



Solihull Healthy Schools Programme School Story

Date: 14th June 2016

School name: Balsall Common Primary School

BCPS is a larger than average primary school which converted to academy status in 2012. The very large majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion who are supported at school action plus or with a statement of educational needs is above average. The proportion of pupils supported by pupil premium is well below average. The majority of children join the Nursery with skills and knowledge below those expected for their age. Pupils make very good progress and achieve high standards in reading, writing and mathematics in Year 2. Most Year 6 pupils reach standards above the levels expected nationally in reading, writing and mathematics.

Healthy Schools has been an important part of our school life for many years now. Our PSHE, Science and Design & Technology curricula make good links with Healthy School ideas to support our whole school ethos. We have an active School Council, with representatives from each class in Year 2 -6. They have supported different Healthy Schools projects, such as improving lunchtime activities, campaigning to increase the numbers of children washing their hands and fund-raising for accessible play-time equipment.

Our Healthy Schools group benefitted from parent/carer participation, pupil participation and a very experienced and supportive governor representative.

**What needs did we identify and how did we identify these?
How do these needs relate to the wider health data for Solihull and for your locality within Solihull?
What outcomes did we focus on and why?**

- Using data from the Health and Related Behaviours Questionnaire, we found that compared to the health data for Solihull as a whole a greater number of children felt they did not know enough about how their body changes when growing up and a greater number of children wanted to change things about themselves. We identified our Relationships and Sex Education (RSE) programme as a target for improvement.
- We investigated this further using a pupil questionnaire to gain more qualitative data. The questionnaires were completed by all key stage 1 and key stage 2 children and teachers were asked to identify trends within their class. We then examined all the comments to identify different needs in individual year groups. For example, we identified that in year 4 children's knowledge and/or worries about physically growing up surpassed the teaching they were receiving, and this helped us to improve our provision.



- After a parent workshop provided by Solihull Advisors Bev Petch and Natasha Chamberlain, we conducted a parent survey to gather their views. Parents (especially of year 4 and 5 girls) were mostly very supportive of improving and adding to the RSE curriculum.
- Staff were also consulted through a meeting and through a questionnaire.

What activities/ interventions did we put in place in order to achieve our outcomes?

Governors had an RSE meeting, in which we showed them to resources we intended to use, shared the drafted policy and explained the reasons behind the work. The Governors are very supportive of the work and continue to be well-informed about RSE policy and practice thanks to a dedicated PSHE governor. Staff were introduced to the Christopher Winter scheme of work for RSE and have been using it for several years. We ensure that new staff are feel confident through extra training and through whole-staff 'update' training make sure good practice is continued. Parents were originally part of the working party developing the RSE provision, and now parents of years 4,5 and 6 children are invited to RSE workshops each year to help them support their children.

English subject leaders have been asked to consider diversity and positive messages when choosing literacy spine books. A new scheme of PSHE work, focusing on body image has been introduced to year 3, 4 and 5 and staff feedback has been very

positive. We have tried to create more opportunities to discuss RSE and body image throughout the curriculum and to support our values wherever possible. We recently used our whole school Safer Internet Day to focus on self-esteem- children decorated each other's t-shirts with positive messages and then wore them for the rest of the day.

The children enjoy PSHE and RSE lessons and are very engaged. Staff have noticed that children are more able to discuss body image and issues connected with growing up. They are more confident to speak to teachers when they have a problem and they use correct vocabulary more often. Teachers introducing puberty lessons have noticed that children are more positive about the topic being introduced as they have had lessons in previous years supporting them.

What did we achieve, and how did we know?

Target
To increase the number of pupils in year 6 who say they know enough about how their body changes from 70% to 80%.
Achievement
Due to the timing of our RSE curriculum we decided to survey Year 5 in addition to Year 6. At the time of the survey Year 5 had completed their year's RSE lessons, while Year 6 had not. Year 5 showed that they were very confident in their knowledge and understanding. 93% of Year 5 girls reported that they knew enough for now about how their bodies change as they grow up. 82 % of Year 5 boys reported that they knew enough for now about how their bodies change as they grow up.



<p>Target</p> <p>To increase the percentage of children in KS1 and KS2 who participate in taught RSE lessons from 33% to 100%.</p>
<p>Achievement</p> <p>100% of children in years 1 - 6 take part in at least three planned RSE lessons each year. The lessons follow the Christopher Winter scheme. Teachers are free to use weekly PSHE lessons to discuss any additional questions that the children have. Staff throughout the school, including nursery and foundation, encourage the children to use correct vocabulary for body parts and model this themselves. Staff meetings are used to ensure that staff feel confident with the scheme of work and understand the values underpinning it. Since the introduction of the new scheme and parent workshops no parents have requested that their children be withdrawn from the lessons.</p>
<p>Target</p> <p>To decrease the percentage of children in year 4 who say they would like to change things about themselves from 37% to 27%.</p>
<p>Achievement</p> <p>Our most recent HRBQ showed the percentage of children in year 4 who say they would like to change things about themselves had decreased to 30%. This figure comprised 29% for girls and 31% for boys.</p> <p>Headline data showed that 12% of boys worried about the way they looked: less than Solihull's 16%. 21% of girls worried, equal to the Solihull figure.</p>

What possible explanation might there be for any results that are not quite as expected?

We were interested to see that there was an 11% difference between boys and girls knowing enough about body changes, with the boys being less confident. We realised that parents of girls tended to make up the majority of those attending the parent workshops. On discussing the lessons with some of the children we noticed that more of the girls tended to have discussed growing up with their families. Some girls had been bought books about puberty from our recommended resource list, while this was rarer amongst the boys. It may be that with the earlier onset of puberty in girls, parents of girls are more aware of their needs. In the future we would like to make sure our letters and literature given to parents refers to the needs of both the boys and the girls.

Next steps

We would like to improve children's self esteem, after identifying this as a continuing issue from our most recent HRBQ data. We are hoping that awareness of body image issues can be considered when planning our curriculum and our extra-curricular opportunities. For example, we have recently arranged to have a visitor speak to year 6 girls about first bra fittings and body image, and are planning an equivalent inspirational visitor for the boys. We would like to improve boys' confidence in their knowledge and understanding of body changes. We plan to do this by concentrating on engagement of parents of boys. We also need to ensure that RSE lessons are timetabled so that children who are absent with illness for a week ideally miss only one lesson.



Senior leader quotation:

Good quality RSE is vital. It helps children build their confidence and self-esteem, recognise and manage their feelings, play and work cooperatively together, and understand and treat each other with respect.

If we do not equip our children with the knowledge of how to manage themselves, physically and emotionally, then we are doing them a great disservice.

We teach them how to read, write and count and we should also teach them how to live.

Neil Ireland, Assistant Headteacher