concerning values and virtues, which are recognised in educational discourse. These words act as a counterpoint to the commonly-used language about measurement of schools and colleges and pupils. They are designed to make us stop and think. Developed by the National Governance Association, Chartered College of Teaching, and Association of School and College Leaders, over 350 school and Trust pathfinders are adopting this Framework and fundamentally exploring two questions:

- How well do we fulfil our roles as trusted educators?
- What kind of role models are we to the children in our care?

With statistics from the government's annual school workforce census showing that between 2010 and 2017, 51,600 hours of physical education were lost from timetables in English state-funded secondary schools, alongside a decline in young people's wellbeing, with increasing numbers suffering from mental health conditions, low life-satisfaction and loneliness – it is inevitable that we ask questions around the ethical dilemmas leaders face when making decisions in schools. If schools and colleges have successful outcomes, they should be

achieved by leaders leading thoughtfully and ethically. In that way, schools set a good example in our communities and to our young people within them.

Sport has the power to cultivate personal honour, value and character for our pupils. It contributes to a community of respect and trust which can then influence the moral character and purpose of the broader community. Schools need to ensure their offer is fully inclusive of diverse pupils, families and communities. In Kenneth Strike's book 'Ethical Leadership in schools; creating community in an environment of accountability', his 'big tented' view of education in a democratic society includes good communities, ethical decision making, evidence-based practice, fair processes, informed debate and full inclusion of all community members, especially those marginalised by exclusion and poverty. Strike's definition of ethical leadership is 'the art of creating good school communities' and it is important as educators that we reflect on whether we know what is happening in our communities and how much more we can embrace communities to enrich the lives of our young people. PE and school sport can provide a unique catalyst to do that, building up collaboration between a school and its community.



Key links you may find helpful:

Ethical Leadership Pathfinders <https://chartered.college/ethical-leadership-commission> and www.nga.org.uk/ethicalleadership.aspx

Youth Sport Trust My PB www.youthsporttrust.org/mypersonalbest

WELL PREPARED

How physical and emotional literacy could prevent declining wellbeing

Chris Wright, Head of Wellbeing at the Youth Sport Trust, discusses how a wellbeing curriculum and enrichment offer could create a blueprint for addressing the national decline in young people's wellbeing



We know that physical activity boosts emotional wellbeing, reduces anxiety and improves mood. But, despite the overwhelming evidence, it is alarming to see how the physical is being overlooked when schools address declining emotional wellbeing in young people.

The Green Paper on Transforming Children and Young People's Mental Health focuses on mental health support teams, counsellors and quicker referrals but not enough on prevention. It is easy to forget that many of the solutions to improving young people's wellbeing are already in the gift of what a school provides... we have just forgotten how to prepare children physically and emotionally to learn!

DECLINING MENTAL HEALTH AND WELLBEING

One in eight young people now have a diagnosable mental health condition and one in seven young people aged 15 years-old report low life satisfaction. Recently, broader wellbeing issues have become more prominent as a root cause to mental health issues let alone the impact of COVID-19. Aspects such as loneliness, poor body confidence, stress and anxiety are highlighted daily in the media. We need to address these wellbeing issues, starting with addressing inactivity and helping children better understand their emotions, to prevent this knock-on effect on poor mental health.

We at the Youth Sport Trust are making a tangible difference to young people's wellbeing. As a result of our research, insight and delivery through programmes such as Active in Mind, Girls Active and My Personal Best, and our support of the new RSHE curriculum, we now have an increased understanding of what wellbeing issues persist for young people, how declining wellbeing is impacting on mental health and how poor wellbeing prevents young people from realising their potential in school and in life.

So, we need a different approach. We need an approach that puts physical and emotional literacy back at the forefront of positive wellbeing. We need to listen to young people and ensure they are physically and emotionally well prepared to support their own wellbeing needs and those of their peers. We need to assist schools in using a transformed PE curriculum and the new RSHE curriculum to develop wellbeing and prevent mental health issues. We need to work with schools to understand how the different parts of the curriculum, together with their enrichment offer, prepares young people to be better learners and healthy, happy citizens of the future. To achieve this, we have evolved our membership packages to reflect this need. We can now support you in transforming your PE curriculum, connecting with the RSHE curriculum and impacting on the personal development and wellbeing needs of your students. COVID-19 has placed a greater emphasis on the decline in young people's wellbeing. We have an opportunity to put wellbeing at the heart of education and better deploy the tools we have in our curriculum and enrichment offer.



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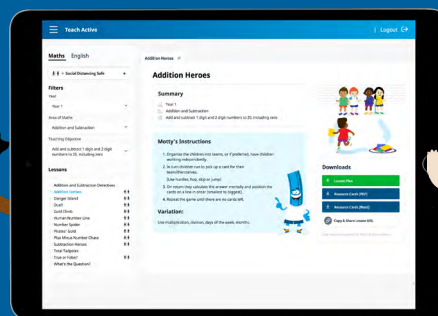
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As featured on



WELL PREPARED

Youth Sport Award promotes cultural understanding and creates new friendships in Bahrain

Helen Vost, Managing Director, Youth Sport Trust International looks at how participation in the Youth Sport Award led to an amazing opportunity for students and their teachers from two Youth Sport Trust Premium Member secondary schools.



In February this year, two boys and two girls from Great Marlow School in Buckinghamshire and Highfields School in Derbyshire were invited by Youth Sport Trust International to attend a sport and education conference in Bahrain. There they met young people from across the Gulf region who had also taken part in the Youth Sport Award and they were challenged to work together to run a sports festival for 200 children. It was the ultimate test for the skills developed across all four strands of the programme – Wellbeing, Achievement, Leadership and Reflection.

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Not only was I able to develop my leadership skills but I also got the chance to create friendships with people from other countries and totally different cultures which was invaluable to me. Holly Carr, Student, Highfields School

"It allowed us to display responsibility while representing our school as well as the UK. We had to show we could be resilient and resourceful in order to communicate with non-English speakers to get an organised result at the end." Dean Whiteley, student, Great Marlow School

Hosted by the British Council in partnership with the Bahrain Ministry of Education, the conference brought together sport education experts, youth sport leaders and teachers and coaches from the UK, Bahrain, the Kingdom of

Saudi Arabia, Kuwait, Oman and the United Arab Emirates. (Due to political issues in the Gulf region a separate conference with a similar focus had been held earlier in the month in Qatar.) Since 2017 Youth Sport Trust International's team of expert trainers have been delivering Youth Sport Leadership and Youth Sport Award training to upskill teachers across the Gulf region.

The Go and Bronze levels of the Youth Sport Award had been specially adapted to reflect cultural differences and translated into Arabic but followed the same principles as the UK version. The programmes were tailored to inspire young people to build up the amount of time they take part in physical activity and sport each week to develop a regular habit and promoted other aspects of a healthy lifestyle. Health and wellbeing had been identified as key priorities in the Gulf region where, like in the UK, there were rising levels of childhood obesity and Type 2 Diabetes. Youth Sport Trust International recommended adoption of the Youth Sport Award as not only would it increase young people's awareness of the importance of wellbeing, it would also give them ownership of their own progression, develop valuable leadership skills, recognise achievements and allow time for reflection.

The trip to Bahrain for English students and their teachers was a once in a lifetime opportunity, giving them an experience they will never forget and, importantly, uniting young people from different backgrounds and cultures through the common and positive language of sport.

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The conference clearly had a deep impact on the young people and teachers from both the UK and the Gulf countries.

What we saw were friendships being established, and a real desire to understand each other's cultures, traditions and lives. United through sport leadership, we saw the very best of all the students in their planning, communication, tolerance and empathy. Viv Holt, YST International Head of Operations

"The language barrier meant we had to find other ways to communicate" Emily Whelan, Great Marlow School, Buckinghamshire

"The educational experience provided by all the partner organisations involved in the student leadership conference in Bahrain was simply outstanding. My students returned to school with a far deeper understanding of the culture of the Gulf region and a passion to talk to others about their incredible experiences and the fantastic people they had met. With the wonders of modern technology, sustainable relationships and friendships were forged." Kevin Ford, Headteacher, Great Marlow School, Buckinghamshire

Youth Sport Trust International is the international arm of the Youth Sport Trust and works across the globe focusing on sport for development to improve young people's life chances.



For further information about our international work contact helen.vost@youthsporttrust.org or for more information on YSA contact membership@youthsporttrust.org



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YST TOP SPORTSABILITY

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WELL PREPARED

YST My Personal Best

Joss Matthews, Grove Street Primary School, Merseyside, explains the impact of the latest version of the YST My Personal Best programme for special schools.



Around 12 months ago, we at Grove Street Primary School accepted an invitation to join a cluster of primary schools receiving PE and sport support from Clare Mount Specialist Sports College. Clare Mount is the YST lead school in our county for both Inclusion and Health and Wellbeing. At around the same time, Clare Mount had been working with the Youth Sport Trust to devise and pilot a version of the My Personal Best (MyPB) programme suitable for special schools.

I was invited by Jon White, Clare Mount's Inclusion Lead Officer, to attend the training. Since I was already delivering a version of it, I was keen to learn more about how MyPB could benefit my school and to hear implementation ideas from other schools. I had a good idea about the 'why' behind MyPB before attending and so the opportunity to spend a day with like-minded professionals was very attractive. Symon Stanley, Head of PE at Clare Mount and a Youth Sport Trust Lead PE CatalYST, spent half a day with me explaining how a shift to providing a PE curriculum focusing on the development of character and social skills and understanding could benefit me in my role as a primary school specialist. At the same time, he also introduced me to the iDoceo App, which has greatly influenced the way I now work in school.

Having already tried to start the process of designing lessons and measuring progress using 'Healthy Me', 'Thinking Me', 'Social Me' and 'Physical Me', I learned I was on the right track! Added to this, I heard from other, more experienced teachers how they would implement changes within their curriculum, which was really useful. The training also helped me to understand the wider impact high quality PE can have across a school in terms of employability and character development.

Since the training I have amended my assessment framework to include all aspects of the Primary MyPB framework and am now using iDoceo. The session plans and ideas created by the YST are now easily accessible to me and anyone else teaching PE at Grove Street.

The main impact on our learners is that engagement has improved for many of them as they now have a greater context for their learning. Those students who used to show a negative attitude towards PE ("I don't like PE!" or "I'm no good at sports") will now engage as they have a greater understanding of the broader skills they are developing. The MyPB 'root' and 'trunk' skills and attributes provide a brilliant focus for lessons and our plenaries now tend to centre on how well we as individuals and collectively have demonstrated these values.

The programme has helped me to devise a clear 'intent' for PE across the school. Our curriculum map still states activities (gymnastics, dance, games etc) as a clear focus, but running through the long and medium term plans for PE is a thread of MyPB, which the pupils are now beginning to understand well.

MyPB helps to enhance the perceived value of PE across the school. Before we implemented MyPB, I would have been happy to explain to anyone that PE was important for its development of physical competence, physical health and emotional wellbeing. However, I have learned since we started the journey with MyPB that PE should be perceived as a great deal more. Pupils should be able to articulate the strengths they have that will make them successful and happy citizens and MyPB enables this. Schools are now inspected thoroughly on their work in personal development and MyPB is an excellent contributor to this. Any school that can successfully implement the programme will quickly realise the holistic personal development outcomes that are possible in every child.

Luckily my line manager, who has a background in PE, is very supportive of the process I am taking the school through. I still have some work to do to help our senior leadership team (SLT) gain a full understanding of the programme. To date, they have been supportive, but I feel I need support to help them gain a full understanding both of the effect the programme is having in PE and its potential across the whole school.

Can you describe the MyPB programme in three words?

Innovative, exciting, holistic.

What emoji face 'chateez card' would you use to describe the programme?

Smiley!



To find out more about YST My Personal Best programmes and resources, visit www.youthsporttrust.org/mypersonalbest



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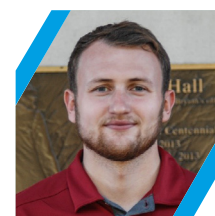
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Cultivating life skills through physical education

Jamie. J. Brunsdon is a British physical educator and third-year sport pedagogy doctoral student in the Department of Kinesiology at the University of Alabama (USA).



If I were to ask you what the purpose of physical education (PE) is, and the purpose of education more broadly, what is the first thing that comes to your mind?

For me, it is the realisation that in order for children to flourish in life as individuals located as unique singular parts of collective (school) communities, then we must educate beyond the stereotypical foundations of PE. From a broader societal perspective, the World Health Organization (WHO) illustrate that life skills provide capacities for individuals to produce positive behaviours that enable them to effectively overcome the daily challenges everyday life presents (1994). Equally important to this endeavour however, is the individual's ability to cultivate these skills as a citizen located in the broader community (WHO 2003). Not surprisingly, then, if we are to help children to develop life skills, then teachers must incorporate inwards and outwards looking pedagogies into their daily practices with the intention of going beyond the classroom.

With this and our current situation in 2020 in mind, the art of teaching current and real life lessons, through content and informed by our own culture as well as others, ought to become foundational to what we do in the name of PE if we want future generations to individually and collectively flourish. Now more than ever before, we need to understand that we are morally obligated to educate for the moral person first, and the goals of PE second, regardless of our position and preferences as educators, and our students' circumstances. This includes educating children about; what it means to be a good human; what it means to develop practical wisdom; what it means to embody virtuous actions in their everyday life as it relates to both movement and non-movement contexts.

Based on this reality, I will briefly discuss an integrational pedagogy that can be based around life skills education which educators could begin to use if they have not done so already. I will then follow up by briefly suggesting some possible areas that could be used to frame movement-based themes of life skills education, to help create and maintain the well individual in a well school.

A LIFE SKILL PEDAGOGY

Notwithstanding the endless approaches that are readily available to the twenty-first century educator, in my experience, a meaningful medium for educating children about life skills, and/or real life topics in a child-friendly way, is to frame this through the; (a) embedded approach; (b) separate approach; (c) combined approach.

The embedded approach refers to a pedagogy whereby the teacher embeds the teaching of life skills/lessons through their content delivery as it relates to movement-based scenarios. For example, this would consist of planning activities that require students to physically or verbally review and react to topics of significance (e.g. the environmental impact of large-scale sporting events), or developing activities that fosters the direct development of movement-oriented traits or virtues (e.g. civic responsibility when playing football).

The separate approach refers to a pedagogy where the teacher separates the teaching of life skills/lessons from their content delivery, and fixates on implementing life skills education at critical points of the lesson and when students are not engaged in content currently. For example, this would consist of the teacher breaking up sections of the lesson and leaving space for life-based activities or discussions (e.g.

completing a personality test-informed reflection based on their engagement in movement and non-movement contexts), or engage in scenario based learning (e.g. based on a movement-based scenario, students could enact or recreate a scenario highlighted in the media in a more appropriate and moral capacity).

The combined approach refers to a pedagogy where the teacher uses a combination of the embedded and separate approaches to educate life skills/lessons to children. For example, this would consist of creating a lesson meant to incorporate content-informed life lessons, as well as separate life lessons which can be movement or non-movement focused (e.g. democratically debate and voting on school and community concept separate from content, and then delve into democratic-based activities as informed by the teaching for personal and social responsibility model).

Of course, in understanding that schools are inherently different and physical educators are afforded unique opportunities, we do not prefer any approach; rather, we encourage you as professionals to use your best judgment when deciding how to educate for life skills. Moreover, each approach is afforded different advantages and would be best implemented depending on the students. For instance, for younger children, knowledge may be internalised easier if the lessons were separated from subject matter, whereas older children with more movement-based experience might internalise learning better if this were educated through content. Again, all environments are unique and to create a Well School, will require for educators to use their professional judgment to inform their inwards and outwards looking pedagogies as they attempt to facilitate children's capacity to flourish.

Developing character skills through outdoor learning – A Primary Perspective

Graham Jones, Inclusion Support Manager, Castleton Primary School, expels some common myths around outdoor education and character development.



Character education is not something new. In a time when the social, emotional, physical and mental wellbeing of our young people is in decline, excellent schools are already ensuring there is balance between academic rigour and the personal development of all pupils. As part of a broad and balanced curriculum, schools have a statutory duty to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the next stage and experiences of later life. With the new education inspection framework shining more of a spotlight on the personal development agenda and with the introduction of the character education framework and the RSE curriculum, never has there been a better opportunity for schools to reflect on the opportunity that outdoor education and outdoor learning plays in supporting the implementation of a rich and varied curriculum.

Common myths relating to outdoor education include:

Myth 1: In order to get outdoor learning into schools we need to change the National Curriculum

Myth 2: Outdoor learning is just for extra-curricular activity

Myth 3: Outdoor learning is about trips and residential and is too expensive for many schools

Viewing the provision in this way is restrictive and ultimately limits the power it can have. To name but a few adjectives, outdoor learning is experiential, discovery based, exploratory, challenge enhancing, which takes place on school grounds as well as externally. Therefore, the more contemporary term of 'outdoor learning' appropriately captures the essence of outdoor education as an active learning approach that can align to your curriculum, support whole-school priorities and deliver personal development outcomes for all pupils.

We take a look at the new DfE Character Education framework and consider how Castleton Primary School in Leeds has embraced outdoor learning across the learning journey.

WHAT KIND OF SCHOOL ARE WE?

82% of children who attend Castleton Primary school live in one of the most deprived areas in England. 38% of children are entitled to Free School Meals and 58% are entitled to pupil premium (both more than double the national average).

We place great focus on unlocking the potential of all children, with an ethos underpinned by the core values of trust: respect, honesty, resilience and communication. We also focus on unity, friendship, peace, responsibility and courage, believing that promoting these values enables the children to develop their resilience, independence and perseverance, in turn helping them to become effective learners, as well as good citizens in the school and wider community. Each month we focus on one value, which permeates throughout all that the pupils undertake, with outdoor learning being truly embedded across the school as an approach to bring these values to life.



WHAT ARE OUR EXPECTATIONS OF BEHAVIOUR TOWARDS EACH OTHER?

The very nature of outdoor learning is centred around trust, collaboration and discipline. For Castleton pupils, the change of environment, pedagogical approach and experiences has proved to be a real leveller, enhancing focus, concentration and enjoyment for learning, and minimising behavioural issues.

The engagement of all staff in the outdoor learning journey, giving them training and ownership to instruct as part of extra-curricular and residential opportunities, has translated back into the classroom, helping foster stronger relationships to support improved behaviour.

"Children and staff strive to achieve their very best and exhibit self-confidence and self-awareness about the skills and attributes required to become successful learners" Ofsted, 2018.

HOW WELL DO OUR CURRICULUM AND TEACHING DEVELOP RESILIENCE AND CONFIDENCE?

"When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development." Ofsted 2008.

When considering how logically organised and sequenced your curriculum is, outdoor learning is most effective when aligned with the key learning journey of your pupils. At Castleton, outdoor learning typically used to be delivered through a residential in year 6. But for the diverse needs of our pupils, we recognised the opportunity outdoor learning presented at key points, such as in year 4 when behavioural issues tended to be more dominant and a focus on unity and cohesion was needed, or at year 5 to bring to life geographical skills such as map reading and rivers.

We mapped our outdoor learning opportunities against key topic areas and key values of focus to bring the values to life more effectively. This also extended more broadly into outdoor learning at school, with staff taking learning from residential to implement into their teaching back in school, and investment in outdoor mud kitchens, a bug hotel and even chickens!

HOW GOOD IS OUR CO-CURRICULUM?

The trips at Castleton are about much more than the activities, it is about the nurturing environment the staff create. The residential is run with the child in the forefront, with the aim to give the children an experience that will raise aspirations and see there is more than the area in which they live.

Mapping out our outdoor learning and residential offer to pupils allowed us to carefully select and position trips and residential at key points in the pupils' learning journey, building on knowledge, skills and application over time. For example, an introduction to residential at Year 4 allowed pupils to experience being away from home, trying new activities and team building at an earlier age than previously. By year 6 (with two residential in this school year) they had built confidence, teamwork and a range of knowledge and skills, allowing the trip to encourage much more independence, also key in preparing them to transition to secondary school.

When asked what she felt the purpose of outdoor learning, and in particular the residential trips at Castleton was, a year 6 pupil stated, 'So we can all work together'.

HOW WELL DO WE PROMOTE THE VALUE OF VOLUNTEERING AND SERVICE TO OTHERS?

Linked to our core values, we place a key focus on leadership across the school and outdoor learning is no exception. Pupils play active roles in school, taking responsibility for things like daily feeding of the chickens and collecting their eggs. They understand their role in contributing to the school community and playing their part in supporting each other. The residential experiences provide pupils with key role models in the form of the instructors.

HOW DO WE ENSURE THAT OUR PUPILS BENEFIT EQUALLY FROM WHAT WE OFFER?

From reception, all pupils are engaged in outdoor learning at the school and staff are much more confident in taking them outside, using the outdoor equipment and resources across the curriculum.

The Outdoor Learning and Pastoral Lead actively seeks out funding pots (Awards for All being one example) which can support in funding outdoor learning, and all families are offered the opportunity to go on residential, with cost not being a barrier (the school subsidises or covers the costs for more vulnerable families).



To further support conversations around character education and profile in school, YST Core members can use their personal development posters and Plus and Premium members can make use of the PD toolkit. For more information contact membership@youthsporttrust.org



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WELL EQUIPPED

A young person perspective

What does a Well School mean to me?

Jess Lonnen, YST Youth Board shares why it's so exciting to be part of the Youth Board at the moment with the launch of the Well Schools movement.



Until recently, I wouldn't have had the first idea of how to answer the question 'What does a Well School mean to me?' I'd never really thought about how a school could be fundamentally 'well', and the idea of wellbeing to me was highly individualised, not something a school could achieve for the hundreds of students in its care. But since being invited onto the Well Schools Board as a young people's representative, I have begun to see just how much schools can do to prepare their students for adult life, and the unequivocally important role that PE has played in that for me, without me even noticing.

I have just finished my secondary education (rather abruptly, thanks to the disruption caused by COVID-19) and I'm stepping into my A-levels. For me, the PE department was a powerful force in teaching me the importance of mental and physical health. I was lucky to have incredibly enthusiastic PE teachers, who equipped me with every opportunity to develop the life skills that I now take for granted. Young Ambassadors were

fantastic role models for me, helping me learn to interact with the older students, then being an ambassador myself showed me the value of being able to address an audience, and the power to inspire others. Being on school teams helped me see the ability of sport to forge links between people, proliferating an inclusive community spirit that helps you ride out the highs and lows together. And as the pressure of looming GCSEs took hold, PE lessons were a sacred way to escape from the classroom and a reminder of the importance of physical health. Looking back, it's obvious that those hours of sport, so often overlooked in the obsession over exam results, were forming a safety net of life skills to complement and enhance the knowledge I'd received in the classroom.

My first Well Schools Board meeting was an eye-opener to the work that goes on behind the scenes, making me realise that wellbeing is something teachers are fighting to improve for schools everywhere. To see a whole

group committed to developing the physical and mental wellbeing of teachers and students was incredibly reassuring. Their passion and knowledge encouraged me to look back at my own school experience and realise just how beneficial being part of a Well School has been for me. I realised that a Well School means much more than just happy pupils. It is a whole-school environment sculpted to give students and teachers the best learning environment possible, so that everyone can feel the positive impact of time spent in education.

The enormous loss of learning time for pupils due to COVID-19 meant that schools were forced to adapt quickly to home learning. None more so than PE staff, who had to think on their feet, finding new ways to keep pupils active and motivated despite the confusion all around them. This academic year, there is concern that the value of physical activity will be lost beneath the push to catch up on core subjects and bring exam results back up in spite of lost time. For me, sport was much-needed escapism from mounting exam pressure, so I hope that other students can find the same comfort from their PE staff that I did.

To me, a Well School is one in which I feel nurtured and supported, building up an armoury of life skills to help carry me forward into adult life. I'm looking forward to understanding more about how such an ethos is created from the experts on the Well Schools Board, and hopefully helping other students feel just as valued as I have throughout my secondary education.



To meet all of the members of the Youth Sport Trust Youth Board visit
www.youthsporttrust.org/youth-board



Maximising PE to ensure young people are 'Well Equipped' for life

Sean Doyle, PE Team Leader, discusses what actions the PE team have taken at Shenley Brook End to ensure students develop a lifelong love of physical activity, sport and healthy lifestyles.



I am the PE Team Leader at Shenley Brook End School, a large secondary school in Milton Keynes with around 1,800 pupils. Almost a quarter of students here have English as an additional language, one fifth come from disadvantaged backgrounds and just under one in ten have a special educational need or disability.

I began as an unqualified PE Technician at the school, when we very much followed the KS3 2014 national curriculum PE activity areas – Outwitting Opponents, Accurate Replication etc. While this generally worked well for many pupils, something was missing for a large group of students. The engagement in traditional activities, being assessed on their technical and tactical abilities after six lessons wasn't working. In response, we began to look at moving away from the levels system and focus more on ensuring our young people develop a lifelong love of physical activity, sport and healthy lifestyles.

When I became a qualified KS3 leader in 2014, I embarked on a research project looking at developing physical literacy concepts within and additional to the curriculum. This included specific streaming. We set up an intervention looking at the confidence, motivation and fundamental movement skills of young people at Shenley Brook End. We got specialist coaches involved who'd worked with students with SEND in the past, and we incorporated a number of different teaching techniques and set up an after-school club for disengaged children who felt PE wasn't for them.

After the funding for the project was up, the children involved in the club

started a petition to keep it going, which led to us being able to get this new ethos into our curriculum.

Telling a young person they aren't good at PE might make them feel that they aren't good at living a healthy lifestyle, so we focused on reshaping assessment and how this could work for young people who didn't think PE is for them.

First, we asked every student transitioning into Year 7 what they thought PE should teach them. Surprisingly, rather than just sport skills or 'how to be a footballer', they wanted to learn things like communication, teamwork and determination.

While wanting to build a character curriculum but not remove sport-specific skills or physical competencies, we gave each group three concepts to focus on across the school year. Some concepts explicitly linked to the physical, but many linked to key employability skills such as self-confidence, empathy, social interaction and the psychological benefits of sport.

When planning sessions, we tried to ensure children felt what we were trying to show them. For example, instead of telling students to run 1,500m, we taught children about perseverance and what happened inside their minds and bodies at various intervals.

While some good data is now coming through from the past two years of this work, it is difficult to quantify cultural capital to SLT. In an attempt to quantify our results, we recorded clips of students being asked what their memorable experiences were from PE lessons. It was

clear they knew what their three focus areas were as they explained where they had experienced or felt these concepts during PE. Reliving memorable experiences led children to be able to recall sport-specific skills that they'd learned too.

The results were huge. Through this new model, our young people learned about the cultural benefits of PE, not just the physical. Standardised assessments went up and students were achieving more than when they were using the levels system for assessment. We had an increase from 60 to 90 students choosing to take PE as an optional leadership diploma, including those who would have traditionally been considered less able to physically excel in PE. We maintained our extracurricular numbers and increased leadership take-up outside of lessons. 84% of students now understand the importance of PE, whereas before this number was significantly lower. 90% of students now feel confident in PE, 76% enjoy PE and only 1.3% really don't enjoy it.

Since this analysis, we've found that trying to focus on three distinct words in PE is actually too much for each group. We feel two is best, while sequencing what children are learning in PE with the wider life skills curriculum at Shenley Brook End, such as in PSHE, so that there is an overriding quality each term.

Our biggest challenge has been building staff confidence as we're teaching something that is not quantifiable. My top tip is to have examples to hand of how concepts transfer into other subjects and life outside of school for your young people.



The YST Curriculum Mapping Guide is included in the 2020/21 membership package at Core, Plus and Premium levels, **access through your member dashboard**

Dr Radha Modgil joins Youth Sport Trust as Ambassador and supports Well Schools movement

The Youth Sport Trust introduce their new Ambassador, Dr Radha Modgil.



You may have heard of Dr Radha Modgil as the medical expert for BBC Radio 1's daytime show, Life Hacks. She was also the presenter of the CBeebies show Feeling Better, highlighting the importance of talking about emotions for young children. She presented the BBC Bitesize series 'Exam Survivors' on BBC Sounds and has been broadcast on BBC Radio 4 Woman's Hour, BBC Radio 2, BBC Radio 5 Live, BBC Asian Network, LBC and Radio 1's Newsbeat.

Now, we couldn't be happier to share that Dr Radha will also be the YST's newest Ambassador. We are so excited to have her join us on our mission.

With a particular interest in young people's health and supporting parents, Dr Radha has worked on campaigns with BBC Children in Need, Public Health England, MIND, British Heart Foundation, JDRF, The Mix And the NHS Youth Forum.

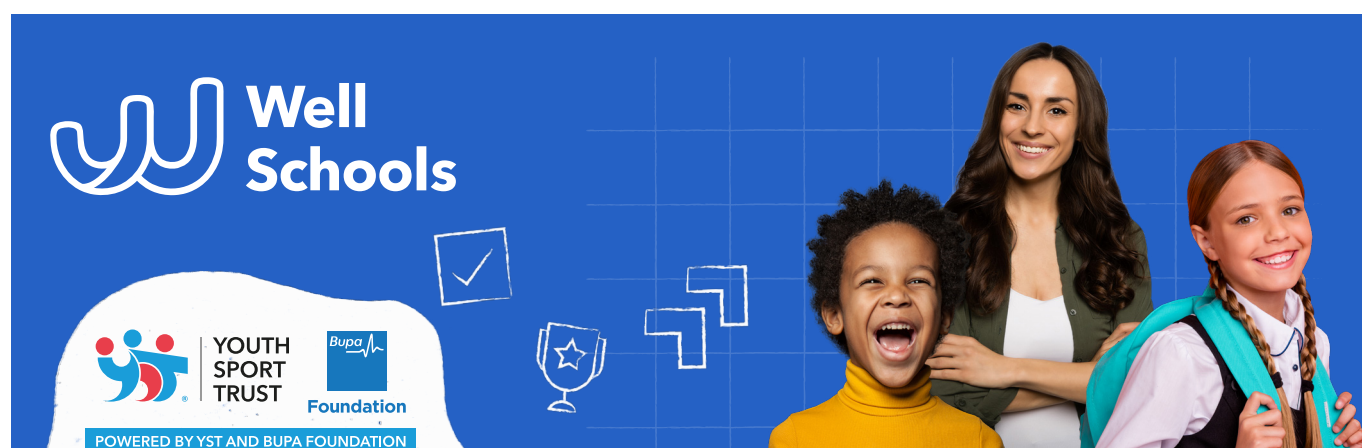
If you joined us for the virtual launch event, you will have seen Dr Radha speak about the exciting new Well Schools platform.

She is passionate about helping sport become a tool for children and young people to use for their mental and emotional wellbeing, as well as physical health, saying: **"That is why I am so proud to be an Ambassador for the incredible work that the Youth Sport Trust does for children and young people, and why I am getting my trainers on, so I can pass their message on and support their invaluable work."**

Dr Radha is supporting the Well Schools movement, powered by the YST and Bupa Foundation, by sharing her expertise and being a role model for change. When asked about Well Schools, the NHS GP, said:

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This is a challenging and stressful time not only for children but our teachers too and following their first term back at school, it's important we listen to and support them. I have long felt that we need something like Well Schools to help teachers' as well as pupils' wellbeing. Without healthy, happy teachers, we won't have healthy and happy children. The two are so intertwined. I encourage all schools to make the Well School pledge sending a loud and clear message that physical, emotional and mental wellbeing are the foundation on which everything else is based and thrives from." Dr Radha



Well Schools

POWERED BY YST AND BUPA FOUNDATION

YOUTH SPORT TRUST Foundation

Bupa Foundation



You can explore everything the Well Schools movement has to offer at: www.well-school.org



Membership Spotlight

Lucie Fenton, YST Marketing Officer – Membership, introduces how to access all your YST member benefits for this academic year.



All your member benefits for 2020/21 are accessed through the online membership dashboard

If you're a returning member, you can access your benefits by logging in to your dashboard in the top right hand corner of the YST website. If you are a new member or haven't got login details yet, please register at <https://sforce.co/3keOrCt>

<p>Curriculum Mapping Guide</p>	<p>Curriculum Blueprint Webinar</p>	<p>PE Curriculum Consultation</p>	<p>My Personal Best Resource Cards</p>	<p>Webinar – Implementing My PB</p>	<p>Chateez Cards</p>
<p>Webinar – Chateez Cards</p>	<p>Elements Resource</p>	<p>Personal Development Posters</p>	<p>Personal Development Toolkit</p>	<p>Athlete Mentor Visit</p>	<p>Power of Enrichment Resource</p>
<p>Webinar – Wider Outcomes of Competition</p>	<p>Webinar Series – POWS Module 1</p>	<p>Webinar Series – POWS Module 1 & 2</p>	<p>Webinar Series – POWS Modules 1, 2 & 3</p>	<p>Personal Development Posters</p>	<p>Personal Development Toolkit</p>
<p>Athlete Mentor Visit</p>	<p>Personal Development Posters</p>	<p>Personal Development Toolkit</p>	<p>Athlete Mentor Visit</p>	<p>Personal Development Posters</p>	<p>Personal Development Toolkit</p>

Take a look at our website www.youthsporttrust.org/membership to see what's on offer and get in touch with us to discuss your needs, we'd love to hear from you. You can contact us at membership@youthsporttrust.org



COVID RESPONSE – REINTRODUCING YOUNG PEOPLE BACK INTO THE SCHOOL ENVIRONMENT THROUGH PE TOOLKIT

The restrictions imposed as a result of COVID-19 have had substantial and wide-ranging implications for young people's mental health and wellbeing. For some, the impact of these may be deep and long-lasting. With schools closing, social interaction curtailed, and physical activity restricted at a key time in their development, children have been disproportionately affected by the impact of lockdown.

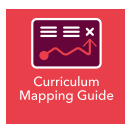
We have developed a toolkit to support you in planning and delivering a Physical Education curriculum that responds to the impact of COVID-19 on young people and supports their physical, social and emotional recovery. Access through your dashboard.



YST QUALITY MARK

The YST Quality Mark is a nationally recognised badge of excellence for PE and school sport. It is an easy to use, online tool that will support you to:

- Reflect on all aspects of your offer, encouraging a thorough analysis of practice
- Highlight the strength of PE in the school
- Help identify and prioritise further developments.



CURRICULUM MAPPING GUIDE

This guidance booklet will support schools to structure a bespoke PE curriculum that is personal to your school and the needs of your pupils. It provides a flexible framework that allows you to reflect on the intent, implementation and impact of your PE curriculum.



CONSULTANCY SUPPORT

All Plus and Premium members can book in 30 minutes of focused time from your local Development Manager to provide you with personalised advice and support following your Quality Mark self-review.

The development visit at Premium level is tailored to your individual needs and will support the school with an area of development arising from the quality mark self-review. For this reason, schools are encouraged to complete the YST Quality Mark prior to the consultancy visit. To book your call, fill in the form which can be accessed through your membership dashboard.



ELEMENTS RESOURCE CARDS

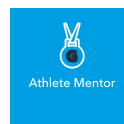
Available for all Premium members, the Elements cards are a digital set of physical activity and movement resource cards and videos for school-based practitioners to use with their young people with complex and profound needs. They include:

- Online access to TOP Sportsability – an online resource supporting inclusive activity, PE and school sport
- Digital toolkit for schools with resources for practitioners to design inclusive activities for children and young people with profound and complex needs
- Digital set of cards for parents and carers which can be used to design inclusive activities for children and young people in the home environment.



GROUPS OF SCHOOLS

We work with MATs, School Sport Networks and other groups of schools to create a bespoke offer that best suits the needs of all the schools in the group. We have a whole range of webinars, half and full-day courses for primary and secondary practitioners, for more info visit www.youthsporttrust.org/membership-networks



ATHLETE MENTOR VIDEO PACKAGES

These are themed videos of YST Athlete Mentors sharing top tips for young people.

- Developing Resilience – supporting the development of character skills to help pupils adapt to changing circumstances such as those we are currently facing through social distancing and quarantine restrictions.
- The Importance of Being Active – the benefits of physical activity and tips for remaining active at home.
- Raising Aspirations – how sport and physical activity can help you to boost your confidence and achieve your potential.
- Improving Wellbeing – how being physically active can support your physical and emotional wellbeing, with simple strategies to help improve your wellbeing.
- Staying Motivated in Sport – support for those missing out on their normal sporting activities to stay focused on their goals despite challenges.
- Primary Specific Workshop – a video aimed at primary pupils, hearing from an athlete about the importance of physical activity for your wellbeing and how taking part in sport can help you to be your best.



LIVE WORKSHOP DATES

This year we are delighted to be offering live workshops to support you to effectively use your benefits. YST Development Managers will share their insights, innovative practice and school case studies to demonstrate the true impact of the benefits package.

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Our mission is to help everyone in England get physically active through sport. We aspire for every young person, every family and every school community to have active and healthy lives. The Youth Sport Trust is a key partner for us in ensuring we are doing all we can to support schools and families when they need it most.”

Eric Mazillier, UK CEO, Decathlon

“

Taking part in fun and inclusive PE, sport and play improves wellbeing, increases confidence and helps build relationships and a sense of belonging. Decathlon share our belief in the life-changing benefits that come from sport and we are absolutely thrilled to be partnering with them for a second year running.”

Ali Oliver, CEO, Youth Sport Trust

To find out more visit **bit.ly/DecSchools**



Well School, Well Trust

Derek Peale, Headteacher, Park House School, Berkshire.

Derek, a YST Headteacher Ambassador, talks about his retirement, working with YST and the Well Schools Movement.



With the benefit of the 2020 vision that comes with the decision to take early retirement at the end of this fateful summer, what has leading a school meant to me over the last 20 years? And, perhaps more pertinently, how has my relationship with the Youth Sport Trust in each of those years shaped an approach to leadership, the development of school culture and the opportunities enjoyed by students to achieve through the widest possible application of sport and its associated values. A moment to look back, and also forward.

Well, school...

I'll begin at the end. I couldn't be prouder that one of my last acts as Park House Headteacher was to accept YST's offer to become a founding member of the Well Schools movement. The focus on a school culture supported by the three pillars of being well led, equipped and prepared surely could not be more relevant and resonant with the challenges of promoting the mental, emotional, social and physical welfare of our communities on return from lockdown. I sense a real momentum here – and an opportunity to galvanise membership behind a values-driven vision for school improvement predicated on wellbeing.

Relevant and resonant. For me, throughout the last two decades, the strength of the YST has been adaptability combined with integrity. Adaptability to ever-changing political and policy imperatives while retaining integrity of core purpose and underlying commitment to the original mission to transform young lives through the power of sport. I think back, for

example, to the fundamental challenge to the specialism, the movement and Sports Partnerships with the swingeing cuts of 2011. I was proud to be part of the positive strategic response, contributing directly to the Commons Education Committee's influential 2013 Report, 'School sport following London 2012: no more political football'.

Organisational agility has therefore been a necessary feature, but at all times the Trust returns to the fundamental objective of securing school improvement through the applied values of, and wider learning from, sport and physical activity. A number of Trust projects in which I have also enjoyed personal involvement stand out in this respect.

'Raising Your Game' - a school improvement initiative launched in 2005 to use the sport specialism to raise achievement in the core subjects. Park House was one of eight case studied schools where overlapping themes from high quality PE and sport helped to inform motivation, skill development and pedagogical approaches in these other areas of learning.

The joint Trust-British Council-EU programme from 2012-14 using the values of sport to shape education reconstruction and curriculum planning in Iraq. In many respects this mirrored, in the most challenging of international contexts, the approach adopted in 'Raising Your Game'. It was certainly a unique privilege to work alongside the most inspirational and creative of leaders and teachers in a cluster of schools in Baghdad.

Promotion of the School Games since their inception as Berkshire LOC Chair – helping to shape, alongside an inspirational team of SGOs, a sporting event with wider and sustainable education impact. Our founding vision in Berkshire of 'a Games for young people by young people' linked to leadership academies, a values-themed 'Athletes Village' and cross-curricular inter-school engagement around reporting, mascot design, branding, oath and opening ceremonies.

And finally, working with senior colleagues to set up the Headteacher Ambassador Network as an immediate 2012 legacy programme to initially 'advise, advocate and influence' in relation to a lasting educational impact from the London Games. How wonderful to see it continue to grow and thrive as a trusted and valued peer-led professional development and support network for senior leaders.

Looking forward, and perhaps as a corollary of this latter focus on professional learning, I now hope for continued involvement with the Trust by exploring the potential development of an exciting and innovative leadership development programme inspired by applied learning from the world of high-performance sport.

Well School, Well Trust.

It's been a privilege.



To find out more about being a Youth Sport Trust Headteacher Ambassador, please visit www.youthsporttrust.org/headteacher-ambassadors



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A huge thank you



from all the staff at YST to everyone who supported us during the 2.6 Challenge. We are honoured that you chose us. The money raised from the challenge is already being put to work to support the wellbeing of young people throughout the UK.

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SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

T 01509 226600

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