

# School Games Outcomes 2021/22



The five School Games outcomes that were released for the 2020/21 academic year to reflect COVID-19 and school closures have been updated. This is to ensure that there is a clear direction and a collective ask to the School Games network to work towards the same priorities for those young people in year 3 to 13 across all education settings.

For 2021/22, we also encourage you across the year to maximise the spirit and power of Birmingham 2022 Commonwealth Games to inspire a new generation of young people to be more physically literate.

**The outcomes for the School Games network to work towards in the 2021/22 academic year are:**

## **1 To maintain and grow school engagement<sup>1</sup> in the School Games and their delivery of 60 active minutes**

Supporting schools to prioritise the delivery of 60 active minutes as an entitlement for every child to support improvements in their physical literacy, social, emotional and physical wellbeing

## **2 To create positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of young people and has clear intent**

Targeting young people who need the intervention most (particularly but not exclusively those from low social economic backgrounds, minority ethnic groups, SEND, girls) to improve their physical literacy, social, emotional and physical wellbeing

## **3 To have a clear focus on secondary schools and transition points (Yr.3 and Yr.7/8)**

Continuing to prioritise the engagement and delivery in secondary schools but also recognising the impact in early Key Stage 2<sup>2</sup>

## **4 To create positive experiences that support the character development of young people, capitalising on Birmingham 2022 Commonwealth Games by empowering young people to design, deliver and promote Physical Activity and/or Competition**

This includes opportunities across the full breadth of the School Games which incorporates the delivery of high quality, inclusive leadership and volunteering

## **5 To advocate to key stakeholders<sup>3</sup> how the School Games makes a meaningful difference to the lives of children and young people, including supporting schools to engage and educate parents**

Participation in physical activity and competition will impact on young people's physical, emotional and social wellbeing and influence the likelihood of continued engagement both at school and in the community, creating habits for life

<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> In areas of the country that continue to operate a three-tier system, the appropriate transition points should be considered

<sup>3</sup> Key stakeholders will look different in each SGO area but could include Senior Leaders in school, national governing bodies of sport, public health partners, community/voluntary groups