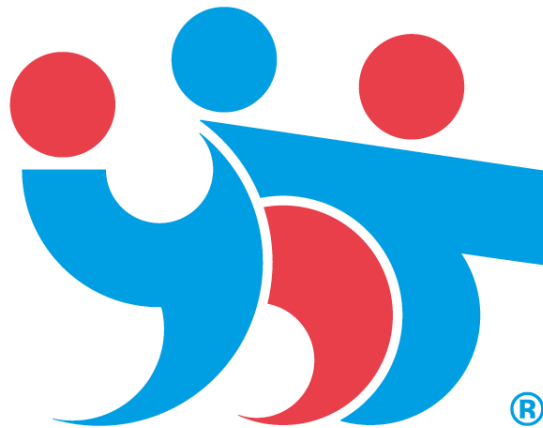


Torbay Active Schools Conference



**YOUTH
SPORT
TRUST**

YST

MY PERSONAL BEST PRIMARY

YST vision

A future where every child enjoys the life changing benefits of play and sport

YST Mission

We pioneer new ways of using sport to improve children's wellbeing and give them a brighter Future



*.....because.....
when we play,
life get's better*



Transforming physical education

Transform PE's place in the curriculum, putting it at the centre of wellbeing and achievement in education

We will work with teachers, young people, parents and policymakers to maximise PE's potential to improve children's wellbeing and achievement.

38%

of English secondary schools have cut timetabled PE for 14-to-16-year-olds since 2012.

(Youth Sport Trust research 2018)

£1.24 billion

invested in primary schools through government's Primary PE and Sport Premium up to 2019.



My Personal Best:

A Life Skills Approach to Teaching PE in Primary Schools

PE and School Sport Premium: 5 Key Indicators

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key indicator 5: Increased participation in competitive sport



Discuss honestly...

What do we want children **to learn** in PE?



PE: the Russian Doll effect

Cognitive
performance

Character
& values

Emotional
Resilience



Access to
learning

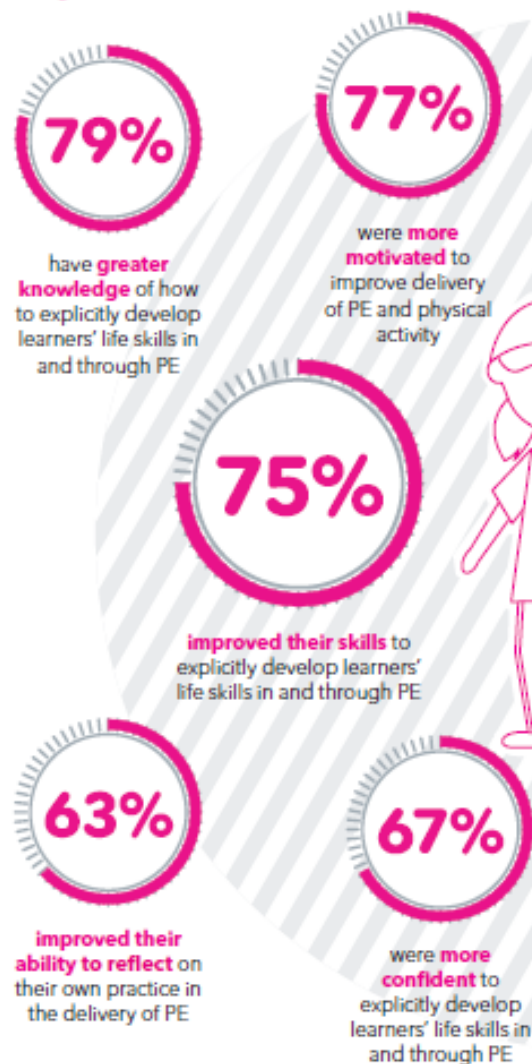
Physical
Health

“The research literature shows a clear and positive correlation between character education and academic attainment.”
(University of Birmingham)

“There has been increasing recognition of the role that certain character traits or attributes such as resilience, self-regulation, and emotional and social skills can play in enabling children and young people to achieve positive health, education, employment and other outcomes.” *(DfE)*

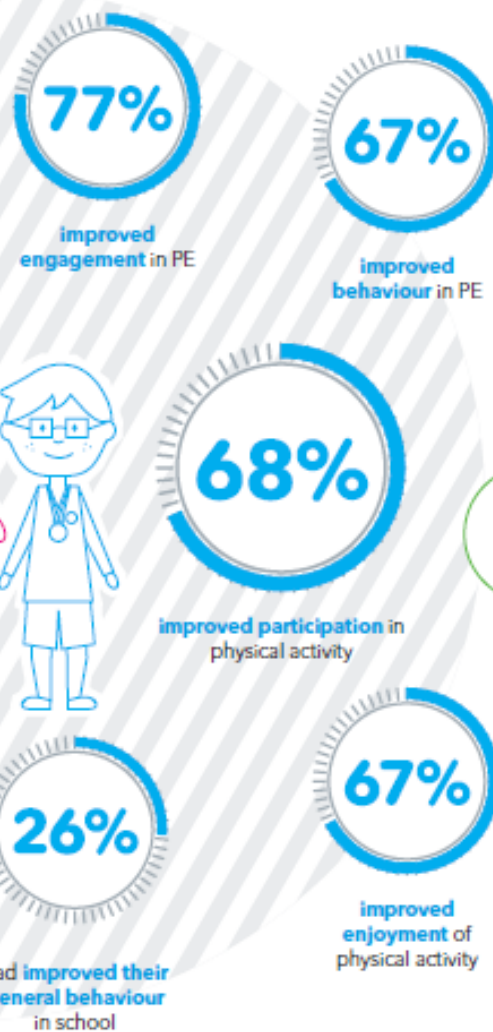
“The ultimate aim of character education is not only to make individuals better persons but to create the social and institutional conditions within which all human beings can flourish.” *(Jubilee Centre for Character and Virtues)*

1 The benefits of delivering My PB for teachers

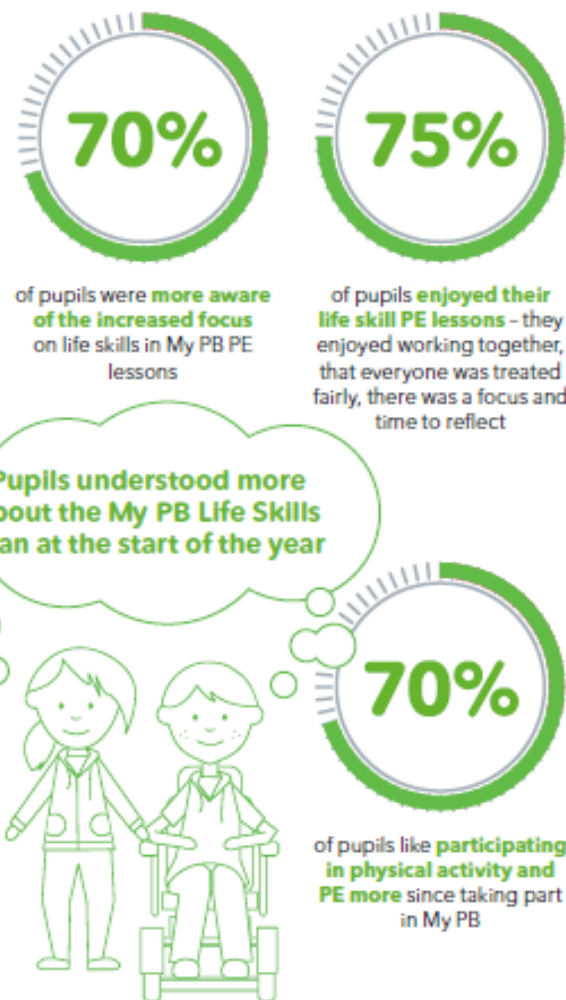


2 The changes seen in pupils

Teachers reported a range of positive changes amongst their pupils



3 Young people - changes in awareness and development of life skills



4 The positive outcomes for young people



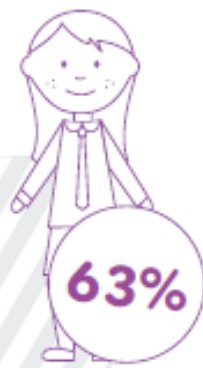
improved their understanding of how PE can help them develop their life skills



improved their confidence and happiness



improved their confidence in leading or influencing other young people



improved their ability to appreciate how other people are feeling



have improved feelings that they can achieve anything they want to achieve



improved their ability to come up with and apply new ideas and their ability to stick at tasks



improved their behaviour in PE lessons



improved their behaviour in school

5 The pilot for My PB reached over 5,100 pupils*

The demographic breakdown:



have a disability (including special educational needs)



were from a minority ethnic background



received free school meals



received pupil premium

* A DfE grant-funded pilot for Character Education, 2015/16.

Government Expectations of Schools

Department for Education

“...offer a curriculum...which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

Ofsted

“The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to **thrive**.”

“**Pupils understand** how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.”

My Personal Best

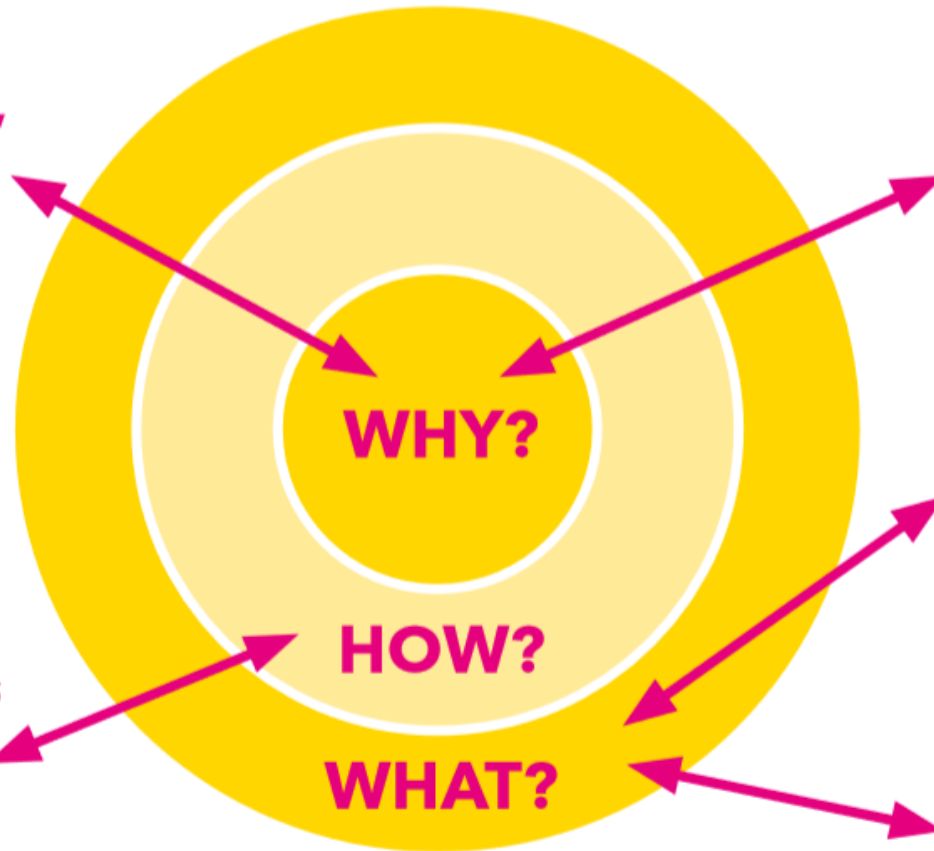
Enables pupils to flourish in PE, school and life.

Improves pupils' health and wellbeing, achievement and readiness for life.

Supports an explicit life skills approach to teaching and learning in PE.

Provides life skills examples for pupils.

Provides teaching and learning ideas for teachers.



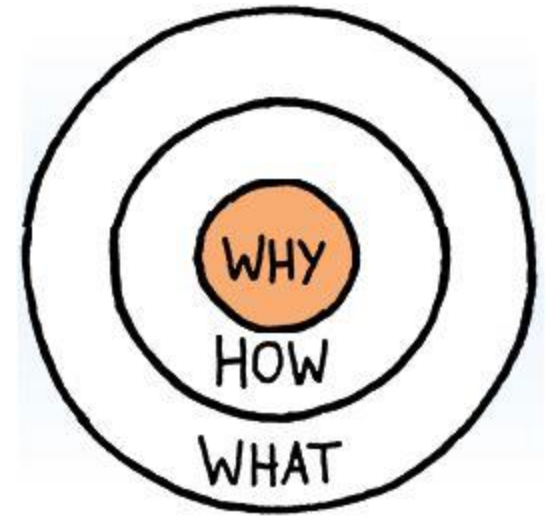
Ofsted – What can we expect from the 2019 Inspection Framework?

QUALITY OF EDUCATION

Curriculum Intent (design & appropriate)

Implementation (delivery & pedagogy)

Impact (knowledge, skill development)



PERSONAL DEVELOPMENT

“to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy”

What knowledge, skills, behaviours, attitudes and qualities do you want your young people to leave school with?



WHY?

**Healthy
ME...**



**Social
ME...**

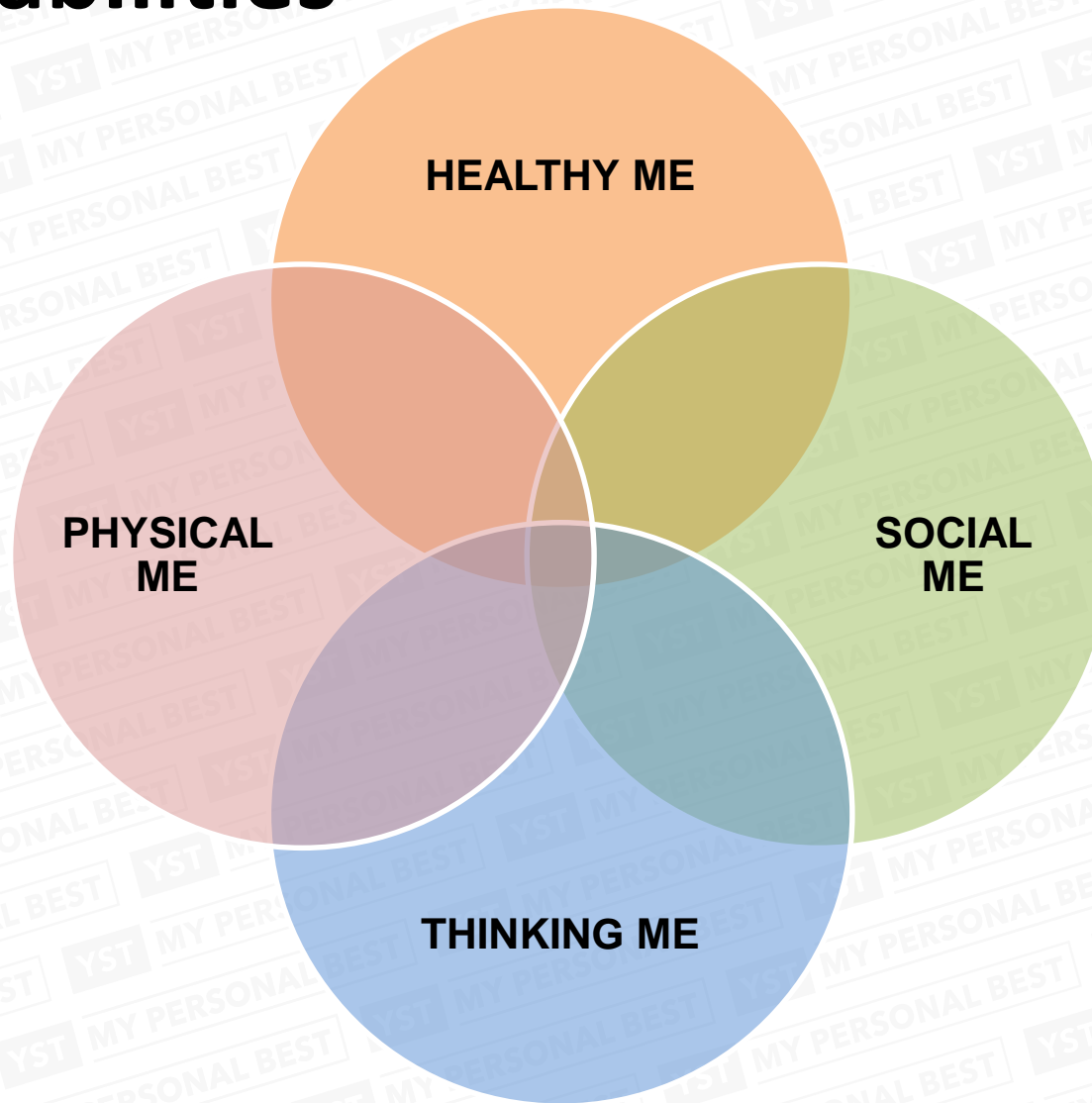


**Thinking
ME...**



**"We do not learn for school, but for life."
Cicero**

Multi-abilities



Social ME... 2



Empathy

I understand how others feel.

I'd like to understand why you think that...

When I have empathy I think and say:

I am listening...

Tell me why you feel that...

I understand you feel...

For example:

In PE

If my team mate doesn't want to join in the game, I try to find out why.

I encourage my partner when we are running because he isn't as fit as me.

In school

I listen to my class mates and ask questions so I understand their ideas.

I don't tease my friend when she gets her sums wrong, even though I find them easy.

Social ME

I am practising:

- Gratitude
- Empathy
- Fairness



Tick the one you practised.



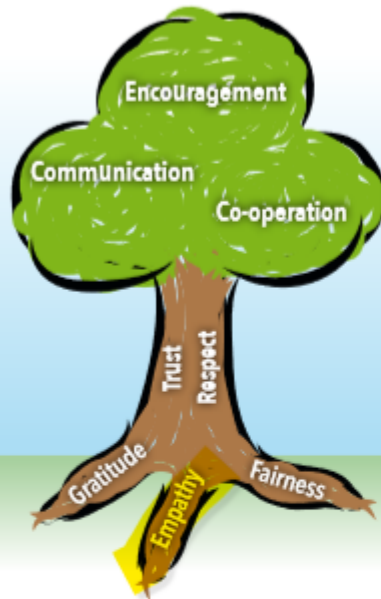
I showed this skill by doing or saying...

Write or draw what you did or said.



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Social ME... 2



"Do not judge a person until you have walked a mile in their shoes."

Native American proverb



I am developing **EMPATHY**

When I have empathy I...

- See things from other people's perspectives
- Consider how someone else feels
- Consider why someone thinks the way they do
- Try to understand instead of making judgements
- Show I care about other people

FOR EXAMPLE

In PE:

I love swimming but one of my friends moans about swimming lessons and is always finding excuses not to join in. That affects my enjoyment of the lesson but, instead of getting frustrated, I encourage her to share her feelings to find out why she behaves that way.

In school:

When we are having a class discussion and I disagree with one of my class mates, I try to see the argument from his point of view. I listen carefully to his opinions and ask questions so I can try to work out why he thinks what he does.

In life:

When my parents stop me from doing something, I listen carefully to their reasons instead of immediately complaining. I try to imagine how I would feel if I were them rather than just seeing things from my point of view.

Linked words: consideration, kindness, compassion, non-judgemental



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“To summarise ‘My PB’ has been a wonderful addition to our school, ethos and vision.

It has enabled the school to purposefully join our approach in terms of PE, sport and our values/character education. It is the centre of everything we do and care about”

Headteacher at Water Primary School

Keys to Success

- Clear vision
- Whole school approach
- Embedded across the curriculum
- Strong leadership
- Modelled by staff
- Professional development/resources for staff
- Taught as well as caught: planned and explicit

Potential Links and Resources

In PE and sport:

- TOP Start (formerly Start to Move)
- TOP's programmes
- Active Leaders
- TOP transition
- Girls Active Stepping Up for Change

www.youthsporttrust.org



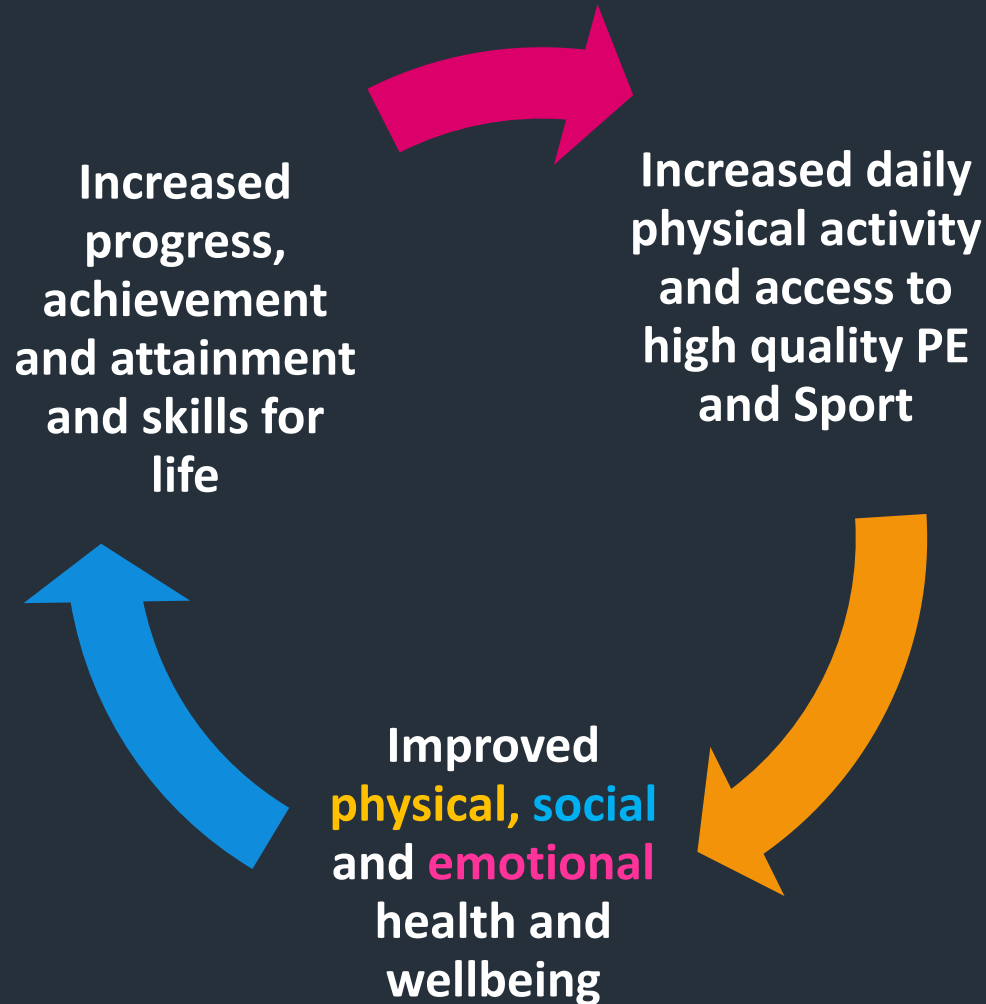
Across the curriculum:

Jubilee Centre for Character and Virtues

www.jubileecentre.ac.uk



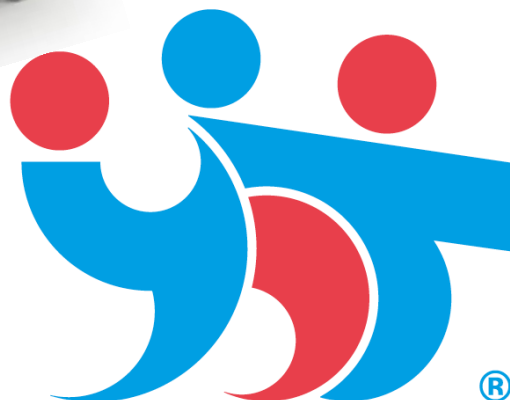
YST theory of change.....



What next?

- Central course for all schools
- Courses via MATS / clusters?
- Just the resources?





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