

Dallaglio
RugbyWorks

Curriculum Overview



Contents

Introduction to our work	3
Four cornerstones of delivery	5
Delivery methodology	6
Theory of change	7
<hr/>	
Approach to working with young people	8
Ethical conduct and practice	9
Young person centred	10
Asset based approach	11
Trauma informed	12
Safeguarding	13
<hr/>	
Interventions	14
Term time	15
Evening	16
Holiday	17
One-to-one	18

Young people excluded from school have a pipeline from PRU (Pupil Referral Unit) to prison. Dallaglio RugbyWorks exists to change that journey from PRU to employability.

All our interventions are designed to contribute to increasing the likelihood of a young person being in sustained education, employment or training (EET) post-18 and/or reducing the likelihood of violence and offending in young people through building skills that lead to behaviour change and delivering positive activities.

Outcomes leading to EET post-18:

- Increased work readiness through meaningful encounters with employers and workshops (raising aspirations), transformed mindset about future prospects (mental wellbeing) and increase in self-belief (life skills).
- Increased ability to build positive relationships through developing trusted adult relationships (mental wellbeing), developed teamwork and communication (life skills), improved confidence (physical wellbeing) and reduced anxiety and stress in new situations (raising aspirations).
- Increased understanding of personal strengths through setting and achieving goals (life skills) and trying new things (physical wellbeing).



Outcomes leading to reduced violence and offending:

- Reduced opportunity for conflict through avoiding hotspot times/locations with evening work.
- Reduced motivation for and acceptability of violence through modified goal values and expectations (raising aspirations and reduced stress and frustration (physical wellbeing)).
- Increasing the choice to avoid violence through improved information processing and decision making (life skills), better emotional self-regulation (mental wellbeing) and reduced stress and frustration (physical wellbeing).

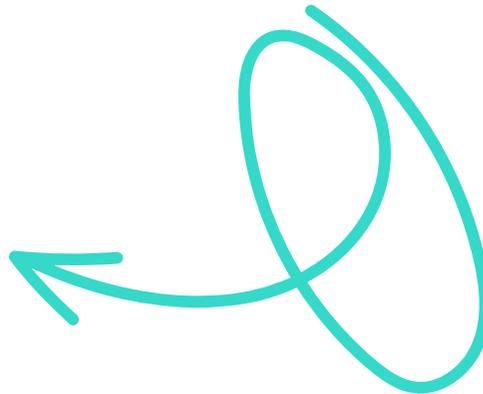
This curriculum provides an overview of how we work with young people and what each of our interventions cover. Our curriculum provides a framework for coaches to work with young people and adapt their delivery to meet the needs of different groups but to ultimately reach the same outcomes.

Every input we have is designed to align with at least one of our four corner stones:

- 1 Developing life skills (Communication, Teamwork, Problem Solving, Self-Belief, Self-Management)
- 2 Raising aspirations
- 3 Improve physical wellbeing
- 4 Focus on mental wellbeing

This includes to:

- Increase self-belief and confidence
- Improve motivation
- Develop self-management/ regulation skills
- Improve communication
- Develop team working and collaboration skills
- Develop problem solving skills
- Identify personal strengths
- Increase physical activity levels
- Strengthening 'play' skills
- Support positive mental wellbeing



Four Cornerstones of Delivery

1 Developing Life Skills

Our young people appear to struggle in a traditional classroom setting and tend to emerge from school with substantially lower levels of education attainment. We help them to develop key life skills that will stay with them for the rest of their lives. The framework of skills is based on research carried out by Youth Employment UK 2017 highlighting five key life skills employers identified as the most important:

1. Communication
2. Teamwork
3. Problem Solving
4. Self-Belief
5. Self-Management
6. Digital Skills

Young people involved with our interventions tend to have their best experience with us outside the classroom and learning these skills through rugby based active learning. Once learnt and developed these skills can be transferred into the world of work and employment, enabling our young people to live positive productive lives.

2 Improving Physical Wellbeing

Our young people are less active than the average young person and are more likely to develop long-term health issues as a result. It is essential that we offer those we support the opportunity to increase their physical activity levels and develop life-long healthy habits that will improve and maintain their physical health. We also build links with, and create potential pathways into community sport.



3 Raising Aspirations

Our young people are not exposed to enough high-quality career guidance that promotes social mobility. Without this, they can often be left with little knowledge or guidance on how to make the next step following school.

We want to raise their aspirations and provide as many opportunities for growth to our young people as possible. The raising aspirations cornerstone is based around Gatsby good career guidance.



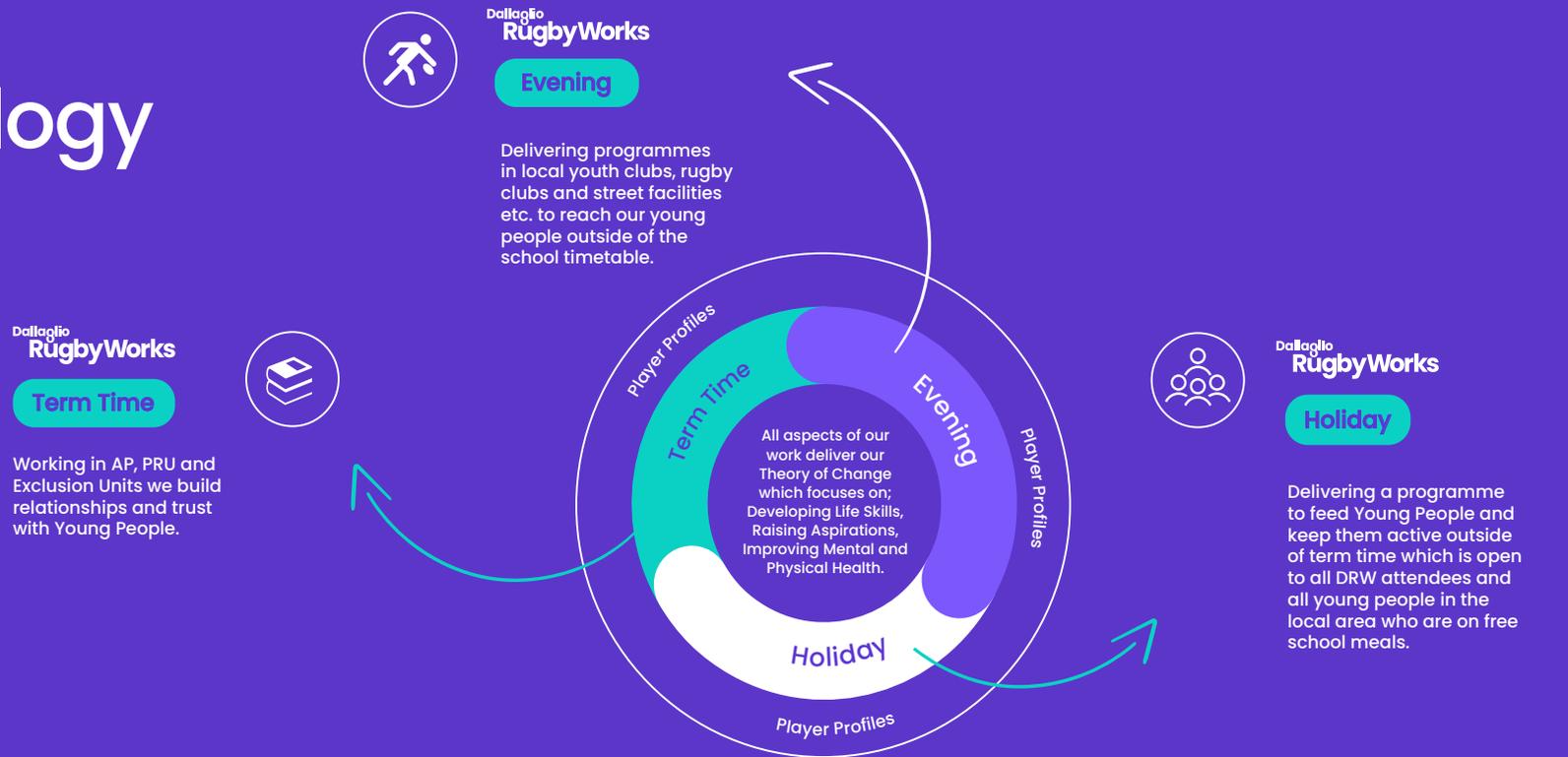
4 Focus on Mental Wellbeing

Our young people experience risk factors that mean they are more likely to suffer from poor mental health.

We want to ensure that the young people we support are equipped to deal with the challenges of the modern world. We help our young people to develop resilience, personal responsibility and an understanding of their own subjective wellbeing.



Delivery Methodology



Dallaglio RugbyWorks

Mentoring

Young people have a designated coach who checks in on them regularly and supports them throughout



Dallaglio RugbyWorks

Player Profiles

Giving young people the chance to experience the workplace through Career Taster Days, learning about the variety of opportunities across different industries. Running workshops that get young people thinking about and prepared for the future.



Dallaglio RugbyWorks

Employability

Our App helps our Young People to set their own goals, manage their own progress, access employment options and stay in touch with us.

Theory of change

APPROACH >	ASSUMPTION >	ASSETS >	VEHICLE OF CHANGE >	INTERMEDIATE OUTCOMES >
Our cornerstones of delivery	We do this because	Strengths of our young people	Activities we use to facilitate change	What it means for our young people
Developing life skills 	Our young people appear to struggle in a traditional classroom setting and tend to emerge from school with substantially lower levels of educational attainment. – Ref 1,2,3	However, our young people engage enthusiastically when they have authentic, trusted credible adult relationships.	<ul style="list-style-type: none"> • Rugby Based Learning - Constraints led approach focused on developing key life skills • Theory Based Learning/ Online Content Sessions designed around the completion of Sports Leaders Award 	<ul style="list-style-type: none"> • Development of key skills: Communication, Teamwork, Problem Solving, Self-Belief, Self-Management • Accredited Level 1-3 Award • RugbyWorks Virtual Games Club Award
Raising aspirations 	Our young people are not exposed to enough high-quality career guidance that promotes social mobility. – Ref 4	However, our young people have a wide varied untapped skillset and are keen to learn and explore new activities.	<ul style="list-style-type: none"> • In Person/Virtual - Career Taster Days • In Person/Virtual - Work Experience • In Person/Virtual - Employability Sessions • Social Media Campaigns 	<ul style="list-style-type: none"> • Increased work readiness • Meaningful encounters with employers and employees • Experience of workplaces
Improving physical wellbeing 	Our young people are much less active than the average young person and are more likely to develop long term health issues as a result. – Ref 5,6,7	However, our young people love to play games.	<ul style="list-style-type: none"> • Weekly Rugby Sessions • Rugby Tournaments • Referrals to Community Sports Clubs • School Holiday Activity Programmes • Virtual Physical Sessions/Challenges 	<ul style="list-style-type: none"> • Positive impact on physical health • Pathways into community sport
Focus on mental wellbeing 	Our young people experience risk factors that mean they are more likely to suffer from poor mental wellbeing. – Ref 8,9	However, our young people are determined to overcome any barriers to success.	<ul style="list-style-type: none"> • In Person/Virtual - Group /1-1/ Mentor Sessions with trusted credible RugbyWorks Mentors • In Person/Virtual - Workshop Based Learning - Workshops designed to promote positive health and wellbeing. 	<ul style="list-style-type: none"> • Increased resilience • Improved subjective wellbeing
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.			

REFERENCES

1. Joseph Rowntree Foundation - Poorer children's educational attainment: how important are attitudes and behaviour?
 2. Education in England - Annual Report 2019 - Key drivers of the disadvantage gap
 3. Timpson Review of School Exclusion - May 2019
 4. Gatsby good career guidance report 2014

5. Sport 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. 'Off the scales: Tackling England's childhood obesity crisis'
 8. DfE guidance - Mental Health and Behaviour 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

End Goal Outcomes for young people

Once our young people have completed their journey with us they are more likely to be in sustained Education, Employment and Training throughout their life.

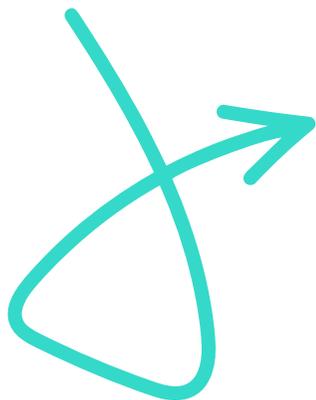
Our young people are also equipped with the skills, experience and attitudes to live a positive productive life.

A photograph of three people in athletic wear standing on a grassy field. In the foreground, a Black man with a beard and short hair is looking to the right, wearing a dark blue and black jacket with 'AKUMA' on the shoulder. Behind him, a white man is also looking right, wearing a similar jacket. In the background, a woman with long brown hair is smiling and looking towards the camera, wearing a blue and black jacket. The background is a blurred green field with trees.

Approach to working with young people

Ethical conduct and practice

Dallaglio RugbyWorks staff work within the parameters of the Youth Work code of ethics, currently held by the Institute for Youth Work:



- 1 We have a duty of care to young people. In the youth work relationship the best interests of young people have priority.
- 2 We do not seek to advance ourselves, our organisation, or others – personally, politically, or professionally – at the expense of young people.
- 3 Our relationship with young people remains within professional boundaries at all times, to protect the young person and the purpose of the work.
- 4 We work in a fair and inclusive way, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice.
- 5 We seek to enhance young people's personal and social development by:
 - Enabling them to make informed decisions and pursue their choices
 - Supporting their participation and active involvement in society
 - Helping them to become independent and move on when the time is right
- 6 We promote the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury. This includes implementing safeguarding policies and procedures.
- 7 When we receive or collect personal information about young people, we make them aware of with whom and for what purpose that information will be shared. We do not disclose confidential information unless this is necessary to prevent harm or is legally required.
- 8 In our engagement with young people, and in our resulting relationship, we strive to be honest and non-judgemental.
- 9 We respect the contribution of others concerned with the welfare and well-being of young people and will work in partnership to secure the best outcomes for young people.
- 10 We encourage ethical reflection and debate with colleagues, managers, employers and young people.
- 11 We make sure we have the knowledge and skills necessary to work effectively with young people. We work in a reflective way to develop our abilities.
- 12 We maintain consciousness of our own values, beliefs, and interests, are aware when these conflict with those of others, and approach difference respectfully.

Young person centered

Young people are at the heart of everything we do at Dallaglio RugbyWorks; our approach is designed to give young people the best possible chance of gaining the skills, experience and attitudes to live a positive, productive life.

Young people and our belief in their potential and power is embedded in our purpose as an organisation. We acknowledge it in both our decision making, and how we share power with them. This belief is portrayed in how we work with them during delivery, how our organisation is run operationally, and how we encourage young people to make their voices and opinions heard.

Examples of what this looks like in practice:

- Support is holistic and tailored to the needs of each young person, we recognise young people as a partner in their learning process
- Digital solutions that enable young people to track their own development and progress by owning their own data
- Promoting youth engagement across the organisation, from programme delivery and digital transformation, to marketing and how we talk about our work



13A

19

DALLAGLIO RUGBY WOR

09

DALLAGLIO RUGBY WORKS



Asset based approach

We value the strengths of our young people and look to identify what these are and then build on them to address any problems or barriers they may face. At an individual level this empowers young people to achieve their own goals and to develop their strengths in a positive way.

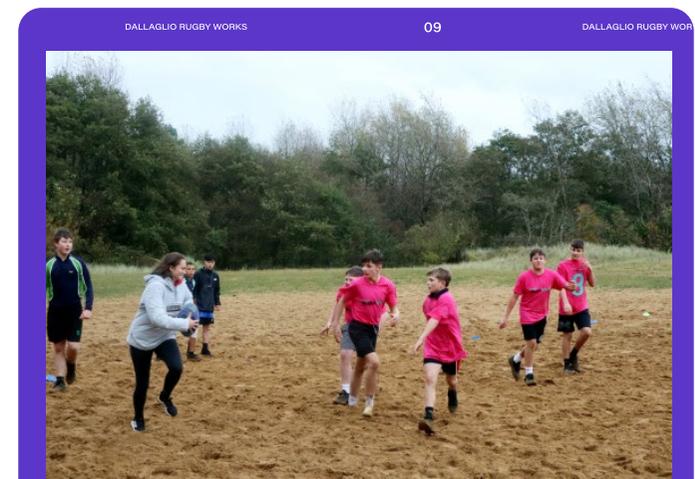
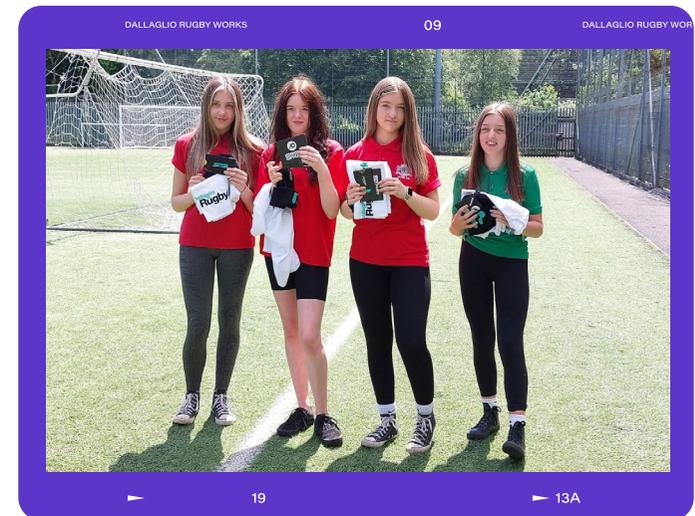
We support young people to find their own solutions to situations or problems they are currently facing without defining them with a label. We recognise that young people are experts in their own wellbeing and development and have developed a digital tool - Player Profiles - that enables them to set their own goals, monitor these and engage with new opportunities that talk to their strengths.

We believe that young people have:

- Assets that can be harnessed and developed
- Talents that can provide solutions
- Experiences we can draw on
- Resources we can tap into
- Energy to spark change and create progress
- Potential to lead society
- The ability to be authors of their own destiny

To embed this asset-based approach in delivery of RugbyWorks interventions we have developed the following practices across the organisation:

- Language use
Positive, affirmative, anti-oppressive
- Goal Setting
Set by the young people not by staff
- Assessment, monitoring and evaluation
Grounded in participants assessment of own strengths, goals and development
- Decision-Making
In consultation with young people as the key stakeholder in delivery of RugbyWorks interventions
- Staff development
Valuing the assets our staff have



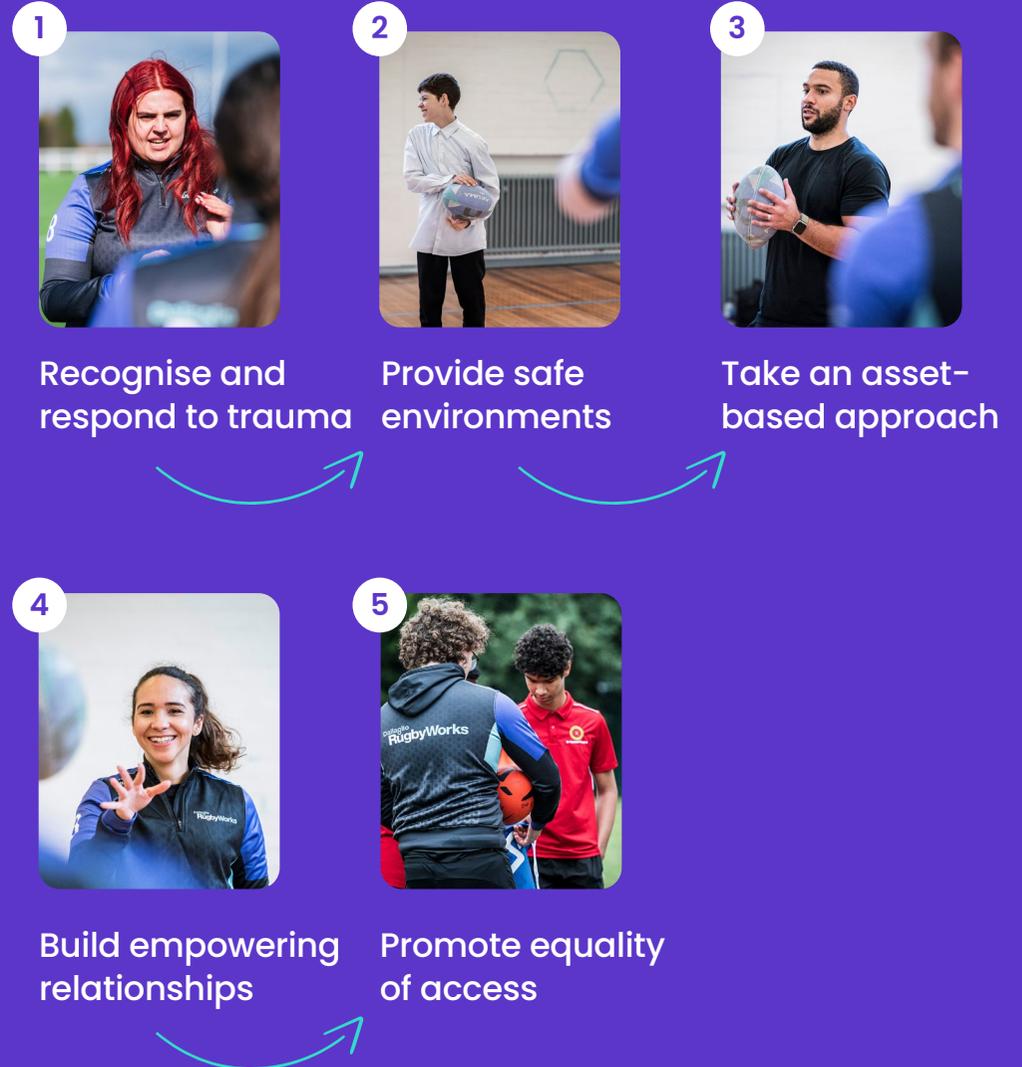
Trauma informed

We know that experiencing trauma in childhood is linked to worse outcomes in later life. We recognise that young people may have specific needs as a result of this trauma. To ensure we support these young people, our delivery is informed by the following five principles

We provide staff training that gives them an understanding of:

- How to adapt their interactions with young people through trauma-informed practice
- How trauma impacts on behaviors and life choices
- Trauma, attachment, behaviour and triggers
- Developmental trauma, toxic stress and adverse childhood experiences
- Simple practical tools to support children, young people and adults to develop resilience
- Principles and practices of trauma-informed approaches
- Neuroscience research in relation to trauma
- The impact of vicarious trauma

These principles are applied across our organisation:



Safeguarding

We believe that all children and young people have the right to enjoy a high quality education and community engagement experience, including sport and physical activity, without any form of harassment or abuse.

All those involved with Dallaglio RugbyWorks have a moral and legal responsibility to protect all children and young people, regardless of age, disability, gender, racial origin and sexual orientation or identity from abuse. All RugbyWorks staff are aware, through induction training, of all forms of abuse, good practice and also what to do if abuse is suspected to ensure that the welfare of children and young people in their care is safeguarded.

All RugbyWorks staff have Level 1 safeguarding training at a minimum and each regional hub has a Level 3 designated safeguarding lead. RugbyWorks use the MyConcern safeguarding software.

Please visit our website for our latest safeguarding policies and procedures at dallaglorugbyworks.com/governance



Interventions

A young woman with long braids, wearing a bright pink t-shirt and a black skirt, is shown in profile from the waist up. She is holding a blue and green ball with both hands, looking towards it. The ball has some text on it, including 'MA' and 'yworks'. In the background, another young woman in a white shirt and black skirt is visible, looking towards the first woman. The setting appears to be an outdoor field with a building and trees in the distance under a clear sky.

Term-Time

What is it?

An intensive, academic year long intervention that covers all four cornerstones for maximum impact to secure sustained education, employment or training post-16.

Session length: 1h30m-2h

Session frequency: weekly during term time (up to 36 weeks in the academic year)

Available to: usually year groups 9-11. Young people are identified by the provision

Where: on site at the provision or off site at an appropriate venue if the provision does not have the facilities

Focus: we work on building trusted relationships with young people over time. Sessions always involve sport that aims to develop life skills and most weeks have a workshop element. Some sessions may involve trips offsite or delivery partners and volunteers coming onsite.

Inputs

Across the year, every young person enrolled has the opportunity to attend:

- One sports activity (usually Rugby based) every week (this might be the whole session or might be combined with one of the workshops below).
- Six employability workshops (usually one per half term).
- Six digital skills workshops (usually one per half term).
- Three wellbeing workshops (usually one per term).
- Minimum of 9 AQA accredited training inputs. Level 1, 2 or 3 Sports Leaders Qualification available as an additional training input for committed groups. Minimum additional commitment level 1 = 20 hours, level 2 = 30 hours, level 3 = 45 hours.
- Opportunity to attend four career taster days (CTDs), usually meeting directly at the employers place of work and undertaking activities whilst getting to know the work place.
- Access to player profiles a digital skills app that helps young people relate their lived experience to skills employers need.
- Access to one hour of mentoring every 3 weeks (this might be a solid hour or 10 mins a week depending on the need) with a named coach.
- Access to an after school/evening youth activity session.
- Young people have the opportunity to request sessions they want or topics to discuss.



Evening

What is it?

Our evening intervention focuses on providing safe and fun spaces to young people between 3pm and 7pm, which enables them to avoid crime hotspots. We mainly explore our developing life skills and physical well-being cornerstones but are able to explore all four cornerstones with certain groups.

Session length: 1h–2h

Session frequency: weekly year round. We will always aim to deliver in a location for a minimum of 8 weeks

Available to: young people on our term time programme and friends they choose to invite

Where: sports clubs, community centres, youth clubs, leisure centres, schools

Focus: sessions are about fun and spaces where young people feel safe. Sessions are mainly based on sport and coaches are guided by young peoples needs.

Inputs

Across a year, young people have access to attend:

- One sports activity (usually Rugby based) every week.
- One workshop per half term from our selection of workshops (topics range from wellbeing, employability, digital skills or something else) that is chosen by the young people.
- Access to a minimum of one AQA unit every 6 weeks.
- Access to one to one mentoring conversations with coaches as and when they need it.
- Access to player profiles a digital skills app that helps young people relate their lived experience to skills employers need.
- Young people have the opportunity to request sessions they want or topics to discuss.



Holiday

What is it?

Our holiday offer provides young people with a safe, fun and productive environment during the school holidays that have the opportunity to explore all four cornerstones (depending on the length of the intervention).

Session length: 10am–2pm

Session frequency: ideally at least 4 days across the holiday period. At least 3 days a week during the holiday period.

Available to: open access or invite to sign-up

Where: sports clubs, community centres, youth clubs, leisure centres, schools

Focus: sessions are more intensive due to being longer, so we spend 50% of time doing sport and 50% of time doing other activities relating to our cornerstones. Coaches build a bespoke programme depending on the young peoples needs and funding obligations (where relevant). In longer holidays provisions we will run trips and work with partner organisations to provide activities for our camps, such as street doctors.

Inputs

In a day, every young person has the opportunity to attend:

- Two hours of sports activity (usually Rugby based).
- One workshop from our selection of workshops (topics range from wellbeing, employability, digital skills or something else) that is chosen by the young people.
- One AQA accredited training input.
- One workshop per week chosen from our selection of workshops (topics range from wellbeing, employability, digital skills or healthy lifestyles) to suit the groups needs.
- Access to one to one mentoring conversations with coaches as and when they need it.
- Access to player profiles a digital skills app that helps young people relate their lived experience to skills employers need.
- Young people have the opportunity to request sessions they want or topics to discuss.
- Level 1, 2 or 3 Sports Leaders Qualification available as an additional training input for committed groups. Minimum contact time recommended level 1 = 20 hours, level 2 = 30 hours.



One-to-one

What is it?

An intervention working with young people who are not attending school and/or require a bespoke offer. We aim to make a commitment to work with any young person one-to-one for a minimum of 3 months.

Session length: minimum 1 hr

Session frequency: weekly

Available to: by referral/agreement

Where: various

Focus: building a strong foundation is key to the success of this intervention, this starts with positive sports focused session or other activities as led by the young person. Coach develop a bespoke support plan that develops their strengths.

Inputs

Young people have the opportunity to access to:

- One sports activity (usually Rugby based) every week.
- Complete a sports leaders qualification.
- Complete one AQA unit on a topic of their choice per month.
- Access to player profiles a digital skills app that helps young people relate their lived experience to skills employers need.
- Access to one hour of mentoring every week with a named coach.
- Young people have the opportunity to request sessions they want or topics to discuss.



Dallaglio RugbyWorks HQ
House of Sport Level 4
190 Great Dover Street
London SE1 4YB

Get in touch:
T +44 (0)20 3848 4695
E: info@dallaglorugbyworks.com



Dallaglio
RugbyWorks