



Setting Up a Health Day for Trainee Teachers  
A guide for course leaders

# Foreword

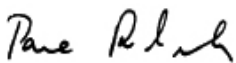
We are delighted to write this foreword for the immensely successful Health Day programme. It is thoughtfully and skilfully embedded within the initial teacher education programme at Southampton, but can be readily adapted by other providers across all subjects and phases. The Health Day programme has received very enthusiastic support by a wide variety of educators and local and regional health agencies.

Schools are an essential setting for promoting the health of young people, with far-reaching impacts on their own future life course and that of their future children. There is also an increasing recognition of the links between pupil health and educational attainment. Health promoting schools can foster healthy behaviours amongst their pupils and staff and this holistic approach to addressing pupil health and well-being includes Personal, Social, Health and Economic Education (PSHE) often taught in unison with other subject areas in a cross-curricula approach. As teachers have daily contact with young people, they are well placed to recognise emerging health problems and are important role models and potential agents of change. Therefore teachers are a vital part of the public health workforce.

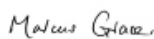
However, a recent national survey of teacher training providers by the University of Southampton showed a very limited focus on health in their curricula, despite a series of national policies emphasising the role of schools in addressing health and wellbeing.

Therefore we developed this innovative health programme for trainee teachers as a collaboration between the University's Education School and the Public Health team in the Faculty of Medicine, led by Jenny Byrne and Sue Dewhirst in conjunction with local authority representatives from education and public health. It has been running for five years now and also has been very well received by successive cohorts of trainee teachers. There is an ongoing evaluation of the impact of the programme on their first two years as new teachers.

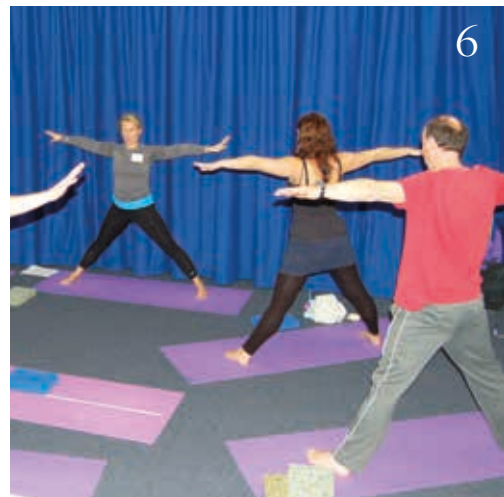
We hope this toolkit will catalyse other initial teacher education providers to develop such schemes. Our long-term goal is to for all new teachers to be empowered to promote their own health and wellbeing and that of their pupils.



Professor of Public Health  
Head of Academic Unit of Primary  
Care and Population Sciences



Professor of Science Education  
Head of Southampton Education School



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### Acknowledgements

We would like to thank our colleagues in the Southampton Education School and Faculty of Medicine, University of Southampton for their support and guidance in developing the health and well-being content of the ITE programmes.

Our thanks are extended to health and education local authority personnel, local, regional and national health, education and PSHE consultants and those from voluntary and charitable organisations who have supported and helped us since the inception of the first Health Day and who continue to provide useful support and advice.

We greatly appreciate ongoing financial support from our partners in Health Education Wessex in enabling us to fund the Health Day.

We would also like to thank the Academic Unit of Primary Care and Population Sciences, University of Southampton and Public Health England, South East for funding the design and printing of this toolkit.

# Executive Summary

The Health Day programme was developed in collaboration with Southampton University Education School and the Public Health team in the Academic Unit of Primary Care and Population Studies in the Faculty of Medicine in order to address gaps in the Initial Teacher Education curriculum with regard to health and well-being.

It aims to develop trainees' knowledge and skills, and raise their awareness of the importance of PSHE/ health and well-being education as part of a whole school approach in promoting health and well-being of pupils and staff.

Training consists of an intensive and interactive day staffed by health and education experts with follow-up tasks and activities

to be undertaken in school placements throughout the course to consolidate learning.

Evaluations of the Health Day programme indicate that trainees feel more confident and competent to address health and well-being issues when they go into school.

The Health Day programme also appears to have a positive impact on the recognition and promotion of the importance of pupil and staff health and well-being two or three years into practice.

## Glossary of Terms

DCSF	Department for Children, Schools and Families
DfE	Department for Education
DH	Department for Health
FE	Further Education
ITE	Initial Teacher Education
ITT	Initial Teacher Training
NQT	Newly Qualified Teacher
PCPS	Primary Care and Population Sciences
Pfeg	Personal Finance Education Group
PGCE	Post Graduate Certificate in Education
PHE	Public Health England
PSHE	Personal Social Health and Economic Education
QTS	Qualified Teacher Status
SD	School Direct
SEdS	Southampton Education School
SMSC	Spiritual Moral Social and Cultural Education
SRE	Sex and Relationships Education



"Really enjoyed it – think it is a fab way to learn" Trainee

# Introduction

Teachers have a vital role to play in the health and well-being of children and young people. They can be very important in influencing life-long positive health behaviours, which is why their training needs to reflect this so that they are prepared to fulfil their health promoting role. With this in mind we have developed and refined a health and well-being education programme for initial teacher training that includes an interactive Health Day, which could be modified and used by others (Dewhirst, Byrne and Speller, 2014).

This handbook sets out the programme we have developed, along with ideas and suggestions for how you might plan such an event. However it is meant to act as a guide or toolkit to assist you to successfully plan a Health Day (or part of a day) rather than act as a prescriptive manual of instruction. Because each ITE course has its own unique features and organisational arrangements, tailoring the Health Day to meet these needs will help to ensure you have a successful event. The Health Day could be a whole day event, part of a day or separate sessions depending on the structure of the course, whether that is Provider Led, School Direct, Primary, Secondary or FE. To support and extend learning the Health Day is envisioned as part of a programme of health and well-being education for trainee teachers (or Newly Qualified Teachers, NQT's) with follow-up tasks in school to consolidate what they have experienced during the Health Day. For the greatest impact the day should be as interactive as possible and ideally should be a compulsory part of the course for all trainees, whatever their subject or specialism. It will also be most successful if as many organisations as possible are involved with the

planning from an early stage and are encouraged to work together to plan joint workshops and exhibition stands. When Initial Teacher Education organisations and schools work in partnership with local authorities and health organisations they are well placed to include health and well-being as part of their courses and to raise awareness of local, regional and national services to support teachers in promoting health and well-being. Some of these services may be available either face-to-face or online. As a result trainee teachers will be better able to support and promote health and well-being in schools, to promote community cohesion and raise awareness of the importance of health and well-being to established teachers, children and their families.

We recommend that at least 6 months is allowed for the planning and organisation of your event to ensure that it runs smoothly and so that the trainees are able to maximise their experience by gaining new skills, knowledge and inspiration in health and well-being education. We hope that you will enjoy planning and organising your own Health Day – good luck!

**Jenny Byrne and Sue Dewhirst**  
May 2015

Jenny Byrne is an Associate Professor in Education, at The University of Southampton

Sue Dewhirst is Public Health Support Manager (Wessex) at Public Health England South-East Centre



“Excellent, helpful, engaging, different ideas for teaching, when it’s appropriate and how to deliver - Brilliant”

Trainee



“Why aren’t other PGCE providers doing this?”

Trainee

## Background

In 2008 a survey of ITE providers in the South East region conducted by the South East Teaching Public Health Network (SE TPHN) revealed that the health and well-being content of ITE courses across the region was very patchy. When PGCE students at the University of Southampton took part in a follow-up survey it showed that some of their knowledge levels around health and well-being were low. However, the majority felt that teachers do have a role as health promoters and that training in this area is important (Speller et al., 2010). Therefore a health education curriculum was developed and piloted on the Secondary PGCE programme at Southampton in 2010. This included a Health Day, as well as a health education lecture during induction week and school-based tasks. Evidence against the standards for QTS (DfE, 2011) and Public Health competencies (Skills for Health, 2008) gained from each intervention was compiled into a portfolio by students for submission at the end of the PGCE course. The pilot was evaluated and further details can be found in Byrne et al. (2012). Since then all ITE courses at Southampton have included the health and well-being component as part of their curriculum (Dewhirst, Byrne and Speller, 2014). These curriculum changes chimed with policy developments and government recommendations.

In 2009/2010 the climate for initiating changes to include health and well-being in ITE courses was a positive one. For example:

- *Healthy Lives Brighter Futures-Strategy for Children and Young People’s Health* a joint report by DH and the DCSF published in 2009 stated that the role of schools in promoting pupils’ health would be supported by strengthening the National Healthy Schools Programme and that PSHE would be made statutory within the curriculum in September 2011
- In June 2009 the *White Paper: Your Child, Your Schools, Our Future: Building the 21st Century School*, said that ‘every pupil will go to a school that supports health and well-being’ and that ‘every school should be a healthy school and every child should receive PSHE as part of their curriculum entitlement’
- Sir Alasdair MacDonald’s (2009) review of PSHE stated in its key recommendations that ‘all ITT courses should include some focus on PSHE education’ and that ‘PSHE should become part of the statutory national curriculum in both primary and secondary phases’

# The Health Day

The Health Day runs in conjunction with follow-up tasks from the day's activities and school-based tasks to be completed later in the course so that trainees can consolidate their learning with respect to PSHE/ Health and well-being education in school. The activities help to provide evidence against specific Teachers' Standards and should any trainee wish to further this public health aspect of their professional development in the future they have taken into account the public health competencies from the Public Health Skills and Careers Framework at level 3 ([www.phorcast.org.uk](http://www.phorcast.org.uk)).

Trainees can also submit an optional portfolio at the end of the course that provides evidence of their eligibility to be awarded the PSHE Association Chartered Teacher Certificate (NQT). The PSHE Certificate is accredited by the PSHE Association and is approved by the National Association of Head Teachers ([www.psheassociation.org.uk](http://www.psheassociation.org.uk)).

The overall aim of the Health Day is:

- To develop trainees' skills and raise their awareness of the importance of PSHE/ health and well-being education in schools for the health and well-being of pupils and staff

This is achieved through:

- Keynote addresses at the beginning of the day
- A series of interactive workshops and an exhibition that trainees attend throughout the day

The specific aims and learning outcomes of these elements of the day can be found in the relevant sections of the handbook – see example in the delegate pack in the appendices.

## Initial Planning

Once the date of the Health Day has been agreed we recommend that it is shared with as many of the potential facilitators and exhibitors as possible. Many people book up their diaries a year in advance so if there are people you want to involve then you need to get them 'on board'.

### Who do I involve?

The first planning meeting could include:

- ITE manager/health day lead
- Administration manager
- Local leads in health and education, including statutory, private and charitable organisations

A plan for a series of further meeting dates would be advisable

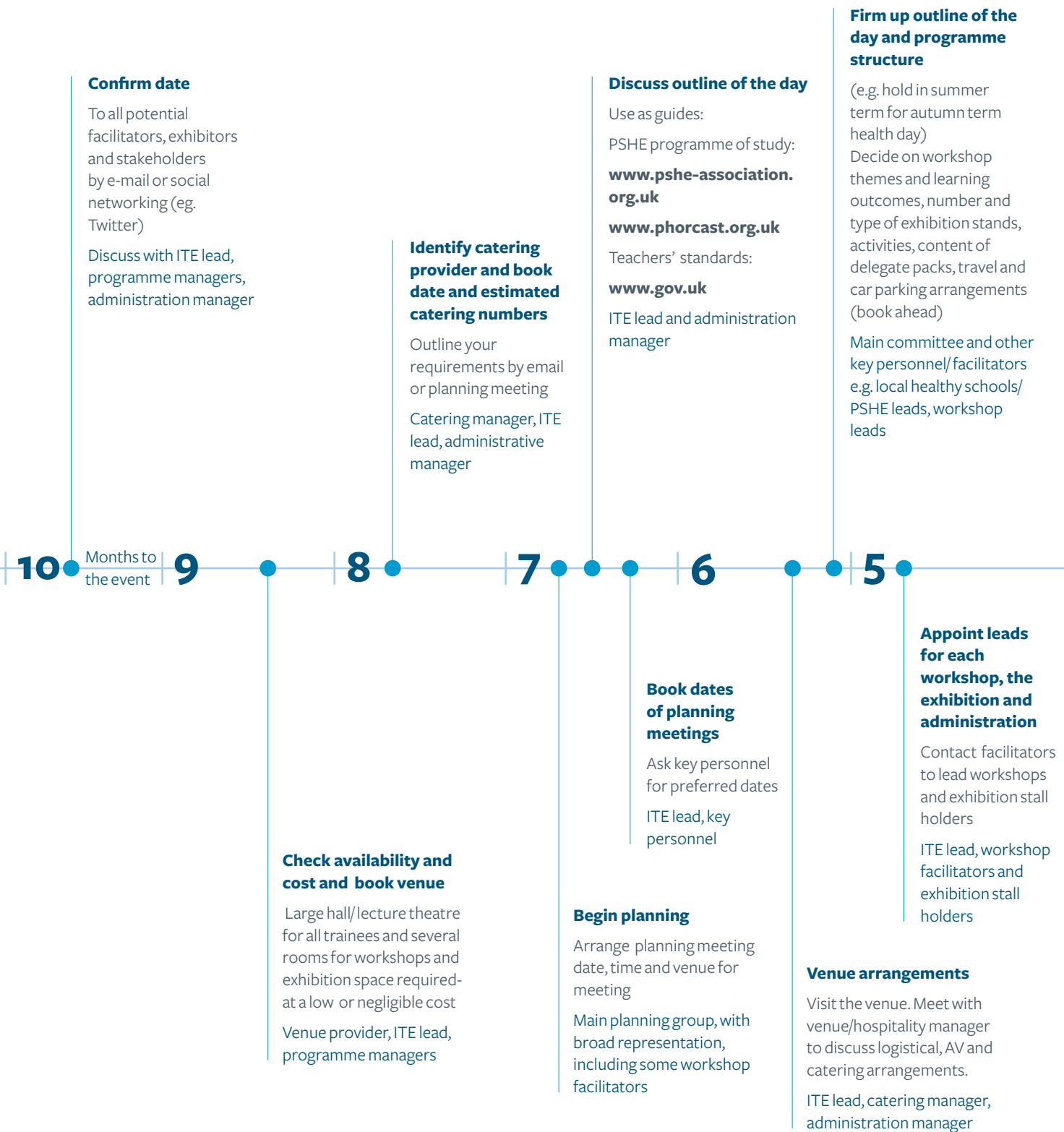
### Things to consider when organising the programme

- The structure of the programme will need to reflect the numbers of trainees and facilitators available (we cater for approximately 400 trainees and 45 facilitators each year)
- If there is a maximum size of group or if room sizes are restrictive then the programme will need to provide enough opportunities in order to reduce the numbers in any group
- The recommended group size is between 10-20 trainees with a maximum of 25 (we generally have 16 workshops running in parallel throughout the day)
- The timings need to include breaks for refreshments and for lunch, if this is a whole day event, otherwise trainees will lose concentration and motivation!
- The recommended length of each workshop is around 1 hour, allowing 5 minutes at the beginning of each one for settling the group and introductions and at the end for closing remarks and evaluations
- It is recommended that the day finishes at the latest by 15.45



"Really useful basic skills - should be done by everyone" Trainee

These are the key timings ahead of the day in order to enable everything to run smoothly!

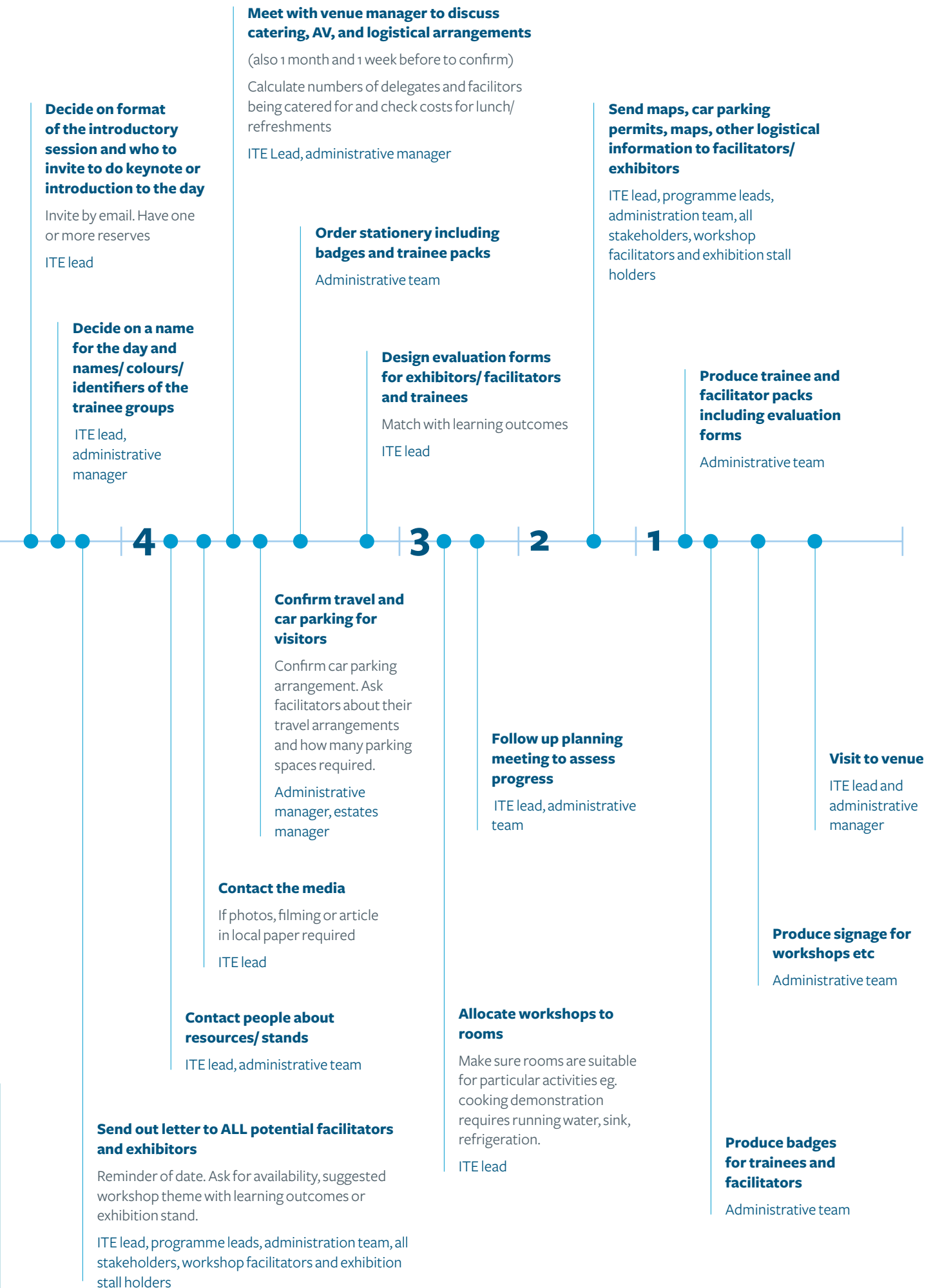


## Contacts and Networking

Making contact early on in the planning process and working closely with senior staff from local authorities, local health related organisations, voluntary organisations, schools, resource providers etc. will help you to have the right quality and numbers of facilitators and exhibitors to run a successful health day. This may depend on

contacts you have previously made or you may need to find out who these key personnel are by accessing local websites or by other means. You will find a list of potential roles and organisations that you could contact in the appendices.







“Good ideas and activities which can be used in the classroom”

Trainee

### Programme and structure of the day

This is a suggested structure for one whole day

8.30	Registration
8.55	Introduction and Keynote addresses
10.05	Break, and move to 1st Workshop
10.15	Workshop 1 + discussion
11.15	Coffee break & exhibition stalls
11.35	Workshop 2 + discussion
12.35	Lunch & exhibition stalls
13.25	Workshop 3 + discussion
14.25	Workshop 4 + discussion
15.20	Evaluations
15.40	Close

### What if I don't have a whole day to devote to a programme like this?

The Health Day is organised so that it is possible to have different elements on separate days – see below for an alternative model

Day 1	Introduction and Keynote addresses
Day 2	Registration
	Workshop 1 + discussion
	Break & exhibition stalls
	Workshop 2 + discussion
Day 3	Registration
	Workshop 3 + discussion
	Break & exhibition stalls
	Workshop 4 + discussion

## Example of a timetable and workshops for Secondary and FE trainee teachers

8.55 Welcome from member of education department							
9.00 Keynote addresses							
10.05-10.15a.m. Short Break, Move to Workshop 1							
Workshop 1. 10.15–11.10							
<b>Secondary + FE group A</b>				<b>Secondary + FE group B</b>			
Drug awareness	Exploring SMSC	Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)	Drug awareness	Exploring SMSC	Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)
11.10-11.30a.m. Refreshment break. Time to look at exhibition							
Workshop 2: 11.35–12.30							
CHOICE (chosen from list provided prior to the day)	Drug awareness	Exploring SMSC	Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)	Drug awareness	Exploring SMSC	Building confidence in teaching SRE
12.35-13.20. Lunch and time to look at exhibition stalls							
Workshop 3: 13.25–14.20							
Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)	Drug awareness	Exploring SMSC	Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)	Drug awareness	Exploring SMSC
Workshop 4: 14.25–15.20							
Exploring SMSC	Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)	Drug awareness	Exploring SMSC	Building confidence in teaching SRE	CHOICE (chosen from list provided prior to the day)	Drug awareness
15.20–15.40 Evaluations in final workshop, discussion with facilitator and close							

## Choice workshops

Primary, Secondary and Further Education

1	<b>An introduction to YOGA</b> Appropriate comfortable clothing required
2	<b>An introduction to PILATES</b> Appropriate comfortable clothing required
3	<b>School aged health: so what?</b> Will explore local school health profiles with an emphasis on overweight and obesity, physical activity, smoking, alcohol. How can teachers get involved?
4	<b>First aid, St John Ambulance</b> An Introduction to basic First Aid in schools
5	<b>Young Carers</b> Have you met a young carer today? How do you know?
6	<b>The role of school nurses and health visitors – an overview</b> How can teachers and health- professionals work together to improve pupil health and well-being?

Primary ONLY Workshops

7	<b>Fire Service</b> Schools Education-Hazard House-Visit the fire engine and experience the benefits of fire education
8	<b>Learning about money in the primary classroom</b> Explores why and how schools develop pupils' ability to manage money effectively.
9	<b>Mindfulness in schools</b> What is Mindfulness? An interactive workshop to explore the benefits for staff and pupils.

Secondary and Further Education ONLY Workshops

10	<b>Alcohol Education Trust</b> Featuring a series of short films made with BBC2 learning zone 'just a few drinks', engaging techniques and conversation starters
11	<b>HIV Education</b> Separating the facts from the myths



“I will take PSHE teaching more seriously and not as an extra chore”

Trainee

### Keynote address

#### Who do I ask to do this ?

We suggest that a combination of people are invited to give a short key note address each to provide different perspectives on health and wellbeing e.g.

- Director of Public Health/Professor of Public Health
- PSHE consultant /Local Authority PSHE lead
- Young people e.g. Young Carers; pupils from a local school

The keynote addresses and tasks will raise awareness of and provide evidence towards:

- QTS standards: 1, 5, 8 and The PSHE Association Chartered Teacher Certificate (for NQTs)

#### The aims of the keynote addresses are to enable trainee teachers to:

- Understand what the term health means
- Know what factors determine the health of a population
- Raise awareness of the health and well-being issues affecting pupils and staff
- Establish the link between pupils’ health and learning
- Understand the key national drivers for health and well-being and PSHE education in health and education
- Have a better understanding of PSHE education and its importance in the curriculum
- Raise awareness of how PSHE education can be monitored and assessed

#### Learning outcomes:

By the end of the day, and on the completion of any related tasks and reading, trainee teachers should be able to:

- Express simply what the term ‘health’ means
- Explain what factors can determine the health of an individual pupil and that of a specific school population
- State what data is collected about pupils’ health in school and understand how they can be used to support and improve pupils’ health and well-being
- Name some external agencies that liaise with schools to support and promote pupils’ health and well-being
- Explain the school and teacher’s role in promoting health and describe some of the strategies schools employ
- Understand the connection between pupils’ health and learning
- Identify the educational initiatives that relate to pupil health and well-being
- Understand the importance of staff health and well-being to pupils’ learning

## The workshops and exhibition

### Q What workshops should I think about including?

A The planning group needs to decide on the key areas to be addressed in the workshops, keeping in mind the key local health priorities and school priorities e.g. Use the School-Age Children Profiles on the National Child and Maternal Health Intelligence Network website: [www.chimat.org.uk/schoolhealth](http://www.chimat.org.uk/schoolhealth)  
These could include: sexual health and relationships, teenage pregnancy, emotional health and well-being, healthy eating, physical activity, drugs and alcohol, staff health and well-being, environmental health etc.

### Q How do I identify the most suitable organisation or people to help with this?

A You will need to engage with those facilitators/trainers who have the motivation, time and financial support from their managers to commit to getting involved with either all of or part of the day and the planning that precedes it.

### Q What approach works best?

A The workshops are more successful when they are interactive and so facilitators/trainers need to be able to encourage active participation in order to engage the trainees and to give opportunities for them to become familiar with practical teaching methods that they can then use with pupils, as well as giving time for reflection and questions.

### Q Do all the trainees have to attend every workshop?

A It may be beneficial to make it compulsory for trainees to attend some of the workshops. Trainees at previous health days have also requested some degree of choice, providing a range of workshops covering topic areas of potential interest can help to address this.

### Q What happens if I give some choice?

A Consideration should be given to providing a sufficient number of rooms for these additional workshops and you need to allow for a potential imbalance in the sizes of the groups. Limiting numbers for each choice helps to reduce the imbalance and ensures that every workshop has a viable number of participants.

### Q What does the exhibition do in addition to the workshops?

- A1 The exhibition is an opportunity to raise the awareness of trainees towards a wide variety of health organisations and agencies who can support their work around health in schools and increase their awareness and knowledge about the issues that need to be addressed by schools.
- A2 It gives the exhibitors the opportunity to engage with a large number of trainee teachers and to give access to their resources, information and services.

### Q What do I need to tell the exhibitors?

A It is recommended that exhibitors are briefed beforehand about the emphasis on an interactive exhibition and the provision of suitable visual or other aids to capture the attention of small groups of trainees.

### Q Where can I hold the exhibition?

A The room accommodating the exhibition should be large enough for a series of stands and also allow trainees to move around between them.

### Q Does everyone need to go to the exhibition?

A It is advisable that the exhibition is a compulsory part of the day which can be timetabled in a similar way to the workshops as a parallel session or be accessible during the break and lunch times.

The workshops and other tasks will raise awareness of and provide evidence towards:

QTS standards: 1, 3, 4, 5, 8 and The PSHE Association Chartered Teacher Certificate (for NQTs)

### The workshops and exhibition aim:

- To increase knowledge and understanding of the issues that affect pupil health and well-being
- To know which external agencies liaise with schools to support and promote health education/PSHE
- To gain further knowledge about health education/PSHE
- To further develop and increase expertise and skills in the delivery of health education/PSHE
- To consolidate the link between pupil health and learning
- To raise awareness of the importance of staff health and well-being

### Learning outcomes:

By the end of this session, attending the workshops, the completion of any related tasks and reading trainees should be able to:

- Explain what factors can determine the health and well-being of pupils
- Name some external agencies that liaise with schools to support and promote pupil health and well-being
- Explain how the external agencies operate to support and promote pupil health and well-being
- Describe aspects of health education that are addressed in school
- Employ skills and teaching strategies to assist in effective delivery of health education/PSHE
- Understand the connection between pupils' health and learning
- Understand the importance of staff health and well-being to pupils' learning

### Examples of Health Day tasks for trainees

Throughout the day make notes about:

- the different aspects of health education and how they can be delivered in school
- the different agencies that support health education and pupil health

### Examples of follow-up Health Day tasks for trainees

Health Education in practice

- Discuss personal and social education with the subject leader in school
- Discuss health education with the subject leader in school
- Observe a lesson in PSHE
- Co-plan and co-teach a PSHE lesson

Choose one of these activities and write a reflective account (approx. 400 words) of how PSHE/ Health Education can be developed within your teaching to promote pupil health and well-being.

Make brief notes on your reflections of the day's activities of how you perceive your role in school as a potential teacher of PSHE/ Health Education.

A short reflective piece (400 words) outlining the importance of PSHE at whole school and classroom level. You should refer to:

- The importance of PSHE in the context of the national agenda
- Your thoughts on how schools can implement PSHE effectively
- How you might approach the teaching of PSHE
- What you can do to contribute to PSHE as an NQT and beyond.

**It is important to demonstrate careful reflection on the above issues which shows you have engaged with current policy and practice in PSHE.**

### Workshops and exhibition stalls could include

Healthy Schools	School nurses	Sex and relationships education for Primary
Building confidence in teaching SRE for Secondary/FE	Drug awareness	Alcohol education
Emotional health and well-being/mental health education	An introduction to Yoga	An introduction to Pilates
Healthy Eating	HIV Education	Child public health data
First Aid	Young Carers	Smoking prevention
Active Travel	Safety education	Financial education
NHS Emergency care	Fire Education	Spiritual, Moral, Social and Cultural education (SMSC)

“So engaging – very useful – want more of this!!”

Trainee



### Venue and accommodation

We recommend

1. A large theatre style room for initial keynote(s) and introductions
2. A large hall or room for the exhibition to accommodate 6-12 stands and to allow enough room for people to move around easily
3. Workshops can take place in teaching rooms. These ideally should be closely linked or logistically close to each other, to ensure change overs are efficient and effective i.e. no one gets lost on the way!
4. That you check if the rooms used are additional to the usual training requirements as this may incur a cost
5. Rooms that have tables and chairs, AV facilities including WIFI, projector screen, microphone/ speakers for a large audience.
6. That if you go off-site you consider access by public transport and parking for both trainees and facilitators, who may have to travel from a long distance.

### Catering

We believe that it is important to value the facilitators especially if they are giving their time and expertise at no cost. Making them feel welcomed and appreciated by providing them with a high standard of sufficient refreshments is one way of doing this. There also needs to be a healthy and balanced fayre to reflect the nature of the day ie. not too many cakes and plenty of fruit!

Refreshments on arrival for the facilitators is particularly welcome, especially if they have travelled some distance. We also provide mid-morning refreshments, lunch and a cup of tea at the end of the day.

Trainees are advised in advance to bring drinks and food for the whole day.

### Parking and travel arrangements

Whether facilitators are arriving on campus by car or public transport they will need a map and directions to the venue. If they are using public transport they will need to know the location of stations and/ or bus stops as well as the timetable for the day.

Parking for the facilitators and exhibitors will need to be booked in advance if parking is restricted. Make sure that it is possible to drop off exhibition stands and resources close to the venue on the day.

Trolleys or assistance may be useful for those with heavy equipment.

## Evaluating the day

The completion of an evaluation form needs to be seen as a requirement for both the trainees and the facilitators in order to receive formal feedback about the day. We have used this information to guide our planning for subsequent Health Days and to monitor the impact on trainees' confidence and competence against the aims and learning outcomes of the day.

The evaluations also inform the production of the Health Day evaluation report which we disseminate to all the facilitators, exhibitors and speakers about 6 weeks after the Health Day.

## Evaluation practicalities

### Q When do the evaluations forms need to be given out?

A The forms can be sent out in advance by e mail and/or included in the delegate packs which are given out at the beginning of the day.

### Q What about lack of response?

A We have found the most effective way of ensuring a good response is to ask the facilitators at the end of the final workshop to draw trainee's attention to completing them and for their collection by the facilitators before the close of the day. Building in timetabled time for this at the end of the final workshop is necessary if the evaluations are to be completed satisfactorily.

### Q What about the facilitators?

A We have asked facilitators to complete a formal evaluation and we also invite them to join us for a cup of tea at the end of the day for an informal debriefing.

### Q What about longer term evaluations

A Trainees' views can also be collected informally in tutor groups following the event and through subsequent focus groups if you think it necessary.

"Interesting to find out what the children at school eat" Trainee



## The future

We have tried to improve the Health Day and its associated school-based components each year as noted above and we are aware that the landscape of ITE, education priorities and PSHE is constantly in flux. However we endeavour to align the programme with these key changes and with that in mind some of our thoughts about the future are to:

- Provide skills-based core workshops that focus on broader health related topics reflecting current priorities e.g. resilience, mindfulness, obesity/body image, SMSC
- Offer more choice workshops on specific health topics e.g. drugs

- Ensure workshops reflect more closely the PSHE Programme of Study and refer to the latest policy initiatives e.g. mental health advice for schools/ Public Health Outcomes framework/ young peoples' health framework
- Ensure facilitators for secondary workshops also include content suitable for FE
- Workshops that are targeted to support reduction in health inequalities



## Trouble shooting

These are some of the challenges we have experienced since we introduced the Health Day. We have provided our responses as examples of how these challenges could be overcome. We cannot over emphasise the importance of building local networks and partnerships, which have helped us to overcome many of the challenges!

What happens if...

### **One of your keynote speakers is ill**

Luckily we found a replacement in time! Local networks important here! Our contingency plans if this hadn't worked out were to let the other speakers know they had a little longer to talk and to reduce the length of the first session if necessary.

### **One of your workshop facilitators fails to turn up**

We asked if other facilitators would take extra trainees and the administrative staff were able to adjust the timetable for the groups affected during the keynote lecture so that they all had a complete timetable.

### **It snows so heavily the night before that only a fraction of speakers/ facilitators and trainees manage to arrive**

This happened twice! We had a short window of time during the keynote lecture to rearrange everyone's timetable. Choose your time of year carefully!

### **Facilitators and trainers can no longer justify attending the day as part of their contract**

We have had to find additional funding as a result of changes to contracts. We have also given preference to those organisations that do not require payment if they offer a suitably high standard of facilitation.

### **The learning outcomes provided by facilitators do not match with your desired outcomes**

We advise all our speakers, facilitators and exhibitors about the aims and learning outcomes of the Health Day, including the need to make their contribution as interactive as possible, in our prior communications with them. We also diplomatically follow this up with them, if necessary, as a result of evaluations.

### **Rooms are double booked**

If this happens before the day trace who else has booked the room and negotiate an alternative. They may not be aware of the importance of room choices to specific workshops or to the smooth running of the day. If it happens on the day it may require the involvement of senior staff, or for signage to be changed.

### **Support from the administration team is unavailable, or someone on the team is ill prior to the event**

Check which tasks they were covering. Draft in other support from course tutors or others stakeholders, providing incentives if necessary, such as a free lunch and refreshments!

### **Costs of outside catering is too expensive and cannot be justified**

You could provide your own hot or cold drinks, fruit and other light refreshments easily and at a lower cost by planning your requirements in advance and shopping the day before.

### **And finally, what about funding?**

The Health Day as conceived in this toolkit cannot happen without any resource, although one of the main costs is staff capacity for planning, coordination and administration. Since the start of this project we have been very fortunate to have had the support from the Education School and Faculty of Medicine, and more recently Health Education Wessex has supported the day and continues to do so. We would

advise you to talk to your local or regional Public Health Workforce Development Manager in Health Education England or Public Health England and make the case for the funding on the basis of contributing to Wider Workforce Development. You may also know a commercial sponsor that you could approach for funding?

Good luck and keep in touch, let us know how your health event went or please tell us what you think of this guide.

# Things we have changed and reflect on each year

## Shorter day

we have found that finishing by 3.40 is the optimal time for both facilitators' energy levels and trainees' concentration

## Exhibition at break time

to maximise the number of workshops trainees experience in the day the exhibition is only accessible to trainees during coffee and lunch breaks. It creates a real 'buzz'

## PSHE Association Chartered Teacher Certificate (NQT)

we encourage trainees to complete a portfolio of evidence to gain this award

## Parallel core workshops

specific primary and secondary/FE core workshops that reflect current education/health and wellbeing policy and priorities available to all trainees

## Evaluations

return rates improved when trainees completed the evaluation of the day at the end of the last workshop and facilitators collected them in

## Welcome Packs

each trainee has their own personalised welcome pack with their own colour coded timetable and workshop choices in advance of the day

## PSHE curriculum

workshops that reflect changes to the PSHE curriculum are included e.g. Pfeh, SMSC, Mindfulness

## Inclusion of new standards

workshops and follow-up tasks have been tailored to reflect the Teachers' Standards

## Photos and filming

Images of the day really enhance webpages, presentations or video material that can be uploaded to the student intranet or used in future marketing

## Providing a range of choice workshops

allows trainees to make one choice across the day on a topic that they are particularly interested in

Good luck and keep in touch, let us know how your health event went or please tell us what you think of this guide.

# References

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# Appendix 1: Planning framework

It may be useful to develop your event using the timeline on pages 8–9 as a guide. Remember to include:  
Activity to be completed | Date to activity | What is to be done | All key personnel involved in activity





# Appendix 2: List of contacts

Speaker Workshop or Exhibition Stand	Role/ Organisation /Area
Keynote Speaker	Director of Public Health PSHE Association PSHE Specialist, Professor of Public Health/ Nutrition/ Physical Activity Young people's representative
Introductory Speaker	Head of School of Education Head of ITE Programmes Health day lead
Registration and Delegate packs	Administration Manager/ Administrative team Education School
Emotional Health and Well-Being/ PSHE	Local Healthy Schools Representatives, PSHE/PDL County Advisors PSHE Advanced Skills Teachers
Dealing with Sensitive issues	Sexual Health Manager Local PCT/ Teenage Pregnancy Manager/ Local Voluntary Organizations/ Drug Advisory Team
Healthy Eating	School Catering Manager School Nutrition Specialist Food Standards Agency
Healthy Living/ Exercise	Local Authority Public Health Lead Sports Development/ School Sports partnerships/ Youth Sport Trust/ Play England/
Other	Child and Maternal Health Intelligence Network( CMHIN) Emotional First Aid Healthy Hearts, The British Heart Foundation Health Education England Healthwatch Local Authority Public Health Team PSHE National Association Personal Finance Education Group (PfeG) Public Health England School Nurse Manager St John Ambulance Smoking Cessation Public Health Specialist The Alcohol Education Trust The Children's Society/ Young Carers The Fire Service The Royal Society for the Prevention of Accidents (ROSPA) Yoga/ Pilates Instructor
Pupil Presentations	Healthy Schools Manager Local Community School Youth Parliament
Resources/ Banners	Invited from each organisation

# Appendix 3: Contact with facilitators and exhibitors prior to the event

Example of Email/ Letter sent prior to planning meeting with key partners/ facilitators/ exhibitors (add organisation logos to the top)

Dear All

Re: ITE Health Day: 'title'-date and place

We're looking forward to discussing/ meeting with you on date to develop the plan and firm up arrangements for the ITE Health Day on date.

I can confirm that the venue will be name and location of venue, which will be fantastic because... eg it will keep the whole day under one roof, provide us with ample space for workshops, room for theatre style presentation and exhibition stands...etc.

At the moment there are number trainees registered for the coming academic year.

The details of the Health Day will be given out to trainees prior to the event. They are expected to complete tasks in school to consolidate their learning as a result of the Health Day and they will be invited to work toward gaining the PSHE Association Chartered Teacher Certificate (NQT) by producing a portfolio of evidence which they will build up during their placements and at the Health Day, for submission next June.

The overall idea for the Health Day is to inspire and enhance the trainees' awareness, knowledge and experience about 'health' and local health partners, how they can influence children's health, and to provide as many active and practical opportunities for them as possible, which they can take back with them into schools. This is where your expertise and wealth of experience will be most appreciated!

The general themes of the workshops which they will all attend are...workshop themes

We will look forward to discussing further with you the content of these workshops and/or the interactive exhibition stands.

Dear Facilitator/Exhibitor

Re: ITE Health Day: 'title'-date and place

Thank you so much for offering to support this initiative, which with your help, we are sure is going to be a great success and will become a regular event in the future!

**The Venue (Map attached)**

We have booked a fantastic venue [name and location](#). If you are available and you would like to see the venue in advance please meet us on [date.. time](#)

Please all sign in at the Registration desk in [name of venue](#) when you arrive.

**The Workshops**

[Provide details of where these are to be located](#)

**Group Size**

There will be between 200 to 250 students attending, giving 20- 25 students in most workshops , and 40 to 50 students in the exhibition

**Exhibition**

[Provide details of where this is to be located](#)

Each organisation has been allocated a place to set up their stand. Please see numbered plan attached along with the Workshop and Exhibitors list. Students will only have 5 minutes per stand, so please prepare 2 or 3 key facts, or things that you would like each student to take away from their visit. The aim is for the exhibition to be as interactive as possible.

**Car Parking, Travel and Equipment**

Car parking is limited, so please car share where possible. You will be able to park briefly outside the [venue](#) in the morning to drop off any heavy equipment.

Exhibition stands, banners, boxes of resources etc can be delivered in advance to.....

Please let us know if there is any special equipment that you will need.

[Add Bus routes, map of venue/ campus etc...](#)

**Timings and Refreshments**

Refreshments will be available from [time](#) in ..... There will be access to the venue from [time](#). The Day will start promptly at time (see Programme attached) and will finish at [time](#).

Please bring your own water if you wish to have a drink outside of the allotted break/lunch times. The Workshops and the Exhibition will start at [time](#) until [time](#). Lunch and refreshments will then be served ...[where...](#) The afternoon workshops and exhibition start again at [time](#) until [time](#). Evaluations and close at time.

**Delegate Pack**

Packs of information are available for you and all trainees these will contain: Programme, Evaluation form, Plan of the Exhibition, PSHE Curriculum/End of Key Stage Statements; Evaluation Form.

Please let us know if any other of your colleagues is likely to attend or wish to visit during the day and if you DO NOT wish to be photographed on the day!

If you have any further questions please do not hesitate to contact [administrator/coordinator](#).

Best wishes

[\(include contact details\)](#)



# Appendix 4: Evaluation Form

## Evaluation Form

Group:

Name:

This evaluation form gives you the opportunity to express your views about the organization and content of the event today and will help us in the planning of similar future events.

Please answer all questions, circle the number closest to your view and make a brief comment if appropriate.

### How did you find the following?

1	Introduction and keynote address	Very Useful Comments	5	4	3	2	1	Not at all useful
2	Workshop 1 (add name)	Very Useful Comments	5	4	3	2	1	Not at all useful
3	Workshop 2 (add name)	Very Useful Comments	5	4	3	2	1	Not at all useful
4	Workshop 3 (add name)	Very Useful Comments	5	4	3	2	1	Not at all useful
5	Choice workshop (trainees to name)	Very Useful Comments	5	4	3	2	1	Not at all useful
6	Exhibition stands	Very Useful Comments	5	4	3	2	1	Not at all useful
7	Venue	Very Useful Comments	5	4	3	2	1	Not at all useful
8	The organisation of the day	Very Useful Comments	5	4	3	2	1	Not at all useful
9	The delegate pack	Very Useful Comments	5	4	3	2	1	Not at all useful

---

10 Which 2 new things do you feel you have learnt from this event?

1

2

---

11 In which 2 ways do you feel more confident about teaching about health and well-being?

1

2

---

12 Which 2 things could be improved for future events?

1

2

---

13 What 2 actions will you take as a result of today?

1

2

---

Thank you for completing this form, please hand to ....

# Appendix 5: Thank you

We think it is really important to thank all those who have contributed in any way to the success of the day, including the facilitators and exhibitors, and also the catering and administrative staff, who do much of the hard work behind the scenes!

Example of Email/ Letter of thanks (add organisation logos to the top)

Dear Facilitator/Exhibitor, Other ( named )

Re: ITE Health Day: 'title'-date and place

What a memorable day! ...and for so many reasons! ....

Thank you all very much!

We also very much appreciate the efforts of the administrative staff and the University Conference staff who had worked so hard beforehand and were there on the day to greet us, and the students, and to provide warmth, food, facilities, packs and badges!

We'd also like to thank [name of person](#) was there to open the event and to welcome everyone and also our keynote speakers eg. Director of Public Health, and NAME, Head of School of Education.

[Comments about the day/ workshops](#) e.g.

The evaluation forms were collected and we will be feeding back the results and comments in due course.

We have already been assured by the Education School that the day was a success and that it WILL run again next year! We will be in touch soon to let you know the date so that if you are able to attend / provide a workshop you can all put it in your diaries. We also hope to plan for next year's event earlier and gather your thoughts and expertise about what we might wish to alter

Once again, many thanks on behalf of the [\[Education School at the University of Southampton.\]](#)

Yours sincerely,

# Appendix 6: Delegate pack

This could include:

- Booklet (see page 30)
- A Badge with name and group
- Programme / timetable of the day (personalised)
- List of 'Core' workshops
- List of 'Choice' workshops
- List of exhibitors
- Map of the campus/ rooms and location of the workshops/ exhibition
- PSHE end of key stage statements
- Reflections sheet for recording evidence of competencies for portfolio
- Variety of information leaflets/ resources
- Evaluation form

# Appendix 7: Health Day evaluation report

## ADD LOGO

### The Evaluation Report of the Initial Teacher Education (ITE) Health Day, **Date**

- Introduction
- Glossary
- The purpose of the health day or event
- Changes made since last time
- Location
- Timing of the day
- The Introduction
  - Who were the keynote speakers?
  - A summary of the aims of the keynotes
- The workshops
  - Description and explanation for providing parallel workshops.
  - For the Primary programme the Core workshops were:
  - For the Secondary/ FE programme the Core workshops were:
- The Exhibition
  - When was the exhibition available?
  - Overview of who was involved
  - The exhibition stalls included:
- Choice workshops
- Invitations
- Costs
- Attendance and response rates

### Overall evaluation responses from facilitators and exhibitors:

Table showing total scores collated for each aspect of the day

**Overall evaluation responses from trainees:** Table showing total scores as above

### Areas where trainees were more confident or one point they learnt - give examples of:

- Increased knowledge and awareness of health and well-being
- Increased confidence or competence in teaching about health and well-being

### One action taken as a result of the day - give examples

### Action taken for trainees' own health and wellbeing - give examples

- Comments about the workshops in the primary programme included:
- Comments about the workshops in the secondary programme included:
- Comments about the choice workshops:
- Comments about the exhibition:
- Things that participants thought could be improved about the day:
- Useful suggestions:
- Summary of results:
- Conclusions and key points for planning future events:
- Many thanks to all those who contributed to the planning and delivery of this event.
  - Key partners in the initiative included:
  - With support from the following organisations
- References

# Appendix 8: Delegate booklet outline

UNIVERSITY OF  
**Southampton**

## Initial Teacher Education Health Day

12 December 2014

Southampton Education School  
University of Southampton  
Highfield Campus

# Introduction

Personal, Social, Health and Economic education (PSHE) aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to young people's well-being: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning; and personal finance. In doing so, PSHE education plays a major role in schools' contribution to the health and well-being of its pupils.

Despite the non-statutory status of PSHE, this government is committed to high quality PSHE education. The Department for Education has since the Spring 2014 set a specific mandatory requirement for all schools to include information about their PSHE education provision when publishing their curriculum. Several reports published this year by the Department of Education underline the important role of schools and school staff in promoting and supporting children's health and well-being, these include:

- Keeping Children Safe in Education, April 2014  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)
- Supporting Children at School with Medical conditions April 2014  
[www.gov.uk/government/consultations](http://www.gov.uk/government/consultations)
- Mental Health and Behaviour in Schools June 2014#  
[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

The government white paper 'The Importance of Teaching' (DfE, 2010:46) highlights the importance of high quality PSHE education in helping to tackle public health issues. It states that 'good schools understand well the connections between pupils' physical and mental health, their safety and their educational achievement,' and 'good schools work with parents, community organisations and local agencies to create a healthy, safe and respectful environment'. It also states, 'We expect excellent health and pastoral support to be a hallmark of good schools'. 'Good schools will be active promoters of health in childhood and adolescence because healthy children with high self-esteem learn and behave better at school'. It mentions that:

- 1 in 10 children are estimated to have emotional or behavioural problems which increase the risk of poor health and well-being both in childhood and later life
- the problem of childhood obesity (1 in 5 children are obese or overweight by the age of 3)
- the need to form local partnerships to deliver better health outcomes for children and young people
- the need for children to access high quality physical activity and to get involved with walking and cycling to school
- the need to support interventions for children and young people with mental health problems

The Ofsted report 'Not yet good enough', (May 2013) stated that PSHE education in 40% of schools was inadequate and that too many teachers lacked expertise and training in PSHE. The recommendations included that schools should ensure that staff receive subject-specific training and regular updates, age appropriate SRE training, and ensure timely and appropriate learning about the physical and social effects of alcohol misuse and that teacher training institutions should ensure that all ITE courses include training in PSHE education.

We wish to equip you to be well qualified for your future teaching posts and to be able to take a full role in every aspect of the life of the school. This Health Day runs in conjunction with follow-up tasks and activities later in your course, so that you can consolidate your learning with respect to PSHE/ Health Education in school. These activities will help you to provide evidence against specific Standards for Teachers. They have taken account of the public health competencies from the Public Health Skills and Careers Framework at level 3 should you wish to follow up this aspect of your professional development in the future. The lectures, workshops, and follow up tasks will help to provide evidence towards the PSHE Association Chartered Teacher Certificate (NQT). For further information see:

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

# Health Day Key Note Addresses

12 December 2014 Location

(9:00- 10:05)

Aims:

- To understand what the term health means
- To know what factors determine the health of a population
- To raise awareness of the health and well-being issues affecting pupils and staff
- To establish the link between pupils' health and learning
- To locate the promotion of health issues in educational and health policies and practice
- To have a better understanding of PSHE education and its' importance in the curriculum
- To raise awareness of how PSHE education can be monitored and assessed

Learning outcomes:

By the end of the day, and on the completion of any related tasks and reading, you should be able to:

- Express simply what the term 'health' means
- Explain what factors can determine the health of an individual pupil and that of a specific school population
- State what data is collected about pupils' health in school and understand how they can be used to support and improve pupils' health and well-being
- Name some external agencies that liaise with schools to support and promote pupils' health and well-being
- Explain the school and teacher's role in promoting health and describe some of the strategies schools employ
- Understand the connection between pupils' health and learning
- Identify the educational initiatives that relate to pupil health and well-being
- Understand the importance of staff health and well-being to pupils' learning

The lecture will raise awareness of and provide evidence towards:

QTS standards: 1, 5, 8

and

The PSHE Association Chartered Teacher Certificate(NQT)

Post lecture task:

See examples earlier.

# Health Day Workshops and Exhibition

12 December 2014 (10:15 – 15:30)

Locations

Aims:

- To increase knowledge and understanding of the issues that affect pupil health and well-being
- To know which external agencies liaise with schools to support and promote health education/PSHE
- To gain further knowledge about health education/ PSHE
- To further develop and increase expertise and skills in the delivery of health education/ PSHE
- To consolidate the link between pupil health and learning
- To raise awareness of the importance of staff health and well-being

Learning outcomes:

By the end of this session, attending the workshops, the completion of any related tasks and reading you should be able to:

- Explain what factors can determine the health and well-being of pupils
- Name some external agencies that liaise with schools to support and promote pupil health and well-being
- Explain how the external agencies operate to support and promote pupil health and well-being
- Describe aspects of health education that are addressed in school
- Employ skills and teaching strategies to assist in effective delivery of health education/ PSHE
- Understand the connection between pupils' health and learning
- Understand the importance of staff health and well-being to pupils' learning

The workshops and other tasks will raise awareness of and provide evidence towards:

QTS standards: 1, 3, 4, 5, 8

and

The PSHE Association Chartered Teacher Certificate (NQT)

Tasks:

See examples earlier.



# Working towards your PSHE Association accreditation

Below is information regarding the optional PSHE Association Chartered Teacher Certificate (NQT) which trainees are eligible to apply for during your ITE course at the University of Southampton.

The PSHE Certificate is accredited by the PSHE Association and is approved by the National Association of Head Teachers.

You are required to compile a short portfolio of evidence (as detailed below) in support of your application. Trainees whose portfolio reaches the required standard will be recommended for the PSHE Certificate.

This portfolio will be submitted at the end of the course. Please ensure you attach the cover sheet which can be found in the Heath Day and follow folder (Primary) and Professional Themes, optional PSHE certificate folder (Secondary) of Blackboard. Compile your portfolio in a separate document wallet/small ring binder with the separate tasks clearly labelled.

## Chartered Teacher of the PSHE Association Certificate (NQT)

### The Ten Principles of PSHE education

The chartered teacher framework is based on the ten evidence-based principles of effective practice in PSHE education. The framework also references:

- Teacher Standards produced by the DfE from September 2012
- Ofsted grade descriptors for outstanding teaching in PSHE education – December 2013
- The Ofsted Inspection Framework for Section 5 school inspections – September 2013

The principles fall naturally into four areas:

- Principles 1-3 Good practice in PSHE education
- Principles 4-6 Teaching and learning
- Principles 7-9 PSHE education and the wider curriculum including the school ethos
- Principle 10 PSHE education, pastoral care and safeguarding.

Further details about Framework are available on blackboard



# Contact

If you would like to discuss your ideas and or require further help and advice please contact by email:

Dr. Jenny Byrne

[J.Byrne@soton.ac.uk](mailto:J.Byrne@soton.ac.uk)

Sue Dewhirst

[Sue.Dewhirst@phe.gov.uk](mailto:Sue.Dewhirst@phe.gov.uk)

[www.southampton.ac.uk](http://www.southampton.ac.uk)