



Active Lives Children and Young People Survey

Academic year 2018/19

Published December 2019

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Key information

This report presents data from the Active Lives Children and Young People Survey for the academic year 2018/19. Data is presented for children and young people in school Years 1-11 (ages 5-16) in England.

Release dates

This release: 5 December 2019
Next release: 3 December 2020

Find out more

For more information on the data presented in this report, please visit the [Active Lives section](#) of our website.

Welcome



Welcome to the second annual Active Lives Children and Young People Survey report, summarising the activity levels of 5 to 16-year olds in England from September 2018 to July 2019. Although it's too early to meaningfully talk about trends over time, this report also makes comparisons with the year one report.

This report presents a comprehensive picture of:

- Overall levels of activity both during the school day and outside school
- Activity levels for a range of key demographic groups
- The types of activities undertaken by age group
- Volunteering levels (supporting sport and physical activity)
- Associations between activity levels and measures of mental wellbeing, individual development and social and community development
- Attitudes of children and young people towards sport and physical activity.

Since the year one report was published, there's been a change to the UK Chief Medical Officer's physical activity guidelines for children and young people. Instead of at least 60 minutes of activity every day, the new guidelines recommend young people engage in moderate to vigorous intensity activity for an average of at least 60 minutes a day across the week. This change has been reflected in the way we've presented the data in this report.

It's welcome that the proportion of young people who are active is higher than 12 months ago. However, with fewer than half of young people reaching the recommended level of physical activity and with significant inequalities still to be tackled, there's more work to be done.

Earlier this year, we published analysis of the key role physical literacy (particularly enjoyment) plays when it comes to increasing young people's activity levels. Once again, the data reveals the importance of enjoyment to activity levels, along with the other elements of physical literacy, happiness, resilience and trust.

Finally, I would like to thank the network of Active Partnerships who have recruited the schools to take part and the schools, children, parents and teachers who took the time to complete the survey.

Lisa O'Keefe Insight Director

Levels of activity

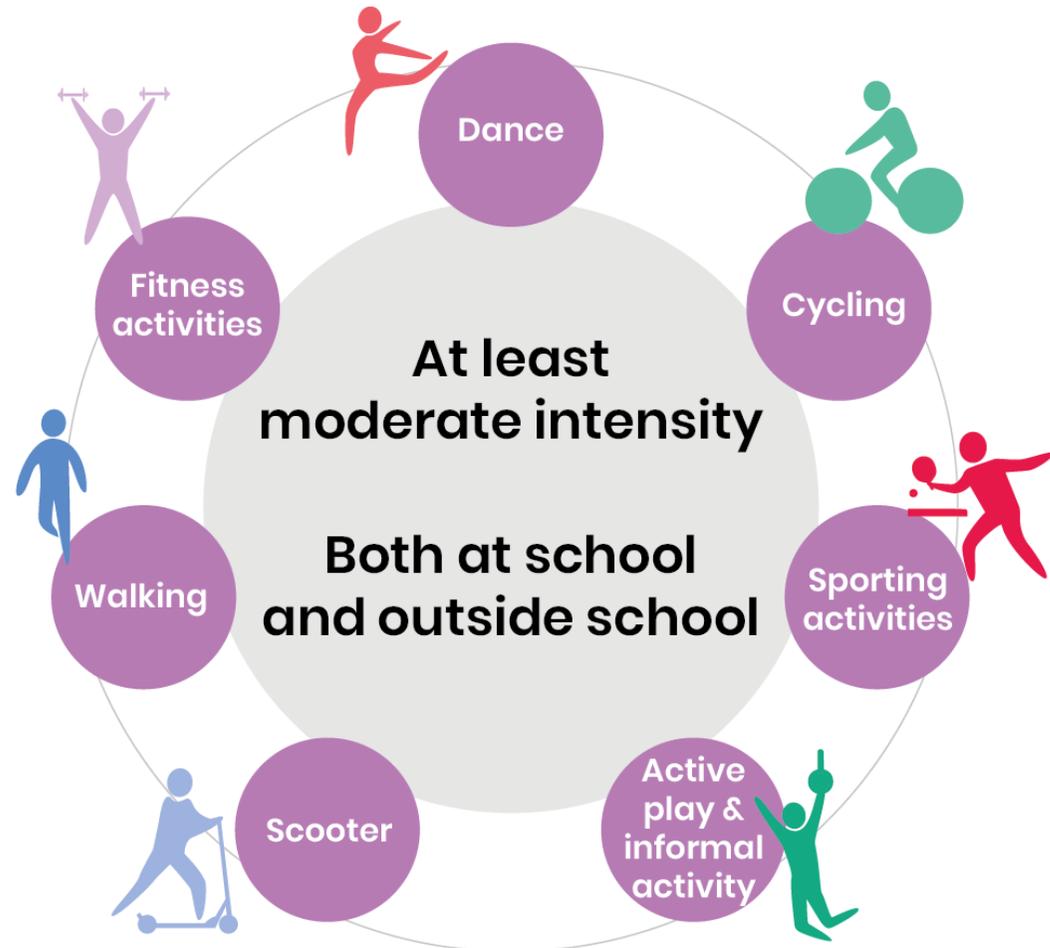
Definition

This chapter presents information on three levels of activity:

- Active (an average of at least 60 minutes a day)
- Fairly active (an average of 30-59 minutes a day)
- Less active (less than an average of 30 minutes a day).

Note: Chief Medical Officer guidelines for children and young people were updated in September 2019 – see the [definitions](#) page for more information.

What do we mean by sport and physical activity?

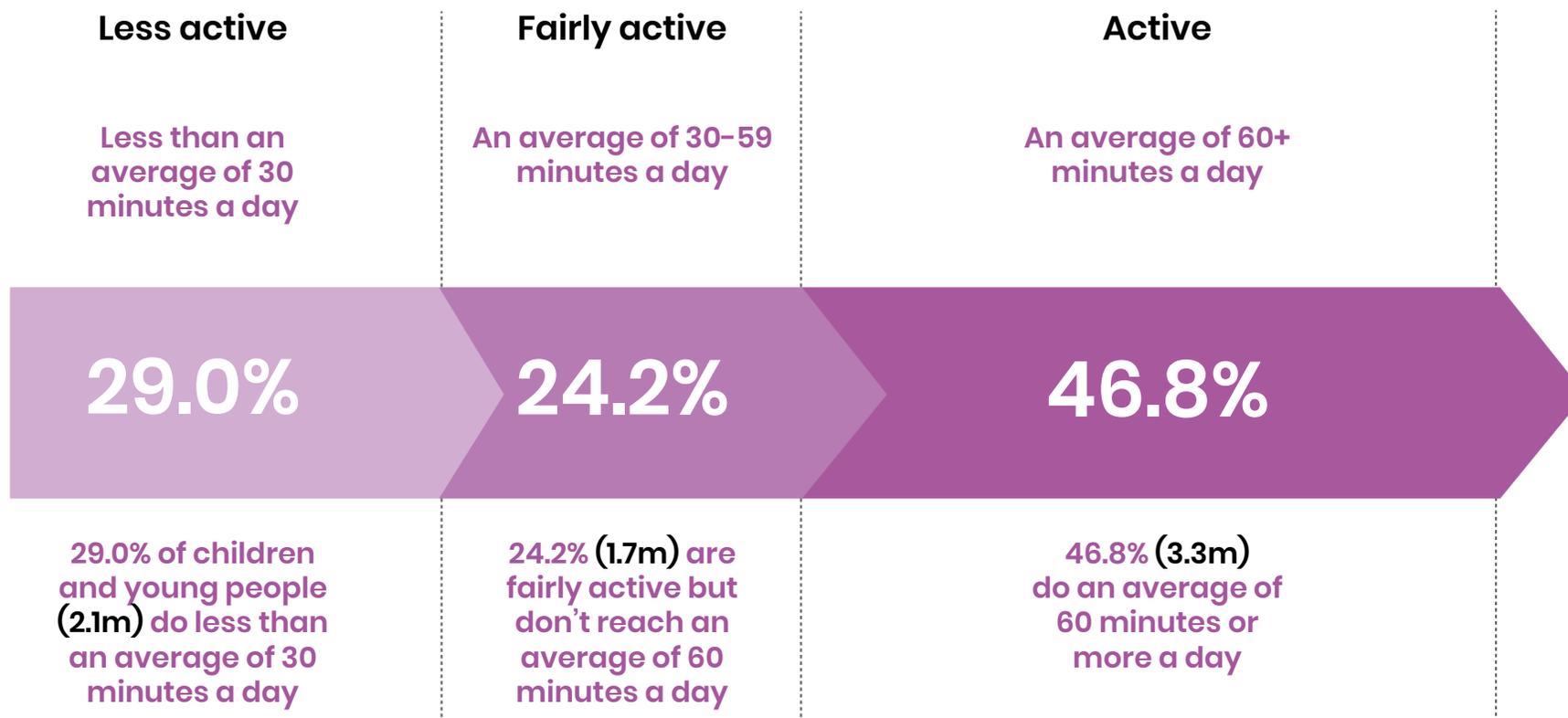


Levels of activity



Headlines

Our data shows that 46.8% of children and young people (3.3 million) are meeting the new Chief Medical Officer guidelines of taking part in sport and physical activity for an average of 60 minutes or more every day. Meanwhile 29.0% (2.1m) do less than an average of 30 minutes a day.



Levels of activity

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change



Summary of change

The proportion of children and young people reporting they were active has increased by 3.6% over the past 12 months (an increase of 279,600 active children and young people in England).

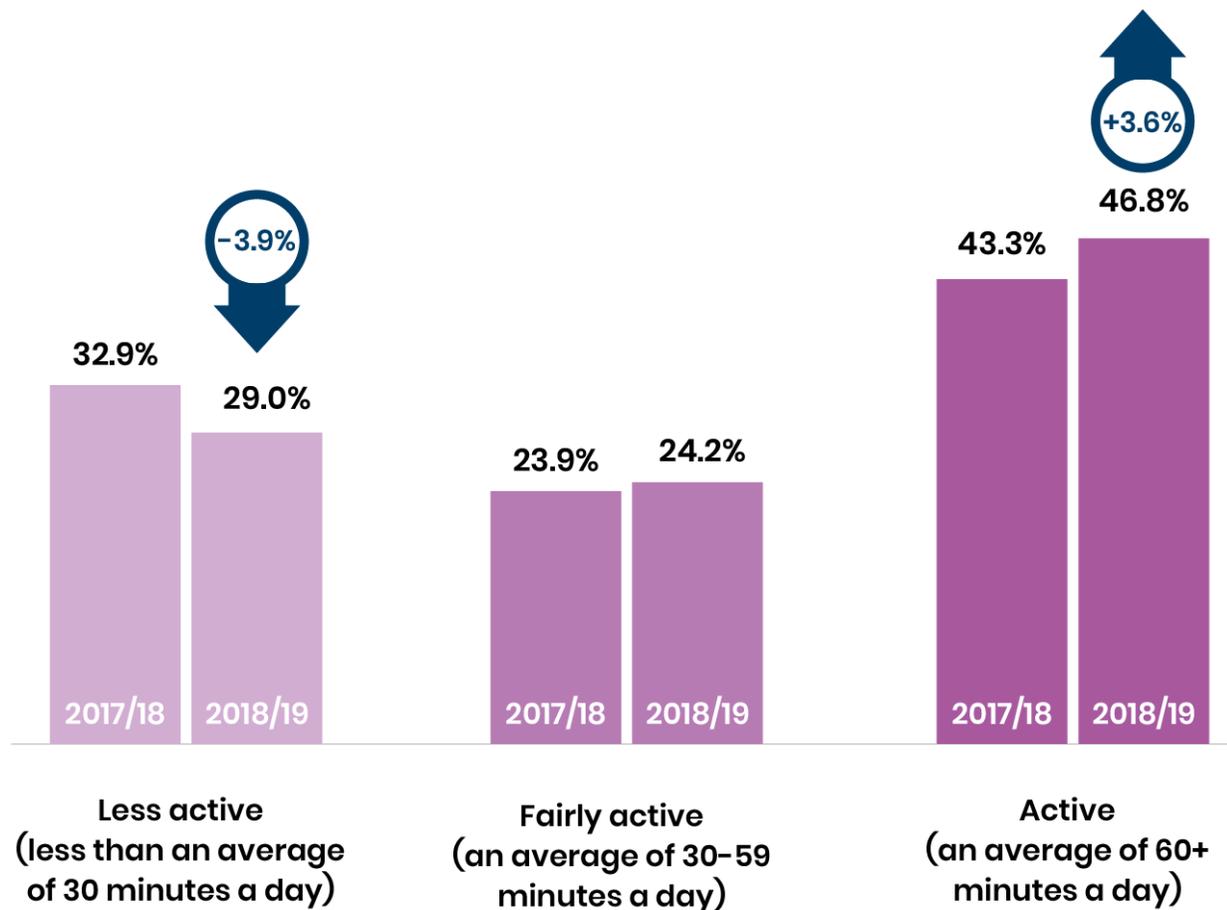
There's been a decrease of 3.9% in the proportion reporting they are less active during the same period.

How we measure change

In accordance with good practice guidance, we highlight changes within the report where we're confident that they're genuine differences. If the data is showing only small differences that are within the margin of error, they're noted as "no change".

When sample sizes are smaller (e.g. for specific demographic groups or local areas), confidence intervals are larger, meaning differences between estimates need to be greater to be considered statistically significant. Results based on small samples should be interpreted with care.

For further details on how we measure change, see the [notes](#) pages.



Levels of activity

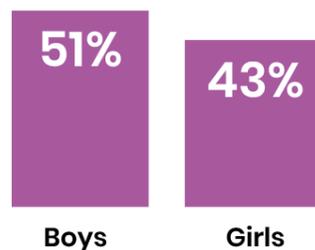
Summary of demographic differences

Our data shows there are significant inequalities:

Active Less active

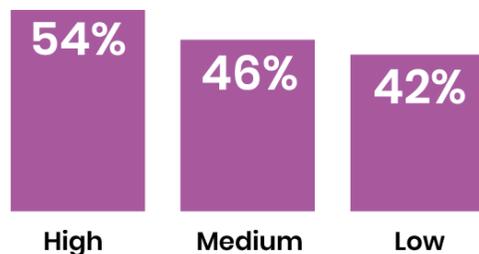
1 Gender

Boys (51% or 1.8m) are more likely to be active than girls (43% or 1.5m), with a gap of 319,200 between them.



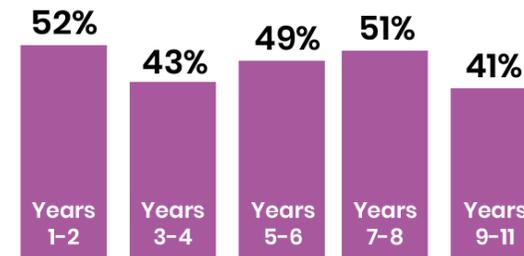
2 Family affluence

Those from low affluence families are the least likely to be active (42%).



3 Year group

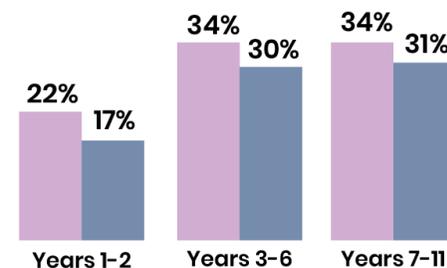
Activity levels peak at school Years 1-2 (ages 5-7, 52%) and Years 7-8 (ages 11-13, 51%).



4 Disability and long term health conditions

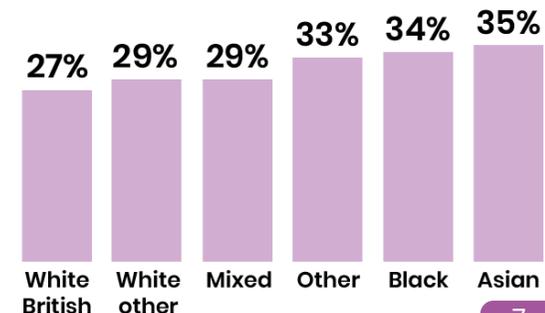
Children and young people with a disability or long term health condition are more likely to be less active than those without.

Disability or long term health condition
 No disability or long term health condition



5 Ethnicity

Asian (35%) and Black (34%) children and young people are the most likely to be less active.



[Link to data tables](#)

* See our [definitions](#) page for the full definition of each demographic group.

Levels of activity

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change

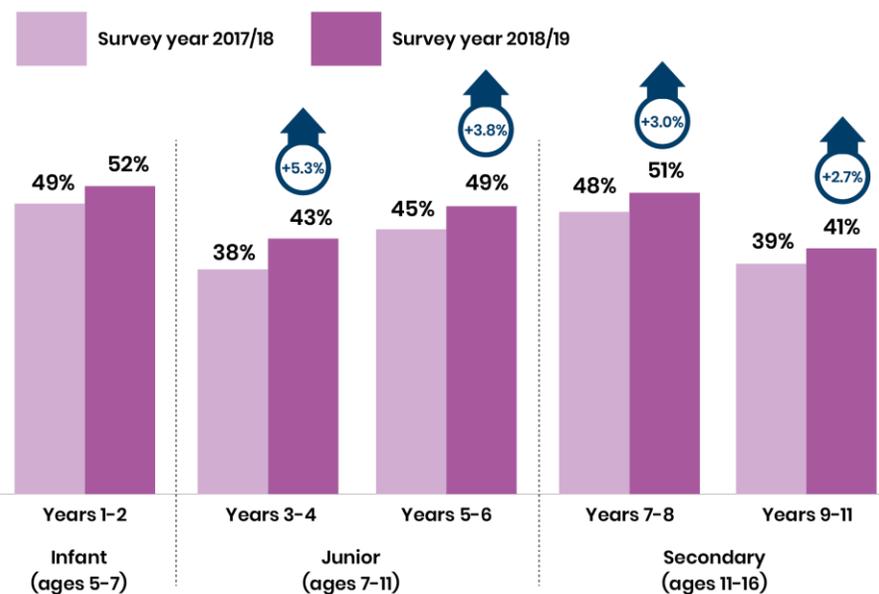


School year group

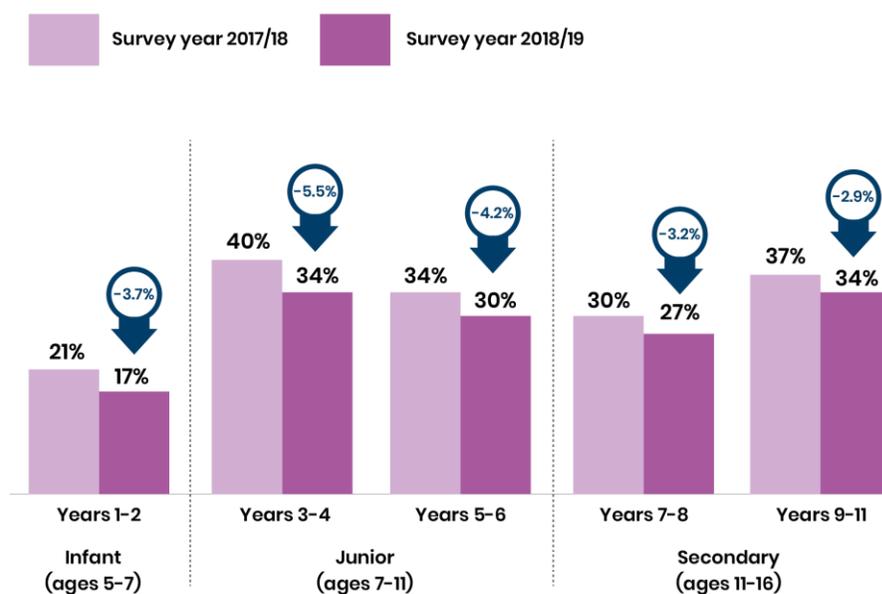
Children and young people in Years 1-2 (ages 5-7), 5-6 (ages 9-11) and 7-8 (ages 11-13) are more likely to be active than those in Years 3-4 (ages 7-9) and 9-11 (ages 13-16).

Increases in the proportion of children and young people who are active have been seen across Year groups 3-11 (ages 7-16), whilst decreases in those who are less active have been seen across Years 1-11 (ages 5-16).

Active (an average of 60+ minutes a day)



Less active (less than an average of 30 minutes a day)



Note: For this question, data for children in Years 1-2 is collected by proxy from parents, while for Years 3-11, the pupils are asked directly. This may mean some of the differences observed between these year groups are partly methodological. As a result, the base for Years 1-2 is much smaller and so larger differences are needed to record them as changes.

[Link to data tables](#)

Levels of activity

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change

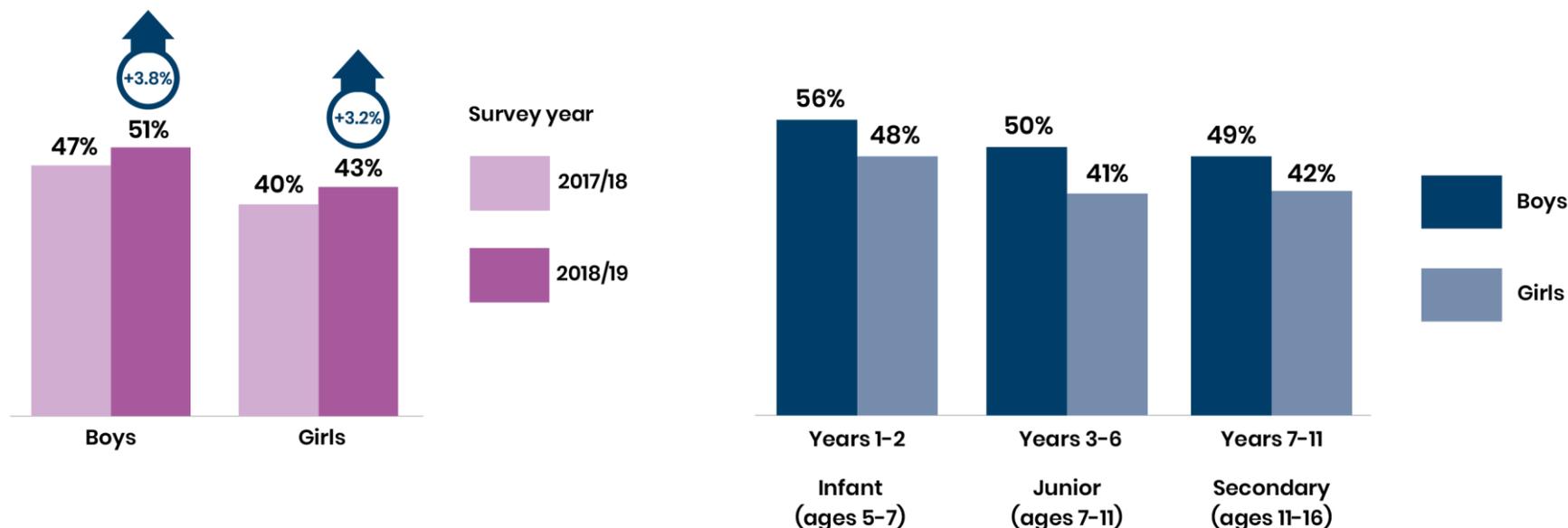


Gender

Boys (51%) are more likely to be active than girls (43%), however, both boys and girls have seen an increase in activity levels over the last 12 months. The gap between boys and girls who are active is fairly consistent across school years.

Conversely, girls (30%) are more likely to be less active than boys (27%).

Active (an average of 60+ minutes a day)



Note: For this question, data for children in Years 1-2 is collected by proxy from parents, while for Years 3-11, the pupils are asked directly. This may mean some of the differences observed between these year groups are partly methodological. As a result, the base for Years 1-2 is much smaller and so larger differences are needed to record them as changes.

Levels of activity

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change

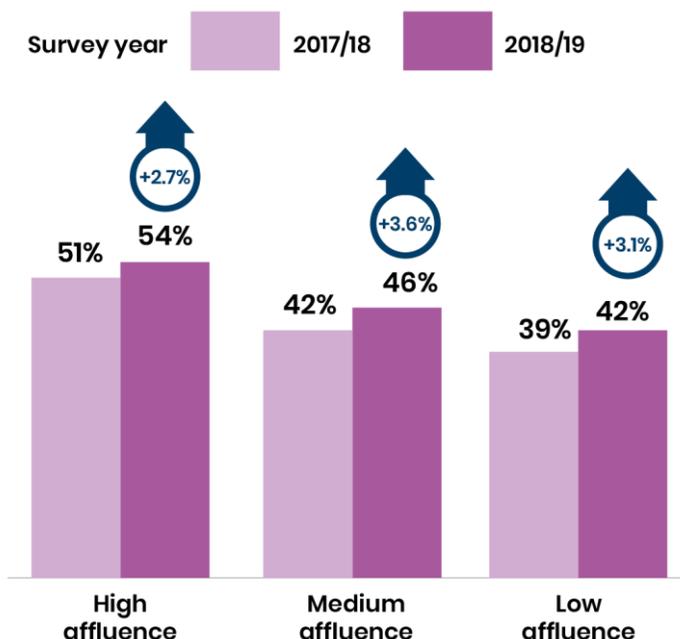


Family affluence

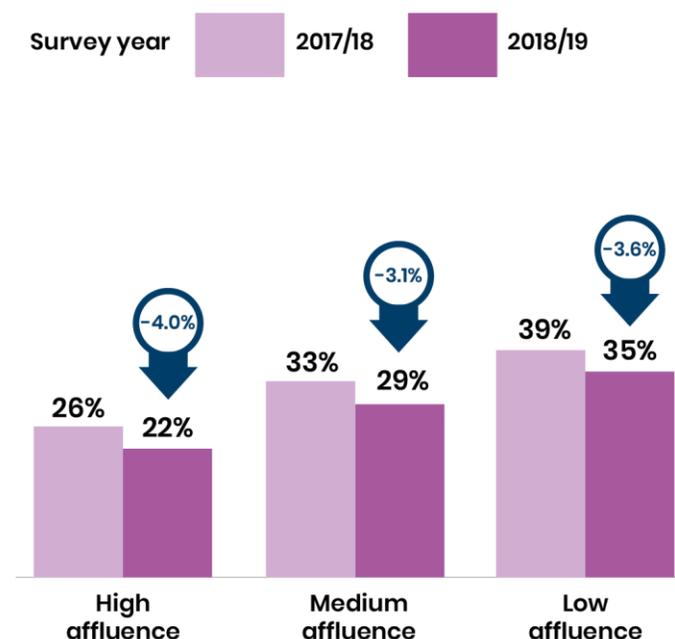
The family affluence scale gives an indication of the socio-economic profile of children and young people's families. There's a clear gradient, with children and young people from the most affluent families generally being more active than those from mid-affluent families, who in turn are generally more active than those from the least affluent families.

Activity levels have increased by a similar amount for children and young people from all affluence groups.

Active (an average of 60+ minutes a day)



Less active (less than an average of 30 minutes a day)



Levels of activity

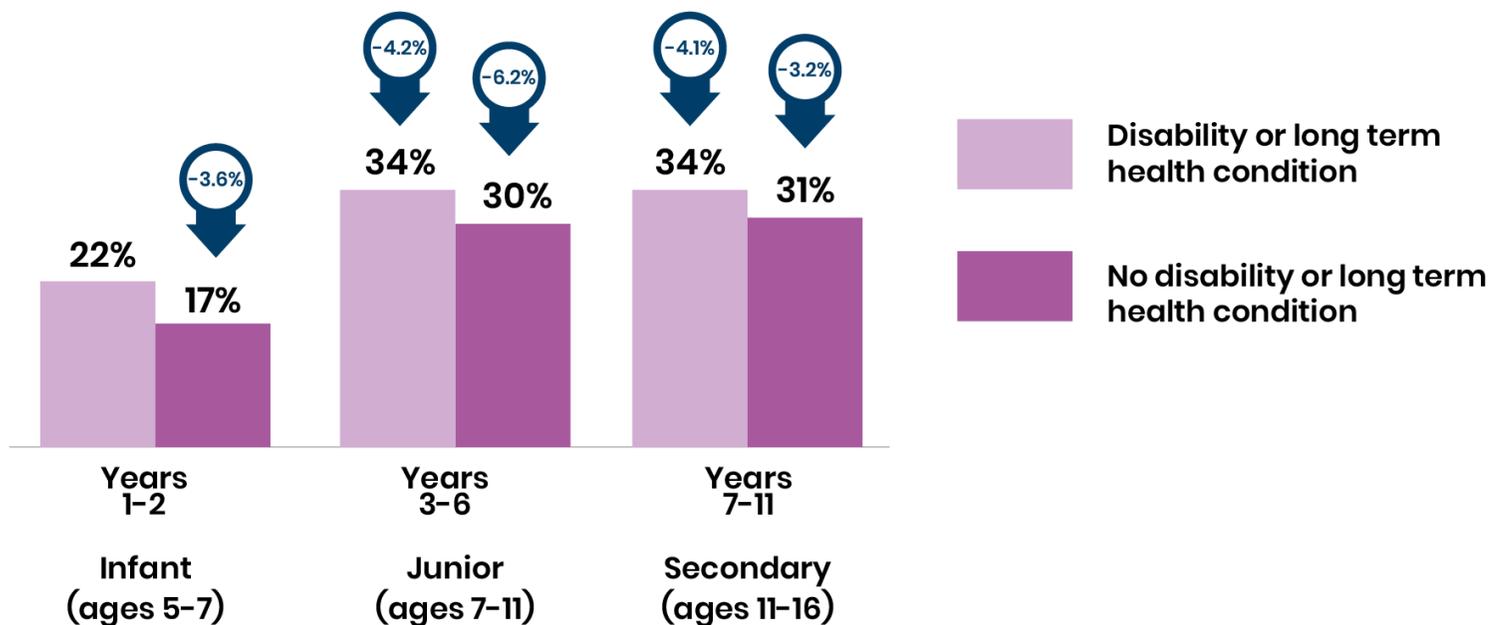
 Arrows show change in the percentage on 12 months ago. No arrows indicate no change



Disability and long term health conditions

Children and young people in Years 3-6 and 7-11 (ages 7-16) with a disability or long term health condition are more likely to be less active than those without. Across these year groups for both those with and without a disability or long term health condition, there's been a decrease in those who are less active compared to 12 months ago.

Less active (less than an average of 30 minutes a day)



Levels of activity

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change



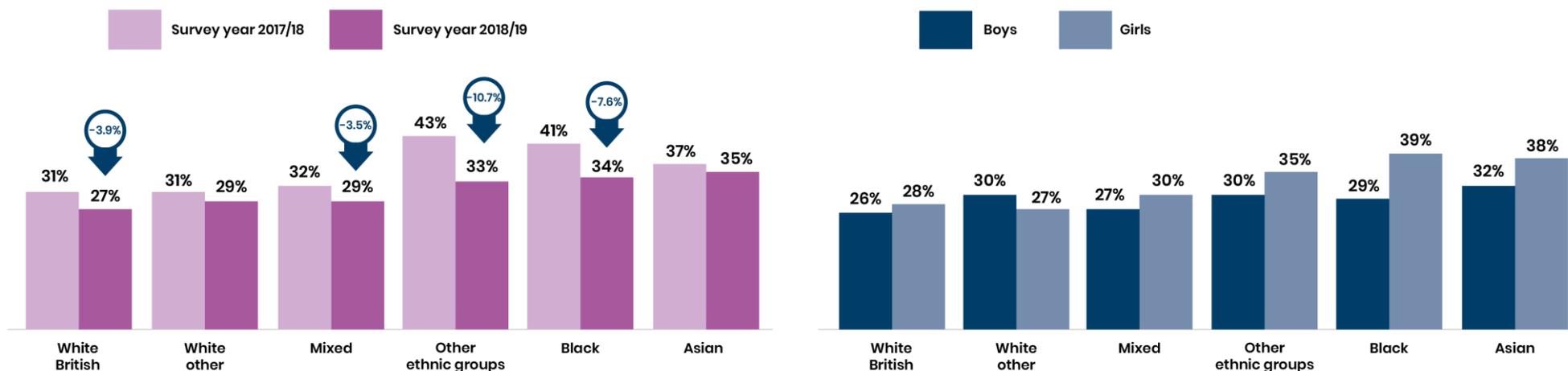
Ethnicity

Black and Asian children and young people are more likely to be less active than those from other ethnic groups.

There have been decreases in the proportion who are less active for White British, Mixed, Black and 'other' children and young people compared to 12 months ago.

The gender gap in activity levels is widest amongst Asian, Black and 'other' (such as Arab and South American) children and young people.

Less active (less than an average of 30 minutes a day)



Note: After White British, the largest ethnic groups within the English child population are Asian (6%) and Mixed (4%). The White other, Black and other ethnic group populations are just 3%, therefore caution should be applied when looking at change for these groups.

Levels of activity

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change



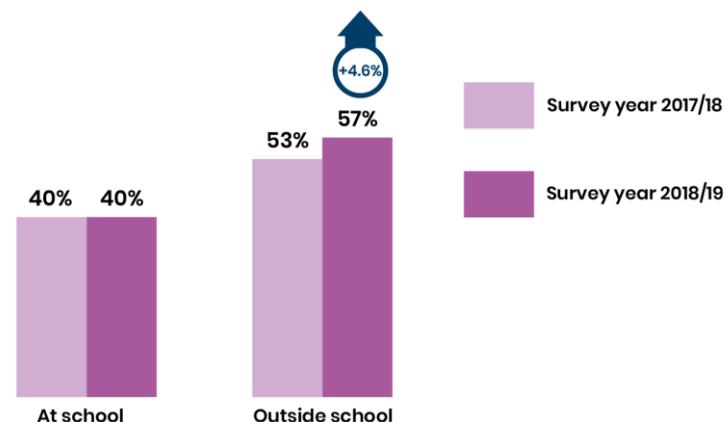
Activity levels at and outside school

Government guidelines set out that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school. Our data shows that 40% of children and young people do an average of 30 minutes or more a day at school, while 57% do so outside school.

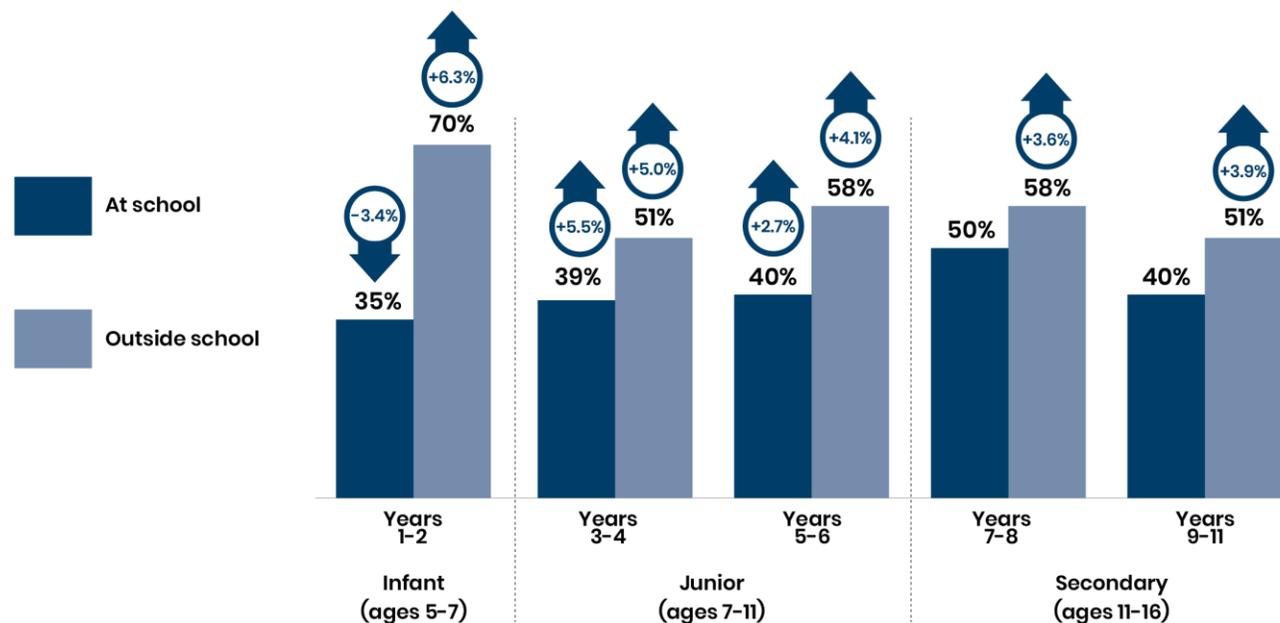
Outside school activity levels have increased compared to 12 months ago across all year groups. At school activity levels remain unchanged overall but have increased for Years 3-4 and 5-6 (ages 7-11).

Both environments play a critical role in the overall activity levels of children and young people.

Take part an average of 30+ minutes a day



Note:
For this question, data for Years 1-2 children is collected by proxy from parents, while for Years 3-11, the pupils are asked directly. This may mean some of the differences observed between these year groups are partly methodological.



Types of activity

Participation – our definition

This chapter presents data broken down by activity group and looks at those who've participated at least once in the last week.

Data is also provided for swimming confidence and capability within this section.

Looking at participation at least once in the last week provides:

- An entry level view of participation overall
- An understanding of which activities contribute to the make-up of an active day.



We measure sport and physical activity if it's done...

- In the last week
- At least moderate intensity
- Either at school or outside school



Types of activity

Arrows show change in the percentage on 12 months ago. No arrows indicate no change

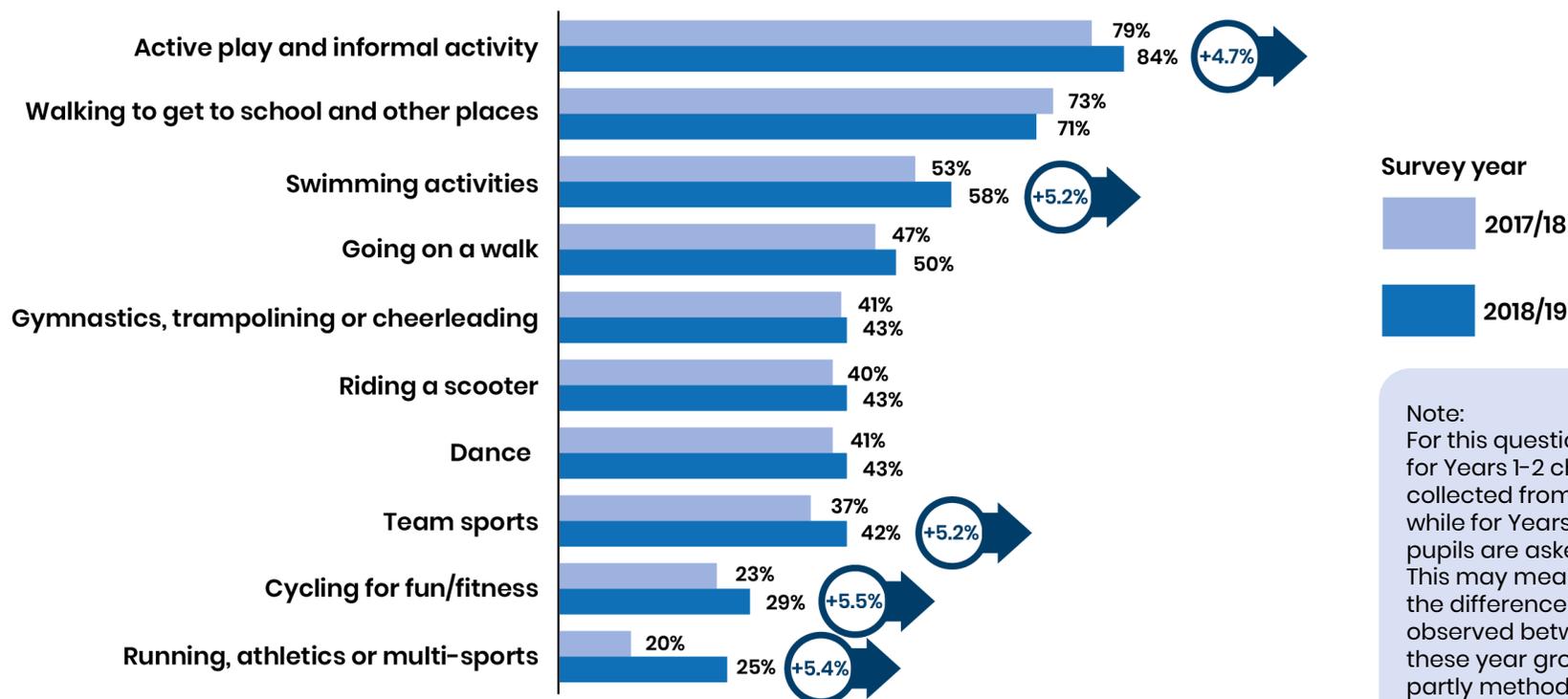


Active play and informal activity remains the most common activity amongst children in Years 1-2

Seven in 10 children in Years 1-2 (ages 5-7) walk to school or other places and over half of children take part in swimming activities.

A few activities such as active play and informal activity, swimming and team sports have seen an increase in the proportion of children taking part.

Ten most prevalent activity groups Years 1-2 (ages 5-7)



Note:
For this question, data for Years 1-2 children is collected from parents, while for Years 3-11, the pupils are asked directly. This may mean some of the differences observed between these year groups are partly methodological.

Types of activity

Arrows show change in the percentage on 12 months ago. No arrows indicate no change



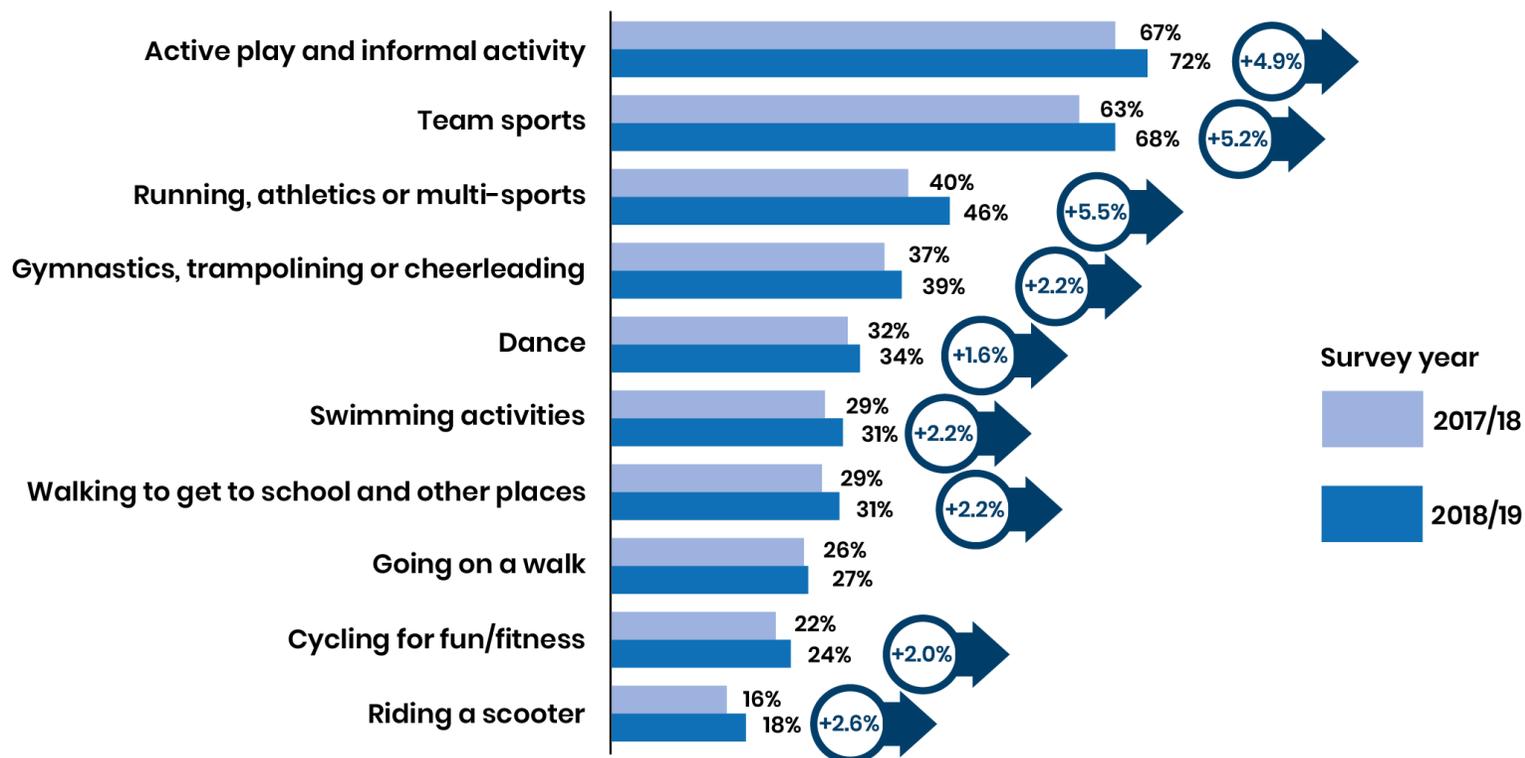
Active play and informal activity remains the most common activity amongst children in Years 3-6, followed by team sports

Walking to get to school and other places and swimming activities are both less popular than amongst children in Years 1-2 (ages 5-7).

Team sports and running, athletics or multi-sports both start to feature more prominently in Years 3-6 (ages 7-11).

The majority of activities have seen an increase in the proportion of children taking part.

Ten most prevalent activity groups Years 3-6 (ages 7-11)



Types of activity

Arrows show change in the percentage on 12 months ago. No arrows indicate no change



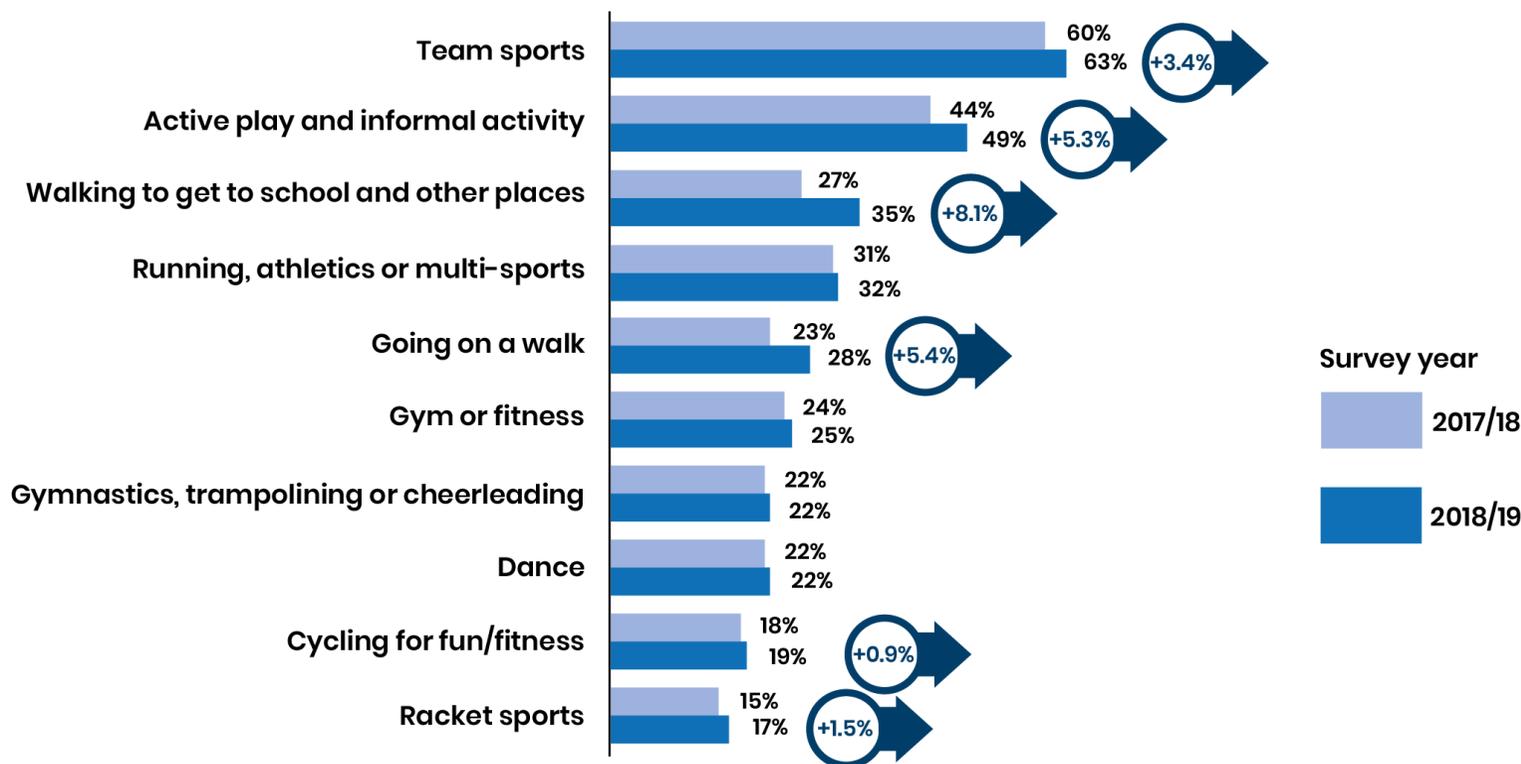
Team sports continue to be the most common activity amongst young people in Years 7-11

Active play and informal activity also remains common for young people in Years 7-11 (ages 11-16), with nearly half taking part in the last week.

Swimming activities do not feature in the top 10 for young people in Years 7-11 (ages 11-16), but 14% take part. Gym or fitness moves into the top 10 for this age group, with a quarter taking part.

A wide range of activities, from team sports to active play and walking, have seen an increase in the proportion of young people taking part.

Ten most prevalent activity groups Years 7-11 (ages 11-16)



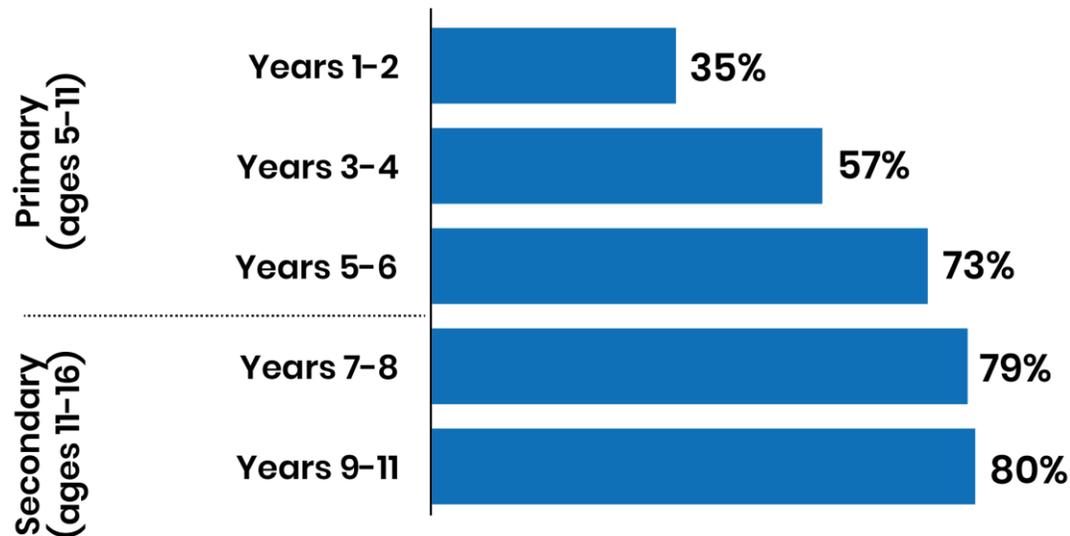
Swimming confidence and capability



Among Year 7 children, 78% can swim 25 metres unaided

Guidelines indicate that children should be able to swim competently, confidently and proficiently over a distance of at least 25m by the time they leave primary school. The data shows that 78% of children in Year 7 (first year of secondary school, ages 11-12) can do this. There's been no change in this compared to 12 months ago.

Can swim 25m unaided



Overall, 65% of all children and young people in Years 1-11 (ages 5-16) can swim 25m unaided. This remains the same as 12 months ago.

- There's no difference between boys and girls when it comes to their ability to be able to swim 25m unaided (66% vs 64%).
- 85% of children and young people from the most affluent families can swim 25m unaided, compared to 44% of those from the least affluent families.



Volunteering

At least twice in the last 12 months

Definition

Giving your time helping others to be active is amazing, no matter what age you are. Not only are they benefitting, but you benefit too; gaining experience, making friends and learning new skills.

And evidence suggests that those who give their time when they're young are more likely to continue to volunteer in later life.

We count a child or young person as having volunteered if:

They've taken part in a volunteering role to support sport/physical activity

(A full list of roles can be found in our [definitions](#) at the end of this report).



A person has volunteered at least twice in the last twelve months



Volunteering



Headlines

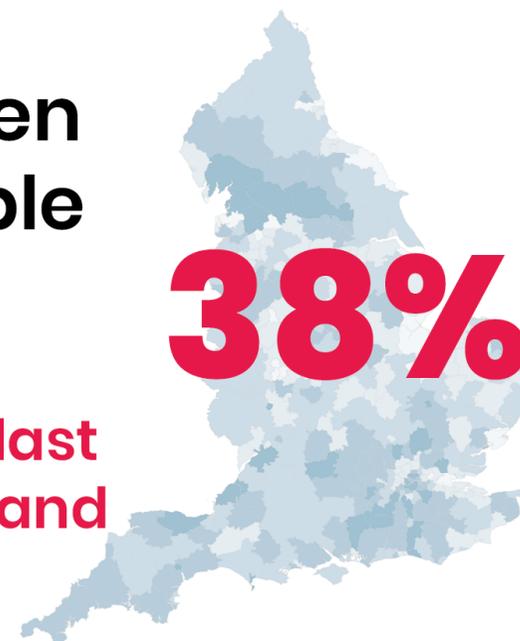
There's been no change in volunteering levels amongst children and young people over the last 12 months.



1.7 million children and young people volunteered

...at least twice in the last year to support sport and physical activity

38%



Note: Volunteering is only asked of children and young people in Years 5-11 (ages 9-16), with Years 5-6 (ages 9-11) having a slightly different question to Years 7-11 (ages 11-16), to ensure the volunteering roles asked about are relevant.

[Link to data tables](#)



Volunteering

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change

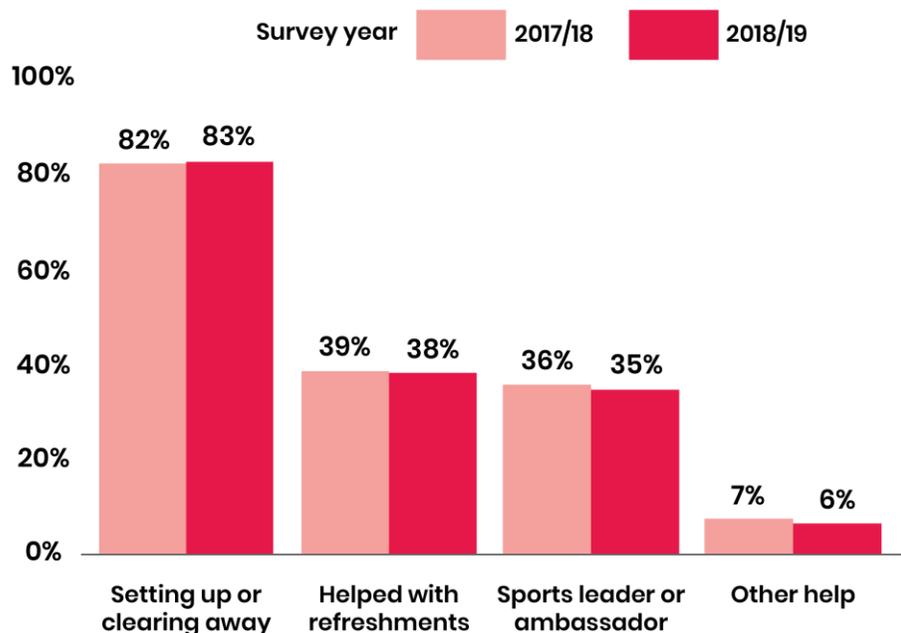


Volunteer roles vary by age

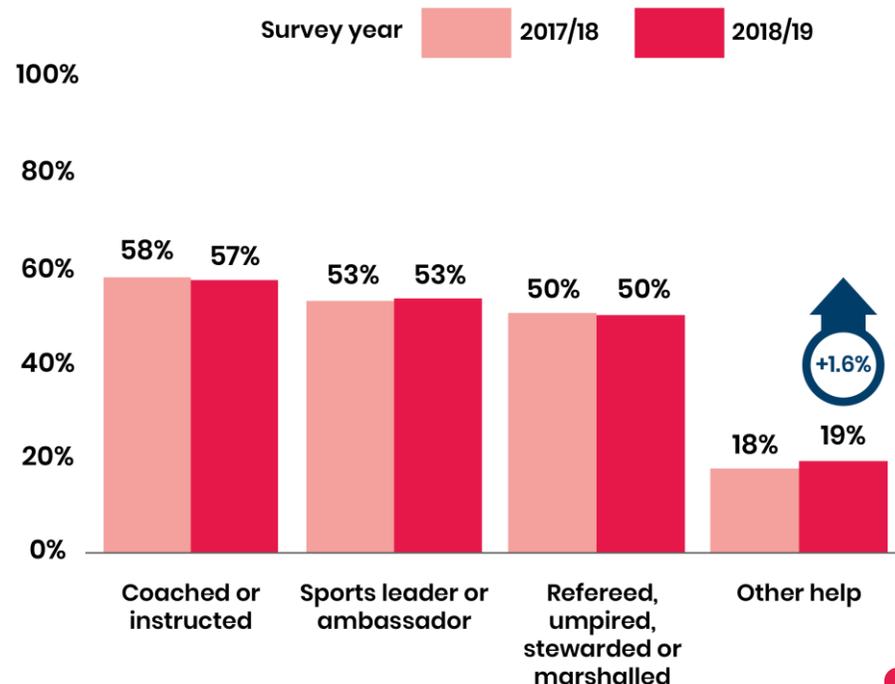
There's been no change in volunteering levels across all age groups compared to 12 months ago. Over half of children and young people in Years 5-6 (ages 9-11) and 30% in Years 7-11 (ages 11-16) volunteer to support sport and physical activity.

Children in Years 5-6 who volunteer are most likely to undertake supporting roles, i.e. setting up and clearing away. Conversely, half of young people in Years 7-11 who volunteer do so in more formal roles like coaching, being a sports ambassador and umpiring.

Years 5-6 (ages 9-11) roles undertaken by those who have volunteered at least twice in the last year



Years 7-11 (ages 11-16) roles undertaken by those who have volunteered at least twice in the last year



[Link to data tables](#) 

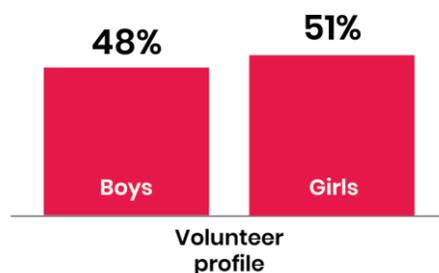
Volunteering

Summary of demographic profile

1

Gender

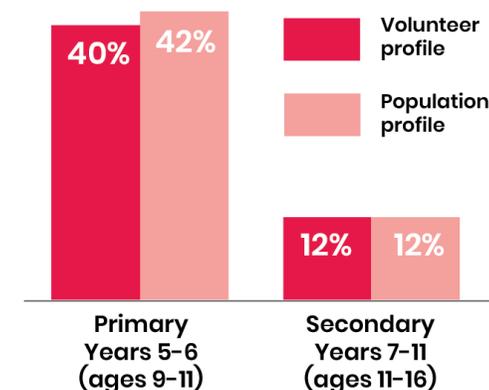
Boys and girls are equally represented amongst volunteers.



3

Disability and long term health conditions

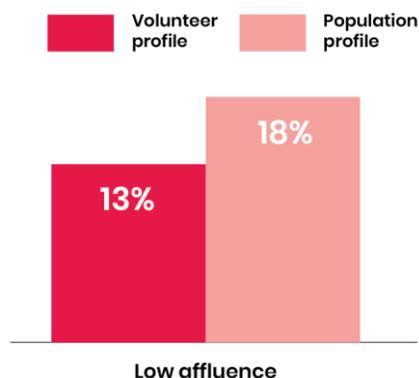
Across both age groups, the profile of children and young people with a disability or long term health condition who volunteer matches that of the population.



2

Family affluence

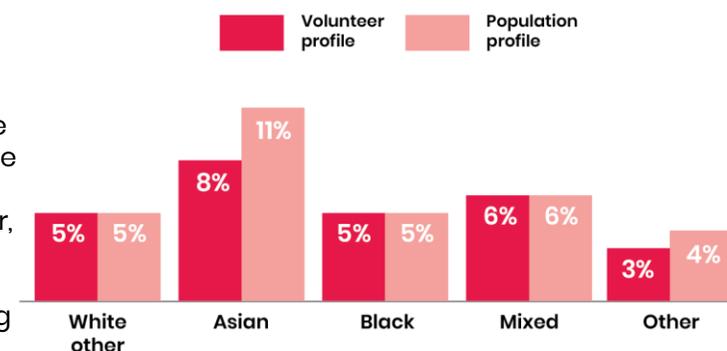
Children and young people from the least affluent families are under-represented. They make up 18% of those in Years 5-11 (ages 9 to 16), but only 13% of volunteers.



4

Ethnicity

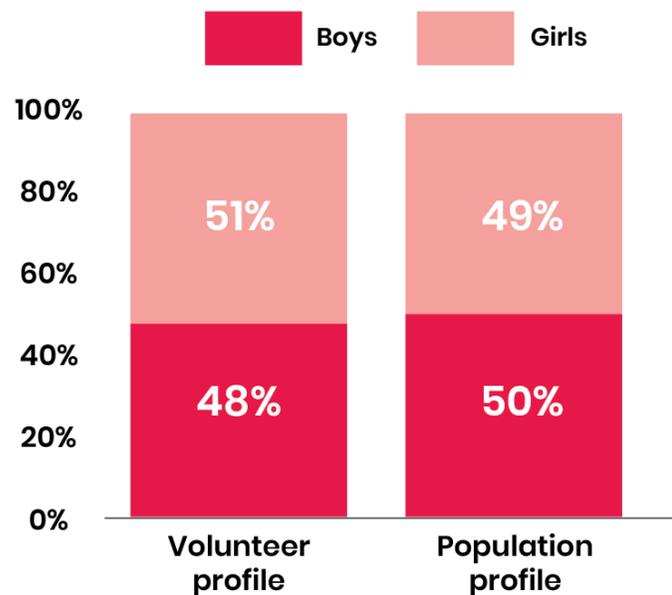
The volunteer profile generally reflects the ethnicity of the population. However, Asian children are under-represented, making up 11% of the population but only 8% of volunteers.



Volunteering

Gender

There's been no change in the volunteer profile of boys and girls, with girls continuing to make up a slightly higher share of volunteers than boys. This is broadly representative of the population profile.



[Link to data tables](#)

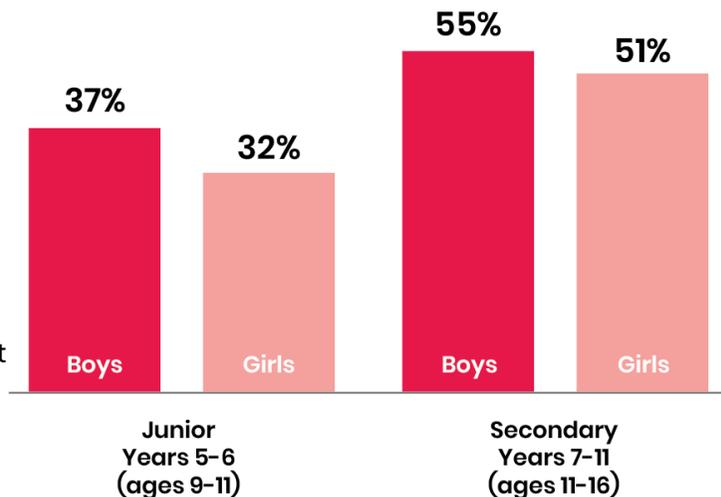


Certain roles continue to be skewed more towards boys or girls.

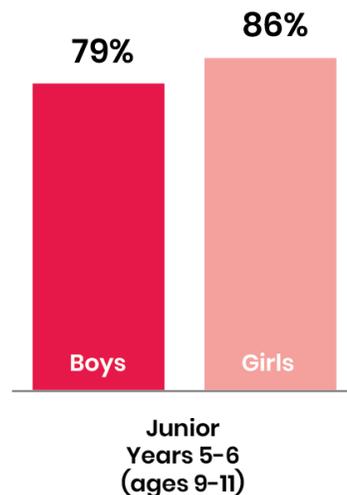
Boys who volunteer are more likely than girls to be a sports leader or ambassador across Years 5-11 (ages 9-16).

Younger girls who volunteer are more likely than boys to set up or clear away, and older girls are more likely than boys to coach or instruct.

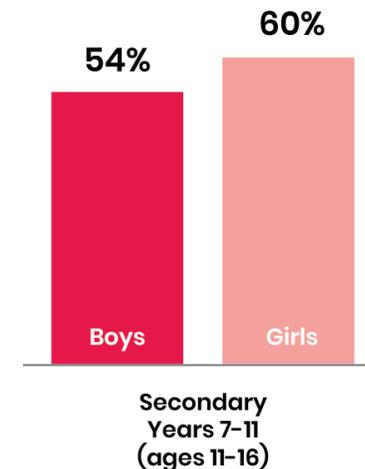
Sports leader or ambassador



Setting up or clearing away



Coached or instructed



Volunteering

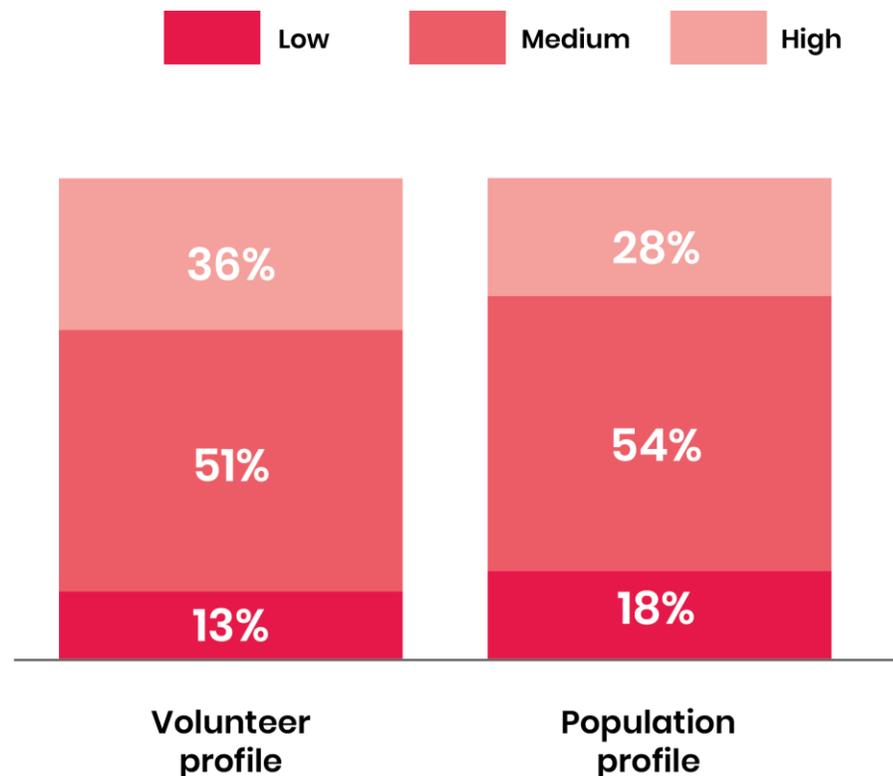


Family affluence

Over a third of children and young people who volunteer come from the most affluent families (36%). They're over-represented when compared to the population profile (28%). Children and young people from the least affluent families (13%) are under-represented compared to the population profile (18%).

Children in Years 5-6 (ages 9-11) are more likely to help with refreshments if they come from a more affluent family than those from less affluent families.

Young people in Years 7-11 (ages 11-16) from the most affluent families are more likely to volunteer as a coach or instructor, a referee, umpire, steward or marshal, compared to those from less affluent families.



Volunteering

 Arrows show change in the percentage on 12 months ago. No arrows indicate no change

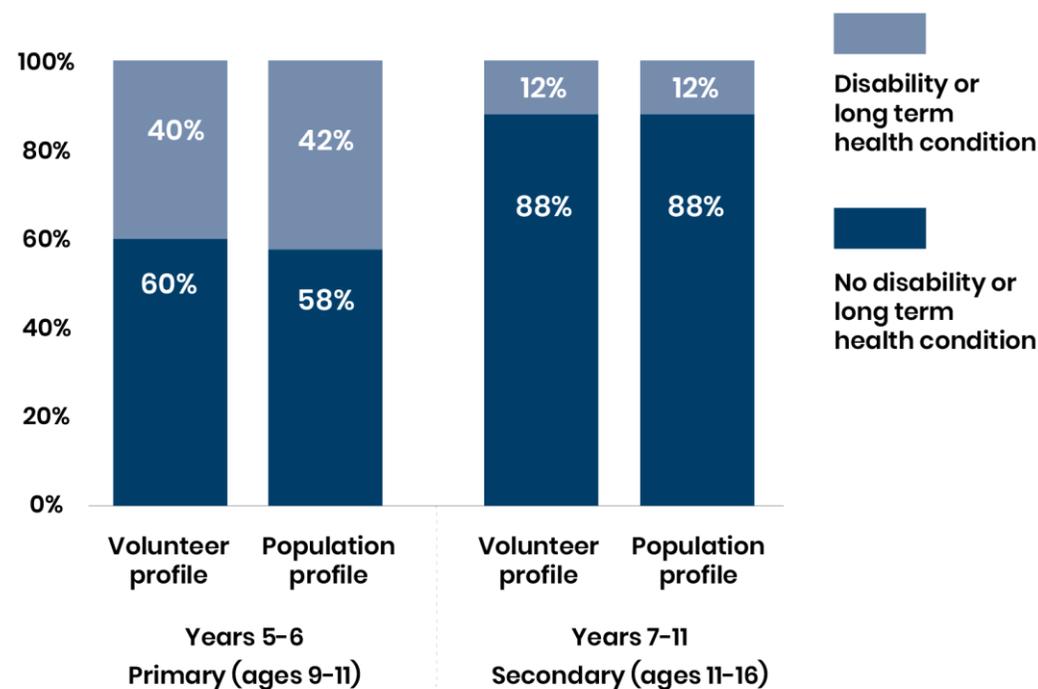
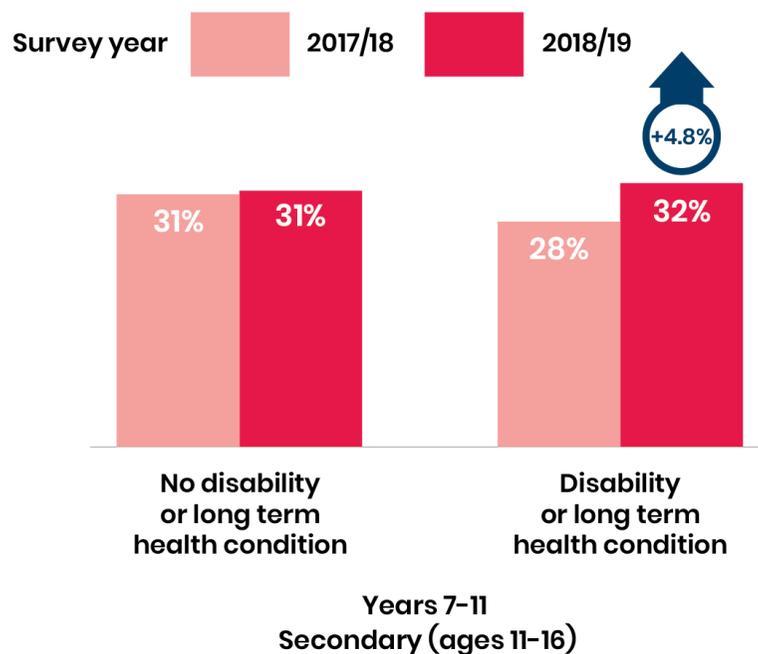


Disability and long term health conditions

There's been an increase in the proportion of young people in Years 7-11 (ages 11-16) with a disability or long term health condition who volunteer when compared to 12 months ago.

Across both age groups, the profile of children and young people who volunteer matches that of the population in relation to disability and long term health conditions.

Volunteered at least twice in the last year

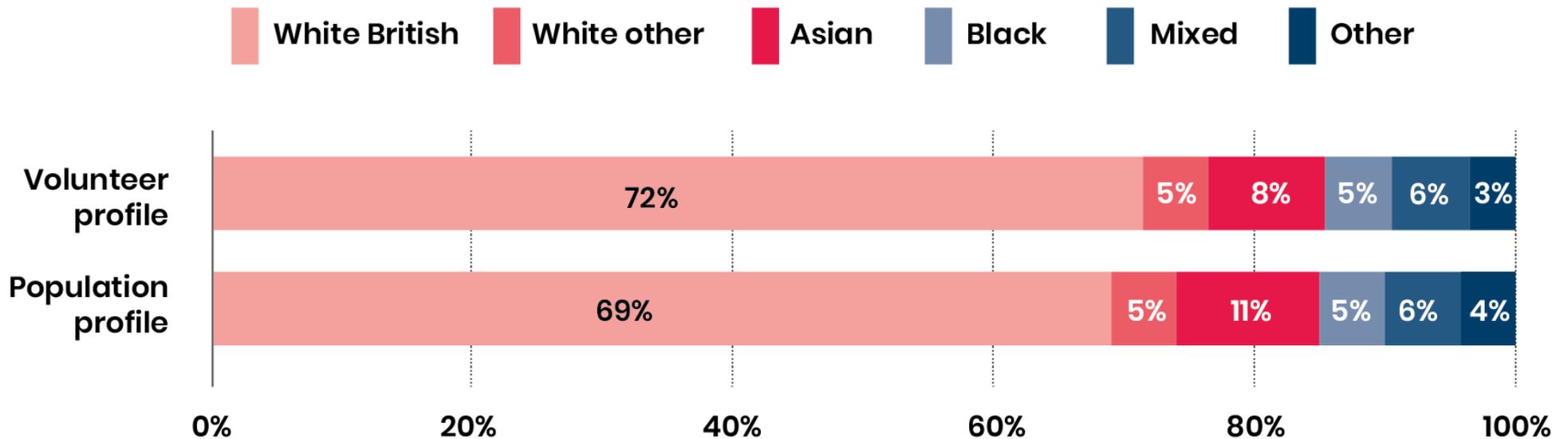


Volunteering



Ethnicity

White British children and young people continue to be slightly over-represented, whereas Asian children and young people are slightly under-represented, as they make up 11% of the population but only 8% of volunteers.





Physical wellbeing



Mental wellbeing



Individual development



Social & community development



Economic development

This section presents data looking at the wider outcomes for children and young people, both overall and linked to their levels of engagement in sport and physical activity.

Measures covered are:

- Mental wellbeing
- Individual development
- Social and community development.

Sport and physical activity can...

<ul style="list-style-type: none"> • Help improve and maintain fitness, strength and balance • Help prevent and manage medical conditions. 	<ul style="list-style-type: none"> • Contribute to happiness and improved self-esteem • Reduce stress, anxiety and depression. 	<ul style="list-style-type: none"> • Help develop soft/social skills and increase persistence and perseverance • Impact positively on employment opportunities. 	<ul style="list-style-type: none"> • Bring people together • Build trust and reduce isolation. 	<ul style="list-style-type: none"> • Promote economic growth • Create jobs.
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Measured by...

<p>Proportion of children and young people who:</p> <ul style="list-style-type: none"> • Undertake an average of 60+ minutes a day of sport and physical activity. <p>See the first section for more details.</p>	<p>On a selection of 'happy', 'neutral', or 'sad':</p> <ul style="list-style-type: none"> • How do you feel today? (Years 1-2) <p>Agreement to:</p> <ul style="list-style-type: none"> • How happy did you feel yesterday? (Years 3-11) • How satisfied are you with your life nowadays? (Years 7-11) • Do you feel that the things you do in your life are worthwhile? (Years 7-11) 	<p>Agreement to:</p> <ul style="list-style-type: none"> • If I find something difficult, I keep trying until I can do it. (Years 3-11) 	<p>Agreement to:</p> <ul style="list-style-type: none"> • How much do you feel you can trust people who are a similar age to you? (Years 3-11) 	<p>The economic value of sport, as reported in:</p> <ul style="list-style-type: none"> • DCMS's Sport Satellite Accounts
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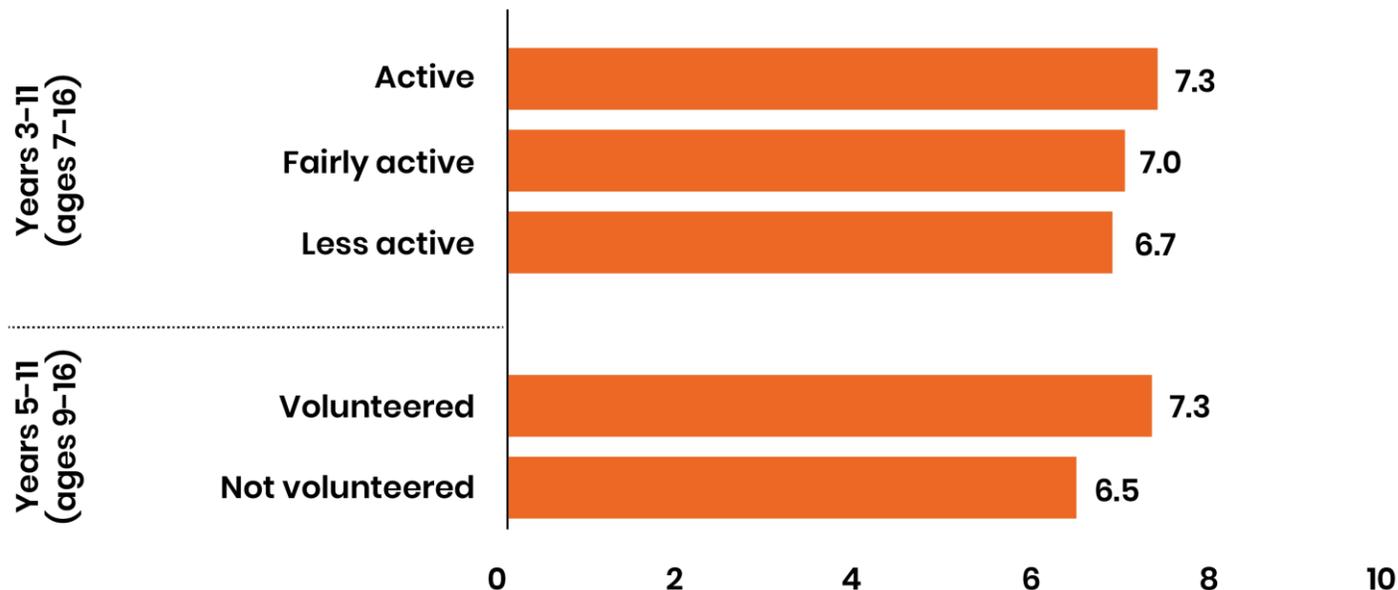


There's a positive association between levels of engagement in sport and physical activity and levels of mental wellbeing

Mental wellbeing (shown here as happiness) scores are higher for those who are active than those who are fairly active, which in turn are higher than for those who are less active.

There's also a positive association between all mental wellbeing measures and volunteering to support sport and physical activity.

How happy did you feel yesterday? Years 3-11 (ages 7-16)
(mean score out of 10, where 10 is very happy and 0 is not happy at all)



Individual development

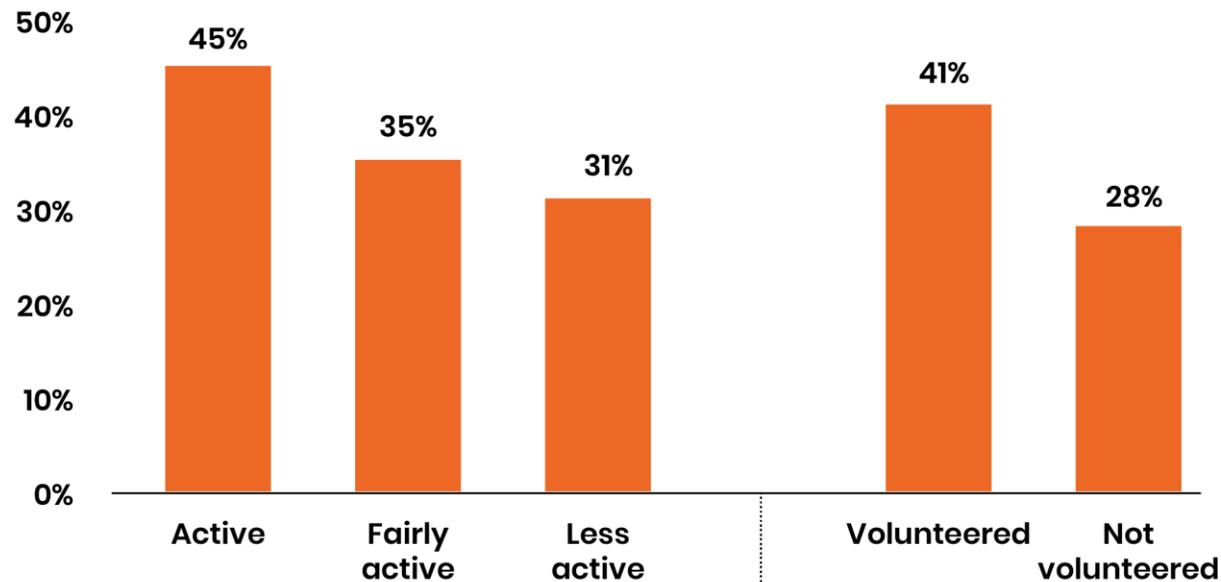


There's a positive association between levels of sport and physical activity and levels of individual development

The proportion strongly agreeing to the statement 'if I find something difficult I keep trying until I can do it' is higher for those who are active than those who are fairly active, which in turn is higher than for those who are less active.

There's also a positive association between individual development and volunteering to support sport and physical activity.

If I find something difficult, I keep trying until I can do it: Years 3-11 (ages 7-16)
(proportion who strongly agree)



Years 3-11 (ages 7-16)

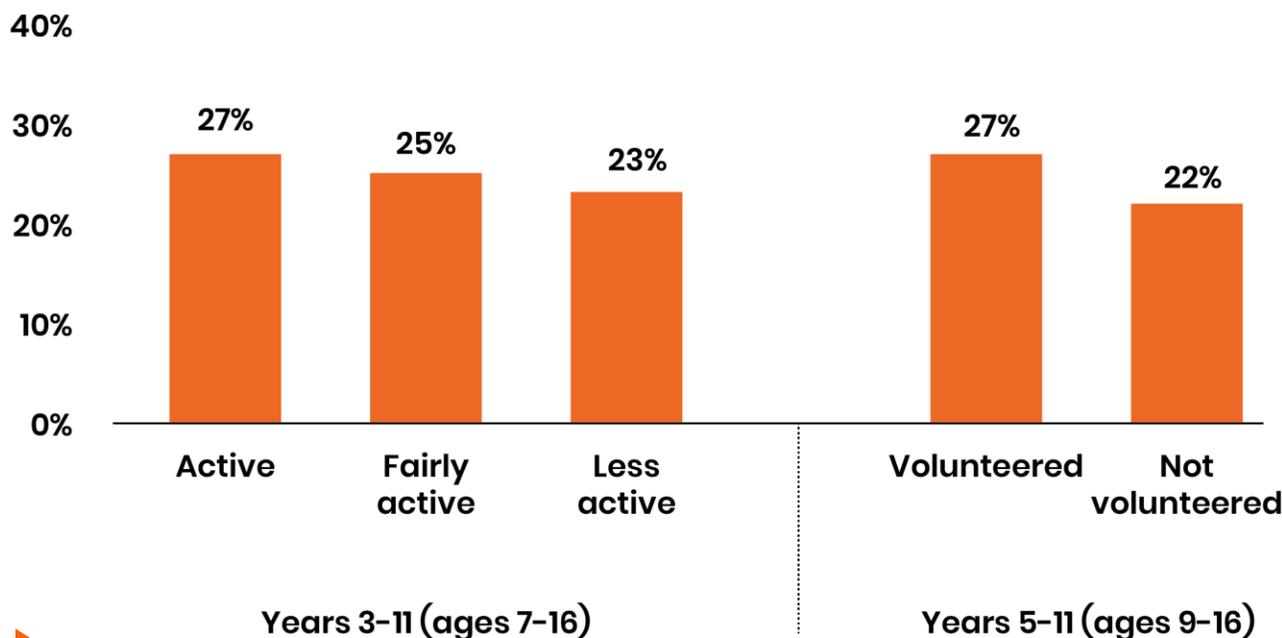
Years 5-11 (ages 9-16)

There's a positive association between levels of sport and physical activity and levels of community development

Active children and young people are more likely to strongly agree that they can trust people of a similar age to themselves than fairly active children and young people, who in turn are more likely to strongly agree than those who are less active.

There's a clear positive association between community development and volunteering to support sport and physical activity.

How much do you feel you can trust people of a similar age to you? Years 3-11 (ages 7-16) (proportion who say 'a lot')



Positive attitudes

Definition

The International Physical Literacy Association’s definition of physical literacy has four elements: motivation, confidence, competence and knowledge and understanding. The organisation says these help an individual “value and take responsibility for engagement in physical activities for life”.

Source: The International Physical Literacy Association

We used this definition to develop statements covering each of the five attitudes that we added to the survey.

When talking about individual attitude statements, we report where a child strongly agrees¹ with a statement as evidence of positive feelings towards it. For example, when a child strongly agrees that they enjoy taking part in sport, we describe that child as enjoying sport and physical activity. These statements were developed by an expert advisory group commissioned by the Department for Digital, Culture, Media and Sport and Sport England.



¹By looking specifically at those who “strongly agree”, we both mitigate the tendency of children and young people to “agree” to socially desirable statements, and focus on how the firmest attitudes relate to activity and health and social outcomes.



Summary of key findings

1 **Physical literacy changes with age**

As children and young people grow older, they report lower levels of enjoyment, confidence, competence and understanding.

2 **There are important inequalities that must be tackled**

Girls and those from less affluent families are less likely to enjoy being active.

3 **More physically literate children and young people are more likely to be active**

Physical literacy has four elements – motivation (measured through enjoyment), confidence, competence and knowledge and understanding. The more elements present, the more active a child or young person is likely to be.

4 **More physically literate children and young people are happier, more resilient and more trusting of other children and young people**

The more elements of physical literacy present, the higher the levels of reported happiness, resilience and social trust.



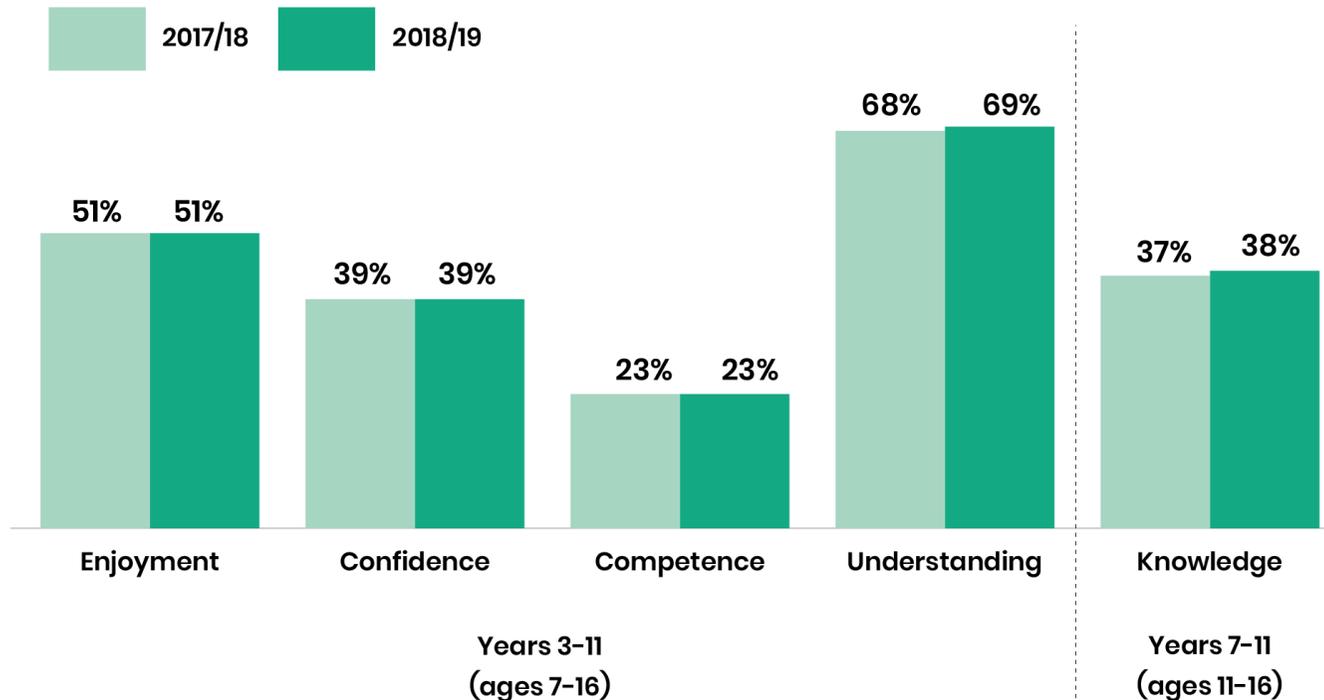
Positive attitudes

Half of children and young people enjoy sport and physical activity

The majority of children and young people feel they understand why exercise and sport is good for them, but just 51% strongly agree that they enjoy taking part, meaning 49% are not likely to receive the full benefits of doing so. Levels of feeling confident when taking part or finding sport easy (competence) are lower.

There have been no changes compared to 12 months ago across any of the attitudes.

Attitudes towards sport and physical activity (proportion who strongly agree)



Years 1-2 (ages 5-7) children

- The majority love being active (63%) and love playing sport (59%).
- 82% find sport easy.

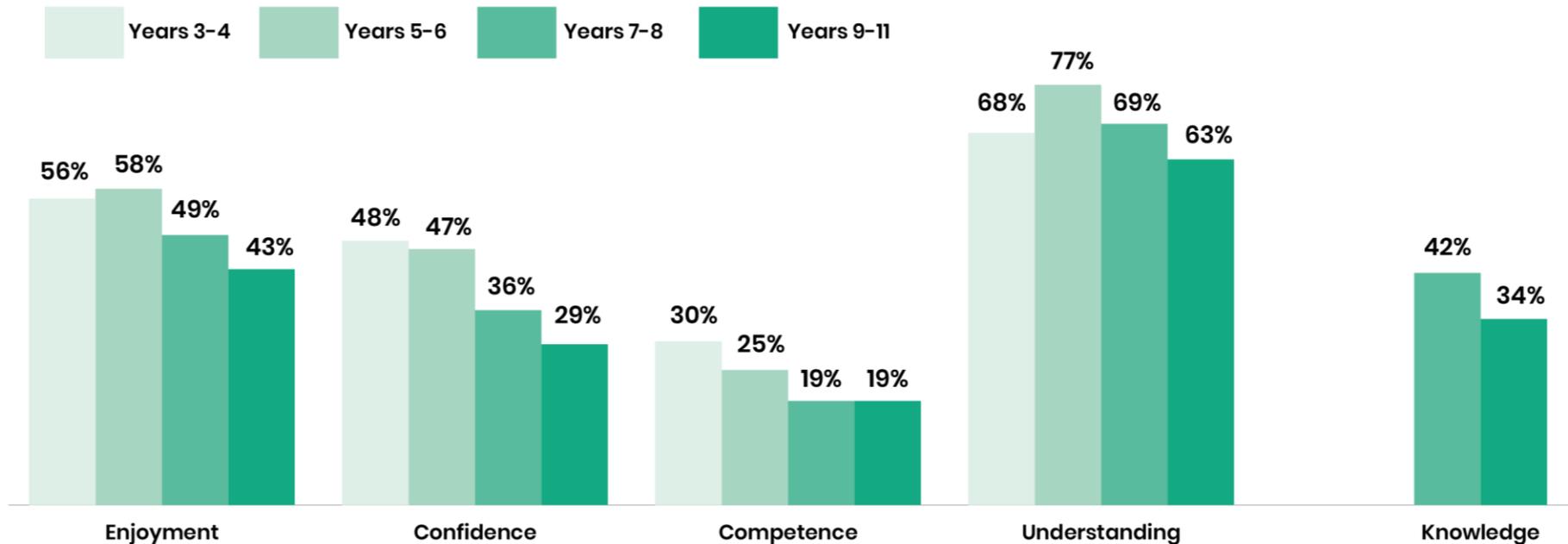
Positive attitudes

Physical literacy changes with age

Younger children are more likely to report a positive attitude than older children:

- Understanding peaks at Years 5-6 (ages 9-11)
- Competence doesn't drop any further between Years 7-8 (ages 11-13) and Years 9-11 (ages 13-16).

The presence of positive attitudes (proportion who strongly agree)



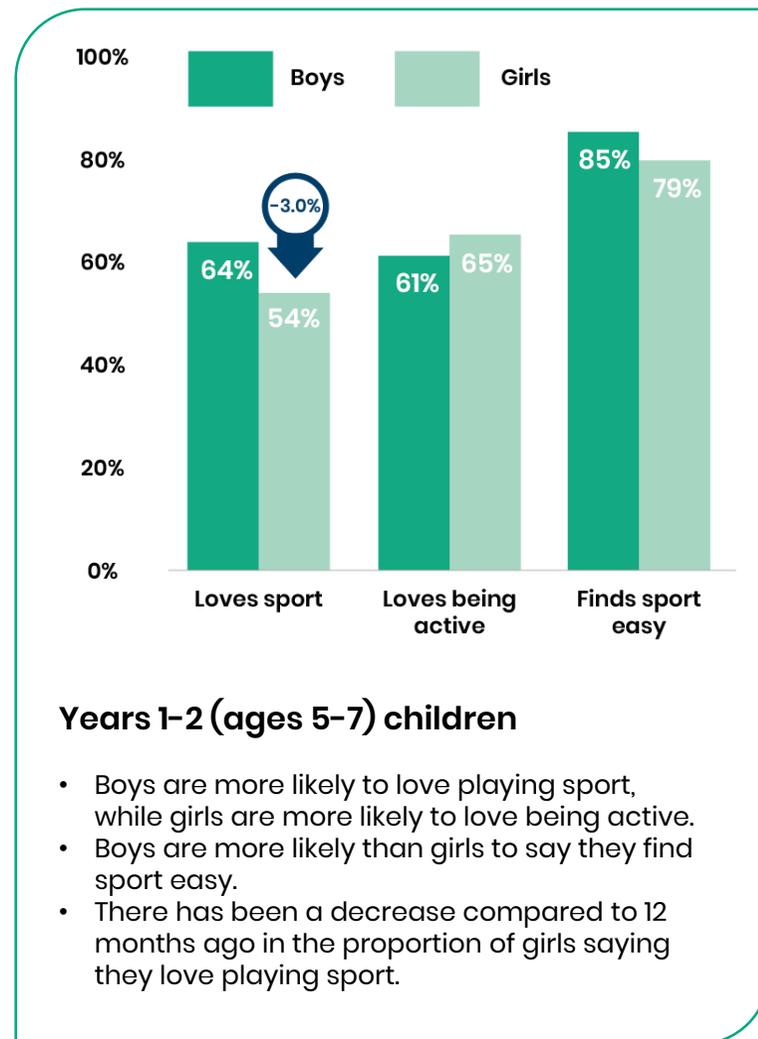
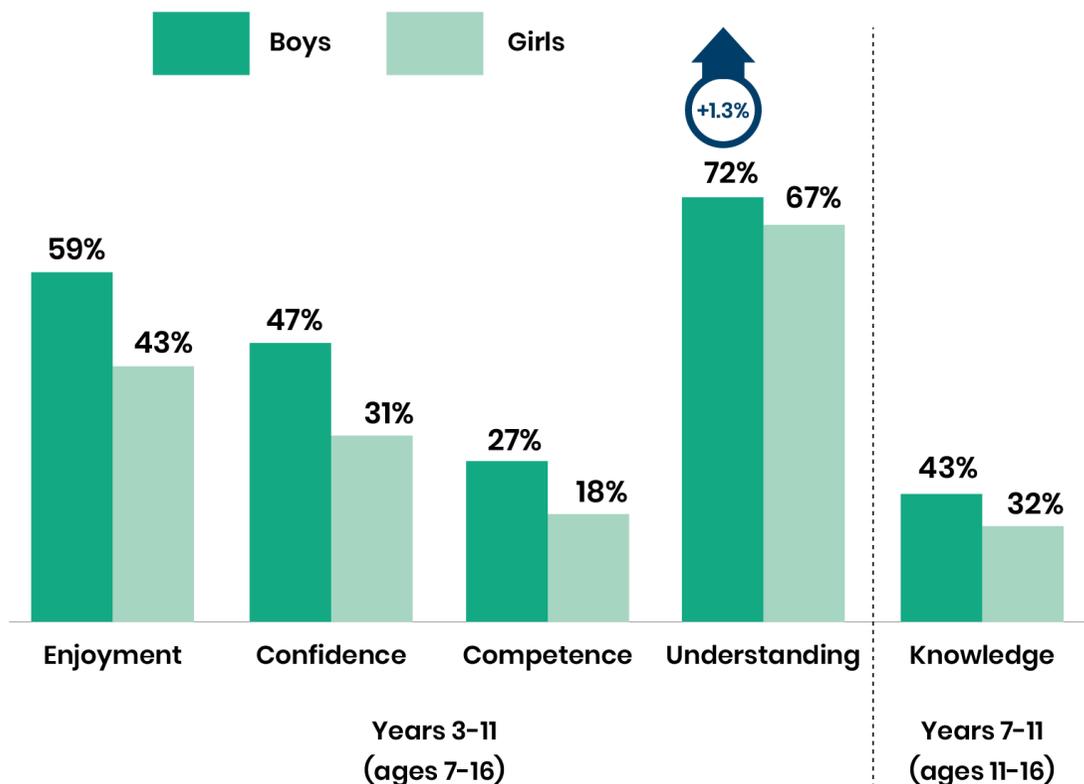
Positive attitudes

Arrows show change in the percentage on 12 months ago. No arrows indicate no change



Girls are less likely to enjoy being active than boys

Boys are more likely to report a positive attitude than girls across all statements. This gap is widest for finding sport and physical activity enjoyable and feeling confident when taking part.



Years 1-2 (ages 5-7) children

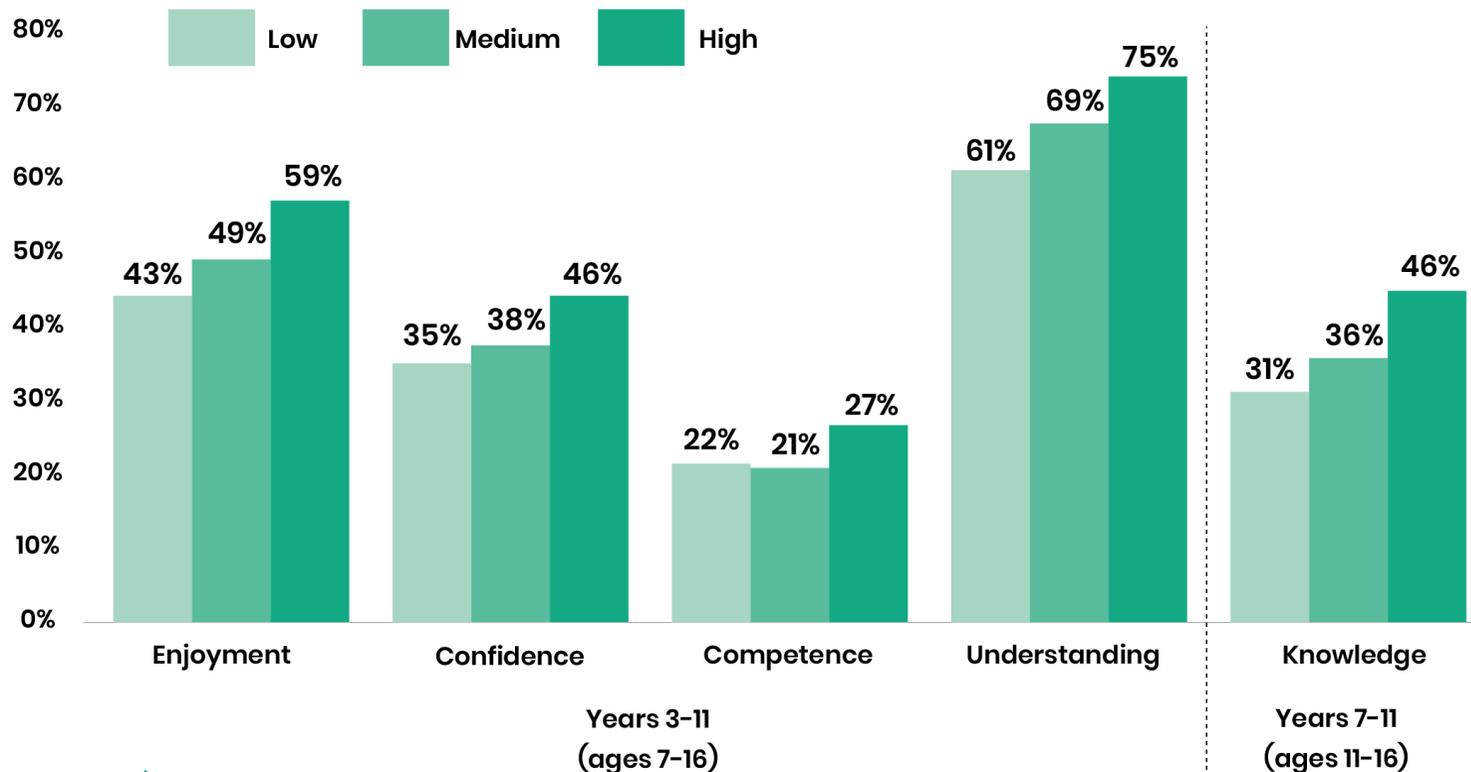
- Boys are more likely to love playing sport, while girls are more likely to love being active.
- Boys are more likely than girls to say they find sport easy.
- There has been a decrease compared to 12 months ago in the proportion of girls saying they love playing sport.

Positive attitudes

Those from the least affluent families are less likely to enjoy being active

Those from the least affluent families are less likely to report positive attitudes to sport and exercise. The gap between least affluent and most affluent is greatest for enjoyment (16%) and the narrowest for competence (5%).

The presence of positive attitudes: Years 3-11 (ages 7-16)
(proportion who strongly agree)

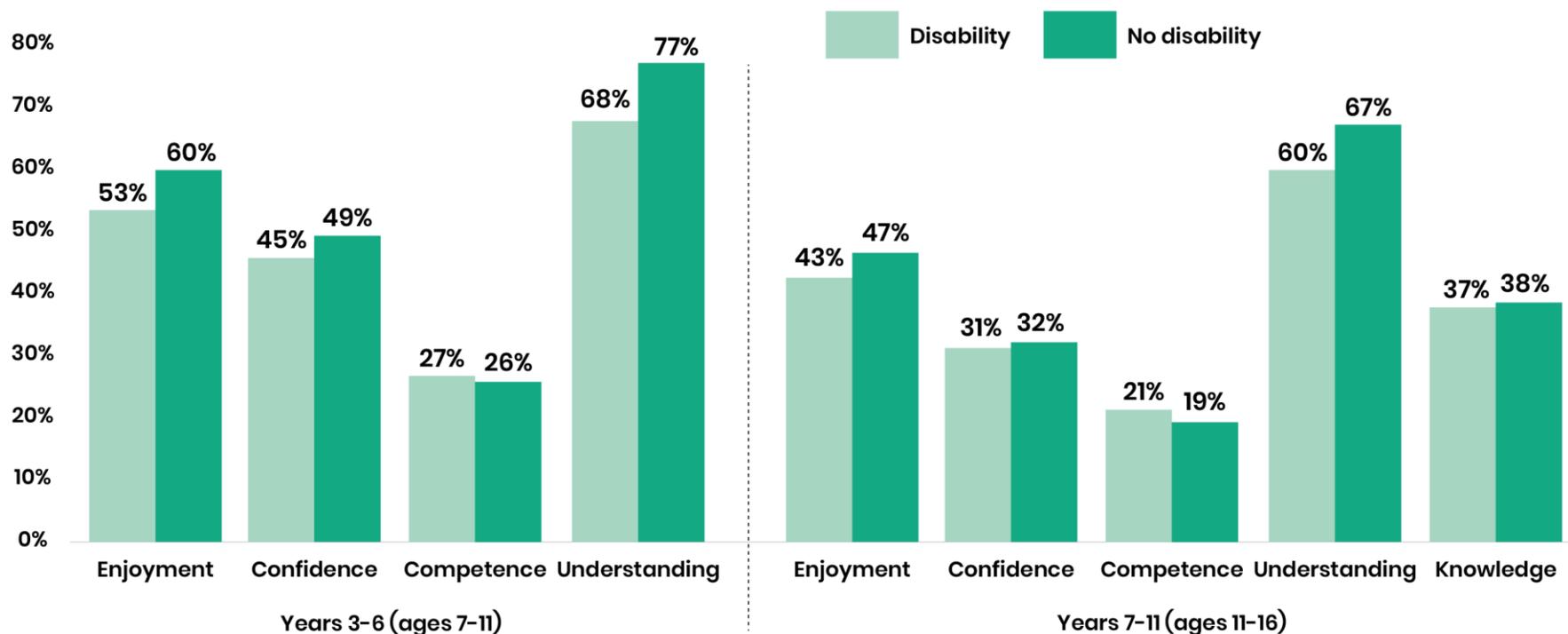


Positive attitudes

Understanding of why taking part is good for them is lower for children and young people with a disability or long term health condition

Children and young people with a disability or long term health condition are less likely to report they enjoy taking part, they feel confident when taking part and they understand why taking part is good for them, than those without a disability or long term health condition. There's no difference for finding sport easy (competence) and knowing how to get involved or improve.

The presence of positive attitudes
(proportion who strongly agree)



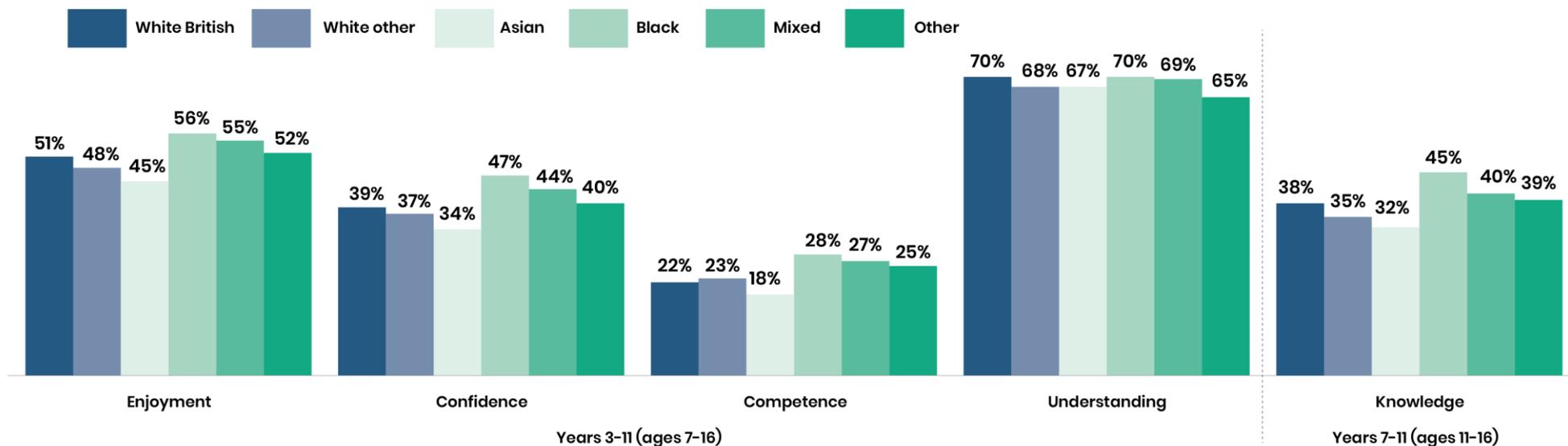
Positive attitudes

Physical literacy differs across ethnic groups

Black children and young people are more likely to report they enjoy taking part, they feel confident when taking part and they know how to get involved or improve, than those from other ethnic groups.

In contrast, Asian children and young people are less likely to report they find sport easy (competence) than those from other ethnic groups.

The presence of positive attitudes: Years 3-11 (ages 7-16) (proportion who strongly agree)



Positive attitudes

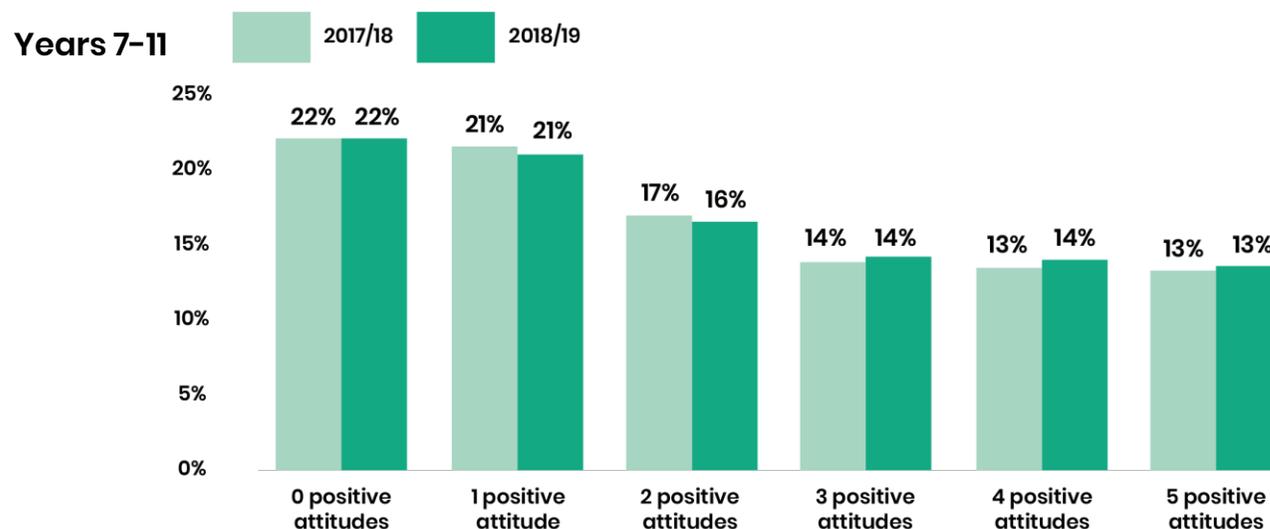
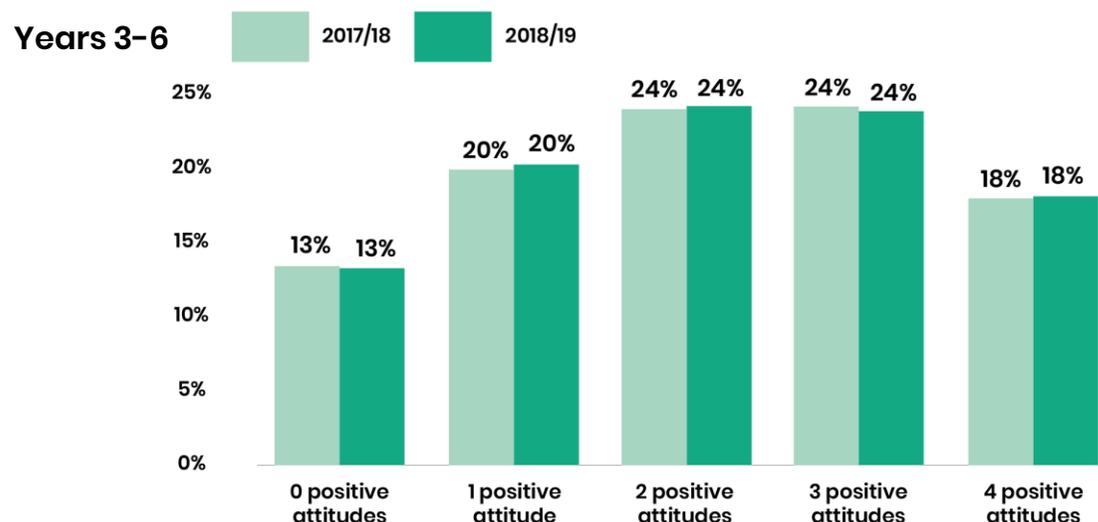


The presence of positive attitudes
(proportion who strongly agree)

The number of positive attitudes

The number of positive attitudes present is positively associated with activity levels, happiness, resilience and social trust for children and young people (see [summary](#)).

- Children in Years 3-6 (ages 7-11) are most likely to report two or three positive attitudes
- Young people in Years 7-11 (ages 11-16) are most likely to report zero or one positive attitude.



Positive attitudes and activity levels

Physically literate children and young people are more likely to be active

There's a strong positive association between activity levels and the number of positive attitudes children and young people report.

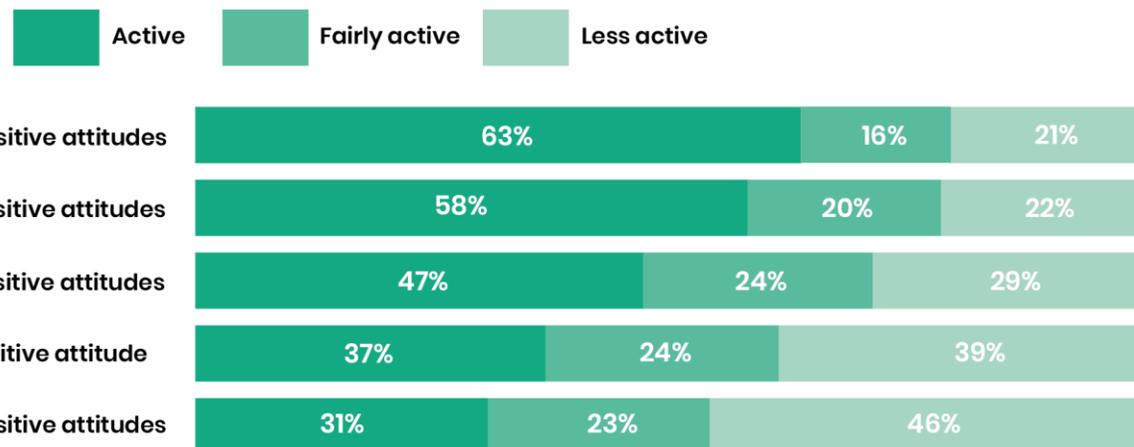
- 63% of Years 3-6 children (ages 7-11) are active when they report four positive attitudes, compared to just 31% when they report no positive attitudes
- 68% of Years 7-11 young people (ages 11-16) are active when they report five positive attitudes, compared to just 31% when they report no positive attitudes.



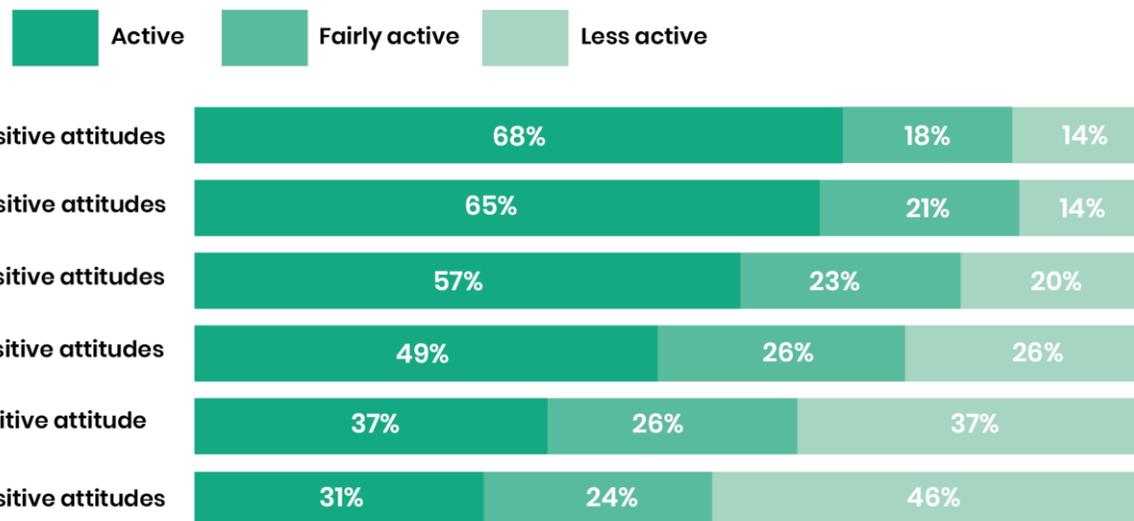
Activity levels across the week



Years 3-6



Years 7-11



Positive attitudes and happiness



Physically literate children and young people are happier

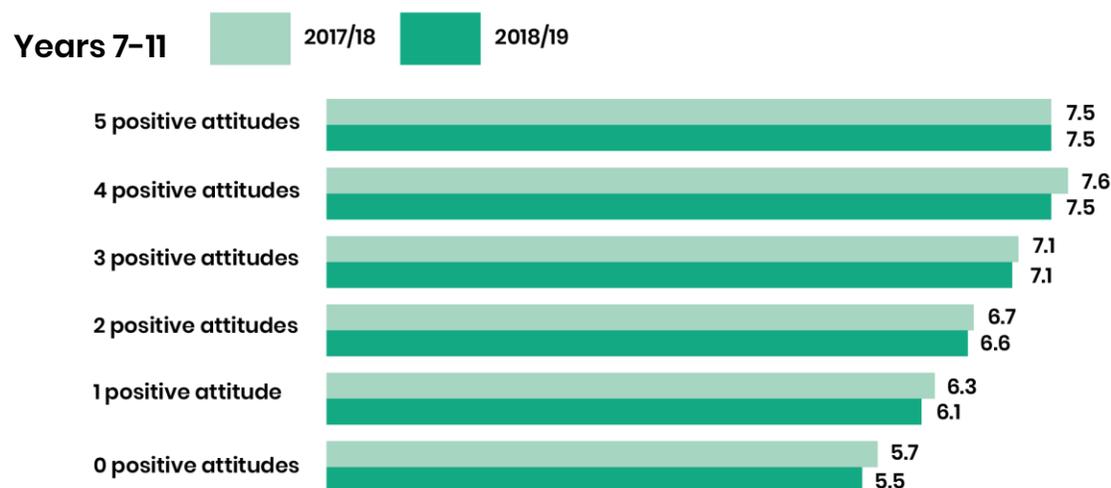
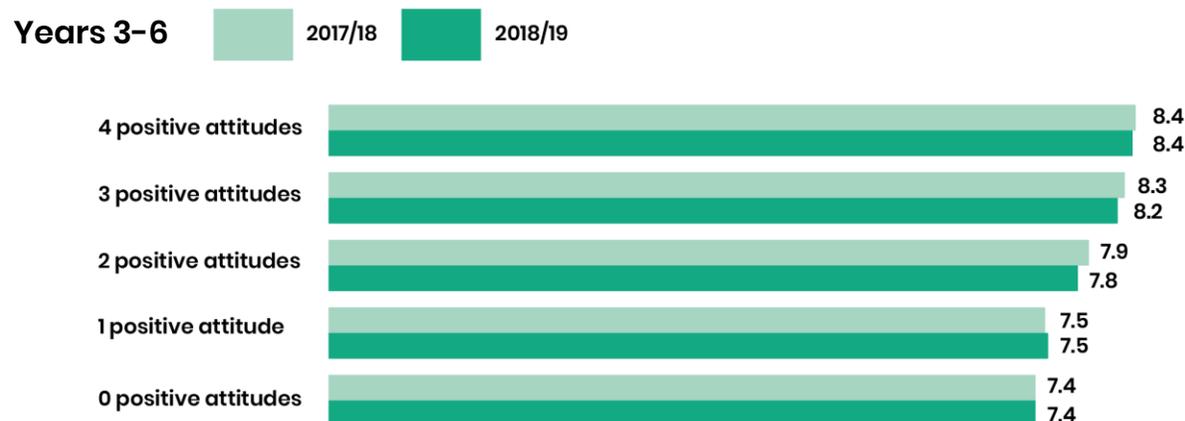
Those who report more positive attitudes have higher average happiness scores.

Amongst children in Years 3-6 (ages 7-11), those who report four positive attitudes have an average happiness score of 8.4 out of 10, compared to 7.4 for those who report no positive attitudes

Amongst young people in Years 7-11 (ages 11-16), those who report five positive attitudes have an average happiness score of 7.5 out of 10, compared to 5.5 for those who report no positive attitudes

How happy did you feel yesterday?

(mean score out of 10, where 10 is very happy and 0 is not happy at all)



Positive attitudes and resilience

Physically literate children and young people are more resilient

Of children in Years 3-6 (ages 7-11) who report four positive attitudes, 76% report high levels of resilience. This falls to 20% for those who report no positive attitudes.

- There's been a small drop (-2.8%) in the percentage of those with three positive attitudes who report high levels of resilience compared to 12 months ago.

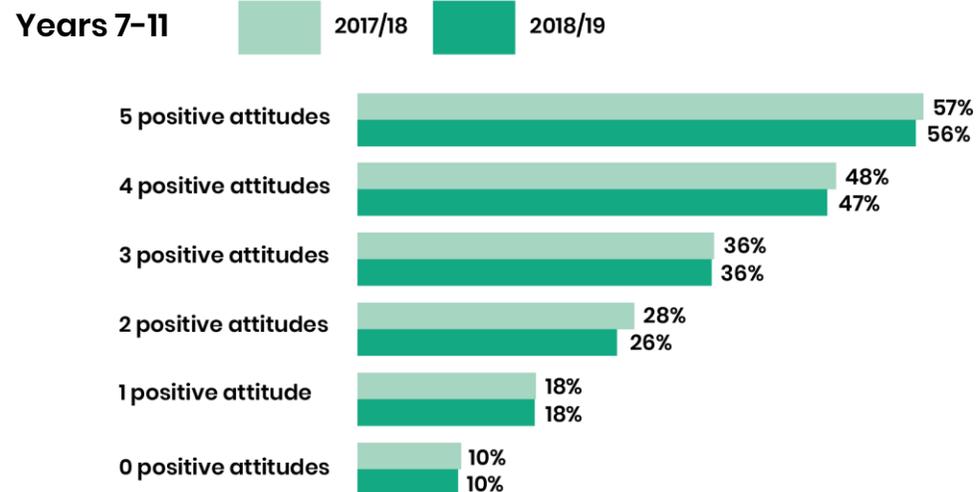
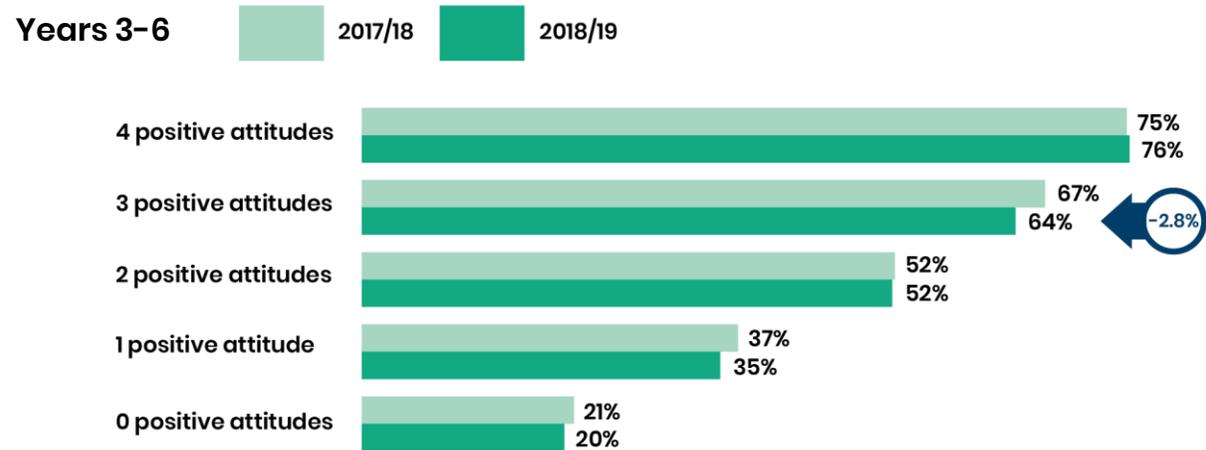
Of young people in Years 7-11 (ages 11-16) who report five positive attitudes, 56% report high levels of resilience. This falls to 10% for those who report no positive attitudes.



Arrows show change in the percentage on 12 months ago. No arrows indicate no change



If I find something difficult, I keep trying until I can do it (proportion who strongly agreed)



Positive attitudes and social trust

Physically literate children and young people are more trusting of each other

Of children in Years 3-6 (ages 7-11) who have a positive attitude to all five statements, 42% have high levels of social trust. This falls to 27% for those who report no positive attitudes.

There's a clearer positive association between the number of positive attitudes reported and high levels of social trust for young people in Years 7-11 (ages 11-16). Of those who report five positive attitudes, 33% have high levels of social trust compared to 15% of those who report no positive attitudes.

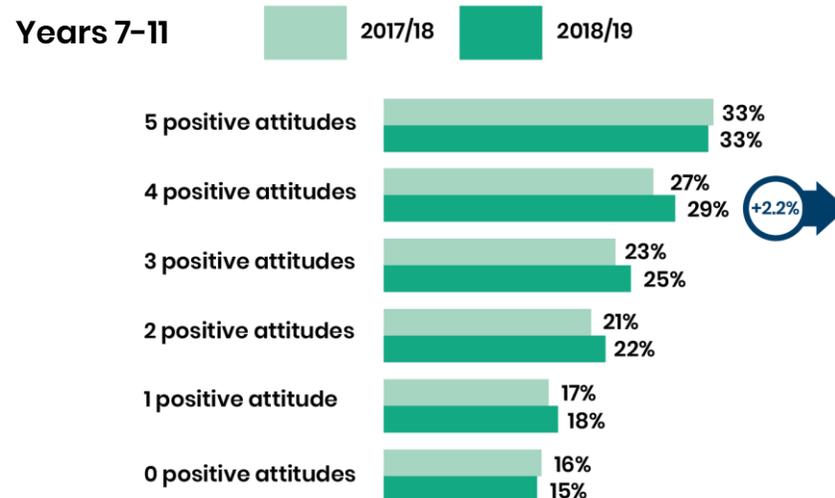
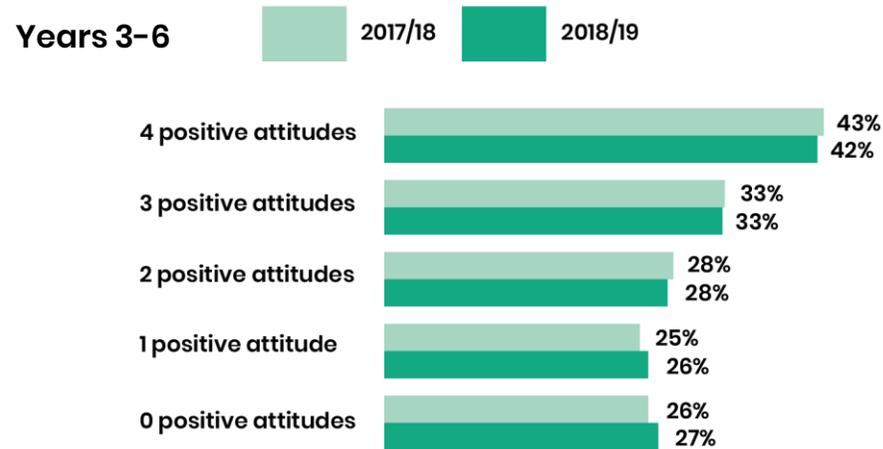
- There's been an increase of 2.2% in the percentage of those with four positive attitudes who report high levels of social trust compared to 12 months ago.



Arrows show change in the percentage on 12 months ago. No arrows indicate no change



How much do you feel you can trust people of a similar age to you? (proportion who said 'a lot')



Local level data

Data for local areas (regions, Active Partnerships, local authorities) are available for the following measures:

- **Levels of activity**
- **Volunteering at least twice in the last 12 months.**

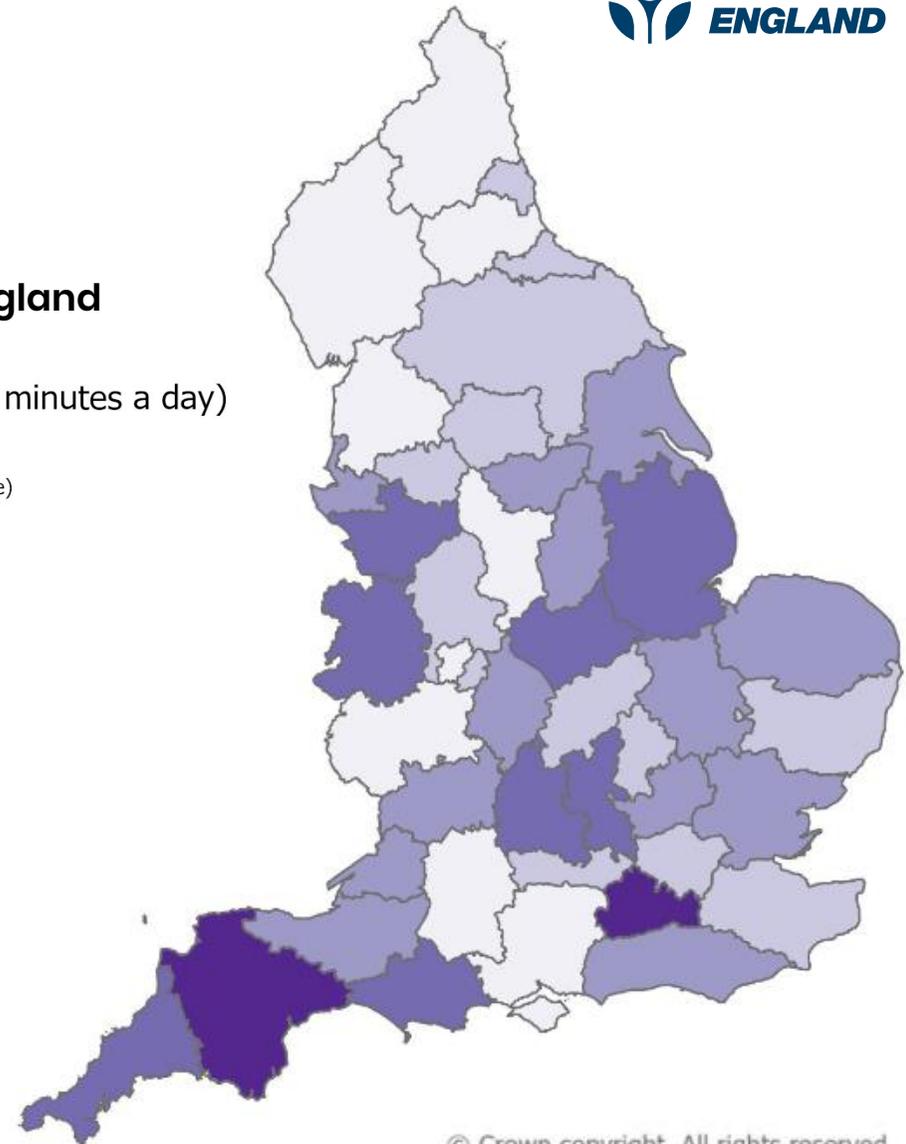
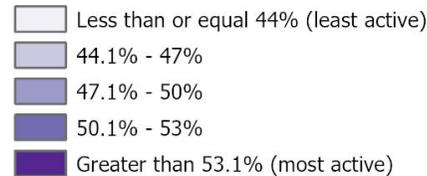
[Link to data tables](#)



The picture across England

Active (an average of 60+ minutes a day)

Rate



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Sport England 100033111 2019

Definitions

In September 2019, the Chief Medical Officer updated the guidelines on physical activity. Instead of the measure of children and young people doing 60-plus minutes of moderate activity every day, this has now changed to 60-plus minutes a day across the week. This effectively means they need to do 420 moderate minutes or more a week to meet the guidelines, which you can read [here](#).

We've updated our measure to reflect this new guidance – in 2017/18 we reported four categories of activity. The top two ('active every day' and 'active across the week but not every day') have been merged to create the new 'active' category.

[Link to more information on measures and demographics](#)



Moderate activity is defined as activity where you raise your heart rate and feel a little out of breath (in 2018-19 this was updated to ask whether the activity made them breathe faster than sitting down reading).

At school refers to activity done while at school, during normal school hours. It includes activities in PE lessons and break times, but excludes activities at before and after school clubs, even if these take place at school.

Outside School refers to activity done outside of school hours. It includes anything done before getting to school and after leaving school (including travel to/from), as well as activity done at the weekend, on holiday days and at before and after school clubs, even if these took place at school.

Positive attitudes

This refers to strongly agreeing to the statements on enjoyment, confidence, competence, understanding and knowledge. If a child or young person strongly agrees, they're reported as having a positive attitude towards that element.

Volunteering roles are defined as:

- Been a 'sports leader' or 'sports ambassador'
- Helped with setting up or clearing away (Years 5-6 only)
- Helped with refreshments: food or drink (Years 5-6 only)
- Coached or instructed an individual or team(s) in a sport, dance or fitness activity: other than solely for family members (Years 7-11 only)
- Refereed or umpired at a sports match, competition or event (Years 7-11 only)
- Acted as a steward or marshal at a sports or dance activity or event (Years 7-11 only)
- Given any other help (Years 5-6 only)
- Provided any other help for a sport, dance or fitness activity, e.g. helping with refreshments, setting up sports kit or equipment, scoring matches, first aid (Years 7-11 only).

Associations

Where associations between wellbeing, individual and community development and engagement in sport and physical activity are referenced, this doesn't tell us about causality. We don't know the direction of the association or whether we're seeing a direct or indirect link.

Demographic groups for children

Standard demographic questions are not always applicable for children of all ages, therefore simpler questions were often used.

[Link to more information on measures and demographics](#) 

Age

The survey is undertaken in schools, therefore we've used school year as the main age variable. This is split into three groups:

- Infant, Years 1-2 (ages 5-7)
- Junior, Years 3-6 (ages 7-11)
- Secondary, Years 7-11 (ages 11-16).

Gender

Children and young people were given the option to select 'boy', 'girl', 'other' or 'prefer not to say'. Responses to 'other' are included in the data tables but not presented in this report due to low sample sizes. As a result, the volunteering profile of responses by gender does not sum to 100%.

Family affluence scale

The Family Affluence Scale gives an indication of the social status of children and young people's families. The scale is derived from a series of questions about their home and family such as car ownership, computers, and foreign holidays. Care should be taken when looking across year groups as the age of the child is likely to impact on certain elements of the scale (e.g. families with older children may be more likely to own digital devices and travel abroad).

Disability

Limiting disability is defined as an individual reporting they have a physical or mental health condition or illness that has lasted or is expected to last 12 months or more, and that this has a substantial effect on their ability to do normal daily activities. Here, we just ask about disability without the reference to it being limiting or long term.

A slightly adapted version of the standard Office for National Statistics (ONS) harmonised disability question (to make the language appropriate to children) is asked to parents of Years 1-2 and pupils in Years 7-11. However, comparisons shouldn't be made as parents and pupils are likely to respond differently. A simpler question, 'do you need additional help', is asked of Years 3-6 pupils. This gets higher levels of agreement.

Ethnicity

Children and young people in Years 3-11 were asked a simplified question about ethnicity, while parents of Years 1-2 children were asked the full ONS standard question. For the purposes of analysis, Chinese has been grouped with 'Other' from the parent responses.

The Active Lives Children and Young People Survey is an online survey. Carried out by Ipsos MORI, it involves online questionnaires being completed in school during lesson time. Parents of Years 1-2 children are asked to complete a separate online questionnaire providing behavioural data for these children – the children themselves answer basic questions about their attitudes only.

More information on the survey can be found [here](#).

The achieved sample

Attitudinal responses: 130,190 in 2017-18 and 132,835 in 2018-19 (pupils Years 1-11).
Behavioural responses: 109,503 in 2017-18 and 113,728 in 2018-19 (parents of pupils Years 1-2 and pupils Years 3-11).

Data have been weighted to Department for Education (DfE) pupil population estimates from 'Get Information about Schools' (2016/17 and 2017/18) for geography and key demographics.

Population totals are estimated values and have been calculated using 2017/18 and 2018/19 DfE pupil population estimates. Confidence intervals also apply to these. More detail can be found [here](#).

Population profile

Throughout the volunteering section, to show the representativeness of volunteers, the demographic profile of volunteers has been compared to the population profile. Given the limited availability of demographic population data by school year, the weighted profile of the survey has been used to generate these proportions as the survey is weighted to be nationally representative.

Confidence intervals can be found in the linked tables. These indicate that if repeated samples were taken and confidence intervals computed for each sample, 95% of the intervals would contain the true value. Only significant differences are reported within the commentary. Where results are reported as being the same for two groups, any differences fall within the margin of error.

Significance tests can be found in the linked tables. The tests indicate that if repeated samples were taken, 95% of the time we would get similar findings, i.e. we can be confident that the differences seen in our sampled respondents are reflective of the population. When sample sizes are smaller, confidence intervals are larger, meaning differences between estimates need to be greater to be considered statistically significant.

[Link to more information on measures and demographics](#) 

Sport spectating

While not covered in this report, data tables showing the number of people attending live sports events form part of this release.

[Link to data tables](#)



How we measure change

Figures reported are based on the responses of 130,000 children and young people, which we then scale up to provide an England-wide picture. That means there will naturally be small fluctuations when we compare the figures we have now with 12 months ago.

In accordance with Government Statistical Service good practice guidance, we highlight changes within the report where we're confident that they're genuine differences. If the data is showing only small differences which are within the margin of error, they're noted as "no change".

Data considerations

During the first half of the 2018/19 year, intensity data was not collected for walking and cycling for travel. To rectify this issue, intensity data was imputed. The imputation approach was based on information from 2017/18 when intensity had been collected. The resulting figures showed similar levels of activity as in the equivalent term in 2017/18.

[Link to more information on measures and demographics](#)

