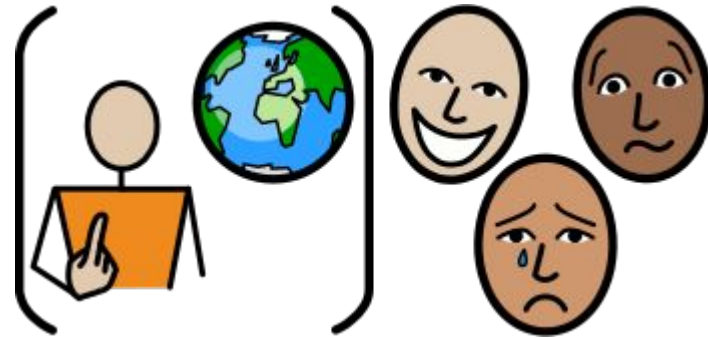


Personal, social & health education



Learning for life
Learning about myself



At Hayfield School we regard PSHE and Social Communication as prime areas of the curriculum



PSHE education actively promotes the moral, cultural, mental and physical development of pupils.



PSHE education helps to foster pupil wellbeing and develop character and personal attributes that we believe are fundamental to pupils being happy, successful and productive.



Pupils are taught about the importance of participation in their own communities through PSHE education.



Through PSHE education, pupils learn about boundaries in friendships and also in interactions with others, in a range of contexts, including



A robust PSHE programme contributes significantly to upholding the equality of pupils and supports safeguarding

How can PSHE education contribute to pupil safeguarding?

Through teaching PSHE we equip our children with the knowledge and skills of how to be safe and healthy, both physically and mentally and how to manage their academic, personal and social lives in a positive way.

How do we work towards this goal at Hayfield School?

Using pupil voice to ensure pupils feel safe and if not where/when they feel unsafe in school, teaching them to ask for help or say if something doesn't seem right

Signs in each class reminding pupils who they can talk to if they are worried

Teaching and modelling that trusted adults ask to touch and listen to children's voices, e.g. being given choices, asking pupils before touching them/supporting them with intimate care etc.

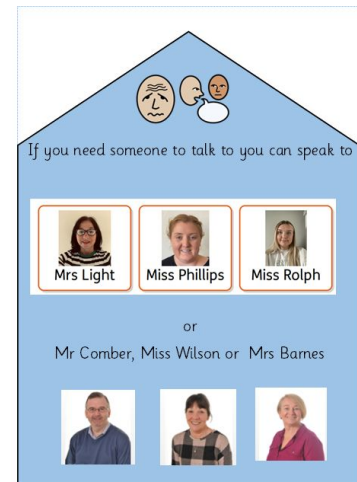
Teaching about healthy positive relationships from the start

Our pupils are especially vulnerable and we need to be aware of including them in the breadth of the PSHE curriculum by adapting it with sensitivity. E.g. RSE week is delivered flexibly according to pupils' previous knowledge, learning profile and relationships with staff; some pupils will have one to one sessions with an adult or with peers from parallel classes or in single sex groups if appropriate.

The Dimensions Curriculum has strong links to PSHE within each topic as well as additional lessons and units

Keeping children safe in education 2022

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual



Each class has a protected characteristics poster to ensure we make everyone welcome and equal


Protected Characteristics and 3D PSHE

Disability	3D PSHE Reception Programme Lesson 19
Gender Reassignment	3D PSHE Sex Education Unit Lesson 5
Sex	KS1 C1U3L1, L2, L3; LKS2 C3U3L1 Gender Stereotypes; UKS2 C2U3L2 Gender Stereotypes
Pregnancy and Maternity	3D PSHE Sex Education Unit Lesson 2
Sexual Orientation	3D PSHE Sex Education Unit Lesson 2; 3D PSHE Extremism and Radicalisation Unit Lesson 3
Marriage and Civil Partnerships	LKS2 C2U4L2 Family Links; UKS2 C2U4L3 Marriage
Race	3D PSHE Reception Programme Lesson 16; KS1 C2U4L3; UKS2 C2U3L1 Race and Ethnicity; UKS2 C2U3L3 Culture
Religion or Belief	3D PSHE Reception Programme Lesson 23; LKS2 C2U4L3, L4 Religious Views


Everyone is welcome in our class.

Protected Characteristics


Did you know?
It is against the law to discriminate against someone because of their...




Age




Disability




Religion




Sex




Marital Status




Race



Gender Reassignment



Sexual Orientation



Pregnancy/ Maternity



The aims of our PSHE + Social Communication curriculum relate back to our School Ethos & Values:

Learning to live and love life, together

Our values are:

Fun for everyone

Valuing each other

Positive in our thinking

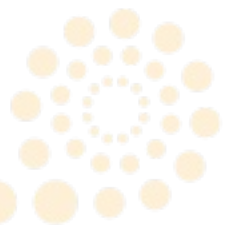
Positive in our attitudes

Flourishing in our endeavors

We seek to give our children the most opportunities that we can, to enable them to move forward and be as successful as they can be in the future.

Our goals for our pupils are that they leave Hayfield School:

- Being confident and independent
- With strong self help skills
- Able to take responsibility for their own learning and recognise the links with the outside world
- Able to respect themselves and others, take responsibility for their own behaviour and demonstrate tolerance
- Having developed thinking skills in order to make good choices



Learning for life

PSED/PSHE

Including statutory RSE
Non-statutory Sex
Education

EYFS

Self-regulation
Managing self
Building relationships

National Curriculum

Health + wellbeing
Relationships
Living in the wider world

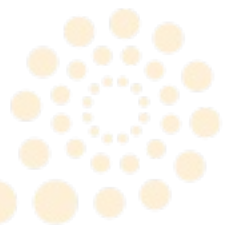
Learning about myself

Social Communication

Self regulation
Emotional Understanding +
self awareness
Communication + interaction
Social Understanding + relationships

Personal, social and emotional development in the EYFS (new ELGs)

Self - regulation	Managing self	Building relationships
Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly	Manage their own basic hygiene and personal needs, including dressing and going to the toilet	Work cooperatively and take turns with others
Have a positive sense of self and show resilience and perseverance in the face of challenge	Understand the importance of healthy food choices	Form positive attachments and friendships
Pay attention to their teacher and follow multi-step instructions	Explain the reasons for rules and know right from wrong	Show sensitivity to other's needs



THERE ARE 3 CORE THEMES IN PSHE

- ★ HEALTH AND WELLBEING
- ★ RELATIONSHIPS
- ★ LIVING IN THE WIDER WORLD

Some children in these classes will still be being assessed with the EYFS in some or all areas of their personal development

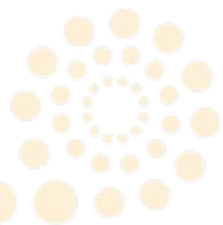
Key Stage 1 and 2 Personal, Social, Health and Economic Education

Core theme 1 Health and Wellbeing	Core theme 2 Relationships	Core theme 3 Living in the Wider World
Healthy lifestyles (physical well being)	Family and close positive relationships	Shared responsibilities
Mental health	Friendships	Communities
Ourselves, growing and changing	Managing hurtful behaviour/bullying	Media and digital resilience
Keeping safe	Safe relationships	Economic well being money
Drugs, alcohol and tobacco	Protecting self and others	Economic well being aspirations

At Hayfield School our PSHE is delivered using the Dimensions 3D PSHE scheme which supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles · Address personal hygiene · Develop an awareness of changing and growing · Deal with different emotions in an appropriate way
- Keep safe · Communicate well with others and work as a team · Define, identify and know how to respond to bullying · Know where and how to seek help when needed
- Treat everybody with respect · Form and build positive relationships · Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others · Be active in their own learning · Be active within their community · Manage money well · Keep safe online
- Self-assess and identify their strengths and weaknesses · Know how to make emergency calls · Know basic First Aid · Work collaboratively and respectfully
- Appreciate diversity · Empathise with other points of view · Express opinions clearly · Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

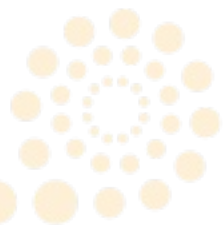
Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.



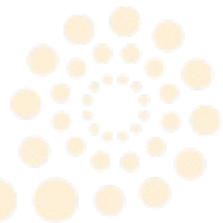
	KEY STAGE 1
Health and Wellbeing	I can describe some ways to keep healthy and explain why it is important.
	I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.
	I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.
	I can say something that makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.
	I can suggest ways to manage when finding something difficult.
	I can identify external body parts, how people's bodies and needs change as they grow from young to old.
	I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.
	I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.
	I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.
	I can describe how to follow simple hygiene and dental health routines.
	I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.
	I can say how to get help in emergency situations and follow instructions to keep safe.

	KEY STAGE 1
Relationships	I can say who loves and cares for me, what it means to be a family and that families are all different.
	I can name different types of relationships, for example, family, friendship, online.
	I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.
	I can say how I am the same and different to other people, and how to treat myself and other people with respect
	I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help.
	I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.
	I can talk about things that matter to me, and say how to play and work with others.
	I can say when it is important to ask for permission and how to ask for, give, or not give permission.
	I can say what privacy means, and which body parts are private.
	I can recognise when a secret should not be kept, but told to a trusted adult.
	I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.
	I can recognise that some people behave differently online and say some simple ways to keep online communication safe.
	I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.

	KEY STAGE 1
Living in the Wider World	I can give some examples of rules in school or at home and say why they are important.
	I can say some ways to care for the plants, animals and people around us and why this is important.
	I can identify some similarities and differences between people in my school and community.
	I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups.
	I can state some rules for using the internet and devices safely, and recognise that not everything online is always true.
	I can describe how wanting something is different from needing something.
	I can say what money is, where it comes from, and how it can be looked after, saved or spent.
	I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.



	KEY STAGE 2
Health and Wellbeing	I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.
	I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss
	I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.
	I can explain the importance of balancing time online with other activities for physical and mental wellbeing.
	I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth.
	I can suggest ways to manage setbacks and unhelpful thinking.
	I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.
	I can explain how babies are conceived and born as part of the human life cycle.
	I can describe ways to prepare for and manage transitions positively between important stages in life or school.
	I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.
	I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.
	I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.
	I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.
	I can recognise signs that I or someone else may need help with their physical health or mental wellbeing.
	I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.
I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.	



Relationships	I can explain how families are different and identify features of positive family life.
	I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.
	I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.
	I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included.
	I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.
	I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.
	I can express and discuss my views on topical issues, and listen respectfully to others.
	I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.
	I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.
	I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.
	I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.
	I can recognise when it is right to break a confidence or share a secret, and who to tell.
	I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.
	I can explain when, where and how to get help or support if worried about relationships of any sort.

	KEY STAGE 2
Living in the Wider World	I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.
	I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.
	I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community.
	I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.
	I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.
	I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.
	I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.
	I can recognise how financial decisions can impact people's emotions, including choices related to gambling.
	I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.
	I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime,
	I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.

Autism Education Trust

Progression Framework

All pupils have individual targets set in these areas from the AET (sensory is optional as required) and a summative assessment is done each year at the time of their annual review. Year on year their progress in each area can be viewed as a percentage.

In 2015 the Autism Education Trust (AET), with funding from the Department of Education, commissioned a research and development project with the aim of developing a Progression Framework specific to the needs of young people on the autism spectrum. The project involved a [literature review](#) and a wide-ranging consultation with education practitioners, parents, pupils and adults on the autism spectrum. The findings of the research were used to develop a Progression Framework that was made available to schools via the AET website. It was supported by a training module delivered via AET partners across England.

[Communication & Interaction](#)

[Social U/S & Relationship](#)

[Emotional U/S & Self Awareness](#)

[Sensory Processing](#)

[Learning & Engagement](#)

[Healthy Living](#)

Autism Education Trust

Progression Framework

Communication & interaction	Social understanding & relationships	Emotional understanding & self awareness	Sensory processing <i>Used when appropriate</i>	Learning + engagement	Healthy Living
Listening & understanding	Being with others	Understanding & expressing own emotions	Understanding & expressing own sensory needs	Learning through play	Keeping healthy
Expressive communication	Positive relationship (adults)	Managing emotions & behaviour	Responding to interventions	Motivation and engagement	Personal care
Conversations	Positive relationships & friendships (peers)	Understanding others' emotions/intentions	Increasing tolerance of sensory input	Organisation & Independent learning	Relationships and sex education
	Group activities	Self-awareness	Managing own sensory needs	Motivation & engagement	
		Developing confidence and self esteem		School routines & expectations	
				Evaluation own learning	

A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

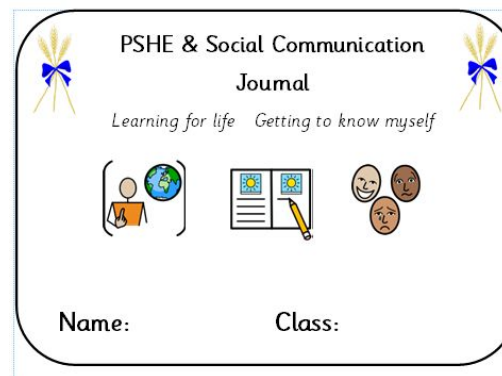
At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

PSHE and Social Communication lessons are moving away from a worksheet based format towards more collaborative activities that develop social communication at the same time. Lessons are recorded in a class floor book and assessment is often AFL which is included into lessons.

Floor books have been introduced to encourage staff to deliver lessons in a way that will develop skills such as; partner work, discussion, role play etc





Adventurers have asked to have individual books as pupils want to keep their emotional work private -

Action - develop a journal for this.



We need to adapt teaching methods not content

We want our pupils to have a full entitlement to the curriculum as we believe they are entitled to a full and meaningful life in society. We must also consider the added vulnerability of their SEND

<p>Explorers 1</p> 	<p>Delivered through topics and also using RIC SLD To be Me units</p>
<p>Explorers 2</p> 	<p>Delivered through lessons linked to topics and additional lessons/units to ensure coverage</p>
<p>Pathfinders</p> 	<p>Delivered through lessons linked to topics and additional lessons/units to ensure coverage</p>
<p>Adventurers</p> 	<p>Delivered through lessons linked to topics and additional lessons/units to ensure coverage</p>

Each year our intake is constituted of pupils from a range of year groups and with a wide range of abilities and needs; therefore we have to re-arrange our classes accordingly.

We then put classes into 3 curriculum pathways:

Pre-formal

Semi-formal

Formal

Some classes may follow one curriculum for academic lessons and another for PSHE and Social Communication according to their needs

Samples of work show the variation in delivery to match our pupils' needs

In these classes they may be following the curriculum pathway that relates to their year group for Humanities e.g. Pathfinders but be following a lower pathway for PSHE and social communication e.g. Explorers as cognitively and socially this is more appropriate for them. The semi-formal classes also use other forms of intervention such as PECs, Attention Autism, Jabadao and Intensive interaction during PSHE/Social Communication lesson time. The teachers prioritise their needs and some pupils with more complex needs will need to work on communication and developing social relationships one to one or in a small group with an adults before they are ready for discrete PSHE/Social Communication lessons.



WHAT IS INTENSIVE INTERACTION?

- Intensive Interaction is a **communication approach** that supports the learning and social needs of people who are still at **early stages of communication development**.
- It is about **tuning into the person** by listening and observing how and when a person is trying to communicate and by **responding at their level** of understanding.
- It is **joining someone in their own world, following their lead** and using their 'language'.
- It is a way of learning to communicate and **build meaningful, equal relationships** with people who have significant communication and interaction difficulties.
- It is an approach where the main tools are the **adult's face, voice and body language**.

The Picture Exchange Communication System (PECS®)



What is PECS?

The Picture Exchange Communication System®, or PECS®, allows people with little or no communication abilities to communicate using pictures. People using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item. By doing so, the person is able to initiate communication. A child or adult with autism can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card. PECS works well in the home or in the classroom.

Explorers 1

Explorers 1 have PSHE activities within their topics and also have discreet Social Communication/PSD lessons which closely link to PSHE at their level of development. Much of the focus throughout the day is around independence, establishing relationships, turn taking, developing play skills, functional communication e.g greeting others through routines such as morning meeting.

Explorers 2

Explorers 2 have PSHE lessons delivered through lessons linked to their topics and extra lessons to ensure full coverage. They also use the Safe Zone F2 lessons and NSPCC PANTS lessons



Our Learning Pathways

Our learning pathways are individual, yet inter-connected, leading students on a journey of discovery!



EXPLORERS 'HAVE A GO!'

- Experimental
- Curious
- Confident
- Co-operative

Experimental	Curious	Confident	Co-operative
I can find out how things work.	I can ask my own questions.	I can make mistakes without worrying about failure.	I can take turns.
I can explore different ways of doing things	I am eager to learn new things.	I can help others with their learning.	I can explain my ideas to others.
I can investigate using resources provided for me.	I can identify things that interest me.	I have a positive attitude to my learning.	I can work as part of a group making a positive contribution.

Pathfinders have PSHE lessons included in each of their topics (Year 1 in cycle A + Year 2 in Cycle B Dimensions units) and extra lessons to ensure full coverage.

They also follow the units
Extremism and Radicalisation KS1
Safe Zone KS1 (e-safety)

Our Learning Pathways

Our learning pathways are individual, yet inter-connected, leading students on a journey of discovery!



PATHFINDERS 'FIND A WAY!'

- Innovative
- Decisive
- Creative
- Independent

Pathfinders

Innovative	Decisive	Creative	Independent
I can try out new things. I can find out new ways of doing things. I can ask relevant and appropriate questions to extend my thinking. I can generate new ideas.	I can respond appropriately to instructions. I can identify the difference between right and wrong and make good choices. I can choose the best way to express my thoughts and feelings. I can speak up in a familiar group.	I can solve simple problems on my own. I can share my ideas and experiences with others, as part of a group. I can see things from other points of view. I can assess whether or not an end product has achieved its purpose.	I can select resources independently. I can take responsibility for equipment used in activities and keep my own space tidy. I am not afraid to 'have a go'. I can ask for help when I think I need it.

Adventurers have PSHE lessons included in each of their topics (Year 3 + Year 4) and extra lessons to ensure full coverage. They also follow the units on Extremism and Radicalisation KS2 Substance Related Abuse



Our Learning Pathways

Our learning pathways are individual, yet inter-connected, leading students on a journey of discovery!



ADVENTURERS 'MAKE IT HAPPEN!'

- Brave
- Risk-takers
- Resilient
- Prepared

Adventurers

Brave

I can take responsibility, showing confidence in myself and my contribution to the group.

I can challenge others' thinking, not always believing something just because everyone else does.

I can speak in favour of views and beliefs that may differ from my own.

I invite feedback and deal positively with praise, setbacks and criticism.

Risk-Taker

I can anticipate, take and manage risks.

I am prepared to try things out even if they might not work.

I trust my intuition and feelings.

I can question my own as well as others' assumptions.

Resilient

I can respond positively to change, seeking advice and support when needed.

I can discuss issues of concern, seeking solutions to problems where needed.

I seek out challenges or new responsibilities and show flexibility when priorities change.

I can adapt my ideas as circumstances change.

Prepared

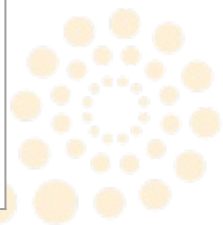
I can consider the influence of circumstances, beliefs and feelings on forthcoming decisions and events.

I can propose practical ways forward, breaking these down into small, manageable steps.

I can plan and carry out research, understanding the consequences of decisions.

I can organise my time and resources, making sure I do the most important tasks first.

Explorers 2	<p>This is a topic based on Traditional Tales such as Jack and the beanstalk. It included a PSHE lesson called “Bully Boy” which focuses on the learning objectives:</p> <ul style="list-style-type: none"> • Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (new ELG)
Tell us a story	
Pathfinders	<p>This is a thematic unit based around fairy tales. There are 5 PSHE lessons included in the topic which focus on these themes:</p> <ul style="list-style-type: none"> • Name calling • Unfair teasing • Bullying • Finding help • Empathy • Positive and negative behaviours
Happily ever after	
Adventurers	<p>This is a thematic unit based on Ancient Greece. It includes 5 PSHE lessons which focus on:</p> <ul style="list-style-type: none"> • Collaboration • Listening • Resilience • Bullying
Athens vs Sparta	



For our pupils at Hayfield there needs to be explicit teaching in Social Communication; aspects such as self regulation will have a significant impact on their choices at transition to secondary and the quality of their family life and wellbeing .



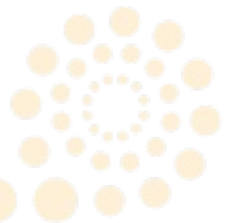
Educational visits give pupils the opportunity to generalise social skills they have learned in the classroom to another context and with new people. Staff support them by preparing them using social stories and/or visuals. Families may report that they struggle to take their child to the shops/hospital etc. and staff can work on this through preparation/ visits and then support parents/carers to try the situations themselves.



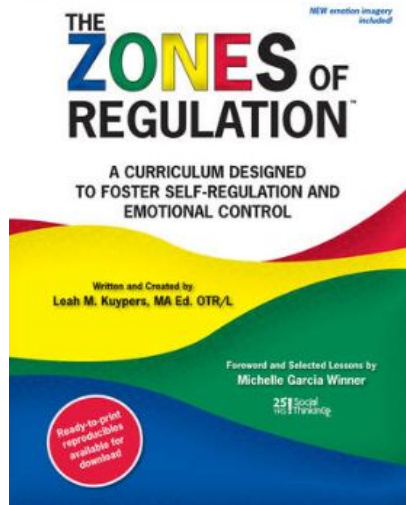
We recognise that our pupils need discrete teaching of social communication skills as they often find this an area of difficulty and do not tend to learn these skills incidentally. They also require support to generalise social skills to different people and contexts.

Classes each deliver the equivalent to an afternoon on PSHE/Social Communication input which will take a range of forms depending on the ages and abilities of the group of pupils.

For younger or more complex pupils (Explorers 1 + semi-formal classes) they will need to build up the ability to attend within a group and these sessions may take the form of Attention Autism or simple circle games/parachute games/songs. Most pupils will need to develop their levels of engagement before they move on to more formal sessions and complex social skills. Some of these classes use this time for Intensive Interaction with individual pupils or PECS sessions. Pupils with more complex communication needs will need to develop relationships, communication and engagement first.



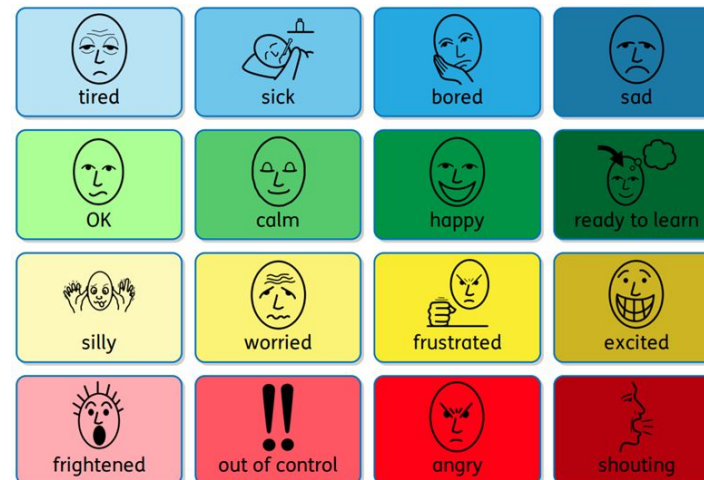
This is a whole school approach which forms the basis of our Social Communication Curriculum



The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

Now been implemented throughout the school. Links to behaviour and sensory

Whole school CPD delivered by Shine OT



Each class has a zones chart
These develop as children progress through the school to have more emotions
Each class has morning and afternoon meeting time to check in

All Explorers classes and semi-formal classes use Attention Autism as vehicle to engage and teach pupils with a strong focus on Social Communication



Can be used a powerful modelling tool to teach skills



Uses a structure to develop interaction, engagement and attention

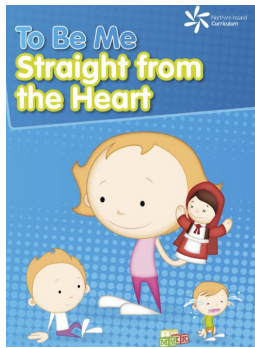
Highly motivating activities that is popular with children and staff



Encourages spontaneous language and social communication

Often called Bucket Time, find ideas on social media groups, pinterest

Uses Autistic pupils' visual skills



To Be Me Units		
	CYCLE A	CYCLE B
Autumn	Straight from the heart	Feast for the senses
Spring	Fit for life	Let's get moving
Summer	Let's get together	Home is where the heart is

Strand 1 Personal Understanding and Health

Themselves and their Personal Attributes

Begin to recognise uniqueness and value personal qualities and abilities

Their Own and Others' Feelings and Emotions

Begin to recognise and manage some feelings

Keeping Healthy and Safe

Begin to recognise some aspects of a healthy lifestyle

Strand 2 Mutual Understanding in the Local and Wider Community

Similarities and Differences

Begin to recognise differences in each other

Learning to Live as a Member of a Community

Begin to understand their role in the classroom community

Relationships with Family and Friends

Begin to understand the relationships within a family

Similarities and Differences

Begin to recognise differences

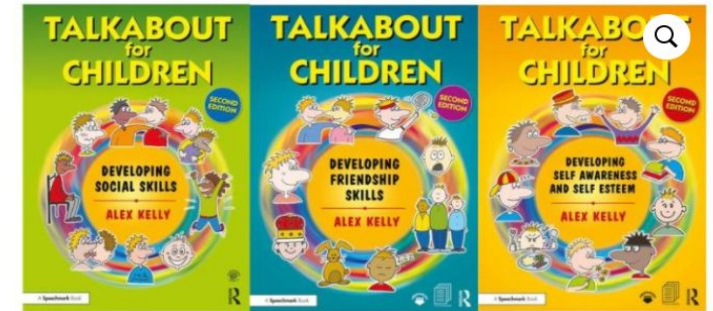
Explorers 2, Pathfinders & Adventurers

- Autumn:** Self-management, critical thinking
- Spring:** Conversations, attentive listening, non-verbal communication
- Summer:** Conflict resolution, relationship management, group participation



Interactive web episodes depicting situations and offering different solutions to choose from and see the consequences

Explorers 2	Social Express; Early Learners
Pathfinders	Social Express; Creating Connections
Pathfinders/Adventurers	Social Express; Critical Thinkers
Adventurers	Social Express; Emerging experts

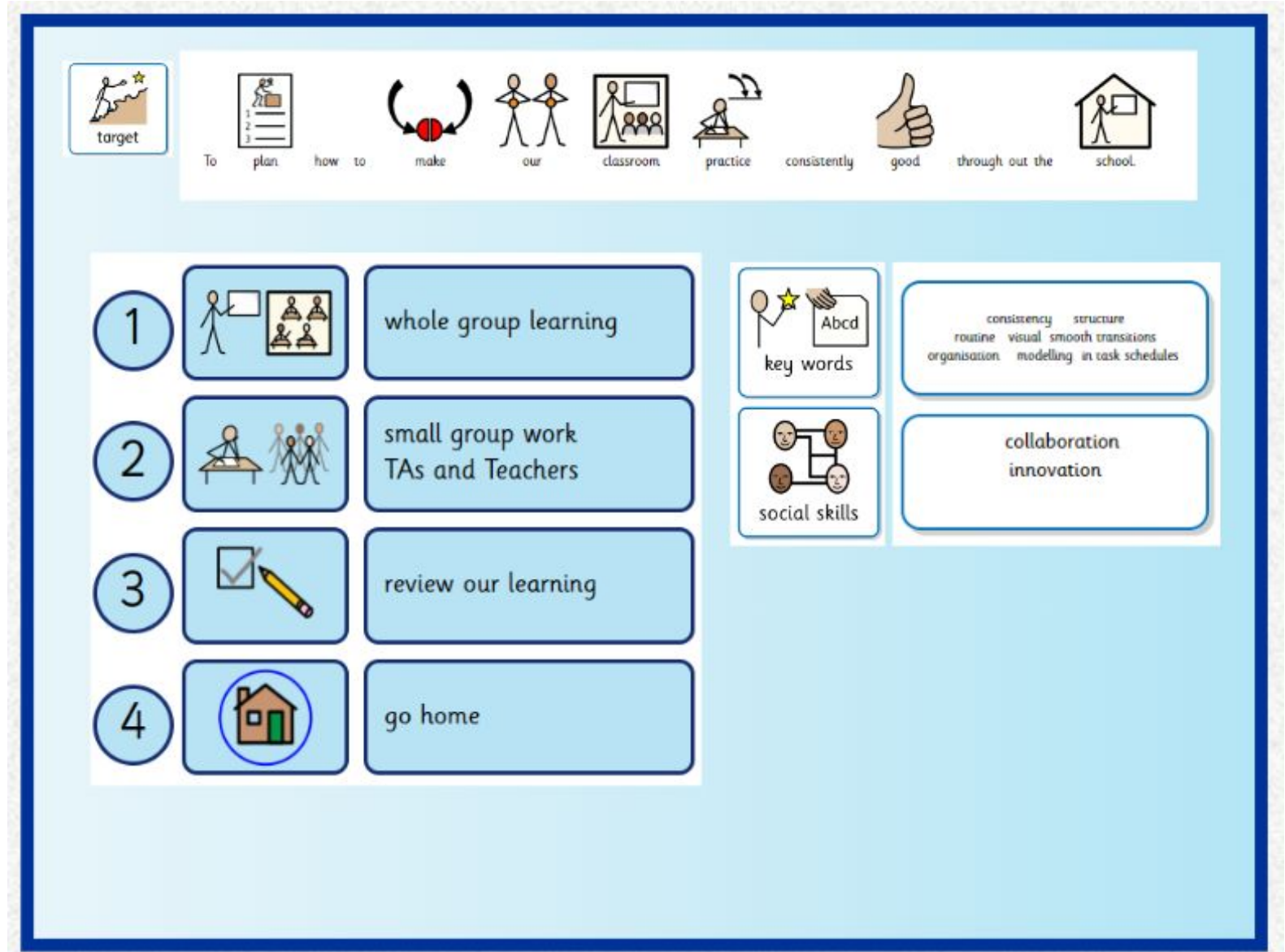


Additional materials



Spring 23

We have now implemented a lesson slide structure throughout the school and this includes social skills for each lesson which are shared with the supporting staff and pupils



Snack time

Staff particularly in KS2 are buying snacks for their class. It is expensive to buy fruit so often biscuits, crackers, breadsticks etc are used. Some classes ask parents for a contribution

The plan

Parents/carers would be asked for a termly donation centrally. This and school fund would pay for KS2 children to have fruit/veg for their morning snack. KS1 get their fruit free, their parental contribution would pay for an afternoon snack which would aim to give opportunity to get children to try a greater range of foods and introduce healthier snack e.g. wholemeal toast/crackers. Opportunities to use PECs for Explorers 1/pre formal classes

Morning snack = Milk or water + fruit or vegetables

Breakfast club

Breakfast club has restarted. Childcare and/or healthy breakfast. Run by Thrive and TAs on rota, and also as a daily check in for Thrive children. Older Thrive children are acting as mentors and helping with the younger children (this meets their Power and Identity personal targets)

Hi everyone

I wanted to update you with the progress made on some of the changes we have been making in school to improve our pupils' health and well being through healthy eating.

It has been great to hear that lots of children have been trying fruit for the first time and many of them are now eating it regularly. The younger children have been having healthier snacks in the afternoon and many of them have been trying new foods; e.g. multigrain crackers and wholemeal toast.

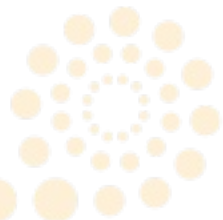
However we have not received many of the £5 contributions that we requested and often staff are buying snacks for the children themselves and school paying for the fruit. If you are able to afford this amount please can you send it in each half term (I will ask staff to remind everyone on their dojo pages).

Breakfast club restarted this term run by the Thrive team (Mrs Speed, Miss Smith and Miss Nowell) and assisted by some of our older children. They serve healthy breakfasts such as cereal, wholemeal toast, beans etc in a warm welcoming atmosphere which gives the children a lovely start to the day.

[Translation viewed by 1 parent](#)

♥ 29 likes 💬 13 comments 👁 225 views

School Story February 23



Mrs. Light Assistant Headteacher Nov 18, 2022 Hayfield School



Yesterday we had another session on the Slow Cooker Course with some new parents/carers joining us, Laura demonstrated Chicken Fajitas and they smelt delicious



Specialist OT to deliver staff training and family workshop on selective eating in Summer Term 23

Want to learn to cook healthy meals that are good value for money?

And get a free slow cooker?

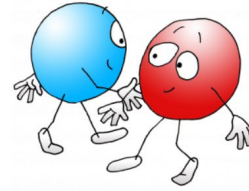
We are working with the non profit organisation Well fed—can cook to run a 2 session slow cooking course on 5th & 12th July (Tuesdays) from 1:30– 3:00 pm for a limited number of parents/carers. Please email me if you would like a place. Thanks Alex
alexlight@hayfield.wirral.sch.uk



Well fed can cook website link [here](#)

Potential Benefits For Students

- Promotes well-being and resilience
- Offers knowledge and skills applicable to the child's life
- Can be individually tailored to suit each child
- Develops many areas of personal, social and emotional development
- Extends the thinking skills learning which is promoted in the national curriculum (such as metacognition)



Our Deputy Headteacher and a teaching assistant have completed the dots training and begun trialling the sessions in classes



[Links to PSHE](#)

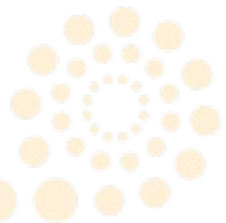
Being trialled in classes
Fir Chestnut Cherry and
Beech 22/23

2021/2 Sue in Willow

Kuljeet Nagra (TA)
delivering dots mindful
session in an Explorers 2
formal class
Year 2 and 3 pupils



dots is a new mindfulness curriculum for children aged 3 - 6 in schools and pre-school settings. dots has been developed by MiSP in collaboration with experienced teachers in a range of schools and settings.





PSHE

RSE



The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



These aims link strongly to our aspirations for our pupils when they leave Hayfield





PSHE

RSE



Our journey with the New RSE curriculum

Historically Hayfield has Relationships Education as part of PSHE and Social Communication lessons and Sex Education to Year 6 pupils (parents/carers given the right to withdraw)

2020

We re-launched RSE by celebrating RSE day with staff and pupils in school and online with families at home. The theme was books about Love and staff read stories which we shared online and took part in learning activities in school and at home. Consultation took place with staff, parents and carers and information was shared through letters and on School Story. Year 6 pupils took part in Sex Education lessons (parents/carers given the right to withdraw)

2021

New policy was written and shared with staff, parents/carers and governors

RSE week was celebrated again and classes from Explorers 2 upwards took part in RSE lessons based on the Medway units and Dimensions lessons. Year 6 pupils had Sex Education lessons (parents/carers given the right to withdraw). Teachers shared the content of the lessons each day with parents/ carers and pupils took work completed home to share. DSL made aware of RSE week and email to staff to warn them that discussion may raise difficult emotions in themselves and pupils (leading to possible disclosures). Information on helplines and support given. Pupil voice collected

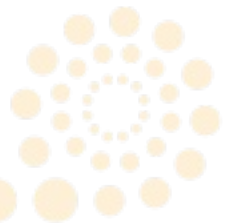
We were very proud to achieve our Schools of Sanctuary Award in July 22. Elaine Shutt (PSHE governor) collected the award on behalf of our school.



The Key British Values run through our PSHE programme

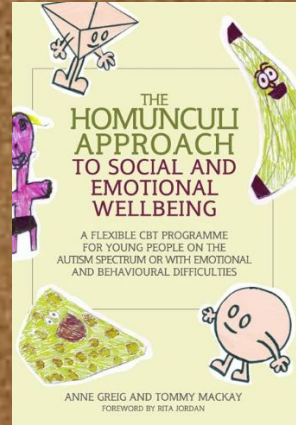
- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Our school assemblies provide another opportunity to model these values as a community and our school council gives each child a voice through their class representative to take part in democracy.



NEWS

PSHE bulletin
Vaping is going up and concerning amongst school children - add to drugs unit?



Being trialled with Adventurers Summer 23 CBT style approach developed for children with ASC

Spoke to Year 6 teachers about the importance of political impartiality - ensure that when they cover democracy etc they are mindful of this (unit being taught in autumn term 22)

E-cigarettes: Further information

- Regular smokers who are also regular e-cigarette users more than doubled, from 29% of regular smokers in 2018 to 61% in 2021
- 18% of all 15 year olds were current e-cigarette users
- Current e-cigarette use for 15 year old girls increased from 10% in 2018 to 21% (around 1 in 5) in 2021
- 23% of pupils who met people every day were current e-cigarette users, compared to 1% for those who never met people outside of home or school

School Improvement
Lancashire
INTEGRITY PURPOSE KNOWLEDGE

CHILDREN AND YOUNG PEOPLE SURVEY 2023

2023 find out more about YOUR PUPILS' HEALTH AND WELLBEING

Take part to help target planning

The 2023 survey is a tool for schools to use which provides data that can inform curriculum content, evidence for Ofsted, methods of lesson delivery, whether schools better meet the needs of their pupils, what's on the menu? <https://www.lancashire.gov.uk>

For a complete list of schools that have taken part, please visit the website: <https://www.lancashire.gov.uk>

Examples of online reports @ www.lancashire.gov.uk

Each school will receive reports comparing their pupils with the wider LA results

The 2023 survey has a major focus on our 2023 PSHE curriculum. Ofsted evidence and support understanding... All of our staff will be supporting the survey and using the data to inform their practice. We will be supporting our pupils to understand their own health and wellbeing. We will be supporting our pupils to understand their own health and wellbeing. We will be supporting our pupils to understand their own health and wellbeing.

How you registered your school or college to take part?

Taking part in the health and wellbeing survey in Jan 23

Shared with staff Spring 23

Guidance for maintained schools and academies in England on provision for transgender pupils

November 2022

Protected Characteristics

Did you know? It is against the law to discriminate against someone because of their...

- Age
- Disability
- Religion
- Sex
- Marital Status
- Race
- Gender Reassignment
- Sexual Orientation
- Pregnancy/Maternity

DISCRIMINATION PROHIBITED

Lunch time girls' club to support girls or boys who would like to spend time together (our school's population is not an even split)