

**This is a copy of the criteria for the Healthy Schools'  
Essential Award for Secondary Schools.**

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



# Essential Healthy Schools Award

## Welcome to the Bristol Healthy Schools Essential Award

### What is the Essential Award?

The Essential Award acts as a valuable tool to help schools establish the foundations for creating a healthy and happy school, centred around the whole school approach. The benefits of a whole school approach involve having a robust, strategic offer in place for improving health and wellbeing of the whole school community. The evidence regarding this approach indicates benefits for overall health and wellbeing, as well as for achievement, attendance, behaviour, and fostering a sense of belonging.

### How does it work?

- The application is completed online. You can log in and out as many times as you like, updating your evidence as you go.
- Most of the criteria require a Yes/No response, others ask for more detail via a text box. You are not required to provide additional documents or evidence. Only the online application form is needed.
- You are provided with guidance throughout the application. Where extra guidance is needed the Healthy Schools team of specialists are available for support: [healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk). Drop-in sessions, webinars, and network meetings are also offered throughout the year for support.
- The criteria are divided into five sections: 1) Establishing a Healthy Schools Foundation, 2) Mental Health and Wellbeing, 3) Food and Nutrition, 4) Physical Activity, and 5) PSHE.
- After you have completed the first section and have established your Healthy Schools foundation (Healthy Schools coordinator, Steering Group, and establishing support from senior leadership), you can complete the following sections in any order you like. Your Steering Group is there to support.
- We recommend that you complete the application within one year, so that your answers stay up to date.

### How is it assessed?

Each application is assessed on a case-by-case basis. If required, the criteria can be adaptable to meet the specific requirements of your setting (e.g., for special schools). Please use this application process as a guide and do not feel discouraged if there is something you do not have in place just yet. The aim of the process is to work through it step-by-step and support can be provided where needed.

For unanswerable questions or “no” responses, you can briefly explain in the last section. Need more help? Please reach out. The Healthy Schools team offer drop-in sessions and network meetings throughout the year for support.

After you submit your application the Healthy Schools team will be in touch to let you know the outcome. It may be that you need some extra time to put the required practice in place. If this is the case, additional support will be provided.

At any point, you can email [healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk)

## **IMPORTANT:**

**Please keep saving your changes as you go.**

**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.**

## About your school

Full name of school: \*

Contact details: \*

Name of person completing  
form

\*

Role in school

\*

Email address

\*

Type of school: \*

- ☐ Mainstream
- ☐ Special
- ☐ Alternative (also exception)
- ☐ Independent

Which phase are you applying for: \*

- ☐ Primary school
- ☐ Infant school
- ☐ Junior school
- ☐ Infant AND Junior school
- ☐ Secondary
- ☐ Primary AND Secondary school

Please note, you can apply for one award to cover more than one phase (e.g., primary, and secondary if you are an all-through school or part of an academy). If you are doing this, you will need to ensure that your answers fully reflect both phases. Equally, you can apply for separate awards for each phase. Please contact us if you need guidance: [healthy.schools@bristol.gov.uk](mailto:healthy.schools@bristol.gov.uk).

## Establishing a Healthy School foundation

The initial steps involve completing a brief self-assessment and establishing 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 survey](#). This short survey is designed to:

- determine your current status.
- provide a quick overview of where you might focus your efforts.
- identify areas where extra support may be needed.

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 situation.

1. Our School Improvement Plan has a section on improving health and wellbeing and this is a standing item year on year.

- ☐ Yes
- ☐ No

2. We have a Healthy Schools Coordinator.

- ☐ Yes
- ☐ No

Typically, this person would lead on Healthy Schools awards and related activities. Schools that are successful in implementing a whole-school approach to health and wellbeing have an overall lead who is supported by a wider steering group (see below) of staff, governor(s), member(s) of SLT, teacher(s), pastoral staff, parent(s) and/or school nurse(s). We recommend that the Healthy Schools lead is a member of SLT to ensure senior level buy-in and effective decision-making, but it is not a requirement.

3. Name of Healthy Schools Coordinator.

4. Email address for Healthy Schools Coordinator.

5. We have established a Healthy Schools Steering Group:

- ☐ Yes

☐ No

6. The Healthy Schools Steering Group meets at least 3 times a year (ideally more).

☐ Yes

☐ No

7. The Healthy Schools Steering Group has wide representation including, but not limited to: governor(s), member(s) of SLT, teacher(s), pastoral staff, parent(s) and/or school nurse(s).

☐ Yes

☐ No

Note that it is the statutory responsibility of the Governing Body to manage school food specifically. [The Department for Education | School food: guidance for governors](#). School nurses should be represented in this group but will not necessarily be able to attend every meeting.

8. We have a pupils' 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.

☐ Yes

☐ No

### Putting best practice in place

9. We have launched our Healthy Schools work to the whole staff body.

☐ Yes

☐ No

This is important in celebrating the fact that you are working with the Healthy Schools programme. It helps get the whole school on board and creates momentum. This can be done by introducing Healthy Schools at assemblies, adding a post to the schools' newsletters/social media sites, introducing it at an inset day, and/or adding it as an agenda item at relevant meetings.

10. Our school has taken part in the Pupil Voice Survey within the last 2 years and commits to taking part in the next round OR We haven't taken part in the Pupil Voice Survey within the last 2 years but commit to taking part in the next round (2026). [Click here](#) to sign up for the next round!

☐ Yes

☐ No

11. We have a clear process in place to identify and support pupils who are at risk of, or experiencing, poor physical and/or mental health.

- ☐ Yes
- ☐ No

Your school nurse can help you with this in terms of providing direct support to pupils, identifying clear care pathways, and signposting to appropriate services. Consider what you would do if a child presented with a physical or mental health issue or was deemed as 'at risk' of either. Always consider wider health and social needs rather than isolated health issues.

Schools should follow best practice on safeguarding, consent, and confidentiality. More information can be found in [Working Together to Safeguard Children](#) and [Keeping children safe in education](#).

12. We have a good understanding of the health and wellbeing needs of our school population.

- ☐ Yes
- ☐ No

13. Please outline the methods used to develop an understanding of the health and wellbeing needs of your school population.

These could include:

- Pupil Voice survey/ report.
- School Community Health Profile, provided by Public Health.
- Discussions with school nurses.
- Pupil questionnaires on mental health and wellbeing e.g., the Stirling Children's Scale (for ages 8-15) and Warwick-Edinburgh Wellbeing Scale (for ages 13 and over), both of which recommended by the Office for Health Improvement and Disparities (OHID).
- School data about health and wellbeing and target groups e.g., behaviour and exclusion data, attendance data, safeguarding data, and data on specific groups including children in care, children with SEND and children entitled to free school meals.
- Feedback from staff.

**Resources:**

- [Anna Freud | How to assess and meet the mental health needs of pupils and students](#)
- [Pupil Health and Wellbeing Survey \(Widgit version adapted by Claremont School, Bristol\)](#)

14. We monitor pupils at risk of developing (and those already showing signs of) poor physical and mental health.

- ☐ Yes

☐ No

15. We have appropriate strategies and interventions in place to support pupils at risk of, or already showing signs of, poor health and wellbeing.

☐ Yes

☐ No

16. Please briefly describe some of the strategies and interventions you have in place to identify those at risk of, or already showing signs of poor health and wellbeing.

17. We regularly communicate with parents/carers about our Healthy Schools work.

☐ Yes

☐ No

Keeping parents/carers informed about your Healthy Schools work is important in gaining their support. If they understand why you're making changes, they're more likely to get behind that change.

We recommend being positive and proud; celebrate the work that you are doing, normalise conversations about health and wellbeing and showcase the pupil's involvement e.g., sharing pictures of them cooking or running the daily mile.

Here are some ideas:

- Have a regular slot for Healthy Schools news in your newsletter/social media posts.
- Share updated policies / build clear guidance on e.g., healthy packed lunches, into your new starters pack.
- Provide advice, guidance, and resources (e.g., leaflets), via book bags, on the website, via school social media, and at open evenings/ new parent events.
- Get involved in key calendar dates/ campaigns e.g., [World Mental Health Day](#).

18. We ensure there are a range of ways for pupils to voice their opinions and impact decisions on health and wellbeing in school.

☐ Yes

☐ No

**Resources:**



- The Bristol Pupil Voice survey is available for all schools and has been specifically adapted for Special Schools. [Click here](#) to sign up for the next round!

19. Please describe some of the mechanisms in place that pupils to express their views and influence decisions on health and wellbeing in school.

20. Please explain how you ensure the inclusion of all voices. Consider the most vulnerable and least vocal pupils, and how you ensure fair representation in terms of equality groups.

Examples:

- Use of [Makaton](#), [Widgit](#), [Boardmaker](#) to communicate and share ideas.
- Communication in other languages (including Class Dojo).
- Establishing an Equality group for school staff and pupils.
- Ensuring inclusion of more vulnerable pupils in school council.

21. Please provide 1-2 examples of changes made as a direct result of pupil feedback and how this was reported back to the school community.

## Focusing on Mental Health and Wellbeing (MHWB)

[Bristol Healthy Schools | Information, guidance, and resources about mental health and wellbeing in schools.](#)

22. We have a named member of the senior leadership team who has lead responsibility for mental health and wellbeing.

- ☐ Yes
- ☐ No

To meet best practice, the lead must ensure that efforts to promote mental health and wellbeing are accepted by the whole school community and embedded successfully in all aspects of school life. Their role includes linking the school with expertise; championing organisation-wide practices and skilling-up the wider workforce.

23. Name and position of Mental Health and Wellbeing Lead.

24. Please outline briefly what you do to ensure that staff mental health and wellbeing is supported in your school.

**Resources:**

- [Mind | Mental health at work](#)
- [Anna Freud | Supporting Staff](#)

25. We monitor staff needs through an annual confidential mental health and wellbeing survey. We aim to have a response rate of at least 50%. All responses are reviewed and addressed by the Mental Health and Wellbeing Lead. Actions that arise from this survey are reported to the wider workforce and governors.

- ☐ Yes
- ☐ No

**Resources:**

- [Government's workplace health needs assessment](#)
- [Healthy Schools | Staff Wellness Survey](#)

26. We have an anti-bullying policy (this may be part of a wider behaviour policy, or a separate policy) that complies with the following criteria:

- Based on a trauma-informed approach.
- Describes a clear process for recording, reporting, and responding to bullying incidents.
- Includes a pupil-friendly version that has been widely shared with pupils (and ideally developed with them).
- Shared widely with the whole school community, including parents, with an easy to find link on the school website.

- ☐ Yes
- ☐ No

27. Please provide 1-2 examples (anonymous) of specific action taken on bullying and its impact so far.

#### Resources:

- [Anti-bullying Alliance | Anti-Bullying Policies](#)
- [DfE | Advice on preventing and tackling bullying](#)
- [Information on developing a trauma-informed approach](#)
- [Brighton Council | Guidance on behaviour in schools \(example of best practice in developing a trauma-informed approach\)](#)
- [All Together Programme for schools to use for free, which includes free resources, training and a pupil bullying survey.](#)

28. All relevant staff receive training to increase their knowledge and skills in mental health and wellbeing.

- ☐ Yes
- ☐ No

29. Please list some of the recent mental health and wellbeing CPD opportunities that have been taken up by staff.

#### Resources:

- Bristol's Primary Mental Health Specialists offer [training](#) on a range of issues relating the mental health and wellbeing. They also run workshops on mental health at the locality based Multi-Agency Network (MANs) meetings. If you would like to be on the MANs email list, please contact:
  - South Bristol: [Familiesinfocussouth@bristol.gov.uk](mailto:Familiesinfocussouth@bristol.gov.uk)
  - East central: [FamiliesinFocusEastCentral@bristol.gov.uk](mailto:FamiliesinFocusEastCentral@bristol.gov.uk)
  - North Bristol: [FamiliesinFocusNorth@bristol.gov.uk](mailto:FamiliesinFocusNorth@bristol.gov.uk)
- [MindEd | Educational resource on children, young people, and adults mental health.](#)
- [Anna Freud | Schools Mind network.](#)

#### Focusing on the food and drinks environment

[Bristol Healthy Schools | Information, guidance and resources about food and nutrition in schools.](#)

30. We ensure school food policies and any messaging around food follow the [National School Food Standards](#), while also promoting a positive relationship with food.

- ☐ Yes
- ☐ No

Examples of actions schools could take:

- Review school policies to make sure they promote balanced eating, not labelling foods as “good” or “bad.”
- Guide staff to talk about food in a positive way - highlighting how it supports energy, wellbeing, and enjoyment, rather than focusing on restriction.
- Gather feedback from students to help improve menus and make healthier options more appealing and accessible.
- Apply the School Food Standards through catering choices without making it obvious that certain foods are restricted.
- Offer a wide variety of meals that meet nutritional standards while allowing students to choose freely and without judgement.

31. Our school has reviewed all food provided by the school and on-site services across the whole school day to ensure that it meets the [National School Food Standards](#). As part of this, we can confirm that the school **lunch** provider has achieved a [Bristol Eating Better Award](#) OR [Soil Association Food for Life School's Award](#).

- ☐ Yes
- ☐ No

The Bristol Eating Better Award is specifically designed for caterers, to help make it easier to adhere to the [National School Food Standards](#). If your lunch caterer isn't involved yet, the Healthy Schools Team can help them get started. We can also support your breakfast club or afterschool club to help them meet these food standards. [Just let us know](#) who you would like us to support, and we can get in touch with them.

31 a. Please list your school meal providers or let us know if food is provided in-house.

**Note** that it is the statutory responsibility of the Governing Body/Trustees to ensure that the School Food Standards are met across the whole school day (breakfast, mid-morning break, lunch, afterschool club) so it is important to need to engage them in this process. [The Department for Education outline the role of governing body in school food](#). The School Food Plan have produced a [guide for Governors](#), which covers their role in school food. If your school food is supplied by outside agencies, the school is responsible for ensuring that the school food standards are met.

32. We promote healthier packed lunches, ensuring any messaging around food encourages compliance with the School Food Standards, while also supporting a positive relationship with food.

☐ Yes

☐ No

This criterion is about encouraging parents/carers/students to provide healthy packed lunches and is **not asking schools to monitor packed lunches**. Example packed lunch policies and advice on talking to parents are available in the 'Get Help' section of the [School Food Plan](#). We also recommend that packed lunch and school dinners are treated equally in terms of where pupils can sit to eat and allowing both sets of pupils to eat together.

Examples of actions schools could take include:

- Making sure school and home messages about food are consistent, focusing on balance and wellbeing rather than guilt or restriction.
- Inviting parents to give feedback on school meals or take part in food-related school events and decisions.
- Sharing clear, practical tips with parents on how to support balanced eating and talk about food positively at home.
- Running short workshops with the school nursing team or including advice in newsletters about healthier packed lunches.

Schools can promote healthy eating in line with the School Food Standards, while recognising that families may face barriers such as cost, access, or cultural factors. It's also important to focus on encouragement and support for healthier food and avoid creating a culture of restriction or food policing. We have provided a short statement below that you might like to use and **adapt** as guidance for parents/carers, depending on pupil age and phase. This could be for your website, newsletter, parent/carer letters or new starter pack:

*Suggested statement:*

*We are proud to be a Healthy School*

*We are working with Bristol Healthy Schools to improve the food and drink we offer. As part of this work, we have a policy of providing healthier food and drinks at school.*

*The food provided at School lunches/mid-morning breaks/breakfast club/afterschool club all follow the [School Food Standards](#). We offer free water throughout the day for all students. To maintain consistency, we kindly ask that parents/carers to supply healthy packed lunches adhering to the same criteria. Please see our packed lunch policy which shares ideas and tips that follow the School Food Standards.*

*In addition to this we teach students about making healthier choices and promote positive relationship with food through our PSHE and DT curriculum, empowering students to make*

*informed decisions around food in a way that is balanced, with a focus' on wellbeing and not appearance.*

**A note about nuts:** Be allergy aware – information about food allergies and developing an allergy plan is available from [www.allergyuk.org](http://www.allergyuk.org) Nuts, especially peanuts, can cause severe allergic reactions in some children and all settings should have an allergy plan in place. You can find information at: [AllergyUK](#) | [At school](#).

**Resources:**

- [Bristol Healthy Schools | Food and nutrition](#)
- [Resource Archive | Feeding Bristol](#)
- [Pupils with additional needs | Food A Fact of Life](#)
- [Healthier Lunchboxes | Better Health – Healthier Families](#)
- [Healthy Lunchboxes | Food a Fact for Life](#)
- [Example packed lunch policies | School Food Plan](#)

33. We encourage the use non-food-based options at occasions, such as birthday celebrations with pupils and staff, events, meetings, and fundraising activities in school, and avoid using food as a reward.

☐ Yes

☐ No

Alternative ideas for birthday/special occasion celebrations include:

- Combine all birthdays in a month into a single celebration during a break or lunch.
- Acknowledge birthdays in class with a short announcement or mention.
- Add a small sign or card to the student's desk or locker for the day.
- Plan an activity during PE, art, or another subject that aligns with the student's interests.
- Create a card or poster signed by classmates with messages or memories.
- Use assembly time to recognise all the birthdays that month with photos or a simple presentation.

34. Drinking water is provided free of charge at all times on school premises, and all drinks comply with [National School Food Standards](#).

☐ Yes

☐ No

It is recommended that teachers encourage pupils to drink and stay hydrated throughout the school day and have a tap, refill station or water fountain where students can fill up their own bottles with tap water.

**Resource:**

- [British Dietetic Association \(BDA\) | importance of water in our diets, including recommended amounts across different age groups.](#)
- [Health matters | child dental health statistics.](#)

35. How does your school create a canteen/dining hall environment that is welcoming, inclusive and a safe space for eating?

Examples include establishing a “Respect at Mealtimes” policy to discourage judgmental remarks about what or how much someone eats; offer diverse meal options that reflect different cultural backgrounds and dietary needs to ensure inclusivity.

36. We provide a free/low-cost breakfast for pupils who need it, either on an individual basis or through a breakfast club. The breakfast club must also meet the [National School Food Standards](#).

- ☐ Yes
- ☐ No

The focus is on providing and establishing a free or low-cost breakfast for those in need as this can have a positive impact on both food poverty and learning through the school day. These are different to childcare-based, paid-for, breakfast clubs.

[Family Action](#) note that missing breakfast can increase feelings of hunger later in the day, meaning more likelihood of unhealthy snacking. Eating breakfast can also improve mental performance, concentration and mood. For new or existing breakfast clubs wishing to combat food poverty, please get in touch with [FareShare South West](#) who deliver surplus food directly to schools across Bristol.

## Increasing physical activity

[Bristol Healthy Schools | Information, guidance and resources about physical activity in schools.](#)

## Focusing on physical activity at secondary level

37. All our pupils, in every year group, throughout the year, receive

	Yes	No
at least 2 lessons of PE a week in KS3	<input type="checkbox"/>	<input type="checkbox"/>
at least 1 lesson at KS4	<input type="checkbox"/>	<input type="checkbox"/>

## Get pupils moving more

Schools can integrate physical activity throughout the day in various ways. Being active benefits both physical and mental health, especially during times of stress, like exams. It is a good idea to assess your current activities and aim to incorporate activity across the school day, where possible.

Ideas include:

- Encouraging staff to make lessons more active.
- Offering activity opportunities during break times.
- Enhancing your lunch and after school sports and activity provision.
- Implementing the [Daily Mile](#).
- Opening up unused outdoor spaces for skateboarding.
- Opening the sports hall at break time for table tennis.
- Encouraging the use of stairs instead of lifts.

It is important that schools provide a diverse range of physical activities, including traditional sports and fun integrated games, making it easier for all students, especially those less active, to join in. The goal is to promote engagement and reduce inactivity, helping all students achieve the recommended 1-hour of daily physical activity.

Pupils can provide valuable insight about their preferences and challenges regarding physical activity. Getting input from pupils, can help tailor your physical activity offer and remove barriers, especially for those who are less active. Involving families can also be beneficial.

37. We have worked to maximise opportunities for physical activity, throughout the school day, including during lessons.

- ☐ Yes
- ☐ No

The UK Chief Medical Officer recommends that children and young people should:

- engage in at least 60 minutes of moderate to vigorous intensity physical activity per day,
- **schools should cover at least 30 minutes** of this, and
- must do more to encourage children to be active.

**Note:** The guidance above does not include specific recommendations for disabled children and disabled young people. Specific guidelines have been developed for this group: [UK Chief Medical Officer | Physical activity guidelines for disabled children and disabled young people](#).

**Resources/Examples:**

- [Bristol's SEND Local Offer | Information about sports and activities for disabled young people.](#)
- [NHS | Physical activity guidelines for children and young people.](#)
- [GOV.UK | Physical activity guidelines.](#)
- [Public Health England | Being active.](#)



- Examples of moderate – vigorous exercise include PE, supervised/ structured lunchtime activities, forest school (if physically active), active lessons, the [Daily Mile](#), [10 minute Shake Ups](#).
- Activities that strengthen muscles and bones include swinging on playground equipment, hopping, skipping, and sports such as gymnastics or tennis.
- Before and after school activities can be used if all pupils are involved. The activities can be indoors and outdoors, should be accessible to all and cost nothing for pupils.

38. Please provide 2-3 examples of how and when physical activity has been increased during the school day, outside of PE.

39. We are promoting active travel by:

- ☐ Holding a Modeshift STARS Bronze award, or higher.
- ☐ Working with Modeshift STARS team towards Modeshift STARS bronze award or higher.

**Or** we are prompting active travel by achieving at least 5 of the following initiatives:  
(please tick all that apply in your school)

- ☐ School takes part in Walk to Schools Week.
- ☐ Schools runs Road Safety lessons (Road Safety Kit Loan available from Active Travel team).
- ☐ School has Pavement Professors/Trailblazers (Pedestrian training for Years 1&2 and practical one-off road safety sessions available).
- ☐ Schools runs “Be Bright Be Seen” activities.
- ☐ Dr.Bike /cycle maintenance sessions.
- ☐ Park and Stride (Active Travel team can provides support to make travelling actively easier for parents that have to drive).
- ☐ Cycle training for pupils and/or staff.
- ☐ Scooter storage is available.
- ☐ Walking bus is in place.
- ☐ School takes part in Sustrans Big Pedal.
- ☐ Bike to work scheme is available for staff.
- ☐ School takes part in National Clean Air Day.
- ☐ School has an active travel policy.
- ☐ School teaches the health and environmental benefits of active travel.
- ☐ Other walking/scooting initiatives for pupils and/or staff.
- ☐ Other cycling initiatives for pupils and/or staff.
- ☐ Other Air quality initiatives.

Central government has provided funding for all Bristol schools to access [Modeshift STARS](#), an online programme promoting active travel and supporting schools to write a School Travel Plan.

Simply create an account on the website to get started. For additional support, the Council's School Active Travel Officer can help: [activetravel.schools@bristol.gov.uk](mailto:activetravel.schools@bristol.gov.uk).

## Focusing on Personal, Social and Health Education (PSHE)

### PSHE Education

Most of the PSHE education became compulsory for all schools in September 2020. This covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 and Health Education from key stage 1 to 4. This is sometimes referred to as RSHE. RSHE now covers approximately 80% of the PSHE curriculum.

This part of the award is not assessing what schools should be delivering as part of the new RSHE duty, but to ensure schools are providing a PSHE programme that is responsive to the needs of its pupils and ensuring delivery of high-quality lessons and practice. Details of the new statutory duty and supporting resources can be found [here](#).

Bristol Healthy Schools' supports the [PSHE Association](#) recommendations as follows:

"The most effective model of delivery for PSHE education is a sequenced, spiral programme that builds on prior learning as pupils progress through school. And like any other school curriculum subject, it needs regular curriculum time-at least an hour a week ideally" (PSHE Association 2022)."

The PSHE Association no longer accredit whole programmes for PSHE with their [quality mark](#). While the PSHE Association recognise the value that whole programmes can offer a foundation for designing a PSHE curriculum, they state that teachers should tailor the curriculum to meet pupils needs. Therefore, the PSHE Association will now only recommend educational resources on specific subjects and not whole programmes.

Other models can be used to supplement discrete lessons with dedicated curriculum time. These include:

- PSHE integrated within other subjects.
- Whole school and extended timetable activities.
- Cross-curricular projects.
- One-to-one or small group support and guidance on specific areas of learning and development.
- Learning through involvement in the life of the school and wider community.

These opportunities should be planned, monitored, and evaluated. Pupils should be involved in this process, through influencing provision from the start as well as having a say in how learning develops.

[Bristol Healthy Schools | Personal, Social and Health Education in schools, curriculum guidance, lesson plans.](#)

40. PSHE is delivered in every year group, on a weekly or equivalent basis.

☐ Yes

☐ No

41. We ensure that our PSHE curriculum is responsive to the needs of our pupils and school community.

☐ Yes

☐ No

42. As part of our PSHE education we use resources that are age/stage appropriate and where possible, [quality assured by the PSHE Association](#).

☐ Yes

☐ No

Please name some of the resources

43. How are PSHE topics covered in other areas of the curriculum, and how do teachers work together to ensure joined up working?

For example, relationships are explored in English through literature, drug related issues explored in drama, etc.

### What are you most proud of?

Please tell us about something you are particularly proud of in relation to your school's approach to improving the overall health and wellbeing of your school community:

As a result of working with the Healthy Schools programme, have you noticed any positive changes?

(e.g., Have you achieved the goal you had in mind when completing the initial assessment?)

Please share a few examples.

### Your feedback

If you answered 'no' or 'incorrect' to any of the questions, please tell us why you are not able to comply with this criterion 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.

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?

If you have anything further you would like to add or any unanswered questions, please write these here.

Please confirm that you have answered all the questions in this survey. \*

- ☐ Yes
- ☐ No

Please go back through the survey and check that all answers are complete.