



George Hastwell School
Personal development map
Updated spring 2020

	Positive school culture	Pride in achievement	Self-confidence and self-awareness	Healthy bodies and healthy minds	Transition, careers and choices	Employability and the world of work	Respecting others	Contribution to wider society and life in Britain	Understanding other cultures
EYFS	<p><u>GHS Values:</u></p> <ul style="list-style-type: none"> • Respect • Fairness • Kindness • Pride • Responsibility • Resilience <p>Presented in weekly assemblies and reflect in the pupil of the week system.</p> <p><u>Taking part in whole school events</u></p> <ul style="list-style-type: none"> • Sports Day • Carol service • Harvest Festival • Visiting performers - link to the arts <p><u>Whole school celebration</u></p> <ul style="list-style-type: none"> • Facebook page • Newsletter • Website <p>Take part in signing choir practice and performance.</p> <p><u>House activities</u></p> <ul style="list-style-type: none"> • Values days • Sporting activities 	<p><u>Celebrating achievements</u></p> <ul style="list-style-type: none"> • Reward charts - individualised. • Pupil of the week - presented in assembly • Headteachers' award - presented in assembly termly • Attendance certificates - termly and annual • Classroom display board - pupils' work and progress • Home-school photos • Home-school diaries • Records of Achievement <p><u>Commitment to learning</u></p> <p>Assessment for learning system to record achievement of learning objectives.</p> <p>Attendance at and contribution to annual reviews.</p> <p>IEP and EHCP outcomes shared with pupils and reported to parents.</p> <p>Progress via the SOLAR assessment system.</p>	<p>Chill skills - developing a sense of calm and readiness to learn.</p> <p>Use of individualised 3/5 point scales to develop early self-management of behaviour.</p> <p>Use of symbolised schedule resources to promote understanding of task and consequence.</p> <p>Built into curriculum via PSED lessons.</p> <p>Taking part in class assemblies - e.g. signing, singing, showing work.</p> <p>Take part in signing choir practice and performance.</p>	<p><u>Healthy bodies</u></p> <ul style="list-style-type: none"> • School meals - eating a balanced diet. • Healthy snacks • Food technology - trying new foods, sensory cooking skills. • P.E. - physical exercise. • Visiting sports providers – e.g. karate. • Taking part in sports day • Community visits - physical exercise on parks and playgrounds • Outdoor play. • Self-care skills - hand washing, teeth cleaning, toileting. <p><u>Healthy minds</u></p> <ul style="list-style-type: none"> • Massage in Schools - accepting appropriate touch, developing a sense of calm. • Developing early friendships - playing alongside, taking turns. • Chill skills - developing a sense of calm and readiness to learn. • Group music therapy – communication and emotional resilience. • Sensory regulation activities for individual pupils. • Relationships education - families. • PSED core skills lessons. 	<p>Making choices using symbols, objects of reference and verbal language- e.g. snack, school meals, activities across the whole school day.</p> <p>Transition plan as contribution to EHCP review.</p> <p>Attendance at annual review where possible.</p>	<p>Tidying up in the classroom.</p> <p>Taking messages - e.g. register / dinner numbers to office.</p> <p>Food technology - sensory cooking skills.</p> <p>Making artefacts for Christmas Fair and charity events.</p> <p>Theme work - key jobs in the community.</p>	<p>Massage in Schools - accepting appropriate touch, developing a sense of calm.</p> <p>Built into curriculum through discrete PSED lesson and throughout school day.</p> <p>Developing early friendships - playing alongside, taking turns.</p> <p>Thematic work</p> <p>Following class expectations and rules.</p> <p>Helping others in class.</p> <p>House activities – values focus.</p> <p>GHS Values - assemblies, weekly focus.</p> <p><u>Safety</u></p> <p>Safety in the classroom, school and the community.</p> <p>Early safer stranger awareness.</p>	<p>Taking part in charity days</p> <ul style="list-style-type: none"> • Jeans for Genes • Children in Need • Comic / Sport Relief • MacMillan Café • Foodbank donations • Plus others <p>Sponsored sporting events - e.g. Race for Life.</p> <p>GHS Values.</p> <p>Membership of school council - attending meetings.</p> <p>Voting for school council.</p>	<p>Taking part in Enrichment Days.</p> <p>Festival assemblies</p> <p>Thematic work.</p> <p>UW lessons</p> <p>PSED lessons</p> <p>Virtual reality work - visit world communities.</p> <p>Visiting performers - musical and dramatic culture.</p>

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KS1	<p><u>GHS Values:</u></p> <ul style="list-style-type: none"> • Respect • Fairness • Kindness • Pride • Responsibility • Resilience <p>Presented in weekly assemblies and reflect in the pupil of the week system.</p> <p><u>Taking part in whole school events</u></p> <ul style="list-style-type: none"> • Sports Day • Carol service • Harvest Festival • Visiting performers - link to the arts <p><u>Whole school celebration</u></p> <ul style="list-style-type: none"> • Facebook page • Newsletter • Website <p>Take part in signing choir practice and performance.</p> <p><u>House activities</u></p> <ul style="list-style-type: none"> • Values days • Sporting activities 	<p><u>Celebrating achievements</u></p> <ul style="list-style-type: none"> • Reward charts - individualised. • Pupil of the week - presented in assembly • Headteachers' award - presented in assembly termly • Attendance certificates - termly and annual • Classroom display board - pupils' work and progress • Swimming certificates • Home-school photos • Home-school diaries • Records of Achievement <p><u>Commitment to learning</u></p> <p>Assessment for learning system to record achievement of learning objectives.</p> <p>Attendance at and contribution to annual reviews.</p> <p>IEP and EHCP outcomes shared with pupils and reported to parents.</p> <p>Progress via the SOLAR assessment system.</p>	<p>Chill skills - developing a sense of calm and readiness to learn.</p> <p>Use of individualised 3/5 point scales to develop early self-management of behaviour.</p> <p>Use of symbolised schedule resources to promote understanding of task and consequence.</p> <p>Built into curriculum via PSHE lessons.</p> <p>Taking part in class assemblies - e.g. signing, singing, showing work.</p> <p>Take part in signing choir practice and performance.</p>	<p><u>Healthy bodies</u></p> <ul style="list-style-type: none"> • School meals - eating a balanced diet. • Healthy snacks • Food technology - trying new foods, sensory cooking skills. • P.E. - physical exercise. • Swimming - physical exercise. • Taking part in sports day / football tournament. • Visiting sports providers – e.g. karate. • Community visits - physical exercise on parks and playgrounds • Outdoor play. • Active lunchtime clubs. • Self-care skills - hand washing, teeth cleaning, toileting getting changed, showering at swimming. • Thematic work: science themes. <p><u>Healthy minds</u></p> <ul style="list-style-type: none"> • Massage in Schools - accepting appropriate touch, developing a sense of calm. • Developing early friendships - playing alongside, taking turns, sharing resources. • Chill skills - developing a sense of calm and readiness to learn. • 1:1 SERIS support. • Group music therapy – communication and emotional resilience. • Sensory regulation activities for individual pupils. • Relationships education - families. • PSED core skills lessons. 	<p>Making choices using symbols, objects of reference and verbal language- e.g. snack, school meals, activities across the whole school day.</p> <p>Transition plan as contribution to EHCP review.</p> <p>Attendance at annual review where possible.</p>	<p>Tidying up in the classroom.</p> <p>Taking messages - e.g. register / dinner numbers to office.</p> <p>Food technology - sensory cooking skills.</p> <p>Forest School - making simple artefacts.</p> <p>Making artefacts for Christmas Fair and charity events.</p> <p>Theme work - key jobs in the community.</p>	<p>Massage in Schools - accepting appropriate touch, developing a sense of calm.</p> <p>Built into curriculum through discrete PSHE lessons.</p> <p>PSHE throughout school day.</p> <p>Developing friendships - playing alongside, taking turns, sharing resources.</p> <p>Thematic work.</p> <p>Following class expectations and rules.</p> <p>Helping others in class.</p> <p>House activities – values focus.</p> <p>GHS Values - assemblies, weekly focus.</p> <p><u>Safety</u></p> <p>Safety in the classroom, school and the community.</p> <p>Early safer stranger awareness.</p> <p>Identifying adults to talk to and reporting concerns.</p>	<p>Taking part in charity days</p> <ul style="list-style-type: none"> • Jeans for Genes • Children in Need • Comic / Sport Relief • MacMillan Café • Foodbank donations • Plus others <p>Sponsored sporting events - e.g. Race for Life.</p> <p>GHS Values.</p> <p>Membership of school council - attending meetings.</p> <p>Voting for school council.</p>	<p>Taking part in Enrichment Days.</p> <p>Festival assemblies</p> <p>Thematic work.</p> <p>PSHE lessons.</p> <p>RE lessons,</p> <p>Virtual reality work - visit world communities.</p> <p>Visiting performers - musical and dramatic culture.</p>

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KS2	<p><u>GHS Values:</u></p> <ul style="list-style-type: none"> • Respect • Fairness • Kindness • Pride • Responsibility • Resilience <p>Presented in weekly assemblies and reflect in the pupil of the week system.</p> <p><u>Taking part in whole school events</u></p> <ul style="list-style-type: none"> • Sports Day • Carol service • Harvest Festival • Visiting performers - link to the arts <p><u>Whole school celebration</u></p> <ul style="list-style-type: none"> • Facebook page • Newsletter • Website <p>Take part in signing choir practice and performance.</p> <p><u>House activities</u></p> <ul style="list-style-type: none"> • Values days • Sporting activities <p>External sporting events.</p>	<p><u>Celebrating achievements</u></p> <ul style="list-style-type: none"> • Reward charts - individualised. • Pupil of the week - presented in assembly • Headteachers' award - presented in assembly termly • Attendance certificates - termly and annual • Classroom display board - pupils' work and progress • Swimming certificates • Home-school diaries • Records of Achievement <p><u>Commitment to learning</u></p> <p>Assessment for learning system to record achievement of learning objectives.</p> <p>Attendance at and contribution to annual reviews.</p> <p>IEP and EHCP outcomes shared with pupils and reported to parents.</p> <p>Progress via the SOLAR assessment system.</p>	<p>Chill skills - developing a sense of calm and readiness to learn.</p> <p>Use of individualised 5 point scales to develop early self-management of behaviour.</p> <p>Use of symbolised schedule resources to promote understanding of task and consequence.</p> <p>Built into curriculum via PSHE lessons.</p> <p>Taking part in class assemblies - e.g. signing, singing, showing work, reading.</p> <p>Take part in signing choir practice and performance.</p> <p>1:1 SERIS support.</p> <p>Class discussions through circle time.</p>	<p><u>Healthy bodies</u></p> <ul style="list-style-type: none"> • School meals - eating a balanced diet. • Healthy snacks • Food technology - trying new foods, early cooking skills. • Physical exercise through P.E. swimming and dance lessons. • Development of the MOVE programme to promote functional mobility. • Taking part in sports day and football tournament. • External sports events • Visiting sports providers – e.g. karate. • Outdoor play. • Active lunchtime clubs. • Self-care skills - hand washing, teeth cleaning, toileting getting changed, showering at swimming. • Thematic work: science themes. <p><u>Healthy minds</u></p> <ul style="list-style-type: none"> • Massage in Schools - accepting appropriate touch, developing a sense of calm, asking permission. • Developing early friendships - playing alongside, taking turns, sharing resources. • Chill skills - developing a sense of calm and readiness to learn. • 1:1 SERIS support. • Individual music therapy – communication and emotional resilience. • Sensory regulation activities for individual pupils. • Relationships education - families, animal life cycles. • PSED core skills lessons. 	<p>Making choices using symbols, objects of reference and verbal language- e.g. snack, school meals, activities across the whole school day.</p> <p>Transition plan as contribution to EHCP review.</p> <p>Attendance at annual review where possible.</p>	<p>Tidying up in the classroom.</p> <p>Taking messages - e.g. register / dinner numbers to office.</p> <p>Food technology - early cooking skills.</p> <p>Forest School - making simple artefacts, using tools.</p> <p>Making artefacts for Christmas Fair and charity events, using tools and equipment.</p> <p>Theme work - key jobs in the community.</p>	<p>Massage in Schools - accepting appropriate touch, developing a sense of calm, asking permission.</p> <p>Built into curriculum through discrete PSHE lessons.</p> <p>PSHE throughout school day.</p> <p>Developing friendships - playing alongside and with friends, taking turns, sharing resources, working together.</p> <p>Thematic work</p> <p>Following class expectations and rules.</p> <p>Helping others in class.</p> <p>House activities – values focus.</p> <p>GHS Values - assemblies, weekly focus.</p> <p><u>Safety</u></p> <p>Safety in the classroom, school and the community.</p> <p>Risks in the community and how to deal with these.</p> <p>Safer stranger awareness.</p> <p>Early online safety.</p> <p>Anti-bullying week.</p> <p>Identifying adults to talk to and reporting concerns.</p>	<p>Taking part in charity days</p> <ul style="list-style-type: none"> • Jeans for Genes • Children in Need • Comic / Sport Relief • MacMillan Café • Foodbank donations • Plus others <p>Sponsored sporting events - e.g. Race for Life.</p> <p>GHS Values.</p> <p>Membership of school council - attending meetings, contributing ideas.</p> <p>Voting for school council.</p> <p>Play leaders.</p> <p>Safety in the community - assemblies (e.g. Hallowe'en, Bonfire Night).</p>	<p>Taking part in Enrichment Days.</p> <p>Festival assemblies</p> <p>Thematic work.</p> <p>PSHE lessons</p> <p>RE lessons</p> <p>Virtual reality work - visit world communities.</p> <p>Visiting performers - musical and dramatic culture.</p>

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KS3	<p>GHS Values:</p> <ul style="list-style-type: none"> Respect Fairness Kindness Pride Responsibility Resilience <p>Presented in weekly assemblies and reflect in the pupil of the week system.</p> <p>Taking part in whole school events</p> <ul style="list-style-type: none"> Sports Day Carol service Harvest Festival Visiting performers - link to the arts <p>Whole school celebration</p> <ul style="list-style-type: none"> Facebook page Newsletter Website <p>Take part in signing choir practice and performance.</p> <p>House activities</p> <ul style="list-style-type: none"> Values days Sporting activities <p>External sporting events.</p>	<p>Celebrating achievements</p> <ul style="list-style-type: none"> Reward charts - individualised Class dojo Pupil of the week - presented in assembly Headteachers' award - presented in assembly termly Attendance certificates - termly and annual Classroom display board - pupils' work and progress Swimming certificates Home-school diaries Records of Achievement <p>Commitment to learning</p> <p>Assessment for learning system to record achievement of learning objectives.</p> <p>Attendance at and contribution to annual reviews.</p> <p>IEP and EHCP outcomes shared with pupils and reported to parents.</p> <p>Class dojo.</p> <p>Progress via the SOLAR assessment system.</p>	<p>Chill skills - developing a sense of calm and readiness to learn, applying strategies beyond Chill Skills sessions.</p> <p>Use of individualised 5 point scales to further develop self-management of behaviour.</p> <p>Use of symbolised schedule resources to promote understanding of task and consequence.</p> <p>Built into curriculum via PSHE lessons.</p> <p>Taking part in class assemblies - e.g. signing, singing, showing work, reading.</p> <p>Take part in signing choir practice and performance.</p> <p>1:1 SERIS support.</p> <p>Class discussions through circle time.</p>	<p>Healthy bodies</p> <ul style="list-style-type: none"> School meals - eating a balanced diet. Healthy snacks - helping to make snack for others. Food technology - trying new foods, basic cooking skills. Physical exercise through P.E. swimming and dance lessons. Development of the MOVE programme to promote functional mobility. Taking part in sports day and football tournament. Visiting sports providers – e.g. karate. External sports events Sports leaders and sports council. Outdoor play. Active lunchtime clubs. Self-care skills - hand washing, teeth cleaning, toileting getting changed, showering at swimming. Thematic work: science themes. <p>Healthy minds</p> <ul style="list-style-type: none"> Massage in Schools - accepting appropriate touch, asking permissions, accepting others' responses, developing a sense of calm. Developing friendships - taking turns, sharing resources, working together. Chill skills - developing a sense of calm and readiness to learn, applying strategies beyond Chill Skills sessions. 1:1 SERIS support. Individual music therapy – communication and emotional resilience. Sensory regulation activities for individual pupils. SRE - families, animal life cycles, human life cycle. PSED core skills lessons. 	<p>Making choices using symbols, objects of reference and verbal language- e.g. snack, school meals, activities across the whole school day.</p> <p>Transition plan as contribution to EHCP review.</p> <p>Attendance at annual review where possible.</p> <p>Y9 onwards - multi-agency and parental involvement with regards to aspirations and possible destinations.</p>	<p>Tidying up in the classroom and around school.</p> <p>Taking messages - e.g. register / dinner numbers to office, messages to other classes.</p> <p>Class responsibilities</p> <p>Food technology - basic cooking skills, basic hygiene.</p> <p>Forest School - making artefacts, using tools safely.</p> <p>Gardening - basic skills, using equipment safely.</p> <p>Making artefacts for Christmas Fair and charity events, using tools and equipment safely.</p>	<p>Massage in Schools - accepting appropriate touch, asking permissions, accepting others' responses, developing a sense of calm.</p> <p>Built into curriculum through discrete PSHE lessons.</p> <p>PSHE throughout school day.</p> <p>Developing friendships - playing alongside and with friends, taking turns, sharing resources, working together.</p> <p>Thematic work.</p> <p>Following class expectations and rules.</p> <p>Helping others in class.</p> <p>Values assemblies - value of the week.</p> <p>Class discussions in circle time - listening to others' ideas.</p> <p>Community visits.</p> <p>House activities – values focus.</p> <p>GHS Values - assemblies, weekly focus.</p> <p>Safety</p> <p>Safety in the classroom, school and the community.</p> <p>Risks in the community and how to deal with these.</p> <p>Safer stranger awareness.</p> <p>Online safety.</p> <p>Internet safety day</p> <p>Anti-bullying week.</p> <p>Identifying adults to talk to and reporting concerns.</p>	<p>Taking part in charity days</p> <ul style="list-style-type: none"> Jeans for Genes Children in Need Comic / Sport Relief MacMillan Café Foodbank donations Plus others <p>Sponsored sporting events - e.g. Race for Life.</p> <p>GHS Values.</p> <p>Membership of school council - attending meetings, contributing ideas, listening to others, gathering ideas of others.</p> <p>Voting for school council.</p> <p>Sports leaders and sports council.</p> <p>Safety in the community - assemblies (e.g. Hallowe'en, Bonfire Night).</p>	<p>Taking part and helping to organise Enrichment Days.</p> <p>Festival assemblies</p> <p>Thematic work</p> <p>Discrete MFL lessons - Spanish</p> <p>PSHE lessons</p> <p>RE lessons</p> <p>Dance from around the world.</p> <p>Virtual reality work - visit world communities.</p> <p>Visiting performers - musical and dramatic culture.</p>

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KS4	<p>GHS Values:</p> <ul style="list-style-type: none"> • Respect • Fairness • Kindness • Pride • Responsibility • Resilience <p>Presented in weekly assemblies and reflect in the pupil of the week system.</p> <p>Taking part in whole school events</p> <ul style="list-style-type: none"> • Sports Day • Carol service • Harvest Festival • Visiting performers - link to the arts <p>Whole school celebration</p> <ul style="list-style-type: none"> • Facebook page • Newsletter • Website <p>Take part in signing choir practice and performance.</p> <p>House activities</p> <ul style="list-style-type: none"> • Values days • Sporting activities <p>External sporting events.</p>	<p>Celebrating achievements</p> <ul style="list-style-type: none"> • Reward charts - individualised • Class dojo • Pupil of the week - presented in assembly • Headteachers' award - presented in assembly termly • Attendance certificates - termly and annual • Classroom display board - pupils' work and progress • Home-school diaries • Records of Achievement • Swimming certificates • External sports events, e.g. Cumbria Games • External accreditations - ASDAN Transition Challenge, Entry Level 1 English and maths <p>Commitment to learning</p> <p>Assessment for learning system to record achievement of learning objectives.</p> <p>Attendance at and contribution to annual reviews.</p> <p>IEP and EHCP outcomes shared with pupils and reported to parents.</p> <p>Class dojo.</p> <p>Progress via the SOLAR assessment system.</p>	<p>Chill skills - developing a sense of calm and readiness to learn, applying strategies independently beyond Chill Skills sessions.</p> <p>Use of individualised 5 point scales to further develop self-management of behaviour.</p> <p>Use of symbolised schedule resources to promote understanding of task and consequence.</p> <p>Built into curriculum via PSHE lessons.</p> <p>Taking part in class assemblies - e.g. signing, singing, showing work, reading, presenting.</p> <p>Take part in signing choir practice and performance.</p> <p>1:1 SERIS support.</p> <p>Class discussions through circle time.</p> <p>Taking part in external events - e.g. Cumbria Games.</p>	<p>Healthy bodies</p> <ul style="list-style-type: none"> • School meals - eating a balanced diet. • Healthy snacks - making snack for others. • Food technology - developing cooking skills. • Physical exercise through P.E., swimming and dance lessons. • Development of the MOVE programme to promote functional mobility. • Taking part in sports day and football tournament. • Visiting sports providers – e.g. karate. • External sports events • Outdoor play. • Active lunchtime clubs. • Self-care skills - hygiene in food technology, hygiene with regards to body. • Thematic work: science themes. <p>Healthy minds</p> <ul style="list-style-type: none"> • Massage in Schools - accepting appropriate touch, asking permission, accepting others' responses, working together, developing a sense of calm. • Developing friendships - taking turns, sharing resources, working together, team work. • Chill skills - developing a sense of calm and readiness to learn, applying strategies independently beyond Chill Skills sessions. • 1:1 SERIS support. • Individual music therapy – communication and emotional resilience. • Sensory regulation activities for individual pupils. • SRE - human life cycle, hygiene, puberty, relationships. • PSED core skills lessons. 	<p>Making choices using symbols, objects of reference and verbal language- e.g. snack, school meals, activities across the whole school day.</p> <p>Transition plan as contribution to EHCP review.</p> <p>Attendance at annual review where possible.</p> <p>Multi-agency and parental involvement with regards to aspirations and possible destinations.</p> <p>Liaison with agencies - Inspira, Transition worker.</p>	<p>Responsibilities in the classroom and around school.</p> <p>Organising self and others for work tasks, giving out equipment.</p> <p>Making snack for others.</p> <p>Taking messages - e.g. register / dinner numbers to office, messages to other classes.</p> <p>Food technology - developing cooking skills, body and kitchen hygiene.</p> <p>Forest School - making artefacts, using tools safely, making a fire, cooking lunch.</p> <p>Gardening - developing skills, using equipment safely.</p> <p>Designing and making artefacts for Christmas Fair and charity events, using tools and equipment safely.</p> <p>Transition Challenge modules.</p>	<p>Massage in Schools - accepting appropriate touch, asking permissions, accepting others' responses, developing a sense of calm.</p> <p>Built into curriculum through discrete PSHE lessons.</p> <p>PSHE throughout school day.</p> <p>Developing friendships - playing alongside and with friends, taking turns, sharing resources, working together.</p> <p>Thematic work.</p> <p>Following class expectations and rules.</p> <p>Helping others in class and around school</p> <p>Anti-bullying week.</p> <p>Values assemblies - value of the week.</p> <p>Class discussions in circle time - listening to others' ideas.</p> <p>Community visits.</p> <p>House activities – values focus.</p> <p>GHS Values - assemblies, weekly focus.</p> <p>Safety</p> <p>Safety in the classroom, school and the community.</p> <p>Risks in the community and how to deal with these.</p> <p>Risks of extremism and exploitation.</p> <p>Safer stranger awareness.</p> <p>Online safety.</p> <p>Internet safety day</p> <p>Anti-bullying week.</p> <p>Identifying adults to talk to and reporting concerns.</p>	<p>Taking part in charity days</p> <ul style="list-style-type: none"> • Jeans for Genes • Children in Need • Comic / Sport Relief • MacMillan Café • Foodbank donations • Plus others <p>Sponsored sporting events - e.g. Race for Life.</p> <p>GHS Values.</p> <p>Membership of school council - attending meetings, contributing ideas, listening to others, gathering ideas of others.</p> <p>Voting for school council.</p> <p>Sports leaders and sports council.</p> <p>Safety in the community - assemblies (e.g. Hallowe'en, Bonfire Night).</p> <p>ASDAN Transition Challenge modules.</p>	<p>Taking part and helping to organise Enrichment Days.</p> <p>Festival assemblies</p> <p>Thematic work.</p> <p>PSHE lessons</p> <p>RE lessons</p> <p>Dance from around the world.</p> <p>Virtual reality work - visit world communities.</p> <p>Visiting performers - musical and dramatic culture.</p>

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KS5	<p>GHS Values:</p> <ul style="list-style-type: none"> Respect Fairness Kindness Pride Responsibility Resilience <p>Presented in weekly assemblies and reflect in the pupil of the week system.</p> <p>Taking part in whole school events</p> <ul style="list-style-type: none"> Sports Day Carol service Harvest Festival Visiting performers - link to the arts <p>Whole school celebration</p> <ul style="list-style-type: none"> Facebook page Newsletter - write articles. Website <p>Take part in signing choir practice and performance Lead signing choir songs.</p> <p>House activities</p> <ul style="list-style-type: none"> Values days Sporting activities <p>External sporting events.</p>	<p>Celebrating achievements</p> <ul style="list-style-type: none"> Class dojo Pupil of the week - presented in assembly Headteachers' award - presented in assembly termly Attendance certificates - termly and annual Classroom display board - pupils' work and progress Home-school diaries Records of Achievement Swimming certificates External sports events, e.g. Cumbria Games External accreditations - ASDAN Towards Independence; ASDAN Bronze, Silver, Gold; Entry Level 1-3 English, maths, ICT; Entry Level 2-3 Employability; Level 1 English / maths Leavers' assembly Sixth Form awards ceremony <p>Commitment to learning</p> <p>Assessment for learning system to record achievement of learning objectives.</p> <p>Attendance at and contribution to annual reviews.</p> <p>IEP and EHCP outcomes shared with pupils and reported to parents.</p> <p>Class dojo.</p> <p>Progress via the SOLAR assessment system.</p>	<p>Chill skills - developing a sense of calm and readiness to learn, applying strategies independently beyond Chill Skills sessions.</p> <p>Use of individualised 5 point scales to further develop self-management of behaviour.</p> <p>Use of symbolised schedule resources to promote understanding of task and consequence.</p> <p>Built into curriculum via PSHE lessons - developing a sense of personal well-being.</p> <p>Taking part in class assemblies - e.g. signing, singing, showing work, reading, presenting.</p> <p>1:1 SERIS support.</p> <p>Class discussions through circle time.</p> <p>Take part in signing choir practice and performance.</p> <p>Taking part in external sporting events.</p> <p>Taking part in residential experiences - outdoor activities, city experience.</p> <p>Developing independent living skills -ASDAN.</p> <p>Developing self-confidence through creative writing.</p> <p>Assertiveness training</p>	<p>Healthy bodies</p> <ul style="list-style-type: none"> School meals - eating a balanced diet. Healthy snacks - helping to make snack for others. Healthy and safe food. Food technology - trying new foods, basic cooking skills. Physical exercise through sports, swimming, gym and dance lessons. Development of the MOVE programme to promote functional mobility. Taking part in sports day and football tournament. Visiting sports providers – e.g. karate. Active lunchtime clubs External sports events - Outdoor play. Self-care skills - hygiene in food technology, hygiene with regards to body. Thematic work: science themes. <p>Healthy minds</p> <ul style="list-style-type: none"> Massage in Schools - accepting appropriate touch, asking permission, accepting others' responses, working together, developing a sense of calm. Developing friendships - taking turns, sharing resources, working together, team work. Chill skills - developing a sense of calm and readiness to learn, applying strategies independently beyond Chill Skills sessions. 1:1 SERIS support. Individual music therapy – communication and emotional resilience. Sensory regulation activities for individual pupils. ASDAN Towards Independence: Knowing about myself; Coping with People SRE: sexual and non-sexual relationships; sexuality; becoming a parent; Drugs and Alcohol PSED core skills lessons 	<p>Making choices using symbols, objects of reference and verbal language- e.g. snack, school meals, activities across the whole school day.</p> <p>Transition plan as contribution to EHCP review.</p> <p>Attendance at annual review where possible.</p> <p>Multi-agency and parental involvement with regards to aspirations and possible destinations.</p> <p>Liaison with agencies - Inspira, Transition worker, colleges, day services.</p> <p>Individualised work experience.</p> <p>Visits to research possible destinations.</p> <p>Applications to possible destinations.</p> <p>Transition visits.</p>	<p>Responsibilities in the classroom and around school - bus duty, hall chairs, dinner tables and chairs</p> <p>Organising self and others for work tasks, giving out equipment.</p> <p>Making snack for others.</p> <p>Taking messages - e.g. register / dinner numbers to office, messages to other classes.</p> <p>Food technology - developing cooking skills, body and kitchen hygiene.</p> <p>Catering course at Furness college.</p> <p>Forest School - making artefacts, using tools safely, making a fire, cooking lunch.</p> <p>Gardening - developing skills, using equipment safely. ASDAN Horticulture module.</p> <p>Designing and making artefacts for Christmas Fair and charity events, using tools and equipment safely.</p> <p>Staffing stalls at charity events - e.g. MacMillan Café, Christmas Fair.</p> <p>External accreditation - Entry Level 2 and 3 Employability</p> <p>National Citizen Scheme in conjunction with Inspira.</p> <p>Individualised work experience in conjunction with local businesses.</p> <p>PSHE and Citizenship- Economic well-being, finance</p>	<p>Massage in Schools - accepting appropriate touch, asking permissions, accepting others' responses, developing a sense of calm.</p> <p>Built into curriculum through discrete PSHE lessons.</p> <p>PSHE throughout school day.</p> <p>Developing friendships – working alongside and with friends, taking turns, sharing resources..</p> <p>Thematic work.</p> <p>Following class expectations and rules.</p> <p>Helping others in class and around school</p> <p>GHS Values.</p> <p>Class discussions in circle time - listening to others' ideas.</p> <p>Community visits.</p> <p>PSHE and Citizenship: Conflict Resolution</p> <p>Social responsibility - National Citizen Scheme in conjunction with Inspira.</p> <p>House activities – values focus.</p> <p>GHS Values - assemblies, weekly focus.</p> <p>Safety</p> <p>Safety in the classroom, school and the community.</p> <p>Risks in the community and how to deal with these.</p> <p>Risks of extremism and exploitation.</p> <p>Safer stranger awareness.</p> <p>Online safety.</p> <p>Internet safety day</p> <p>Anti-bullying week.</p> <p>Identifying adults to talk to and reporting concerns.</p>	<p>Taking part and organising charity days:</p> <ul style="list-style-type: none"> Jeans for Genes Children in Need Comic / Sport Relief MacMillan Café Foodbank donations Plus others <p>Sponsored sporting events - e.g. Race for Life.</p> <p>Values assemblies - value of the week.</p> <p>Membership of school council - attending meetings, contributing ideas, listening to others, gathering ideas of others.</p> <p>Voting for school council.</p> <p>Safety in the community - assemblies (e.g. Hallowe'en, Bonfire Night).</p> <p>National Citizen Scheme in conjunction with Inspira.</p> <p>Life skills lessons in line with ASDAN modules - Towards Independence and Personal Development.</p> <p>Sports leadership,- sports council, sports umpiring.</p> <p>Practising independent travel.</p> <p>Shopping in the community</p> <p>PSHE and Citizenship-</p> <ul style="list-style-type: none"> Our Government Crime Law 	<p>Taking part and helping to organise Enrichment Days.</p> <p>Festival assemblies</p> <p>Residential visits – city focus</p> <p>PSHE and Citizenship-</p> <ul style="list-style-type: none"> Diversity in Britain Communities <p>ASDAN modules - Towards Independence and Personal Development.</p> <p>Virtual reality work - visit world communities.</p> <p>Visiting performers - musical and dramatic culture.</p>

