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PRIMARY SCHOOL GUIDE

SCHOOL GAMES



ABOUT THE SCHOOL GAMES

The School Games is an exciting new sport competition for school children in England, consisting of four levels: intra-school, inter-school, county festivals and national finals. It's hoped the national finals will be a UK-wide event. The Games are designed to build on the magic of 2012 to enable every school and child to participate in competitive sport including meaningful opportunities for disabled youngsters.

Nationally and locally the School Games is being delivered through partnerships. The national partnership is made up of:

- The Department for Culture, Media and Sport who have overall policy leadership, supported by the Department for Education and the Department of Health.
- Sport England who are the Lottery distributor and are supporting the engagement of Sports Governing Bodies and County Sport Partnerships.
- The British Paralympic Association, bringing the vision and inspiration of the Paralympics.
- The Youth Sport Trust, the landscape lead organisation for school sport, commissioned by Sport England to provide development support to schools, sports and other local partners.

Over £128m of Lottery and Government funding is being invested to support the School Games. This includes: up to £35.5m Lottery funding from Sport England between 2010-15; £28.4m exchequer funding from the Department of Health and Sport England to fund 450 School Games Organisers and Change4Life Clubs and £65m exchequer funding from the Department for Education to release a PE teacher for one day a week in all secondary schools.

At a local level the School Games will be delivered by schools, clubs, County Sport Partnerships and other local partners. Local Organising Committees are being set up, chaired by headteachers, to oversee the county festivals. County Sport Partnerships have an important role to play in helping to stage the festivals.

For more information visit www.yourschoolgames.com.

CONTENTS AND INTRODUCTION

Welcome to the School Games Primary Guide.

This is designed to support your school in planning and delivering the School Games for young people in school years 3 - 6.

The guide covers:

	PAGE
SECTION 1: How to use this guide	3
SECTION 2: What is the School Games?	5
SECTION 3: Adding value across the school	10
SECTION 4: Planning and delivery considerations	13
SECTION 5: Inclusion – ‘Project Ability’	19
SECTION 6: Spirit of the Games: Excellence through Competition	22
SECTION 7: Workforce development	25
SECTION 8: Change4Life sports clubs - how they can help	29
SECTION 9: National Governing Body competition formats	33



SECTION 1



HOW TO USE THIS GUIDE

HOW TO USE THIS GUIDE

The purpose of this guide is to support schools to build on their existing practice to maximise participation and involvement in the School Games.

It has been written with all school staff in mind in considering the role they could play in encouraging young people to participate in the School Games by:

- encouraging reflection on current levels of competitive provision and how the School Games could add value to this
- providing a range of practical ideas on how you can increase and enhance the school and young people's involvement
- highlighting the benefits provided by the School Games as an opportunity for whole school development
- sharing examples generated through the School Games pilots
- encouraging planning for further action.

Each section is structured in the same way and will focus on four simple considerations:

1: What the section will help you to achieve –

Help



2: What you need to know –

Essential information



3: Points to consider and examples from the nine pilot areas who have delivered School Games throughout 2010-2011.

Ideas to make this happen



4: There is a summarised next steps at the end of each section.

What next?



SECTION 2



WHAT IS THE SCHOOL GAMES?

WHAT IS THE SCHOOL GAMES?

1: Help

This section will focus on helping schools and their staff to:

- understand the School Games
- communicate and advocate your school's involvement
- recognise the opportunities participation could provide from both a sport and wider educational perspective.

66 The School Games is a key part of the Government's sport programme, supported by the Department for Culture Media and Sport, Department for Education, Department of Health, Sport England, the British Paralympic Association and the Youth Sport Trust. **99**



2: Essential information

What is the School Games?

The School Games forms a key part of the Government programme to deliver a meaningful sporting legacy for the London 2012 Olympics. It is supported by the Department for Education, the Department of Culture, Media and Sport, the Department of Health and funded by Sport England, through the National Lottery. The focus of the School Games will be to engage and enthuse more young people than ever before to participate in high quality meaningful school competition, supporting them in achieving their own personal best in sport and in life.

The School Games aims to do the following:

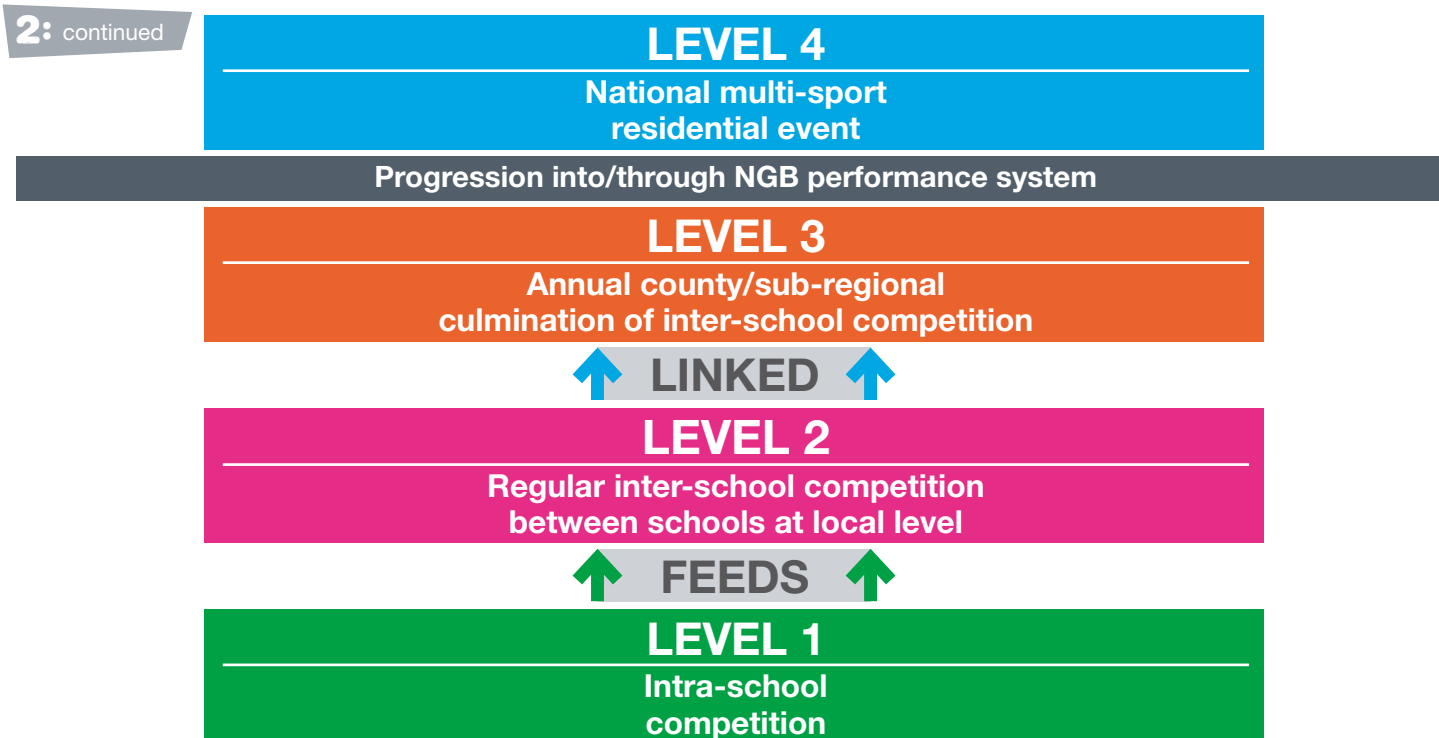
- Build on existing practices both to provide opportunities for those not currently engaged in competitive sport, and provide an appropriate pathway for all young people to achieve their potential.
- Provide access to a range of alternative, modified and traditional competition formats helping schools offer new and exciting options to young people.
- Maximise the impact of competitive school sport on young people and schools, in developing personal skills and contributing to school ethos.
- Offer opportunities for young people to develop leadership skills and express citizenship through volunteer roles such as officials and team managers.
- Complement other initiatives in schools which encourage a wide range of young people to participate in sport, such as Change4Life sports clubs.

Through four levels of competitive sport, young people have the opportunity to get involved, have fun, challenge themselves, progress and ultimately compete against the very best talent.

The School Games is supported by a newly established network of School Games Organisers (SGOs) and Teacher Release (TR) posts. The Youth Sport Trust has been commissioned to provide development support to schools, NGBs and other local partners. At the same time schools are offered a range of opportunities to use the excitement and potential of the School Games to drive educational activities, cross-curricular learning, citizenship and improved personal skills.

WHAT IS THE SCHOOL GAMES?

2: continued



Level	Educational aims	Sporting Aims
Level 1 Intra-school competition For many young people, sporting competition is first experienced through intra-school events – between house teams and form groups or in PE lessons.	To support the development of young people's wider skills, qualities and aspirations, making a positive contribution to school ethos, attainment and achievement.	To build on schools' existing work to offer young people a year-round programme of regular intra-school competition in a number of sports, culminating in a School Games Day : the ultimate school sports day!
Level 2 Inter-school competition (Years 3-13) Individuals and teams will be selected to represent their school in local inter-school competitions, many of which will consist of leagues.	To develop a wider range of opportunities valuing pupils' different abilities and interests through a variety of roles. To create wider support for learning through engaging parents/carers.	To involve as many young people as possible by creating breadth in the sports offered and depth through the creation of more teams per sport.
Level 3 School Games Festival Each county/area will host a multi-sport showcase event (a School Games Festival) as a culmination to the year-round programme offered at Level 2. Level 3 will be planned and managed through a Local Organising Committee (LOC) established in every county, chaired by a headteacher and supported by the County Sport Partnership (CSP).	To develop young people's life skills and citizenship through creating a variety of competitive pathways and engaging local business and the community to support this.	To enable the most talented school teams in the local area to progress on their competition pathway from Level 2. Young people succeeding at Level 3 will be encouraged to develop their enjoyment of and ability in sport through existing National Governing Body (NGB) club and talent pathways.
Level 4 National multi-sport event This level consists of a high profile national multi-sport event, in which the country's most talented school age athletes will compete if selected by their NGB.	To provide opportunities for young people to aspire to excellence through increased responsibility in developing their chosen path as participant or leader/volunteer. Schools with athletes and volunteers attending this event will be acknowledged and recognised nationally.	To support athletic development and act as a stepping stone to further national and international competition.

WHAT IS THE SCHOOL GAMES?

3: Ideas to make this happen

There are a number of resources available to support schools to participate in the School Games – ensure you make best use of them.



Young Officials, Young Team Managers and Volunteers are key to ALL Levels →

Across LEVEL 1 LEVEL 2 and LEVEL 3

School Games website – www.yourschoolgames.com –

Here you will find up-to-date information, downloadable resources and exchange of best practice. In addition schools will be able to record participation to help with local monitoring and evaluating.

LEVEL 1

Schools Guide – guidance document to support primary, secondary, special schools and colleges in delivering the School Games, including NGB guidance and sports formats.

Teacher Release (TR) post in every secondary school – They will help schools to:

- create sustainable sport competitions, both within and between schools, involving all pupils
- involve their staff, parents, local people and young leaders and volunteers to lead competitive sport

- engage pupils who are less active or who do not have equal access or opportunity to compete (including pupils with disabilities)
- provide specialist PE and sport support to local primary schools.

School Sport Organising Crew – Schools will be encouraged to establish a School Sport Organising Crew (further detail later in this guide) to lead the planning and delivery of the intra-school competition programme.

National materials provided within this guide are provided to support schools in developing and delivering their own School Games programme using NGB formats. NGBs are being asked to create innovative new formats which lend themselves to intra-school competition, and encourage participation by all young people, including those with disabilities. Please refer to section 9 for more information.

School Games Day branding – Available to registered schools to support delivery of their Level 1 School Games Day.

LEVEL 2

School Games Organiser (SGO) – will aim to help schools to increase participation in the least active; increase the number of young people in interschool competition and develop progression and pathways into club and community sport.

NGB guidance and sports formats – designed to offer a fully inclusive menu of competitive opportunities for all young people (please refer to Section 9).

NGB workforce guidelines – provide guidance and suggestions to schools to deploy young leaders and volunteers as well as engage with adult volunteers and members of the school workforce.

LEVEL 3

Local Organising Committees (LOCs) – chaired by a Headteacher, these and further sub committees will lead the planning and delivery of a high quality School Games Festival linked to Levels 1 and 2.

County Sports Partnership (CSP) – through dedicated lottery funding they will support the LOC and School Games delivery at Level 3. They will also lead the engagement with NGBs locally to ensure connectivity with local community sports clubs.

In Tyne and Wear the LOC includes representation from primary school headteachers, ensures the needs and priorities of primary schools are incorporated at this level of the School Games and creates connectivity from Level 1.

LEVEL 4

A National Organising Committee (NOC) – to oversee the national multi-sport event, engaging with NGBs to ensure their performance pathway allows the most talented young people to compete at this high level of competition.

4: What next?

- In your first staff meeting share the key principles of this guide with your colleagues so everyone knows what the School Games is and how they can get involved.
- Using the table on Page 7, discuss with colleagues how the School Games could support your school objectives.



ADDING VALUE ACROSS THE SCHOOL

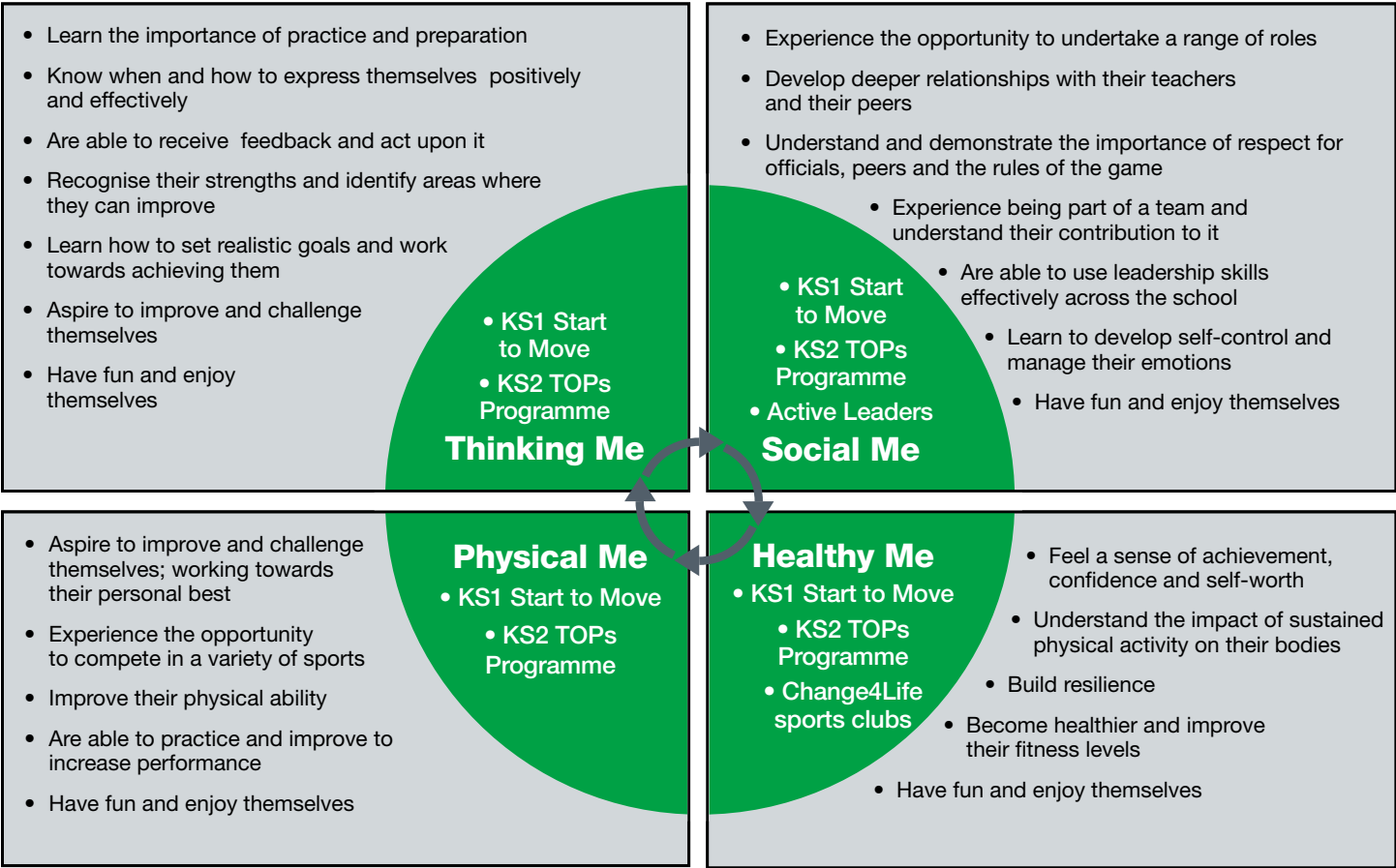
1: Help

This section will focus on schools and staff to consider:

- how to use the School Games as an educational strategy to support the achievement of whole school priorities
- how to maximise the potential of wider learning for pupils
- how to share learning across the school and also with other schools.

The School Games can be used to support key priorities for whole school improvement.

Through the School Games pupils can:



2: Essential information

Supporting the achievement of school priorities and outcomes

The School Games can provide additional opportunities for schools to work in partnership with other schools, organisations and businesses as well as within and across communities to promote learning and well-being. They can create further opportunities to engage effectively with parents and carers and provide an inclusive opportunity for all young people to be involved.

The School Games can be a catalyst to consolidate and enrich the skills and understanding learned across the curriculum. As well as engaging young people in recording and reporting the performances of their peers, the School Games provides a range of opportunities for improving their literacy and communication skills, as well as supporting various themes that underpin a positive school ethos. In particular these include the development of independent learning, leadership and personal challenge.

High Quality Physical Education in schools plays a significant role in improving the physical health, emotional well-being, mental stamina and resilience of young people, as well as providing opportunities to develop a wide range of transferrable skills. High Quality Physical Education offers young people a breadth of activities and learning experiences which can develop their confidence, self esteem and social interaction as well as their physical development, which can then be transferred into other curriculum areas.

The School Games provides a context to develop and apply this wider learning through intra and inter school participation and competitive experiences.

High quality PE provides an opportunity to develop children's ability to:

- become independent learners through developing their cognitive and creative abilities such as being able to create, plan, review, analyse, consider, predict, explore and problem solve.
(Thinking Me)
- to work well with others by developing their social skills and qualities such as communication, empathy, respect, collaboration, cooperation, listening, supporting, motivating and leading.
(Social Me)
- improve their own physical and mental health through an increased understanding of the benefits of becoming and remaining physically active. They will know how to achieve this through a greater independence in learning how the body works and the effect of exercise on it.
(Healthy Me)
- move effectively and efficiently through improving their agility, balance and co-ordination in order for them to become competent and confident movers and performers.
(Physical Me)

3: Ideas to make this happen

Below are a few ideas that you could consider during your planning sessions in order to involve more young people within your School Games delivery.

Themes	Examples
Physical Me	<ul style="list-style-type: none">• Hold a dance competition with the winners performing at your school games day• Perform a dance at the opening/closing ceremony• Have cheerleaders at the competitions• Run a school club that can improve young people's performance in an intra-school competition
Social Me	<ul style="list-style-type: none">• Use percussion instruments to help build atmosphere at the games• Design and make banners, posters or leaflets• Get young people to video some of the games and show at parents evenings• Include more young people in your school council• Ask some young people to write a short report on the school games for their school• Use your young leaders to support your intra competitions
Thinking Me	<ul style="list-style-type: none">• Use young people as scorers and recorders• Using the results of competitions in PE within their numeracy lessons• Design the opening ceremony of your school games event on the school site
Healthy Me	<ul style="list-style-type: none">• Create a competition to design the best break time activity• Have class competition to design the best healthy lunch menu• Hold class competitions to see if they can improve their personal fitness level

4: What next?

- Identify which of your school priorities could be linked to the School Games e.g. identify target groups of young people or key areas of school life.
- Identify the possible opportunities/pathways that the School Games could provide for your young people, e.g. developing leaders across the school or using School Games opportunities to link different curriculum areas.
- Identify key colleagues and resources that can support you, e.g. introduce School Games opportunities at staff meetings.

SECTION 4



PLANNING AND DELIVERY CONSIDERATIONS

PLANNING AND DELIVERY CONSIDERATIONS

This section looks firstly at **LEVEL 1** and then **LEVEL 2** of the School Games

LEVEL 1

1: Help

This section supports schools and staff to:

- understand the expectations of participation in Level 1 of the School Games.
- consider how to plan for and deliver regular intra-school competition to involve more young people, culminating in a School Games Day.

2: Essential information

Every primary school is encouraged to deliver:

- an annual calendar of intra-school competition at Level 1 of the School Games. This could involve inter-class competitions, house matches or vertical group competitions
- a School Games Day, which is the culmination of the annual calendar of intra competition – staged in June / July.

Schools will decide which sports are likely to stimulate the greatest demand and enthusiasm from their young people.

All young people should be encouraged to participate in some way.

The competition should be regular and where possible, scheduled to allow progression to Level 2.

3: Ideas to make this happen

The annual calendar of intra-school competition

Think about how you could adapt or modify the competition to make the best use of the facilities and space you have at your disposal.

Each of the School Games sports competition formats included within this guide (Section 9) provides you with ideas on traditional, modified and alternative formats which can ensure flexibility depending on the numbers of young people you have, and the space you have available.

Planning your competition programme across the academic year allows greater opportunity to devise a whole school programme alongside it.

The Level 1 School Games Day is a culmination of your year-long intra-school competition programme. As the climax of your school sport competition calendar, it has the potential to bring young people together under the banner of sport, and be a celebration of healthy competition, culture and community.

Could you include the finals of your intra-school competition programme in your School Games Day?

The emphasis of the School Games Day is on recognising intra-school competitive achievement throughout the year by creating a positive and rewarding experience for all.

Can your School Games Day capture the ethos of the early modern Olympics to bring together sport, culture and education in a single event?

The School Games Day provides you with a fantastic opportunity to explore culture, diversity and the strengths of your school, and a chance to encourage other colleagues within your school to share their skills and experience.

There are lots of ways that you can include cultural activity in your School Games Day and you may wish to think about the following:

- **Opening Ceremony:** This is a great way to start your School Games Day and to enthuse and excite your participants. It could include: elements of song, music and dance, the school orchestra or choir, a parade of athletes, the raising of a flag and the ceremonial lighting of a torch. The Olympic Flame itself symbolises the 'light of spirit, knowledge and life'; how could you replicate this spirit and bring the key principles of the Olympics and Commonwealth Games to your own opening ceremony?
- **Closing Ceremony:** This is a fantastic way to celebrate all the hard work that everyone has put in and the sporting achievements of the participants.

Castlecroft Primary School aligned their current school sports day to a School Games Day by including an opening and closing ceremony with a flag procession and samba band; as well as creating additional team events for young people such as Olympic Torch relay races.

Your School Games Day will be a great chance to raise the profile of the school and engage with parents.

When you register the date of your Level 1 School Games Day on www.yourschoolgames.com you will receive a branding pack to support you in promoting your Day and to help deliver your event.

Below are some suggestions on how to promote and deliver your School Games Day:

- A few weeks before your event, promote the School Games Day in and out of school.
- Promote the event to VIPs, parents and governors.
- Could you invite the local media to raise the profile of your School Games Day within the community?
- Can your School Games Day celebrate current intra-school competition delivered so far this year?
- Could it be a great opportunity to collect house/class points? Consult with young people to plan your programme of intra competition.

4: What next?

- Go to Section 9 for ideas on sports formats to support you in creating additional opportunities to engage all young people in intra-school competition.
- Put the date of your School Games Day in your school calendar.
- Look overleaf at the case studies for ideas from special and primary schools who have delivered Level 1 School Games Days in the 2010-2011 academic year.



SCHOOL: Mary Rose School

What did your School Games Day look like?

Our School Games Day was held off site at two venues, The Mountbatten Centre and at a local playing field. It included an opening and closing ceremony, intra-school competition and cultural aspects.

All activities were fully inclusive (consisting of athletics and multi skill events). In addition we included arts and crafts as part of the day as well as dance opportunities – ensuring that every pupil was able to take part.



How did you include the three key themes of a School Games Day?

Culture: we ran an opening ceremony on the day which included speeches from sport VIPs, music, a sports values pledge and dancing.

All classes were encouraged to design their own banners referring to sporting values as well as creating dances which were performed in the week leading up to the day.

All our sports leaders also used the values to come up with a pledge for all participants to read out before competing.

Celebration: all pupils took part in intra-school sport and rewards were given to celebrate their achievements. This was in recognition of performance achievement as well as demonstrating sporting values.

We celebrated the achievements of our pupils by inviting parents to the day. School governors also attended as well as a Team GB Olympic Judo player and a Paralympic shooter.

To raise the profile of our day we used large banners to represent the cultural component and invited other schools to celebrate with us.

Inclusion: we included a range of activities to engage all our pupils. This included athletics (track and field), bowling, football, and a sensory assault course. Pupils competed individually for rewards but also collected points for their house team.

What top tips could you give to schools planning to run their Level 1 event next year?

- Promote your day with the community- we held our day at a community site.
- Provide a range of sports that allow young people to compete for individual rewards as well as contributing to a team.
- Include culture and creativity to engage more young people – work with your arts department! Do this to create a build up to the event before your day.

SCHOOL: Castlecroft Primary School

What did your School Games Day look like?

- Afternoon of activity in July made up of track athletics and traditional sports based on the 1950s (sack races and tug of war).
- Open to all parents and governors of the school.
- Delivered by school teachers and young leaders from the secondary school.
- Every young person competed in at least one event for the chance to win points for their house team. The overall winning team then received the cup.



How did you include the three key themes of a School Games Day?

Culture: we had an opening ceremony led by our school samba band around the field with the whole school involved in a flag bearing procession. Young people were allocated a country's flag and had spent time in lessons learning about that country. We also ended the event with a closing ceremony with a parade and music.

We also had an Olympic torch relay race where young people had to compete in a relay holding their torches to celebrate the 2012 Olympics and Paralympics.

Celebration: the day was a celebration of intra-school sport competition. We promoted the event to parents who attended the afternoon. In addition governors of the school supported the delivery of the competition.

We also had house captains who were responsible for collecting the trophy and enthusing their team.

We worked with our secondary school's young leaders to support the delivery and officiating.

Inclusion: the event was fully inclusive, enabling our young people with disabilities to compete against their able-bodied peers in a variety of events such as the sprints and relay races.

What top tips could you give to schools planning to run their Level 1 event next year?

- Plan early! Our teacher who is in charge of music planned the song for the opening and closing ceremonies and held practices in the run-up.
- Allow enough time for the procession to take place and to get the young people seated.
- Encourage all staff to get involved so the events can run smoothly and young people are not seated for too long.
- Keep the activities that are meaningful to your school and young people as well as trying new things!
- Ensure there is a mixture of fun activities as well as more competitive ones to enable all young people to represent their house and participate.

LEVEL 2

1: Help

This section will focus on supporting schools and staff to:

- understand the expectations of participation in Level 2 of the School Games
- consider how you plan for and deliver regular inter-school competition for more young people, with the opportunity to progress to Level 3.

2: Essential information

Every primary school is encouraged to offer and participate in regular inter-school competition at Level 2 of the School Games. This could involve School Games leagues aiming to involve as many young people as possible (through the promotion of more teams in each sport).

Schools will decide which sports are likely to stimulate the greatest demand and enthusiasm from their young people and these sports should have progression from Level 1.

At Level 2 the opportunities provided should allow the most talented school team to progress to Level 3.

3: Ideas to make this happen

Work with your Teacher Release to develop a year-round inter-school competition calendar.

The Teacher Release has a strategic role in supporting schools to deliver Level 2 inter-school competition, working in partnership with schools to develop the competition programme, ensuring there is a clear progression to Level 3. To ensure this structure is sustainable, schools need to be committed to delivering certain elements of this and support collaboration.

There are a range of electronic fixture generators available to support you at Level 2: Please refer to www.yourschoolgames.com for further details.

Considerations at Level 2:

- If you are a small primary school, why not look to link with another school to create teams?
- Could you create competitions that are seeded – e.g. a small and large schools leagues?
- Look to deliver your inter-school competitions on set nights, so young people and parents/carers know when their fixtures are.
- Look where possible to run central venue leagues so you play more than one school on the same night, saving time and transport costs.

4: What next?

- Revisit your inter-school sport competition calendar with other primary schools and your Teacher Release – do you have a range of sports included to engage all young people and are your competitions fully inclusive?
- Promote your inter-school competition calendar to colleagues, pupils and parents/carers.
- Find out in school if anyone has an interest in a sport and would like to support Level 2 inter-school competition delivery. Does your local secondary school have young leaders to support you?
- Find out the date of the Level 3 School Games Festival from your TR and put it in the calendar.





1: Help

This section will support schools and staff to:

- reflect on whether competitions offered at school engage young disabled people
- identify what to do to ensure competitions are inclusive and engage all young people.

2: Essential information

The ambitions for young disabled people within the School Games are to:

- enable participation in regular competitive activity at each level of the School Games
- develop meaningful competitive opportunities as part of the school sport pathway
- raise confidence levels
- change perceptions and enhance understanding of disabled people to provide inclusive opportunities to compete alongside non-disabled athletes.

“ 50 Project Ability schools will help to drive the ambitions of the School Games. These schools will provide specialist support to 450 SGOs and the schools they work with. ”

Project Ability

A bespoke project within the School Games designed to help drive and increase opportunities for young disabled people

Through a range of interventions and activities, Project Ability will support schools to improve and extend their provision for young disabled pupils to take part in competitive sport.

These interventions and activities include:

- Innovation with NGBs to establish inclusive formats with tips and advice on how to adapt activities as well as specific impairment formats.
- Training for all SGOs in disability awareness and planning and delivery of inclusive competition, supporting L2 delivery.
- Equipping all schools to increase participation by those young disabled people who need more substantial or significant help through TOP Sportsability, supporting L1 delivery.
- The inclusion of disability events within L3 events.
- Aspirational Paralympic events within the Level 4 national competition.
- The establishment of a network of **50 lead schools who have established experience in engaging young disabled people.**

The 50 schools leading the delivery of elements of Project Ability will help to drive the ambitions of the School Games by:

- delivering bespoke YST-developed training and providing local advice and guidance to SGOs
- driving the establishment and implementation of more local competitive opportunities for young people
- sustaining young people's participation beyond their involvement in competition through the development of school club activities.

By driving Project Ability, schools will encourage meaningful high profile sport competitions for young disabled people. This will provide an excellent platform for schools to launch a full programme of targeted competitions as the Paralympics close in September 2012.

3: Ideas to make this happen

Ensure your school competition programme engages all young people!

It is important that your competitions include a range of team and individual sports and a variety of competition formats.

Competitions may be targeted to a cohort of young people, for example, those with profound and multiple disabilities. These may include specific formats in disability sports such as table cricket and boccia.

All NGB competition formats are inclusive in design and provide advice/guidance on how to adapt activities and integrate young disabled people in teams alongside able-bodied youngsters as well as impairment specific formats. For example, in goalball, inclusive zone basketball and zone hockey.

For further ideas on how to ensure the inclusivity of your competitions, please see the NGB competition formats within section 9 of this guide.

4: What next?

- Revisit your intra-school competition programme. Are you offering a range of sports to engage all young people? Are there individual as well as team sports?
- Have you included any Paralympic sports as part of your offer?
- Read Section 9 of this toolkit for ideas on how to include all young people in your competitions.
- Speak to your TR for further ideas on how you can ensure your competitions are fully inclusive.



The Black Country worked closely with the English Federation of Disability Sport, who were represented on their LOC. Through this relationship, they were able to draw on the experience of that member and were able to offer alternative ways of engaging both special schools and mainstream schools with young people with disabilities. Five special schools were represented at their School Games Festival, and their vision for the future is to continue to engage young people with disabilities from both special and mainstream schools to engage in competition together.

Arbour Vale School delivered their 2010-2011 school competition programme through integrating a range of sports and adapted equipment based on pupil needs. Pupils had the opportunity to compete individually but also gain points for their houses.

In Hertfordshire, schools have been working with England Athletics to develop intra and inter-school competition formats focussed on enabling young disabled athletes to compete alongside able-bodied athletes. These findings and formats will be shared with you over the 2011/2012 academic year.



SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

1: Help

This section will encourage schools and staff to focus on how to:

- use sport as a transformational tool to develop personal values and attitudes amongst young people
- use the Spirit of the Games as a vehicle to develop whole school ethos
- use a set of values which underpin personal excellence and inspire young people, staff and volunteers alike to make both the competition and performances of as high a quality as possible.

2: Essential information

Passion. Belief. Respect. Honesty. Teamwork. Determination.

Developed by the Youth Sport Trust with young people for young people, these are the six values young people have told us are the most important to them in sport. Together they form 'Spirit of the Games' part of the wider Sporting Spirit programme.

Competition creates the ideal context in which to explore personal values and conduct, as through it young people can learn how to handle victory and defeat, how to believe in their abilities and achieve their personal best, and how to respect their opponents and work with their team-mates to achieve success. The way in which schools communicate these values and involve young people in championing this cause will help bring the Spirit of the Games to life. This will ensure that competitive school sport is a rich learning experience for your young people, an experience which develops them to be not only the best sportsperson they can be but the best person as well.

**Spirit of the Games:
Excellence through Competition**



3: Ideas to make this happen

What roles can young people play in making Spirit of the Games a core part of your School Games event? Can they take ownership and responsibility for their own values?

- Work with young people to define and work on the School Games values prior to the event. How are they going to promote them?
- Create a reward scheme based on the values, with awards for young people nominated by their class teachers.
- Create a charter especially for your events – perhaps written by young people.

Mary Rose School delivered school assemblies on the values of sport and encouraged the pupils to come up with oaths and charters as part of overall school life which they read out before school sport competitions.

- Get young people to write oaths for players, officials, coaches and spectators. Maybe a representative of each of these groups could read the Oath before the start of the event.

Example oath for student volunteers.

"We the volunteers pledge to support our fellow pupils, act honestly in everything that we do and work as a team to help put on a great event."

- To engage more young people at your events why not nominate Spirit of the Games Champions who could be tasked to observe players who deserve nominations for values awards, resolve disputes, and more.
- Could you deliver assemblies promoting the School Games values and whole school ethos?

SPIRIT OF THE GAMES: EXCELLENCE THROUGH COMPETITION

4: What next?

- Go to www.yourschoolgames.com for further information and practical ideas on how to encourage personal values and attitudes through the power of sport. You can also download the Spirit of the Games logos from this website.
- Discuss with colleagues how you can integrate the Spirit of the Games into school ethos and your school competition programme.
- At Level 2, explore how you may incorporate the values and ensure they are an integral part of the School Games leagues.

In North Yorkshire, one school provided cross-curricular activities for its students which were built into the School Games programme. A group of pupils performed a sports media role during the School Games Festival with a team of sports reporters commenting on the day's events. A dance troupe performed during the opening ceremony, while other pupils created music for the closing ceremony. Artwork was also put up around schools designed to represent the Olympic Values.

“The Spirit of the Games values were developed by young people, for young people. How will you incorporate them into events and how can they be used throughout your schools?”



SECTION 7

WORKFORCE DEVELOPMENT



WORKFORCE DEVELOPMENT

1: Help

This section will help schools and staff to:

- develop and empower **student voice** through the creation of a School Sport Organising Crew
- be clear on how they can use and **build on leadership** in the curriculum to **develop young people** in a wider range of workforce roles e.g. young sports journalists
- **engage other members of the school workforce to support the delivery of school sport**
- understand how to **support existing coaches** working in schools and what to do when **recruiting community coaches** to work in schools.

2: Essential information

YOUNG VOLUNTEERS

Primary schools are encouraged to:

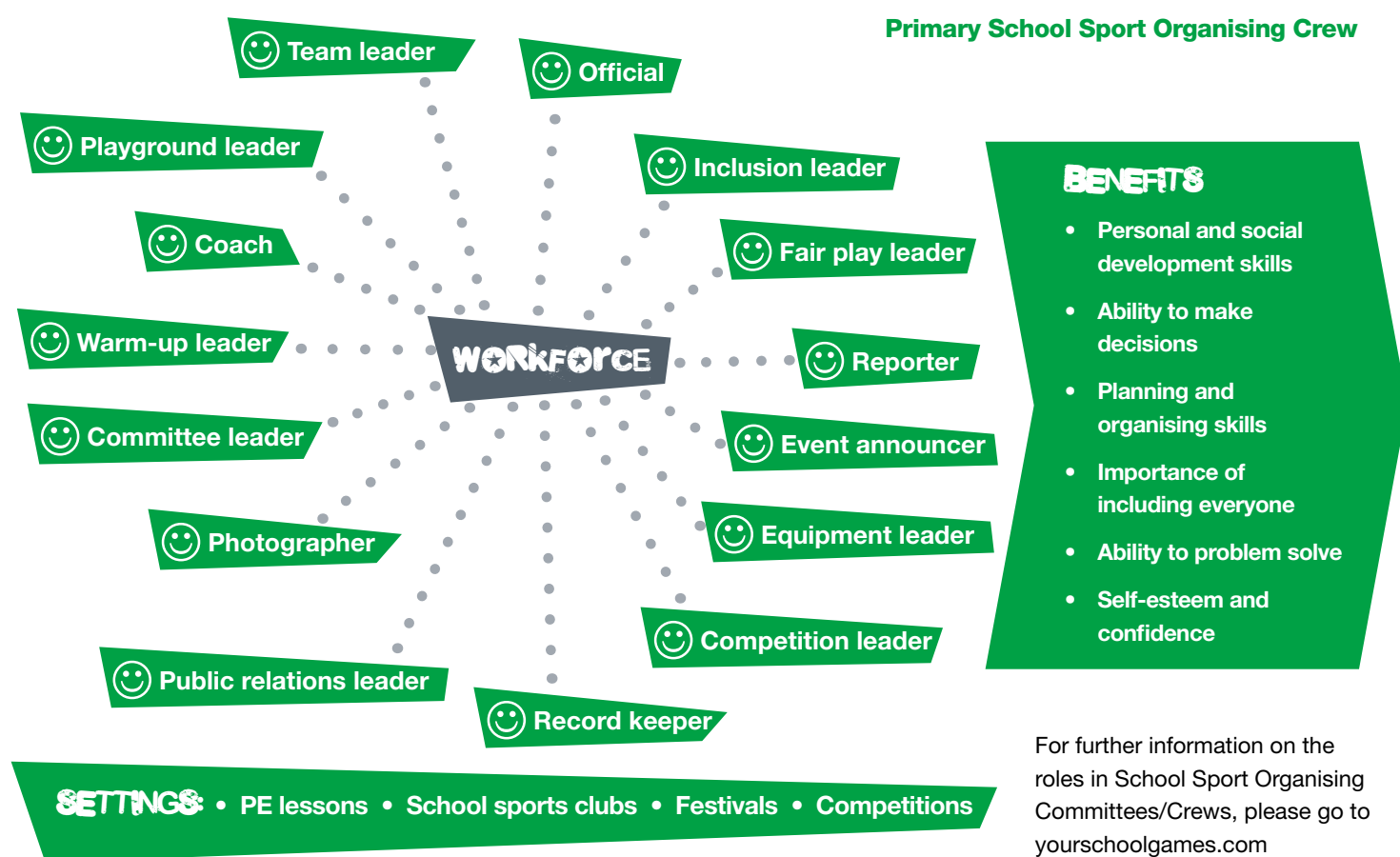
At **LEVEL 1** (intra) – develop a **School Sport Organising Crew**

To ensure that children influence and shape the school sport offer for their peers, consider establishing a primary School Sport Organising Crew. This is a group of young people who join together to organise, co-ordinate and promote school sports clubs and competitions in their school. Their functions are to:

- listen to what other young people want to do and act on this
- contribute to organising different types of competitions and clubs to engage different types of young people
- publicise competitions and school sports clubs
- recruit participants
- capture and promote success.

In the Black Country, young people were given team captain roles in the competitions and were responsible for ensuring team-mates were in the right place at the right time. They also led warm-ups and cheering chants to provide motivation to one another.





LEVEL 2

To support you in the development of your young people as leaders Sport England is now funding the Youth Sport Trust to develop a Key Stage 2 leadership resource called Active Leaders. This resource and training package will help you to embed leadership into your PE curriculum, allowing your young people to develop their leadership skills by becoming accustomed and confident in assuming a variety of roles. To register your interest or to book a place on the training please visit www.yourschoolgames.com

SCHOOL SPORT AND COMMUNITY COACHES

Recruit members of the school workforce as coaches

School staff and members of the local community can play a vital role in coaching young people to take part in the School Games as they:

- already know the young people, have a rapport with them and are accustomed to managing groups of them
- are a reliable, committed volunteer workforce

- potentially are available before and immediately after school.

Recruiting more people to support the delivery of school sport means the school will be able to:

- offer a wider, more varied menu of school sport opportunities for its pupils
- promote a culture of volunteering
- promote healthy living for both pupils and staff.

Schools will be able to access bursaries to support development of coaches within your school via your SGO. In addition, Sport England is funding the Youth Sport Trust to develop appropriate introductory qualifications for school staff.

Community sport workforce

With the assistance of SGOs schools will have access to specialist coaches, training and equipment to deliver a range of lunchtime and after school programmes. Ensure that your school is clear on roles and responsibilities around recruitment, induction, development and deployment.

3: Ideas to make this happen

YOUNG VOLUNTEERS

Setting up a School Sport Organising Crew

- Identify individuals who would be interested in establishing a School Sport Organising Crew.
- With the young people, identify the roles that they will undertake.
- Let other members of staff know about the group.
- Select people in roles.
- Once the group is formed then encourage it to promote itself.
- Visit www.yourschoolgames.com for more information.

Deployment of young people as volunteers

Ensure that you can create a variety of volunteering opportunities for young people in your school to volunteer and support the delivery of school sport competitions and school sport clubs (for example Change4Life clubs, playground activities, festivals).

Recruiting young people in ambassadorial roles

These young people should:

- be able to inspire and lead other young people
- have initiative and be able to take responsibility
- be good role models.

SCHOOL SPORT AND COMMUNITY COACHES

School workforce as coaches

Raise the profile of opportunities to volunteer at your school through:

- considering how your recruitment process could incorporate people's additional interests and skills. Do you ask if they are willing to support the delivery of extra-curricular activities (including sport) during the interview process?
- working with the headteachers/senior leaders to see whether a requirement for staff to articulate how they can contribute to the wider school offer could be incorporated. into the school performance review framework
- looking for ways to promote opportunities to volunteer through high profile events
- providing posters which can be displayed in staff rooms
- targeting specific groups through face to face contact engaging key advocates in your schools to support you with this.

Once schools have recruited some volunteers, encourage them to:

- build a supportive team environment
- identify one point of contact
- assign delivery buddies for new recruits.

Community sport workforce

Be prepared for when your SGO approaches you about your coaching needs. Consider:

- what is already being delivered?
- which sports/activities are pupils already taking part in?
- what do the pupils want to take part in?
- what is the current coaching workforce?
- which activities would you like delivering that require specialist coaching support?

The SGO will then work with local partners to try to recruit the required coaches in the required sports.

If your school is employing coaches directly, it is important to discuss with the SGO who will be undertaking the roles and responsibilities around induction, development and deployment.

4: What next?

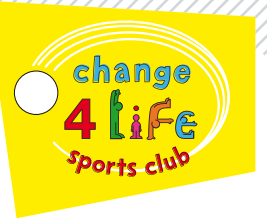
- Advise your SGO that you wish to establish a School Sport Organising Crew.
- Actively promote volunteering opportunities to the young people in your school.
- When recruiting new volunteers, be flexible on the level of commitment required. Acknowledge that people have different demands and levels of being able to volunteer. Therefore, consider the range of commitments needed for each opportunity and try to ensure that there are a variety of options.
- Provide support for new volunteers. Identify individuals to work with new volunteers so that they have a single point of contact – a buddy who they can call on with questions or support requests and assign a mentor to work with and deliver alongside them.
- Advise your SGO on what sports your new volunteers wish to access training in.

SECTION 8



CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP

CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP



1: Help

This section will support schools to

- understand what Change4Life sports clubs aim to achieve and consider how they can dovetail with School Games to engage the least active young people.
- utilise the resources being provided by the Change4Life programme to help enhance the School Games offer.

2: Essential information

Why Change4Life sports clubs?

Change For Life Sports Clubs (C4LSC) have been designed around a clear need to increase physical activity levels in less active young people in schools through the development of a new type of sports club.

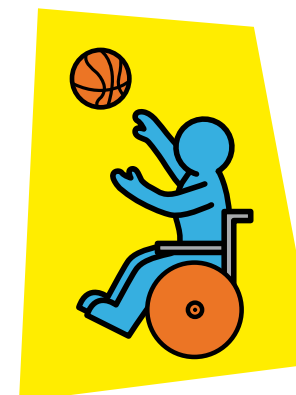
Using the inspiration of Olympic and Paralympic Sports the aim is to create exciting and innovative environments within which to engage these young people in school sport.

In primary schools – These will be multi-sport clubs aimed at Year 3 and 4 and focused on three themes:

- adventure sports
- target sports
- artistic/ creative sports.

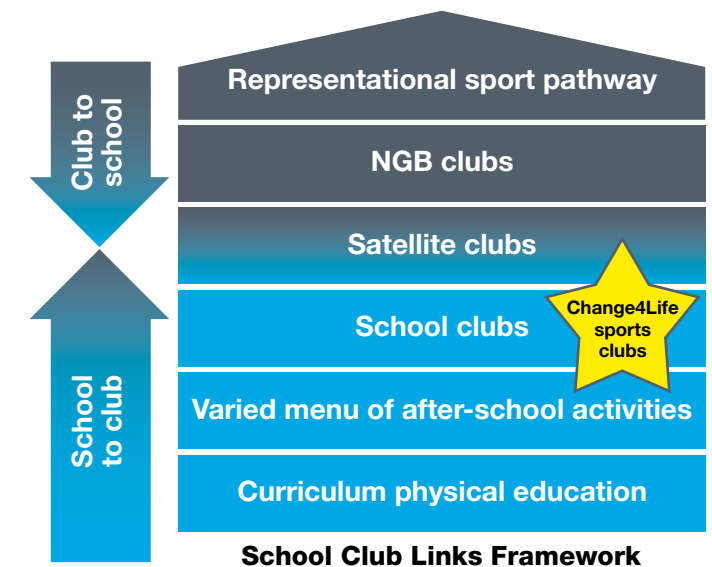
In secondary schools – These are sport-specific clubs and focus on seven sports: badminton, volleyball, boccia, table tennis, fencing, wheelchair basketball and handball.

These will prepare and inspire more young people to get involved in the School Games.



It is really important to ensure that Change4Life clubs or equivalent school sport clubs are seen as an integral component of the school club pathway which support young people to access appropriate club sport and sustain their participation into adulthood.

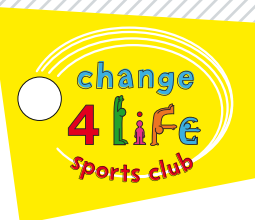
This simple framework has been developed to capture the vision for school club links and the different types of club needed to increase the numbers of young people that can be retained in school sport:



Change4Life sports clubs sit at the school club level providing a modified opportunity for young people. They are unique in their environment, in the way they are delivered and by nature of the activity being a less traditional offer.

Through Change4Life sports clubs we want to build young people's confidence and support them to commit to sport and physical activity on a regular basis; giving them the skills and knowledge required to do this.

CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP



In engaging more young people in sport, their first club experience is key. Change4Life sports clubs provide an ideal opportunity for you and your schools to be innovative and young people-centred in the design of these new and inspiring school sport clubs.

In developing these unique clubs on school sites we are looking to achieve the following:

- Attract less active young people through a school club concept and prepare them for School Games.
- Build a network of C4LSCs on school sites.
- Use the inspiration of Olympic and Paralympic sports and values.
- Respond to what young people want.
- Establish a culture of regular attendance and participation.
- Develop a real sense of belonging to the club.
- Utilise the club environment to change behaviours around key health areas (including healthy eating, physical activity and social / emotional development).



3: Ideas to make this happen

Change4Life sports clubs will engage less active young people and inspire them to participate in their first sports club experience. They will take place in a safe and engaging environment in familiar surroundings and to explore sports and activities with a view to encouraging them to adopt healthier lifestyles. Sustaining their participation in physical activity and sport will be the main outcome and ensuring that these less active young people have every opportunity to be part of the School Games.

Implementing and embedding primary Change4Life sports clubs

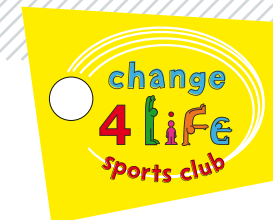
Your SGO will:

- Develop criteria for which schools are included in the primary Change4Life sports clubs i.e. those schools with high free school meals, those schools that have high prevalence of overweight young people and/or those schools that have behaviour or attendance issues.
- Engage with the primary school headteachers and local health-related partners to build partnerships that will deliver your allocation of primary C4LSCs and add value to them in the long term.
- Ensure that special education needs/disabled young people are included as part of the implementation process and that at least one school chosen to host a primary club is a special educational needs school.

Embedding primary and secondary Change4Life sports clubs

- There should be clear connectivity between Change4Life sports clubs and Level 1 and Level 2 of the School Games through celebratory events and Change4Life festivals. There needs to be clear communication with young people in those clubs as to what opportunities exist.

CHANGE4LIFE SPORTS CLUBS – HOW THEY CAN HELP



4: What next?

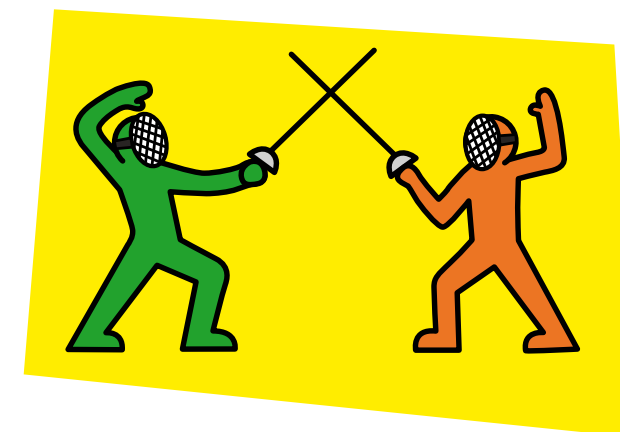
Monitoring and evaluation

- Keep track of the progress and delivery of your Change4Life Sports club and be able to feedback to your SGO.
- Work with your SGO where necessary to provide contact information required by research bodies.

Engage student voice in the planning and delivery of your C4LSC. By responding to what young people want, Baysgarthe School established a C4LSC focussing on overall fitness as well as skill development. As a result the volleyball club now compete at inter-school competition level.

By the end of the 2011-12 academic year there will be 3000 Change4Life sports clubs in secondary schools and a further 4500 being developed in primary schools – designed to inspire and motivate those less active young people!

- Use the concept of Change4Life sports clubs to engage less active young people in your school's sport and competition programme.
- Use your young leader workforce to engage less active young people and buddy with them in your school club.
- Think about how the Change4Life Sports Club concept fits with other physical activity or health objectives within the school.
- How could you use the Change4Life Sports Club concept to achieve other whole school priorities within your school?



SECTION 9

NGB COMPETITION FORMATS

1: Help

This section will focus on supporting schools and staff to:

- identify what sports are involved in the School Games and their phased approach to involvement
- understand their alternative, modified and traditional competition formats
- understand how each sport can be adapted to ensure inclusivity.

2: Essential information

Sports that are delivered in each area should be based upon local demand from schools and young people.

A large number of NGBs are working with the Youth Sport Trust and Sport England to create a wide and varied range of opportunities for young people to get involved in the School Games.

The formats are all age and stage appropriate and while the table below outlines which sports will have formats available within the school games programme, these formats will be adapted versions and at primary age, often be mini games and include skill based challenges and formats, with recommended adapted rules and equipment.

There will be a progressive menu of sports formats but this should not prevent local competitions being delivered in those sports formally coming on line at a later date.

3: Ideas to make this happen

Phased inclusion of sports

In the first year of the School Games a total of 31 sports will have formats that can be used locally within the competition programmes that you create with your schools. This includes 24 sports from September 2011, and will help you to provide guidance and support to schools enabling their young people to access an exciting and varied competition programme. A further seven sports will then come online in January 2012, with a further group providing guidance in time to be included in the 2012-13 academic year.

Phased inclusion of sports:

Included in School Games	September 2011 (Sports involved in 2010 pilot)	September 2011 (Sports not involved in 2010 pilot)	January 2012	September 2012
Sports	Athletics Badminton Cricket Golf Hockey Netball Rugby Union Swimming Tennis Volleyball Wheelchair Basketball Boccia Table Cricket Polybat New Age Kurling	Gymnastics Table Tennis Rugby League Basketball Rowing Fencing Football Goalball Panathlon*	Lacrosse Squash Judo Rounders Baseball/Softball Cycling Triathlon	Orienteering Handball Sailing Archery Canoeing Equestrian Boxing

*Panathlon is made up of various sports specifically designed to be more appropriate to young disabled people according to impairment group. Panathlon operates several models for severe learning difficulties, physically impaired and moderate learning difficulties, dependent on local need.

Sports formats

NGBs have produced School Games resources for their sports to encourage as many young people to want to take part in competitive sport, and indicated how schools and young people can live out the School Games values through competition in their sport.

Sports were asked to provide formats for intra and inter school sport for year groups 3-13, and to ensure these formats promoted inclusivity through the 'think inclusively' sections. Some sports have not provided intra school formats, and some not primary formats: in these cases this is for developmental reasons in that sport.

LEVEL 1 (intra-school) formats have been designed to help young people understand how to compete in a sport in different ways, and appeal to a variety of young people. With this in mind the Level 1 resources should be seen as guidance and inspiration, rather than prescriptive to allow for flexibility according to the needs of young people in the specific context of their school.

- Primary school resources include three challenge cards and a competition card for each sport. This is to encourage the progression of young people from competitive activities (the challenges) into more recognisable sports competition.

LEVEL 2 and **LEVEL 3** (inter-school) formats have also been designed to promote accessibility with a range of formats and 'think' inclusion built in throughout. All sports have not only provided details of the entirety of their 'offer' of school competition but also identify what competitions they would like you, the SGOs to focus upon in your local delivery plans.

These resources have been designed to encourage the local delivery of formats that will promote both depth and regularity of competition, i.e. "more young people taking part more often." Sports have provided details of these competitions with enough knowledge to stimulate interest and entries, and indicate the role that you as SGOs can play in running these competitions.

Any competitions in a sport that are straight knock-outs and do not support these core School Games aims are simply signposted to help schools enter.

Progression between levels of the School Games

Sports have worked to ensure that their formats for Level 1 (intra) and Level 2/3 (inter) correspond to such an extent that a young person taking part in competitions in specific sport for the first time within their own school (i.e. Level 1) could then step into the arena of inter school sport with relative ease. In a similar vein, the Level 1 resources have been developed with the Change4Life experiences in mind.

Any competition delivered at the Level 3 county School Games Festival must match the rules that were applied in the local Level 2, again supporting young people to experience and logical, understandable and progressive competition programme.

4: What next?

Formats can be found at www.yourschoolgames.com for download. As county groups we suggest that you assess local demand, liaise with your Local Organising Committee (LOC) and utilise these resources to develop your local competition plans to maximise connectivity between Levels 1, 2 and 3 of the School Games in your area.

By 2012, 30 sports will be part of the School Games offering a wide variety of competition formats designed to get as many young people and teams involved as possible!



