

HEALTHY SCHOOLS NETWORK



SHARING GOOD PRACTICE



RSE

Alderman Richard Hallam Primary School

Cheryl Pickering



PROJECT AIM:

To create a clear detailed RSE policy and programme of study in line with new legislation

This project was with myself and three other schools in the city. This was supported and driven by the Head teachers in the city as part of their Leadership meetings.

We worked together over 3 months to create a clear RSE policy, based upon the new objectives to be in place by 2020. This was supported by the PSHE association guidance.

This policy then informed our curriculum map.

Each school presented the key areas to each school and all staff. This was annotated to provide an insight to any gaps in coverage. This was then fed back to the original four, we then will create a curriculum map for all of our schools.

This will then lead to a governors meeting. Staff presentations as well as parental workshops.

The aim was to then within our own school triads to filter this out, to ensure we have more consistency across the city inline and ready for 2020.



IMPACT

A whole school vision, policy and curriculum that builds upon existing knowledge and skills.

NEXT STEPS

- Carry out staff survey.
- Complete governors meeting.
- Create and share school map.
- Lead staff training.



Daily Mile

Alderman Richard Hallam Primary School

Mr Wells with support of Cheryl Pickering



PROJECT AIM:

- To increase number of hours in children are active.
- Increase healthy lifestyles.

Introduced whole school daily mile – all must do.

Whole school approach and ethos.

Fixed times agreed by staff with a rotation of year groups and classes.

Routes agreed and length agreed.

Positive encouragement by staff, all staff to be part of the daily mile.



IMPACT

- Raising time children are active.
- Positive response to activity.
- Increased behaviour in school.
- Children more productive in class.

NEXT STEPS

How to build/maintain momentum across the school. For example counting sticks, prizes or maps to travel.



Wake and Shake Beaumont Lodge Primary School Miss Jones



PROJECT AIM:

Improve attendance at Breakfast Club/Increase time children are active and encourage children to get moving.

Mr Windram set up a Breakfast-‘Wake and Shake’ session.

After children had breakfast and before going out on the playground –children would just sit around and become restless. Therefore we thought we would give the children the opportunity to be more productive. After children have had their breakfast they have the opportunity to take part in ‘Wake and Shake’ session. The Interactive Board is set up in the Hall and Mr Windram leads this session.



IMPACT

- Behaviour has improved
- Attendance has improved
- Activity levels have increased.

NEXT STEPS

Promote physical activity during the day through Daily Boost so that all children are more physically active.



Happy Playtimes

Beaumont Lodge Primary School

Sue Lacey



PROJECT AIM:

- To make playtimes more enjoyable for all
- To encourage more physically active playtimes

Year 5 and 6 pupils (Red Hats) were trained to work in pairs / small groups to promote play opportunities for younger children i.e. those in foundation stage and key stage 1. These included e.g. setting up obstacle courses, playing parachute and circle games.

The Red Hats organise equipment and encourage cooperative play. They encourage those not actively engaging in play opportunities to take part.

The Red Hats help the younger children resolve any problems by encouraging discussion and self reflection.



IMPACT

Children find their play times much more enjoyable now.

Children are more physically active during playtime.

Children are better able to resolve conflicts at playtime.

NEXT STEPS

Further develop the role of the red hats as peer mediators and reduce potential bullying.



Lower KS2 Wellbeing Group Beaumont Lodge Primary School HEALTH AND WELLBEING CHAMPION NAME



PROJECT AIM:
To develop wellbeing provision for lower KS2

WHAT YOU DO:

Set up a wellbeing group with targeted pupils in years 3 and 4. These were pupils that were felt to be vulnerable by class teachers for a variety of reasons (parental illness, LAC, home issues).

WHAT WAS INVOLVED

Twice weekly groups run by inclusion lead and family support worker. Initial SDQ assessment was carried out on all pupils.



IMPACT

- Pupils wellbeing has shown improvements.
- Pupil academic progress has improved.

NEXT STEPS

To continue with this as an intervention and look into other children across the school who would also benefit from this.



Promoting Positive Relationships Caldecote Community Primary Laura Sweeney-Essex / Fran Palmer



PROJECT AIM:

- To implement a PSHE scheme of work (Jigsaw)
- To identify a PSHE Coordinator
- To create a calm and positive environment

Attended Health and Wellbeing Conferences and Workshops

Carried out audit in school

Identified PSHE as the main gap/weakness

Identified a PSHE coordinator

Bought the Jigsaw Scheme of work

Rolled out a whole school trial (staff meeting)

Written PSHE policy

Had initial meeting for Positive and Peaceful Places

Arranged staff INSET for August 2019



IMPACT

NEXT STEPS:

- Evaluate success of trial of PSHE
- Further staff training as required
- Schedule of implementation for next academic year for PSHE
- Formulate action plan for Positive and Peaceful Places



Active in Mind Crown Hills Community College Fay Bradshaw



PROJECT AIM:

Youth Sport Trust created this project to promote confidence, social and fitness skills as well as developing co-ordination.

- The Youth Sport Trust designed this project to improve the mental health of students through peer mentoring
- 8 students were selected to be the mentees. Students who struggle with their social skills and/or physical skills
- The Health and wellbeing leaders were chosen to be the mentors
- Our designated athlete mentor led a one day workshop with the mentors and mentees. His aim was to develop the leadership skills of the mentors, as well as to inspire the relationship between the mentors and mentees
- Every Thursday break time, the mentors lead a different activity for the mentees. This includes; basketball, colouring, tag, dodgeball and football
- All students completed a questionnaire at the start and at the end of the project, to show the improvement of skills and qualities developed throughout the sessions



IMPACT

Students have made friendships and have developed in confidence. Students have learnt new skills and tried new sports they had not done before.

NEXT STEPS

Next year, we would love to take part in the project again and have our previous mentees, start leading the project as mentors. Developing the recognition of the project throughout the school to reach a wider range of students, to improve more students physical and mental skills.



Routes to Resilience

Forest Lodge Academy

Jo Moore

Forest Lodge
Academy
A L.E.A.D. Academy

PROJECT AIM:

To give all pupils the skills to succeed and cope in a variety of challenging situations, including and beyond academics.

We have begun this academic year to introduce the idea of various character muscles that allow children to learn explicitly about soft skills which may aid them in not only their academic development, but also their social emotional development.

These character muscles include understanding what each skill entails, how it looks and feels to use and where they made become useful further on in life.

Examples of these character muscles include resilience, empathy, leadership, humour etc. They are now a weekly part of whole school assemblies, phase assemblies and threaded into all subjects.



IMPACT

Children can identify and explain which character muscles are being used and how.

NEXT STEPS

Continue to embed into all subjects, begin to record accomplishments for pupils.



Daily Mile

Forest Lodge Academy

Ed Toone and Casey Smith

Forest Lodge
Academy

A L.E.A.D. Academy

PROJECT AIM:

To add in more exercise and refresh children for their learning.

In order to increase physical activity for pupils and link this increase to academic success we have begun doing the daily mile program. This program encourages teachers and pupils to go outside once a day and walk/ run 1 mile in order to clear their minds and re fresh them, ready for more learning.

This is done spontaneously when the adults deem it would be beneficial for the class, often during afternoon lessons when children have already used up much of their mental capacity and need a pick me up.

This is recorded by the teacher, so that progress and endurance can be looked at year to year.



IMPACT

This has been rolled out across the school and has been well received. All children enjoy this and many show improvement through tracking.

NEXT STEPS

Continue to keep people doing this initiative, look at how to pass on data collected for long term progress.



Class Room Yoga Forest Lodge Academy Jo Moore

Forest Lodge
Academy
A L.E.A.D. Academy

PROJECT AIM:

For children to begin to identify negative emotions and have a way to cope that is positive.

Children receive some time during the school week to engage in on the spot yoga in order to have time for mindfulness. The hope is that giving them this small break, accompanied by learning stress reducing poses in the classroom will help them identify negative emotions independently and have a way of coping with them in a way that relax both mind and body.

These sessions have been paired with discussions about mental health and wellbeing including negative emotions and how to identify them.



IMPACT

Children have begun to use language that allows them to express what they are feeling as well as identifying what might help.

NEXT STEPS

Roll yoga out to all year groups and begin to collect evidence.



Salad Buffet Bar

Forest Lodge Academy

Ivana Danon

Forest Lodge
Academy

A L.E.A.D. Academy

PROJECT AIM:

To increase amount of veggies eaten during school provided lunches.

This year we have introduced the salad buffet bar for every day at lunch times. Various nutritious veggies are made available as a buffet add on to all meals for all children.

Children were introduced to this in class and shown around the buffet table, many were learning about some of the veggies on offer for the first time.

Veggies included are changed regularly to allow children to experience a variety of nutritional options and create their own salad.

This is available every day and is very popular among all ages.



IMPACT

Children have been able to experience many various veggies and add them on to their lunches independently.

NEXT STEPS

Continue providing veggies, add on nutritional information posters for each type.



PSHE Curriculum Improvement Heatherbrook Primary Academy Matthew Parker



PROJECT AIM:

To provide targeted and consistent PSHE coverage across KS1 and KS2

When I took over, PSHE was a forgotten subject, lost in the busy school week. I was appointed coordinator and was tasked with solving this.

I took some staff meeting time to ask the staff what has been taught and assessed the barriers stopping teachers from doing this. I found that while some PSHE was being taught, it was all incidental and not planned for. The reason for this was that staff didn't know where to go for planning ideas.

I reached out to several contacts, including a partner school to see how PSHE was done and looked at the schemes they used (Oxford, Cambridge etc) and found Jigsaw which seemed to suit our needs. I attended a network meeting at the SDSA which involved a speaker from Jigsaw who gave me a memory stick with some example plans and a phone number. I negotiated the best price and took it to the head who confirmed that it was too much. The expectation was set with staff and the key areas were explored in a staff meeting. Planning was scrutinised and more support was needed. I called a phase meeting where I disseminated the SEAL material (found in a cupboard) and an objective breakdown for each year group to show how the objectives can be differentiated.



IMPACT

NEXT STEPS

A scheme has been budgeted for and will be put in place when the new budget is finalised. The head is on board and staff training will be arranged.



PE provision & extra curricular application Heatherbrook Primary Academy Matthew Parker



PROJECT AIM:

Improve health and wellbeing through participation in extra-curricular sports provision

This year we have implemented a new scheme of work to ensure consistency across the school which also includes classroom based lessons on nutrition and muscle development. We have bought in Metcalf multi sports to run lunch time games and afterschool provision such as football, gymnastics and dodgeball. Participation in sporting activities have almost doubled and are becoming more consistent across KS1 and KS2. We have also taken part in the 'Beat the street' initiative and are following this on with the living streets walking challenge. Over-arching this, all classes have taken part in the daily mile since the beginning of the year. Fitness levels are noticeably improved and children who often walk are beginning to challenge themselves to increase their speed and overall mileage.



IMPACT

NEXT STEPS

We are now looking at the provision for the foundation stage children and what we can do to set the tone early. A new scheme is being trialled and they are starting to do a smaller version of the daily mile.



Alternative Provision Heatherbrook Primary Academy Matthew Parker



PROJECT AIM:

To provide a safe space for children to learn pro-social behaviour skills, self-regulation and building trust and positive relationships.

We have provided an alternative space/safe space for children and parents which is tailored to individual needs. It provides opportunities for regular success and lots of positive praise. Children learn through their interests and are selected based on their SEMH needs. External agencies have been invited to observe HLN children within the setting to ensure consistent SEMH support is given. We also have a trained HLTA who has prior nurture experience to run activities focused on the children's emotional needs, wellbeing and personal interests.



IMPACT

NEXT STEPS

Our aim for next year is for the current group of children accessing the provision should start to demonstrate a greater self-aware and harmony with the intended outcome that they can be reintegrated and included in main stream provision.



Healthy Heatherbrook Heatherbrook Primary Academy Matthew Parker



PROJECT AIM:

To raise awareness of the importance of a healthy lunch

This year we have become a Gregg's Breakfast Club school and the uptake for this has been really positive. Through project work, Year 3's have explored food and its impact on our health. The school council have undertaken a project to try and improve the way we eat, starting with an audit of hot dinner waste. This led to a survey of why children were not finishing their dinner and a recommendation which led to the school dinners being changed. We have recently signed up for the food for life program and are currently working towards the gold award. To support this, the school council are now working with a senior dietician to audit packed lunches and were surprised at the results.



IMPACT

NEXT STEPS

School counsellors are going to create an assembly to share the results of the lunch box audit with the school with a focus on promoting tooth-kind drinks. They will also draft a news letter to inform parents.



Jigsaw RSE

Inglehurst Junior School

Lisa Powell



PROJECT AIM:

- To introduce the topic and programme to children and families.
- To keep children safe from CSE.
- To give children correct information about their changing bodies.

My role as a HLTA involves covering classes within Year 3 and supporting the year 3 teachers in class, during the afternoons I deliver the PSHE programme to the whole school class by class.

We have decided to take a more directed approach towards PSHE, I was happy to attend the HSN meeting on RSE and to get first-hand knowledge of what the programme involves as well as sharing ideas with other schools.

After receiving the resources, I was able to present the information to SLT who agreed that in line with the new government guidelines it would be a useful tool to use.

During a weekly whole school meeting, the activities used in the in the presentation were replicated and delivered for the staff to understand the course content but also possible barriers and obstacles to delivering the programme.



IMPACT

- Staff feel confident & comfortable to deliver the lesson.
- Children gain knowledge and use their personal curiosity to ask questions to diminish worries.
- Parental engagement.

NEXT STEPS

- To follow the Jigsaw approach to deliver PSHE
- To engage parents in the Jigsaw approach for parents
- To be present within parents'/transition evenings



Global Payments – Healthy School

Inglehurst Junior School

Tom Lee



PROJECT AIM:

Give children and insight into small changes that can be made to improve health, & wellbeing.

I am full time year 6 class teacher and the Inglehurst sports lead co-ordinator, in charge of planning the sports curriculum across all of the year groups within our school.

During the first two weeks of the new academic term we aim have a huge push on being healthy all day every day, at this time we will introduce students and parents to the various ways we plan to get and keep active within school.

We will design flyers and posters to advertise the event and create a 'buzz' around the school, letters and emails will be sent out to parents and carers. The week's event will be advertised and documented on the school website.



IMPACT

NEXT STEPS

- To keep the children engaged in a new sport.
- To help students create links between food, exercise and wellbeing.
- To encourage students to encourage parents to make positive food choices and become active outside of school.



PROJECT TITLE

Inglehurst Junior School

Charlotte Christie



PROJECT AIM:

- Creating daily conversations around students' feelings
- Becoming empathic towards peers
- Opportunity for wellbeing 5 a day
- Break down barriers to learning

I am the embedded school counsellor at Inglehurst Junior school and active member of the school's inclusion team. Within my role I conduct 1:1 therapy sessions for staff and students, conduct group therapy workshops and facilitate the parent wellbeing forum. In addition to this I am a deputy DSL working closely with the pastoral manager.

Researching the company and submitting an application form for start-up costs to the Leicester City Councils ward fund.

Introducing staff and students to the concept of daily 'checking in' with one's emotions.



IMPACT

NEXT STEPS

- Implement programme into every classroom
- Work with company to become part of the 'Feel Happy' movement
- Track pupil process



Daily Mile / Activ8 Mayflower Primary School HEALTH AND WELLBEING CHAMPION NAME



PROJECT AIM:

Activ8 and Daily Mile piloted in Year 2 and Year 6

IMPACT

To use Activ8 and the Daily Mile to increase the stamina and resilience of children



NEXT STEPS

Encouraging other year groups to get on board and use existing staff to manage the Daily Mile route



Yoga

Mayflower Primary School

Lesley Archdeacon and Nicola Brown



PROJECT AIM:

To introduce the children to yoga as another, more physical, tool for mindfulness

As part of our Erasmus KA2 project, two staff members trained as SpyKidz yoga teachers and are delivering a yoga programme to all classes in school.



SPY KIDZ YOGA
Children's Yoga Teacher Training

IMPACT

Yoga has been taught in all year groups this year with pupil voice being captured at the end of the sequence of lessons.

Pupils report being calmer and having the skills to relax better.

NEXT STEPS



Leicester Tigers Healthy Schools Mayflower Primary School Chris Arnold and Reena Chandarana



PROJECT AIM:

To support the children to understand about balance diets and exercise plans

A week of workshops and practicals led by a staff member from Leicester Tigers which focused on healthy eating and exercise.

The children learned about the different food groups and healthy and unhealthy food through the EatWell Guide and kept a food diary for a week. They were given healthy recipes to try at home.

They audited their physical exercise during the week



IMPACT

Children developed a deeper understanding of the impact of healthy eating and linked it to the need for more exercise.

NEXT STEPS

- Refresher assembly in the summer term
- Use the recipes in EYFS and KS1 as well as Let's Get Cooking Club



Healthy Packed Lunches

Rowlatts Hill Primary Academy

Rima Modhwadia



PROJECT AIM:

To encourage children to eat and have well-balanced diets, with the aim to target pupils with packed lunches.

School council members monitor pupil's packed lunches during lunchtime. Lunch monitors recognise examples of healthy lunches by rewarding pupils with a sticker and certificate. An information leaflet with top tips/ advice is given to pupils who demonstrate poor lunches. This encourages children to understand the benefits of a balanced diet as well as make healthier choices about food.



IMPACT

Pupils are making healthier choices with packed lunches. More stickers have been awarded.

NEXT STEPS

Inform parents via healthy lunch workshop.



Increasing participation of PA Rowlatts Hill Primary Academy Rima Modhwadia



PROJECT AIM:

To increase the overall participation rates in Physical Activity across the school by increasing the profile of Physical Activity.

As PE lead, I am actively involved in raising the profile of Physical Activity within school. This is done through various ways such as visitors, special assemblies, celebrating successes and creating an 'I can' attitude towards the subject.

This was achieved by initially gaining the support from colleagues and having them become role models for Physical Activity within school. Then children were encouraged, monitored and given opportunities to access Physical Activity in some manner.

Children have been targeted for Sports Clubs and Teams – not just the best children are picked. A number of extra clubs have been set up for those reluctant children i.e. Secret Sports Clubs and the Golden Ticket Sports Club. Participation is increasing from last year as a result.



IMPACT

To date there is a positive increase in the number of children participating in Sports Clubs and representing the school in a Sports Team.

NEXT STEPS

To continue to raise the profile of Physical Activity, raise the amount of children engaging with Physical Activity inside and outside of school. Also to increase staff confidence in the planning, delivery and assessment of Physical Education within our setting.



Embedding Yoga and Mindfulness Rowlatts Hill Primary Academy Sarah Creed



PROJECT AIM:

To raise an awareness of the importance of mental health and well-being.

Pupils have a daily timetabled slot to practise Yoga and Mindfulness through DEAR (Drop everything and Relax).

All members of staff have received both Mini Me Yoga and Meditation training to facilitate this. Relaxing music is used to engage and highlight the start of a session. We use Chakra Singing bowls and tea lights to set the mood and to encourage pupils to reflect on their emotions.

Other mindfulness activities include- mindful colouring, mindful minutes, glitter bottles and guided visual meditation.



IMPACT

Staff and pupils more willing to engage in conversations around well-being. At Rowlatts we have all developed a more positive and open relationship in sharing our feelings across the school in order to promote this to our pupils. Improved the school's morale.

NEXT STEPS

Continue to implement strategies being used across the school and ensure that this is monitored effectively to promote consistency for all pupils. Continue to promote pupil voice and ensure their ideas are put into action where appropriate to gain a sense of ownership in the development of their own and others wellbeing.



Healthy Living

Sparkenhoe Community Primary School

Nabeela Adam



PROJECT AIM:

Twice a year, we hold Healthy Living days where children take part in engaging, PSHE activities.

Each class completed a physical circuit in the school hall led by the PE Co-ordinator.

Each class took part in a 'shootout' in the playground. Daily Mile/ Aerobics wake up and shake up (parents were invited to)

Activities around the themes of healthy eating, healthy Living and mindfulness were prepared by class teachers and delivered.

KS2 took part in a yoga session delivered by a specialist. FS and KS1 delivered yoga sessions in the classrooms. The children reflect on their learning in key stage assemblies.



IMPACT

- Reinforced key messages about the importance of leading healthy lives and building healthy relationships.
- Increased opportunities for physical activity and mindfulness

NEXT STEPS

- Include more opportunities for physical activity in the day.
- Ensure mindfulness is embedded in the PSHE curriculum. Start a mindfulness club targeting specific children



Physical Education

Sparkenhoe Community Primary School

Owen Story



PROJECT AIM:
introduce more opportunities for physical activity

1x weekly, each year group take part in a morning exercise session (20mins).

Teachers deliver an exercise sessions to their class. Session include: skipping; daily mile; fitness circuit and step aerobics.

A different session is completed each week to ensure a variation of exercise is being delivered and to help sustain the children's interest.



IMPACT
Children are enjoying the sessions and are always eager to do them. Children seem to be more alert during the mornings of their exercise session. Teachers are enjoying the sessions, which has had a positive impact on exercise and its importance.

NEXT STEPS

- Conduct session more frequently (2x/3x weekly).
- Change the content of the sessions, to keep the children motivated.



Theraplay

Sparkenhoe Community Primary School

Penny Cooper and Katherine Burns



PROJECT AIM:

Building and enhancing self-esteem, attachment, trust in others and joyful engagement

Sessions are either completed in;
small focus group and child x
child x and parent
child x, parent and family

These sessions are structured with a visual timetable using a welcome, an engagement, a nurture and a challenge section. Most sessions involve fun games where everyone participates. It is run weekly, over a 6-12 week period, every session lasting for 30 mins. A report from the therapist involved is written and a further one to follow 6 months later noting long term impact.



IMPACT

Improved emotional understanding and resilience.
Improved ability to discuss emotions and receive nurture.

NEXT STEPS

- Continue with the session next year.
- Reinforce similar sessions in small group nurture sessions led by trained staff members.



Healthy Eating

Sparkenhoe Community Primary School

Nabeela Adam



PROJECT AIM:

Grow our own fruit and vegetables to share with the whole school

Our Eco Warrior team planted fruit and veg in the school grounds and maintained them to share the produce with the whole school at the end of the year.

They prepared an area in the school ground and transferred the fruit and veg into the beds after planting them in pots indoors.

The Eco Warrior leads helped the children to maintain them.

Each class ensures that their own fruit trees are maintained.

The Eco warrior team have made plans to make and sell lemonade with mint/ blueberry smoothies in the summer term for everyone to enjoy.

Delivering Healthy cooking workshops to parents to reinforce key messages and behaviours regarding making positive changes to food.



IMPACT

Has encouraged better eating habits and highlight the importance of growing and eating fruit and veg.

NEXT STEPS

Use produce grown in the school grounds in healthy eating activities to share out with all classes.



Introduction of RSE Framework Spinney Hill Primary School Jane Westmoreland



PROJECT AIM:

To develop RSE in line with new framework and ensure coverage builds in a spiral curriculum

WHAT YOU DO
and
WHAT WAS INVOLVED
and
HOW YOU DID IT



IMPACT

NEXT STEPS



Living Streets – Walk to School

Spinney Hill Primary School

Jane Westmoreland



PROJECT AIM:
To increase daily activity levels of pupils and reduce impact of traffic around school

WHAT YOU DO
and
WHAT WAS INVOLVED
and
HOW YOU DID IT



IMPACT

NEXT STEPS



Everyone's Welcome Project Spinney Hill Primary School Jane Westmoreland



PROJECT AIM:

WHAT YOU DO
and
WHAT WAS INVOLVED
and
HOW YOU DID IT



IMPACT

NEXT STEPS



Implement a new snack policy Spinney Hill Primary School Jane Westmoreland



PROJECT AIM:

To improve the quality of food across school and increase understanding of where this comes from.

WHAT YOU DO
and
WHAT WAS INVOLVED
and
HOW YOU DID IT



IMPACT

NEXT STEPS



PSHE

St Patrick's Catholic Voluntary Academy

Lisa Agbanusi



PROJECT AIM:

School Nutrition Action Group- (SNAG)
To promote healthy eating, growing of our own foods and having a student voice.
To work towards the Food for Life Bronze Award

We meet regularly to discuss how we can move the school forward and decide what foods and plants we are going to grow next. We make action plans to look at Energy consumption in school, litter and water wastage and are currently working towards the Eco-schools award for our school.

We meet once every half term for a twilight club where the children involved give up their own time. We also meet again during the school day once every month (for all to attend) to focus on our Eco schools projects and criteria. Our SNAG team is made up of Volunteers from Year 5.

The children lead assemblies and have made their own display for the rest of the school to see their work and their projects going forward.



IMPACT

We have been involved in making recipes, planning our own healthy meals and are currently growing the foods in a wheel barrow and entering into the Mealbarrow competition.

NEXT STEPS

We have just received the **Food for Life Bronze award** for our work in school. Next we are going towards the **Eco-schools award** (this year) and **Positive and peaceful places** next academic year.



Physical Activity

St Patrick's Catholic Voluntary Academy

Lisa Agbanusi



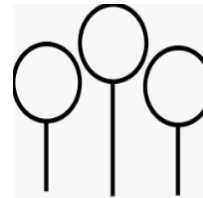
PROJECT AIM:

- To encourage nutrition, fitness and emotional and mental wellbeing.
- To work towards a fitter and more active whole child.

Working with Premier Well-being we purchased a new programme in school working with year 3 and year 4 weekly offering fun activities which encourage fitness and good nutrition- taught by a premier wellbeing coach in school.

The children were taught practical games and activities, had lessons on fitness and were offered before and after school clubs to attend. We even purchased a Quiddich Club for the children to sign up to.

Both classes produced workbooks which show some of their activities and ideas as well as being able to join in with new and exciting sporting opportunities. Talking about sport, how it made them feel and being actively involved encouraged them to sit up and pay attention and for many the chance to be heard and participate in new things.



IMPACT

- Increased drive during P.E. sessions.
- More variations of clubs running after school.
- Support for classroom teachers to see sports coaches at work in school.

NEXT STEPS

- To continue to offer variety of before school and after school sports clubs.
- To improve playground resources in both Key Stage 1 and Key Stage 2 playgrounds going forward into the new academic year.



SEMH
St Patrick's Catholic Voluntary Academy
Lisa Agbanusi



PROJECT AIM:

Drawing and Talking: 1-1 programme for children with SEMH concerns.

Drawing and Talking is a child-centred therapy focusing on prevention, early intervention and recovery of mental health issues. It is a safe and easy to learn serial drawing technique we use with our children who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories.

Drawing and talking therapy supports those who are not realising their full potential either socially or academically. Our SENCO works with the children 1-1 once a week, supporting each child and is offering them a way to express their feelings as well as a listening ear.



IMPACT

- Support for the individual child
- A listening ear
- A confidential port of contact (where appropriate)
- 1-1 support in school

NEXT STEPS

To find time/ resources/ funding for the Pastoral and Mental Health first Aider in school to work with more children as we have a high level of need in the school for emotional and social support.

To train more members of staff on this intervention programme.



Healthy Eating

St Patrick's Catholic Voluntary Academy

Lisa Agbanusi



PROJECT AIM:

To encourage the children to make healthier choice and eat more fruits and vegetables on a daily basis.

Year 5 looked at results from a school survey and found that children were not eating enough fruits and vegetables. They were also made aware following a Food for life- lunch box audit that children were not coming into school with healthy choices in their lunchboxes, therefore, decided they would like to introduce a Tuck shop, initially to Key stage 2 only. This Healthy Schools Tuck shop was to only sell lower cost items which were healthy choices, the aim being to increase the consumption of fruits and vegetables as well as to encourage the children in our school to make healthier choices.

Year 5 run this as a business and link it to the maths they do in class, making sure it make a small profit and is sustainable to continue. The hope is now to open this up to Key Stage 1.

The class choose the snacks they want to include and come up with ideas together to promote the tuck shop around school and in the other classes.



IMPACT

Children are bringing in less snacks at break time and are choosing to eat more of the varieties of fruits which are available.

NEXT STEPS

- To set up the tuck shop for Key Stage one now as it has been successful in Key stage 2 since the beginning of the Term.
- The SNAG are looking to survey the children for ideas for future healthy foods t be added to the Trolley.



St Thomas More Catholic Voluntary Academy

HEALTH AND WELLBEING CHAMPION



PROJECT AIM:

To provide a social club for children who find lunch time difficult.

The children are provided with an area they can go to during lunch time to avoid the stresses of playtime.

Two Teaching Assistants run the club.

Children are given the opportunity to do mindfulness activities, craft activities or just talk with each other and the members of staff.



IMPACT

Children are able to withdraw themselves from stressful situations which has reduced the number of altercations in the playground.

NEXT STEPS

To develop a nurture room.



Daily Mile

St Thomas More Catholic Voluntary Academy

HEALTH AND WELLBEING CHAMPION



PROJECT AIM:

To ensure all children participate in the Daily Mile.

The school implemented the Daily Mile into the school timetable.

As we have very limited space Year 2 children will complete the daily mile before lunch. KS2 undertake the daily mile at the end of lunch. F2 and Year 1 fit the daily mile into the timetable when it is felt the children need physical activity.

All children take part every day.



IMPACT

Children more engaged in lessons.

Less active children becoming fitter and more willing to engage in physical activity.

NEXT STEPS

To continue to embed the daily mile in the timetable and encourage more children to run the entire time.



Forest School

Wolsey House Primary School

HEALTH AND WELLBEING CHAMPION



PROJECT AIM:

To enhance children's wellbeing
To develop children's knowledge and understanding of the natural environment

WHAT YOU DO

We plan a range of activities in the Forest School area – these are cross-curricular activities e.g. Literacy, Science, Maths

WHAT WAS INVOLVED

Whole year group participated in the activities which included

1. A Treasure Hunt
2. A literacy lesson focusing on the development of descriptive writing
3. Cooking and food tasting

HOW YOU DID IT

The Forest School Leader delivered training for all teachers. She drew up a timetable for the Forest School area. Teachers were empowered to plan their own activities



IMPACT

The feedback from staff was very positive. The children had thoroughly enjoyed the experience of undertaking learning in the outdoors, were fully engaged. They had the opportunity to develop the following skills: communication, teamwork, resilience, cooperation, initiative.

NEXT STEPS

Organise further training led by the Forest School leaders – there will be 2 next year.

Draw up a timetable. Provide classroom cover for the FS Leader so that she can monitor the effectiveness of the Forest School sessions. Allocate money to clear the area at regular intervals.



Physical Activity Days

Wolsey House Primary School

HEALTH AND WELLBEING CHAMPION



PROJECT AIM:

To provide an opportunity for children to experience a diverse range of physical skills. To provide an opportunity for children to develop skills such as cooperation, communication, teamwork, perseverance, resilience. For children to develop leadership skills. To enhance children's wellbeing.

WHAT YOU DO

We hold an annual Physical Activities Day for all children from Nursery to Year 6. Children who attend sports/gymnastics clubs outside school hours lead activities.

WHAT WAS INVOLVED

This provides the opportunity for the leaders to develop a range of skills including leadership skills. The children experience all activities, e.g. hockey and football skills, rugby, gymnastics, Karate, cheerleading, basketball, rounders.

HOW YOU DID IT

The P.E. coordinator finds out which talents children have and plans a carousel of activities in various parts of the school, including the 2 halls, playgrounds, indoor learning spaces and school field.



IMPACT

Unites the school as a community and fosters a sense of belonging and camaraderie. Children's self-esteem, self-worth, self-confidence and wellbeing are enhanced.

NEXT STEPS

To continue to plan this annually because it is so successful and an enjoyable day for all involved

Improving the health of a group of vulnerable children

Wolsey House Primary School HEALTH AND WELLBEING CHAMPION



PROJECT AIM:

To improve the health and wellbeing of a group of children, some of whom were overweight for their age and stage of development

WHAT YOU DO

Employ a sports coach to deliver a weekly physical activity session.

WHAT WAS INVOLVED

Teachers identified children who would benefit from this activity. Funding from the sports grant was used to cover the cost.

HOW YOU DID IT

The weekly sessions took place in the hall for a term.



IMPACT

In addition to an improvement in the children's health and wellbeing, we observed an improvement in their self-confidence and self-esteem.

NEXT STEPS

To continue this next year but in addition cover a programme about healthy eating.