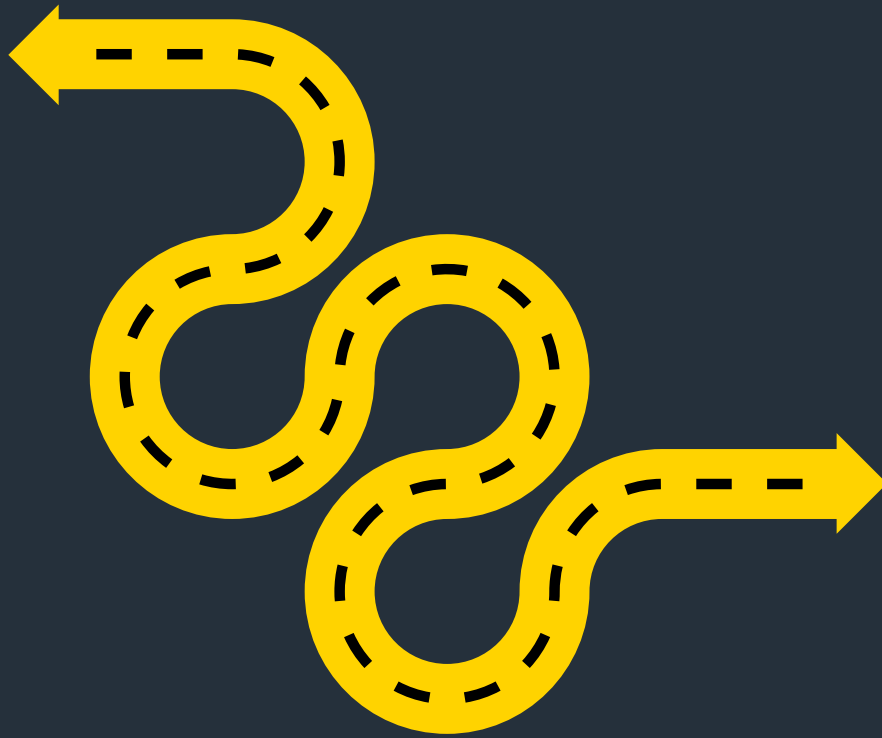


SCHOOL  
GAMES



# School Games Roadmap

2023/24

July 2023



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The School Games has become a powerful movement for change in school sport, it has helped transform competition from the preserve of the most talented to a fun, engaging and meaningful experience for children and young people. I would like to take this opportunity to thank you for being a champion for children and a changemaker in sport – you are doing so much to build belonging both in and through competition and daily activity. However, there is still more to do if we are to ensure those in greatest need and suffering from inequality are among the greatest beneficiaries, and there is a focus on the quality and relevance of the experience for the least active.

Competition is such a powerful context for the education and development of young people, and only through it can we truly experience the joy of sport and what we learn from both winning and losing. Yet there are still too many children (and parents) who feel alienated or intimidated. Tackling this will require us all to keep innovating and working together, particularly through targeted multi-skill and multisport competitions where physical literacy is the goal, and of course, giving young people more influence, a stronger voice, and an active role in creating environments which engage and inspire them. I hope you will find this roadmap a useful aide mémoire as you continue your brilliant work and you will help us bring the simple, yet important messages contained within it to life by sharing your success stories through powerful examples and emotive storytelling. Good luck and thank you once again for helping build brighter futures and ensure more children enjoy the many benefits that come from play and sport.



**Ali Oliver MBE – Chief Executive  
Youth Sport Trust**

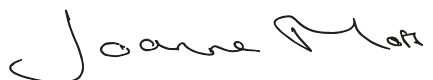
The School Games can and should be a great leveller when it comes to widening access for more young people to be active and we know, together with the Youth Sport Trust and all School Games stakeholders, you are working hard to ensure we are focussed on those young people we are trying most to reach. So, I would like to start by saying thank you for your commitment in helping so many young people enjoy the many benefits that come from being active.

However, there is still much for us all to do if we are to remove the barriers to being active that far too many children and young people are facing. Tackling these barriers requires us to make the best possible use of what we learned in the past, to listen to and include young people in shaping their own experiences and to innovate and push the boundaries of the status quo. If we always do what we always did, we will absolutely get the same results!

You cannot do this alone however. We know that no one organisation is ever going to be able to build fairer, more inclusive, and accessible opportunities. The power is in collaboration and the next 12 months will be about building on the great partnerships you have developed and reaching out to new and different organisations that can add the greatest value to what we are all trying to do, which is provide opportunities to young people who have traditionally been left behind.

Finally, let's shout from the rooftops about the power of sport, physical activity and the School Games because you are doing fantastic work. Share your success stories and don't hide from the less successful stories, because that might just be where the next great idea and breakthrough comes from!

Good luck and thank you once again for playing your part in ensuring more children and young people can benefit from the joy of being active!



**Joanne Moss  
Strategic Lead Children and Young People**

# Vision and Mission



The School Games vision and mission sets out our ambitions for young people. The vision states what we want to achieve, and the mission gives clarity around how this will be achieved. Delivering change locally whilst making a difference nationally is key to the success of the vision and mission being achieved.

## Vision

The School Games will make a positive and meaningful difference to the lives of children and young people through sport and physical activity.

## Mission

Putting physical activity and school sport at the heart of schools. Providing young people with the opportunity to enjoy and learn through competition to achieve their personal best.

## School Games Pledges 2023-25

To celebrate the ongoing investment into the School Games, three School Games pledges were shared at the National School Games Summit in June 2023. These pledges set a course to address the national priorities of tackling inequalities, youth engagement and physical literacy through the School Games.

They are designed so there are no additional asks for the network, and allow us to demonstrate both the agility of the network to ensure School Games remains relevant to the needs of young people and the collective scale, reach, and impact that the funding has made. Please consider these as part of your School Games accountability.

### Tackling Inequalities

Increase participation of schools from the most underserved communities

**2025**  
for everyone

### Physical Literacy

Positive experiences are created and promoted for children and young people

### Youth Engagement

Embed and enhance the principle of 'by young people, for young people'

The five School Games outcomes ensure that there is a clear direction and a collective ask to the School Games network to work towards the same priorities for young people in Year 3 to 13 across all education settings.

## The outcomes for the School Games network to work towards in the 2023/24 are:

### **1 To advocate and position the delivery of the CMO daily active minutes for all young people, as a universal offer to maintain and grow school engagement<sup>1</sup>**

Helping schools prioritise the delivery of the Chief Medical Officer's recommended 60 active minutes a day, or 20 minutes a day for SEND students. Supporting improvements in student's physical literacy, and social, emotional and physical wellbeing.

### **2 To ensure all competition has a clear intent and creates positive experiences based on the motivation, competence and confidence of the young people that need our support the most**

Using local insight to target young people who would receive the greatest benefit from involvement in competitions. This includes students from low socio-economic backgrounds, minority ethnic groups, SEND students and girls.

### **3 To have a clear focus on secondary school engagement and transition points**

Prioritising delivery in secondary schools whilst also recognising the impact on students transitioning in early Key Stage 2 and from Key Stage 2 to 3.

### **4 To support the personal development of targeted young people through youth engagement and leadership**

This includes opportunities across the full breadth of the School Games which incorporates physical activity, competition, high quality leadership and youth engagement.

### **5 To advocate and engage key stakeholders<sup>2</sup> on the value of School Games to support local provision and improve the experience for young people and their families**

Showing the role the School Games can play in making a meaningful difference to the lives of young people. Encouraging engagement from local stakeholders including senior leadership teams, Public Health and parents.

<sup>1</sup> Schools can be primary, secondary, special, alternative provision, bases/units, and other educational settings inclusive of the independent sector

<sup>2</sup> Key stakeholders will look different in each SGO area but could include senior leaders in schools, National Governing Bodies of sport, Active Partnerships, schools, public health, community/voluntary groups, parents

# 10 Principles of the School Games



The School Games is a national model that is delivered to reflect local needs. It is underpinned by consistent principles and behaviours to achieve the vision, mission and outcomes:

- 1** Tackling local inequalities by working with young people in greatest need
- 2** Ensuring everything that we do is safe, inclusive, accessible and meaningful
- 3** Improving the physical literacy of young people through positive experiences
- 4** Driving equal access by embedding youth engagement to give young people a voice, choice and opportunity
- 5** Collaborate, share and learn locally, determining need that reflects local and national agendas
- 6** Celebrating the difference that we are making to young people and sharing through effective storytelling
- 7** Championing the Chief Medical Officer's active minutes guidelines as a universal expectation and supporting schools to reflect this in their provision
- 8** Contributing to school agendas by taking them on our School Games journey and celebrating their engagement through tools such as School Games Mark
- 9** Increase secondary engagement and opportunities
- 10** Connecting communities and ensuring young people can access appropriate local opportunities

# School Games Organiser: Expectations



**For 2023/24 School Games Organisers will be required to:**

## Planning, reporting and learning

- Complete and deliver a development plan (using the national tool) to cover the 2023/24 academic year, updating by three identified points in the year<sup>3</sup>
- Articulate in the development plan how community connections will be made to ensure that young people can continue on their participation journey
- Use the Events Calendar to upload a termly School Games offer of events and activities which have a clear intent. This must be completed with all participation data by three identified points in the year<sup>3</sup>
- Understand local insight and youth engagement to effectively identify the young people and schools that would benefit most<sup>4</sup> from a targeted School Games offer
- Develop a case study to show where you have made the most impact against local priorities, and through effective storytelling share your learning locally and nationally
- Collaborate across local priority places with key partners<sup>2</sup> to inform the local and county School Games offer/provision to tackle inequalities
- Develop strategies to improve knowledge and understanding of the School Games for key stakeholders<sup>2</sup>
- Prioritise tools and resources to implement meaningful youth engagement to ensure young people have a voice and choice of opportunity

## School Engagement

- Work with schools to maintain and grow their active engagement<sup>5</sup> in the School Games
- Identify schools that are not engaged in the School Games and develop strategies to support and improve engagement, reflecting this in the SGO development plan
- Develop a communication plan to improve the profile and value of school sport and physical activity in the SGO host site and across schools in the area
- Establish a clear mechanism to communicate with all schools within the SGO area
- Drive and position tools, such as School Games Mark, Inclusive Health Check and Active School Planner, to engage schools and help them to better understand their needs, and reflect this in the SGO Development Plan
- Work with schools in the SGO area to plan for and increase delivery of 60 active minutes for every child.

<sup>3</sup> Creating the 2023/24 development plan by 29 September 2023 and updating by 22 December 2023, 22 March 2024 and 31 July 2024

<sup>4</sup> e.g. SEND, gender, ethnicity, free school meals, physical activity data, etc.

<sup>5</sup> Actively engaged schools must demonstrate they have:

- Worked with our SGO on at least one of the School Games outcomes this academic year
- Delivered targeted opportunities for those young people who need it most through the School Games in school and where appropriate attend/engage in our SGOs provision
- Belief in the vision and mission of the School Games and are committed to delivering physical activity and positive experiences for all our young people
- Accessed our School Games dashboard and uploaded information where appropriate on the events calendar

# School Games

## Organiser: Expectations



### Delivery

- Provide an offer of professional development and communication for all schools to increase their understanding and increase their provision of 60 active minutes
- Engage with a minimum of one secondary school to promote 60 active minutes practice, and share this within the county and where appropriate nationally
- Work intensively with a minimum of two of the least engaged schools in an SGO area over the academic year to improve their understanding, engagement and access of the School Games offer locally
- Co-ordinate and signpost schools and young people to a programme of relevant training of leadership, coaching, volunteering and officiating experiences to support the delivery of the School Games offer locally
- Co-design and deliver a broad and balanced School Games offer<sup>6</sup> that is informed by insight and youth voice and embeds positive experiences. It is expected that an SGO will facilitate a minimum of 12 targeted inter competitions/events/festivals with clear intent.

### Professional Development

- Engage in county, regional and national networking by the Youth Sport Trust. This includes face-to-face and virtual support, Development Coach engagement, monthly updates and your termly review of your development plan.
- New SGOs are required to attend a national virtual and face-to-face induction during your first year of being appointed (ideally within your first term) and engage with your Development Coach.

<sup>6</sup> A broad and balanced offer should look to provide a range of sports and activities that are age and stage appropriate, delivered with intent; with a mix of intra/inter; personal challenge, virtual and face to face targeting a range of young people



# Active Partnership/ London Youth Games: Expectations



There is ongoing flexibility in how the School Games investment into Active Partnerships and London Youth Games (LYG) can be utilised locally. This flexibility will result in variations of the role and remit of an Active Partnership/LYG across the country. The strategic direction, planning and priorities for School Games at both a county and local level should be focused around the shared five School Games Outcomes.

## The what: county provision

- To position tackling of inequalities at the forefront of county School Games planning, provision and opportunities and seek ways to support SGOs to adopt the same approach locally
- To develop and deliver a county School Games offer informed by insight, youth consultation and collaboration. The look and feel of county provision will vary across the country. It could be the continuation of a county festival, a number of place-based festivals or focused work with targeted schools and young people. Targeted work will be the focus of this investment but there should still be a degree of a universal offer (i.e. 60 Active Minutes, county wide event, online training). Provision will very much depend on local need and insight
- To ensure the local and county School Games offer provides opportunities for young people to take on leadership and volunteering roles with the aspiration that opportunities will engage new and different young leaders
- To advocate to key stakeholders, such as Public Health, Governors, and schools, how the School Games is one of the ways we can make a meaningful difference to the lives of children and young people
- To ensure that positive experiences are at the heart of planning

## The how

- To foster opportunities for strong collaboration between your Active Partnership/ LYG, SGOs and the Development Coach and/or YST Development Manager
- Understand how the shared five School Games outcomes align and contribute to local CYP priorities
- Put co-creation with young people and insight at the heart of all School Games planning and provision. Also work together with SGOs to consider and encourage high quality and accessible exit routes for young people
- Support the SGO network, schools, parents, young people, and wider partners to understand and value how the School Games contributes to tackling inequalities
- Continue to update the School Games dashboard to demonstrate the scale of county provision and share School Games approaches, practice and learning with Sport England and YST through the sharing and learning webinars, termly impact awards and/or end-of-year reviews
- Understand local workforce needs for the School Games and support the development of teachers, SGOs and non-teaching staff

# School Games Narrative



Whilst the School Games will look and feel unique to each area that is served by an SGO and Active Partnership, there are some consistent elements that define the School Games that need to be adhered to. These are the non-negotiables of the School Games.

- It is focused on Years 3-13 (i.e. 7-18 year olds)
- It is eligible to schools with a DfE number and can be primary, secondary, special, alternative provision, bases/units, and other educational settings inclusive of the independent sector
- It is addressing Tackling Inequalities, Youth Engagement and Physical Literacy/Positive Experiences
- It embeds collaboration across the School Games network, which includes 3-day a week School Games Organisers, Active Partnerships, National Governing Bodies of Sport, National Disability Sport Organisations and schools
- It collaborates with wider key stakeholders which may look different in each SGO area but could include senior leaders in schools, National Governing Bodies of Sport, public health, community/voluntary groups, parents
- It has a tailored local offer reflective of need and provides a broad and balanced range of sports and physical activities that are age and stage appropriate, delivered with intent; with a mix of intra/inter; personal challenge, virtual and face to face targeting a range of young people, and includes youth engagement and high-quality leadership for personal development
- It considers diversity and reflects the local needs
- It considers secondary school engagement and impact
- It champions 'reframing competition' – it needs to be about more than a single measure of success and young person experiences matter
- It maximises the School Games 'Spirit of the Games' Values
- It is tailored to the different stakeholders and audiences – use the School Games Messaging & Graphic [Templates](#) to help
- It tells a story of the journey of the School Games to engage schools in why it can support their priorities
- It is clear where the School Games fits in the local landscape
- It demonstrates the impact of the School Games and how it makes a difference locally and nationally.

# School Games Tools



We have lots of tools to support colleagues within the School Games. This is not an exhaustive list but headlines some of the key tools.

## School Games Website - [www.yourschoolgames.com](http://www.yourschoolgames.com)

This is our School Games website and has two elements to it; the public facing site and then the 'logged-in' dashboards. Each school, School Games Organiser and Active Partnership has access to their own dashboard that contains links to all the key resources and additional tools such as events calendars, development plans and School Games Mark to name a few.

## School Games Events Calendar

Embedded within dashboards, the events calendar captures both SGOs and Active Partnerships intended provision and uptake over an academic year. Colleagues are required to keep this up to date and input post event attendance on a regular basis but as a minimum termly. This tool helps us to evidence the scale and reach of the network and is shared with partners including Sport England, Government departments, National Governing Bodies of Sport and National Disability Sport Organisations on a termly basis.

## SGO Development Plan

The purpose of completing the annual development plan is for an SGO to think about and put into writing what they feel they will be able to put in place in their three day a week role during the academic year to achieve the School Games Vision and Mission.

Your SGO development plan is available via dashboards and should be used to capture your evidence of need each year in order to then shape and plan your annual activity to deliver across the School Games outcomes and expectations. The plan takes you through intent, implementation and intended impact for each action and progress should be recorded regularly and as part of your termly reporting. A [development plan guide](#) and support [resources](#) are available.

## Inclusive Health Check

This is an interactive tool that has been designed in partnership with the English Federation of Disability Sport and allows you to self-review your provision of inclusive School Games opportunities. The Inclusive Health Check is an annual self-review tool available to all School Games registered schools, School Games Organisers (SGOs), and Active Partnerships. It allows its users to improve best practice, access key resources, and develop an action plan.

## School Games Mark

This tool is designed to reward and recognise a school's engagement (provision and uptake) in the School Games against a national benchmark and to celebrate them keeping young people active.

There are four levels of award and new for 2023/24, schools will be asked to reflect on the inclusiveness of their provision both within the curriculum and beyond through the lens of gender parity. When a school is deciding on the sports and physical activities that will make up its PE curriculum and extracurricular offer, the Department for Education on the back of their commitments to the England Women's Lionesses demands for greater gender parity, expect that the equality of access to sports should be prominent in the decision-making process alongside the considerations around the availability of resources, the cultures and traditions of the school and the teacher's subject knowledge.

It is for schools to decide which sports they offer, and the Equality Act 2010 requires that their offer to boys and girls should be comparable. The department's expectation is that the starting point for schools should be to go further and give girls and boys access to the same sports where they are wanted. Schools should take an approach which maximises participation and use of the resources available to ensure exposure to a range of different types of sport.

The School Games mark will recognise and reward schools who can demonstrate they provide voice, choice, and equal opportunity to young people on a progressive scale that will grow year on year.

## Active School Planner

A free to use tool which is designed to track and improve physical activity levels in your pupils. You can access it at [www.activeschoolplanner.org](http://www.activeschoolplanner.org)

# Key dates

## Autumn Term

Welcome Back Webinar	06 September; 1:00 – 3:00
SGO virtual induction	12 September; 11:00 – 12:00
School Games Mark verification (for SGOs)	13 September
School Games Consultation Group	14 September
Line manager termly briefing	14 September; 4-5pm
Development plans 23/24 created and updated	29 September
SGO national induction – Face to face	04 & 05 October
NGB networking	12 October
Midlands Regional conference (Coventry)	06 November; full day
South Regional conference (London)	08 November; full day
North Regional conference (Leeds)	14 November; full day
South West Regional conference (Bristol)	16 November; full day
SGO reporting	11 – 22 December
Impact Awards	22 December

## Spring Term

SGO virtual induction	10 January; 1:00 – 2:00
Welcome Back Webinar	11 January; 2:00 – 4:00
School Games Consultation Group	18 January
SGO national induction – Face to face	08 & 09 February
SGO reporting	11 – 22 March
NGB networking	13 March
Impact Awards	22 March
County meetings	Dates to be set locally (prior to Feb half-term); half-day

## Summer Term

Welcome Back Webinar	16 April; 1:00 – 3:00
SGO virtual induction	25 April; 2:00 – 3:00
School Games National Summit (Coventry)	To be confirmed
School Games Consultation Group	14 May
SGO national induction – Face to face	22 & 23 May
SGO reporting	08 – 31 July
Impact Awards	31 July
Case study	31 July