



Healthy Schools London

Achieving Healthy Schools London (HSL) Silver and Gold Awards

This document includes both the HSL Silver Award Planning Template and the HSL Gold Award Reporting Template.

- *Please only complete the Silver Plan to apply for the HSL Silver Award. The Silver Plan must be for work that the school is planning to do and cannot be retrospective.*
- *Please only complete the Gold Report to apply for the HSL Gold Award. The Gold Report is to present the activities that you did and their outcome/results.*

Silver Award

A school will identify a main health priority for their pupils and devise new projects, practices and interventions to target the priority. Example health priorities might include healthy weight, oral health, emotional resilience, keeping safe and positive relationships.

In order to achieve the Silver Award, a school should:

- Undertake a needs analysis of the unique health and wellbeing issues affecting the school.
- Use the needs analysis to identify and define group/s and number of pupils e.g. whole school or year group, plus any smaller targeted group.
- Develop planned measurable outcomes and an action plan to achieve the health priority.
- Show how it will monitor and evaluate the project to measure success and demonstrate improvements.

NOTE: Projects and interventions undertaken as part of a Silver Plan should run over at least 2 terms or 6 months.

Gold Award

HSL recognises good practice in demonstrating, sustaining (and learning from) outcomes and impact in supporting children and young people to achieve and maintain good health and wellbeing.

In order to achieve the Gold Award, a school should:

- Have achieved the HSL Silver Award.
- Record results and outcomes.
- Detail approach taken.
- Provide analysis of results.
- Explain how activity is being sustained.



SCHOOL DETAILS

Applying for awards¹.

Complete first 2 tables below when applying for Silver:

Name of School	Riverside Bridge School	Borough	LBBB
Key contact	Leila Amri Claire Barros & Ray Flowers	Job title	Deputy Headteacher Healthy Schools Lead & Healthy Living Co-ordinator
Silver Plan Start Date	March 31 st 2022	Silver Plan End Date²	March 31 st 2023

Date achieved Bronze Award	15/07/2021
Consent to share Silver Plan	Yes <input checked="" type="checkbox"/> <i>Plan can be used as an example of good practice to be shared with other schools and partners.</i> No <input type="checkbox"/>
Headteacher sign off	<i>Name and date: Kim Cerri</i>
School Council Representative sign off	<i>Name and date: Jason Beckers</i>

Complete table below when applying for Gold:

Date achieved Silver Award	29/06/2022
Consent to share Gold Report	Yes <input type="checkbox"/> <i>Report can be used as an example of good practice to be shared with other schools and partners.</i> Yes <input checked="" type="checkbox"/> <i>Report without photographs can be shared with other schools and partner</i> No <input type="checkbox"/>
Headteacher sign off	<i>Name and date: Kim Cerri 21/06/23</i>
School Council Representative sign off	<i>Name and date: Brooke Aviss and Charlie Baker 21/06/23</i>

¹ Please refer to following page for submission dates.

² Projects and interventions undertaken as part of a Silver Plan should run over at least 2 terms or 6 months.

HEALTHY SCHOOLS QUALITY ASSURANCE GROUP (QUAG)

All submissions for Silver and Gold Awards are reviewed by 3 members of the QUAG.

Feedback from the QUAG will be provided within two weeks of meeting the submission dates for the academic year.³

³ If you submit an application for an award 2 weeks before a submission date, then please allow up to 4 weeks before receiving feedback (time prior to submission date plus 2 weeks to process).



HEALTHY SCHOOLS LONDON SILVER AWARD PLANNING TEMPLATE

PURPOSE

HEALTH AND WELLBEING PRIORITY: Describe the issue that you are trying to improve.

EXAMPLES: *Improving participation in physical activities; oral health; mental health and emotional wellbeing*

Details:

To increase levels of physical activity and healthier eating/healthier eating behaviours for all our pupils across the school.

To contribute to an increase in overall physical health and mental health and well-being.

GROUP: Define your group/s and number of pupils who will benefit from the action plan (whole school or year group, plus any smaller targeted group e.g. SEND, LAC, EAL).

EXAMPLES:

- *All children Year 1 to Year 6 (225 pupils), OR*
- *KS 2 pupils (120) and Reception children (30)*

Details:

All pupils from Years 1-11:

146 pupils.

NEEDS ANALYSIS

NATIONAL AND LOCAL DATA AND EVIDENCE: Ask your local Healthy Schools Lead for help with completing this section.

Include:

- details that provide evidence that your selected Health and Wellbeing Priority is an issue at national, regional or local level
- how the evidence base indicates that your planned work will be effective for your group/school or any adaptation you'll need to make



EXAMPLES:

- *Data - Local Authority Child Health Profiles (data)*
- *Guidance and Reports – Public Health England, Department for Education, Local Authority Health and Wellbeing Strategy*
- *Evidence Base – reference strategies, research or best practices e.g. NICE, Cochrane Database of Systematic Reviews*

Details:

Being obese puts all people, regardless of ability, gender or age at much greater risk of many important health problems including:

- heart disease
- high blood pressure
- strokes
- diabetes
- several types of cancer
- mobility difficulties

Within the **Public Health England 2020-25 Strategy ‘Improving the Nation’s Health’**, they have prioritised healthier diets and healthier weight as one of the top 10 priorities for protecting and improving public health. The strategy further highlights that poor diets and excess body weight deprive people in England of more than 2.4 million life years through premature mortality, illness and disability each year. There are close links to broader social disadvantage, such as poverty, poor housing and social isolation, which is experienced disproportionately by people with learning disabilities.

It’s been recognised for many years that people with learning disabilities are at increased risk of being overweight or obese compared to the general population, with poorly balanced diets and very low levels of physical activity. This risk, in turn, increases the likelihood of a range of health and social problems. The most recent data, taken from **‘Health Care of People with Learning Disabilities Experimental Statistics 2020-21 (Dec 2021)’** is based on analysis of data from GPs across the whole of England. This showed that, in comparison to the general population, a smaller proportion of people with learning disabilities are in the milder category termed ‘overweight’ (27% of people with learning disabilities compared to 31.8% of people without a learning disability). However, there are higher proportions in the more severe category of obese (37% of people with learning disabilities compared to 30.1% of people without learning disabilities).

It is important to note, that a higher proportion of people with learning disabilities is obese. For most people, the diet and exercise requirements of losing weight are both exercising more and eating healthier amounts of healthier foods. However, the task of helping people with disabilities achieve this can involve additional complexities. Some people with learning disabilities have particular problems with weight control as a result of the conditions they have, such as Prader-Willi Syndrome or because of specific medications they take. However, whatever underlying causes people have for their weight problems, diet and exercise are almost always important elements in achieving and maintaining a healthy weight and the principles discussed here are relevant.

Within the **NHS online guidance for ‘Managing Weight with a Learning Disability’** (last updated Dec 2020: <https://www.nhs.uk/live-well/healthy-weight/managing-weight-with-a-learning-disability/>). This confirms that people with a learning disability are more likely to have problems with their weight. Some people may be underweight because their disability means they have difficulties with eating or swallowing, for example, and others may be overweight due to their condition. The



guidance for people supporting and working with people with disabilities is to support and provide help with healthy eating including, among other tips, supporting them with shopping for healthier foods, cutting down eating between meals, portion sizes and keeping records.

Ofsted goes on to recognise that obesity is everyone's problem in their document '**Tackling Childhood Obesity: A Shared Problem**', (2018) within which they identify that all schools have a key role to play in promoting healthier lifestyles, healthy eating and physical activity, including addressing these issues through the curriculum, by increasing physical activity at school, teaching specific skills e.g., cooking, dancing, promoting healthier eating and providing healthy meals that meet the school food standards, and they stress the importance of working with parents.

We have noted the **new guidelines** published by the **UK Chief Medical Officers 'Physical Activity Guidelines for Disabled Children Disabled Young People' (2022)**, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1055018/infographic-physical-activity-for-disabled-children-and-disabled-young-people.pdf and this silver plan is in line with the 4 main principles of **Equality, Inclusivity, Finding what's Fun and Exploring what Activities make you Feel Good**. To embrace all our students with their wide range of disabilities and needs, we have ensured an increase in daily activities for those that can participate in these including the daily mile, whilst also introducing a range of fun activities such as the class competitions and the music and movement, along with ensuring the activities are implemented in bits size chunks and are challenging but manageable for the students.

We are also mindful of guidance that shows the positive links between physical activity and mental health. According to **mentalhealth.org.uk**, "Physical activity is a great way to keep you physically healthy as well as improving your mental wellbeing. Research shows that doing exercise releases feel-good chemicals called endorphins in the brain. Even a short burst of 10 minutes brisk walking can improve your mental alertness, energy and mood.....Whether you're tending your garden or running a marathon, exercise can significantly improve your quality of life" (2021). As such, our intention is to increase the overall physical activity opportunities through sports, fun competitions, gardening and growing for all our pupils, to have a positive impact of the mental health and emotional wellbeing of all our pupils.

Key priorities that have been outlined in the London Borough of Barking and Dagenham **Joint Health and Wellbeing Strategy 2019-2023** will be addressed by our Silver Action Plan as follows:

Priority 1: Best start in life

To give our residents.... the best platform to grow, develop and explore in the first 7 years. Evidence demonstrates that the Early Years shape mental and physical health for the rest of life and is therefore a key time to invest.

Outcome 1: to increase the %age of children in LBD who are best prepared to start school by the age of 5
: to decrease obesity prevalence in reception aged children (National Child Measurement Programme)

Priority 3 – Resilience:

Empowering our residents to not just survive but to thrive across the life-course.

Outcome 5: to improve physical and mental wellbeing



Also, within the **Borough Manifesto** which cited in the **Joint Health and Wellbeing strategy**, it is clearly stated that one of the 5 key targets is to:

- Increase the rate of regular physical activity higher than East London by 2037

In addition to this, the local **LBB Child Health Profiles 2021** show that levels of child obesity are worse in LBB than in England. 12.9% of children in Reception, as opposed to 9.9% nationally, and 29.0% of children in Year 6 are obese, as opposed to 21% nationally. The data is also shown for children with excess weight (the combined data for those who are overweight and obese) and this shows that compared with the England average, this area has a similar percentage of children in Reception (24.6%) and a worse percentage in Year 6 (44.7%) who have excess weight.

From this local data, we are clear that this remains a school, local and national priority, further informing our need to prioritise this area strategically, as part of our silver plan.

SCHOOL DATA AND EVIDENCE

EXAMPLES:

- *School Development Plan*
- *Survey data*
- *Staff observations*
- *Incident data*

Details:

At Riverside, a key strategic priority identified in the SIP 2021-22 is Priority 3 of the SIP for 2021-22:



Personal Development Strategy for 2021/2022

Context:

The ethos of the school has equality and diversity running through everything we do. Our Growth Curriculum allows the pupils opportunities to meet the spiritual, moral, social and cultural requirements to ensure that fundamental British Values are taught, learned and experienced. The development of a work-related learning programme has enabled pupils to experience what life is like extended beyond school. Pupils from all ages take part in a work-related/careers programme which spirals through the years until they reach year 11 and experience a work experience placement. Over the past 18-month work experience has not been able to be actioned due to the pandemic, however we are looking to re-instate this for the academic year 2021/2022. The PE department and Food Technology department have developed a healthy living curriculum to ensure that all children have the opportunity to learn about their physical health to support their overall well-being. More needs to be done to engage parents in encouraging healthier lifestyles choices for their children.

Priority 3:

To provide all pupils with high-quality opportunities and experiences to prepare them for some degree of independent adulthood in modern British society.

Impact:

- 3.1 Life Skills curriculum is established/embedded.
- 3.2 The School acts as an advocate for all pupils to ensure they have access to their statutory entitlement as detailed in their EHCPs.
- 3.3 The vast majority of leavers are able to achieve some degree of independence that will enable them to be part of the local community.
- 3.4 The School will need to work within the Community to accept and understand pupils with SEND better.

Area	Intent	Implementation	Evidence	Autumn Term 2021	Spring Term 2021	Summer Term 2021	Autumn Term 2022	Spring Term 2022	Summer Term 2022
Healthy Living	To ensure pupils will be able to enjoy an active lifestyle in society through understanding the benefits of looking after themselves. (3.2 and 3.3)	By designing a PE and Food Technology curriculum which focuses around healthy lifestyle and looking after oneself skills. By having engaging break/playground activities. By ensuring all pupils leave school with mobility that ensures access to their community. By involving the school into the Healthy Schools London Scheme. By entering borough sports competitions. By using the wider spaces around the school such as the edible garden and the Food Forest. By delivering and awarding the AQA Award Scheme from Reception to Year 11 linked to Healthy Living and Well-Being.							
	To develop pupils' understanding of how to keep physically healthy. (3.1 and 3.2)	By ensuring pupils' termly targets reflect each pupil's EHCP needs. By ensuring each pupil has a daily hygiene routine. By ensuring each pupil has a well-balanced daily diet. By supporting parent in understanding the impact of healthy lifestyle on their child. By supporting parents in referring pupils with diet concerns to the feeding clinic and dietician. By encouraging parents to attend workshops and meetings around improving their child's lifestyles. By involving further the Pupil Healthy Lifestyles and Green Team Committees in healthy lifestyles projects.							



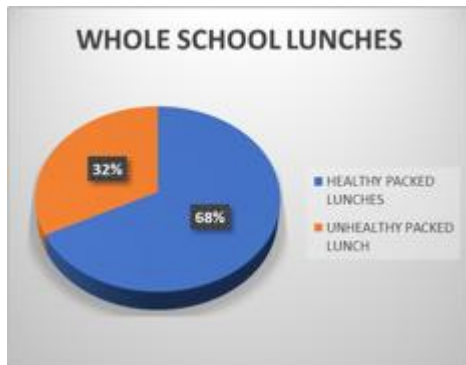
Gathered data: In November and December 2021, we held a whole school consultation, which involved an extensive survey for all staff to complete regarding the healthy eating habits, physical activity and concerns regarding every student's health and development.

Packed lunches and snacks brought in from home

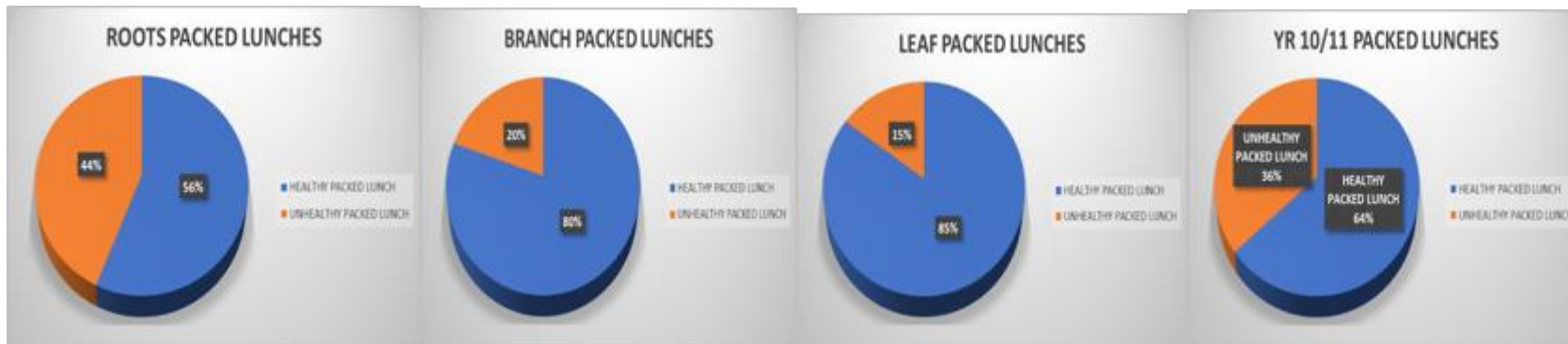
Our key findings from the survey and data, were that there were many concerns for snacks that are brought in from home, lack of physical activity and weight gain for some of our students due to lockdown, inactivity and poor diet.

The whole school food and drink policy has clear guidance on healthy packed lunches, and we have used the criteria for these as follows:

- Healthy packed lunches: Green items and limited items from the amber section
- Unhealthy packed lunches: Red items and a prevalence of items from the amber section and limited or no items from the green section



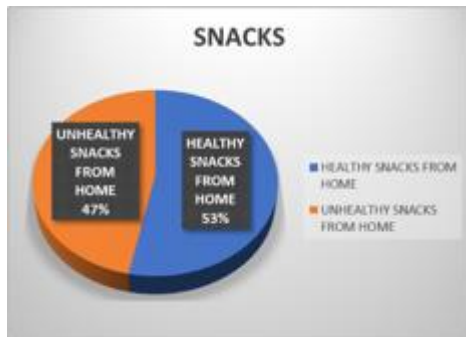
Data from whole school for packed lunches show that as a whole school, packed lunches are deemed to be healthy.



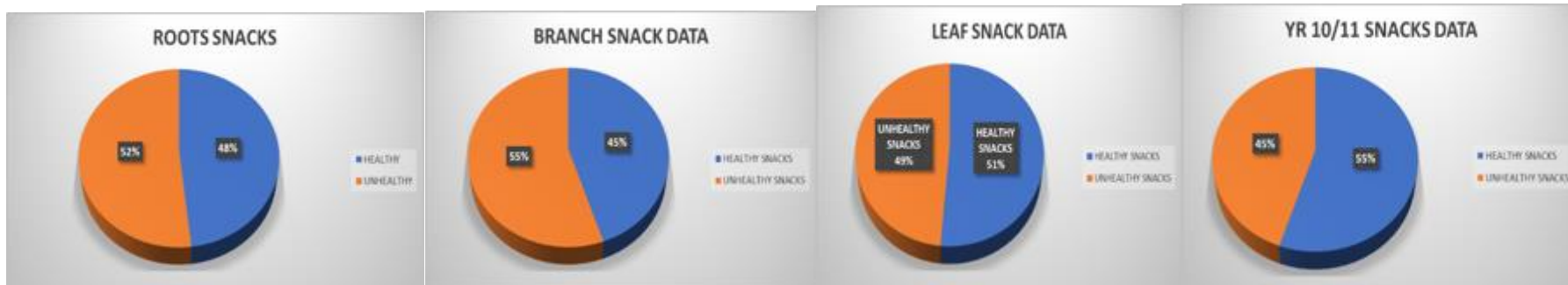


We have 4 pathways including Roots, Branch, Leaf and the Accreditation (Y10/11) pathway. Each of these pathways includes children with similar developmental levels from across Y1-11. When looking at these individual pathways, we see that our Branch and Leaf pathways have a high percentage of healthy packed lunches with only 20% for Branch and 15% for Leaf unhealthy packed lunches. However, when looking at Roots pathways which have our highest number of pupils, with 59 in total, of which 25 pupils bring in packed lunches, 44% of these packed lunches (11/25) are unhealthy. We feel this pathway need more support for healthier packed lunches. We would like to increase the percentage of healthy packed lunches from 56% (14/25) to 65% (16/25)

Our Year 10 and 11 classes, which have a total of 31 pupils, 11 of the pupils in this Accreditation pathway bring in packed lunches, of which 64% (7/11) of the packed lunches are healthy. Looking at the number of pupils in these classes we would like to increase healthier packed lunches from 64% (7/11) to 82% (9/11)

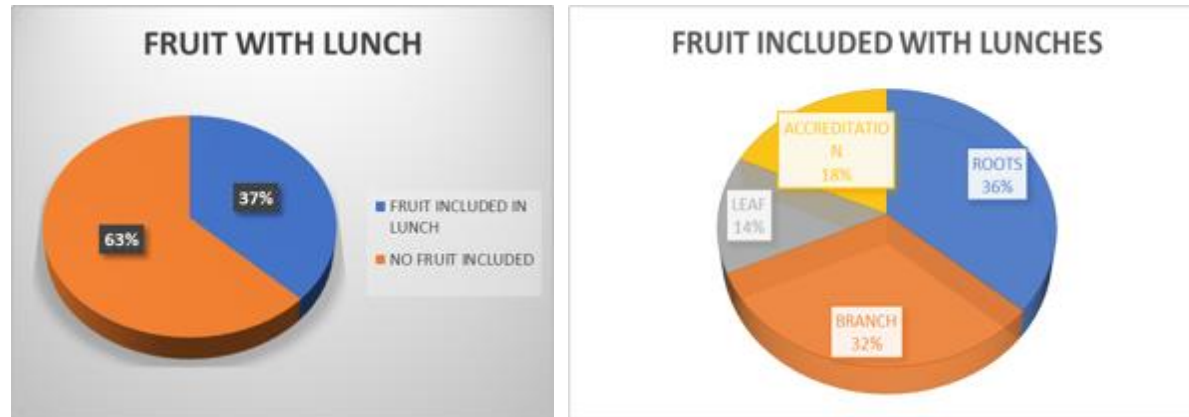


Data from whole school for snacks show that as a whole school, healthy snacks marginally have a higher percentage at 53% (77/146). We would like to increase the percentage of healthy snacks across the whole school to 63% (92/146).





Unhealthy snacks across each of the four pathways at Riverside Bridge School are high. This is an area that will be our priority to improve.



Looking at the data here we can see that 63% (37/59) of our students that have packed lunches do not have fruit included (this is the total number of students who bring in packed lunches across the school). We want to increase the percentage of fruit with packed lunches across the whole school from 37% (22/59) to 50% (30/59). We will widen this in the target to also an increase in fruit or a salad or vegetable, e.g. cucumber, tomato, pepper, celery) to allow flexibility and also encourage uptake of these foods (part of the same food group).

The survey highlighted that 13 out of 19 class teachers said that they had concerns around student's weight gain and physical inactivity in their own class. Only 3 out of 19 classes adhered to the Bridge 'Daily' Mile. This had gone on hold during lockdown and with social distancing restrictions, as well as all our healthy living clubs had been stopped. Some of these restrictions have been lifted and as a result, we will increase the Bridge 'Daily Mile' to all 19 classes participating in the Bridge Mile.

Staff have reported that they are finding it difficult to engage students with additional physical activity during the school day. This has prompted the Healthy Living Team to refine the physical activities at Riverside Bridge School and will create a 'get active' drive across the school, including fun runs, sports activities and inter-house competitions to increase physical activity.

In addition to the survey, we noted anecdotal feedback from staff that overall, children have been less active and eating less healthy food during lockdown. Staff had reported from observations and discussions with parents/carers that students have been less active during lockdown due to not having an outdoor space, being



unable to access local parks and leisure activities and due to behavioural reasons; parents/carers were unable to take their children for regular exercise (which they would normally access during school hours).

This further reinforced our need to address these areas with the students and to engage with the parents too.

HEALTH INEQUALITIES: Describe how you will ensure that your activities support all groups, including special educational needs, disabilities, Pupil Premium pupils etc.

EXAMPLES:

- *We are aiming to increase participation in physical activities for all pupils. Data from a survey undertaken in 2014 showed that there was a significant difference in up-take of after-school clubs between pupil premium recipients and non-recipients. Those who qualified for pupil premium were far less likely to be involved in any after-school clubs, including those incorporating physical activity. We have therefore set separate measurable outcomes and actions for Pupil Premium pupils as a targeted group.*

Details:

Our 150 pupils come with complex layered needs including Severe Learning Difficulties, Moderate Learning Difficulties, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs and they are amongst the most vulnerable children in our society and our vision is to unlock every child's potential, by increasing social inclusion, addressing mental health and well-being and promoting social and emotional development. We are passionate in our desire to see them blossom and develop into happy, resilient, respectful independent and healthy young adults, well-equipped with the life-skills needed to thrive in our society, socially, emotionally, healthily and, in time, professionally. Inclusive education has the power to transform the lives of children and young people with special needs and our mission is to make the ordinary possible for them, including exercising regularly and adopting healthy eating behaviours.

We want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also want to enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent and therefore more active physically, we want to offer our pupils a broad range of opportunities such as Jump London, swimming lessons to extend their agility, balance and coordination individually or in a team. Our pupils need also to be able to take part in competitive and co-operative physical activities in a range of challenging situations and contexts such as borough competitions and outdoor activities.

We also want our pupils to learn about the principles of nutrition and healthy eating as well as instilling a love of cooking as learning how to cook is a life skill which will enable all our pupils to feed themselves and others well in later life. As part of the Food Technology curriculum which is delivered by a specialist teacher a minimum of once a week, pupils learn how to make healthy choices in relation to food and drinks; learn how to appreciate food from different countries and cultures; how to shop for the ingredients needed for their recipes and pay for them; how to maintain good hygiene when it comes to cooking and eating; and sensory exploration of different fruits and vegetables, e.g. touching, smelling, licking, drawing etc., to generate interest in these foods, using the teaching and learning resources from 'Taste Ed'. We also want to ensure all pupils participate in food events like Chinese New Year Fortune Cookies Day, Pancake Day, etc. so, they learn how to participate in group activities, engage positively in interaction with peers and receive peers' feedback positively.



INTENDED RESULTS

<p>PLANNED OUTCOMES (there should be a minimum of 3 and maximum of 7 measurable outcomes).</p> <ul style="list-style-type: none"> • INDIVIDUAL: List the specific measurable changes that you expect to result from your activities e.g. changes in attitudes, behaviours, knowledge or skills of your pupil group/s • WHOLE SCHOOL: List any organisational changes which you expect to result from your activities and how you will measure them 	<p>MONITORING METHODS</p> <p>List the tools and methods that you will use to monitor whether your activities are being implemented as planned.</p>
<p>EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Individual - To increase the percentage of students reporting the school helps them to understand and know how to manage their thoughts and feelings. From a baseline of 16% (45/278) to an end line of 70%.</i> • <i>Individual - To increase the percentage of targeted Year 6 pupils reporting the school has helped prepare them for secondary school. From a baseline of 41% (11/27) to an end line of 80%.</i> • <i>Whole School - To increase the number of days that salad and fruit are offered at tables rather than children self-serving from counter. From a baseline of 1 day per week, to an end line of 5 days per week.</i> 	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Pre and post pupil surveys</i> • <i>Pupil satisfaction survey for those that access school support</i> • <i>School Menu analysis</i>
<p>Details:</p> <p>To increase the percentage of healthy snacks that the pupils bring in from home, across the whole school from 53% (77/146 students) to 63% (92/146 students)</p> <p>To increase the percentage of fruit, a salad or a vegetable included in packed lunches across the whole school from 37% (22/59 children with packed lunches) to 50% (30/59)</p> <p>To increase the percentage of pupils in the Roots pathway who bring in a healthier packed lunch from 54% (14/25 pupils) to 65% (16/25 pupils).</p> <p>To increase the percentage of Accreditation (Yr 10 and Yr 11) pathway pupils bringing in healthier packed lunches from 64% (7/11 pupils) to 82% (9/11 pupils)</p> <p>To increase the amount of daily physical activity being completed by all pupils, by increasing the Bridge Mile from 3 classes (26 pupils) to all 19 classes (146 pupils)</p>	<p>Details:</p> <p>Staff pre and post survey, includes snacks and packed lunch audit</p> <p>Online parental survey summary</p> <p>Student feedback/report (<i>including changes in enjoyment/positive attitudes to eating/physical activity, where relevant</i>)</p> <p>School council feedback/report</p> <p>Staff training evaluations, <i>including knowledge and attitudes</i></p>



ACTION PLAN

ACTIVITIES AND INTERVENTIONS: List the specific activities that you have planned (for staff, pupils or parents) to achieve your improvements, including any resources or partner services that will be providing support.	TIMESCALE: List the month & year when you expect each activity to take place.	LEAD: List the staff member responsible for each activity.
EXAMPLES: <ul style="list-style-type: none"> • Staff training on emotional health and wellbeing 	September 2019	D. Shaw, PSHE Coordinator
<ul style="list-style-type: none"> • Impacts of sugary drinks included in parent cooking sessions 	November 2019	J. Jones, Healthy Schools Lead
<ul style="list-style-type: none"> • Across the curriculum, work with children about how to avoid conflict and work with children on to how to solve problems 	January 2020	D. Shaw, PSHE Coordinator
Details: 1. As part of the whole school well-being provision, we will deliver whole staff training on the survey results related to the healthy snacks , the importance of our pupils bringing in HEALTHIER snacks, what these alternatives are and how we can support parents and pupils with this.	March 2022 and ongoing	C, Barros, (CB) Healthy Schools Lead
Details: 2. Reviewing the Food and Technology curriculum to ensure that all pathways have a range of lessons on nutrition and the impact of healthy eating, sensory cooking lessons and tasting sessions, to ensure that all pupils are introduced to healthy foods in Food Technology lessons.	Sept 2022 and ongoing	CB, Healthy Schools Lead
Details: 3. PE department to complete an audit of the Physical activity curriculum and have a review of the curriculum stems to ensure their relevance to our pupils' needs. This will be based on implementing a wider range of physical activities to ensure all pupils are physically active at school and ensuring pupils' termly targets are covering this aspect of the pupils' EHCP.	Sept 2022 and ongoing	RF, PE Lead



<p>Details:</p> <p>4. Parent voice and liaising with local organisations to support families.</p> <p>We will start up a new PTA, have training sessions for parents online and in school; this will allow us to fully support and encourage parents and carers in providing a healthier lifestyle for their families.</p> <p>Content for these sessions will include knowledge and attitudes re: how to be active, healthier eating, the benefits/consequences of both, links to wellbeing, ideas at home.</p> <p>Guest speakers will be invited to support school initiatives.</p>	<p>March 2022 and ongoing</p>	<p>L, Amri, (LA) Deputy Headteacher L, Carvalho (LC) Assistant Headteacher</p>
<p>Details:</p> <p>5. Run a parent survey on snack foods sent in to school and following that review putting training in place to raise parental awareness of what healthy foods and suitable snacks are available to their child and how physical activities outside of school are impacting on children’s general mental and physical well-being. This will enable the school to target specifically those parents/carers that may need support from the school or external agencies. Targeted work with these parents will involve supporting them in their understanding and attitudes re: the importance of healthy eating, not using food as a reward and links with wellbeing.</p>	<p>May-June 2022</p>	<p>LA Deputy Headteacher CB, Healthy Schools Lead</p>
<p>Details:</p> <p>6. Parent information - Online, workshops, booklets.</p> <p>We will be creating a Healthy Living section on the school website with links to our YouTube channel and twitter page. These will include recipes, suggestions for healthier alternatives, monthly sports challenges. We will be developing a Healthy Living booklet for parents as a reference for what to include in snacks, lunch boxes and for meal times at home. The booklet will include helpful hints for our pupils with varying dietary needs and links for other professionals.</p>	<p>March 2022 and ongoing</p>	<p>LA Deputy Headteacher CB, Healthy Schools Lead RF, PE Lead</p>



<p>We will review the effectiveness of this with parents at the end of the year, to help review and inform future developments</p>		
<p>Details: 7. Our PE Lead will deliver Staff Training (2x sessions) for all staff on increasing physical activity throughout the day: this will include sharing the results from the survey, the importance of increasing physical activity for all our pupils and the need to implement the daily Bridge Mile in every class.</p>	<p>March 2022- March 2023</p>	<p>RF, PE Lead</p>
<p>Details: 8. Introducing and implementing a range of innovative and fun Class Competitions based on increasing physical activity, and improving healthy eating etc. These will include:</p> <ul style="list-style-type: none"> • walk-a-thon – Bridge Mile • flash mob dance • bike-a-thon • colour run, dressing-up fun runs • sports day • Panathlon competitions - • smoothie challenge • Healthy food stalls – Fetes and parents evenings. 	<p>March 2022 and ongoing</p>	<p>RF, P.E Lead CB, Healthy Schools Lead</p>
<p>Details: 9. We will hold a whole school 'Healthy Eating week' within which we will run a range of activities every day. We will be consulting with the pupils on the school council initially, who will then decide on the different activities that will be included in that week, and we will design that week's timetable from the ideas/themes/resources taken from the British Nutrition Foundation Healthy Eating Week (June 2022): https://www.nutrition.org.uk/healthy-eating-week/</p>	<p>June 2022 – June 2023</p>	<p>CB, Healthy Schools Lead</p>



<p>Details:</p> <p>10. We will be participating in the national ‘Gardening Week.’ This will involve making use of our edible garden and with the community garden which is adjacent to the school. We will link this to the overall health benefits of gardening including</p> <ul style="list-style-type: none"> • the learning about healthy eating and eating things we have grown, • physical activity benefits • Positive mental wellbeing benefits. 	<p>April – May 2022/ May 2023</p>	<p>CB, Healthy Schools Lead</p>
<p>Details:</p> <p>11. We will work with our new 9 ‘Healthy Living Ambassadors’ for them to support a range of the physical activity and healthy eating initiatives over the coming year including:</p> <p>They will support</p> <ul style="list-style-type: none"> • Healthy eating week • Healthy food challenges. • Promoting healthy lifestyles across the school • Nutrition activities • Assemblies • Workshops for pupils/ parents and staff (Sway presentation) • The Daily Mile • physical activities • playground activities • get moving initiatives • wellbeing activities and awareness 	<p>March 2022 and ongoing</p>	<p>CB, Healthy Schools Lead RF, P.E Lead</p>



<p>Details:</p> <p>12. We will hold an upper school (Leaf and Accreditation classes) sports tournament. This will run for four weeks and include:</p> <ul style="list-style-type: none"> • Different sports each week to encourage pupils to be more active. • physical activity benefits 	<p>May 2022</p>	<p>RF, P.E Lead</p>
<p>Details:</p> <p>13. We will implement a new initiative of 'Music and Movement,' which will include sensory Physical activity sessions for our lower school (Roots and Branch classes) This will encourage pupils that are physically less active to participate and engage in activities such as dance and movement providing benefits:</p> <ul style="list-style-type: none"> • physical activity benefits • Positive mental wellbeing benefits. 	<p>March 2022 and ongoing</p>	<p>RF, P.E Lead</p>
<p>Details:</p> <p>14. A cycling initiative will be run for the whole school across the summer term, with activities such as:</p> <ul style="list-style-type: none"> • learning to ride a bike with outside agencies • A bicycle/tricycle/scooter fun day 'Tour de Riverside.' • Healthy bikers breakfast week for all pupils and staff that cycle into school. 	<p>March- June 2022</p>	<p>CB, Healthy Schools Lead RF, P.E Lead</p>



HEALTHY SCHOOLS LONDON GOLD AWARD REPORTING TEMPLATE

Complete this section when your above Silver Action Plan activities have been concluded and you are ready to apply for the Gold Award.

RESULTS AND IMPACT

RESULTS: Describe your results and whether you were able to achieve your planned outcomes.

EXAMPLES:

The group of pupils remained the same throughout the implementation of the action plan, September 2018 to July 2019: All pupils (Reception & KS1) = 190. The sample size completing initial and final surveys varied, September 2018 = 135 and July 2019 = 175.

1. To increase the percentage of children eating a portion of salad with their lunch. Target 40%.

*In September 2018, 17% (23/135) of children ate a portion of salad with their lunch. In July 2019, this had increased to 56% (98/175). **EXCEEDED***

2. To reduce the percentage of pupils reporting that they ate an unhealthy snack after school on the previous day. Target 40%.

*In September 2018, 61% (83/135) of children reported that they ate an unhealthy snack after school on the previous day (Note: unhealthy snack defined as chocolate, sweets, biscuits, pastries, crisps). In July 2019, this had reduced to 46% (81/175). **IMPROVED BUT NOT MET***

Include tables, graphs and bar charts to demonstrate changes in data.

Details:

In November and December 2021, we held a whole school consultation, which involved an extensive survey for all staff to complete regarding the healthy eating habits, physical activity and concerns regarding every student's health and development, as outlined in the 'School Data and Evidence Section' (silver section of the plan).

In April/May 2023 we repeated this process to collect our end line data. Again, we held a whole school consultation involving a re-survey for all staff to capture the healthy eating habits and physical activity behaviours of our students across the school. There is a higher number of pupils this year across the whole school, so the results are not precisely 'like for like' in terms of the cohort numbers for baseline and endline.

TARGET 1: IMPROVEMENT ACHIEVED/NOT QUITE MET

- To increase the percentage of healthy snacks that the pupils bring in from home, across the whole school from 53% (77/146 students) to 63% (92/146 students)

RESULTS: 59% (101/171)

%age increase: +6%

%age Shift: +11%



TARGET 2: EXCEEDED

- To increase the percentage of fruit, a salad or a vegetable included in packed lunches across the whole school from 37% (22/59 children with packed lunches) to 50% (30/59)

RESULTS: 57% (42/73 children with packed lunches)

%age increase: +20%

%age Shift: +54%

TARGET 3: MET

- To increase the percentage of pupils in the Roots pathway who bring in a healthier packed lunch from 54% (14/25 pupils) to 64% (16/25 pupils).

RESULTS: 64% (16/25 in Roots with packed lunches)

%age increase: +10%

%age Shift: +19%

TARGET 4: SIGNIFICANT IMPROVEMENT ACHIEVED/NOT QUITE MET

- To increase the percentage of Accreditation (Yr 10 and Yr 11) pathway pupils bringing in healthier packed lunches from 64% (7/11 pupils) to 82% (9/11 pupils)

RESULTS: 75% (12/16 in Accreditation with packed lunches)

%age increase: +11%

%age Shift: +17%

TARGET 5: MET

- To increase the amount of daily physical activity being completed by all pupils, by increasing the Bridge Mile from 3 classes (26 pupils) to **all** 19 classes (146 pupils)

RESULTS: All classes/all students completing the Daily Mile: now 23 classes* in total:

Increase from 3 classes (26 pupils) to **all** 23 classes (171 pupils)

**NB we have increased the no of classes this year from 19 to 23*

We knew when we identified healthier eating as a whole school priority that this would be, and continues to be, a challenging area of wellbeing for our cohort of students and their families, for reasons detailed in the needs analysis section of the silver plan, so we are delighted to have exceeded one of the planned outcomes, met two of the others and made improvement in the remaining two. We do recognise the ongoing challenges of supporting our students and families to eat healthier snacks/bring in healthier lunches, and as such we are continuing to focus on this whole area as a whole school priority as a much longer health-related behaviour change: reflecting on our outcomes, we do believe that the following factors may have impacted upon our results as mitigating factors in not quite meeting 2 of our planned outcomes:



- **Data collection:** The baseline and end line data were collected across two different academic years, with many of the cohorts comprising of a completely new group of students, due to some students leaving, some new students joining: just over this academic year we have gained 25 students, all with wide ranging multiple and complex needs, taking our total to 171, as opposed to 146 last year, and now have 4 more classes. As such, this changing nature of our student cohort should be taken into account when comparing the baseline and end line data, and as the data cannot be regarded as specifically 'like for like' in terms of the responses, we just want to note that this may have skewed the outcome as a result.
- **Changing Pathways:** it should be noted that the cohorts of children in the pathways have been moved around and are significantly different from this time last year. This has had an impact on the number of students in each pathway and we need to take into account the changing complexity of needs in these new groups. Therefore, again, we cannot measure the pre and post data 'like for like' for the specific pathways, rather it is a gauge of where we are now with these groups of students.
- **Complex needs of students in our Accreditation Pathways:** we always knew that it would be challenging to support the intended behaviour change of our students in Accreditation, due to the complex and varied needs of these cohorts of students. We also need to note that we have a different cohort of children in this pathway, due to some moving elsewhere and some joining the school/pathway, with other complex needs and therefore this is a target we have not yet reached. We will continue to focus across the school and in this pathway on supporting students and their parents with bringing in healthier packed lunches.

UNINTENDED OUTCOMES: Describe any unintended outcomes (positive or negative).

EXAMPLES:

- *Healthy Eating week had a fantastic impact upon the whole school and had a wider impact upon the snacks children are choosing after school. We had at least one third of each class enter the competition, which prompted discussion around what children were eating after school and their understanding of what is healthy and unhealthy. The competition meant that children wanted to share with their parents their ideas for recipes and parents were happy to engage with their children to develop healthy snacks.*
- *The review of targeted individual pupil's developmental abilities, emotional wellbeing and behaviour in comparison with levels of communication was so effective that it was extended across the school and similar workshops were held for class teams in each of the learning pathways – autism spectrum disorder (ASD), severe learning difficulties (SLD) and profound and multiple learning disabilities (PMLD).*

Details:

Significant Whole School Impact: this silver/gold project has been so much more impactful across the whole school than we had intended. In particular the response of SLT who have totally embraced the essential need for addressing this whole area of health and wellbeing, and as such have now reshaped our School Improvement Plan for 2023-24 to have an overall focus on healthy behaviours, healthy eating initiatives. We were intending to raise the profile and achieve some very positive outcomes re: the targets and activities, but had not anticipated the breadth of impact in terms of the buy in and changes in attitude across our staff and leadership teams.

Changes in staff attitudes: we have noticed a positive impact with many staff who are now more inspired to teach cooking and have discussions with students about healthy eating and we have also noted that some of our staff are now bringing in healthier packed lunches of their own.



Significant Increase in physical activity opportunities & activities, including external, resulting from the PE Lead joining the Healthy Schools Team

In order to widen the staff involvement in our Healthy Schools project, we recruited Ray Flowers, the PE Lead, to the HS team internally. As a result, he set some additional targets and activities which weren't part of our planned outcomes, but each of these have enabled us to increase all our students' access, and participation in, a wider range have contributed to the overall physical health and wellbeing of our students and staff, and are outlined in the table below.

Target: to increase the %age of.....	Pathway	Baseline: Sept 2022	Endline: June 2023
- intra-school competition for all students in Roots from 0% to 50% (29/58 pupils)	Roots (58 pupils)	0%	100% (58/58 pupils) We have managed to get 100% participation in this pathway, including Boccia and Penalty Shootouts
- Inter-school competition for Branch Pathway from 0% to 20% (10/52 pupils)	Branch (52 Pupils)	0%	31% (16/52 pupils) We have managed to get 31% of pupils taking part in inter-school competitions such as Panathlon and Boccia competitions held at local level at various locations across LBBD. We have also given new opportunities to 6 students in the pathway to attend a 6-week horse-riding course at Sugarloaf RDA in Stifford Clays.
- New sporting experiences for Leaf Pathway from 0% to 56% (5/9 pupils)	Leaf (9 pupils)	0%	100% (9/9 pupils) We have managed to give 100% of Leaf pupils new opportunities having them all attend a 6 week Rock climbing course held at the YMCA in Romford.
- Inter-school competition for Accreditation pathway from 17% (6/36 pupils) to 28% (10/36 pupils)	Accreditation (36 pupils)	17% (6/36 pupils)	75% (27/36 pupils) We have managed to get 75% of pupils taking part in inter-school competitions such as Swim Galas, XTend Bowling and Panathlons competitions held at various locations across LBBD

So, whilst we had planned in a range of physical activity opportunities for our students, we could not have anticipated quite how many external activities and events our students would be involved with over the year. As a result of our focus on building these opportunities, we have been so inspired to continue to build and extend these links further than we had originally intended: the tables below show the increase in participation from 2021-22, in the left hand tables, to current participation numbers in 2022-23 (*please note Seeds is a new pathway this year*)

Participation 2021-2022

Swimming Lessons	
Whole School	60

Participation 2022-2023

Swimming Lessons	
Whole School	157



Seeds	NA
Roots	0
Branch	22
Leaf	8
Accreditation	30

Seeds	16
Roots	58
Branch	52
Leaf	9
Accreditation	36

Participation in Extra-Curricular clubs	
Whole School	18
Seeds	NA
Roots	3
Branch	6
Leaf	1
Accreditation	8

Participation in Extra-Curricular clubs	
Whole School	27
Seeds	0
Roots	5
Branch	11
Leaf	2
Accreditation	9

Intra-School Competition	
Whole School	0
Seeds	NA
Roots	0
Branch	0
Leaf	0
Accreditation	0

Intra-School Competition	
Whole School	171
Seeds	16
Roots	58
Branch	52
Leaf	9
Accreditation	36

2021-2022

Inter-School Competition	
Whole School	8
Seeds	NA
Roots	0
Branch	0
Leaf	0
Accreditation	8

2022-2023

Inter-School Competition	
Whole School	45
Seeds	0
Roots	9
Branch	12
Leaf	2
Accreditation	22



Participation in Extra-Curricular School led Sports activities	
Whole School	8
Seeds	NA
Roots	0
Branch	0
Leaf	0
Accreditation	8

Participation in Extra-Curricular School led Sports activities	
Whole School	85
Seeds	16
Roots	11
Branch	21
Leaf	10
Accreditation	27

Findings and Factors from tables above: A Summary

Seeds classes (EYFS) are new to the school, so any findings are compared to NA from last year. The Seeds classes are also based on our second site, so many offerings of clubs and activities are not available to them this year. Still, we have managed to get all pupils swimming and out at trampolining activities.

Roots pupils had not been offered any participation in intra or inter school competitions before, we have managed to change this this year with all pupils taking part in intra competitions and 9 competing for the school in Panathlon and New-Age Kurling competitions.

Branch classes had not been offered any participation in intra or inter school competitions before, we have managed to change this this year with all pupils taking part in intra competitions and 12 competing for the school in Panathlon and Boccia competitions, most notably winning the Sydney Russell school hosted Panathlon in March 2023. 6 Branch pupils have also taken part in a 6-week course of horse-riding lessons.

All Leaf pupils took part in a 6-week course of Rock-Climbing lessons which had never been offered to pupils at Riverside Bridge School before this year. We have also seen an increase in their presence at Inter-school competitions.

Accreditation classes have been the most present in our Inter-school competitions, with 27 pupils in the pathway competing for the school across a wide variety of events. These have included Bowling, Panathlons, Swim Galas and Boccia competitions. The school was placed in the top 4 in all these competitions and pupils have many medals and certificates to show for their efforts.

Increase in staff fitness participation: when the PE lead joined our healthy schools team, he wanted to have an immediate impact on the engagement of staff and pupils, so started straight away with the staff and ran a **National Fitness Day sessions** with all staff who engaged without fail (no opt-out) in Sept 2022. All staff participated and many who had not engaged in any sort of activity like this before totally enjoyed the session. It was a great success and, from observation and anecdotal feedback during the sessions had an immediate impact on positive attitudes re: engaging in physical activity, as well as an instant result in increased engagement in physical activities. The sessions were also run with students, including some staff and student yoga sessions and dancing sessions, culminating in the performance of the famous ‘Haka’ dance, a ceremonial dance in the Māori culture and made more widely known around the world by the New Zealand sports teams before their international matches. These National Fitness Day sessions provided a highlight on the role physical activity plays in the life of our whole school community, raising awareness of its importance in assisting us to lead healthier lifestyles through being physical active. All our pupils and staff were involved in the



activities. Everyone enjoyed getting moving and this has now been built into the annual calendar of physical activities: [National Fitness Day – The UK’s Largest Physical Activity Celebration](#)

Sports Mark: due to all the new, and wide-ranging activities that we now offer, through our increased focus on physical activity this year, we decided to apply for the Sports Quality Mark in May 2023 and we have now been awarded the Gold Sports Mark Award 2023. This is a fantastic unexpected outcome that has arisen directly from the focus in this silver/gold plan.

First Aid/CPR: as a direct result of increasing our physical activity opportunities, we realised we needed to have an increased focus on how we support our pupils with their first aid training, and have now secured 10 CPR kits from the British Heart Foundation with training to teach our students how to do CPR. This is now a priority and will become fully embedded into the healthy lifestyles curriculum to support pupils on an ongoing basis with knowing about, and responding to health, safety and first aid issues.

ACTIVITIES: Explain if the activities in your action plan were delivered as intended, or if there were any changes and why. Describe any external or unanticipated factors that had an effect on your project.

EXAMPLES:

- *Activity: A partner organisation offered additional parent workshops, specifically focused on after school snacks and portion sizes. The workshops were well attended by a large group of reception parents - on average 15 parents attended each session. Parents were enthusiastic about the workshop with many requesting further hand-outs for friends. Some were parents who had been identified as needing targeting by teacher observations.*
- *External factor: The Local Authority commissioned an obesity prevention programme for families during the implementation of our action plan which we were able to access and plan for our school. This complemented the aims of our action plan and helped to support its success.*

Details:

The following planned activities were all delivered as intended and/or with slight changes as follows:

Activity 1: Whole staff training on snack survey results

This was delivered in January 2023 as a Twilight led by Raymond Flowers and Claire Barros on Healthy Living at Riverside Bridge School. The main content included a presentation of the survey results related to healthy snacks, the importance HEALTHIER snacks for our students and exploring alternatives and ways we can support parents and pupils with this. Priority areas discussed re: the survey results were on sugary food intake and links to obesity with the pupils in our school. Using sugar cubes and photos of products found in packed lunch boxes and snack boxes, this encouraged staff to think about the impact on the health of our pupils. Links to behaviour and some myths were dispersed. Following the training 45% of staff anecdotally fed back that they are now more knowledgeable of the issues and 20% of staff feel more confident talking about these issues with the students and parents.



Activity 2: Review of Food and Technology Curriculum

We completed a full review of the **Food and Technology curriculum** which now ensures that all our pathways have a range of lessons on nutrition and the impact of healthy eating, sensory cooking lessons and tasting sessions. As a result of the review, the curriculum subject Food Tech is now called Cooking and Nutrition, we have developed new stems for the personalised curriculum on nutrition, linking with Taste ED for Seeds and Roots. We have had a big push on Cooking and Nutrition plus Healthy Living subjects throughout 22-23 and all our pupils are introduced to healthy foods in Cooking and Nutrition lessons. The HS lead has reviewed the Whole School Food Policy to reflect changes in the curriculum. Part of the departmental/curriculum change arose from our Levelling UP training in July 2022, within which we discussed issues related to childhood poverty, cost of living and following this we have introduced a new School food bank *service (see activity 4 paragraph below)*, and unused food from our Cooking and Nutrition department is delivered/made accessible to our families in need.

In addition to this, we have recently redesigned the Cooking and Nutrition and healthy living curriculum again and have now mapped in more lessons in food tech and/or healthy living for all students/all pathways. These will be fully embedded into the curriculum from Sept 2023. This will be further enhanced by a new cooking room that is now accessed by all our Seeds, Roots and Branch students who previously only had food tech lessons through mobile resources, so were not able to fully benefit from the whole food tech experience, as opposed to students in Leaf, Accreditation and the sixth form who accessed a food tech room. The younger students now have full access to the whole food tech experience in this new dedicated space.

Activity 3: Audit of the Physical activity curriculum

We carried out an audit of the **Physical activity curriculum** and completed a review of the curriculum stems. As part of this review, the PE curriculum has been fully revamped to meet the needs of our learners and the requirements of the HSL this summer in preparation for September 2023 start. We matched the national curriculum as best fit for the needs of our pupils at Riverside, ensuring a broad and balanced new curriculum to give breadth to the delivery of PE at Riverside. Riverside Bridge School now host two sports days a year, consisting of a winter sports day and a summer sports day to further influence an increase in physical activity and an enjoyment of sports and games.

Activity 4: Parent voice and liaising with local organisations to support families.

The School Council sub committees for Healthy Living Ambassadors and Eco-Team have sent out emails and letters to Parents and Carers inviting them to join the committees and to have a voice on environmental and Healthy Living activities and events in the school. Letters have also been sent home to establish an interest in meetings online (convenience for parents, accessible)

Riverside Bridge School now have two sites and the number of pupils and new parents have increased, allowing for more new parents that are likely to become more involved and active. We will have our own governors when whole school is at new site. (2024/2025), we currently share governors with the Secondary and Primary school that are campus based.

An AHT has now been appointed the role of Parent/Carer liaison AHT. They will revamp the coffee mornings and parent/carers events. The Healthy Living Team will run workshops alongside the Parent/Carer liaison AHT. The AHT will also have a focus on establishing a PTA and furthering the Wellbeing Award for Schools.



Outreach – School gates, newsletters, website, social media platforms (Wednesdays for Healthy Living)As part of our increased engagement with parents, families and local organisations, and in response to the increasing ‘cost of living’ pressures that many of our community are facing, we have set up a formal link with School food bank service: <http://www.riversidecampus.com/bridge/?p=10901>

As such, we have pledged to support our local food bank which offers help to local people in crisis, who are often referred by specialist agencies such as social services, GP surgeries, schools, care centres and probation teams. During the Autumn Term, we started this worthwhile cause through our Harvest Festival and all food collected for this was donated to the foodbank on 13th October, 2022. On an ongoing basis, we now ensure that at the end of every half term, anything left in the food tech department, unused food and harvested food from our edible gardens is donated to families in need using the food bank, to support their of the local food bank.

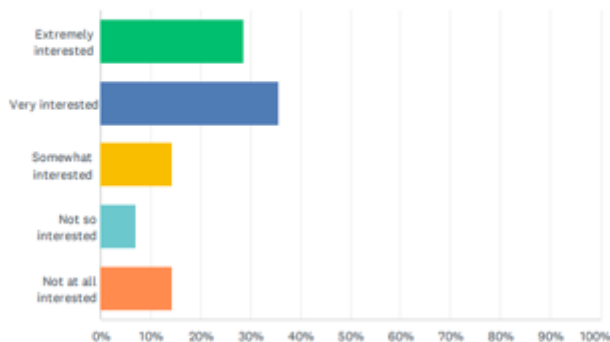
(Bite Back 2030: <https://www.biteback2030.com/>) The campaign inspired our young people in the school council to become more involved with the food bank. During harvest time especially, our Healthy Living Ambassadors and Accreditation classes organised the collection for the food bank. This campaign is not solely for harvest time alone. Our Healthy Living Ambassadors have been looking at ways in which the school can become more actively involved with the bite back2030 campaign. They have arranged upcoming meetings with the school catering team to ensure that minimal waste is produced and healthy food is provided. Recently our Healthy Living Ambassadors held the school canteen accountable for not providing enough salad and milk. After the meeting, the catering company immediately rectified the situation. This will be an ongoing campaign within the school to ensure every child is entitled to healthy food.

Activity 5: Parent Surveys

We have been running **termly parent surveys on survey monkey on snack foods**. We were delighted to have 28 parent responses, in comparison to previous surveys with an average of 10 responses, indicating a greater engagement from the parents overall.

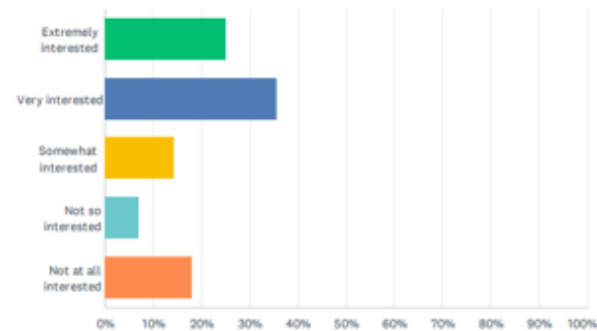
Q8 Would you like some advice about what constitutes affordable healthy and balanced packed lunches and/or snacks for your child?

Answered: 28 Skipped: 0



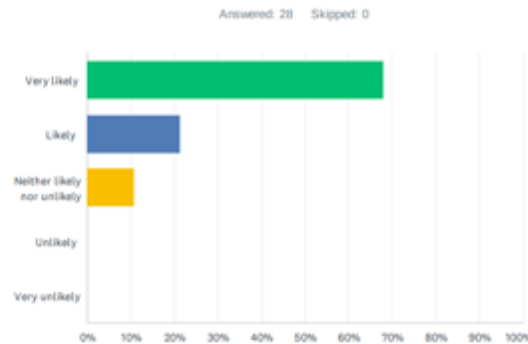
Q9 Would such advice or information provided by the school encourage you to change what you put in your child's packed lunches and or snacks?

Answered: 28 Skipped: 0





Q10 Do you agree that healthy school lunches and snacks can help your child to learn?



Some examples of feedback from our Parent online survey in May 2023. The engagement with the parents and carers was promising and allowed us to measure Parent/Carer understanding of the importance of healthy eating and also the feedback on what information Parents and Carers value. From this survey, the Healthy Living Team have now planned new strategies to outreach and involve Parents/Carers with information regarding Healthy lifestyles. In response to the data collected from the parent survey, to raise parental awareness of what healthy foods and suitable snacks are available for their child and how physical activities outside of school are impacting on children’s general mental and physical well-being. We sent letters home regarding healthy eating suggestions/ lunch and snack suggestions and now do this on a regular basis and now provide healthy living information on a new ‘Healthy Living’ section on our website (see point below for more information)

Also, following on from the surveys and the parent workshop, targeted parental work has involved the Healthy Living Team engaging with parents/carers that have asked for support, including providing additional Information to these homes, face to face conversations, telephone conversations and/or 1-2-1 workshops. As a result, parents are now being supported more in terms of their understanding and attitudes re: the importance of healthy eating, not using food as a reward, and links with wellbeing. We have indicated new workshops for next year in response to these surveys in the final section.

Activity 6: Parent information – Online, workshops, booklets.

We have created a new **Healthy Living section on the school website** http://www.riversidecampus.com/bridge/?page_id=7209

This section is in ongoing development and has been designed to provide useful, interesting and fun information for parents/carers, local community which includes a rotating selection of healthy packed lunch guidance reminders, ideas for recipes, suggestions for healthier food and snack alternatives, and monthly sports challenges and physical activity ideas, with uploads of videos from our PE department are placed on the website to encourage parents/carers to engage and increase physical activity at home. We include regular content and also have variable/new sections on the website.

In addition to improving the information and communication with parents on the website, we have set up a new Instagram account for Bridge school and the PE and Cooking and Nutrition departments now produce regular blogs to record and update Parents/ carers about events or offers and support. The website Monthly updates on the website for recipes, physical activities. Linked to twitter, You Tube and Instagram accounts.

Our healthy living section is linked to our YouTube channel, twitter page new Instagram account:

In addition, information is now included in the home school diary on nutritious meals and a lunch box/ snack guide, and leaflets are sent home termly with the importance of healthy lifestyles and where to access support.



Our Healthy Living booklet has begun to be created with information for parents/carers on healthy lifestyles and suggestions on how to get active plus how to establish good healthy eating habits. Included are recipes, exercises, healthy swaps, and the importance of hydration, sleep and wellbeing. The booklet also has links for local agencies that can support families with healthy lifestyles. This will be published for September 2023.

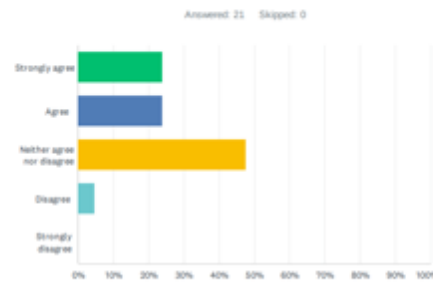
Activity 7: PE Lead Delivering 2x Staff Training Sessions

Our PE Lead has delivered **2x Staff Training** sessions for all staff, focusing on increasing physical activity throughout the day: these sessions included sharing the results from the student surveys, the importance of increasing physical activity for all our pupils and the need to implement the daily Bridge Mile in every class. The PE survey results have also been circulated among staff following the training. The main findings from which show that there has been an increase in physical activity across the school and the staff have seen an impact on pupils health.

Q17 Have your pupils participated in any of the following in 2022-2023?

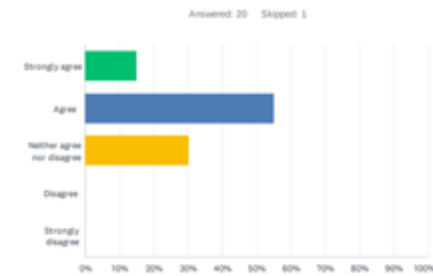


Q18 Have you seen an increase in physical activity across the school?



ANSWER CHOICES	RESPONSES	COUNT
Strongly agree	23.81%	5
Agree	23.81%	5
Neither agree nor disagree	47.62%	10
Disagree	4.70%	1
Strongly disagree	0.00%	0
TOTAL		21

Q20 Do you feel the Healthy Living team has made a positive impact on pupils' health?



ANSWER CHOICES	RESPONSES	COUNT
Strongly agree	15.00%	3
Agree	80.00%	16
Neither agree nor disagree	5.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		20

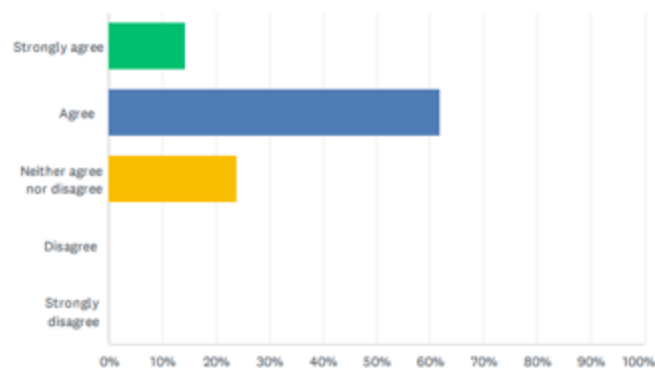
Further to the training sessions, the PE lead has also held 1-1 conversations with staff to gauge more interest on physical activity and well-being.

The PE lead also delivers a range of team building physical activities for all our staff and mindfulness activities and strategies which many staff are now using on an ongoing basis including making playtimes more active.



Q9 Do you feel confident in leading playtime activities?

Answered: 21 Skipped: 0



“I really enjoyed the training sessions and the healthy competition between staff. I am looking forward to more activities and training to come.” E. Ayaz.

Activity 8: Class Competitions and Activities

We have introduced and implemented a wealth of **innovative and fun Class Competitions and activities** based on increasing physical activity, and improving healthy eating etc. which have been extremely popular across the whole school with students, staff and parents! These new initiatives have included:

- **Fun Runs/Walk-a-thon** – Apr 2022: To kick-start the Bridge (daily) Mile, we held a dressing up fun run and a walk-a-thon across the school. The Hydration Station was also included in these activities. Class pedometers were distributed to each class to calculate how many steps/active time each class had achieved, unfortunately the pedometers were not reliable, however pupils from roots classes ran or walked around the football pitch twice. Pupils from Branch classes walked and ran around the football pitch three times and our Leaf and Accreditation classes walked and ran around the pitch for a minimum of four laps (Depending upon ability).
- The **Bridge Mile** has been amended/adapted to ensure that it meets the needs of all our pupils to encourage and engage our students in daily physical activities. This was re-introduced October 2022 and is now ongoing daily practice. During morning training sessions in October 2022, our PE Lead, reintroduced the new adapted Bridge Mile for the school, this collaborates with the new School House System. Teachers input their data on how much exercise or how far pupils have walked each day, have been completed by each class. The Bridge Daily Mile is now ongoing daily practice completed by the whole school.
- **Sports Day:** July 2022 – Whole school sports day split over two days with activities ranging from Make a splash bongo bounce, beat the goalie, basketball shootout, scooter race, javelin and shot put. This year we have had more activities and participation in the root classes than previous years. Hydration station included this year for the first time and proved very popular.



- **Smoothie challenge:** July 2022 – 15 pupils from our accreditation phase participated in a cycle smoothie challenge. This activity involved cycling on a stationary bike to provide power to operate a smoothie maker. Pupils enjoyed this event and have requested that this be repeated so will build this into annual planning for enrichment activities.
- **Healthy Food Stall at Parents Evening** –Nov 2022 - we ran a Healthy snack stall providing information, tasting activities, QR code with links to website and social media accounts for recipes etc. Despite planning to run a similar healthy food stall at our Oct fete, due to lack of staffing we were unable to do this. We will ensure to plan these in to all similar future events.
- **Panathlon** for KS1 & 2 –Feb 2023 at Sydney Russell School and Eastbrook School
- **Swimming Panathlon** – Feb 2023, London Aquatic Centre

In addition to these planned activities above which were included into our silver plan, our new PE lead has been extremely active in setting up a much wider range of fun, physical activities, events and competitions, to support our intention to increase physical activity opportunities and engagement for as many of our pupils across the school. These additional activities which support this targeted area of our plan also include:

- **World Vegetarian week:** All pupils participated in creating vegetarian dishes in Cooking and Nutrition lessons – Sept 2022. Within Cooking and Nutrition, we have celebrated World Vegetarian Day by making some Vegetarian Falafels. Pupils have had the opportunity to practise some basic knife safety skills and learn how to blend ingredients. Pupils were able to explore the texture and smell of the various ingredients: <http://www.riversidecampus.com/bridge/?p=10986>
- **Weekly Rock climbing sessions** started Autumn 2, 2022 and now ongoing
- **'FOOTBALL FEVER' whole school activities** during the world cup, pupils and staff wore football shirts, we completed football activities, tournaments, which helped to increase engagement and excitement to ensure the additional physical activities are being implemented: Autumn 2, 2022
- 6 x Panathlons across KS1, 2, 3 and 4 –From Feb-April 2023 at Sydney Russell School, Shenfield High and Eastbrook School
- Swimming Panathlon – Feb 2023, London Aquatic Centre finished 3rd overall
- Boccia Competition – April 2023, Trinity School finished 2nd overall
- New-Age Kurling Competition – February 2023, Riverside Secondary School finished 1st overall
- Bowling XTend Competition – March 2023, Romford NAMCO finished 3rd overall
- All classes in the whole school have attended swimming lessons at Abbey Leisure centre
- The review of sports day has resulted in the new implementation of two sports days a year, a winter sports and a summer sports event to increase physical activity and enjoyment. The Winter Sports week consisted of competition across the pathway groups in traditional winter Olympics sports such as Kurling. Involving all pupils across all classes in the school.
- National skipping day – A national skipping day event was held with all staff and pupils taking part in the event to increase fitness and skipping skills.
- The Summer Sports Day programme has been reviewed. We have had Panathlon UK attend the school in order to provide us with more resources, equipment and SEND based events in preparation for the event in June 2023.
- An additional grant has been awarded to Riverside Bridge through the London Schools programme that RAFL applied for. The grant is for £6000 and has been spent on new Futsal/Handball goals for the school, along with 4 sets of Badminton posts, futsals, badminton rackets and shuttlecocks; all to increase the sports offerings and opportunities for the pupils of Riverside Bridge School.
- Riverside Bridge School have also achieved Gold School Games Mark in partnership with the LBB School Games Organsier



- WJEC Award for 8 pupils in Physical Education is new to the school – this is a pre-entry award designed for SEND pupils who cannot access more traditional awards such as GCSEs or BTECs.
- ASDAN Award for 16 pupils in Physical Education is new to the school – this is a pre-entry award designed for SEND pupils who cannot access more traditional awards such as GCSEs or BTECs.
- Colour run is scheduled for Friday 7th July 2023, this will celebrate PRIDE month and allow creativity and a range of colourful healthy activities including bright coloured clothing and scarves whilst running, rainbow smoothies, paint a rainbow activities.
- Flash mob dance has been rescheduled for 2023-2024 and will be part of the new music department events.
- Bike-ability started on Monday 19th June 2023. With all classes taking part in cycling activities.
- Half-termly offer of calendared events (rock-climbing, zip-wiring, skydiving, cycling)

Activity 9: Healthy Eating Week

We held a whole school '**Healthy Eating week**' with range of activities every day timetabled across the week for the whole school, drawn from the ideas/themes/resources British Nutrition Foundation Healthy Eating Week (June 2022): <https://www.nutrition.org.uk/healthy-eating-week/>

We consulted with the pupils on the school council initially, who then decided on the different activities that were included. Classes throughout the week participated in these activities including:

- Hydration
- Zero waste
- Protein
- Five a day (Year 11 made a song)
- Fibre

Healthy Eating week was again timetabled across the week for the whole school on 19th to 23rd June 2023. Pupils learned Makaton signs for related words and enjoyed learning that there was more to healthy eating than just fruit and vegetables.

We have shared ideas and activities for this week with our school community on the website: see final section

Activity 10: National Gardening Week

We participated in the **national 'Gardening Week'**, involving increased use of our edible garden and the community garden adjacent to the school. The activities across the week involved students across the school as follows:

- Year 10 and Year 11 classes, participated in maintaining the garden, daily watering of plants, weeding, sowing seeds and early harvests.
- Year 11 liaised with the Barking Food Forest, planted trees and shrubs and learned how to mulch, and when to harvest foods.
- Roots, Branch and Leaf classes all sowed seeds and had lessons on gardening, life cycles.
- Some classes used this week to participate in Yoga and storytelling in the Garden.



We discussed the health benefits of gardening with all our pupils, as part of this initiative, including learning about healthy eating and eating things we have grown, and highlighted the positive physical activity and mental wellbeing benefits.

Further to these planned activities, we sent some of the produce from the garden to families in need as part of our new School food bank service.

We participated in **National Gardening Week** again to link with **Healthy Eating Week in June 2023**, pupils looked at the vegetables that were growing in the garden and some even harvested peas and lettuce to make our salads and kebabs.

Activity 11: Healthy Living Ambassadors

We appointed 9 new **'Healthy Living Ambassadors'** who have actively supported a range of these physical activity and healthy eating initiatives, including

- Healthy eating week – HLA's helped the cooking teacher to select a range of Foods to prepare in cooking lessons. HLA's have also posted BNF healthy eating week posters around the school to raise awareness of healthy eating.
- Healthy food challenges – HLA's have planned a range of activities and events for the next academic year. These will include short videos of the HLA's and Healthy living team offering short recipes and challenges.
- Promoting healthy lifestyles across the school – By engaging with the catering team and holding meetings with the cooking teacher to monitor and evaluate healthy foods in the school. HLA's have also helped to distribute surveys to classes for monitoring.
- Nutrition activities during assemblies – 1 assembly has been hosted by the School Council, including HLA's to challenge pupils to identify nutritious foods. The HLA's have planned for 2023-2024 academic year to host 3 Assemblies on Healthy lifestyles.
- During meetings, HLA's have had input with the Healthy Living Team to discuss the implementation and suggestions for :
 - Bridge Daily Mile,
 - physical activities
 - playground activities
 - get moving initiatives

Following these successful initiatives, we have now allocated set tasks for our ambassadors including:

- Forming our School Nutrition Action Group (Food for life) and working on these SNAG priorities. As part of this they have acted as our Food Champions for Bite Back 2030 programmes to help tackle childhood obesity) also food poverty. <https://www.biteback2030.com/>
- Termly meetings with SLT and Healthy Schools Lead, meeting with School catering team on how to improve school meals – See minutes of meeting.
- <http://www.riversidecampus.com/bridge/wp-content/uploads/2023/03/Riverside-Bridge-School-Council-Meeting-on-10.02.2023.pdf>
- During a meeting with the school catering team, the HLA's organised for the Catering team to hold a whole school healthy pizza day. The Chef from the Catering team visited all classes in the school to offer the opportunity to create their own healthy pizza.
 - <http://www.riversidecampus.com/bridge/?p=16142>
 - <http://www.riversidecampus.com/bridge/?p=16202>
 - <http://www.riversidecampus.com/bridge/?p=16194>
 - <http://www.riversidecampus.com/bridge/?p=16184>



- Training in using parachute games and other playground activities. The staff have now started to organise these playground activities, with the ambassadors, although this is work in progress and is an area that we will continue to focus on to keep improving.
- Assemblies on the 1st Friday each half term are now led by Healthy Living Ambassadors and the Healthy Living Team, including running physical activities and healthy eating challenges.
- Get Moving Challenges – once a Half Term, (on website and social media)
- Healthy Food Challenges – once a Half Term (on website and social media)

Activity 12: Upper School Sports Tournament

We held an **upper school (Leaf and Accreditation classes) sports tournament**, which ran for four weeks and included different sports each week to encourage pupils to be more active and sharing the physical activity benefits of exercise and activities. As a result of this tournament, we have added a wider range of sports and more inclusive sports to the upper school PE curriculum. Also, upper school classes are now linking together for ‘team-player’ sports, including football, rugby and basketball which all 44 pupils have taken part in and photos of the events can be seen in the bottom section of the document.

Activity 13: Music and Movement Initiative

We now run a ‘**Music and Movement**’ programme, newly added to our new lower school PE curriculum, which includes new sessions on dance and sensory movement in Roots and Branch classes. Following the success of these lessons, we have now rolled them out for Seeds Class from Spring 2023. Totalling to 126 pupils engaging with this initiative. This fun and creative programme encourages those of our pupils who are less physically active to participate and engage in other types of activities including dance and movement. We also teach them through these sessions about the benefits for physical health and mental wellbeing

Activity 14: New cycling initiative

A new **cycling initiative** was run for the whole school across the summer term 2022, which involved select classes accessing the bikes and scooters in the designated bike area. As part of this new initiative, we have now added cycling to the PE curriculum, within the new Outdoor Adventurous Activities programme. Through these new planned curriculum activities, pupils have begun to learn to ride from 19th June 2023 and this will be continued at intervals throughout the school year. Cycling events will be added onto events for School Year 23-24. Existing bikes have been repaired by Vandome Cycles.(<https://www.vandomecycles.co.uk/>)

OVERALL



STRENGTHS: Describe the overall strengths of your project.

EXAMPLES:

- *A zone structure was developed so that the playground had designated zones for different types of activities. The zones have been the major change to the school environment – the playground has structured titled zones e.g. music zone, construction zone, ball games zone. The children and lunchtime staff are clear about the zones which means that equipment in each zone stays in its designated zone all of the time. This has ensured the playground environment is less chaotic and more organised and structured.*
- *Tasting sessions provided an excellent opportunity for children to discuss unfamiliar fruits and vegetables and try these, then choose these independently in the lunchroom.*

Details:

- Overall, the **commitment and dedication of the school’s Healthy Schools (HS) Team** who have led this project, and the support they have received from the Senior leadership team, have been key in being able to prioritise the time, resources and staffing to effectively deliver the activities and achieve the outcomes through a genuine whole school approach. Expanding the HS team to include the PE lead has been particularly impactful in establishing a wider breadth of innovative physical activity opportunities as well as joining up the healthy eating and physical activity agendas, allowing genuine join up across the school.
- In addition, one of the real successes has also been the **genuine buy in from all our staff** to this agenda and how much they now recognise this as a highly important area for supporting our students’ all-round wellbeing. Equally their recognition of the need to, and the challenges of, engaging parents in order to secure more impactful changes, whilst also recognising the challenges we have to engage many parents who struggle with their children’s food, and the best ways to provide healthier diets. We always knew this was going to be a long-term project and staff recognise the need for ongoing commitment to this as a longer term health related behaviour change project.
- Involving our students as **health ambassadors** has really been a real success in ensuring that the students understand the agenda and share it with the other students in relevant ways.
- **Parental engagement in termly surveys:** whilst engagement with the whole parent body is still, and will continue to be a challenge as the majority of our students are bussed into school and so we do not have an immediate and/or face to face relationship with the majority of our parents, it was really pleasing to note the regular increase in responses to our parental survey monkey surveys: average 28 responses, from a previous average of our 10. We have been pleased that the parents have accessed these surveys through the new Healthy Living comms that we send out to parents through the website.
- **Redesigning the food tech curriculum** to raise the profile of healthier eating, healthier snacks, healthier packed lunches has been very helpful in improving our students’ understanding and help support some changes in their own eating habits and behaviours. These lessons have really enabled our students to explore, discuss and reflect on how they can eat more healthily, in relation to practical ‘real-life’ contexts that they can relate to. As a result of this, as noted in earlier



section, we have increased the number of food tech and healthy living lessons across the whole school 2023-24, and our new food tech room for the Seeds, Roots and Branch students, including our non-verbal students, has enabled all these students to now fully access this area of the curriculum.

LESSONS LEARNT: Describe what went well, what didn't go so well, and recommendations you would you make for the future.

EXAMPLE:

- *We found that there was actually an increase in pupils accessing support for mental health and well-being. To begin with I felt this was a negative thing and felt concerned that the work we had put in had been unsuccessful. However, after talking to our pastoral managers we realised more students had accessed support because they felt more confident to talk about their own mental health, which is actually a positive thing and was one of our targets.*
- *I received feedback from teachers that cooking can be complex due to the location of our equipment, the need for a second adult to take food to ovens and the time taken for everything to be cleared away from classrooms. All of these things made cooking less desirable and taught less frequently. However, following these discussions I have made a proposal to our head teacher for a classroom to be built specifically for cooking.*

Details:

What went well

- **Staff buy in:** through the staff training, there has been a genuine increase in awareness in many members of the team about the importance of healthy snacks, with a particular impact on their understanding about how much sugar there is in certain foods, particularly around sugar content. The activities in the training had staff thinking about how much sugar our pupils' intake before school, during school and after school. This has resulted in our staff feeling more confident and empowered to support parents/carers with their child's healthy lifestyle is paramount to tackling poor dietary choices and helping our pupils (and their families) live the best life possible
- **Student engagement through class competition:** setting up class competitions has worked particularly well in getting all the students' engaged in the healthier eating and physical activity activities – this has been particularly successful and is a great way for us to really engage the students. We will definitely be using this strategy to engage all our students in future projects.
- **Engaging with external physical activity providers and organisations** has really added another level to the types and ranges of physical activities that all our pupils have been able to engage with, and this has been a real strength of this project. Our students have taken part in more things, and a wider range of things, as a result of this part of this project.
- **Parent engagement with surveys and Parents Evening:** The use of surveys and social media have bridged a small gap in our Parental engagement.



- **Accreditation for the School:** The activities, events and whole school approach to Healthy Living enabled the school to apply and qualify for recognition of Wellbeing Award for Schools, Eco-Schools working towards green flag, and our brand new School Games Mark (Gold).

What didn't go so well

- **Engaging and influencing parental behaviour change:** it has been challenging to engage with parents and help influence their behaviours re: how they support and encourage their children's and their own eating behaviours in such a short time period. We anticipated this might be the greatest challenge within our plan, which it has been, and recognise the need to drip feed information, provide information, education and fun things to do to raise awareness etc., in a variety of ways and a long time period to genuinely be able to influence this whole school community health-related behaviour change. As such, we will continue to prioritise this area as a whole school ongoing area for development
- The changes to our school intake of pupils, the movement of students across different pathways and changes to staffing meant that the comparative **data was quite hard to track and compare.**

Recommendations:

- It is important to get all staff involved right from the start. This type of project needs to be implemented through a **whole school approach.**
- Create a team that have **access to all pupils across the school.**
- It is essential to **enlist the help and support from a School Council, house captains or KS4 pupils.** The influence of these students on our other students has been invaluable for supporting them with more changes and increases to participation in healthy eating and physical activity.
- Be **mindful of the goals and targets** that are being set: are they achievable?
- **Consider factors** such as staff changes, new pupil cohorts.
- **Make it fun**

SUSTAINABILITY: Describe what you will do in future to sustain the project.

EXAMPLES:

- *Mindfulness has become an integral part of our school. The children and staff and many parents have loved doing it and have felt far reaching benefits from the programme. Our aim is now to keep developing our practice and to become a lead school and share our experiences with other schools. The PTA has enthusiastically agreed to support and fund the creation of a mindful area of the school playground. The intention is for the children to design and paint a wall mural in the area; to grow flowers and herbs and to position various items (e.g. wind chimes, glitter bottles etc.) which will create an area of calmness and reflection.*
- *This year we have had a very positive response to our school council deputies becoming salad monitors and encouraging children to eat more salad. Next year, we intend to give every child in KS1 an opportunity to be a salad monitor.*



Details:

SDP (School Development Plan) 2022-23: *The following is from the SDP.*

We want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent, we offer our pupils a broad range of opportunities such as Jump London, swimming lessons to extend their agility, balance and coordination individually or in a team. Our pupils are able to take part in competitive and co-operative physical activities in a range of challenging situations and context such as Borough Curling Competition and Trewern Outdoor Education Centre.

We also want our pupils to learn about the principles of nutrition and healthy eating as well as instilling a love of cooking as learning how to cook is a life skill which will enable all our pupils to feed themselves and others well in later life. As part of the Cooking and Nutrition curriculum which is delivered by a specialist teacher a minimum of once a week, pupils learn how to make healthy choices in relation to food and drinks; learn how to appreciate food from different countries and cultures; how to shop for the ingredients needed for their recipes and pay for them; and how to maintain good hygiene when it comes to cooking and eating. We also ensure all pupils participate in food events like Chinese New Year Fortune Cookies day, Pancake Day, etc. so they learn how to participate in group activities, engage positively in interaction with peers and receive peers' feedback positively.

Further actions to maintain judgement:

- *The introduction of the House System to support the development and promotion of the curricular Healthy Living Area.*
- *To track the participation and engagement of all pupils to ensure that access to enrichment is equitable and progressive, adapting provision to target all pupils.*
- *To review and maintain initiatives to develop our pupils and their families understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, in response to gathered data.*
- *To review the use of the school's environment to ensure the grounds are used to support the enrichment of all pupils e.g. Forest School, Eco School Award.*

Curriculum review: we are committed to completing regular reviews of the Food Tech and PE curricula, to ensure that there are regular reviews offering a broad and balanced curricula to all pupils, involving pupil's voice through the School Council. We will monitor the increased curriculum provision, and the use of the new food tech room, over 2023-24.

Governor training and engagement: In response to the government white paper, we will use relevant funding to deliver training for governors on Food In Schools **and will be inviting governors to observe healthy living lessons to ensure that our governors** are also updated in the whole school developments and issues relating to this whole school priority : Spring Term 2024 (date tbc)



Parent engagement Autumn Term 2023 and through 2023-24: to continue our active work with parents, we are currently organising a summer term online workshop which will focus on Healthy Eating, Physical activity and support in the community, Food refusal, Sensory activities. Our new Parent engagement AHT will also be looking at other workshops and to bring in guest speakers. In response to the survey monkey feedback, parents have requested more information about healthy packed lunches, healthy snacks, more ideas etc., so we will ensure to provide a workshop and guidance on this whole area. We will aim to run these annually. Additionally, we are also signing up to a new 'Parent Engagement Award' in Sept 2023, to increase our engagement and various ways to reach our parents, along with increased parent voice, to strengthen this whole area further.

Healthy Living Ambassadors: train up the new ambassadors in Sept 2023 with the parachute training and continue to support and train all ambassadors every term re: supporting the parachute, and other, games in the playground and to continue having an input on activities and events in the school that promote Healthy Living.

Physical activity events and fixtures: Due to the success of the increase in physical activities across the school and the implementation of house system competitions, we will be repeating all activities that were accessed 2022-2023 and will be creating more opportunities for physical activities. These will include more extra-curricular clubs, offsite visits, awareness days and fun events.

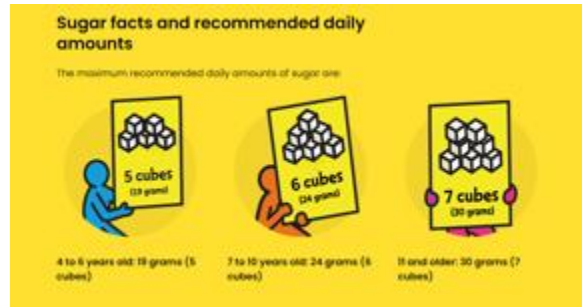
Cooking and Nutrition: The Cooking and Nutrition teachers will be working with school nurses, dieticians and parents /carers to continue to support with healthy lifestyles at home. This will be from Autumn 2, 2023. The aim will be to ensure that the healthy alternatives are available for pupils and more social media input for parents/ carers to access.



PHOTOGRAPHS & QUOTES: Include any photographs, quotes, feedback or other evidence from your project.

Details:

Whole staff training on snack survey results



“I cannot believe that although 4g of sugar is in 1 teaspoon of ketchup which doesn’t sound a lot, the amount of ketchup used at a lunch time can exceed a day’s recommendation of sugar” (Teacher).

General observation from a member of staff

“We have noticed over time our students have become increasingly encouraged to bring in a healthier lunch. One child now brings in extra fruit for snack and lunch , his portion sizes have reduced and he has lost some weight in the process. We do more physical activities in class which means students and staff are more active during lessons. This includes more movement breaks, sensory circuits and yoga. The children's presentation of food is more inviting with extra fresh fruits and vegetables accompanied by a good source of protein. We have now included more food based lessons that involve fresh fruits to explore. The children gain good life skills about learning the process and following steps on how to stay healthy. This has also encouraged myself to bring in a healthier lunch”
K.Knight.

Curriculum Review: Food Tech and PE

Both the Cooking and Nutrition and PE curriculums have been revised. PE has been redesigned to match a more traditional set of sports and give a more broad and balanced offering to all pathways and classes. Here is a screenshot of the new curriculum design, plus a screen shot of the home learning advice and guidance we offer parents.



“In the last three years Healthy Living has been a key focus of the school and looking at how we can promote healthy lifestyles, eating and exercise into our daily life and school and where possible at home for pupils. The Healthy Living team have worked tirelessly to embed initiatives into the school curriculum such as Daily Mile, healthy snacks, edible garden, growing our own produce and many more.” H. Clark.

Curriculum Days

World Book Day, Pantomime Day, British Science Week, World Maths Day, Comic Relief, International Day of Happiness, Valentine's Day, Chinese New Year, Careers Week, Mother's Day, Sports Day Relief

Healthy Living – PE

- Applying flexibility, strength and balance through development of their basic motor skills.
- Developing dancing skills through learning different dance movements, steps.
- Making a routine to the backstep of the Freeze Dance Song

Healthy Living – Nutrition and Cooking

- Exploring kitchen utensils such as bowls, whisks, wooden spoons and chopping boards.
- Using with support kitchen utensils such as bowls, whisks, wooden spoons and chopping boards.
- Making fruit salads.
- Exploring vegetables.
- Making dough, sandwiches and a gingerbread man.
- Exploring such as 'Handa's surprise', Oliver's fruit salad, Oliver's Vegetables, Sam's sandwich and the Gingerbread man.

Healthy Living – PE

- Developing dancing skills through learning different dance movements, steps.
- Making a routine to the backstep of the YNGA song.
- Developing knowledge of team-based skills through sports such as 'Inevitable' and 'Inevitable Football'.

Healthy Living – Nutrition and Cooking

- Exploring different types of dough whilst learning about the Gingerbread Man.
- Exploring different textures and sizes.
- Practising how to knead dough.
- Learning about the basic equipment used in the cooking room.
- Learning how to use basic equipment correctly.

Healthy Living – PE

- Developing dancing skills through learning different dance movements, steps.
- Making a routine to the backstep of international-based dances.
- Continuing developing their knowledge of team-based skills through sports such as Soccer.

Healthy Living – Nutrition and Cooking

- Making different styles and types of bread.
- Becoming experts in kneading.
- Learning how to follow a simple personal recipe in order to follow shaping dough.
- Exploring the sensory properties of food.
- Continuing to learn about cooking techniques and how to use them safely.

Healthy Living – PE

- Developing badminton skills, working on singles based badminton whilst practicing a low level net and short handplacement.
- Beginning to develop the knowledge of inclusive sports through sports such as curling.

Healthy Living – Nutrition and Cooking

- Expanding technical cooking skills.
- Making various foods from around the world.
- Learning how to work safely with the electric and gas both.
- Understanding how to handle raw meat.
- Learning how to prepare pasta and pizza.

Healthy Living – PE

- Developing badminton competitive skills.
- Working on both singles and doubles based badminton match play using a high level net and long handed rackets.
- Developing their knowledge of inclusive sports through sports such as Parathlon.

Healthy Living – Nutrition and Cooking

- Learning how to store food appropriately.
- Understanding the consequences of poor food safety and hygiene.
- Cooking a selection of foods from around the world.
- Learning about food poisoning and how to prevent it.
- Learning about kitchen and personal hygiene. Developing understanding of cultural cookery by learning about where food comes from.
- Understanding food groups and nutrients.

Newly revised
Healthy
Living/Food Tech
Curriculum
overview and
home learning
ideas



Healthy Living - PE

- Pupils can experience dancing freely to their favourite songs. These can be nursery songs or songs from popular culture.
- Pupils should be fully encouraged here, they do not want to restrict any moves they feel they want to make in relation to the music, as an expression of dance.
- Play Freeze Dance Song (YouTube.com) - Have pupils practicing 'tapping', 'freezing', 'twirling' and 'kipping' in time to the music.

Healthy Living - Nutrition and Cooking

- Pupils can practice chopping foods at home, making quick snacks and helping prepare with dinner.
- Pupils can play I Spy or go on a scavenger hunt around the kitchen searching for fruits and vegetables or cooking equipment.
- Shopping time - Have the pupils help select healthy foods either online or in the shops.
- Growing vegetables - now is the perfect time to sow some seeds and there are many vegetables that can be grown on the windowsill.

Healthy Living - PE

- Using a tennis ball or and ball they can grip in their hand have pupils try to hit the ball toward an object on the floor 5m away from them.
- Stand 5 random objects out on the floor and have pupils try to knock over as many as they can out of 5 rolls of paper on the floor. Objects must be more than 5m away from them.
- Have a 3 free-standing objects in the way of a piece of paper on the floor. Pupils must knock over at least 1 object, then try to roll on the ball onto the paper.

Healthy Living - Nutrition and Cooking

- Pupils can help cook in the kitchen they can practice peeling the onion and fry.
- When shopping, encourage pupils with tasks from around the counter, what counts is it fresh? what ingredients are used?

Healthy Living - PE

- Using a tennis ball or and ball they can grip in their hand have pupils try to hit the ball toward an object on the floor 2m away from them.
- Have pupils roll the ball and try to get it to stop on a piece of paper on the floor 2m away from them.
- Lay 5 random objects out on the floor and have pupils try to hit as many as they can out of 10 rolls of the ball - objects must be 2m away from them.

Healthy Living - Nutrition and Cooking

- Explore various recipes at home and find the equipment used.
- Practice measuring ingredients - Encourage pupils to help measure ingredients.
- Visit a bakery or watch Mr. Baker visits the bakery (YouTube.com)
- Encourage pupils to describe food when cooking or eating, is it crunchy, smooth, soft?

Healthy Living - PE

- Using a tennis ball or and ball they can grip in their hand have pupils try to hit the ball toward an object on the floor 5m away from them and have it stop within 10cm of it.
- Stand 5 random objects out on the floor and have pupils try to knock over as many as they can out of 5 rolls of the ball - objects must be more than 5m away from them.
- Have a 3 free-standing objects in the way of a piece of paper on the floor. Pupils must knock over at least 1 object, then try to roll on the ball onto the paper.

Healthy Living - Nutrition and Cooking

- Pupils to be encouraged to help with shopping and putting the ingredients away. Can they check the use by date on products?
- Pupils to be encouraged to cook and clean up at home, whilst adhering to food safety and hygiene rules.
- Practice cooking a dish from another country.

We also send weekly videos for parents to watch staff delivering a skill or skills that their children will be learning that week in school for them to follow and replicate at home. Healthy Living videos and photos are sent out on Wednesdays via Instagram and Facebook.



<https://instagram.com/riversidebridgeschool?igshid=MWQ1ZGUxMzBkMA==>



<https://www.facebook.com/profile.php?id=100086468397595>

Engaging with our community/supporting our Local Food bank





Our own grown produce from the Food Department being sent to the food bank for delivery to families in need



Requests for other food from home to support the foodbank at harvest time. These posters were distributed around the school by the Healthy Living Ambassadors who worked with Accreditation classes to collect tinned and packaged foods.

Celebrating World Vegetarian Day:



These Vegetarian Falafels were made in class and are really easy to make. We sent information to parents with the recipe and this photo of the ones we made to encourage them to have a look at the recipe and make them at home with their child.

Healthy Living Website Page: examples of sharing information with our community

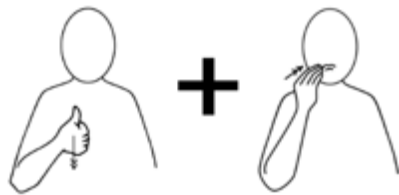


Family snack challenge: <http://www.riversidecampus.com/bridge/?p=10835>

- Let's get inspired to make healthier snacking choices for our pupils.
- Please follow this link for more information: [Family snack challenge leaflet | PHE School Zone](#)



Healthy Eating Week 2022



Healthy eating



In these Food Technology lessons we were providing some Protein Power. Pupils in Orange 2 made a delicious egg salad. Lime 2 learned how our bodies use protein for building new cells and tissues for growth and repair; and pupils in Pink 1 and Pink 3 made a Power Protein Salad featuring black beans and chickpeas.

National Healthy Eating Week June 2023



“Healthy Eating Week was really nice, pupils enjoyed cutting and eating their vegetables. It is nice to see them eating healthy food.” T. Siwoniku.

These links show our sharing of information with the school community re: initiatives during Healthy Eating Week, engaging families in the following:



- Varying our Protein: <http://www.riversidecampus.com/bridge/?p=10760>
- Stay Hydrated: <http://www.riversidecampus.com/bridge/?p=10766>
- Reducing Food Waste: <http://www.riversidecampus.com/bridge/?p=10780>
- Eat your 5 a Day: <http://www.riversidecampus.com/bridge/?p=10753>
- Focus on Fibre: <http://www.riversidecampus.com/bridge/?p=10748>



Healthy Living Ambassadors



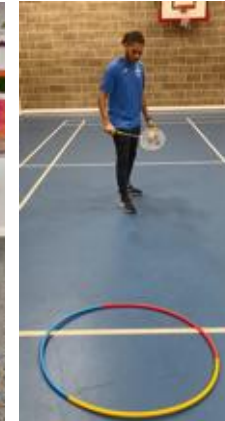
Some photos of our Healthy Living Ambassadors, at meetings discussing ways to make the school healthier and planning events and activities. During Cooking and Nutrition lessons and attending events that they helped plan such as winter sports day and Football Fever.



"I like being a Healthy Living Ambassador, I get to help my friends be healthy" A. Jones.

Increase in Physical Activity Opportunities, Enrichment Activities and Greater Participation for all students

Demonstrations and teaching of specific new skills





Children participating in new, wider ranging physical activities, in school and externally

All of our pupils in every pathway and every class have taken part in a swimming block this year. Completing at least 6 sessions of Swimming at the local Abbey leisure centre with qualified instructors, PE staff and classroom staff this year

All of the pathways and classes have completed national Dance week and National Skipping week with different routines including the Haka and YMCA dance routine.





We have had our pupils attend Rock Climbing, Horse Riding, Trampolining, Multiple Panathlon Xtend competitions including: Swim Gala, Boccia competition, New-Age Kurling competition and Xtend Bowling competition. We have medalled in every single event/competition and have won the trophy finishing in 1st place in a few of them too.



Class competitions and activities/ Winter School Sports Day

We decided to hold a whole school Football Fever tournament in order to increase physical activity across the school. Pupils and Staff alike were involved and loved the day. A pupil from the 'Spanish team' who won the world cup said



"It was like I really won the World Cup, I am so happy". J.Olunja.

We held our first Winter Sports Day, pupils across the school had access to winter sports activities such as Kurling and Boccia. And all classes also participated in Penalty shoot outs. A member of staff stated

"I am so glad we are doing all these new things in school; I have been teaching for a long time and I have never heard of a Winter Sports Day, what a great idea and lovely day." - R. Bousbaa

