

**Liverpool Health & Wellbeing Award**

St. Anne (Stanley) C of E Primary School

**School:**

Julie Simons

**Health & Wellbeing Lead:**

March 2019

**Date Review Submitted:**

Good

**Overall Ofsted Rating:**

December 2016

**Date of Last Ofsted Inspection:**

Stephanie Wells

**Name of School Improvement Partner (SIP):**

**The Liverpool Health & Wellbeing Award review tool is for use by all schools. This simple on-line self-assessment tool enables you to record your school’s current position for whole school health and wellbeing to achieve or maintain the Liverpool Health & Wellbeing Award (Bronze).**

**As you enter information it will help you identify your next steps for improvement. Once the Bronze award is achieved you can then choose to achieve the Silver and Gold awards. The Liverpool Health & Wellbeing review supports key areas of the OFSTED framework.**

**The review tool covers four main areas:**

**Emotional wellbeing and mental health**

**Healthy Eating**

**Physical Activity**

**PSHE**

**Once this document is complete, please email it to Sonia Cross at sonia.cross@si.liverpool.gov.uk.**

**Staff responsible for health and wellbeing**

|  |  |  |
| --- | --- | --- |
| Do these key staff have clear leadership and management, appropriate status, support, relevant and up to date continuing professional development? | Yes | No |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Name of staff member(s) responsible | Work contact email address |
| **1** | **Behaviour including bullying** | Julie Simons and Louise Lovell | [j.simons@st-annesstanley.liverpool.sch.uk](mailto:j.simons@st-annesstanley.liverpool.sch.uk)  [c.lovell@st-annesstanley.liverpool.sch.uk](mailto:c.lovell@st-annesstanley.liverpool.sch.uk) |
| **2** | **Design technology (cooking skills and nutrition)** | Sheila Flood | [m.sargent@st-annesstanley.liverpool.sch.uk](mailto:m.sargent@st-annesstanley.liverpool.sch.uk) |
| **3** | **Liverpool Health and Wellbeing award** | Julie Simons | [j.simons@st-annesstanley.liverpool.sch.uk](mailto:j.simons@st-annesstanley.liverpool.sch.uk) |
| **4** | **Health and wellbeing of all staff** | Julie Simons and Eve Stokes | [j.simons@st-annesstanley.liverpool.sch.uk](mailto:j.simons@st-annesstanley.liverpool.sch.uk)  [e.stokes@st-annesstanley.liverpool.sch.uk](mailto:e.stokes@st-annesstanley.liverpool.sch.uk) |
| **5** | **Pastoral care** | Eve Stokes | [e.stokes@st-annesstanley.liverpool.sch.uk](mailto:e.stokes@st-annesstanley.liverpool.sch.uk) |
| **6** | **PE and school sport** | Karen Quinn | [k.quinn@st-annesstanley.liverpool.sch.uk](mailto:k.quinn@st-annesstanley.liverpool.sch.uk) |
| **7** | **Physical activity** | Karen Quinn | [k.quinn@st-annesstanley.liverpool.sch.uk](mailto:k.quinn@st-annesstanley.liverpool.sch.uk) |
| **8** | **PSHE** | Suzie Bennett | [s.bennett@st-annesstanley.liverpool.sch.uk](mailto:s.bennett@st-annesstanley.liverpool.sch.uk) |
| **9** | **School food provision (throughout the day)** | Julie Simons | [j.simons@st-annesstanley.liverpool.sch.uk](mailto:j.simons@st-annesstanley.liverpool.sch.uk) |

**Policies**

|  |  |  |  |
| --- | --- | --- | --- |
| Policy | Yes | If no, our next steps are… | Assessor use only |
| **Anti-bullying** (this can be part of behaviour policy) |  |  |  |
| **Behaviour /Anti- bullying (statutory)** |  |  |  |
| **Drugs (including drug education, managing drug related incidents and a statement about the school’s smoke free policy)** |  | To amend the drug policy to include details regarding managing drug related incidents. |  |
| **Education Visits** |  |  |  |
| **Loss, separation and bereavement** |  | To review policy to ensure loss, separation and bereavement are considered equally within the policy. |  |
| **PE, Schools sport and physical activity** |  | Policy is currently being reviewed and updated to include additional timetabled daily physical activity. |  |
| **PSHE** |  |  |  |
| **Relationships and sex education (statutory)** |  |  |  |
| **Whole school emotional health and wellbeing (including all staff)** |  | This policy is in place, but needs to be reviewed to detail reference to staff. |  |
| **Whole school food that includes a packed lunch policy** |  |  |  |
| **Young Carers** |  |  |  |

1. **Emotional health and wellbeing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.1** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you have well-embedded mechanisms in place to ensure all pupils are involved in decision-making within the school in the following 4 areas?   * Emotional health and wellbeing * Healthy Eating * Physical Activity * PSHE   Please describe an example.  **Emotional health and wellbeing**  Children’s pupil voice informs the choice of agencies used to promote positive health and well- being in school. After the Barnados Life skills programme – the majority of children expressed how valuable they felt the programme was and requested they could take part in the next level of the programme. As a result, this programme has been continued over a few years and children leave the school achieving level 3. Children request and enjoy mindfulness sessions. The staff have been trained in the delivery of these sessions. Children have access to Pastoral support within school (including programmes such as Good to be Great and Take 10) as well as through a number of specialists/therapists bought in by the school.  The whole school community have recently adopted the ROAR programme.  **Healthy Eating**  All pupils have ½ termly cookery lessons that involve healthy eating choices and the effects on lifestyles. Pupil voice informed the school lunch time menu and the choice of snacks available through the healthy tuckshop offered each week.  The school catering service is ‘Food for Thought’ a company that pride themselves on ensuring food is cooked from scratch with natural produce. The children enjoy the wide and varied healthy eating choices available.  **Physical Activity**  Pupil voice identified the need for a wider range of physical activity sports opportunities. In order to support this need the school have arranged for a wide range of outdoor pursuits and specialised physical activity opportunities – e.g. Judo, Archery, Climbing Wall, Bikeability and Balanceability. In addition, the children have access to a wider range of extra-curricular opportunities (including at competitive level) – football, futsal, dance, hockey, gymnastics, athletics and swimming. A large majority of children attend two or more after school sports clubs.  **PSHE**  Pupil voice contributes towards the PSHE scheme for learning in our school which evidences that the majority of children enjoy and value the topics covered in the weekly sessions. All practitioners are trained to deliver P4C which encourages the use of discussion to facilitate learning across the curriculum. A wide range of agencies have been utilised to support the importance of PSHE – Barnados (Life skills), Diversity Role Models, MGL (on line safety), Altru Drama – Anti Racism, Anti Bullying, Crucial Crew (Y6 transition) Water and Transport Safety agencies and the School Nurse.  Recently, a year 6 questionnaire enabled the school to address a range of issues that fall within the above catagories.  Whole school children’s surveys identify areas of priority for the year ahead. |  | Pupils to be involved in decision making for healthy choice cookery lessons – planned for year ahead. |  |
| **1.2** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do you encourage participation, involvement and volunteering in the school and local community?  Please provide an example of this.  The school choir have very strong links within the community – performing and visiting residential homes and our church link group on a regular basis. We also are part of Old Swan in Bloom a scheme to improve the attractiveness of the local area. Children within the school enjoy a wide range of gardening activities within the school grounds, school church and the local area. In addition, we have children who are working towards the John Muir Award which recognises the importance of contribution towards the wider communities and beyond (eg. The effects of litter, supporting wildlife, helping care for animals and growing vegetables etc. for the community. The whole school have been involved in the Royal Society for Protection of Birds – this has encouraged children to care for birds – especially during the winter periods.  The community have also supported our Garden Day event and with establishing our Science and Peace Gardens in school – agencies such as the community police, church members, local supermarkets, garden centres and residents all work together to support initiatives within school. The children have benefitted immensely from these projects.  We have Eco warriors who are very active in caring for the local community and indeed our beaches, volunteering on a regular basis to collect litter from areas – especially where wild life can become endangered from the effects of litter. The warriors have a number of projects that they support – including recycling of a wide range of materials including batteries, ink cartridges, paper etc.  The school has very strong links with our local church and encourage involvement in local church and community events – advertising on their behalf on a regular basis. Both establishments have notice boards highlighting a wide range of events for community involvement.  The school supports a wide range of charities, some including involving the community such as MacMillan Coffee Morning and Children in Need (cake sale) – these are advertised. |  |  |  |
| **1.3** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you have planned activities to support pupils’ emotional health and wellbeing *(for example circle time, peer mentors, playground friends)*  Please provide an example of this.  We have Peer mentors in school – children who are elected to support their peers and other children in school. These children take an active part in school life and are kind and caring towards others in school. We have friendship benches and a ‘Peace Garden’ where children can have quiet times during school break times.  Our regular planned PHSE lessons and Drama performances are used to support with emotional and health and well being. In year 6 children attend a Crucial Crew Day – with members of the police, ambulance and fire service supporting children with their understanding of dangers in the environment. We also have Altru Drama provide regular performance to highlight Drug and Alcohol awareness and the effects on a person’s emotional health and wellbeing.  We have introduced the ROAR programme this year R – Recognise the signs and symptoms  O – Ask open questions (try to spot the BIG  Thought)  A – Access Support, Services & Self-care  R - Build Resilience  Each class has a worry box for children to put notes to their teacher privately – these are checked regularly. Suggestion boxes are placed at each entrance of the school for children to place their thoughts.  Every class has a CD with music and words that are used to develop Mindfulness and relaxation techniques. |  |  |  |
| **1.4** |  | **Comments** |  |  |
|  | How do you develop resilience in your pupils?  Please provide an example of this.  We have introduced the ROAR programme this year which is used to try and build resilience in our pupils. We have a nurture group during lunch times – with planned activities to support children with turn taking, cooperation and building resilience through the play based activities.  Members of staff are fully trained to deliver programmes such as ‘Think yourself Great’ which not only helps children build resilience but confidence and self-esteem.  Our Pastoral team have a time table planned to support children who need emotional support on a regular basis but more importantly a trusted adult they can talk to whenever they might need this support.  The children in the junior department have enjoyed taking part in the Barnados Life Skills programme –this is a regular planned programme in our curriculum. Older year groups have now completed Level 3. Pupil questionnaires reflect positive feedback on how they feel more well informed and comfortable with strategies to cope with the effects of peer pressure etc. |  |  |  |
| **1.5** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do you have planned activities to support and promote positive behaviour and safety including online safety?  Please provide an example of this.  MGL deliver whole school assemblies and class workshops relating to on-line safety. Regular parent workshops are delivered to ensure up-to-date information that will enable support for all children. Web site, newsletters, on-line safety guidance leaflets and digital parenting magazine are distributed throughout the year. Planned assemblies and targeted class workshop provided by Altru Drama are utilised to support safety and wellbeing and positive behaviours. Other examples of planned activities include: Bully busters, NSPCC, Barndados Life skills (level 1 and 2). Year 6 children attend a ‘Crucial Crew’ safety event each year to support transition to secondary school – this is run by multi-agency groups. On-line safety workshops provided by both Everton and Liverpool football clubs are attended by vulnerable pupils each year.  We follow our planned PSHE programme which includes activities that both supports and promotes positive behaviour and safety. |  |  |  |
| **1.6** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you work with other professionals to identify pupils’ health and wellbeing needs and provide effective support and refer where appropriate?  Please provide an example of this.  We have service level agreements with Seedlings and private therapists to support with children’s emotional health.  We are part of the Sports Partnership Association and members of local sporting associations – this has enabled our children to be involved in a wider range of sporting activities and competitions at all levels.  The ADHD Foundation has not only provided an extensive range of training for our staff to be supported in their ability to identify children with emotional or wellbeing needs but to support them within the classroom.  We also have an extra fitness club – provided through our enhanced membership with LLSP We call the children involved our ‘Sports Ambassadors’ . They are children who have been identified as either not eating healthily or being inactive. Full training is provided in a really sensitive manner to enable our new Sport Ambassadors to promote healthy eating and ideas for enjoyable simple activities to their peers and younger audiences.  We have excellent service level agreements with our Educational Psychologist which has enabled our children to be supported quickly rather than being on long waiting lists.  Our school Nurse is also a very valuable member of our school community. |  |  |  |
| **1.7** | Do you have an effective system to address bullying? | **Yes** | **If no, our next steps are…** |  |
|  |  |  |  |  |
| **1.8** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do you work effectively with your school nurse to support the health and wellbeing of your pupils as appropriate? |  |  |  |
| **1.9** |  | **Comments** | |  |
|  | How do you promote spiritual, moral, social and cultural (SMSC) development?  Please provide an example.  Our church school community have developed a set of school values which underpin all aspects of the curriculum. The response from children, staff parents, governors and church members was immense which reflects the strong sense of family and community we have in the school. Our established values are: Family, Friendship, Confidence, Understanding, Hope and Honesty. These values are celebrated each half term but referred to throughout the curriculum.  A daily act of collective worship is integral to the curriculum and inclusive to everyone.  Our school Golden Rules –Always show respect, Listen and follow instructions and use good manners are an established part of school life.  As a school family, we decide which charities we wish to support on an annual basis – with children providing their ideas and suggestions as part of the decision making. We also support our local community to help with litter picking, Old Swan in Bloom (gardening club) and our choir visit local residential homes to meet with and perform for residents.  We have been reaccredited for the third time with the International Schools award – achieved through becoming global citizens – linking with schools across Europe and beyond and supporting other schools to do the same. |  | |  |
| **1.10** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you involve professionals from appropriate external agencies and/or the local community in supporting health and wellbeing (through direct work with pupils or through advising teachers)?  Please list at least 3 agencies you have worked with:   1. Barnardos 2. Seedlings 3. ADHD Foundation |  |  |  |
| **1.11** |  | **Comments** | |  |
|  | How do you monitor and evaluate their effectiveness? Please describe.  The school have regular reports and updates relating to pupil health and wellbeing.  Barnardos provide pupils with entrance and exit questionnaires which are used to assess the impact of the programme for the pupils.  Seedlings provide a parent questionnaire and often teacher questionnaire on entry and exit. A report providing the outcomes and impact of psychotherapy sessions.  Entrance and Exit Questionnaires are used to evidence the effectiveness of the therapy sessions provided by the ADHD Foundation.  Staff training sessions provided by the ADHD Foundation include an evaluation on the effectiveness of the training provided.  School monitors and evaluates the effectiveness regularly – maintaining regular communication to assess the impact of the support provisided. |  | |  |
| **1.12** |  | **Yes** | **If no, our next steps are…** |  |
|  | The health and wellbeing of staff is important. Does your school have activities and support mechanisms in place that demonstrate this?  Please provide an example of this.  We have devoted at least ten curriculum meetings to supporting health and well-being in our staff.  Ideas for relaxation, dealing with stress and ideas to support good emotional health both individually and supporting colleagues. Feedback from staff was very positive.  As a school, we provide free coffee, tea, water fountains and daily fresh fruit for all our staff.  Once a month we have a lunch treat and dedicated time for well-being is planned throughout the year.  Staff are given extra ppa time during assessment periods or planning for extra provision for individual children/groups.  Staff have Christmas shopping days and dedicated curriculum time for relaxation.  We also have a staff well-being committee who are keen to gain ideas from staff to improve work life in school. We also have a performance management that is more personal with Senior Leaders managing a small group of staff to enable closer and more supportive relationships.  Staff enjoy regular outside work socialising events – such as walking club, social events etc. |  |  |  |

1. **Healthy Eating**

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| **2.1** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | At all key stages do you deliver a planned programme of lessons in line with the national curriculum that covers cooking and nutrition within design and technology?  Please describe how this is organised in the timetable.  Each class has a regular planned cooking session at least once per ½ term. This session is either a whole morning or afternoon –during this time, children explore healthy options, are often introduced to new foods and their country of origin. |  |  |  |
| **2.2** |  | **Comments** | |  |
|  | How is this assessed and by who?  We employ a teacher to deliver this, the programme of lessons is negotiated by the school and it is regularly monitored by our Technology Leader. |  | |  |
| **2.3** |  | **Comments** | |  |
|  | How do you ensure that the needs of all learners are met?  Differentiated support is provided for our pupils – through a range of strategies, verbal, written, physical. Pupil voice is always undertaken and analysed. Our children enjoy re-making their foods at home and will often tweet this on our school twitter account. They also enjoy evaluating every session and explaining their learning. |  | |  |
| **2.4** |  | **Comments** | | **Assessor use only** |
|  | How do you monitor and evaluate provision (including any external food agencies) to ensure the quality of teaching and learning?  We employ a specialist to audit and evaluate our provision. Food for Thought as a company do this regularly too. |  | |  |
| **2.5** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do your school lunches meet statutory requirements? |  |  |  |
| **2.7** |  | **Yes** | **If no, our next steps are…** |  |
|  | (EYFS) Are intermittent snack times purposeful? |  |  |  |
| **2.8** |  | **Yes** | **If no, our next steps are…** |  |
|  | Has your school had a catering audit within the last 3 years and actioned any recommendations? Please state.  The school needs to contact the provider as on some weeks the statutory food group were not provided on enough times. Also, the school has to offer different types of milk – e.g. lactose etc.   |  | | --- | | **AND OTHER**  **SOURCES OF**  **PROTEIN** |   Who conducted your catering audit?  Bernie Lee  Please state the date of your audit.  25th April, 2019  If the audit was carried out by your own catering supplier, please can you describe how you are ensuring your own supplier is independently checked and compliant? |  |  |  |
| **2.9** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do your staff (including lunchtime supervisors, breakfast club and afterschool club staff) have relevant and up to date training and CPD e.g. food hygiene and safety? |  |  |  |
| **2.10** |  | **Yes** | **If no, our next steps are…** |  |
|  | Has packed lunch guidance (including for school trips) promoting healthy eating and oral health that is consistent with DfE school food standards for school meals been issued to parents? |  |  |  |

1. **Physical Activity**

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| **3.1** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | At all Key stages do you deliver a planned programme of high quality PE each week for all pupils? |  |  |  |
| **3.2** |  | **Comments** | |  |
|  | Please describe how PE is organised in the timetable.  Each year group has the statutory requirements of 2 hours per week. The physical skills are balanced out and developed across the year and across key staes. |  | |  |
| **3.3** |  | **Comments** | |  |
|  | Who teaches PE in your school? Please state.  A trained teacher who is also a P.E. specialist delivers one session per week to all classes in the school. The class teachers have access to training which enables them to provide further lessons.  Class teachers and outside agencies deliver the rest of the curriculum. |  | |  |
| **3.4** |  | **Comments** | |  |
|  | How much PE is timetabled? Please state.  Due to the building restrictions only one session of P.E. is delivered in the hall but opportunities for extra sessions of P.E. is planned carefully into the timetable. Minimum 2 hours per week is timetabled with at least 6 hours extra-curricular activity (before and after school) |  | |  |
| **3.5** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do external sports coaches deliver an element of PE?  If so how many minutes and by whom?  We have sports coaches for swimming, judo – 1 hour per week throughout the year.  Archery, Tennis, Basketball – one afternoon per week for a whole term. |  |  |  |
| **3.6** |  | **Comments** | |  |
|  | Who is responsible for assessing PE?  P.E. Leader, c (a teacher and PE specialist) , class teachers and the Deputy Head Mrs. L. Lovell |  | |  |
| **3.7** |  | **Comments** | |  |
|  | What assessment methods do you use? Please describe.  We use P.E. Passport with assessment records which are accessed each lesson.  We also have a whole school tracking system which includes assessment for P.E. in line with other subjects. |  | |  |
| **3.8** |  | **Comments** | | **Assessor use only** |
|  | How do you ensure PE lessons are differentiated and are fully inclusive? Please describe.  Use of P.E. passport we assess and evaluate the lesson to ensure that differentiation is met daily. |  | |  |
| **3.9** |  | **Yes** | **If no, our next steps are…** |  |
|  | **Swimming**  Does your school provide children with the opportunity to have swimming lessons? |  |  |  |
| **3.10** |  | **Comments** | |  |
|  | If so, who delivers the lessons and which year groups attend?  All year groups from Year 3 -6 – ran by Liverpool Council. |  | |  |
| **3.11** |  | **Comments** | |  |
|  | What % of children leave year 6 able to swim a minimum of 25 metres?  80% |  | |  |
| **3.12** |  | **Comments** | |  |
|  | What % of children leave year 6 able to swim more than one stroke?  80% |  | |  |
| **3.13** |  | **Comments** | |  |
|  | What % of children leave year 6 able to perform a safe self resuce?  100% |  | |  |
| **3.14** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | **Competition**  Do all pupils have the opportunity to compete in intra- school sports?  Do all pupils have the opportunity to compete in inter -school sports?  Have you taken part in any Level 3 competitions?  Do you celebrate the achievements of children who represent at local, regional and national level? |  |  |  |
| **3.15** |  | **Comments** | |  |
|  | How do you monitor participation in competition? Please describe.  P.E. Passport monitors through registration. P.E. Leader keeps evidence of results and achievements. |  | |  |
| **3.16** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do all pupils have the opportunity to take part in extra- curricular activity? |  |  |  |
| **3.17** |  | **Comments** | |  |
|  | How do you monitor and evaluate PE provision (including external sports coaches) to ensure the quality of teaching and learning? Please describe.  The PE leader and/or a member of the senior leadership team monitor and evaluate provision – through observation, analysis of pupil tracking, learning walks and pupil feedback from questionnaires or pupil interview. |  | |  |
| **3.18** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do all pupils participate in 30 minutes of physical activity on the school site every day?  How is this achieved? Please see some examples below.  Wake up shake up – 10 mins  Supermovers – 10 minutes  Personal best – covering distance over a timed period. – 10 minutes  Lunch time and playtime activities – football, basketball etc. |  |  |  |
| **3.19** |  | **Yes** | **How many minutes** |  |
|  | **Extra-curricular**  **How many minutes?** |  |  |  |
|  | Daily mile |  |  |  |
|  | Walking schools bus |  |  |  |
|  | Rise and Shine |  |  |  |
|  | Wake up and Shake Up |  |  |  |
|  | Train like a Jedi |  |  |  |
|  | Primary super movers |  |  |  |
|  | Change 4 Life |  |  |  |
|  | Sports club |  |  |  |
|  | **Other: Please specify.**  We have a planned timetable of extra curricular P.E. – we have at least 6 afterschool p.e. clubs and 3 morning clubs |  |  |  |
| **3.20** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you take and keep registers?  How is this monitored? Please describe.  Yes, P.E. Leader monitors registers along with Deputy Headteacher. |  |  |  |

1. **PSHE**

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| **4.1** |  | **Comments** | | **Assessor use only** |
|  | Who teaches PSHE in your school? Please state.  Class teachers and HLTA’s alternate on a weekly basis. From September planned PSHE will be delivered mainly by the class teacher. PSHE is developed across the curriculum. The staff have all been trained to deliver Philosophy for Children and have developed opportunities to use this across the curriculum. |  | |  |
| **4.2** |  | **Comments** | |  |
|  | Please describe how PSHE is delivered in your school? Please include timetabled lessons, focus days and any delivery in other curriculum subjects.  PHSE is timetabled for one hour lesson each week. We also have a variety of focus days to enrich our curriculum which included: Sports days, Health week, anti-bullying week (and days), Black History week, Refugee week, Kindness week (Nelson Mandela), Internet Safety Week. We also have planned focused support such as Road Safety, Alcohol and Drug Awareness, Say No to Bullies, Diversity Role Models. |  | |  |
| **4.3** |  | **Yes** | **If no, our next steps are…** |  |
|  | At all key stages do you teach a planned programme of high quality PSHE to all pupils? |  |  |  |
| **4.4** |  | **Comments** | | **Assessor use only** |
|  | Please outline below what your PSHE for EYFS and sixth formers covers.  PHSE is fully embedded in our EYFS curriculum and is timetabled in line with Key stage 1 and 2 arrangements. Using the Development Matters – children look at the importance of sharing, turn taking, respecting one another, keeping safe – and as Key Stage 1 are aware of the importance of the underpants rule, keeping healthy, importance of exercise etc. |  | |  |
| **4.5** |  | **Yes** | **If no, our next steps are…** |  |
|  | **Do you have a scheme of work for PSHE?**  **Is it regularly reviewed to ensure it meets the needs of your pupils across all year groups?**  **Are you ready for statutory RSE?**  **Does your school require support for RSE with staff training?**  **Checklist for your scheme of work**. **Does it include the following, appropriate to the needs of your pupils?**   * A comprehensive relationship and sex education (RSE) curriculum * A comprehensive drug, alcohol and tobacco education curriculum * Staying safe and managing risk * Keeping healthy, including mental health and physical health * Living in the wider world, including understanding difference and diversity * Economic education and financial capability |  | Although the staff are aware and policies are in place for statutory RSE – staff still require extra training. This is being organised by our PHSE Leader.  We aim to develop further opportunities to develop Economic Education and Financial capability. |  |
| **4.6** |  | **Comments** | | **Assessor use only** |
|  | How do you ensure that the needs of all learners are met? Please describe.  Through differentiated questions and tasks.  PHSE Coordinator observes and monitors lessons and books throughout the school and feeds back to SLT and staff over areas of strength and areas to be developed. Both pupil and staff voice are a valuable and important aspect of the monitoring of PHSE. |  | |  |
| **4.7** |  | **Comments** | |  |
|  | How is PSHE assessed? Please state.  At present individual lessons are assessed through pupil feedback and pupil work. However, we want to develop our termly assessment system to become a more robust tool. | We are currently setting up a new system of assessment. | |  |
| **4.8** |  | **Yes** | **If no, our next steps are…** |  |
|  | What assessment methods do you use? Please describe.  Class discussions, pupil questionnaires, mind maps , questioning, written tasks. |  |  |  |
| **4.9** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you monitor and evaluate PSHE provision to ensure the quality of teaching and learning?  Please describe how you monitor and evaluate PSHE.  Pupil voice, book monitoring, lesson observations, class discussions, pupil questionnaires, mind maps etc. |  |  |  |
| **4.10** |  | **Yes** | **If no, our next steps are…** |  |
|  | When using external agencies during drop down/enrichment days, do you monitor and evaluate the quality of their teaching and delivery?  Please describe how you do this.  We have pupil voice and input/exit questionnaires – which demonstrate children’s understanding of key issues before and after delivery – e.g. Barnados Life Skills is a ten week course – children fill in an entry questionnaire and then an exit questionnaire to assess their knowledge and understanding. |  |  |  |
| **4.11** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do you report to governors on PSHE in your school? |  |  |  |
| **4.12** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do you report to parents on the progress of your pupils in PSHE in your school? |  | Reports to be adapted for the next academic year |  |

1. **Staff CPD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5.1** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | **Do relevant staff have up to date knowledge and skills in the following areas:**   * All PSHE, including RSE and drug education * Emotional health and wellbeing including mental health and resilience * Equality and diversity * Healthy eating, including cooking and nutrition skills, Level 2 food safety and hygiene * Online safety * PE * Physical activity * Safeguarding * Pastoral Care |  |  |  |
| **5.2** |  | **Yes** | **If no, our next steps are…** |  |
|  | As a result of this review are there any other areas of training that you need support with?  Please state. |  | Further support for adopting a more robust method of whole school assessment in order to compare data across year groups and key stages. |  |

1. **Working with parents**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6.1** |  | **Yes** | **If no, our next steps are…** | **Assessor use only** |
|  | Do you proactively work with parents’ and carers’ to encourage involvement in:   * Emotional wellbeing and mental health * Healthy Eating * Physical Activity * PSHE   If. so how? Please describe one example  We recently held a workshop to explain to parents our ROAR programme, how this is used in school and can be adapted at home. One parents evening our Cook has provided meals to taste and menus.  Parents workshops/meetings. |  |  |  |
| **6.2** |  | **Yes** | **If no, our next steps are…** |  |
|  | Do you provide opportunities for parents and carers to access information, support and advice on health and wellbeing?  Please describe one example.  We have regular parents drop ins with the school nurse. We have also signposted parents to many meetings arranged through our consortia for advice on health and well being of children. |  |  |  |

1. **Next steps**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Yes | If no, our next steps are… | Assessor use only |
| **7.1** | **Next steps**  After completing this review and achieving the Bronze award our priority areas for achieving the Silver award are: (please tick)   * Policies * Emotional health and wellbeing * Healthy Eating * Physical Activity * PSHE * CPD * Working with parents |  |  |  |
| **7.2** | To achieve the Silver award, our whole school target is…  Develop our current whole school assessment criteria for PHSE. | | | |
| **7.3** | To achieve the Silver award, our small group target is…  Providing further CPD on RSE | | | |

**Once this document is complete, please email it to Sonia Cross at sonia.cross@si.liverpool.gov.uk.**

**Name of Healthy School Coordinator:** Signature Date 11.07.19

\_\_\_\_\_\_Julie Simons\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Head teacher:** Signature Date 11.07.19

\_\_\_\_Julie Simons\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Governing Body representative:** Signature Date 11.07.19

\_\_\_Rev. Emma Williams\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***This is a true and accurate record of our whole school approach to health and wellbeing.***

|  |  |  |
| --- | --- | --- |
| Assessor use only    Criteria met/not met | Yes | No |
| Actions  4. PSHE  2. Healthy Eating   1. Emotional wellbeing and mental health   3. Physical Activity | | |