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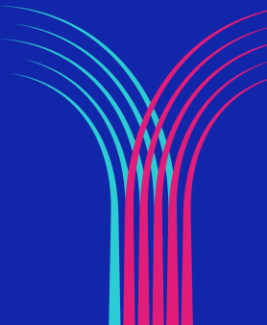
We're the UK's leading charity  
for improving the education  
and development of **every**  
**child** through **play** and **sport**

# Embracing Equity: Developing belonging in PE, sport and physical activity for all girls

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# Meet recommended activity levels

Sport England Active Lives Children and Young People Survey 2021/22

**45%**

of girls compared to  
**50%** of boys

**42%**

of YP from low-  
affluence homes  
compared to **52%**  
from high-  
affluence

**41%**

of Black and Asian YP  
compared to **50%** of  
White British

# Positive attitudes to physical activity

Sport England Active Lives Children and Young People Survey 2021/22

**35%**

of secondary-age girls compared to **56%** of secondary-age boys feel **ENJOYMENT**

**26%**

of girls compared to **43%** of boys feel **CONFIDENT**

**16%**

of girls compared to **25%** of boys feel **COMPETENT**

# Girls' overall confidence (Girls Active, 2022)

**35%**  
GOOD

**26%**  
AVERAGE

**34%**  
POOR



# Top three barriers for girls (Girls Active, 2022)

I don't like other people watching me

39%

When I have my period

38%

I am not confident

32%



PERSONAL	SOCIAL	CONTEXTUAL
<ul style="list-style-type: none"> <li>• Low self-efficacy</li> <li>• Low self-worth</li> <li>• Negative body image</li> <li>• Not relevant, low priority</li> <li>• Puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of missing out on time with friends</li> <li>• Perceive it's for boys</li> <li>• Lack of active female role models</li> <li>• Fear of going alone or meeting new people</li> </ul>	<ul style="list-style-type: none"> <li>• School sport is their only frame of reference</li> <li>• Perceived lack of time</li> <li>• Lack of support (around puberty)</li> <li>• Lack of parental encouragement</li> </ul>
<p>50% feel paralysed by the fear of failure at puberty, which stops them trying new things.</p> <p>Of girls who were physically active in Primary School, 43% no longer felt that way once reaching Secondary School.</p>	<p>63% would shun sport or physical activity if their friends were not involved.</p> <p>59% of girls say they see or experience sexism when taking part in physical activity and sport themselves (Girlguiding 2022)</p>	<p>37% say they don't have time to do sport outside of school due to school work.</p>





# Girls Active

More girls more active

Positive peer-power

Girls as changemakers



# GIRLS ACTIVE PRINCIPLES

- Take a **long-term** approach to engaging girls.
- Put developing **self-confidence** at the heart of PE.
- Make PE and sport **relevant** to girls' lives.
- Recognise the power of **friends** to drive progress.
- Develop **role models** for the future.
- **Empower girls** to design and deliver PE and sport.



# Relationships at the heart



Teachers – Girls  
Girls – Girls



# Relationships at the heart

People will forget what you said, people will forget what you did, but people will never forget how you made them **feel**

*- Maya Angelou*



# HOW - GIRLS ACTIVE PRINCIPLES

## 1. Long-term approach

## 2. Self-confidence at the heart

## 3. Relevant PE and sport

## 4. Power of friends

## 5. Role models

## 6. Empower girls

- Make girls' engagement explicit objective in PE plans.
- Involve all PE staff in addressing the issue.
- Support girls to identify and set personal goals.
- Focus on mastery and personal improvement.
- Focus on girls being active for life not just for sport.
- Make life-skills explicit within teaching and learning in PE.
- Provide and promote the social aspects of PE and sport.
- Enable girls to motivate their peers to take part.
- Deploy girls as positive role models for other girls.
- Promote diverse role models, not just elite sportswomen.
- Allow girls to be create and learn through discovery.
- Develop and deploy girls in a variety of leadership roles.





# CASE STUDY – TOWER HAMLETS

## Starting point

- The school serves a very diverse ethnic communities with many families of low-affluence
- 15 girls in year 7 amongst circa 150 boys
- PE was taught in mixed sex classes
- Set-up of activities often excluded girls due to faith/culture

## Positive action

- Ensured the girls had a voice and worked together to address barriers
- Empowered girls in leadership roles and opportunities to be role models – primary festival
- Changes to PE environment, curriculum and timetabling - single sex PE, Girls Active noticeboard, kit
- Provided targeted and unique experiences for the girls – trip to Lionesses, PGL residential

## Impact

- No longer feel marginalised in school, are confident and enjoy PE
- Are advocates and role models for other girls in school and primary schools
- Positive engagement with local primary schools and (future) girls attending the school
- See PE and sport as relevant to their lives



# CASE STUDY – NOTTINGHAM CITY

## Starting point

- The school serves a very diverse ethnic communities with many families of low-affluence.
- School engaged in Girls Active programme recognising low engagement of girls in PE, sport and physical activity.
- Head of PE utilised student voice survey to understand barriers to students participation.
- Data and findings from student voice surveys identified pupil grouping in PE was a key issue.
- Regular CPD with the whole PE staff team took place every Friday afternoon through 2021-2022 enabling the whole department to buy-in to the need to deliver a curriculum to meet pupil needs and motivations.
- Rigorous planning was undertaken prior to trialling a different approach from September 2022.
- A recognition that staff-led clubs for girls were not well attended and there was a need to also address this.



# CASE STUDY – NOTTINGHAM CITY

## Positive action

- 5 week taster block of different sports and activities to girls within the first half of the autumn term.
- Girls then chose to follow a participation or performance pathway.
- Participation pathway being for girls who wanted more choice of who they work with in groups and will involving them in leading activities rather than just being teacher-led.
- Performance pathway for girls who want to be more competitive and want to play regular fixtures or undertake GCSE PE.
- Differences in preferences between year groups and this was accommodated in the groupings.
- All lessons focus on both physical and character trait objectives. Across a half-term, pupils focus and develop on the same activity and character trait. There is a focus on the transition of traits in and out of PE, sport and wider across the curriculum to support improved relevance of PE for students.
- The school appointed 13 Girls Active Leaders they have been proactive in consulting Year 9 girls and identifying activities of interest and then developing and promoting opportunities.
- After school sessions are delivered by leaders, wearing their Girls Active hoodies, on a rotation basis across years 8-10.





# CASE STUDY – NOTTINGHAM CITY

## Impact

- The PE curriculum changes have been positively received overall.
- The school are committed to ongoing review, student feedback, learning and adjusting as necessary specifically focusing on engagement of the girls and linked to enrichment provision.
- New staff are being supported to adopt the new approach also.
- There has been a notable uptake in extra-curricular clubs for girls.
- The leaders intend to provide incentives for girls to attend clubs more regularly by offering rewards which increase in value as the year goes on.
- The teachers have seen a huge change in the confidence of the Girls Active leaders and seen the positive impact they have on their peers.
- Many of the girls attending as a participant have expressed a desire to be a Girls Active leader, thereby ensuring long term sustainable change.



The Girls Active programme helps schools understand what motivates girls to take part, enabling teachers to work with girls through consultation and leadership to make the necessary changes to their PE, sport and physical activity provision to engage all girls in ways that appeal to them.

- **Girls Active Online Modular Training for Teachers**

Free to access series of modules supports schools to develop the Girls Active approach in their school underpinned by six principles of effective engagement



- **Girls Active Survey and Insight**

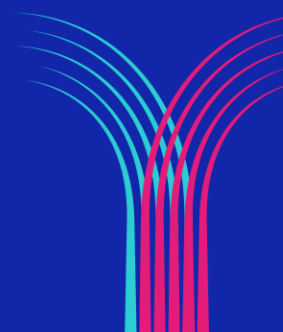
Free to access student voice survey to identify the preferences, motivations & barriers to participation in PE, sport and physical activity. Schools receive a school insight report.



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# Thank you

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