



Issue 008

14 January 2022

Dear Parents and Carers

We hope that everyone had a relaxing and enjoyable Christmas break; it's lovely to welcome everyone back for the Spring term and say a proper hello to some new pupils. Learning has begun at a good pace. I'm very proud of the way our pupils are engaging with their lessons and reinstating or creating friendships.

This term we have one new primary class group, based on the ground floor with Teacher Ria, who welcomed her first two pupils this week. Ria has joined us from another SEN school and is an experienced primary teacher. We have also welcomed four new LSAs, Chrissy, Julie, Hannah and Emily, our Enrichment Coordinator Jemma and our Pupil Wellbeing Lead Kieran. It is wonderful how everyone has quickly settled in and become part of the Yarrow Heights family.

I thought it might interest you all to see an outline of this term's personal, social, health education lessons for Spring 1. Overleaf is an outline of what we will cover in PSHE this half term. PSHE is a very important subject for our pupils, as they learn about growing up and how to navigate relationships. Each class has two PSHE lessons a week.

PSHE focus, Spring 1

Week Beginning	Liam's Tutor Group	David's, Katrina's and Crystal's Tutor Groups	Chris' Tutor Group
10.1.22	PSHE: identifying strengths and weaknesses in employability skills RSHE: identifying dreams and goals	PSHE: employability skills – problem-solving, communication, teamwork, and leadership RSHE: The positive and negative effects of money on relationships	PSHE: transferable skills; inter- and intrapersonal skills; transferable interests and abilities RSHE: exploring the link between body image and mental health
17.1.22	PSHE: identifying the key competences and qualifications that are sought after by employers RSHE: explaining how responsible choices help to achieve goals and ambitions.	PSHE: learning about a broad range of careers, and the abilities and qualities required for different careers RSHE: explaining how responsible choices help to achieve goals and ambitions	PSHE: how to demonstrate strengths RSHE: eating disorders; the link between eating disorders and mental health
24.1.22	PSHE: thinking about the future – options after school (e.g. employment, further education, training) RSHE: how negative choices prevent us from achieving our goals.	PSHE: learning about equality of opportunity in employment RSHE: exploring how decisions in the online arena affect relationships and ambitions	PSHE: about different types of employment pathways; the difference between a "job" and a "career" RSHE: being a discerning media consumer and how to spot "fake news"
31.1.22	PSHE: challenging stereotypes in employment and identifying future career aspirations RSHE: resisting peer pressure to make poor decisions	PSHE: challenging stereotypes in employment and identifying future career aspirations RSHE: learning about professional relationships	PSHE: how to work towards aspirations and set meaningful, realistic goals for the future RSHE: how health-related decisions made in the present affect our futures
7.2.22	PSHE: exploring the link between personality and career choice RSHE: administering first aid	PSHE: identifying personal values and how they link with potential career choices RSHE: dealing with stress in everyday life	PSHE: about GCSE and post-16 options RSHE: substance abuse and its effects on relationships
14.2.21	PSHE: assessment RSHE: assessment	PSHE: assessment RSHE: assessment	PSHE: assessment RSHE: assessments





Week Beginning	Lisa's Tutor Group	Mario's Tutor Group	Ria' Tutor Group
10.1.22	<p>PSHE: I know that my body belongs to me and that I have control over what happens to it.</p> <p>RSHE: Lego Therapy with Liz and Lisa</p>	<p>PSHE: Growing and Changing-Puberty. To learn about the changes that happen at puberty.</p> <p>RSHE: The importance of self-respect and how this links to their own happiness.</p>	<p>PSHE:</p> <p>RSHE: To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)</p>
17.1.22	<p>PSHE: Understand why getting enough exercise and enough sleep is important.</p> <p>RSHE: Lego Therapy with Liz and Lisa</p>	<p>PSHE: Keeping Safe-local environment. About keeping safe in the local environment.</p> <p>RSHE: The importance of self-respect and how this links to their own happiness.</p>	<p>PSHE: To know what good physical health means.</p> <p>RSHE: To know that all humans experience emotions in relation to different experiences and situations.</p>
24.1.22	<p>PSHE: I understand how to take care of my body.</p> <p>RSHE: Lego Therapy with Liz and Lisa</p>	<p>PSHE: Feelings and Emotions To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>RSHE: To understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>PSHE: To know that bacteria and viruses can affect health but how everyday hygiene routines can limit the spread of infection.</p> <p>RSHE: To understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>
31.1.22	<p>PSHE: - I understand the harmful effects of using drugs, including alcohol and tobacco.</p> <p>RSHE: Lego Therapy with Liz and Lisa</p>	<p>PSHE: Healthy Relationships To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>RSHE: Build and maintain healthy relationships of all kinds.</p>	<p>PSHE: To understand the wider importance of personal hygiene and how to maintain it.</p> <p>RSHE: To understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>
7.2.22	<p>PSHE: I understand what a positive body image is.</p>	<p>PSHE: Healthy Relationships To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>PSHE: To understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>

## Lunchtimes

Our school offers a varied, healthy and medically approved diet. We are used to catering for gluten free, dairy free and other special dietary requirements. We will always try to accommodate children with self-limiting diets in collaboration with parents and our therapy team.

The school meal option is available for every child free of charge; nevertheless if they wish to bring in a packed lunch from home that is absolutely fine. We do however ask that the packed lunch does not include high salt or high sugar items such as crisps and chocolate/biscuit bars.

If you have any queries regarding catering, please speak with our Pupil Development Lead Cat Catton, who will be happy to inform and advise you.

## Labelling clothing

We're finding items of clothing, water bottles, pencil cases around the school as pupils leave these lying around whilst engaging in social interactions, particularly at break and lunchtime. Please can I ask you to label everything with your child's name so that we can return it quickly and children aren't searching the school for their belongings during the following lesson!





## CAMHS Workshops

Many thanks to one of our parents for sharing the link to some free CAMHS workshops which you can sign up for: [Events – CAMHS \(hampshirecamhs.nhs.uk\)](https://hampshirecamhs.nhs.uk)

## Homework

Please let us know if you would like more or less homework for your child and we will be happy to adjust what we ask them to complete.

Best wishes to you all,

Jane Straw  
Head of Education

