

**This is a copy of the criteria for the Healthy Schools'
Physical Activity Award for Primary Schools**

**Please use this as a guide only as we will only
accept online submissions via our [website](#).**





Physical Activity Specialist Award (Primary Schools)

Welcome to the Bristol Healthy Schools' Physical Activity Award.

What is the Physical Activity Specialist Award?

The Physical Activity specialist award outlines best practice in the delivery of Physical Activity and includes Physical Education. Our aim with this award is to help schools:

- build a culture of physical activity throughout their school day
- get pupils enjoying sports and travelling to school actively
- address some of the barriers pupils might have to being active

Our guidance closely follows evidence based interventions and national guidance.

Is this the right award for us?

Typically schools decide a topic of focus based on health need. The School Health Data packs provided by Bristol City Council/ Healthy Schools provide a good insight and schools may also have their own data and insight.

How long does it take?

Each Specialist award takes up to a year but it may take only a few months if you already have good practice in place

How does the online system work?

Throughout your journey you can log in and out as many times as you like, updating your evidence as you go. Your email address becomes your login. Please keep saving your changes as you go.

Most of the criteria require a Yes/No response, others ask for more detail via a text box. We never ask you to upload documents or provide additional evidence. Only this form is needed.

IMPORTANT: Do not click the back button at the top left of your browser as you complete the form. To go back to the previous section, click 'previous page' at the bottom of the survey.

Do I get guidance?

Yes, there is guidance throughout. This will either help you make sense of what we are asking for, or signpost you to helpful documents. For example, we might ask you to write a policy about something. In that case, we have provided you with an example policy and that should save you time.

At any point, you can email us for help or further guidance on healthy.schools@bristol.gov.uk.

How do I know if I've passed?

To pass this award, you need to be able to answer 'yes' or 'correct' to every question (other than the text box questions) as they are all essential. If you answer 'no' or 'incorrect' to any question, you will have the opportunity, at the end of the application form, to tell us why and what you are doing to work towards this criteria.

We will consider your response but it may be that you need some extra time to put the required practice in place and should re-submit once you have done so. We will support you to achieve this.

We aim to advise you, via email, of the outcome of your application within 3 weeks of submitting. The outcome will either be 'Pass' or 'Further work and/or clarification needed'. If the latter, we will provide you with feedback and guidance about what you need to do to pass.

If you do not pass the first time, you can re-submit your application as many times as you need, although we hope that the guidance is clear enough that this won't be necessary.

Good luck!

Establishing a Healthy Schools Infrastructure

The Healthy Schools team encourage all schools to sign up to the [Essential Award](#) before completing Specialist Awards. The Essential Award covers key health and wellbeing topics and sets the foundations for creating a healthy and happy school. You can sign up on the Healthy Schools website by filling out the first page of the [Essential Award application](#). By completing the Mental Health and Wellbeing Specialist Award, you will have already made some progress towards the Essential Award.

1. Have you achieved or are you “working towards” the Bristol Healthy Schools Essential Award?

('Working towards' the Essential Award means that you have started the online application and you are implementing the criteria.)

☐ Yes

☐ No

Establishing a Healthy Schools foundation

These initial steps involve completing a brief self-assessment and making sure that you have established a foundation for your healthy school's work. This foundation will provide you with a support network, leadership, and strategic focus, all of which will strengthen your successes.

Before proceeding with the application, it's important to complete this initial self-assessment. This short survey is designed to:

- act as a benchmarking tool to determine your current status.
- provide a quick overview of where you might focus your efforts.
- identify areas where the healthy schools team can provide extra support.

[Please click here to fill in the short Physical Activity Specialist Award, Initial Self-Assessment.](#)

The answers to this survey will not be used in your final assessment. The information will only be used at the start of your process to highlight where we can be of support. Your honest responses are greatly appreciated as they will help us better understand your starting point.

2. Whilst establishing your Healthy Schools foundation or working on the Essential Award, have you completed the following?

	YES	NO
Our School Improvement Plan has a section on improving health and wellbeing.		
We have a Healthy Schools Coordinator.		
We have established a Healthy Schools Steering Group. The Groups meets at least 3 times a year and has a wide representation.		
We have a pupil Healthy Schools Team with representation from across the year groups OR We have included Healthy Schools as a standing item for every School Council meeting.		
Our school has taken part in the Bristol Pupil Voice Survey or/and we commit to taking part in the next round (2024)*.		

***Find out more about the Pupil Voice Survey 2024 and sign up [here](#).**

Creating a culture that positively promotes and encourages physical activity

3. We provide a range of extra-curricular physical activity programmes, clubs, societies and teams, across all year groups and to suit individual needs:

- ☐ Yes
- ☐ No

Extra-curricular activities are a great opportunity to get pupil's moving more, promote positive mental wellbeing, explore new and exciting activities, develop skills and develop a life-long love of physical activity. This is an opportunity to reassess your provision and, if needed, enhance your current offer and reduce barriers (such as cost) so that all pupils can access these activities. Consider choice and variety, as well as quality.

4. We provide regular breaks throughout the school day and a lunch break that allows time for both eating and physical activity/ play:

- ☐ Yes
- ☐ No

Extra-curricular activities are a great opportunity to get pupil's moving more, promote positive mental wellbeing, explore new and exciting activities, develop skills and develop a life-long love of physical activity. This is an opportunity to reassess your provision and, if needed, enhance your current offer and reduce barriers (such as cost) so that all pupils can

access these activities. Consider choice and variety, as well as quality and meeting the needs of pupils.

5. Bad weather doesn't prevent pupils from being physically active at break time or during PE sessions:

☐ Yes

☐ No

Consider your school's current policy when there is wet or extreme weather. Do activities just stop? Is there a practice of putting films / TV on during these times? How might you ensure that pupils have access to fresh air and/or physical activity in those situations?

For example, reminding pupil's and parents to provide rain coats/ wellies/ over-trousers, agree that break/ PE still goes ahead in light rain, have a drying area for wet things or a shoe rack for muddy shoes, provide access to undercover areas or create new ones, open up large spaces (halls, drama studios) during wet break times and/or provide equipment or games for pupil's to access indoors during wet play.

Please provide 1-2 examples of what you do to ensure that pupils can still be physically active at break times and during PE when the weather is bad: Do let us know of any barriers that you have overcome:

6. Our school doesn't remove physical activity/ sports / access to sports clubs as a punishment for poor behaviour:

☐ Yes

☐ No

Research suggests that taking a whole-school approach, involving families and staff as well as pupils, is the best way of increasing physical activity in schools. Examples of how to achieve this include:

For pupils: The curriculum should and will include the promotion of physical activity and its benefits to pupils, typically across PSHE, PE & science.

For families:

- Informal, friendly advice in school newsletters/ apps/ twitter/ school book bags, e.g. promoting the benefits of being active or encouraging families to try new physical activities; promoting local sports or exercise classes for both adults and children
- Providing activities for families at school, such as a family [Wake Up, Shake Up](#), a family sports day/ fundraiser, a family [Daily Mile](#) before school or a [This Mum/ Dad Runs](#) club on site (local examples include a school which opened up its Daily Mile

sessions to parents/carers and another which set up a mums' netball group after school drop off

- Whole family homework which involves families being active together and encouraging whole family active travel (see [Modeshift Stars](#) and [WOW project](#) – encouraging walking to school)

For staff:

- Posters/ leaflets in the staff rooms promoting the physical and mental health benefits of exercise
- Offering opportunities for physical activity for staff at school e.g. staff netball team / yoga class
- Encouraging staff to take breaks/ go outside at lunchtime
- Workplace challenges e.g. take the stairs not the lift
- Promoting active travel (cycling or walking to school)
- Promoting the local gym/ swimming pool / clubs, including staff discounts
- Active inset days or an active activity at all inset days

Helpful resources: Mental health and physical activity:

<https://www.mentalhealth.org.uk/publications/lets-get-physical-booklet-2013>

Information and advice about physical activity for employees:

<https://www.nhs.uk/oneyou/moving#XyMwS0WRI3VGgM7d.97>

7. Please give some specific examples of the above in the text boxes below:

a. Pupils

b. Families

c. Staff

8. We celebrate the physical activity efforts and achievements of the whole school community:

☐ Yes

☐ No

As part of a whole school approach to physical activity, it is helpful to celebrate the physical achievements of pupils, families and staff. This is helpful in showing pupils that the adults in their lives are positive, physically active role models. It is important to consider effort, not just achievement.

9. We consult with pupils about physical activity and PE in our school to better understand their wants, needs and barriers to accessing physical activity:

- ☐ Yes
- ☐ No

a. Please give some examples of how and when pupils have been consulted on physical activity and PE in your school:

b. Please give some examples of the barriers or issues that pupil's reported:

c. Please give some examples of changes that have been made as a result of feedback:

It is important to consult pupils on physical activity and PE in schools, in order to maximise their enjoyment and participation.

Example areas to explore:

- what they like and don't like about physical activity and PE;
- what puts them off/ stops them from taking part/ attending clubs etc;
- what would encourage them to participate more;
- whether they are happy with the variety and choice of activities offered;
- what they like or don't about break and lunch times;
- what they think about the extra-curricular activities, sports facilities, equipment and uniforms, teachers and role models;
- how well physical activity is promoted in school;
- cultural, social and personal issues (such as cost/ time/ parental working issues);
- accessibility for children with disabilities

Methods:

Choose a range of methods for gathering feedback and ensure that they are age-appropriate, accessible to all and, if needed, confidential (pupils may more honest if they

know their feedback is anonymous). You may also find the Pupil Voice survey results are a useful way of understanding pupil's views. To strengthen your consultation, you might also want to involve parents/ carers and staff.

Feedback:

Ensure you have mechanisms to feedback any changes made to pupils and parents. Where possible, you should involve pupils in the whole process of consultation including implementing the resulting changes.

Reducing known barriers to physical activity

We know from research that there are particular barriers impacting on children's engagement of physical activity. This section challenges schools to work to reduce some of these barriers.

Working with your Health Action Group and, ideally, consulting with pupils (see section 5), you should create an action plan to address at least three of these.

Once complete, please tick the ones you have tried to address in your school and give detail about the steps you have taken and the impact this has had.

Note that some of these barriers (gender, disability, and cultural issues) are, in part, governed by the Equality Act, which schools must adhere to. This part of the award is about going above and beyond what is statutory or mandatory.

10. We actively address gender stereo typing:

☐ Yes

☐ No

Please tell us about the steps you have taken and the impact this has had:

Gender stereotypes can affect both girls and boys. However, we know that girls specifically are not doing as much physical activity as boys and this gap increases with age. Challenging gender stereotypes is one of the important factors in increasing girl's participation in physical activity.

You should actively challenge gender stereotypes associated with physical activity and sport, for example, challenging and removing any unhelpful gender stereotyping that appear in the promotion of physical activities on-site; in staff, parental and pupil attitudes; in uniform policies and in the types of activities offered.

11. We actively address period dignity:

☐ Yes

☐ No

Please tell us about the steps you have taken and the impact this has had:

Research suggests that girls are missing school due to being unable to afford period products. Our local research found a further barrier linked to girls avoiding school sports/ PE during their period.

Children can start their periods as young as 8 and schools play a role in helping pupil's understand and manage their periods with dignity and respect. Aside from lessons in PSHE, there are other things schools can do to reduce the impact of periods on physical activity by:

Having a sympathetic approach to pain management that balances promoting the fact that physical activity can help in managing pain with a respect and understanding for those whose period pains are too bad to take part either entirely or for parts of the session

Availability of good quality, absorbent sanitary products in changing rooms and all PE areas. Offer a range of sizes and types so the pupil has choice and that the products meet their needs. Ensure that there are also sanitary bins to dispose of used products in all of these places.

An agreement that girls can wear leggings, track suit trousers etc. for all physical activities

12. We have worked to reduce economic barriers:

☐ Yes

☐ No

Please tell us about the steps you have taken and the impact this has had:

You should aim to reduce economic barriers wherever possible, for example offering sports clubs for free, consider using sports funding to reduce economic barriers and ensure access for all, particularly families experiencing deprivation, having a PE kit that is low cost.

13. We have worked to reduce barriers related to clothing:

☐ Yes

☐ No

Please tell us about the steps you have taken and the impact this has had:

Implement a clothing policy for physical activity/ PE that is practical, affordable and acceptable to all participants. Clothing for physical activity/ PE should not compromise pupil's safety and it should minimise concerns about body image. E.g. all pupils wear joggers and a plain t-shirt.

14. We have worked to reduce barriers related to cultural requirements:

☐ Yes

☐ No

Please tell us about the steps you have taken and the impact this has had:

Consideration should be made for specific cultural requirements, for example allowing and supporting access to specialist swimwear for children that must have full body/ hair cover.

15. We have worked to reduce barriers related to disabilities:

☐ Yes

☐ No

Please tell us about the steps you have taken and the impact this has had:

Provision should be made for those who have a disability, for example adapting PE lessons to ensure all pupils have access and do not miss out and that specialist equipment is

provided. Further, schools could challenge stereotypes by promoting para sports and ensuring any images used to promote sports are inclusive.

16. Please tell us about something that you are particularly proud of in relation to your school's approach to physical activity:

17. If you answered 'no' or 'incorrect' to any of the questions, please tell us why you are not able to comply with this criteria at present, what the barriers are, what steps you are taking to work towards being able to comply and when you expect this to be possible (if at all). We will consider your response when we review your application.

Please state clearly which criteria/ question(s) your answer refers to, including the section heading and question number.

18. To help us improve, please give us some feedback on this award, e.g. What was your experience of completing it? Was it clear what was required? What did you think of the criteria? Does anything need to change?

Well Done!