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HSL Bronze transition support document for schools

Purpose

This document has been developed to support schools that achieved a HSL Bronze Award before September 2025, in transitioning to the updated Bronze Award tool when renewing their Bronze Award from September 2025 onwards.

Schools can use information and evidence from their previous Bronze review tool to help complete the updated Bronze Award tool.

The updated **Bronze Award tool** includes:

- Tweaks to language
- Updates to relevant government guidance
- Changes to the format
- A few minor additions

Because of these targeted updates, this guide only lists the criteria that have been amended, rather than every single criterion from the tool.

Key changes to HSL award tools

From September 2025 onwards	Before September 2025
The document you use to apply for the Bronze Award is now called the Bronze Award tool .	The document was called the Bronze Review Tool
Sections and sub-sections in the Bronze Award tool: Section 1: Leadership and management Section 2: Policies and documentation	Sections and sub-sections in the Bronze review tool: 1. Leadership, Management & Managing Change 2. Policy Development

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<p>Section 3: Learning and teaching, curriculum planning and resourcing</p> <p>Section 4: School ethos, culture, environment, personal development and wellbeing</p> <p>Section 5: Provision of support services for children and young people</p> <p>Section 6: Staff continuing professional development (CPD), health and well-being</p> <p>Section 7: Partnerships with parents and carers, the local community, external agencies and volunteers</p>	<p>3. Learning and teaching, curriculum planning and resourcing</p> <p>4. School ethos, culture, environment & SMSC development</p> <p>5. Provision of support services for children and young people</p> <p>6. Staff continuing professional development (CPD), health and well-being</p> <p>7. Partnerships with parents and carers, the local community, external agencies and volunteers</p>
<p>The numbered criteria are listed in the first column with a space for the school to respond by describing how they meet the criteria in the second column.</p>	<p>The criteria are listed in the first row of each section. Following the criteria, the school evidence prompts are listed in the first column with space to respond in the second column – in many cases these school evidence prompts align correspond with the number criteria in the updated tool.</p>

How to use the table below

1. Organisation

- The table is divided into each *section* and *sub-section* of the Bronze Award tool.
- It notes whether the title of the section/sub-section has changed.

2. Columns explained

- **Column 1:** Lists any criteria that have been *added or changed in format* as part of the update process.
- **Column 2:** Shows where the relevant content appears in your *previous* Bronze review tool, so you can reference and reuse your existing material.

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3. Criteria not listed

- Any criteria not mentioned in this guide remains unchanged in content.
- These unchanged criteria directly correspond to their equivalent '*School evidence prompt*' in your previous Bronze review tool.

As you renew your Bronze Award on the updated tool, you can draw on your original responses and evidence where relevant, but you must carefully review each updated criteria to ensure your previous content is still relevant and sufficient.

Be sure to read both the updated Bronze Award tool and the accompanying guidance pack carefully to further understand what to include in your responses.

Further support

The HSL Bronze Award tool contains guidance to help you complete each section.

The HSL guidance pack includes detailed examples and resources to support you through each step of the process.

For additional help, you can:

- Contact your HSL Borough Lead
- Reach out to the HSL Project Team: HSL@ncb.org.uk

Visit the [HSL website](#) for more support, including helpful videos on how to complete the award tools.

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Updated criteria in the Bronze Award tool (Additional information and format changes)	Content to draw on from previous Bronze review tool (Information already covered)
Section 1	
Previous Bronze review tool section title: Leadership and management	
Updated Bronze Award tool section title: Leadership, Management & Managing Change	
<p>Previous Bronze review tool sub-section titles: Four key health and wellbeing areas titled:</p> <ul style="list-style-type: none"> • PSHE education • Emotional wellbeing & mental health • Healthy Eating • PE, physical activity and sport <p>Updated Bronze Award tool sub-section titles: Four key health and wellbeing areas titled:</p> <ul style="list-style-type: none"> • Food education, nutrition and healthy eating • PSHE education • Emotional wellbeing and mental health • Food education, nutrition and healthy eating • PE, sport and physical activity 	
No updates made	Leadership listed in section 1.

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Updated criteria in the Bronze Award tool (Additional information and format changes)	Content to draw on from previous Bronze review tool (Information already covered)
Section 2 Previous Bronze review tool section title: Policy Development Updated Bronze Award tool section title: Policies and documentation	
<p>Criteria 2.1: The Statutory policies list has been expanded to include:</p> <ul style="list-style-type: none"> • Equality statement • PE & sport premium impact report • Pupil premium strategy statement 	<p>Statutory policies listed in section 2:</p> <ul style="list-style-type: none"> • Behaviour/Anti-bullying • RSE • SEN Information Report • Safeguarding/Child Protection <p>School evidence prompt section 4: Physical activity:</p> <ul style="list-style-type: none"> • Please provide a link to your school website showing a breakdown of how you've spent or will spend any PE and sport premium funding. <p>School evidence prompt section 5:</p> <ul style="list-style-type: none"> • Please provide a link to the school website to evidence you are meeting the statutory requirement to report the school's strategy for the use of pupil premium for the current and previous year.
Criteria 2.2:	Essential/desirable policies listed in section 2:

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<ul style="list-style-type: none"> • Some policies were essential and some were desirable now only essential policies, documentation or procedures are included. • Wider policies, documents or procedures required for all four key health and wellbeing areas are essential for HSL • explicitly includes vaping • curriculum & catering are included under Food education, nutrition and healthy eating 	<ul style="list-style-type: none"> • Drug, Alcohol and Tobacco Education (including dealing with incidents) • Physical Activity (including PE, sport in and out of the curriculum and travel to and from school), • Whole School Food and Drink Policy (including sugar reduction and the statutory DfE Standards for school food (2015)) • Emotional Wellbeing and Mental Health.
<p>Criteria 2.3: Consultation methods turned into a tick-box list (for example stakeholder working groups, staff induction, policy booklets, assemblies, lessons) plus a required detailed example.</p>	<p>Further evidence prompts:</p> <ul style="list-style-type: none"> • Please provide examples of how you consult with the following groups: Staff Parents/Carers Governors Pupils
<p>Section 3</p> <p>Section title has remained the same: Learning and teaching, curriculum planning and resourcing</p>	

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<p>Previous Bronze review tool sub-section title: Two sub-sections titled PSHE education including RSE & drug, alcohol and tobacco education and Emotional Wellbeing and Mental Health</p> <p>Updated Bronze Award tool sub-section title: One sub-section titled PSHE education including statutory RSE/RSHE education and emotional wellbeing and mental health</p>	
<p>Criteria 3.1 has reduced the PSHE curriculum response to one criterion covering a planned programme across all years including:</p> <ul style="list-style-type: none"> • statutory Relationships & Health (KS1-2), RSHE (KS3-4) • emotional wellbeing and mental health which has been moved here from its own section • drugs, alcohol, tobacco and now including vaping • oral health which has been added. 	<p>School evidence prompts:</p> <ul style="list-style-type: none"> • PSHE education including RSE and drug, alcohol and tobacco education • Emotional wellbeing and mental health
<p>Previous Bronze review tool sub-section title: Healthy Eating including cooking and nutrition</p> <p>Updated Bronze Award tool sub-section title: Sub-section called Food education, nutrition and healthy eating</p>	
<p>Criteria 3.4 requires a planned programme of food education, nutrition and healthy eating curriculum, across all years meeting national curriculum and government recommendations.</p>	<p>School evidence prompts:</p> <ul style="list-style-type: none"> • Please provide details of how you deliver cooking and nutrition skills in the curriculum.

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	<ul style="list-style-type: none"> Please provide the name of any resources and/or partners supporting the delivery of cooking and nutrition skills in the curriculum.
Previous Bronze review tool sub-section title: Sub-section called Physical Activity including a minimum of 90 minutes to 2 hours curriculum PE a week Updated Bronze Award tool sub-section title: Sub-section called PE	
Criteria 3.7 requires a planned programme of a minimum 90 minutes (aiming for 2 hours) a week of high-quality PE across all year group meeting national curriculum and government recommendations. 120–180 recommended minutes a week for children with disabilities has been added.	School evidence prompts: <ul style="list-style-type: none"> Please provide details of how PE is organised in the curriculum to meet a minimum of 90 minutes per week across the school. Please provide the name of any resources and partners supporting the delivery of PE in the curriculum.
Physical activity out of the curriculum has been moved to be included section 4: criteria 4.10.	N/A
Criteria 3.10 requires a link to be added for where the curriculum is published on the school website.	N/A

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Updated criteria in the Bronze Award tool (Additional information and format changes)	Content to draw on from previous Bronze review tool (Information already covered)
Section 4 Previous Bronze review tool section title: School ethos, culture, environment & SMSC development Updated Bronze Award tool section title: School ethos, culture, environment, personal development & wellbeing	
Sub-section title has remained the same: Outdoor areas and playground provision	
<p>Criteria 4.1 brings together all activities in a tick list instead of them being separate and asks for a brief description on two of the activities.</p>	<p>School evidence prompts:</p> <ul style="list-style-type: none"> • Please provide examples of the energetic activities or sports that are available to pupils in outdoor areas or playground. • Please provide examples of the quiet activities that are available to pupils in outdoor areas or playground. • Please provide details of the supervision arrangements in outdoor areas or playground. • Please provide details of any pupil-based support available in outdoor areas or playground.
Sub-section title has remained the same: Food provision	
<p>Criteria 4.2 combines evidencing that the school has a welcoming, clean and hygienic eating environment that</p>	<p>School evidence prompts:</p> <ul style="list-style-type: none"> • Please provide examples of how you provide a welcoming, social and attractive eating environment.

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encourages social interaction into a tick box and description of one aspect.	<ul style="list-style-type: none"> Please provide examples of how you ensure the food environment is clean and hygienic.
Criteria 4.3 is an addition about encouraging families to register for benefits-related Free School Meals.	N/A
Criteria 4.6 asks for a link to the school's current menu/s.	N/A
Criteria 4.7 asks for a link to the school's packed lunch guidance.	N/A
Criteria 4.9 is for schools that are water only asking for a link to their policy if they have one. You do not need to be a Water Only School to achieve the Bronze Award.	<p>School evidence prompt:</p> <ul style="list-style-type: none"> Include any examples if you are working towards a 'water only' policy.
Sub-section title has remained the same: Physical activity	
Criteria 4.10 asks for schools to be explicit about the 30 minutes of extra-curricular physical activity that they provide.	<p>School evidence prompts:</p> <ul style="list-style-type: none"> This section: Please provide examples of the extra-curricular physical activity opportunities that you provide (for example before and after school, at lunchtimes). Section 3: Please provide details of any physical activity in the curriculum outside of PE lessons (<i>for example. Daily Mile, Active Curriculum, Schools Run</i>).

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The link to the school website showing a breakdown of how you've spent or will spend any PE and sport premium funding is now included in section 2: statutory policies.	See section 2 above.
Sub-section title has remained the same: Active travel	
TfL STARS accreditation is now called Travel for Life accreditation and so the wording has been updated.	Travel for Life accreditations can be used in the response to evidence how the school promotes active travel.
Sub-section title has remained the same: Pupil voice	
Criteria 4.15 and 4.16 ask for the mechanisms and how pupil participation has changed practice.	<p>School evidence prompts:</p> <ul style="list-style-type: none"> • Please provide examples of the mechanisms you have in place to ensure the views of pupils are reflected in decision making, policy and practice. • Please provide an example of where pupil views have changed practice or provision within the school.
Previous Bronze review tool sub-section title: Personal development and wellbeing Updated Bronze Award tool sub-section title: Spiritual, moral, social and cultural development and emotional wellbeing	
Criteria 4.17 asks for brief examples for each of the four areas separately: Spiritual, Moral, Social, Cultural.	School evidence prompt:

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	<ul style="list-style-type: none"> Please provide examples of the opportunities you provide for the spiritual, moral, social and cultural development of pupils.
Next steps – ideas for moving on to the Silver/Gold Awards are can now be found in the Healthy Schools London guidance pack.	
Section 5 Section title has stayed the same: Provision of support services for children and young people	
Criteria 5.1 has been updated from ‘vulnerable pupils’ to ‘pupils who might need support’. There is now a tick list to show the processes in place for the referral and identification of pupils who might need support and one example of implementation.	School evidence prompt: <ul style="list-style-type: none"> Please provide examples of how you identify vulnerable pupils.
Criteria 5.2 has a tick list to show the support and arrangements that the school has in place and two detailed examples. The language has been updated from ‘vulnerable pupils’.	School evidence prompt: <ul style="list-style-type: none"> Please provide examples of the support and arrangements you have in place within school to meet the needs of vulnerable pupils.

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Criteria 5.3 has a tick list to show the arrangements it has in place to work with other professionals and agencies and two detailed examples. The language has been updated from 'vulnerable pupils'.	School evidence prompt: <ul style="list-style-type: none"> Please provide examples of arrangements you have in place to work with, refer and/or signpost to external agencies for advice and support for vulnerable pupils.
The link to the school website to the school's strategy for the use of pupil premium for the current and previous year is now included in section 2: statutory policies.	See section 2 above.
Section 6 Section title has stayed the same: Staff training and continuing professional development (CPD), health and wellbeing	
Previous Bronze review tool sub-section title: Staff CPD	
Updated Bronze Award tool sub-section title: Staff training and CPD	
Criteria 6.1 has a tick list to show the processes that the school has in place to identify staff training needs and one example of implementation.	School evidence prompt: <ul style="list-style-type: none"> Please provide examples of how you identify staff training needs relating to health and wellbeing topics.
Criteria 6.2 has a tick list to show the up-to-date and appropriate professional development that has been provided to relevant staff.	School evidence prompt: <ul style="list-style-type: none"> Please provide examples of the health and wellbeing training and development opportunities that staff have attended.

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Sub-section title has stayed the same: Staff health and wellbeing	
Criteria 6.3 has updated language around making staff wellbeing a priority.	School evidence prompt: <ul style="list-style-type: none"> • Please provide examples of how school staff are supported in maintaining their health and wellbeing.
Section 7	
Section title has stayed the same: Partnerships with parents and carers, the local community and external agencies	
Sub-section title has stayed the same: Engaging with parents/carers, the local community and external agencies	
Criteria 7.1 has a tick list to show the opportunities for parents/carers to access information, support and advice.	School evidence prompt: <ul style="list-style-type: none"> • Please provide examples of any opportunities you give for parents/carers to access information, support and advice on health and wellbeing.
Criteria 7.2 is a new addition which asks how the school promotes positive, accurate information about immunisations and signposts to vaccination services. Immunisation was previously only listed as an example.	If an immunization example was used previously, School evidence prompt: <ul style="list-style-type: none"> • Please provide examples of any opportunities you give for parents/carers to access information, support and advice on health and wellbeing.