

APPROACH > ASSUMPTION > ASSETS > VEHICLE OF CHANGE > INTERMEDIATE OUTCOMES > Our cornerstones of delivery We do this because Strengths of our Activities we use What it means for to facilitate change young people our young people Rugby Based Learning -Our young people appear Developing Development of key skills: Constraints led approach focused to struggle in a traditional Communication, Teamwork, However, our young people life skills on developing key life skills classroom setting and Problem Solving, Self-Belief, engage enthusiastically when Theory Based Learning/ tend to emerge from school Self-Management they have authentic, trusted Online Content Sessions with substantially lower levels Accredited Level 1-3 Award credible adult relationships. designed around the completion of educational attainment RugbyWorks Virtual Games - Ref 1.2.3 of Sports Leaders Award Club Award • Virtual Games Club In Person/Virtual -Raisina Our young people are not Career Taster Days However, our young people Increased work readiness exposed to enough In Person/Virtual aspirations have a wide varied untapped • Meaningful encounters with high-quality career guidance **Work Experience** skillset and are keen to learn employers and employees that promotes social mobility • In Person/Virtual and explore new activities. • Experience of workplaces - Ref 4 **Employability Sessions** Social Media Campaigns Our young people are • Weekly Rugby Sessions **Improving** much less active than the Rugby Tournaments average young person and physical Referrals to Community However, our young people • Positive impact on Physical Health are more likely to develop Sports Clubs love to play games. • Pathways into Community Sport long term health issues as wellbeing School Holiday Activity Programmes a result Virtual Physical Sessions/Challenges - Ref 5,6,7 • In Person/Virtual - Group /1-1/ Focus on Our young people experience Mentor Sessions with trusted risk factors that mean they mental credible RugbyWorks Mentors However, our young people Increased Resilience are more likely to suffer from are determined to overcome In Person/Virtual - Workshop Improved Subjective Wellbeing wellbeing poor mental wellbeing any barriers to success. Based Learning - Workshops - Ref 8,9

Ethos of delivery

How we engage our young people



We know that for young people to make changes in their lives they need to have authentic, trusted credible adult relationships, we also understand that these relationships take time to build. Once built these relationships lay the foundation for our Theory of Change to be facilitated and for our young people to enact change in their own lives.

designed to promote positive health and wellbeing

End Goal

Outcomes for

young people

Once our young people

have completed their

are more likely to be in

journey with us they

sustained Education, **Employment and** Training throughout

Our young people are

attitudes to live a

also equipped with the skills, experience and

positive productive life.

their life.

5.5port England, December 2019. 'Active Lives children and young people survey: Academic year 2018/19
6.NHS, May 2020. 'Statistics on Obesity, Physical Activity and Diet, England, 2020: Part 4
7.Centre for Social Justice, December 2017. 'Olf the scales: Tackling England's childhood obesity crisis'
8. Dit guidance - Mental Health and Behavlour in Schools - December 2018
9. World Economic Forum A Global Framework for Youth Mental Health: Investing in Future Mental Capital for Individuals, Communities and Economies

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1. Joseph Rowntree Foundation - Poorer children's educational attainment: how important are attitudes and behaviour?

2. Education in England - Annual Report 2018 - Key drivers of the disadvantage gap

3. Timpson Review of School Exclusion - May 2019

4. Gatsby good career guidance report 2014