UNLOCKING POTENTIAL:

A MANIFESTO FOR PE AND SCHOOL SPORT



20 Youth Sport Trust

WE ARE THE YOUTH SPORT TRUST

Established in 1995, the Youth Sport Trust is an independent charity devoted to changing young people's lives through sport.

We know the powerful impact PE and sport can have on young people's development: boosting achievement, building vital communication and leadership skills and teaching the importance of healthy active lifestyles. For talented young people, PE and school sport is often the springboard to success in elite competition.

We believe every child has a right to access high quality physical education and school sport and work to develop and deliver innovative programmes and interventions in schools across the country and internationally.

YOUTH SPORT TRUST ACHIEVEMENTS

Working alongside schools and other partners we have:

- Developed world-leading PE programmes to increase confidence and competence of practitioners.
- Conceptualised and supported an infrastructure for PE and sport – creating world renowned families of schools.
- Forged links between schools and community settings.
- Transformed the way schools use PE and sport to develop leadership skills and citizenship in young people.

MANIFESTO AT A GLANCE

OUR ASKS

High quality PE and sport can be used as a powerful tool to improve our nations' health, education and sporting prospects.

In this manifesto we are asking the next Government for a joined-up, cross-departmental approach to deliver:



EDUCATION

More time for higher quality PE:
to ensure all children are physically literate and can move competently and confidently.



HEALTH

Physical activity opportunities embedded into every school day:
to ensure every child has the opportunity to live a healthy, active lifestyle.



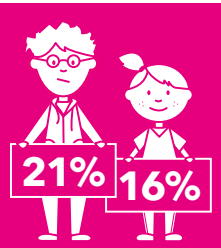
SPORT

Sustained competitive sport in schools:
to ensure sport remains at the heart of a young person's life.

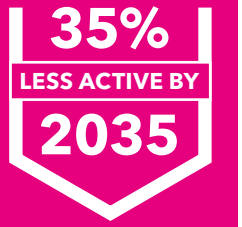
THE CURRENT PICTURE:
INACTIVITY IS DAMAGING CHILDREN'S LIVES

THE PROBLEM
Too many young people have inactive lifestyles:

21% of boys and **16% of girls meet the minimum** recommended **guidelines** for **physical activity**[1]

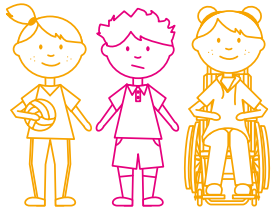


Children born today are on course to be **35% less active by 2030** (compared to 1961 levels)[2]



THE CONSEQUENCES
Current levels of inactivity are:

Damaging children's physical and emotional wellbeing



One in three children who leave primary school **are obese or overweight**[3]

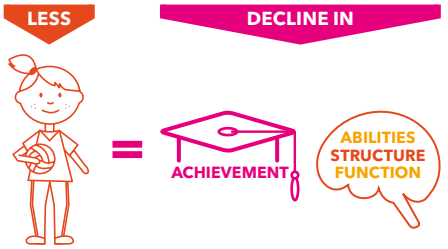


Increased risk of developing **mental health problems** such as depression and anxiety

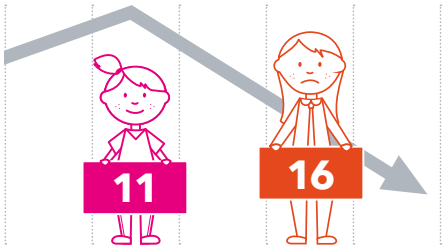


Increased risk of chronic conditions such as **cancer**, **type 2 diabetes** and **heart disease**[4]

Limiting children's ability to succeed at school and in life



Low levels of physical activity and aerobic fitness are associated with **declines** in **academic achievement**, **cognitive abilities**, **brain structure**, and **brain function**[5]



Research shows **association between obesity** at **11 years** of age and **poorer academic achievement** in GCSE exams **five years later**, particularly in girls[6]

Putting a huge strain on our economy, the NHS and health and social care services and leaving millions with a poor quality of life

In England alone, **the cost of inactivity among today's children** is estimated to exceed **£53billion over their lifetimes**[7]



THE CASE FOR PE, SCHOOL SPORT AND PHYSICAL ACTIVITY:

TEN REASONS FOR NUMBER 10



1 Improves physical health:
Physical activity develops strong bones, muscles and joints, refines motor skills, strengthens the cardiovascular system and helps to maintain a healthy weight[8].

2 Boosts mental health and builds resilience:
Regular physical activity boosts self-esteem, mood and reduces stress, as well as promotes a sense of achievement and motivation. It can also cut the risk of depression by up to 30%[9].

3 Creates active habits for life:
Primary PE teaches children the essential building blocks of movement: agility, balance and co-ordination, developing what is termed 'physical literacy'. Eight in ten active children will continue being active in adulthood[10] so it is vital young people learn these skills at an early age.

4 Boosts academic achievement:
Young people who are aerobically fit achieve higher academic scores[11]. This is shown in research which demonstrates, between 2007 and 2010, the proportion of students achieving 5 A*-Cs at Specialist Sports Colleges improved by 7.8%, compared to the national average of just 4%[12].

5 Saves the Government money:
If just 10% more children and young people meet physical activity recommendations, this could save the taxpayer £7.8 billion over the lifetime of today's 11-25 year olds[13].

6 Enhances employability:
36% of employers say that school leavers lack teamwork skills, while 52% state young people lack communication skills[14]. PE and sport develops these vital skills while building resilience and giving young people their first taste of responsibility.

7 Raises aspirations:
Sport has a unique ability to engage even the most disaffected young people. Through either playing, coaching or volunteering, sport provides a context for young people to learn vital skills and meet positive role models, providing a 'hook' for further positive intervention[15].

8 Discovers elite talent:
More than 150 of the Commonwealth Games 2014 athletes had previously competed at the Sainsbury's School Games, an Olympic and Paralympic-style school sport competition that gives young people the chance to take part in competitive sport.

9 Promotes diversity and inclusivity:
The London 2012 Paralympic Games transformed attitudes towards disability. High quality inclusive sport in school has exactly the same effect; breaking down barriers and allowing all young people to interact in a positive context.

10 Tackles health inequalities:
Households with the lowest income are the least active, and have the highest obesity rates[16]. High quality PE and sport at school helps to 'close the gap' by giving every young person the skills and experience they need to live a healthy active lifestyle.

EDUCATION ASK

PROVIDE MORE TIME FOR HIGHER QUALITY PE

Providing high quality PE is the starting point for getting more children active.

At primary level, PE teaches children basic movement skills such as agility, balance and coordination, all of which are vital for moving competently and confidently in the future. Secondary PE puts these skills into action, while helping young people develop the resilience, self-confidence and leadership needed to achieve both at school and in life.

However, the benefits of PE can only be unlocked if it is taught by specialist teachers in a supportive school environment. With schools currently free to choose how much PE they deliver, and teachers not receiving adequate PE training, particularly in inclusive PE, current provision is simply not good enough for too many children.

To ensure every child has access to the benefits of high quality PE, **the next Government must:**

1 Make sure every child receives five hours of high quality PE, sport and broader physical activity at school every week – including at least two hours of high quality PE per week

Youth Sport Trust research suggests that, since 2010, there has been a reduction in the number of minutes of PE children receive each week[17]. Ensuring all children, including those in free schools and academies, get at least two hours of high quality PE a week, will give teachers sufficient time to ensure children develop fundamental movement skills, or physical literacy. The extra time will also provide an opportunity for children to experience a range of sport and physical activity opportunities outside of PE.

2 Provide better initial training in PE for teachers

Teachers, especially at primary level, need better initial training to be able to maximise the benefits of PE. Youth Sport Trust research shows that around half of Key Stage 1 primary teachers have only spent ten hours on PE during their training, and even less on how to provide lessons for pupils with disabilities[18]. This isn't enough. The Government must reform primary level Initial Teacher Training to include greater quality and quantity of specialist PE training.

3 Ensure every school has a Head of PE or equivalent

To deliver the best results, PE teachers need to operate within a supportive framework. Every primary school should have a Curriculum leader for PE and sport to plan and manage the PE and school sport programme, and champion health and wellbeing. At secondary level, every school should have a Director of Sport who is responsible for implementing an inclusive and vibrant PE and school sport programme. The Director of Sport should also organise and promote participation in sport outside of curriculum time, and build links with local community sports organisations.

At both primary and secondary, the PE leads should work together to develop appropriate local networks and pathways into further sporting opportunities for talented young people.



CASE STUDY: IMPROVING TEACHER TRAINING

Bupa Start to Move: is an innovative free training programme delivered by the Youth Sport Trust to transform the way PE is taught to 4–7 year olds. It equips teachers with the skills and confidence to ensure they are able to help children develop the fundamental movement skills needed for lifelong participation in physical activity.

Since September 2010, the scheme has reached over 5,100 schools, ensuring over 310,000 young people have the basic movement skills they need for an active, healthy lifestyle.

HEALTH ASK

PHYSICAL ACTIVITY OPPORTUNITIES EMBEDDED INTO EVERY SCHOOL DAY

Ensuring all children have the opportunity to be active every day is essential to improving the future physical and emotional health of our nation.

While curriculum time PE is essential for developing children's fundamental movement skills, children must have access to a wide range of sport and physical activity opportunities outside of formal PE – before, during and after school.

Currently less than one in five children meet the minimum activity guidelines. To combat this, schools must ensure they engage the least active through specialist provision. To ensure our children are healthier and happier, increased emphasis must be placed on supporting both physical and emotional health at school, while the Government must also commit to measuring children's physical activity levels, as they do with adults.

To ensure every child has access to appropriate physical activity opportunities **the next Government must:**

1 Ensure every school has programmes to engage the least active

While increasing the activity levels of all children is important, evidence shows that increasing the physical activity levels of the least active produces the greatest reduction in chronic disease[19]. The Government should continue to fund targeted interventions, such as Change4Life Sports Clubs, in addition to providing tailored interventions for other less active groups – including girls, ethnic minorities, young people from disadvantaged backgrounds, and those with disabilities.

2 Advocate the role of schools in supporting the physical health and emotional wellbeing of pupils

The Government should advocate a stronger role for OfSTED in ensuring health and wellbeing provision in schools. Current guidance should be strengthened and additional measures added, in order for inspectors to measure explicitly the all-round physical and emotional wellbeing of pupils. This should be included in school league tables alongside other accountability measures.

3 Include children's physical activity indications in the Public Health Outcomes Framework (PHOF)

The PHOF, produced by the Department of Health, sets out a vision for public health with desired outcomes and indicators. The current framework measures and provides targets for adult levels of physical activity, but not children's. The Government should introduce a physical activity outcome measuring the percentage of children (by gender, socio-economic status, disability and ethnicity) that are achieving the Chief Medical Officers' physical activity guidelines, as well as introduce a national target.



CASE STUDY: ENGAGING THE LEAST ACTIVE

Youth Sport Trust's Girls Active pilot
Winner of 2014 Body Confidence Award

Engaging and retaining girls in physical activity is a challenge. By age 14, just 10% of girls achieve the recommended 60 minutes of physical activity per day[20]. With many girls reporting low levels of body confidence, girls struggle to see the relevance of PE and sport to their lives.

Our Girls Active programme makes PE and sport more attractive to more girls and gives them greater confidence to take part.

Results show that by empowering girls to be role models to their peers and giving them a say in how the subject should be delivered, girls' attitudes towards PE and sport significantly changed.

- The number of girls who look forward to their PE lessons nearly doubled – from 38% to 71%
- Girls who feel confident when taking part in PE lessons rose from 35.2% to 64%
- Almost two thirds of girls say they have an improved view of how physical activity is an important part of their lives.

SPORT ASK

SUSTAINED COMPETITIVE SPORT IN SCHOOLS

Sport provides a huge range of opportunities for young people to get active and learn new skills.

Whether it is through taking part in competitive sport, volunteering at an event or coaching younger players, sport offers a unique context for young people to not only develop their athletic talent, but employability and life-skills too.

Despite this, too many young people are being denied the chance to get involved through poorly organised networks and a lack of clear pathways. Fragmentation of the youth sport system means young people have to negotiate a maze of organisations to achieve their goals, while appropriate development opportunities are not always available.

To ensure every child has the opportunity to develop their skills through PE and school sport **the next Government must:**

1 Ensure all young people have the opportunity to participate in competitive sport as a participant, volunteer or leader.

The Sainsbury's School Games has given millions of young people the opportunity to take part in competitive sport, unearthing Olympic and Paralympic gold medallists in the process. It is the first mass talent system this country has had for school sport and is remarkably successful.

Whether it's training in the pouring rain, leading a team of volunteers or officiating a match, sport builds character, resilience and a host of personal and social skills that are valuable beyond the school gates. All children, including those with disabilities, must continue to have the opportunity to participate in competitive sport, regardless of ability.



CASE STUDY: THE SAINSBURY'S SCHOOL GAMES

This year over 18,000 schools took part in the Sainsbury's School Games, a national programme that aims to motivate and inspire young people across the country to take part in more competitive school sport.

The Sainsbury's School Games are made up of a number of levels of activity: competition in schools, between schools, and county/area level. The most talented athletes take part in the School Games Finals, a four day multi-sport event, designed to replicate the experience of competing at the Olympic and Paralympic Games.

The Sainsbury's School Games have proven to be a successful vehicle for discovering our sporting talent. 150 of the competitors at the 2014 Commonwealth Games in Glasgow had taken part in the Sainsbury's School Games previously, with past school games participants including: Jonnie Peacock, Hannah Cockroft, Ellie Simmonds and Katarina Johnson-Thompson.

2 Introduce a mandatory children's coaching qualification

Coaches are often employed by schools to help talented young people develop their knowledge and skill in a particular sport. Currently many sport coaches are qualified to coach adults, but have little or no formal training in working with children and young people. The Government should introduce a comprehensive coach education programme that provides those delivering sports coaching to school-age children with a recognised qualification in working with young people.

3 Develop a clear pathway for talented young people

Talented young athletes are our future Olympic and Paralympic heroes, but too many are getting lost in the system. Development pathways for talented young people are too complex, underfunded and involve too many different agencies. The Government must commit to ensuring the next generation of athletes are properly funded and supported.

UNLOCKING POTENTIAL:
FIVE THINGS MPs CAN DO TO SUPPORT SCHOOL SPORT

1. Become a Youth Sport Trust School Sport Champion to demonstrate your support for high quality physical education, physical activity and school sport.
2. Ensure policy makers within your party understand the importance of PE and school sport ahead of the 2015 General Election.
3. Raise the issue of high quality PE and school sport in Parliamentary questions and debates.
4. Ask headteachers in your constituency about the quantity and quality of PE and sport on offer at their school and let us know the results.
5. Get in touch!
Email us at **parliament@youthsporttrust.org** to find out about Youth Sport Trust Partner schools in your constituency and arrange a visit to see some sporting action first hand!

APPENDIX

[1] Health Survey for England (2012) Health and Social Care Information Centre

[2] Designed to Move, (2013), Designed to Move: A physical activity agenda, http://www.designedtomove.org

[3] National Child Measurement Programme: England, 2012/13 [Online] Available: http://www.hscic.gov.uk/catalogue/PUB13115/nati-chil-meas-prog-eng-2012-2013-rep.pdf

[4] Start Active Stay Active: A Report on Physical Activity from the Four Home Countries' Chief Medical Officers (2011) Department of Health

[5] Chaddock, L,. Pontifex, MB,. Hillman, CH,et al. (2011) A review of the relation of aerobic fitness and physical activity to brain structure and function in children, Journal of the International Neuropsychological Society, 17(6), pp.975–85

[6] Booth JN., Tomporowski PD., et al. (2014) Obesity impairs academic attainment in adolescence: findings from ALSPAC, a UK cohort, International Journal of Obesity, 38, pp.1335–1342

[7] The Inactivity Time Bomb: The economic cost of physical inactivity in young people (2014) StreetGames and Cebr. NB. Two elements of the benefits of participation in sport are considered: reductions in healthcare costs and the increase in quality-adjusted life years. Costs based on an increased burden of diseases linked to inactivity, reduced quality of life, and lower life expectancy. Measured in 2013 prices

[8] Global Recommendations on Physical Activity for Health: 5-17 year olds (2011) World Health Organization

[9] Let's Get Physical Report (2013) Mental Health Foundation

[10] The Inactivity Time Bomb: The economic cost of physical inactivity in young people (2014) StreetGames and Cebr

[11] The link between pupil health and wellbeing and attainment: A briefing for headteachers, governors and staff in education settings (2014) Public Health England

[12] Mongon, D., Champman, C, & Armstrong, P. (2011) Specialism and Student Outcomes – Analyses of GCSE attainment and Ofsted judgements. A Report prepared for the Youth Sport Trust

[13] The Inactivity Time Bomb: The economic cost of physical inactivity in young people (2014) StreetGames and Cebr

[14] Education and Skills Survey (2014) CBI

[15] Game of Life: How sport and recreation can make us healthier, happier and richer (2012) Sport and Recreation Alliance

[16] Data Factsheet: Determinants of Obesity: Child Physical Activity (2014) and Data Factsheet: Child Weight (2014)Public Health England

[17] Youth Sport Trust National PE and School Sport Survey (2014) Youth Sport Trust

[18] University Start to Move Final Report (2012) Youth Sport Trust & Roehampton University

[19] Start Active Stay Active: A Report on Physical Activity from the Four Home Countries' Chief Medical Officers (2011) Department of Health

[20] Health Survey for England (2012) Health and Social Care Information Centre

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