

# Returning to school sport planning tool

## Introduction



This tool has been designed to support schools to plan an appropriate return to school sport that meets the needs of young people as part of an **ACTIVE RECOVERY** term. At its heart is the **inclusion** of the most **vulnerable young people** and using the **power of sport to rebuild** the **social** and **emotional** wellbeing of young people through providing opportunities for **CHALLENGE, CONNECTEDNESS** and **FRIENDSHIP**, giving young people a sense of **BELONGING** whilst having **FUN**.

### How school sport can be used to help young people recover as part of an active recovery term:

Team activities where the individual contributions make an impact on the team performance for those young people suffering loneliness, isolation and a lack of belonging

Fitness and athletics-based activities could be used to help young people who are lacking movement competence and fitness

Adventure sports could be used to help young people struggling to adapt to new and/or changed environment

Target sports to help those who are struggling to concentrate

Mindfulness activities for those dealing with anxiety, bereavement and stress or dance for those experiencing trauma

### To maximise the difference that a school sport offer can make:

- Ensure the **INTENT** is clear and **WHO** it is for
- **COMMUNICATE the intent**. This could be through the use of **social stories** which are effective when working with young people with additional needs
- Engage **young people to inform** and shape what the activities are and what the experience looks like
- **Empower Young leaders** to design and deliver their own activities. To support you with this, please visit [www.youthsporttrust.org/bubble-leadership](http://www.youthsporttrust.org/bubble-leadership)

All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines. In addition, please refer to the respective Home Country Sports Council and National Governing Body of Sport guidance.

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## Planning



Sport England Active Lives Survey data 2019/2020 shows that following the first lockdown, when young people started to return to activities, their confidence was lower and they felt their competence had reduced. Therefore, how school sport is reintroduced is key.

Instead of going into full size games, consider starting with pairs and building up slowly as their confidence grows. To improve feelings around competence, introduce a completely new activity, so that no one feels a sense of loss or regression. Research also shows that learning a new skill can help the brain to remember old. Embrace the virtual world and use creatively to help young people to prepare for return through virtual challenges and activities.

In your planning, consider how you use the time pre Easter holidays for more informal based activities where the focus is on fun, rebuilding relationships, confidence and competence and consulting with young people to help to shape the summer term offer. Then post Easter, plan for a more formal, structured, sequenced offer that focuses on intra school competition and leadership and volunteering giving children opportunities to work together on activities that provide challenge in a supportive environment.

To help you with this, the following planning tool poses questions and provides principles based around participants, provision, people and policy:

### PARTICIPANTS

#### Enabling young people's voices to be heard to ensure that their:

- Motivations for participating are clear
- Confidence and competence levels are understood
- Preparation for return is considered

### PROVISION

#### The offer is designed:

- To be safe, inclusive and accessible
- To meet the motivations, confidence and competence of the young people

### POLICY

#### Government Guidance and school policy

Latest Government guidance and how this affects school policies including:

- Consistent grouping of pupils
- Equipment policy
- Use of space/facilities

### PEOPLE

#### The roles that other people can play:

- Parents
- Fellow teachers
- Young people
- Leaders

And how you communicate with them

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## Principles



### Participants



Understand their motivations

Who are your priority cohorts that your provision could support on return?



Are consulted with and at the heart of decision making

How can you consult with young people and understand their motivations, confidence and competence?



Consider their confidence and competence when designing the activities and experiences

What activities could you send home now to help them to prepare for their return?



Identify those who are most in need and suffered greatest impact of COVID-19

How can you communicate with young people, keep them connected, share what the plans are for restart and what opportunities there will be?



Are prepared for returning to school sport using virtual activities to develop competence and rebuild confidence

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### Provision



Has an increased focus on addressing the needs of young people as a result of COVID-19 e.g low confidence



Is inclusive and accessible



Has clear intent e.g. outcome is to rebuild friendships



Is age and stage appropriate



Is safe but puts FUN at the forefront



Celebrates progress and personal best



Is flexible and can be delivered at home or in school

What barriers do you need to remove?

How can you differentiate your offer?

How can you ensure your offer is accessible from both home and at school?

What can you do to ensure the focus is on fun?

What is the intent?

How will you celebrate process not outcome?

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### Policies



Puts the health and safety of pupils, teachers and parents/carers first



Use outdoor spaces where possible and large indoor places where it is not maximising ventilation



Has an equipment policy that aligns to the schools' wider risk assessment (rather than strategy)



Follow school policy for grouping pupils to ensure bubbles are consistent in line with Government policy



Follow Government guidance in relation to team sports and competition between different schools

What do you need to do to ensure school policy is followed?

What things do you need to consider as part of your risk assessment?

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### People



Ensure the workforce are briefed, clear on intent and understand safety measures

How can you identify and what can you do to brief your workforce?



Involve young leaders in the design and delivery - a great way to help leaders to rebuild their confidence

How can you involve young leaders?



Plan and communicate what to expect and why with pupils and parents/carers

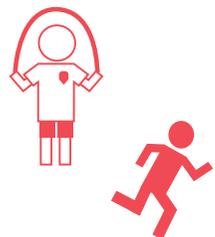
How can you communicate with young people and their parents/carers?

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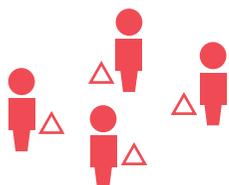
## Ideas for a school sport enrichment offer



THEME	ACTIVITY	INTENT	DELIVERY MECHANISM
<b>Fitness and athletics</b>	<p>Fitness and skill based challenges including caterpillar relays (body weight), reaction challenges and Sensory circuits</p> <p>Sensory circuits</p>	<p>Personal challenge</p> <p>Improving physical wellbeing and motivation</p> <p>Developing resilience</p> <p>Equipping pupils to develop fun fitness sessions in their own time</p> <p>Improving fitness to engage in team sports and activities</p>	<p>Intra school competition</p> <p>Set up mini teams (e.g. house teams) or target students to be involved. Organise weekly individual challenges through which they can score points which contribute to the team they are part of.</p> <p>Introduce a virtual leader board for individuals and/or groups (e.g. form groups or house groups) to widen the competition environment to develop character and life skills through cooperation towards collective performance. The TopYa! app could be used to support this which would also enable leaders to support through providing virtual coaching developing empathy and understanding.</p>



<b>Target sports</b>	<p>Aiming activities or rally activities, for example how many times can an individual bounce a ball or rally against a wall or another surface on their own?</p>	<p>Improving resilience and focus</p> <p>Developing either calm, organised or alert levels pending pupil need</p>	<p>Intra school competition</p> <p>E.g. Beating someone else's score (to experience competition)</p> <p>E.g. Personal challenges (goal setting)</p> <p>Introduce a virtual leader board for individuals and/or groups (e.g. form groups or house groups) to widen the competition environment to develop character and life skills through cooperation towards collective performance. The TopYa! app could be used to support this which would also enable leaders to support through providing virtual coaching developing empathy and understanding.</p>
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<b>Team activities</b>	<p>Non-contact activities which involve collaboration, communication, and teamwork</p> <p>Honing skills in specific sports undertaking individual activities</p> <p>Activities in line with Government return to play guidelines</p>	<p>Building or reforming friendship groups or team spirit through connectedness and a sense of belonging</p> <p>Building friendships through activity and remembering to take turns</p>	<p>Intra school competition</p> <p>E.g. Competition between school sports teams involving individual skills, drills or challenges where they work together to produce the best combined score through sharing ideas and tactics on how to improve their own individual performance for the benefit of the team.</p> <p>Virtual inter school competition</p>
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<b>Adventure sports</b>	Adventurous challenges including scavenger hunts, balance challenge or slalom runs Orienteering	Developing trust through exploring the new environment and sharing appreciation with others Supporting mental wellbeing and connection with nature	Intra school competition Extra curricular activity Utilising school grounds (ideally outdoors), zone off areas which enable students to confidentially explore within student pods maintaining social distancing. Homework challenges or virtual activities to encourage students to connect with nature in their own time.



<b>Creativity</b>	Dance Individual gymnastic balances or routines	Developing health through expressing selves and feelings Exploring emotions and expressing feelings through games, storytelling and music	Virtual delivery - Over the coming weeks and months the likelihood of some students still learning from home is high. Setting up virtual clubs, where teachers or students deliver virtual dance/fitness routines could support students to re-establish routine in their school day. Extra curricular activity
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<b>Mindfulness activities</b>	Running, walking, yoga, pilates	Developing health through controlling breathing and managing emotions	Virtual delivery Extra curricular activity With a range of resources freely accessible to those with access to technology, using enrichment to support students to identify apps and tools that can support them when at home, e.g. Nike Run Club, Map My Run, etc.
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