

Induction meeting for new PSHE leads



Health Improvement Team

Meet the Health Improvement team



Karen Gibson
HIT manager
Safeguarding



Nicole McGregor
Nutrition &
exercise
Officer



Claire Meade
RSE & PSHE
Officer



Stacey Payne
Mental health
& emotional
wellbeing
Officer

Our services to schools



Universal



**Healthy Schools
Awards & Training
package**



**4 Day Bespoke
package**

What we do?



**Safeguarding
Prevention**



RSE



**Nutrition &
exercise**



PSHE



**Mental health &
emotional
wellbeing**

What you come away with today!



Increased confidence delivering, monitoring and evaluating whole school PSHE



Increased knowledge in developing a whole school approach to PSHE



Looked through new PSHE toolkit and started an action plan

Draw and write



■ PSHE education

What topics are included in PSHE?



Personal

Social

Health

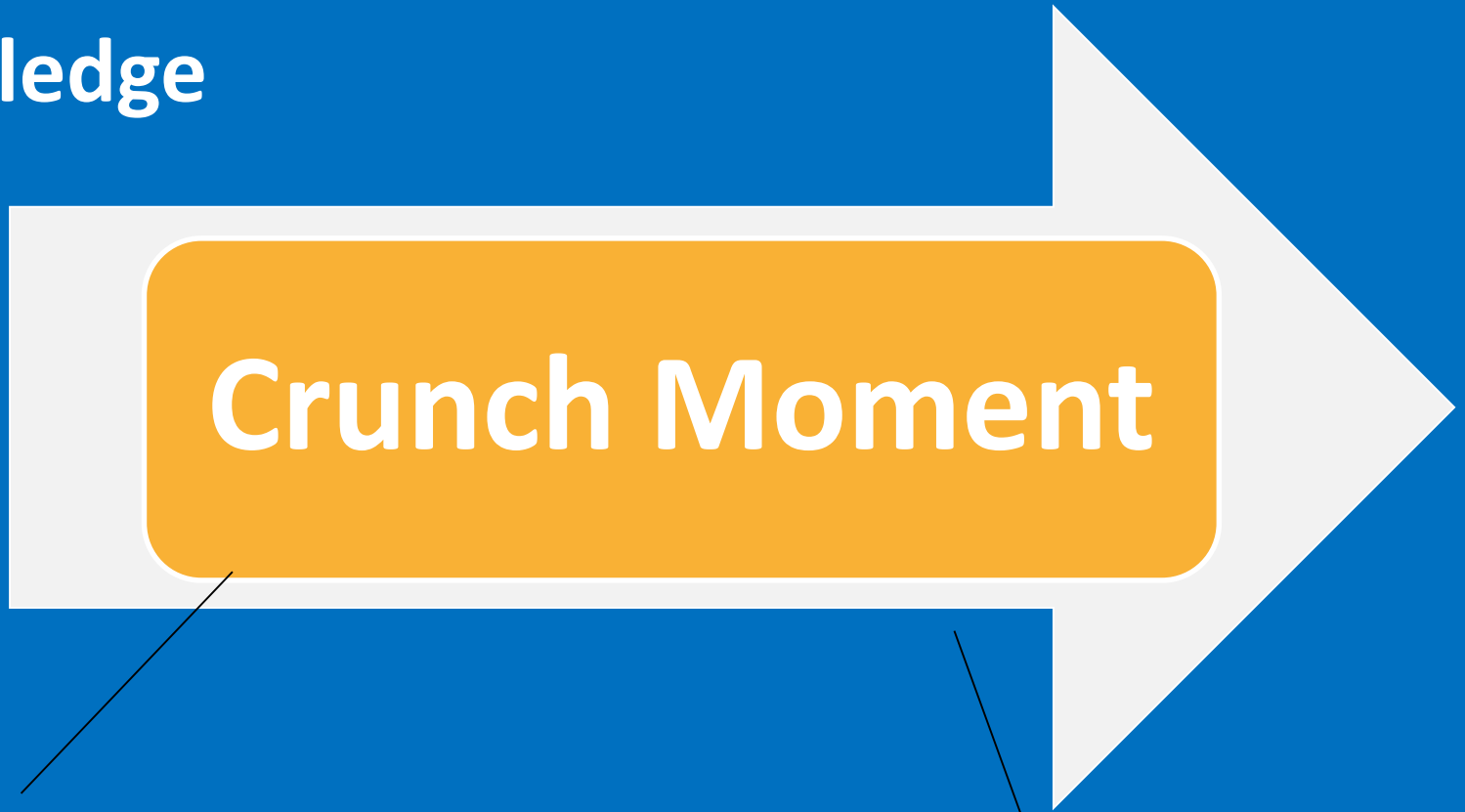
Economic



Safeguarding



Knowledge

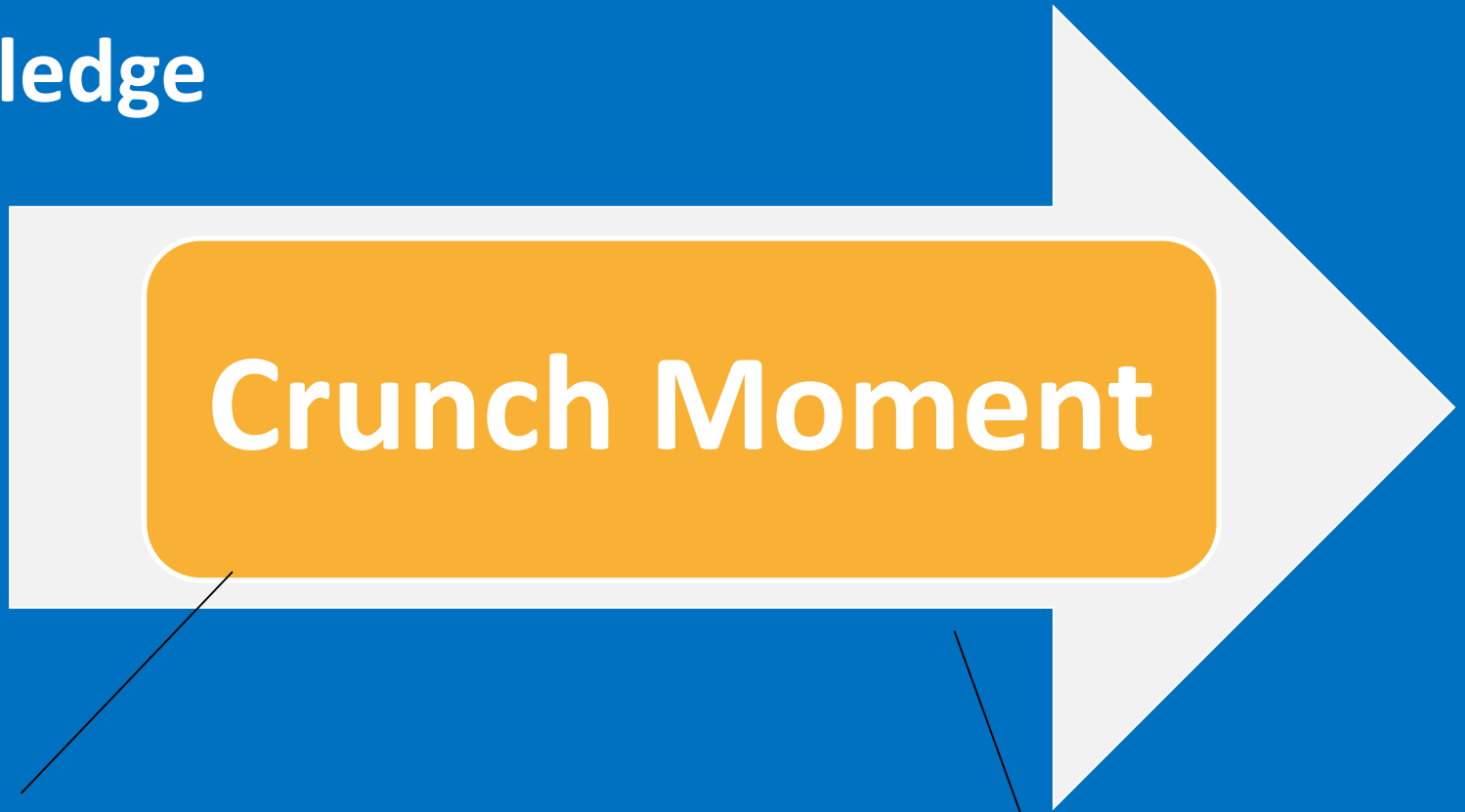


Crunch Moment

Skills

Attributes

Knowledge



Crunch Moment

Skills

Attributes

What makes an effective PSHE teacher?



What makes an effective PSHE teacher?

- Find out what the children already know
- Curriculum meets the need of the class
- Secure ground rules
- Is objective when teaching
- Creates an open environment
- Makes lessons exciting
- Is prepared
- Inclusive curriculum

■ PSHE scheme of work

What scheme of work is your school currently using?

What's
going well?

Even better
if...



Primary



Special

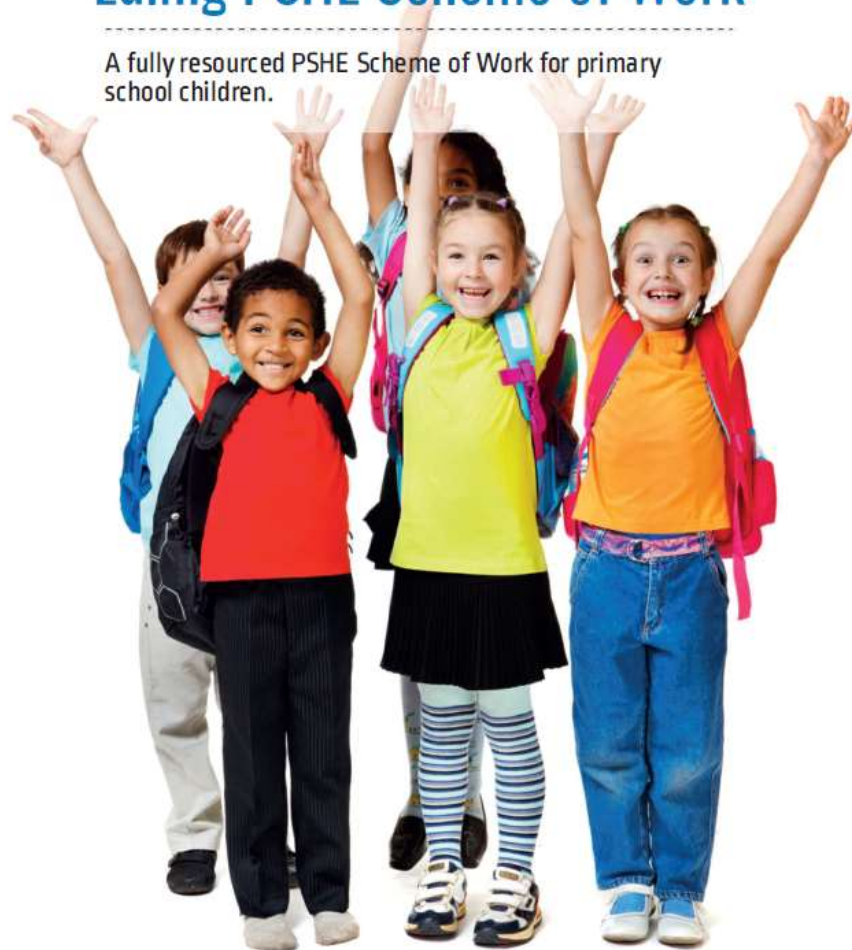


High

Primary

Ealing PSHE Scheme of Work

A fully resourced PSHE Scheme of Work for primary school children.



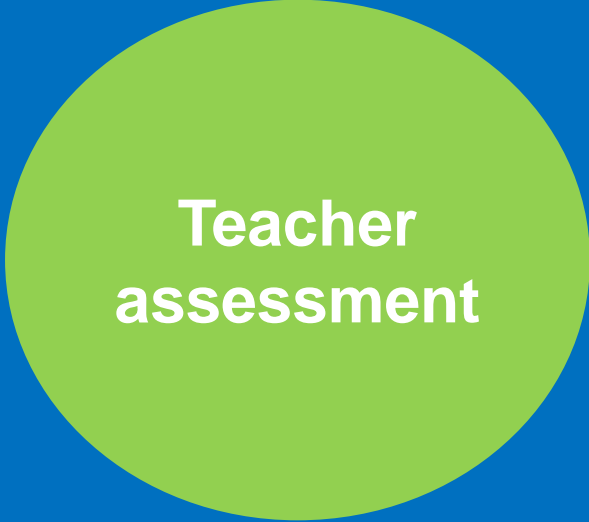
Planning

- 12 lessons per term.
- It is important to teach the lessons as they are mapped out as this ensures that all children are working on the same theme at the same time.
- Lessons should be between 40 – 60 minutes.

Assessment



**Pupil
assessment**



**Teacher
assessment**

Name: _____

Class: _____



I feel happy and safe in my classroom			
I can work in a group with other children in my class			
I keep trying to complete my learning, even if I find it difficult			
I can explain how I am feeling			
If I am feeling angry, I can calm myself down			
I am a good friend to others			
I show respect to the children and adults at my school			
I know how to keep myself safe			
I know how to keep myself safe when I use the internet			
I know who I can talk to if I am worried or scared about something			

Teacher assessment

- ❑ In the scheme of work assessment opportunities are coloured red.
- ❑ Assessments should be put in children's PSHE books. Samples can be photocopied for PSHE folder.

Evidence

- The colour blue is used to highlight opportunities to gather evidence.
- Teachers should use these opportunities to ensure they gather necessary evidence for each lesson. Evidence can be gathered in a number of ways: photographs of activity with captions, samples of learning, samples of children's responses, samples of group work, samples of pupils' contributions to class discussion.
- Evidence should be put in children's PSHE books. Samples can be photocopied for PSHE folder.

PSHE folder.

- This PSHE folder should be split into 3 sections, one section for each term.
- At the beginning of each section, the teacher should insert the learning objective overview for the term, this will help teachers to record evidence for each of the relevant lessons.

Curriculum planning

Autumn – Health and Wellbeing

Year 5



1	2	3	4	5	6
Goal setting assembly To set a goal	To review a day's menu and provide feedback on how it can be improved	To explain the function of nutrients and fibre	To explain the reasons it is important to keep hydrated.	To explain that different types and portions of foods and drinks provide different amounts of energy.	To identify and interpret information on food labels.

7	8	9	10	11	12
To explore the concept of fairness and how people decide what is fair and unfair.	To explore how and why people are excluded	Anti-bullying	To explore the risks and effects of legal and illegal drugs.	To challenge misconceptions about drug use	To know that there are a range of strategies to resist peer pressure

Year 6

1	2	3	4	5	6
Goal setting assembly To set a goal	To recap how to keep ourselves healthy	To explain some of the health benefits of being active.	To understand the effects of alcohol	To understand the effects of alcohol	To understand the risks associated with cannabis and volatile substance abuse

7	8	9	10	11	12
To understand how a parliamentary debate takes place in the House of Commons.	To explore ways in which human beings are similar and different	Anti-bullying	To understand what trust means when online	To know what to do if they have any concerns about something they experience online	To understand the concept of appearance ideals

PSHE folder

- Photocopied samples of evidence and assessment should be kept in this PSHE folder.
- Use the learning objective overview to date samples of assessment and evidence.
- Keep a class register in PSHE folder so all children's learning is reflected.

High School



Special

- Image in Action
- EQUALS scheme of work
- You can still use the Ealing SOW and adapt for the needs of your school
- PSHE Association resources

High School

- Scheme of work currently under review.
- SRE covered – free to all schools.
- Christopher Winter.
- PSHE Association – quality marked resources.



High

High School

- Ensure topics are revisited in each year group.
- Look at how PSHE is delivered and by who?
- What support do teachers need?



Relevant

Accessible

**Easy to
use**

■ PSHE toolkit

About the PSHE education toolkit

- ❑ Provides information, tips and solutions
- ❑ Includes good practice from schools
- ❑ Has three parts:

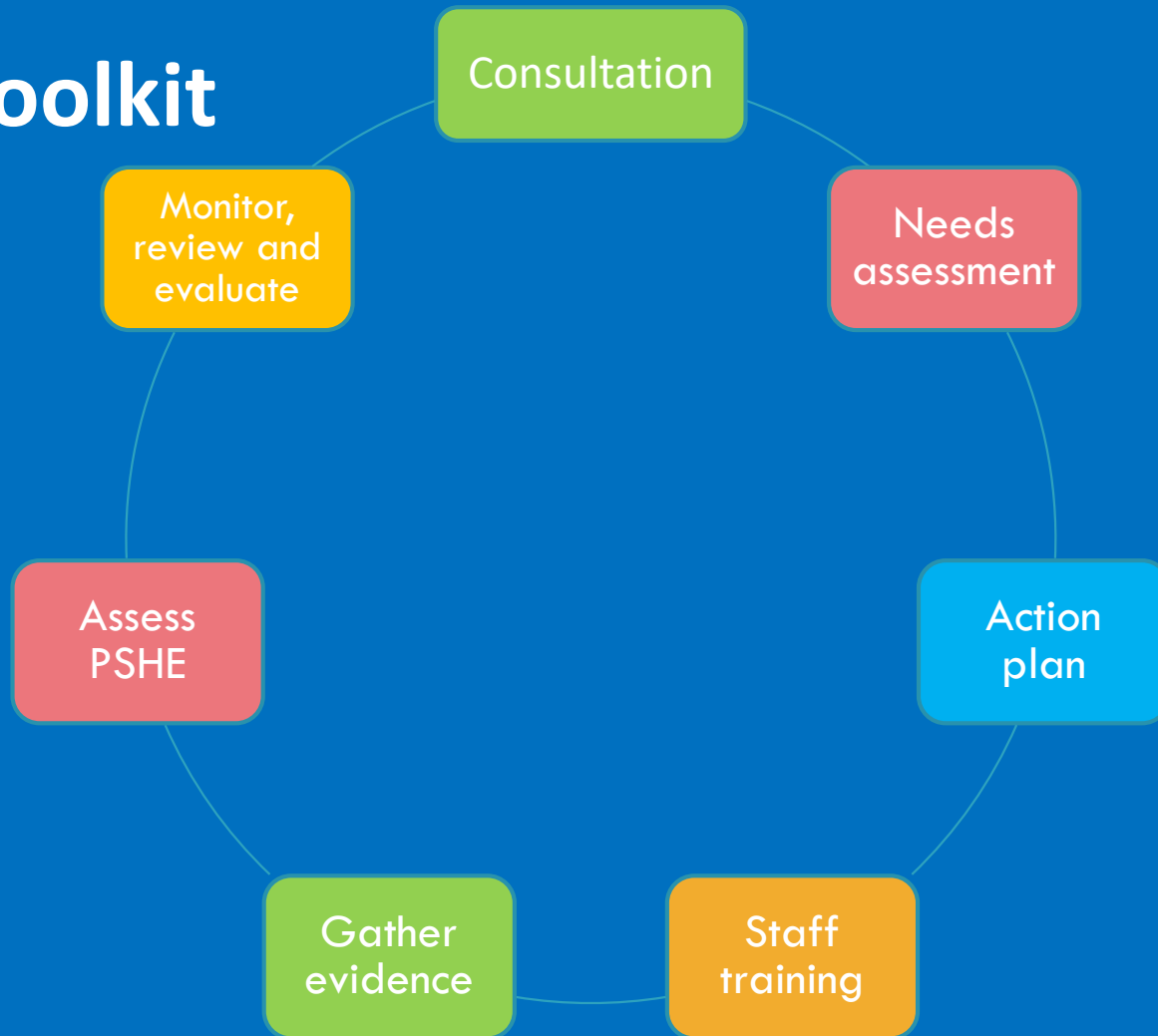


Activity

What steps are required to develop a successful whole school approach to PSHE?



PSHE toolkit



Step 1: Consultation

Meet with SLT to develop a shared understanding of the importance of PSHE

Tips:

- ❑ Emphasise the link to Ofsted.
- ❑ Stress importance of SMSC, British Values and safeguarding.
- ❑ Ask for timetabled PSHE.
- ❑ Share with staff.



'Outstanding' grade descriptors (Solely linked to Personal Development)	Key questions to ask yourself (Bold headings link to Healthy School London Bronze Award)	What evidence can you use?
<ul style="list-style-type: none"> The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. 	3. Learning and teaching, curriculum planning and resourcing: <ul style="list-style-type: none"> What educational visits are offered to the pupils at your school? (especially a wide range of religious places of worship) How does your PSHE curriculum teach about right and wrong? How does your PSHE scheme of work teach about British law? Is PSHE taught consistently throughout your school? What evidence do you have of this? Does your PSHE allow children to debate about moral and ethical issues? How do you record this? Do your children have the opportunity to work with a variety of children across the school? How do you group the children in your class? Is it done randomly so children have the opportunity to work with a variety of pupils? How does your curriculum celebrate other cultures? 	<ul style="list-style-type: none"> Pupil voice surveys: – What questions do you ask the pupils in your school? Use this data to plan interventions and target groups of children. When this survey is completed provide a direct comparison of results. This will show impact. Pupil conferencing: Every half term work with a group of pupils from your school (representing the demographic at your school – ethnicity, gender, ability, religious beliefs) discuss what it is like to be a pupil at your school (see Pupil conferencing sheet in appendix.) Record all responses and any actions that came as a result of this conferencing HRBS Results: Results and comparisons from all questions could be used to demonstrate impact of school interventions and improvement in pupil's SMSC outcomes. Provide a clear comparison of results overtime and list interventions delivered as a result of these findings. Results could be used to demonstrate: Pupil's values, beliefs and health behaviours to

At all times think how you can show impact with the evidence provided.

- 1. What did the original data tell us?*
- 2. What intervention/training/support did we provide?*
- 3. How have the results changed? Why have the results changed?*

Your Silver Healthy School Award will help you provide evidence.

Shortened Ofsted mapping tool

Ofsted judgement: Personal Development behaviour and Welfare	Evidence
<p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p> <p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>	<ul style="list-style-type: none"> ● Behaviour: <ul style="list-style-type: none"> - Current behaviour and rewards policy - Anti-bullying policy - Records of bullying (type, rate, patterns, action taken) and how effective the response is ● Pupils: <ul style="list-style-type: none"> - Views of pupils, staff, parents/carers - Attitude of pupils and extent of their understanding and response to risk - Evidence of strategies employed to improve behaviour, improve attendance and punctuality and deal with extreme behaviour - Pupil voice questionnaires impact of results ● School Surveys: <ul style="list-style-type: none"> - Schools own analysis and response to behaviour - Observation of pupil behaviour ● Staff: <ul style="list-style-type: none"> - Record of support for staff - Evidence of strategies employed to improve behaviour, improve attendance and punctuality and deal with extreme behaviour ● HRBS results relating to the following topics: <ul style="list-style-type: none"> - Bullying - Attitudes to school - Feeling safe at school - Trusting school staff - Keeping safe online - Emotion health and wellbeing (dealing with feelings, being confident) - Relationships (with parents, peers other adults) - Domestic violence - Risk taking behaviours (smoking, alcohol or drugs)

Step 2: Carry out a needs assessment.

Survey pupils and staff to get a baseline understanding of PSHE across a school.

Tips:

- ☐ Use your Health related Behaviour Survey.
- ☐ Do all surveys before completing the audit.
- ☐ Online pupil survey can give immediate results.
- ☐ Share results from survey with SLT and staff.

Teacher questionnaire

Please read the statements below and tick the most relevant response.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I teach PSHE once a week					
I feel confident delivering PSHE lessons					
I have received adequate support/training for teaching PSHE education					
PSHE education is well resourced in this school					
The PSHE education scheme of work we use is well-planned and easy to follow					
I feel confident assessing PSHE education					
Students gain valuable skills in PSHE education					
Students find PSHE education lessons enjoyable and engaging					

Other comments:

PSHE education audit

Please tick the most relevant response to each of the statements below

	Yes	No	Comments
Is PSHE taught weekly?			
Does the school follow the Ealing PSHE scheme of work?			
Do teachers feel confident teaching PSHE?			
Do you assess teacher's confidence in teaching PSHE?			
Do you have systems in place to support teacher's delivering PSHE and aid their confidence?			
How many teachers have undergone PSHE/RSE related training in the last three years?			
As a PSHE coordinator do you get a TLR?			
Do you get time allocated out of class to do PSHE related work?			
Does your school have INSETs focused on PSHE?			
Do you collect PSHE evidence and assessment from teachers once a half term?			
Do you carry out pupil conferencing sessions?			
Do you observe PSHE lessons?			

Top three actions:

1.

—

2.

—

3.

Step 3: Create an action plan.

Once you have consulted key stake holders and completed your needs analysis you then create your PSHE action plan.

Tips:

- ❑ You can have a stand alone PSHE action plan.
- ❑ You can also use the HSL Silver Award as your action plan.

Planned Outcome(s)	Success indicators	Activities	CPD needed	Lead and Job Title	Timescale	Monitoring and Evaluation
What do you want to improve?	How will you know you are on your way to achieving your outcome?	What are you going to do to achieve your outcome?	What training/support will you need to achieve this outcome?	Who will lead the work?	How long will it take to achieve?	What will you use to measure your success and demonstrate your improvements?

Step 4: Carry out staff training.

Your needs assessment will inform you of any staff training needed.

Tips:

- ☐ PSHE scheme of work training.
- ☐ Carry out school based training.
- ☐ Sign post to external training – if you are a HAT school you get these trainings for free.

Step 5: Collect evidence.

Ensure teachers know how to use PSHE lessons to collect PSHE evidence. PSHE teachers should annotate PSHE planning and keep samples of PSHE lessons in a folder/scrapbook.

Tips:

- ❑ Each teacher to keep evidence.
- ❑ Each PSHE lead to keep evidence from across school.
- ❑ Carry out pupil conferencing sessions.

Step 6: Assess PSHE

Ensure class teachers know who to assess PSHE lessons and keep assessment sample from lessons.

Tips:

- ❑ Allow the children an opportunity for self assessment.
- ❑ Class teachers to keep assessment samples in folder.
- ❑ PSHE lead to keep samples of assessment across school.

Step 7: Review, monitor and evaluate.

To ensure this whole school approach to PSHE is consistent, reviewing, monitoring and evaluating is essential.

Tips:

- ❑ Continue to monitor PSHE half termly/termly: evidence, assessment, pupil conferencing.
- ❑ Repeat needs assessment.
- ❑ Review action plan.

■ Healthy Schools London awards

What is Healthy Schools London?



Awards programme

Awards for schools



Recognition of achievement

For supporting pupil health



Whole school approach

Involving the whole school



Includes five theme

PSHE, healthy eating, PA,
EW&W and environment



”

*This awards
programme will
reach every
child in London*

Healthy Schools London awards

The process and how to get each award



**HSL
Bronze
Award**



**HSL Silver
Award**



**HSL Gold
Award**



**HS Ealing
Award**

What is the Bronze Award?



**Expires
every 3
years.**

What is the Silver Award?



**Expires
every 2
years.**

Healthy Schools Silver – planning template

A universal and
targeted group here

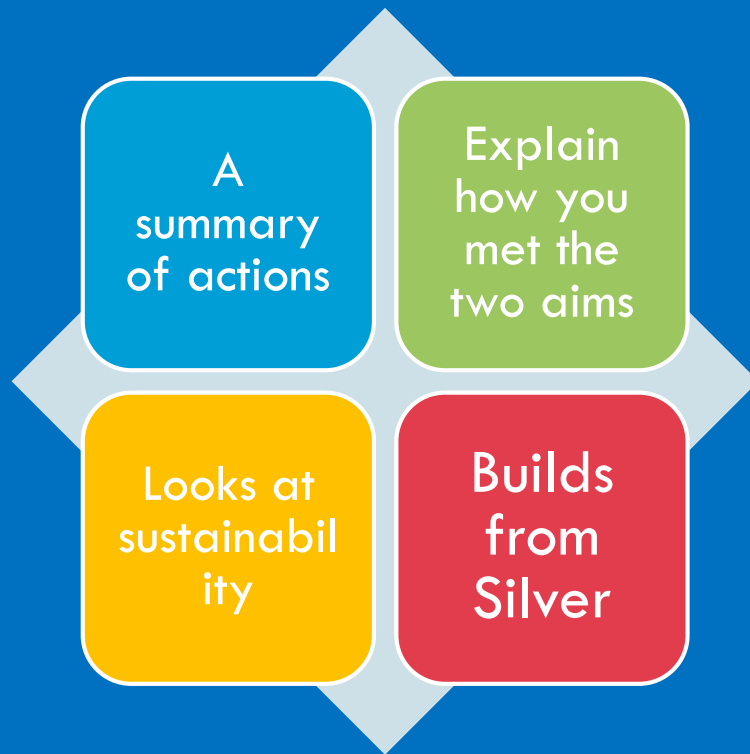


Planned
outcome for
each priority
here



Name of School:		Borough:
Ealing Gardens Primary School		Ealing
Key contact and job title:	John Smith/ PSHE Coordinator	
Date achieved HSL Bronze Award:		
Health Priority 1 (universal)	Group	Planned Outcome(s)
Mental and emotional Health	For all pupils	Increase the proportion of pupils who report that they know who to approach if they have worries or concerns from 76% to 100% (238 pupils to 314).
Health Priority 2 (targeted)	Group	Planned Outcome(s)
Healthy Relationships	Year 8 Pupils	Increase in the numbers of pupils in Year 8 able to identify unsafe behaviours in a relationship (from PSHE assessment) 65% to 88% (237 pupils to 307 pupils)
Project Start Date		
Project End Date		

What is the Gold Award?



What is the Platinum Award?



Recognition for achieving HSL awards



Ceremonies
HSL ceremony &
HIT conference
for achieving
Silver & Gold.



Case studies
Get your case
study featured
on HSL website
and in SUTH.

Certificates
Receive a
certificate for
achieving each
award.



SUTH
Be acknowledged
in our SUTH
quarterly
newsletter.



Draw and write





Next steps...

Book your health in school visit! Nov to Jan



Get your health data analysed

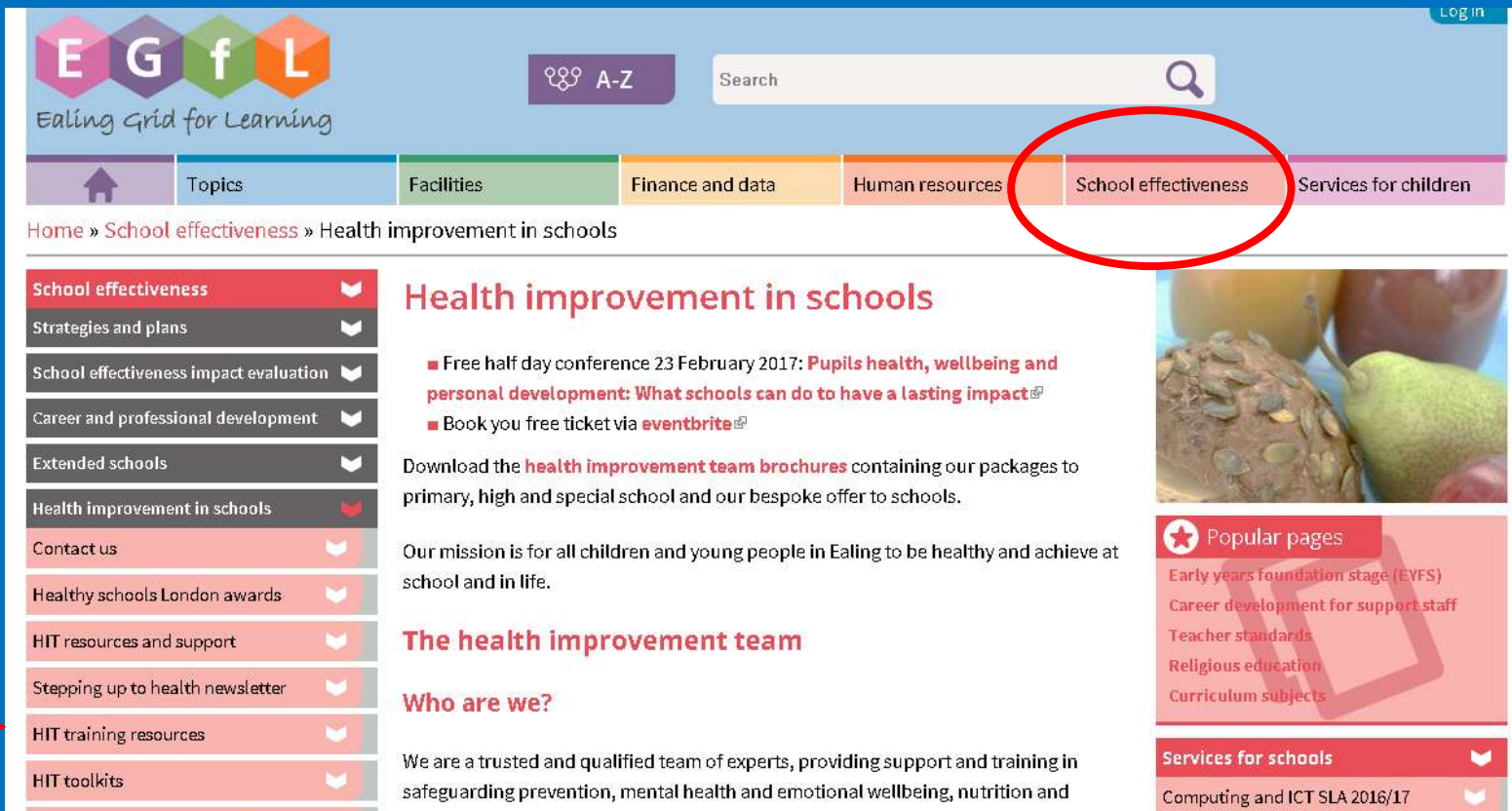
Useful resource pack

Discuss health priorities

Learn important information

Book your health in school visit here: <https://hisv.acuityscheduling.com/>

Where to find our training resources



The screenshot shows the Ealing Grid for Learning website. The header features the EGL logo, a search bar, and a 'Login' link. The main navigation bar includes links for Home, Topics, Facilities, Finance and data, Human resources, School effectiveness (highlighted with a red circle), and Services for children. Below the navigation bar, the breadcrumb trail reads 'Home » School effectiveness » Health improvement in schools'. The left sidebar contains a list of links under the 'School effectiveness' heading, with 'HIT training resources' highlighted by a red arrow. The main content area is titled 'Health improvement in schools' and includes information about a free half-day conference on February 23, 2017, and a link to download health improvement team brochures. The right sidebar features a 'Popular pages' section with links to Early years foundation stage (EVFS), Career development for support staff, Teacher standards, Religious education, and Curriculum subjects, as well as a 'Services for schools' section with a link to Computing and ICT SLA 2016/17.

EGL
Ealing Grid for Learning

Search

Home » **School effectiveness** » Health improvement in schools

School effectiveness

- Strategies and plans
- School effectiveness impact evaluation
- Career and professional development
- Extended schools
- Health improvement in schools
- Contact us
- Healthy schools London awards
- HIT resources and support
- Stepping up to health newsletter
- HIT training resources**
- HIT toolkits

Health improvement in schools

- Free half day conference 23 February 2017: **Pupils health, wellbeing and personal development: What schools can do to have a lasting impact**
- Book your free ticket via [eventbrite](#)

Download the **health improvement team brochures** containing our packages to primary, high and special school and our bespoke offer to schools.

Our mission is for all children and young people in Ealing to be healthy and achieve at school and in life.

The health improvement team

Who are we?

We are a trusted and qualified team of experts, providing support and training in safeguarding prevention, mental health and emotional wellbeing, nutrition and

Popular pages

- Early years foundation stage (EVFS)
- Career development for support staff
- Teacher standards
- Religious education
- Curriculum subjects

Services for schools

- Computing and ICT SLA 2016/17

Weekly Health Improvement eNews



Upcoming workshops

■ PSHE network:

High school: 29th November 3.30 – 5pm,

Primary School: 28th November, 1.30 – 3pm. Ark
Byron Primary School.

■ Is your school Ofsted ready? How to embed SMSC, British Values, safeguarding and PSHE

5th February 3.30 – 5pm

■ How to deliver effective RSE staff training

12th March, 2 – 3.30pm



Please complete workshops evaluation

<https://www.surveymonkey.co.uk/r/HITeval2018>