

# School Games Mark

## 2025/26

Application window runs from  
29 April – 29 July 2026

# School Games Mark

## 2025/26



The School Games Mark 2025/26 continues to be positioned as a tool to help schools reflect on their engagement in the School Games. The award is centred around the principles of the School Games outcomes. Schools will need to demonstrate their engagement with their local School Games Organiser.

The purpose of the Mark is to reward and recognise a school's engagement (provision and uptake) in the School Games against a national benchmark, and to celebrate keeping young people active. This will be reflected through the award levels of bronze, silver, gold, and platinum.

The **outcomes of School Games Mark** and the School Games are linked. Schools will need to demonstrate how they are/have:

- 1** Maintaining and growing your school's engagement in the School Games and your delivery of the Chief Medical Officer's (CMO) **60 active minutes for every child or 20 minutes for SEND young people.**
- 2** Delivering and engaging in competitions that has **clear intent** and creates **positive experiences** based on the motivation, competence and confidence of your young people that need support most.
- 3** A clear focus on **transition points** (e.g. Yr.3 and Yr.6/7 as well as those in three tier systems) and how **secondary** schools are engaging in the School Games.
- 4** Supporting the personal development of targeted young people through **youth engagement and leadership.**
- 5** Advocating and engaging key stakeholders on the **value of the School Games** to support local provision and improve the experiences for your young people and their families.

Please consider how you will engage with your School Games Organiser (SGO) to achieve the above outcomes.

### Inclusive Health Check

Completing the Inclusive Health Check in advance remains a core component of the School Games Mark application. Please ensure that you complete this in good faith and time. The toolkit can be found [HERE](#) and schools should complete this in the Autumn term 2025 to give due time to reflect and implement any actions.

### Award Levels

We understand that not every school has the time or desire to undertake an extensive application, nor are all schools keen to progress through the award levels year-on-year (although we strongly advocate this). For schools with limited capacity, the Bronze award is considered the entry level. It demonstrates that the school provides and engages its young people in high-quality School Games opportunities. The Silver and Gold awards are available to schools that want to challenge themselves and prove their progress over time against a national benchmark.

For schools that have engaged over several years, and/or have previously attained the Platinum award, they must show in more detail the impact and difference they are making. The Platinum award is only available to schools that have achieved the Gold award in the last four applicable years (2021/22, 2022/23, 2023/24, 2024/25), and are on track to achieve Gold in 2025/26. The Platinum questions are only available once the application meets these criteria, and will be accessible after you complete your Gold application.

Once you have attained Platinum, you are exempt from applying for Mark for the following academic year only. If you are successful this year, you will not need to apply in 2026/27 and will next apply in 2027/28.

### School Games Mark Chapters

The School Games Mark application is split into seven sections to aid your thinking and planning. These sections are coordinated to incorporate the priorities within the School Games. Equal opportunities for boys and girls in both the curriculum and in extra curriculum provision are a theme throughout the application.

Each chapter is detailed below:

#### 60 Active Minutes

**1** The Chief Medical Officer (CMO) recommends that all young people be active for 60 minutes a day. Active means moderate to vigorous activity where the heart rate is raised, and they may get out of breath and sweaty. Physical activity is central to the School Games and every school should consider this as part of their school day. The activity should be in addition to your curriculum PE offer. It should also allow young people the opportunity to be active within other lessons, as well as maximising lunchtimes, breaktimes, and before and after school.

#### Inclusion

**2** The School Games should be a safe, inclusive and accessible space for all young people and they should be adequately supported to have a meaningful School Games experience. We want to break down the barriers that many young people face by promoting opportunities for those young people who believe that school sport isn't for them. In order to do this effectively, we need to work to tackle local inequalities by working with the young people themselves and targeting provision to those in greatest need. Extra-curriculum is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, facilities, existing demand and uptake from girls/boys in clubs and competition traditions of the school will all be factors in determining your offer along with equipment available and the traditions of the school.

### Physical Literacy and Positive Experiences

**3** Physical literacy is our relationship with movement and physical activity throughout life. It's shaped by how we move, think, feel and connect during physical activity and movement. It deepens through meaningful experiences over time. By understanding our own relationship and supporting young people to explore theirs, we can better appreciate its value and the importance of positive, inclusive opportunities for all. Positive experiences help build confidence and a lasting connection to being active. Negative ones can create barriers, which is why every movement moment matters.

### Culture

**4** The culture you create around physical activity and school sport is important; this needs to stem from senior leaders and be embraced by all staff. This includes what you communicate to parents/carers and other key stakeholders (i.e. Governors, local sports, clubs, etc). The School Games is more than competition for the fastest, strongest, tallest; it is about inclusive provision and more opportunities for young people to achieve their personal best.

### Youth Voice

**5** Putting young people at the heart of what you do and why is a corner stone of the School Games. Youth voice is about growing not only the voice of young people in developing your provision but also their involvement in co-creating and delivering the solutions with you.

### Scale and Reach

**6** Engaging with your SGO is an important part of achieving the School Games Mark. While all SGOs play a universal role in supporting the 60 active minutes ambition, some of their competition provision may be targeted and not relevant for every school.

We're keen to understand where your school has taken part in your SGOs events, and how you've built on these by delivering similar activities in school using the intra-school Games formats.

### Curriculum

**7** While the School Games is not focused on curriculum PE, there will be an intended impact over time on your provision. We are keen to ensure that this impact is captured. In addition (and in response to the Government's publication 'School Sport and Activity Action Plan' July 2023), we are looking at the principle of equal opportunities for both girls and boys, and what this looks like within your curriculum. Schools will need to show intent to improve their equality of opportunity to access PE over time.

### The Process

The School Games Mark criteria is available from the autumn term to allow schools to work towards their desired award level. To ensure that the application is not time-consuming, most questions will consist of yes/no questions or a list of pre-determined options. After completing their application, schools will be able to view their responses. SGOs will verify their schools' applications for all levels of the award; they should ideally complete this within two weeks of an application's submission. They are also required to leave development comments to aid their school's future progress. The deadline for SGOs to verify applications is **18 September 2026**. SGOs can downgrade/upgrade an application's award based on their knowledge and dialogue with the school and evidence they have previously seen.

Please note: your application should not include any KS1 provision.

### External Validation

At the time of print, the external verification process for the 2025/26 academic year has not yet been confirmed.

In previous years, we have worked with a third party to ensure that the School Games Mark is applied consistently and fairly across the country. Whether you are a school applying or an SGO verifying awards, it is important to maintain the required standards. Please keep all evidence and supporting documents up to date, so you are prepared if external verification is introduced.

# School Information

## Section 1 of 1



### Who are you?

The first part of the School Games Mark application involves answering some questions about your school, which will inform the rest of the application.

- 1 Name of person completing the application
- 2 Your role in school, school name, SGO name(s)
- 3 Size and type of educational establishment
- 4 How many students on role this year (Years 3-13 only) and how many, if any, of these pupils are in Years 12-13?
- 5 Have you worked with your SGO on at least one of the School Games outcomes this academic year?

*This will be a yes/no question.*

As your SGO will verify your application, you may be asked to provide evidence as required. Please speak to your SGO ahead of completing your application, as they will be able to support you in advance.

# Bronze Criteria 2025/26



## 60 Active Minutes

- 1 Have you reviewed your approach to supporting 60 active minutes and have you developed a plan to support your pupils to achieve this level of activity?

*This will be a yes/no question.*

## Inclusion

Extra-curriculum\* is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, facilities, equipment, existing demand and uptake from girls/boys in clubs and competition traditions of the school will all be factors in determining your offer.

*\*extra-curriculum is defined as anything that takes place on your school's grounds as coordinated by the school either after school, before school or at lunchtimes.*

- 2 Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?

### We have completed:

- A review of our extra-curriculum through the lens of gender
- Some student consultation to inform our extra-curriculum planning for the 2026/27 academic year
- We have plans in place to support staff confidence and competence.

*This will be a yes/no question.*

- 3 We have completed the Inclusive Health Check tool on our dashboard.

*This will be a yes/no question.*

*We encourage all schools to complete the IHC in the Autumn term to give you time to digest and implement any learnings. The tool helps you place equality and inclusion at the heart of your School Games offer. It will support you in ensuring the School Games makes an inspiring and meaningful difference to young people. It considers specialist populations (e.g. young people with SEND, Ethnically Diverse Communities, girls, faith groups, children eligible for Pupil Premium). It also signposts you to a range of excellent resources and training from a wide range of equality partners.*

*Please use the following [link](#) to access our inclusion resources*

## Physical Literacy and Positive Experiences

- 4 We are aware of the term physical literacy as a school.

*This will be a yes/no question.*

*You can find information on the Physical Literacy Consensus statement [here](#).*

# Bronze Criteria 2025/26



## Culture

### 5 Do you believe in the vision and mission of the School Games and are you committed to a universal physical activity offer alongside delivering positive experiences of school sport?

*This will be a yes/no question.*

*This is about how the School Games can make a difference to those young people that are the least active and or addresses inequalities that some young people face through putting PE, school sport, physical activity and play at the heart of school life. We want every young person to have a positive experience so that they want to do more. This for some young people will mean that we measure success in different ways so that it's not always about being the tallest, fastest, or strongest and that we prepare them effectively for competitions/events so that they can achieve their personal best.*

## Youth Voice

### 6 Have you undertaken any youth voice related to your school sport provision?

*This will be a yes/no question.*

*You can find more information on youth voice [here](#).*

## Scale and Reach

### 7 Have you delivered one or more targeted opportunities for those young people who need it most through the School Games, either through intra or inter competition/events?

*This will be a yes/no question.*

*Examples include (but aren't restricted to) young people who: have suffered the most through Covid (socially/emotionally/physically), do not participate in any enrichment activities/pupil premium/SEND/etc, are from socially deprived backgrounds, etc. Your SGO may ask to see evidence (e.g. registers of attendance at after-school clubs, etc).*

## Curriculum

A broad and balanced curriculum is critical to the success of any school. Considering what this looks like for physical education from the perspective of equality of opportunity is an expectation of all schools.

### 8 Does your physical education curriculum offer provide equal opportunities for young people regardless of gender?

#### **We have completed:**

- A review of our curriculum through the lens of gender
- Some student consultation to inform our curriculum planning for the 2026/27 academic year
- An audit of our staff confidence and competence to deliver a PE Curriculum that provides equal opportunities.

*This will be a yes/no question.*



# Silver Criteria

## 2025/26



### 60 Active Minutes

- 1** Does your school have a clearly planned approach to 60 active minutes and, in particular, to deliver the 30 minutes that your school is driving for every child within your school day?

*This will be a yes/no question.*

*Your SGO will verify this; you should be able to evidence how your school is adhering to the CMO's recommendations. Tools such as an activity tracker or your timetable overview would work well for this.*

*This is about your provision over and above your timetabled physical education time and how you encourage your young people to be physically active across the school day and beyond. You will be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

*There are eight evidence-based Principles of an Active School that can support your planning and delivery of 30 active minutes in your school day.*

**Please indicate how you have implemented your plan for 60 active minutes:**

*(Please tick all the boxes which apply)*

- |   |   |
|---|---|
| <input type="checkbox"/> Through whole school staff meetings                          | <input type="checkbox"/> Through engaging Governors         |
| <input type="checkbox"/> Through staff CPD  | <input type="checkbox"/> Through other mapping tools        |
| <input type="checkbox"/> Through the subject leader                                   | <input type="checkbox"/> Through our SGO                    |
| <input type="checkbox"/> Through mapping the timetable                                | <input type="checkbox"/> Through student leadership         |
| <input type="checkbox"/> Through targeting our least active children and young people | <input type="checkbox"/> Through external delivery partners |

# Silver Criteria

## 2025/26



### Inclusion

Extra-curriculum\* is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, existing demand and uptake from girls/boys in clubs and competition facilities, equipment, traditions of the school will all be factors in determining your offer.

*\*Extra-curriculum is defined as anything that takes place on your school's grounds as coordinated by the school either after school, before school or at lunchtimes.*

### 2 Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?

**We have completed:**

- A review of our extra-curriculum through the lens of gender and have changed our provision where needed.
- Undertaken student consultation to inform our extra-curriculum planning for the 2025/26 academic year and have acted on students recommendations where appropriate.
- Developed priority areas for CPD to increase confidence of staff.

*This will be a yes/no question.*

### 3 Does at least 75% of your intra-school competitions have a clearly defined intent?

*This will be a yes/no question.*

*Your SGO will verify this; you should be able to evidence your timetable of intra competitions/events over the year and the difference you are trying to make to your young people (your intent). You will also be able to evidence how you have achieved this by selecting from a list of options, including a list of sports and activities – your responses will not affect your score. Intra-school competitions refers to activities such as form v form, house competitions, lunchtime leagues, etc.*

**Please indicate what types of intent you have used:**

*(Please tick all the boxes which apply)*

- |  |   |
|--|---|
| <input type="checkbox"/> Develop confidence and competence within physical activity/sport skills | <input type="checkbox"/> Engage new/target groups of young people (tackling inequalities) |
| <input type="checkbox"/> Increase regular participation and motivation                           | <input type="checkbox"/> Provide inclusive opportunities                                  |
| <input type="checkbox"/> Improve knowledge and understanding of sport and physical activity      | <input type="checkbox"/> Promote success and achievement                                  |
| <input type="checkbox"/> Build social skills and connections (i.e. sense of belonging)           | <input type="checkbox"/> Supporting transition  |
| <input type="checkbox"/> Championing physical literacy   | <input type="checkbox"/> Develop leadership, character, life skills                       |
| <input type="checkbox"/> Improve health and wellbeing (i.e. 60 active minutes)                   | <input type="checkbox"/> Championing youth voice  |
|  | <input type="checkbox"/> To engage/influence wider stakeholders                           |

## Physical Literacy and Positive Experiences

### 4 We understand the concept of physical literacy and it informs our thinking and practice.

*This will be a yes/no question.*

### 5 We are starting to apply physical literacy approaches to our practice.

*This will be a yes/no question.*

*You can find information on the Physical Literacy Consensus statement [here](#).*

*Your SGO will verify this, you should be able to share your approach and evidence with them. You will also be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

## Culture

### 6 Do you communicate your School Games competition/events plans to all parents?

*This will be a yes/no question.*

*Your SGO will verify this, and you should be able to share your approach and evidence with them. You will also be able to add further evidence of how you have achieved this by selecting from a list of options – your responses will not affect your score.*

**Please indicate how you communicate with parents:**

*(Please tick all the boxes which apply)*

- |   |   |
|---|---|
| <input type="checkbox"/> Newsletters      | <input type="checkbox"/> Instagram      |
| <input type="checkbox"/> Text messages    | <input type="checkbox"/> School reports |
| <input type="checkbox"/> Parents evenings | <input type="checkbox"/> Instagram      |
| <input type="checkbox"/> Notice boards    | <input type="checkbox"/> 1:1 meetings   |
| <input type="checkbox"/> Website          | <input type="checkbox"/> Letters        |
| <input type="checkbox"/> Facebook         | <input type="checkbox"/> Workshops      |
| <input type="checkbox"/> X platform       |   |

## Youth Voice

### 7 Do you have a clear process to engage and glean your young people's views on your school sport and physical activity offer?

*This will be a yes/no question.*

*Your SGO will verify this, and you should be able to share your approach and evidence with them. You will also be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

**Please indicate how you achieve a clear process to engage and glean your young people's views on your school sport and physical activity offer:**

*(Please tick all the boxes which apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Questionnaires           | <input type="checkbox"/> Team captains     |
| <input type="checkbox"/> Pupils focus groups      | <input type="checkbox"/> Class discussions |
| <input type="checkbox"/> Session evaluation forms | <input type="checkbox"/> Case studies      |
| <input type="checkbox"/> Parent feedback          | <input type="checkbox"/> Young leaders     |
| <input type="checkbox"/> School Council           |  |

# Silver Criteria

## 2025/26



### Scale and Reach

#### 8 What sports have you run at an intra-school level where you have used/followed the School Games NGB format?

(Please tick all the boxes which apply) Remember: intra competition refers to within school events such as form v forms, house competitions, etc.

	NGB Generic offer	SG NGB format		NGB Generic offer	SG NGB format		NGB Generic offer	SG NGB format
American Football			Goalball			Rowing		
Archery			Golf			Rugby League		
Athletics			Gymnastics			Rugby Union		
Badminton			Handball			Sailing		
Baseball			MATP			Table Cricket		
Basketball			Modern Pentathlon (penta+)			Table Tennis		
Bowls			Multi-Skills Festival			Tennis		
Canoeing			Multi Sport Festivals			Touch Rugby		
Cricket			Netball			Triathlon		
Cycling			New Age Kurling			Ultimate Frisbee		
Dance			Orienteering			Volleyball		
Dodgeball			Other			Weightlifting		
Equestrian			Panathlon			Wheelchair Basketball		
Fencing			Polybat			Windsurfing		
Football			Rounders					

For each sport selected, you will also be asked when you have delivered this either before school, during lunchtime, after school or during curriculum time.

# Silver Criteria

## 2025/26



### Curriculum

A broad and balanced curriculum is critical to the success of any school. Considering what this looks like for physical education from the perspective of equality of opportunity is an expectation of all schools.

#### 9 Does your physical education curriculum offer provide equal opportunities for young people regardless of gender?

**We have completed:**

- A review of our curriculum through the lens of gender and have changed our provision where needed.
- Undertaken student consultation to inform curriculum planning for the 2025/26 academic year and have acted on student recommendations where appropriate.
- Developed priority areas for CPD to increase confidence of staff.

*This will be a yes/no question.*

Transition is a key outcome of the School Games. We want to not only prioritise the engagement of secondary schools in the School Games, but to also consider how we support minimising the impact of transition by using school sport as a vehicle to do so.

*N.B this criterion is not applicable to special schools.*

#### 10 Do you understand which young people would benefit from some School Games interventions to aid their transition (from primary to secondary or middle to upper schools), and have you liaised with your SGO about these young people and potential opportunities?

*This will be a yes/no question.*

*Your liaison with your SGO on transition is important. You will need to evidence how you have worked with your SGO to achieve this. Your SGO will verify this, you should be able to share your approach and evidence with them. You will also be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

# Gold Criteria 2025/26



## 60 Active Minutes

**1** Are you delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are you tracking their 30-minute take-up (or not) beyond school?

*This will be a yes/no question.*

Please indicate how you implement the 30 active minutes. These are the Eight Principles of an Active School – please tick all that are relevant.

*(Please tick all the boxes which apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Targeted sport and physical activity interventions | <input type="checkbox"/> Embed monitoring and evaluation               |
| <input type="checkbox"/> Ensure a skilled workforce                         | Please indicate how you track the 30 active minutes:                   |
| <input type="checkbox"/> Engage student voice                               | <input type="checkbox"/> Registers Electronic methods                  |
| <input type="checkbox"/> Create an active environment                       | <input type="checkbox"/> Questionnaires Community registers            |
| <input type="checkbox"/> Offer choice and variety                           | <input type="checkbox"/> Consultation groups with young people Rewards |
| <input type="checkbox"/> Embed on the curriculum, teaching, and learning    | <input type="checkbox"/> Wall charts                                   |
| <input type="checkbox"/> Promote active travel                              | <input type="checkbox"/> Timetabled activity                           |

**2** You are aware of your least active pupils and have planned provision to target and increase their regular daily physical activity levels?

*This will be a yes/no question.*

## Inclusion

Extra-curriculum\* is key to nurturing the development of the whole child and within your offer there should be equal opportunities for all young people regardless of their gender. A voice, and choice for all young people should be at the heart of your decision making and implementation when considering your extra-curriculum provision. Teacher/support staff confidence/competence in range of activities, facilities, equipment, traditions of the school will all be factors in determining your offer.

**3** Does your extra-curriculum offer provide equal opportunities for young people regardless of gender?

*\*Extra-curriculum is defined as anything that takes place on your school's grounds as coordinated by the school either after school, before school or at lunchtimes.*

**We can demonstrate:**

- That we have amended our provision for our extra curriculum offer to reflect where there is a demand for more equal opportunities
- How our provision is based on pupil voice and choice
- How we have supported our staff to be able to deliver more equal opportunities where there is the demand.

*This will be a yes/no question.*

## 4 Have you put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer?

*This will be a yes/no question.*

*Your SGO will verify this; you should be able to evidence your CPD plan for supporting your staff to be more inclusive and the staff who have accessed this.*

## Physical Literacy and Positive Experiences

## 5 We adopt a physical literacy informed approach to our offer (e.g. understanding the thoughts, feelings and experiences of our young people).

*This will be a yes/no question.*

*More information on the Physical Literacy Consensus can be found [here](#).*

## 6 We consistently create participation experiences that focus on how pupils move, connect, think and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning.

*This will be a yes/no question.*

*Your SGO will verify this, you should be able to share your approach and evidence with them. You will also be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

## Culture

## 7 Do you share with all parents your competition intent and ask the same of other external providers engaging and delivering within with your school?

*This will be a yes/no question.*

**Please indicate how you and external providers share competition intent with parents:**

*(Please tick all the boxes which apply)*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Newsletters      | <input type="checkbox"/> Facebook       | <input type="checkbox"/> Event letters    |
| <input type="checkbox"/> Text messages    | <input type="checkbox"/> X platform     | <input type="checkbox"/> Leaflets         |
| <input type="checkbox"/> Parents evenings | <input type="checkbox"/> School reports | <input type="checkbox"/> Parent/Governors |
| <input type="checkbox"/> Notice boards    | <input type="checkbox"/> Instagram      | <input type="checkbox"/> Parent Champions |
| <input type="checkbox"/> Website          | <input type="checkbox"/> 1:1 meetings   | <input type="checkbox"/> Workshops        |

We appreciate that external providers may be involved with your provision, both within and beyond your curriculum. We want to know how you ensure that these providers understand your approaches to competition, and how these connect to the School Games. You may be asked to show how you keep them informed of your approach and how you check that they deliver in the spirit intended.

## Youth Voice

### 8 Do you have a formal structure to engage your young people through Sports Leaders, School Games Crews or Committees and use them to support your offer?

*This will be a yes/no question.*

*You will be asked about the types of leadership opportunities that you have provided and how, once engaged and trained, your young people have helped with the delivery of your School Games offer. Your SGO will verify this; you should be able to share your approach and evidence with them. You will also be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

**Please indicate how you achieve a formal structure to engage your young people:**

*(Please tick all the boxes which apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> School Sport Organising Committee | <input type="checkbox"/> School council    |
| <input type="checkbox"/> School Sport Organising Crew      | <input type="checkbox"/> Team captains     |
| <input type="checkbox"/> Questionnaires                    | <input type="checkbox"/> Class discussions |
| <input type="checkbox"/> Pupils focus groups               | <input type="checkbox"/> Young leaders     |
| <input type="checkbox"/> Session evaluation forms          | <input type="checkbox"/> Case studies      |
| <input type="checkbox"/> Parent feedback                   |  |

Tools to support your engagement of your young people and how to engage youth voice can be found [here](#).



# Gold Criteria 2025/26



## Scale and Reach

### 9 What sports have you participated in at an **inter**-school level as provided by your SGO?

(Please tick all the boxes which apply)

	NGB Generic offer	SG NGB format		NGB Generic offer	SG NGB format		NGB Generic offer	SG NGB format
American Football			Goalball			Rowing		
Archery			Golf			Rugby League		
Athletics			Gymnastics			Rugby Union		
Badminton			Handball			Sailing		
Baseball			MATP			Table Cricket		
Basketball			Modern Pentathlon (penta+)			Table Tennis		
Bowls			Multi-Skills Festival			Tennis		
Canoeing			Multi Sport Festivals			Touch Rugby		
Cricket			Netball			Triathlon		
Cycling			New Age Kurling			Ultimate Frisbee		
Dance			Orienteering			Volleyball		
Dodgeball			Other			Weightlifting		
Equestrian			Panathlon			Wheelchair Basketball		
Fencing			Polybat			Windsurfing		
Football			Rounders					

For each sport selected, you will also be asked when you have delivered this either before school, during lunchtime, after school or during curriculum time.

## Curriculum

A broad and balanced curriculum is critical to the success of any school. Considering what this looks like for physical education from the perspective of equality of opportunity is an expectation of all schools.

### 10 Does your physical education curriculum offer provide equal opportunities for young people regardless of gender?

**We can demonstrate:**

- That we have amended our provision for our curriculum offer to reflect where there is a demand for more equal opportunities
- How our provision is based on pupil voice and choice
- How we have supported our staff to be able to deliver more equal opportunities where there is the demand.

### 11 Have you identified those young people that would benefit most from some transition support, and do you have an offer that focuses specifically on those young people as developed with your SGO?

*This will be a yes/no question.*

*Your SGO will verify this; you should be able to evidence which groups of young people would benefit most. You will also be able to evidence how you have achieved this by selecting from a list of options – your responses will not affect your score.*

**Please indicate what cohorts of young people you are currently targeting around transitioning:**

*(Please tick all the boxes which apply)*

- |   |   |
|---|---|
| <input type="checkbox"/> All Young People   | <input type="checkbox"/> Girls  |
| <input type="checkbox"/> Behavioural Challenges   | <input type="checkbox"/> Primary Schools  |
| <input type="checkbox"/> Boys   | <input type="checkbox"/> Pupil Premium  |
| <input type="checkbox"/> Ethnically Diverse Communities: White (British or English)     | <input type="checkbox"/> SEND: A physical disability (e.g. problems moving around unaided)                        |
| <input type="checkbox"/> Ethnically Diverse Communities: White (not British or English) | <input type="checkbox"/> SEND: A cognitive disability (e.g. problems thinking or remembering)                     |
| <input type="checkbox"/> Ethnically Diverse Communities: Mixed                          | <input type="checkbox"/> SEND: A sensory disability (e.g. problems with vision or hearing)                        |
| <input type="checkbox"/> Ethnically Diverse Communities: Asian or Asian British         | <input type="checkbox"/> SEND: A mental health or emotional disability (e.g. problems with mood)                  |
| <input type="checkbox"/> Ethnically Diverse Communities: Black or Black British         | <input type="checkbox"/> SEND: A communication or social relationships disability (e.g. autism, Asperger's, ADHD) |
| <input type="checkbox"/> Ethnically Diverse Communities: Other                          | <input type="checkbox"/> SEND: Any other disability   |
| <input type="checkbox"/> Free School Meals  |   |

You will be asked to indicate what types of interventions you would like to see or are already engaged in.

# Platinum Criteria 2025/26



If a school has previously achieved four consecutive Gold awards and has met the standard for this year's Gold award, then they will be eligible to apply for Platinum. Please note: the Platinum application automatically appears once you have completed the last section and before you submit the application. If this isn't the case, please speak to your SGO.

Through the Platinum award, we want to learn where schools are in their engagement with the evolution of the School Games. We want to understand what it takes to be a fully engaged and committed school so we can help others on their journey of change. As a result, we will look for some narrative from these schools to demonstrate the impact and meaningful difference they are making.

This will be in the form of a case study submitted alongside their Gold application. Schools are asked to select one of the following areas for their case study, making their submission in a number of ways (e.g. a narrative written by a third party, a written case study, a video case study, a submission led by young people, etc).

Please note: if you have achieved Platinum before, then you are only required to update us on progress since your last award - what have you done to maintain your commitment and high standards around the School Games? This can be a simple paragraph.

The options are shown below:

- **Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting**
- **Demonstrate how you have undertaken a review of your curriculum and extra-curriculum through the lens of gender and how youth voice has shaped your offer resulting in equal opportunities to access sports based on the demand of students across your different key stages**
- **Demonstrate how your school nurtures a culture of physical literacy and how this positively impacts your young people**
- **Demonstrate how you are developing and co-creating your offer with your young people**
- **Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake**
- **Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.**

*Please use the case study template that you can download from your dashboard to see the prompt questions that we would like schools to respond to. The form can be found [HERE](#).*

**If you are successful in attaining a Platinum award this will be issued for two years meaning that you will not need apply for School Games Mark in 2026/27. It is a school's responsibility to re-engage in subsequent years after this grace period.**

#### **Terms and Conditions:**

Due to data protection regulations and safeguarding considerations, please do not include any personally identifiable information about others in your case study, including names or images of recognisable individuals. If you are successful in attaining a Platinum award, this will be valid for two years - you will not need to apply for School Games Mark in 2026/27. The next time you will need to reapply is 2027/28. It is a school's responsibility to re-engage in subsequent years after this grace period.

# Additional Non-Scoring Questions for all Schools



We would like to find out more about your relationship and engagement with your SGO. In this section you will be asked additional questions which will not affect your score.

**1** Have you received support from your SGO during the academic year with your own School Games provision over and above the competition/events that you have engaged with?

**2** Have you received ongoing support from your SGO over the academic year with the 60 active minutes agenda?

**3** Any other comments on your school's engagement with your SGO or their School Games offer?

To support local and national conversations, we will ask two additional non-scoring questions.

To what extent do you agree with the following statement?

**4** My school/education establishment provided all students in the autumn, spring and summer term with two hours of timetabled Physical Education per week (within the curriculum only) and has extra-curriculum provision inclusive of physical activity in addition to this. (Applicable to Years 3-11 only).

- Achieved two hours by a combination of curriculum and extra-curricular provision.
- Aspire to achieve this.

**5** Which external providers, if any, have you used within your PE and physical activity curriculum provision?

*Notes to applicant: By submitting your application, you are confirming that it has been approved by your headteacher and is a true reflection of your school's provision of PE, school sport and physical activity. You are confirming that you are happy for your application to be shared with carefully selected third parties that will use the information to support the development of the School Games. You are also agreeing to an external validation if identified and are confirming that you can provide evidence for the data submitted within the application if asked to provide it.*