



department for  
**culture, media  
and sport**

# Child participation in culture and sport

## Analysis of the 2008/09 Taking Part Survey

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Our aim is to improve the quality of life for all through cultural and sporting activities, support the pursuit of excellence, and champion the tourism, creative and leisure industries.

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# Executive summary

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The Taking Part survey is commissioned by the Department for Culture, Media and Sport (DCMS) in partnership with four non-departmental public bodies (Arts Council England, English Heritage, Sport England, and the Museums, Libraries and Archives Council). The survey covers both adults (16+) and children (5-15) in England and collects a wide range of data about engagement and non-engagement in culture, leisure and sport.

This report gives a detailed overview of child engagement in culture and sport. It uses 2008/09 Taking Part data, and covers children aged 5-15 years.

## Key findings

### Engagement in culture and sport varies by gender

- ◀ With the exception of historic sites and museums, girls have higher cultural participation rates than boys.
- ◀ Girls are more likely than boys to take part in arts, crafts and design, music, theatre, drama and dance; the most notable of these being dance.
- ◀ Among 11-15 year olds, the top cultural activities, for both boys and girls, include reading, writing, arts, crafts and design and visits to the library.
- ◀ Boys have generally higher overall sports participation rates.
- ◀ A significantly higher proportion of boys aged 5-10 participate in their 'top' sport (football) than the corresponding equivalent top sport for girls (swimming).
- ◀ Football is the top sport for boys aged 11-15 while the top sport for girls this age is netball.

### Engagement also varies by ethnicity

- ◀ Participation rates for reading and writing activities are similar for both Black and minority ethnic (BME) and white children.
- ◀ BME children aged 5-10 years are more likely than white children to visit a library or to be involved in music, reading and writing. White children have higher participation rates for all other cultural activities.
- ◀ Among children aged 11-15 years, those from a BME background are more likely to be involved in arts, crafts and design, computer activities and visits to a library than white children.
- ◀ Football is the one of the top two activities for both white and BME children.
- ◀ Among 5-10 year olds, white children are more likely than BME children to participate in swimming and outdoor and adventure activities.
- ◀ Among 11-15 year olds, white children are more likely to participate in outdoor and adventure, and athletics and gymnastics. Meanwhile, participation in team sports such as football, basketball and netball tends to be higher among BME children.

## **The influence of adult and household characteristics on child engagement is strong**

- ◀ The higher the qualification of the Household Reference Person (HRP), the greater the likelihood that children participate in sport and cultural activities, particularly younger children.
- ◀ 5-10 year olds are more likely to take part in film, museums and drama activities if they are from a household where the HRP is in full-time employment than if s/he is not working.
- ◀ Meanwhile, children aged 5-10 years are more likely to take part in sport if they are from a household where the HRP works full or part-time than if they are not working.
- ◀ Children aged 11-15 are more likely to take part in cultural activities if their household has access to a car.
- ◀ Film, heritage, media activities, museums, music and drama have the highest levels of engagement for 5-10 year olds from households with access to a car.
- ◀ Child participation rates only vary slightly between households with two or more adults and those from lone parent households.
- ◀ 5-10 year olds living in mortgaged properties are more likely to take part in film activities, have visited heritage sites or be involved in theatre/ drama than those, for example, living in housing association or local authority accommodation.
- ◀ 11-15 year olds from mortgaged properties are more likely to take part in film and heritage activities than those living in local authority, council or new town properties.

## **Age influences who children do culture and sport activities with**

- ◀ Young children are more likely to take part in activities with a parent or guardian while older children tend to participate with friends.
- ◀ Not surprisingly, certain activities (e.g. reading) are more likely to be done alone by older children.

## **The sort of activities 11-15 year olds do in and out of school vary by gender**

- ◀ For girls, the most popular out of school activity is computing<sup>1</sup>, followed by reading and going to the cinema. The most popular in school activities are arts, crafts and design, sport and reading.
- ◀ The most popular out of school activities for boys are sport, computing and going to the cinema while the most popular in school activities are theatre, dance and arts, crafts and design.

## **Non-participation in culture and sport also varies by age and gender**

- ◀ Among boys, one in four of those aged 5-10 and one in three of those aged 11-15 did not take part in cultural activities outside of school.

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<sup>1</sup> This includes activities such as writing a blog or creating artworks or animation but does not include playing computer games or surfing the internet

- ◀ Meanwhile, among girls, non-participation in cultural activities was lower – one in six of those aged 5-10 and one in five of those aged 11-15 did not take part in cultural activities outside of school.
- ◀ The sports participation figures show a somewhat different pattern, with girls more likely than boys to not participate. For example, among 11-15 year olds, almost half of girls do not participate in sport outside of school compared with around one in four boys.

**The type of engagement children have with cultural activities depends on the type of activity**

- ◀ Active engagement (i.e. actively taking part in activities) was highest in reading and writing, drama (11-15 year olds only), dance and music. Passive engagement (i.e. watching or going to an event) was highest for film activities, which includes watching a film at the cinema.

# Introduction

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The Taking Part survey is commissioned by the Department for Culture, Media and Sport (DCMS) in partnership with four non-departmental public bodies (Arts Council England, English Heritage, Sport England, and the Museums, Libraries and Archives Council). The survey covers both adults (16+) and children (5-15) in England and collects a wide range of data about engagement and non-engagement in culture, leisure and sport.

Taking Part is the key evidence source for DCMS, providing reliable national estimates of participation and supporting the Department's aim of improving the quality of life for everyone by providing people with the chance to get involved in a variety of these opportunities.

Taking Part is a continuous face-to-face survey with adults aged 16 and over living in private households in England. It conducted on behalf of DCMS by TNS-BMRB. The survey has been run since mid-July 2005. A child interview was added to the survey in January 2006, interviewing a randomly selected child in those households containing at least one child aged 11-15. This is also a continuous face-to-face survey. In 2008/09, the child survey was broadened to include children aged 5-10. Interviews with children aged 11-15 are carried out directly, for those aged 5-10 an interview is conducted with the adult respondent.

Children are asked about their engagement and non-engagement in cultural activities during the 12 months prior to the interview and their participation in sports activities in the four weeks prior to the interview. The survey then asks more detailed questions about their activities in the last 7 days using a diary format giving detailed information on the types of activities, time spent on them, and who they undertook these with.

Children aged 11-15 are asked about the activities they did both in and out of school time. The questionnaire for children aged 5-10, only asks about their activities out of school time to reflect that the proxy respondent cannot accurately report on the activities of the child while they were at school.

Data presented in this report are weighted to ensure that the sample is representative. This weighting is based on the Office for National Statistics (ONS) 2008 mid-year population estimates.

Further information on Taking Part (including methodology and definitions) can be found in the appendices to this report.

## **The 2008/09 child survey**

This report uses 2008/09 Taking Part data. In 2008/09, 2,622 interviews were

conducted with children aged 5-15 years. A demographic profile of the 2,622 child respondents is provided below (Table I.1).

*Table I.1: Respondent details*

	Taking Part sample size	Estimated national equivalent	Taking Part sample size	Estimated national equivalent
	5-10 years		11-15 years	
Male	781	1,762,300	586	1,586,300
Female	695	1,683,800	560	1,507,900
White	1,226	2,882,200	974	2,589,000
Asian	114	262,900	76	227,300
Black	71	179,600	47	132,200
Chinese	*	*	*	*
Mixed	51	93,500	39	111,100
Other	*	*	*	*
Total BME	247	559,20	170	502,300
No illness	1,311	3,061,400	1001	2,714,000
No long-term limiting illness	79	182,200	66	177,700
Long-term limiting illness	86	202,500	77	199,300
Some illness (sub -total)	165	384,700	143	376,900
Total	1,476	3,446,000		
<b>Notes</b>				
* = number of respondents too small to report				

## Overview of analysis

The statistics presented in this report are descriptive. As far as it is possible, data have been analysed to show variations in participation by:

- ◀ Gender
- ◀ Age
- ◀ Ethnicity
- ◀ Long-term limiting illness
- ◀ Household characteristics (e.g. household type, income, employment status, socio economic classification and tenure)

Typical analyses also examine participation and engagement by duration, frequency, popularity and who the activity is done with.

## Analysis of household characteristics

It is generally held that child participation is, to an extent, linked to adult behaviour and it is usually assumed that it will be higher if a child comes from a household where another individual is a participant and/or where a guardian actively encourages participation.

Where possible, in this report, individual child records are linked to those of the Household Reference Person (HRP). In households where there is more than one

adult, the HRP is the person who has the highest income. So, while the HRP may not be the person who has the most contact (and possibly the greatest influence) on the child's participation, the analysis is interesting nonetheless.

Linking the child and HRP data show that:

- ◀ 82.6% (+/-1.7) of children live in households with access to a car.
- ◀ 20.8% (+/-1.8) of HRPs have a higher education qualification (degree or higher).
- ◀ 14.8% (+/-1.6) do not have academic qualifications.
- ◀ Almost half are in full-time employment (47.9% +/-2.2).
- ◀ 32.8% (+/-2.1) are in managerial or professional occupations and 6.9% (+/-1.1) have never worked, are long-term unemployed or 'not classified'.
- ◀ 23.1% (+/-1.9) have an income of £20,000 to £29,000, 14.8% (+/-1.6) of more than £50,000 and 9.9% (+/-1.4) have an income of less than £10,000.
- ◀ More than six in ten are Christian (62.0% +/-2.2) while 6.8% (+/-1.1) are Muslim; and 1.2% (+/-0.5) are atheist, agnostic or other.

## Report structure

The report outlines participation by children in two distinct age groups (5-10 and 11-15) and five sections covering the following topics:

1. Engagement and non-engagement in culture and sport.
2. Adult and household influences on child engagement and who children participate with.
3. Participation in and out of school.
4. Time spent participating.
5. Active and passive engagement.

The report was written, and is based on analysis by Helen Jones and Peter Millward (Knight, Kavanagh and Page) and Babatunde Buraimo (University Of Central Lancashire). It complements 2008/09 Taking Part child data previously released by DCMS.<sup>2</sup>

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<sup>2</sup> [http://www.culture.gov.uk/what\\_we\\_do/research\\_and\\_statistics/7184.aspx#3](http://www.culture.gov.uk/what_we_do/research_and_statistics/7184.aspx#3)

# Section 1: Child engagement and non-engagement

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## Key findings

### Engagement in culture and sport varies by gender

- ◀ With the exception of historic sites and museums, girls have higher cultural participation rates than boys.
- ◀ Girls are more likely than boys to take part in arts, crafts and design, music, theatre, drama and dance; the most notable of these being dance.
- ◀ The top cultural activities, for both boys and girls, include reading, writing, arts, crafts and design and visits to the library.
- ◀ Boys have generally higher overall sports participation rates.
- ◀ While more children aged 5-10, than those aged 11-15, swim, participation rates for swimming are similar for boys and girls.
- ◀ A significantly higher proportion of boys aged 5-10 participate in their 'top' sport (football) than the corresponding equivalent top sport for girls (swimming).
- ◀ Football is the top sport for boys aged 11-15 while the top sport for girls this age is netball.

### Engagement also varies by ethnicity

- ◀ Participation rates for reading and writing activities are similar for both Black and Minority Ethnic (BME) and white children.
- ◀ BME children aged 5-10 years are more likely than white children to visit a library or to be involved in music, reading and writing. White children have higher participation rates for all other cultural activities.
- ◀ Among children aged 11-15 years, those from a BME background are more likely to be involved in arts, crafts and design, computer activities and visits to a library than white children.
- ◀ Football is the one of the top two activities for both white and BME children.
- ◀ Among 5-10 year olds, white children are more likely than BME children to participate in swimming and outdoor and adventure activities.
- ◀ Among 11-15 year olds, white children are more likely to participate in outdoor and adventure, and athletics and gymnastics.
- ◀ Participation in team games such as football and basketball, tends to be higher among BME children.

## Introduction

This section covers children's participation in culture and sport. It examines visits to public libraries, attendance at museums and galleries, engagement in the arts, visits to historic buildings, environments and sites and participation in sport and active recreation.

## Cultural activities

### Age and gender

Engagement in cultural activities differs by gender and age. With the exception of historic sites and museums, girls have higher participation rates than boys across all cultural activities (Tables 1.1 and 1.2; Appendix 3).

Reading, writing, arts, crafts and visits to the library remain the top activities for boys and girls for both age groups. Higher levels of participation among 11-15 year olds is in part explained by the fact that data for 11-15 year olds covers both in and out of school activities, while data for 5-10 year olds only relates to activities undertaken out of school.

Across all the cultural activities, the most noticeable gender differences are in music, theatre and drama, and dance participation. The most striking example is dance activities where considerably more girls take part than boys (61.4% (+/- 4.2) compared to 25.9% (+/- 3.6) for 5-10 year olds and 72.7% (+/- 4.3) compared to 32.2% (+/- 4.4) for 11-15 year olds).

Among 5-10 year olds, girls are also more likely than boys to take part in music (60.9% compared with 50.1%) and theatre and drama (52.5% compared with 42.0%).

The same is true among 11-15 year olds: 78.7% of girls had taken part in music compared with 66.5% of boys. Meanwhile, 75.9% of girls had done theatre or drama in the last year, compared with 63.3% of boys.

### Ethnicity

Participation in cultural activities varies by ethnicity (Tables 1.5 and 1.6; Appendix 3).

Among 5-10 year olds:

- ◀ Black and minority ethnic (BME) children are more likely than white children to visit a library or to have done music, reading or writing.
- ◀ White children have higher participation rates for all other cultural activities.
- ◀ The difference between white and BME children is particularly stark for film activities. In 2008/09, 51.7% (+/- 3.2) of white and 35.4% (+/- 6.9) of BME children had participated in film activities.

Among 11-15 year olds:

- ◀ Children from a BME background are more likely to be involved in arts, crafts and design, computer activities and visits to a library than white children.

- ◀ Compared with 5-10 year olds, participation rates do not vary as much between ethnic groups. This is probably due to the inclusion of in-school participation among 11-15 year olds; the greatest difference is seen in visits to a heritage site with 69.0% (+/-3.4) of white children compared to 48.8% (+/- 8.7) for BME children.

### **Health and illness**

Patterns of engagement appear relatively similar whether respondents have an illness or not<sup>3</sup>. Participation rates for those with an illness are most often equal to or higher than those for children without an illness, as shown below (Tables 1.7 and 1.8; Appendix 3).

Among 5-10 year olds:

- ◀ Engagement rates for heritage, libraries and museums are higher for those with an illness than those without.
- ◀ Participation in arts, crafts and design (around 80%) and film activities (around 49%) are similar for both groups.
- ◀ Arts, crafts and design has the highest participation rate for those with an illness (80.2% +/- 7.1).

Among 11-15 year olds:

- ◀ Engagement rates for arts, crafts and design, computer activities, heritage sites, library visits and museums are higher for those with some illness than those with no illness.
- ◀ Arts, crafts and design has the highest participation rate for those with an illness (87.0% +/- 6.4).

### **Non-engagement in cultural activities**

- ◀ Boys are less likely than girls to take part in cultural activities.
- ◀ Among 5-10 year olds, boys are less likely than girls to take part in arts, crafts and design, dance, music, reading and writing and theatre or drama and to visit the library.
- ◀ Among 11-15 year olds, boys are less likely than girls to take part in dance, music, street arts, drama activities and to visit the library,
- ◀ There are no cultural activities which girls are less likely than boys to participate in.
- ◀ Children aged 5-10 from a BME background are less likely to participate in cultural activities such as film and dance, or to visit museums and historic sites.
- ◀ Conversely, white children, aged 5-10 years, are less likely to visit a library or do reading and writing (outside of school lessons).
- ◀ Children (aged 5-10) with an illness are less likely to take part in dance and music than their counterparts without an illness.

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<sup>3</sup> In total, the 2008/09 Taking Part sample includes 165 5-10 year olds, and 143 11-15 year olds who report a disability or limiting long-term illness. While this is equivalent to around 761,600 people nationwide, the sample sizes for the analysis of sub groups becomes quite limiting. Therefore, it has been necessary to group non-limiting and limiting illness responses. As a result, the analysis is not able to differentiate between those with more serious and limiting illnesses.

- ◀ Conversely, 5-10 year olds without an illness are less likely to visit heritage sites, museums and libraries.

Data for 11-15 year olds shows less variation, possibly because it includes school activities. The only notable exception being for visits to a heritage site where children without an illness are less likely to visit such a location.

## Sports activities

Taking Part also asks children about their participation in a range of specific sports. These sports have been grouped, for analytical purposes, under five broad headings, as shown below.

Athletics and gymnastics	Outdoor and adventure activities	Skating	Games	Swimming
<ul style="list-style-type: none"> <li>•Aerobics, keep fit</li> <li>•Athletics</li> <li>•Boxing or wrestling</li> <li>•Gym or gymnastics</li> <li>•Martial arts</li> <li>•Running</li> <li>•Weight training</li> </ul>	<ul style="list-style-type: none"> <li>•Angling or fishing</li> <li>•Climbing</li> <li>•Cycling</li> <li>•Horse riding</li> <li>•Orienteering</li> <li>•Rowing</li> <li>•Walking</li> <li>•Other sports</li> </ul>	<ul style="list-style-type: none"> <li>•Ice skating</li> <li>•Roller skating</li> </ul>	<ul style="list-style-type: none"> <li>•Badminton</li> <li>•Baseball</li> <li>•Basketball</li> <li>•Cricket</li> <li>•Darts</li> <li>•Dodgeball</li> <li>•Football</li> <li>•Golf</li> <li>•Hockey</li> <li>•Netball</li> <li>•Rounders</li> <li>•Rugby</li> <li>•Snooker</li> <li>•Table tennis</li> <li>•Tennis</li> <li>•Tenpin bowling</li> <li>•Volleyball</li> <li>•Other games</li> </ul>	

Data has also been ranked to help identify the most popular individual sports activities outside school lessons, for all young people and by gender, in the four weeks preceding the interview (see Tables 1.11 and 1.12; Appendix 3).

### Age and gender

While girls were more likely to participate in cultural activities, boys are generally more likely to participate in sport (Tables 1.9, 1.10, 1.11 and 1.12; Appendix 3).

Among 5-10 year olds:

- ◀ Boys (87.0% +/- 2.7) have higher overall sports participation rates than girls (82.4% +/- 3.3).
- ◀ Participation in games is also markedly higher for boys (72.7% +/- 3.6 compared with 42.1% +/- 4.3).
- ◀ Participation in swimming is similar for both boys and girls; around 1.5 million children aged 5-10 had been swimming in the past four weeks.
- ◀ The most popular sport for boys was football (59.9% +/- 4.0 had taken part ) and the most popular sport for girls was swimming (43.6% +/- 4.3).This equates to

about 1,171,200 boys playing football and about 734,300 girls playing netball in England in the past 4 weeks.

- ◀ Fewer girls than boys had engaged in sport in the past 4 weeks.

Among 11-15 year olds:

- ◀ Boys have marginally higher sports participation than girls (97.0% +/- 1.6 compared to 94.9% +/- 2.1). The high levels of participation inevitably reflect the inclusion of curricular participation.
- ◀ Participation in games is higher for boys (93.8% +/- 2.3) than girls (85.1% +/- 3.4).
- ◀ Athletics participation is higher for girls (53.2% +/- 4.8) than boys (46.1% +/- 4.7).
- ◀ Participation rates for swimming are similar for boys and girls and more than 860,000 children aged 11-15 had been swimming in the past 4 weeks.
- ◀ Outdoor and adventure participation rates are slightly higher for boys than for girls.
- ◀ Significantly more boys participate in their top sport than girls do in their top sport (football 73.8% +/- 4.1, netball 41% +/- 4.7).
- ◀ Around 1,056,200 boys played football and around 618,300 girls played netball in the last 4 weeks.

## Ethnicity

Participation in sporting activities also varies by ethnicity (Tables 1.14 and 1.15; Appendix 3). In particular:

- ◀ BME children (94.9% +/- 3.8) aged 11-15 are more likely than white (88.5% +/- 2.3) children to take part in games, The reverse is true among 5-10 year olds (BME 53.9% +/- 7.3, White 58.5% +/- 3.2).
- ◀ White children, aged 11-15, are more likely to take part in swimming (29.2% +/- 3.3) and outdoor and adventure activities (39.4% +/- 3.6) than their BME counterparts (swimming 20.3% +/- 7.0, outdoor/adventure 23.4% +/- 7.4).
- ◀ The difference in the level of engagement in swimming is most pronounced among 5-10 year olds: 46.3% (+/- 3.2) of white 5-10 year olds went swimming in the past 4 weeks, compared with 26.5% (+/- 6.4) of BME children the same age.
- ◀ Football is the top sporting activity for white and BME children aged 11-15.
- ◀ Swimming is more popular amongst white respondents (2nd place 29.2% +/- 3.3) than BME children (7th place 20.3% +/- 7.0) among 11-15s.
- ◀ Cricket is ranked in the top 10 for BME children in both age groups yet does not feature in the top 10 for white respondents in either age group.

## Health and illness

In general, sports participation does not vary much according to whether a child has a illness or disability. In some instances higher participation rates, albeit marginal, are seen for children with an illness or disability (Tables 1.17, 1.18, 1.19 and 1.20; Appendix 3). The main differences are:

- ◀ Children without an illness are more likely to play games than those with an illness. The difference is most notable for 11-15 year olds where 90.9% (+/- 2.1) without an illness take part in games compared to 80.2% (+/- 7.6) of those with an illness.
- ◀ The top 5 sports, among 5-10 year olds, are the same for those with some form of illness and those without one.

- ◀ Among 5-10 year olds, there is a marginal difference in rates for swimming for those with (38.6% +/- 8.6) and those without an illness (43.7% +/-7.2).
- ◀ Football falls within the top two sports across both age groups for those with and those without an illness.
- ◀ Swimming is in the top three sports for both age groups, regardless of illness.
- ◀ Basketball is the second most popular sport for 11-15 year olds and participation by those with an illness is marginally higher (33.7% +/- 9.0) than those without one (28.8% +/- 3.3).

# Section 2: Adult and household influences on child participation

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## Key findings

### **The influence of adult and household characteristics on child engagement is strong**

- ◀ The higher the qualification of the Household Reference Person (HRP), the greater the likelihood that children participate in sport and cultural activities, particularly younger children.
- ◀ 5-10 year olds are more likely to read and write and to take part in film, museums and drama activities if they are from a household where the HRP is in full-time employment than if s/he is not working.
- ◀ Meanwhile, children aged 5-10 years are more likely to take part in sport if they are from a household where the HRP works full or part-time than if they are not working.
- ◀ Children aged 11-15 are more likely to take part in cultural activities if their household has access to a car.
- ◀ Film, heritage, media activities, museums, music and drama have the highest levels of engagement for 5-10 year olds from households with access to a car.
- ◀ Child participation rates only vary slightly between households with two or more adults and those from lone parent households.
- ◀ 5-10 year olds living in mortgaged properties are more likely to take part in film activities, to visit heritage sites or take part in dance than those living in housing association or local authority accommodation.
- ◀ 11-15 year olds from mortgaged properties are more likely to take part in film, dance, sport, computing and heritage activities than those living in local authority, council or new town properties.

## Introduction

This section covers child participation in relation to household type. It is possible to analyse information on household type by linking child data to data on the household reference person (HRP). That is, the person in the household who earns the most income.

### **Qualifications**

As a general rule, the higher the HRP's education, the greater the likelihood that children in that household will participate in sport and cultural activities. For example, participation by 5-10 year olds in film activities can vary by as much as 27

percentage points depending on the education level of the HRP (Tables 2.1 and 2.2; Appendix 3).

Results for children aged 5-10 year olds show:

- ◀ Reading and writing does not vary relative to HRP education.
- ◀ Heritage-related activities are more popular for children from households where the HRP has a degree; compared to for those where the HRP has no qualifications (87.9% +/- 3.9 compared to 47.5% +/- 8.3).
- ◀ Sport participation rates are higher for children from degree level households than for those from households where the HRP has no qualifications (89.5% +/- 3.7 compared to 74.4% +/- 7.2).

Meanwhile, results for children aged 11-15 year olds show a slightly different pattern:

- ◀ In the main, the higher the level of qualification of the HRP, the greater the level of child engagement in heritage activities (76.7% +/- 6.7 for degree level compared to 45.8% +/- 9.1 for no qualifications).
- ◀ Museum visits are more likely to be made by children from a household where the HRP has a trade apprenticeship than a household where the HRP has less than five GCSEs or no qualifications (80.8% +/- 14.5 compared to 46.8% +/- 11.1 and 50.2% +/- 9.1).
- ◀ There are no significant differences in sports participation rates by HRP qualification.

### **Socio-economic classification and employment status**

The socio-economic classification and employment status of the HRP has some relationship with child participation in culture and sport (Tables 2.3 and 2.4; Appendix 3).

Among 5-10 year olds:

- ◀ Those from households where the HRP has a managerial profession are more likely to go to the cinema than those from households where the HRP has never worked or is long-term unemployed (59.2% +/- 5.0 compared to 31.2% +/- 10.6).
- ◀ Those from households where the HRP has a managerial profession are more likely to take part in music activities than those from households where the HRP has never worked or is long-term unemployed (65.7% +/- 4.8 compared to 38.5% +/- 11.2).
- ◀ Those from households where the HRP has a managerial or intermediate profession are also more likely to take part in sports activities than those from households where the HRP has no stated occupation (91.0% +/- 2.9 and 88.4% +/- 5.4 compared to 72.4% +/- 10.3).

The socio-economic classification of the HRP has less of a relationship with participation rates among 11-15 year olds. This is most probably due to the inclusion of curricular activities in the measure of participation for this cohort. However, some differences are found:

- ◀ Those from households where the HRP has a managerial profession are more likely to go to the cinema than those from households where the HRP is in a semi routine or routine occupation and has never worked or is long-term unemployed (77.7% +/- 4.9 and 62.5% +/- 6.5 compared to 53.9% +/- 14.1).

- ◀ Those from households where the HRP has a managerial profession are more likely to take part in computing activities than those from households where the HRP is a small employer or has never worked or is long-term unemployed (77.6% +/- 4.9 and 61.1% +/- 9.6 compared to 57.8% +/- 14.0).
- ◀ Children are more likely to visit heritage sights if they come from households where the HRP has a managerial profession than if they are from a household where the HRP has never worked or is long-term unemployed (74.4% +/-5.1 compared to 48.4% +/- 14.3).
- ◀ In relation to sport, there is no significant difference in participation rates relative to the socio-economic classification of the HRP.

Given the relationship between the socio-economic status of the HRP and child participation in culture and sport, it therefore not surprising that the data also show a relationship between child participation and the employment status (i.e. full-time, part-time or not working<sup>4</sup>) of the HRP (Tables 2.5 and 2.6; Appendix 3).

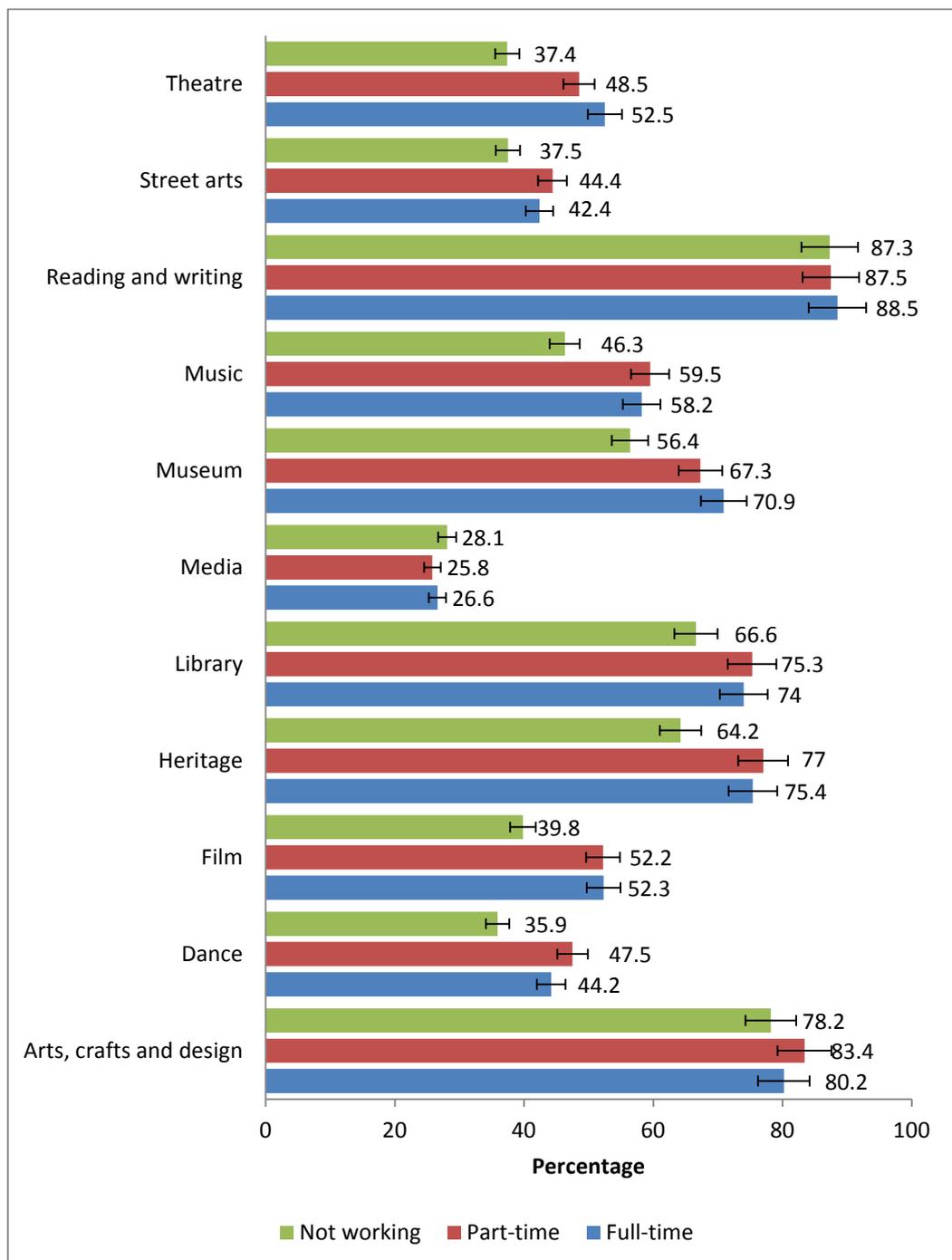
Among 5-10 year olds:

- ◀ Children are more likely to go to the cinema if they live in household where the HRP is in full-time employment than if they live in one where the HRP does not work (52.3% +/- 4.3 compared to 39.8% +/- 6.4).
- ◀ Those from households where the HRP is in full-time employment are more likely to visit museums and/or take part in drama than those where the HRP is at home looking after the family.
- ◀ Two-thirds (64.2% +/- 6.3) of children from households where the HRP does not work take part in heritage activities compared to three-quarters (75.4% +/- 3.7) of those from full and part-time employment backgrounds.
- ◀ Children from households where the HRP works either full or part-time have greater levels of participation than those from households where the HRP does not work. For examples levels of sports participation are; full time (86.0% +/-3.0), part time (89.7% +/-3.5) and looking after the family or home (79.0% +/-5.3) (Figure 2.1).

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<sup>4</sup> The sample size was too small to publish data for students and the permanently, temporarily sick, disabled or injured

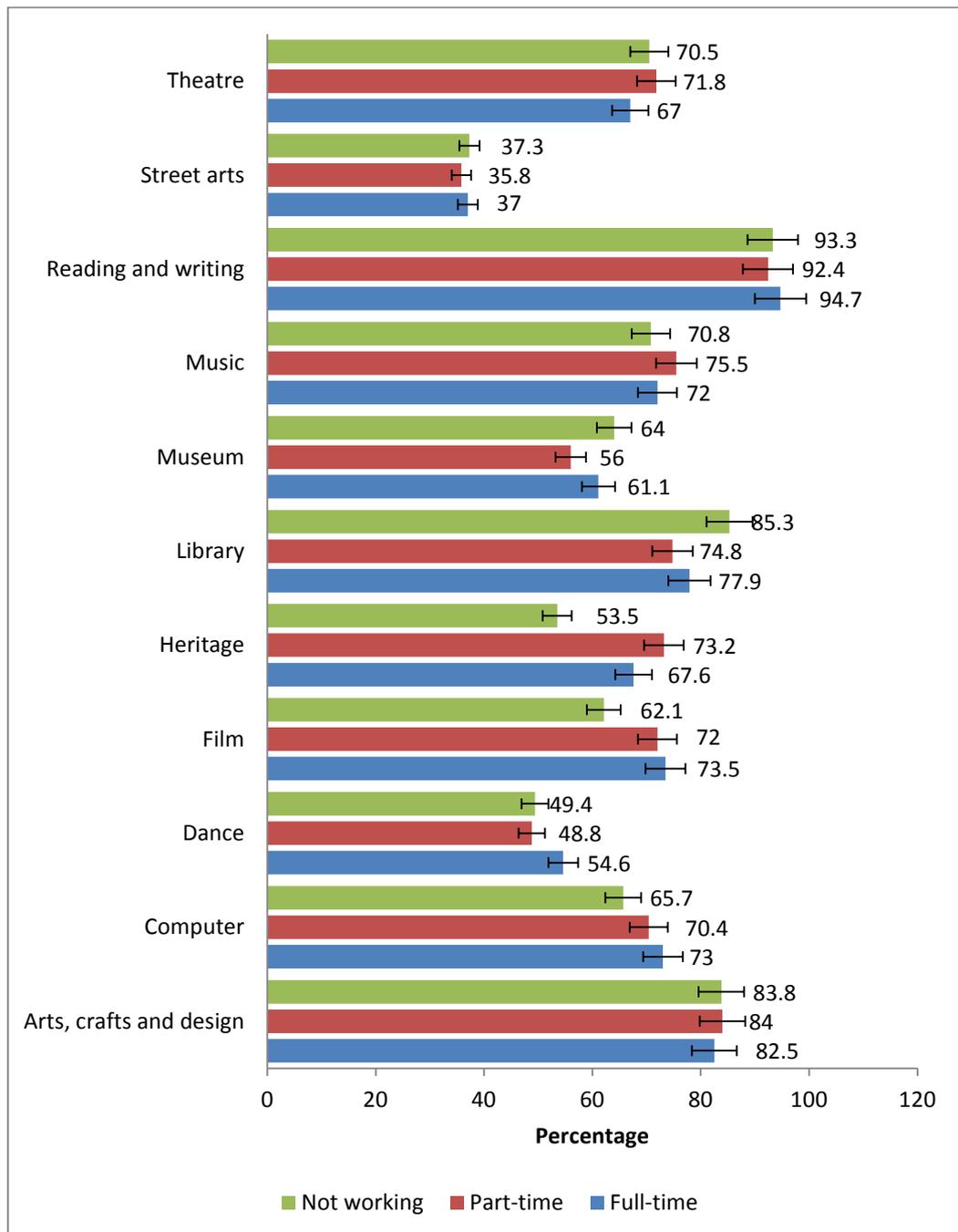
Figure 2.1: Child participation (5-10 year olds), by HRP employment status



Meanwhile, among 11-15 year olds:

- Those who live in households where the HRP is in part-time employment are likely to visit heritage sights than those from households where the HRP does not work (73.2% +/- 5.8 compared to 53.5% +/- 9.6).
- Participation rates in sport are similar regardless of the employment status of the HRP (Figure 2.2).

Figure 2.2: Child participation (11-15 year olds), by HRP employment status



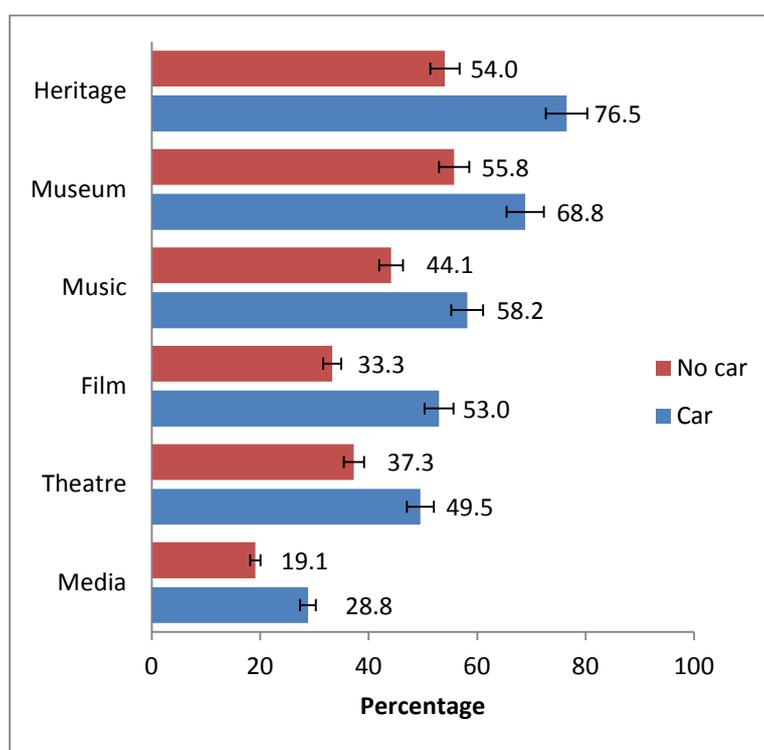
### Access to a car

In general, children from households with access to a car are more likely to take part in cultural activities and to play sport than those from households without a car. (Tables 2.7 and 2.8; Appendix 3):

Among 5-10 year olds:

- Children who live in households with access to a car (86.5% +/-2.2) are more likely to play sport than those from households without access to a car (78.0% +/-5.8).
- They are also more likely to engage in activities such as film, heritage, media activities, museums, music, theatre and drama.
- Arts, crafts and design, dance, reading and writing, on the other hand, are not unduly influenced and participation rates are similar regardless of car access (Figure 2.3).

Figure 2.3: Child participation (5-10 year olds), by HRP car access



Among 11-15 year olds:

- Heritage site attendance is the only area in which there is a significant difference in engagement; children from households with access to a car (68.3% +/- 3.4) are more likely to have visited such a site in the past 12 months than those without a car (51.2% +/- 9.2).
- In all other instances, including sport, engagement rates are relatively similar, regardless of car access.

### Household type

In general, there is little difference between the levels of engagement of children from households with two or more adults and those from lone parent families.

## Income

As a general rule, child participation rates rise in line with the income of the HRP. The only exception to this is for involvement in theatre activities among 11-15 year olds where there is a 17.5 percentage point (pp) decrease in participation in line with the increase in income from under £20,000 pa to over £40,000 pa.

Among 5-10 year olds, the most notable increases in participation rates in line with HRP income are for attendance at a museum (+23.6pp), film activities (+21.5pp), theatre activities (+21.1pp), visits to heritage sites (+19.9pp), dance activities (+17.1pp) and music activities (+16.5pp) (Table 2.1).

Table 2.1: Child participation (5-10 year olds), by HRP income

Activity	Under £20k pa		£40k+ pa		PP difference
	%	+/-	%	+/-	
Arts, crafts and design	75.7	9.1	85.6	7.9	9.9
Dance	32.6	10.0	49.7	11.3	17.1
Film	45.1	10.6	66.6	10.7	21.5
Heritage	69.3	9.8	89.2	7.0	19.9
Library	75.8	9.1	79.9	9.1	4.1
Media	26.3	9.4	32.7	10.6	6.4
Museum	63.6	10.2	87.2	7.6	23.6
Music	49.1	10.6	65.6	10.7	16.5
Reading and writing	86.2	7.3	93.5	5.6	7.2
Street arts	41.3	10.5	43.1	11.2	1.8
Theatre	35.6	10.2	56.7	11.2	21.1
Sport	78.1	8.8	90.0	6.8	11.9
Respondents	114		101		

Among 11-15 year olds, the most notable increases in line with HRP income are for music activities (+16.9pp) and visits to heritage sites (+11.7pp) (Table 2.2).

Table 2.2: Child participation (11-15 year olds), by HRP income

Activity	Under 20k pa		£40k+ pa		PP difference
	%	+/-	%	+/-	
Archives	*	*	*	*	NA
Art	79.3	9.5	81.4	10.0	2.1
Computer	67.0	11.0	71.7	11.5	4.7
Dance	53.1	11.6	55.4	12.7	2.3
Film	72.1	10.5	71.3	11.6	-0.9
Heritage	59.7	11.4	71.4	11.6	11.7
Library	80.7	9.2	86.9	8.6	6.1
Museum	58.1	11.5	63.8	12.3	5.7
Music	68.9	10.8	85.8	8.9	16.9
Radio	*	*	*	*	
Reading and writing	94.2	5.4	97.9	3.7	3.7
Street	34.4	11.1	35.8	12.3	1.3
Theatre	78.5	9.6	60.9	12.5	-17.5
Sport	96.1	4.5	95.3	5.4	-0.8
Respondents	95		79		

## Tenure

Tenure and child participation are also related.

Among 5-10 year olds:

- ◀ Those from homes being bought with mortgages or loans are more likely than those from local authority housing to go to the cinema (54.5% +/- 4.0 compared to 37.1% +/- 7.5).
- ◀ Four out of five children from mortgaged homes visited heritage sites compared to just over half of those living in local authority accommodation (80.6% +/- 3.2 compared to 54.9% +/- 7.8).
- ◀ Just over half of children from mortgaged properties have taken part in theatre activities compared to around a third of those living in local authority accommodation (51.1% +/- 4.0 compared to 34.0% +/- 7.3).
- ◀ Those from households that are being bought with mortgages or loans are more likely than those from local authority housing to have played sport in the four weeks prior to the survey (88.8% +/- 2.6 compared to 77.7% +/- 6.5).

For 11-15 year olds, the most notable differences are the higher participation rates for children from mortgaged properties for their engagement in film and heritage activities compared to those from local authority, council or new town properties.

## Who children participate in culture and sport with

Among 5-10 year olds, art, music, and media activities tend to be done alone while film, library, reading and sport activities were done with parents or guardians.

For 11-15 year olds, computing, music, and reading were the activities most likely to be done alone while film and sport were the activities most likely to be done with friends.

# Section 3: Participation in and out of school

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## Key findings

### The sort of activities 11-15 year olds do in and out of school vary by gender

- ◀ For girls, the most popular out of school activity is computing<sup>5</sup>, followed by reading and going to the cinema. The most popular in school activities are arts, crafts and design, sport and reading.
- ◀ The most popular out of school activities for boys are sport, computing and going to the cinema while the most popular in school activities are theatre, dance and arts, crafts and design.

## Introduction

This section examines where 11-15 year olds participate in culture and sport, looking specifically at whether participation takes place in or out of school or both in and out of school. It is based on a diary of activities for the week prior to interview.

## Out of school activities

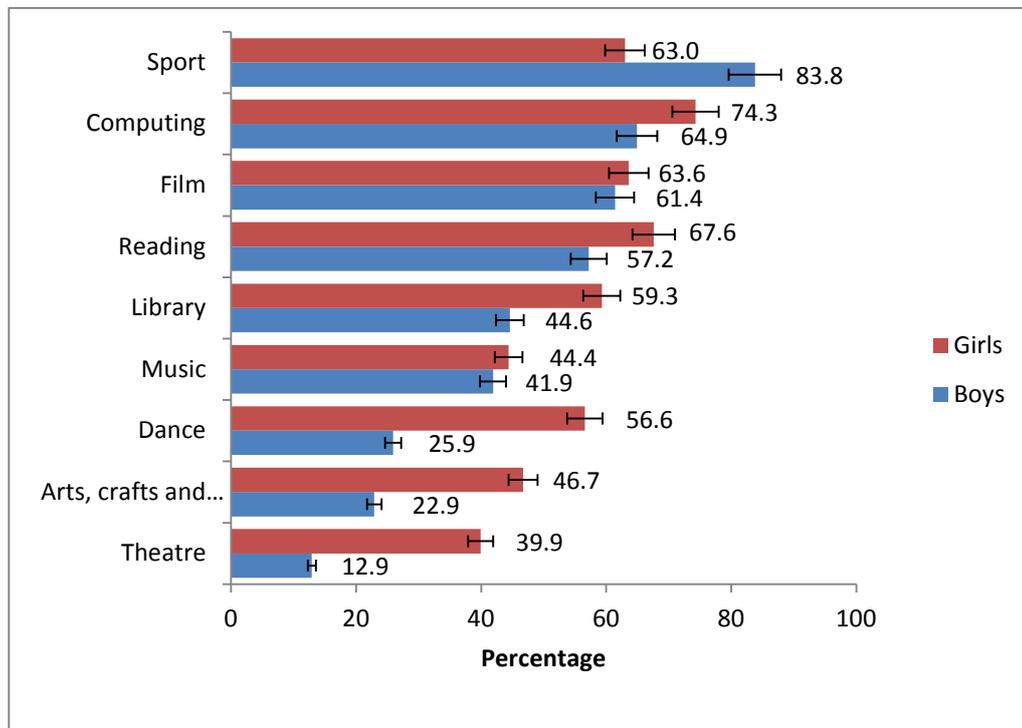
The most popular out of school activities for boys are sport (83.8% +/- 3.6 of whom had participated in out of school in the week prior to interview), computing (64.9% +/- 6.2) and going to the cinema (61.4% +/- 10.7).

For girls, the most popular out of school activity is computing (74.3% +/- 6.1), followed by reading (67.6% +/- 5.1) and going to the cinema (63.6% +/- 12.2) (Figure 3.1).

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<sup>5</sup> This includes activities such as writing a blog or creating artworks or animation but does not include playing computer games or surfing the internet

Figure 3.1: Out of school participation (11-15 year olds), by gender



**Notes**

The question from which these data are drawn asks 11-15 year olds whether they have undertaken an actively (a) solely out of school, (b) solely in school or (c) both in and out of school. As such, the 'out of school' measure is an aggregate of (a) and (c) while the 'in school' measure is an aggregate of (b) and (c).

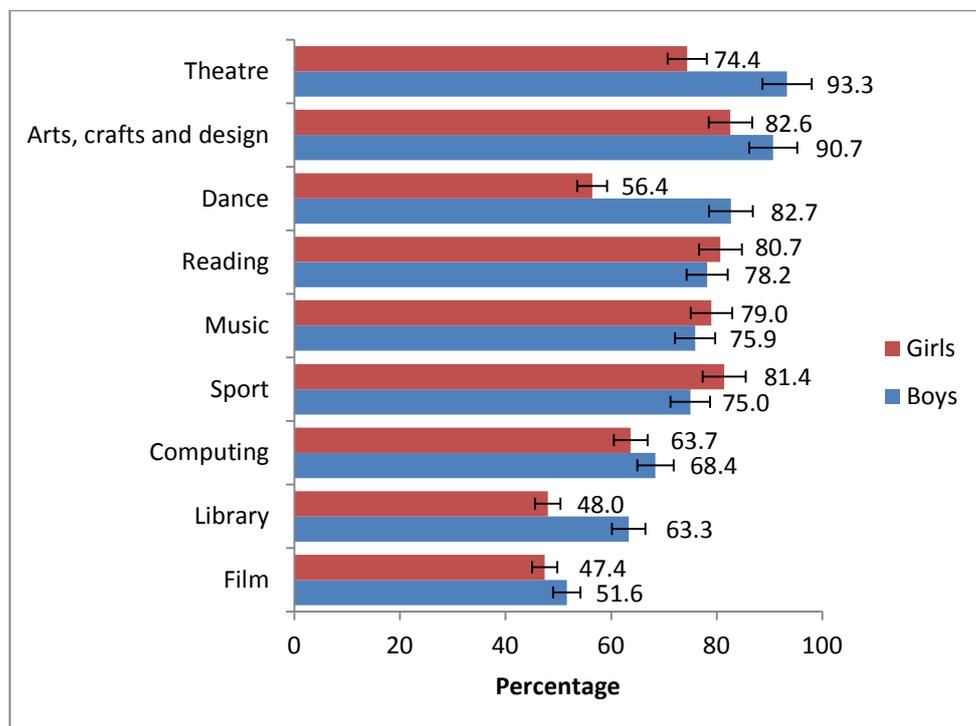
Boys aged 11-15 are more likely than girls the same age to participate in sport out of school while girls are more likely than boys to do arts, crafts and design, theatre and dancing (Tables 3.2; Appendix 3).

**In school activities**

For girls, the most popular in school activities are arts, crafts and design (82.6% +/- 5.1), sport (81.4% +/- 4.1) and reading (80.7% +/- 4.3).

The most popular in school activities for boys are theatre (93.3% +/- 4.8), dance (82.7% +/- 13.1) and arts and craft (90.7% +/- 4.1) (Figure 3.2).

Figure 3.2: In school participation (11-15 year olds), by gender



**Notes**

The question from which these data are drawn asks 11-15 year olds whether they have undertaken an activity (a) solely out of school, (b) solely in school or (c) both in and out of school. As such, the 'out of school' measure is an aggregate of (a) and (c) while the 'in school' measure is an aggregate of (b) and (c).

For boys, these activities are primarily done in school only (rather than both in and out of school). For example, 87.1% (+/- 6.4) of boys who had participated in theatre in the last week had done so in school only while 6.2% (+/- 4.6) had done so both in and out of school.

For girls, participation is more evenly spread between in school only and both in and out of school participation. For example, 37.0% (+/- 5.1) of girls had only participated in sport at school, while 44.4% (+/- 5.3) had participated both in and out of school (Tables 3.1; Appendix 3).

# Section 4: Time spent on cultural and sporting activities

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## Key findings

**While the proportion of 11-15 year olds heavily involved in culture is similar for boys and girls, the pattern for sport is very different**

- ◀ In the seven days prior to interview, a broadly similar proportion of boys and girls aged 11-15 had taken part in cultural activities for 7+ hours.
- ◀ Meanwhile, 6.3 per cent of girls and 20.3 per cent of boys had taken part in sport for 7+ hours.

## Non-participation in culture and sport varies by age and gender

- ◀ Among boys, one in four of those aged 5-10 and one in three of those aged 11-15 did not take part in cultural activities outside of school.
- ◀ Meanwhile, among girls, non-participation in cultural activities was lower – one in six of those aged 5-10 and one in five of those aged 11-15 did not take part in cultural activities outside of school.
- ◀ The sports participation figures show a somewhat different pattern, with girls more likely than boys to not participate. For example, among 11-15 year olds, almost half of girls do not participate in sport outside of school compared with around one in for boys.

## Introduction

This section examines the amount of time that children spend participating cultural and sport activities, both in and out of school. The data in this section refer to activities which have taken place in the past week.

## In and out of school participation

In the seven days prior to interview, 58.0% (+/-4.8) of girls aged 11-15 and 50.2% (+/-4.8) of boys had taken part in cultural activities for 7+ hours. Meanwhile, 20.1% (+/-3.9) of girls and 43.6% (+/-4.7) of boys had taken part in sport for 5+ hours.

The data for individual cultural activities shows high rates for reading and computer-based activities and much lower rates for all other activities. To a certain extent, this skews the overall 'any culture' participation rates (Table 4.1).

Table 4.1: Participation in last 7 days (11-15 year olds), in and out of school

	0 hours		<3 hours		3-5 hours		5-7 hours		7+ hours	
	%	+/-	%	+/-	%	+/-	%	+/-	%	+/-
<b>Boys</b>										
Archive	98.6	1.1	*	*	*	*	*	*	*	*
Arts, crafts and design	58.1	4.6	31.8	4.4	6.6	2.3	*	*	*	*
Computing	48.4	4.7	26.9	4.2	7.7	3.6	5.3	3.0	11.7	10.2
Dance	93.5	2.3	6.2	2.3	*	*	*	*	*	*
Film	81.6	3.6	14.5	3.3	*	*	*	*	*	*
Heritage	96.5	1.7	*	*	*	*	*	*	*	*
Library	78.2	3.9	19.7	3.7	*	*	*	*	*	*
Museum	97.1	1.6	*	*	*	*	*	*	*	*
Music	65.3	4.5	27.5	4.2	*	*	*	*	*	*
Radio	97.3	1.5	*	*	*	*	*	*	*	*
Reading	30.8	4.3	27.9	4.2	19.6	3.7	7.7	2.5	14.0	3.3
Street arts	97.9	1.3	*	*	*	*	*	*	*	*
Theatre	77.4	3.9	18.4	3.6	*	*	*	*	*	*
<b>Any culture</b>	<b>10.3</b>	<b>2.9</b>	<b>14.7</b>	<b>3.4</b>	<b>12.0</b>	<b>3.1</b>	<b>12.8</b>	<b>3.2</b>	<b>50.2</b>	<b>4.8</b>
<b>Sport</b>	<b>9.3</b>	<b>2.7</b>	<b>26.1</b>	<b>4.1</b>	<b>21.1</b>	<b>3.8</b>	<b>14.5</b>	<b>3.3</b>	<b>29.1</b>	<b>4.3</b>
<b>Girls</b>										
Archive	98.5	1.2	*	*	*	*	*	*	*	*
Arts, crafts and design	48.7	4.8	38.8	4.7	8.4	2.7	*	*	*	*
Computing	51.2	4.8	22.2	4.0	10.1	2.9	6.8	2.4	9.7	2.8
Dance	67.9	4.5	24.9	4.2	*	*	*	*	*	*
Film	85.6	3.4	10.8	3.0	*	*	*	*	*	*
Heritage	94.9	2.1	*	*	*	*	*	*	*	*
Library	78.8	3.9	18.9	3.8	*	*	*	*	*	*
Museum	98.1	1.3	*	*	*	*	*	*	*	*
Music	58.4	4.7	33.2	4.5	*	*	*	*	*	*
Radio	97.8	1.4	*	*	*	*	*	*	*	*
Reading	23.8	4.1	27.7	4.3	22.9	4.0	9.3	2.8	16.3	3.6
Street arts	99.5	0.7	*	*	*	*	*	*	*	*
Theatre	72.0	4.3	20.7	3.9	*	*	*	*	*	*
<b>Any culture</b>	<b>7.7</b>	<b>2.6</b>	<b>11.8</b>	<b>3.1</b>	<b>10.7</b>	<b>3.0</b>	<b>11.8</b>	<b>3.2</b>	<b>58.0</b>	<b>4.8</b>
<b>Sport</b>	<b>18.5</b>	<b>3.7</b>	<b>42.0</b>	<b>4.7</b>	<b>19.4</b>	<b>3.8</b>	<b>9.7</b>	<b>2.8</b>	<b>10.4</b>	<b>2.9</b>

\* Numbers too small to report

## Out of school participation

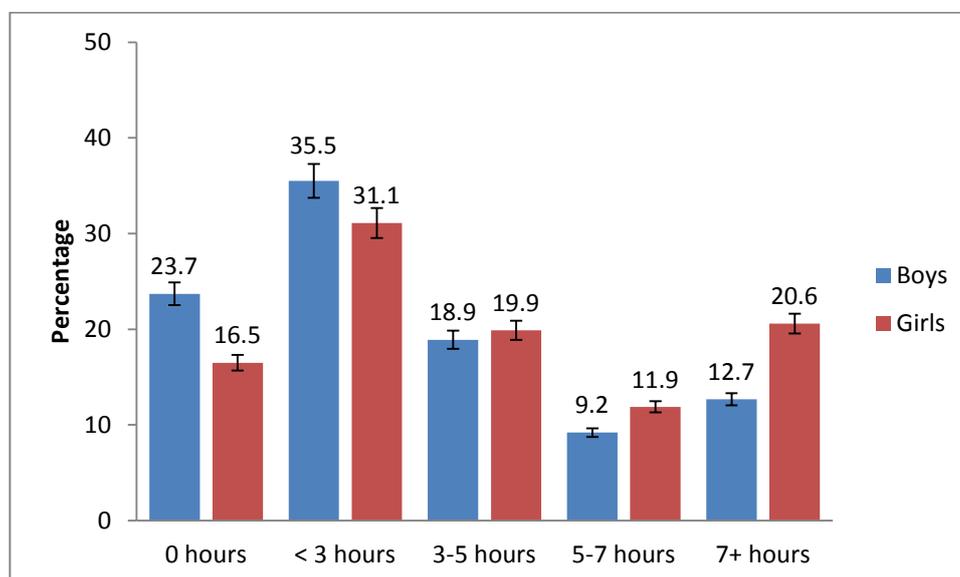
The extent to which children participate in culture and sport outside of school lessons varies considerably by age and sex (Tables 4.1 and 4.2, Appendix 3).

## Cultural activities

Among 5-10 year olds:

- ◀ In the seven days prior to interview, around one in four (23.7% +/-3.5) boys had not taken part in any cultural activities, higher than the proportion of girls who had not taken part (16.5% +/- 3.2).
- ◀ Among those who had participated for 7+ hours, girls predominate – 20.6 per cent (+/- 3.5) girls and 12.7 per cent (+/- 2.7) of boys had spent 7+ hours on culture in the last seven days.
- ◀ Participation for less than three, 3-5 and 5-7 hours is more evenly spread between boys and girls (Figure 4.1).

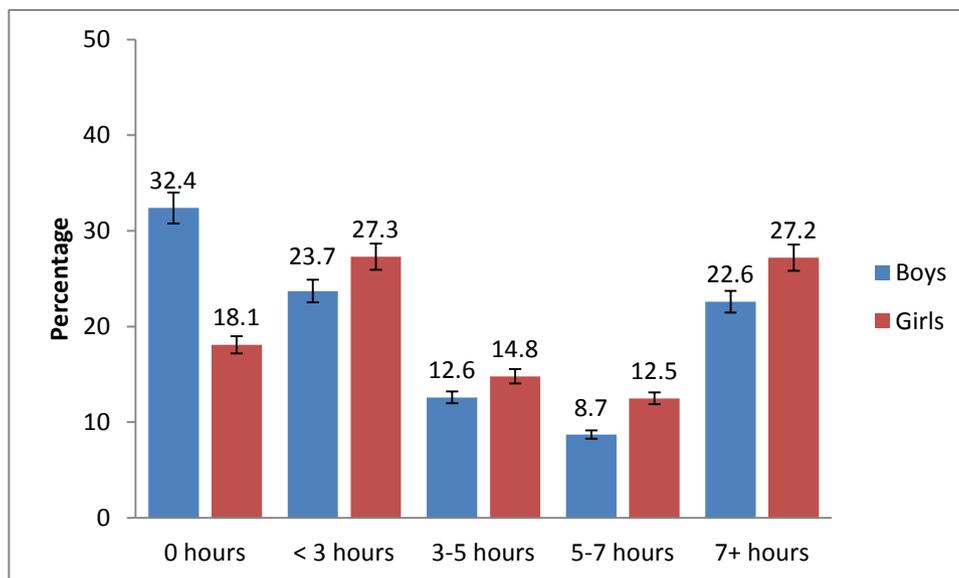
Figure 4.1: Hours spent participating in culture outside of school lessons (5-10 year olds)



The pattern is similar for children aged 11-15:

- ◀ In the seven days prior to interview, around one in three (32.4% +/-4.5) boys had not taken part in any cultural activities, higher than the proportion of girls who had not taken part (18.1% +/- 3.8).
- ◀ Among those who had participated for 7+ hours, girls predominate – 27.2 per cent (+/- 3.5) girls and 22.6 per cent (+/- 2.7) of boys had spent 7+ hours on culture in the last seven days.
- ◀ Participation for less than three, 3-5 and 5-7 hours is more evenly spread between boys and girls (Figure 4.2).

Figure 4.2: Hours spent participating in culture outside of school lessons (11-15 year olds)

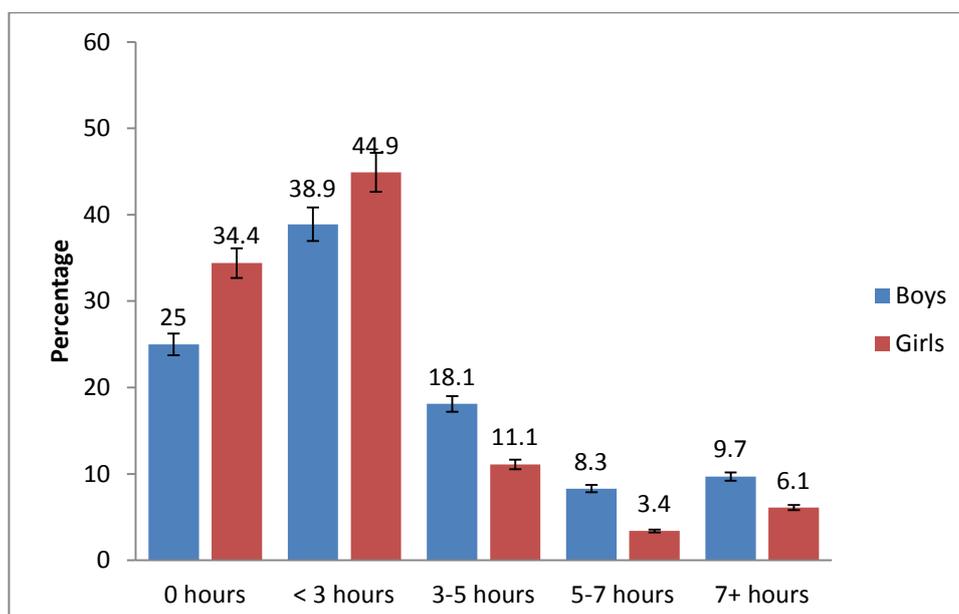


### Sports activities

Among 5-10 year olds:

- ◀ In the seven days prior to interview, one in four (25.0% +/- 3.5) boys and around one in three (34.4% +/- 4.5) girls had not done any sport out of school lessons.
- ◀ While girls are more likely than boys to not participate in sport at all, the proportion of boys and girls who had done 7+ hours of sport in the last week was about the same (Figure 4.3).

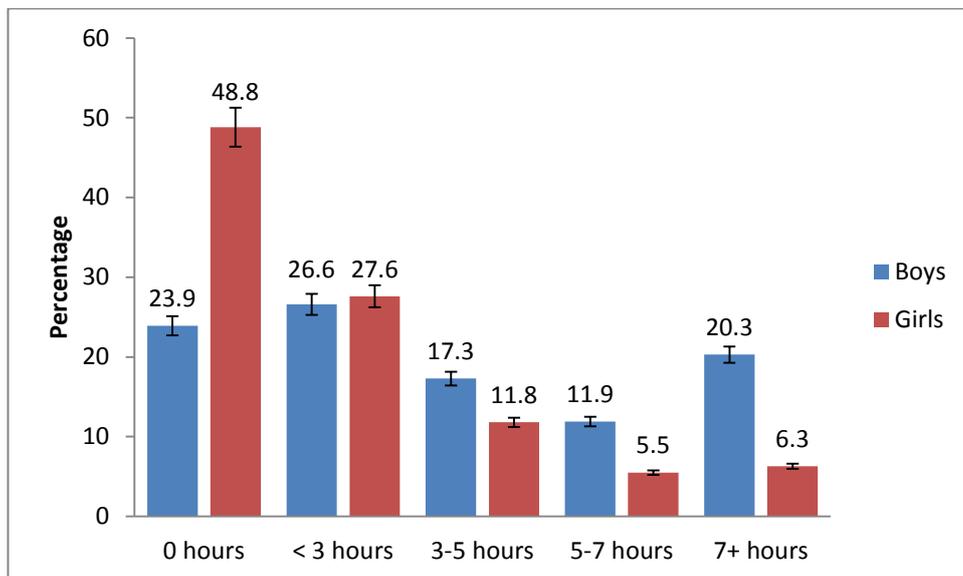
Figure 4.3: Hours spent participating in sport outside of school lessons (5-10 year olds)



For 11-15 year olds, the gap between boys and girls at either end of the participation spectrum is much greater:

- ▶ Almost half (48.8% +/- 4.8) of girls had not done any sport out of school lessons in the seven days prior to interview. This is more the twice the proportion (23.9% +/- 4.0) of boys who had not done any sport.
- ▶ Meanwhile, 20.3 per cent (+/- 3.8) of boys had done 7+ hours of sport in the last seven days, compared with 6.3 per cent (+/- 2.3) of girls (Figure 4.4).

Figure 4.4: Hours spent participating in sport outside of school lessons (11-15 year olds)



# Section 5: Active and passive engagement

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## Key findings

**The type of engagement children have with cultural activities depends on the type of activity**

- ◀ Active engagement (i.e. actively taking part in activities) was highest in reading and writing, drama (11-15 year olds only), dance and music. Passive engagement (i.e. watching or going to an event) was highest for film activities, which includes watching a film at the cinema.

## Introduction

This section examines the extent to which children actively and/or passively engage in cultural activities. Active engagement is defined as actually doing an activity, while passive engagement refers to attending to an event. For example:

Active engagement	Passive engagement
<ul style="list-style-type: none"><li>•Acting in a play</li><li>•Dancing in a recital</li><li>•Playing, writing or composing music</li><li>•Doing arts and crafts</li></ul>	<ul style="list-style-type: none"><li>•Watching a play or pantomime</li><li>•Attending a live music event</li><li>•Watching a film in the cinema</li></ul>

## Age

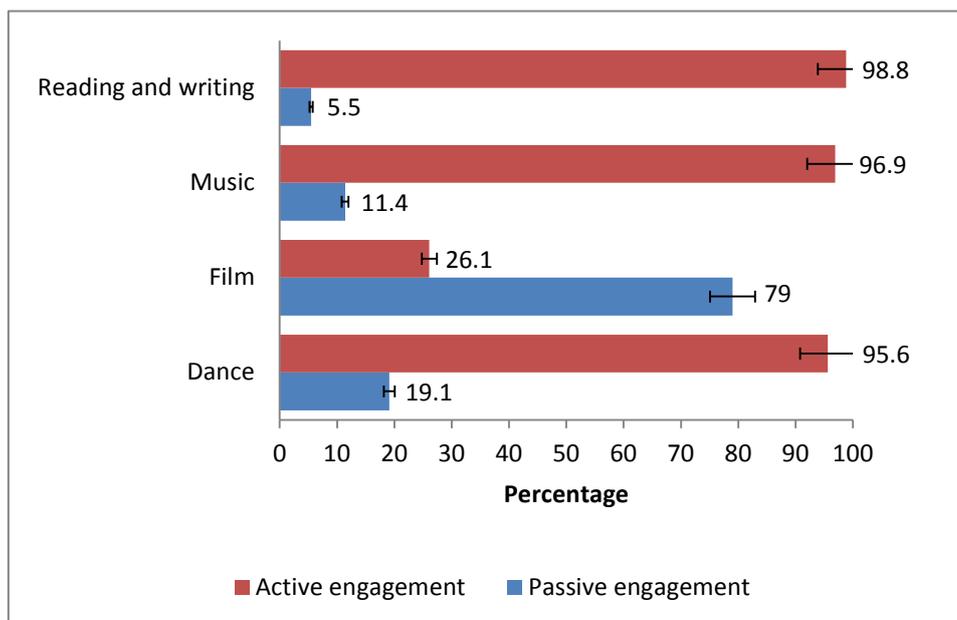
The type of engagement appears follows roughly the same pattern for the younger and older age groups.

Among 5-10 year olds:

- ◀ Of those who had participated in reading and writing activities in the seven days prior to interview, most (98.8% +/- 0.8) had done so actively. Far fewer (5.5% +/- 1.7) had passively engaged (e.g. taken part in a reading club or listened to authors talk about their work)

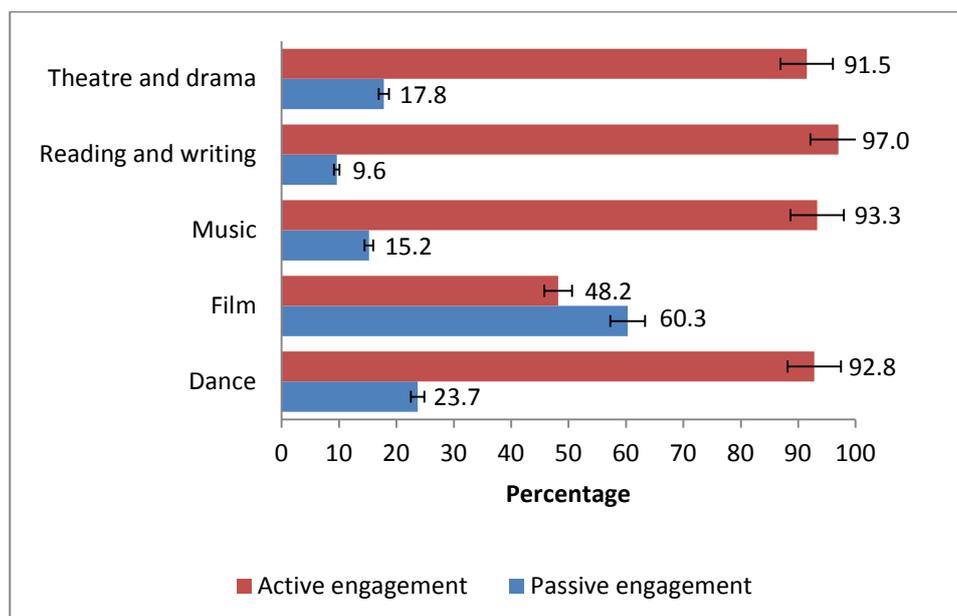
- Similarly, most children (96.9% +/- 2.3) who had actively participated in music activities had done so actively. Far fewer (11.4% +/- 4.2) had passively engaged (e.g. attended a live music event)
- Conversely, among those who had engaged in film activities, 26.1 per cent (+/- 8.4) had done so actively while 79.0 per cent (+/- 7.9) had done so passively (Figure 5.1).

Figure 5.1: Active and passive engagement (5-10 year olds)



Very few differences can be observed among 11-15 year olds, although active engagement in film is considerably slightly higher. This is likely most likely because data for this age group includes both in and out of school activity (Figure 5.2).

Figure 5.2: Active and passive engagement (11-15 year olds)





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