





Welcome Julie Lewis

Director of Learning Standards and School Partnerships

Ealing Council







"The announcement of the changes really went well."

Health & wellbeing: the challenges we face

Karen Gibson

Health Improvement Team Manager

Ealing Council





Meet the Health Improvement Team



Karen Gibson Team Manager



Nicole McGregor Nutrition & exercise



Claire Meade RSE & PSHE



Emily Rayfield Mental health & emotional wellbeing

WIFI:

Username: doubletree

Password: (none)

Conference pack

HI Conference 2020:

Successfully preparing for statutory relationships and health education



Programme Agenda

CONFERENCE PROGRAMME 4 FEBRUARY			
12:30pm	REGISTRATION Reception room		
1:00 pm	OPENING Conference hall Julie Lewis, Director of Learning Standards and School Partnerships, Ealing Council		
1:10 pm	Health and Wellbeing: the challenges we face Karen Gibson, Health Improvement Manager, Ealing Council		
1:20 pm	KEYNOTE SPEAKER: Promoting inclusive RSE in schools Alex Harris, Editor, BBC Teach		
	BREAKOUT SESSION 1		
2:00 pm	Ideas to implement a whole school approach to emotional health & wellbeing Conference hall Toni Medcalf, Schools Counselling Partnership		
	How to become a Sugar Smart school Springfield suite Victor Guerro and health champions, Stanhope Primary School		
2:30 pm	COFFEE BREAK Reception room		
3:00pm	BREAKOUT SESSION 2 Preparing for Mandatory RSE Springfield suite Lauren Chalkley, Brook A whole school approach to RSE in primary schools Conference hall		
	Louise Singleton and Jackie Renault, Hambrough Primary School		
3:30 pm	MAIN SPEAKER Conference hall Ideas and inspiration to get us all moving more and eating better Bradley Simmonds, personal trainer and columnist, and Connie Simmonds, blogger and author		
4:10pm	Timeline of support for Relationships and Sex Education Claire Vaughan, Health Improvement Officer, Ealing Council		
4:30pm	Healthy Schools London awards Claire Vaughan, Health Improvement Officer, Ealing Council		
4:45 pm	Closing remarks Karen Gibson, Health Improvement Manager, Ealing Council		
5pm	CLOSE		

Action plan

Important information to remember:	Notes from keynote speaker, Alex Harris:	Notes from Breakout session 1:
Actions to follow up back in school:	Health improvement conference 2020: Successfully preparing for statutory relationships and health education 4 February 2020	Notes from Breakout session 2:
	Notes from main speakers Bradley and Connie Simmonds:	



According to the **2005 HRBS**, what percentage of **year 6** pupils said their teachers had talked to them about how their body changes as they grow up?



According to the **2019 HRBS**, what percentage of **year 6** pupils said their teachers had talked to them about how their body changes as they grow up?



According to the **2005 HRBS**, what percentage of **year 8 & 10** pupils said that school lessons were their main source of information about sex?



According to the **2019 HRBS**, what percentage of **year 8 & 10** pupils said that school lessons were their main source of information about sex?



According to the **2019 HRBS**, what percentage of **year 8 and 10** pupils believe any non-suitable methods of contraception (such as the pill) reliably prevents STIs?



Promoting inclusive RSE in schools

Alex Harris

Editor

BBC Teach

BBC-Teach

Promoting Inclusive RSE Education in Schools

Alex Harris, Editor, BBC Teach



'Magic Pencil', 1994

Remember this?

BBC

BBC

Short films to support teaching RSE and PSHE



Short films to support teaching RSE and PSHE



Short films to support teaching RSE and PSHE



An insight into the consultation process for the development of RSE/PSHE resources

mac at a factor My con you have sex of puporty? How many people at such ayoung age? are asexual thre body when they have sex. Almy der appr stut subity before boys? erection? hat are lesbians? what does disperence between all shoop and a orgasoms means Why do we can you still make babies is you are lesbian? have lo change? What is discharge Menstruction, your breast start Hou Adam's Apple to hart to fouch Exctions When you are in you haits belot has gooden and pubery Mean colleges talk to? Thuk you are LOST ward the paire do anything? griffiend does that man HOW CAN A erallal

How to strike a balance between keeping RSE/PSHE films engaging for children whilst supporting teachers' educational objectives



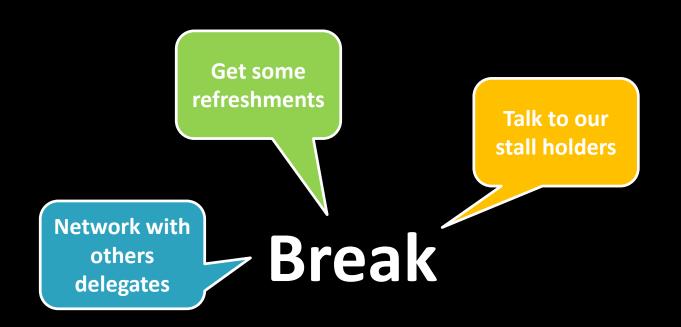


Breakout session 1:

- CONFERENCE HALL: Ideas to implement a whole school approach to emotional health & wellbeing, Toni Medcalf
- **SPRINGFIELD SUITE:** How to become a Sugar Smart School, *Stanhope Primary School*











Breakout session 2:

- CONFERENCE HALL: A whole school approach to RSE in primary schools, Hambrough Primary School
- SPRINGFIELD SUITE: Preparing for Mandatory RSE, Lauren Chalkley, Brook





Ideas to Develop a Whole School Approach to Emotional Health & Wellbeing

Toni Medcalf

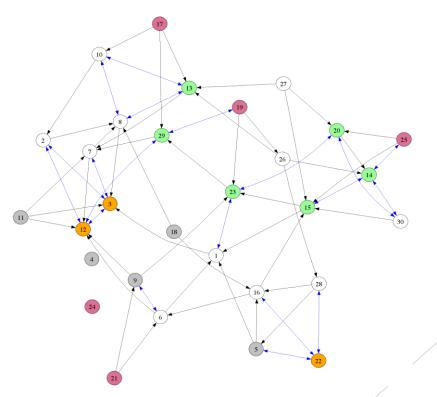
Changing the Language in Schools

Takes time and commitment
Invest in listening skills for all staff,
attachment training which helps staff
understand why children/young people
behave in the way that they do
All staff members need to have this
understanding to be able to start changing
the language across the whole school

Identifying your most vulnerable children - using sociograms

- Sociograms measure the peer relationships
- ▶ By asking children individually or as a class to name the three children the Most Like & Least Like
- Enter the codes associated with those children into a workbook
- ► Follow instructions on http://users.sussex.ac.uk/~robinb/socio.h tml

Identifying Your Most Vulnerable Children using Sociograms

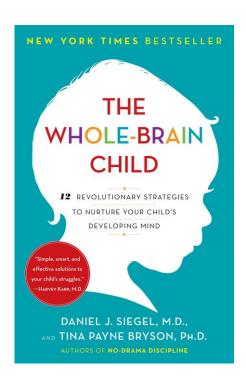


- ► Grey 'rejected' most amount of least likes
- ▶ Pink 'neglected' not really mentioned
- Orange 'controversial' both liked children are also a bit wary
- ► Green 'popular' most of amount of likes
- ▶ White equal measures of likes and least likes

Sociograms

- Changed seating arrangements
- Noticed the pink 'neglected' children more, websites, newsletter, certificates
- Set up buddy schemes
- ▶ Made orange 'controversial children' peer mentors
- ► Given 'grey' rejected children roles in the classroom and playground working alongside 'Fit for Sport' leaders
- Included 'neglected' and 'rejected' children in friendship groups,nurture groups etc
- Put pictures of 'neglected' children in staff room so that all staff can notice the more
- Changed induction policy

Termly Themed Assemblies, Parent Coffee Mornings & Staff Inset

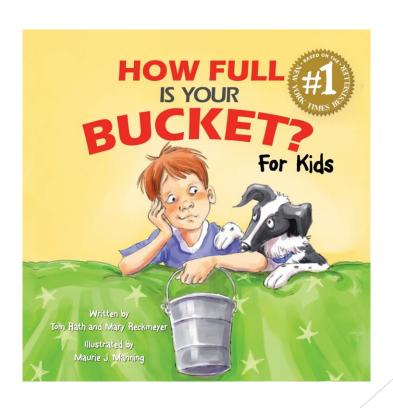


Whole School Approach to Listening

- Staff training
- Assembly for Children what happens to our brains when we get stress, worried, anxious. Get our "Upstairs Brain to give our Downstairs Brain a Hug"
- ▶ Parents Coffee morning invite parent to hear what their children have been learning about their brain
- ► This starts to develop a universal language both in and out of school that everyone can use
- https://www.youtube.com/watch?v=3bKuoH8CkFc&t=5s
- ► Google Dan Seigel or Flip Your Lid for useful videos



How Full If Your Bucket



Kindness

- Assembly using the book
- ▶ PHSE Lesson talking about the book, discussing how we fill our buckets and what happens when we dip into someone else bucket.
- ▶ Staff Inset around staff self-care, what takes from our bucket i.e. classroom observations, sats, money worries, marking. How can we replenish it a walk at lunchtime, a night out, walking the dog
- ▶ Parent workshop self-care, exercise about what takes from our buckets i.e. children fighting, money worries, politics, my partner when.... What fills our buckets i.e. laughing with our children, a walk in nature, stroking the dog, a long bath ...
- Google 'Bucket Filling Activities' lots of resources online



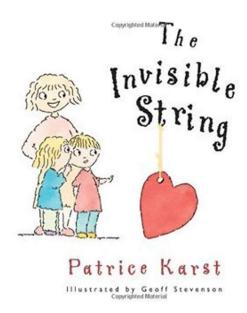




▶OFSTED

- Assembly about our thoughts? What happens when our brain doesn't know something, it makes things up? Tells a story?
- How to notice when your mind is telling you a story
- What to do about it
- ▶ Staff/Parent inset the nature of thought
- Noticing what happens when I say 'Ofsted', what are your thoughts? How are you feeling?
- Notice your thoughts and see if you are able to let them go. Use mindfulness techniques, apps, videos to help

Transitions, new beginnings, endings

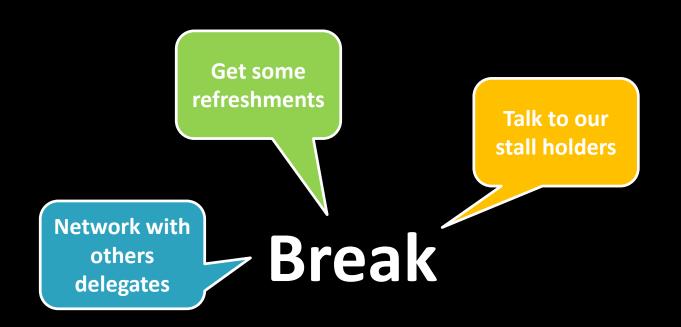


Transitions, new beginnings, endings

- ► An assembly using the book The Invisible String
- Classroom activity remember the year just gone, sharing experiences good and not so good, thoughts about next year, what are they looking forward to, what worries them
- ▶ Parents coffee morning discuss our experience of endings, memories of what went before, excitement or anxiety about what may happen next. Give leaves to each parent and ask them to write a positive experience of an ending and a negative one and put them on the tree. This opens up a discussion.
- Discuss how their children deal with endings
- Staff Inset (early in the summer term) same as the parents coffee morning. How do you deal with endings avoid them, never want them to happen, celebrate them?
- ► The aim of these sessions is to help thing about how the children/young people might be experience endings moving from year to year, to high school, changing teachers etc.

Summary

- By regularly running trainings
- Assemblies
- Parent Coffee Mornings
- Staff Insets
- Staff wellbeing hubs
- You start to change the language in schools, children, young people, parents and staff become more self-aware and better able to manage there feelings at times of stress
- ► Teachers and parents have a better understanding of why children/young people might be behaving in certain ways
- Listening, noticing, understanding leads to better communication across the whole school community, a sense of respect and trust grows. Helping children/young people feeling safe and in a better place to learn
- ► For further info contact: Toni Medcalf, Schools Counselling Partnership E-mail: tmedcalf.307@lgflmail.org







Breakout session 2:

- CONFERENCE HALL: A whole school approach to RSE in primary schools, Hambrough Primary School
- SPRINGFIELD SUITE: Preparing for Mandatory RSE, Lauren Chalkley, Brook





DEVELOPING A WHOLE SCHOOL APPROACH TO RELATIONSHIPS EDUCATION & GROWING UP.

HAMBROUGH PRIMARY SCHOOL

WHY DID WE START THIS WORK?

Statutory RSE form 2020

Our school community

Had not reviewed curriculum in recent years

Hadn't shared all resources with parents

WHY DID WE START THIS WORK?

Had withdrawals from RSE lessons

Was on our school improvement plan

Wanted to increase staff confidence

Wanted to fully prepare for changes

OUR PARENT BASELINE - OCTOBER 2018

51%

• of parents did not know what was covered in Relationships Education.

71%

 of parents wanted to know more about Relationships Education.

71%

 of parents through Relationships Education should be delivered by home and school

OUR PUPIL BASELINE - OCTOBER 2018

22%

 of pupils said parents had talked to them about body changes and growing up.

62%

 of pupils said teachers had talked to them about body changes and growing up.

79%

 of pupils said they worried a little to a lot about body changes and growing up.

OUR STAFF BASELINE - OCTOBER 2018

69%

 of teachers strongly agreed/agreed that they are confident teaching RSE.

42%

 of teachers strongly agreed/agreed that they have received training for delivering RSE.

63%

of staff had read the school's RSE policy.

OUR 2017 HRBS — EALING DATA IN BRACKETS

70% (69%) of pupils said parents had discussed body changes with them.

81% (60%) of pupils said teachers had discussed body changes with them.

27% (24%) of worry about puberty and growing up 'quite a lot' or 'a lot'.

33% (49%) can usually or always say no to a friend.

OUR ACTIVITIES.

I. Set up RSE working party

2. Did baseline surveys

3. Drafted new policy

4. Changed name to REGU

5. Met teachers to share draft policy

6. Met student council to share policy

OUR ACTIVITIES.

7. Draft policy on website for parents

8. Parent workshop for new policy

9. Met governors to share policy

10. Finalised policy and put on website

II. Two parent workshops for REGU

12.Two staff trainings for REGU

OUR ACTIVITIES.

13.3 modelled lessons for REGU

14. Taught REGU lessons in Summer Term

15. Repeated all surveys

16. Achieved HSL Silver award

17. Achieved HSL Gold award

HOW WE ENGAGED OUR PARENTS.



HOW WE ENGAGED OUR PARENTS.

Showing progression of lessons

Having translation in workshops

Adapted letter we sent to parents

Taught lessons in one block

IMPACT - PUPILS

- Increased the percentage of pupils who said teachers had talked to them about body changes and growing up from 62% (88 out of 141) to 67% of pupils (167 out of 248).
- Increased the percentage of pupils who said parents had talked to them about body changes and growing up from 22% (31 out of 141) to 26% of pupils (65 out of 248).
- Increased the percentage of pupils who worry about puberty quite a lot or a lot. from 28% (40 out of 141) to 20% of pupils (74 pupils out of 248).

IMPACT - STAFF

- Increased the percentage of teachers who strongly agreed or agreed that they are confident delivering Relationships and Sex Education lessons from 69% (13 out of 19 teachers) to 77% of teachers (16 out of 21).
- Increased the percentage of teachers who strongly agreed or agreed that they received training/support for teaching Relationships and Sex Education lessons from 42% (8 out of 19 teachers) to 96% of teachers (20 out of 21).
- Increased the percentage of teachers who had read the school's RSE policy from 63% (12 out of 19 teachers) to 86% of teachers (18 out of 21).
- Increased the percentage of teachers strongly agree or agree that they are confident answering difficult questions from pupils and parents from 50% (9 out of 18 teachers) to 76% of teachers (16 out of 21).

IMPACT - PARENTS

0 withdrawals from Relationships and Sex Education lessons during the last academic year.

OUR 2019 HRBS - 2017 DATA IN BRACKETS - EALING DATA IN RED

81% (70%)
(70%) of pupils
said parents
had discussed
body changes
with them.

88% (81%)
(63%) of pupils said teachers had discussed body changes with them.

25% (27%)
(25%) of worry
about puberty
and growing up
'quite a lot' or
'a lot'.

49% (33%)
(50%) can
usually or
always say no
to a friend.

WHAT WORKED WELL?

Openly sharing resources

Difficult questions training

Working party

Having external support

Being proactive not reactive

Being open with parents

WHAT WORKED WELL?

Rights Respecting school

Changing the name

Sharing pupil data with parents

EVEN BETTER IF...

Having a parent governor on working party

Reaching even more parents

More up to date resources (CWP outdated)

SUSTAINABILITY

More workshops

Continue mixed classes

Letter that doesn't highlight withdrawal

Signpost to policy

Continue to block teach

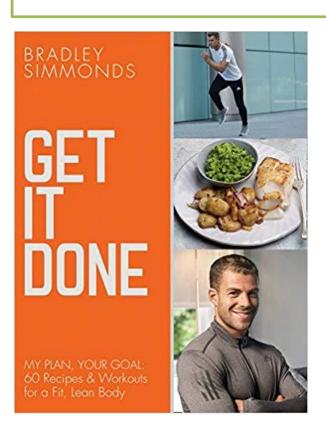
Continue to survey parents

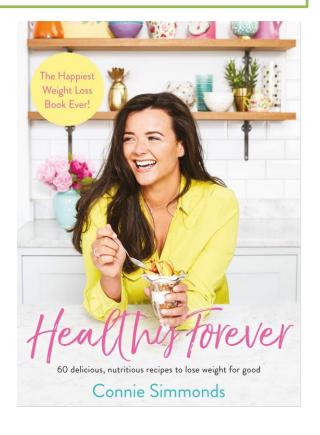


Ideas and inspiration to get us moving more and eating better

Bradley Simmonds and Connie SimmondsBlogger and author

Who are we?

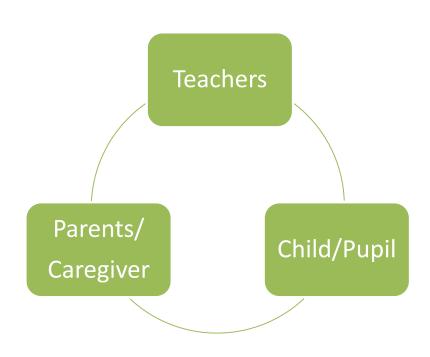




WHAT DOES HEALTH MEAN TO US?



What our feedback suggested...



Quick Facts - DIET & EXERCISE

20% of year 6 children classified as obese Prevalence was over twice as high in the most deprived areas than the least deprived areas.

All age groups are exceeding their saturated fats in take and oily fish in take was extremely low.

Only 29% of adults and 18% of children consumed 5 or more portions of fruit and vegetables a day.

Young people showed the lowest consumption in fruit and vegetables per day.

Children between the ages of 5-18 should be taking part in at least 60 mins of physical activity every day.

Boys are more likely to be active everyday than girls.

Quick Facts - Mental Health

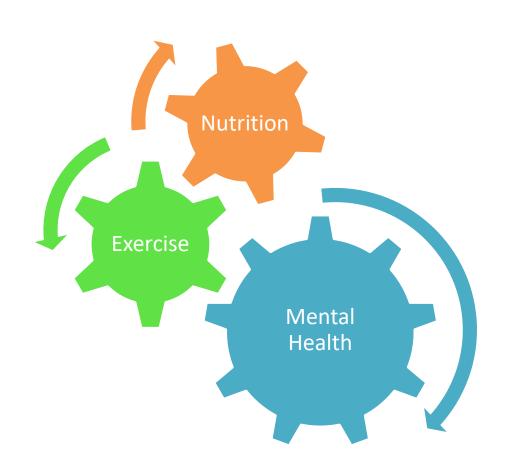
1 in 8, 5 to 19 year olds had at least one mental disorder when assessed in 2017.

Rates of mental disorders increased with age.

Emotional disorders are becoming more common in 5-15 year olds and also more common in females.

There were higher rates of emotional disorders in children whose general health was rated fair, bad or very bad (1 in 4). This association was also found in the children with anxiety or depression disorders.

Children whose parents had mental disorders were 5 times more likely to have an emotional disorder.



Start the day with a quiz on health & well being during tutor/registration?

Have guest speakers in to help educate the pupils

Create a plate

School dinners have to be balanced and nutritious

Traditionally we eat 3 meals a day for the majority of our life yet 'nutrition' is not a part of the curriculum?

Provide free fruit as snacks for the pupils?

A recipe wall card to take home

Include casual reminders through out the day. For example "Who has drunk enough water today? Re-vamp food tech and make it more health and nutrition focused with the basics of cooking. We believe every child should take this class seriously. More of a variety of sports

If pupils forget their P.E kit, they should still have to walk in this period. This may prevent purposefully skipping P.E. Friendly House tournaments for all levels to take part using all different sports and activities

Watch educational and engaging shows on exercise

P.E was our favourite subject. But what if it isn't yours?

Join the daily mile UK and existing movement

A P.E Kit you are comfortable in

If it is safe and practical and affordable. Encourage pupils and teachers to cycle or walk to school. No tolerance rule to Cyber Bullying

Visuals around the school with reminder and facts on health.

Suggest positive role models for them to follow on social media

As teachers would you be more willing to express your feelings with the pupils?

How can we improve the mental health of pupils?

After school workshops with children and parents

Women's health guide to talking to children about body image Invite guests in to teach the pupils and teachers ways to deal and manage stress/anxiety

Q&A





Timeline of support for Relationship and Sex Education

Claire Vaughan

Health Improvement Officer

Ealing Council

rlearning to live in a. NEW covers quidelines Physical from DFE mental health & SEX NEED 2019 resources

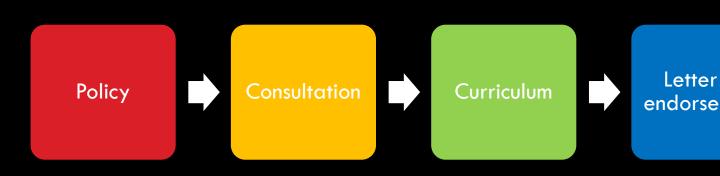
PSHE Education Toolkit

A step-by-step guide to help primary schools implement a whole school approach to PSHE Education.



Health Improvement in Schools

Preparing for September 2020 Support for schools



Timeline of activities Preparing for September 2020



Timeline of support tools

Resource	Timeline
Policy template	On EGFL now
PSHE updated scheme of work Primary only	Ready early Summer term. Updated long and medium term plans on EFGL. Launching on 8 July
Updated RSE lesson plans	Learning objective overview and vocabulary list ready Spring 2. Finalised lesson plans ready early Summer term.
Letters, PowerPoint templates, sample surveys, briefing papers, action plan, timeline	On EGFL now

Timeline of support tools

Resource	Timeline
Staff training	 Delivering Effective RSE lessons training Train the Trainer – how to deliver effective RSE staff training. Book via Ealing CPD online.
Parent workshops	Train the Trainer — how to run an RSE parent workshop. Book via Ealing CPD online.
Pay as you go support	Limited availability for in school support for Spring and Summer terms.
Bespoke and specialised package of support	Schools can purchase for next academic year. Deadline 31 March 2020.



Healthy Schools London awards

Silver	Gold	Platinum
Alec Reed Academy	Allenby Primary School	Stanhope Primary School
Coston Primary School	Ark Priory Primary Academy	
Edward Betham CE Primary School	Clifton Primary School	
Havelock Primary School	Hambrough Primary School	
Holy Family Catholic Primary School	Mayfield Primary School	
Khalsa Primary School	North Ealing Primary School	
Montpelier Primary School	Stanhope Primary School	
Our Lady of the Visitation Catholic Primary School	St Augustine's Priory	
Ravenor Primary School	Tudor Primary School	
St Augustine's Priory	Vicar's Green Primary School	
St Raphael's Catholic Primary School	Woodlands Academy	
Three Bridges Primary School		

HSL Awards

32 boroughs













Our services to schools

Core packages:

Day Bespoke Package

HAT package

Specialist packages:

RSE

Reducing obesity

Mental health

Included in the 4 Day Bespoke package



What's included in the HAT package?





6 practical sessions to get HSL awards

What's included in the specialist packages?



2 days bespoke in a health area



All CPD trainings in the health area



Pre and post surveys to measure impact

Buy any of our packages to receive:



2 drop-in days of support with HSL awards and PSHE



2 tickets to our annual conference



3 PSHE network meetings

Total value of £615

For more information

Health improvement packages

Five packages for Ealing primary, high and special schools

2020/21



Buy back: Save the date



Healthy Schools Ealing points scheme



Healthy Schools Ealing points scheme

We want schools to get the most out of having a health improvement service. Therefore, this year we will trial a scheme to reward you and your school's participation in our service. If your school is already actively involved, you will be in with a good chance of being a high scoring school. If you have been thinking of doing more with the team then now is your time to get involved and it might even make you a prize winner. Read on to learn more about the scheme.



Schools that participate in the activities listed on the reverse page will receive points. The three highest scoring schools at the end of the year win a prize.



We will announce which schools are leading in the points scheme in our termly newsletter and monthly eNews. At any time, ask to see how you are doing.



In June 2020, we will reveal the three highest scoring schools. Prizes will be awarded in July. How does the points scheme work?



Monthly eNews: open for 1 point



Stepping up to health newsletter

OZDZ SNIBAS 6E NOLLIG



Ealing Health Improvement in Schools Newsletter

Stepping up to health



Features

- Health Related Behaviour Survey
- Sugar Smart Schools launch
- Villiers High Eco-Warriors
- Trailblazer project
- Operation Encompass
- FGM conference
- Weilbeing at Woodlands

It's time to buy back

Schools have until 31 March to purchase a health improvement package. Read on to decide which package is right for your school.

This year schools have five health improvement package to choose from. Our most popular package is the Healthy Schools Awards and Training (HAT) package. Schools have been package in the Healthy Schools London awards, drop-in days to help complete their awards, a celebration event, and access to 30 health improvement training workshops. According to our annual survey, and access to 30 health improvement training and access

For school-based support with presen results, we recommend schools purchase our Four Day Bespoke package. This package provides schools with 28 hours of bespoke support and provides a sewing of LZB1 (compresd to purchasing 28 individual hours). Last year, 100% of schools rated our Four Day Bespoke package as 'excellent' or 'good'.

We are also offering three dedicated packages to

address specific health challenges. These include Reducing Pupi Obesity, RSE – A Whole School Approach, and Enhancing Mental Health. These packages include two days (14 hours) of in-school support in this health area and access to all relevant central trainings.

Schools that purchase any of our packages will receive two licities to our annual health improvement conference, access to our terming PSHE network meetings and attendance to our two biannual Healthy Schools drop-in days for free (total value is £615).

For more information on our packages, read our brochure on EGR. by clicking on 'Health' improvement in Schools' under the ELP services tab. Schools will also receive a copy of our brochure in the post in January.

For more information on our packages, email Karen at KGibson@ealing.gov.uk.

Healthy Schools London

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LIST CONFEDEN



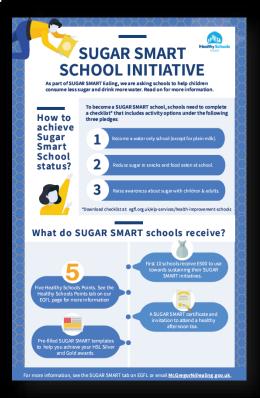
Ealing schools are invited to attend our annual health improvement conference on 4 February at the Doubletree Hilton, Book your place at hit

Health Improvement in Schools





Stepping up to health newsletter



Next Sugar Smart School workshop is on 13 Feb at the EEC. Free to attend. Register via Ealing CPD online

EGFL hub: Under 'ELP services'



Toolkits































Please complete the evaluation form



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Dr Pooky Knightsmith Dr David Hemery CBE



Breakout session 2:

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- SPRINGFIELD SUITE: Preparing for Mandatory RSE, Lauren Chalkley, Brook









