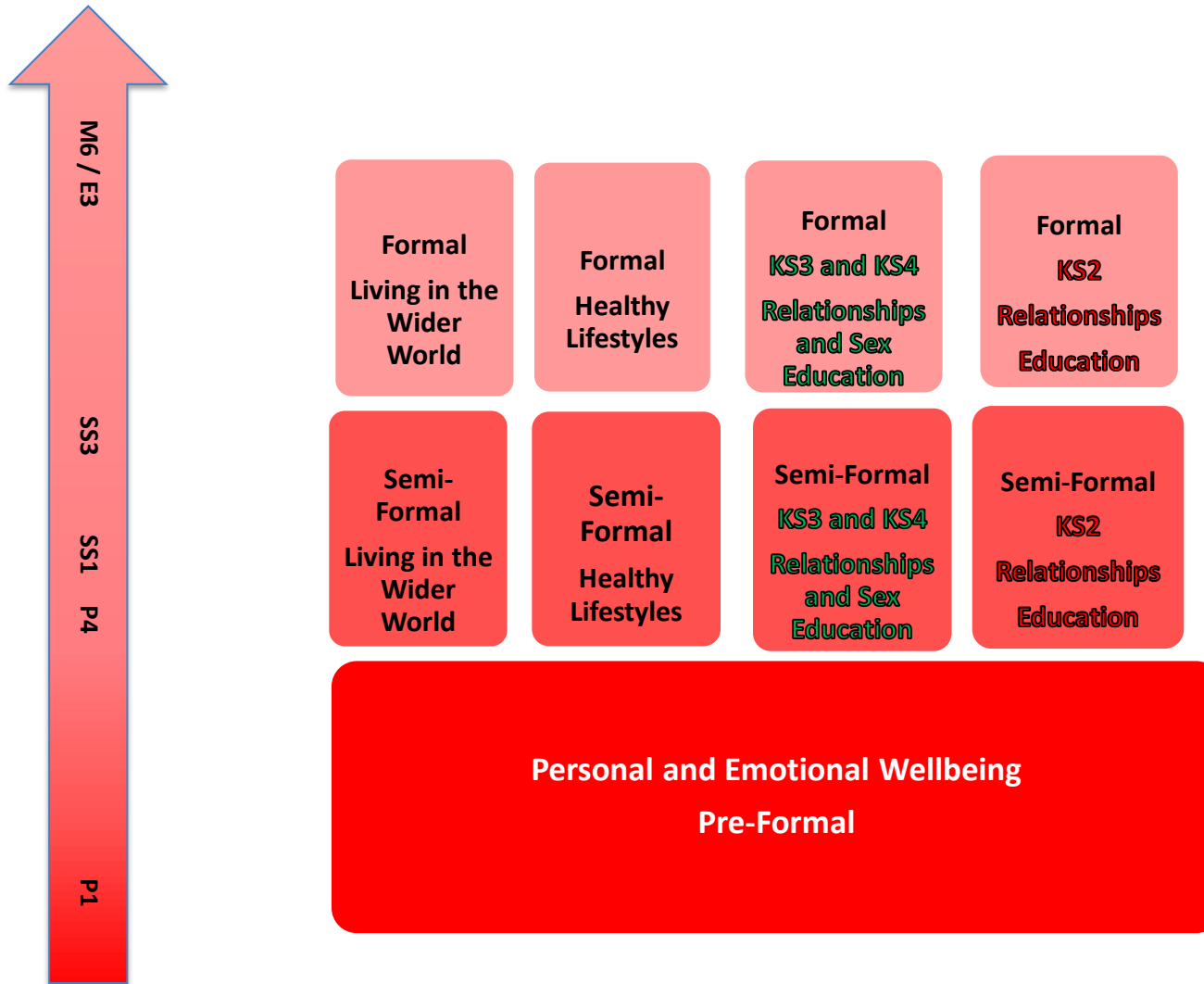




Curriculum Areas at St Giles

Personal and Emotional Wellbeing



Personal and Emotional Wellbeing

Formal Curriculum

The Personal and Emotional Semi-Formal curriculum recognises that learners with moderate learning difficulties (MLD) require specialised approaches to teaching. It is informed by the DfE Guidance on Relationships education (Primary), the DfE Guidance on Relationships and Sex Education (RSE) (Secondary), the PSHE Education Planning Framework for Learners with SEND, Key Stages 1-4 and the EQUALS Semi-Formal Curriculum.

Intent - What are we trying to achieve through our curriculum?

The Personal and Emotional Formal Pathway curriculum presents opportunities (where appropriate and possible) for pupils to:

- Carry out or take part in daily personal living routines.
- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

The complex needs of learners at St Giles means that the curriculum:

- May need to be personalised to support learners complex needs e.g. through access to ELSA (Emotional Literacy) or Drama-therapy Sessions.
- May need to be taught individually to recognise and take account of a learner's complex physical and / or medical needs.
- Recognises some learners will require access to Total Communication strategies e.g. Makaton signs, symbols, language etc. to maximise their capacity to communicate socially and express their emotions.
- Acknowledges that some MLD learners may have challenging behaviours that impact on their personal and emotional wellbeing and that these need to be addressed, responded and listened to as communications.

- Acknowledges the continuing need for some MLD learners to use strategies and content from the Semi-Formal Curriculum for Personal and Emotional Well-being e.g. the use of Intensive interaction as a means of supporting engagement and strategies to support behaviour.
- Acknowledges that teenage learners with MLD are likely to have sexual needs that they may want to express, but may lack social maturity and that this may lead to inappropriate behaviours that need to be discussed with parents, addressed and responded to.
- Acknowledge that a teenage learner's sexuality may not always be recognised by the adults around them.
- Acknowledges the importance of continuing to teach MLD learners to understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried – revisiting this at regular intervals to ensure understanding is maintained and generalised.
- Accepts that young people with disabilities and or intellectual impairments are more vulnerable to abuse of all kinds than their mainstream peers
- Acknowledges the importance of supporting MLD learners to develop an understanding of consent by first establishing an awareness of personal space and boundaries, the need to show respect and an understanding the differences between appropriate and inappropriate or unsafe physical.
- Recognises the importance of MLD learners having access to activities that encourage inclusive community participation e.g. opportunities for curriculum time outside the school, regular relationships with people and places around us, visits from volunteers.
- Acknowledges that some learners with MLD, especially if they have an additional ASC, may sometimes choose to absent themselves from those communities and that this position should be respected.
- Acknowledges that some MLD learners may need to be supported through the use of approaches that develop learners' levels of engagement by finding out what motivates and engages them.
- Acknowledges that the British values of democracy, the rule of law, individual liberty and tolerance should be promoted, but recognises that for MLD learners this will be rooted in the school's offer of real choices and inclusive experiences, but will move beyond this.

Implementation – How is the curriculum taught and assessed?

Like other Formal curriculum areas, the Personal and Emotional Formal curriculum is delivered both holistically and also as a series of separate subject areas.

The curriculum is taught through:

- some subject specific lessons,
- themed topics delivered through termly cross curricular topics organised in cycles by the Lower, Middle and Upper Schools,
- everyday activities that are part of the classroom routine.

Curriculum Design;

For learners in the Middle School onwards the curriculum is organised into 3 areas;

1. **Healthy Lifestyles** - Being and keeping healthy, physically and mentally
2. **Relationships Education KS2 / Relationships and Sex Education KS3 and 4**
 - **Self-care, Support and Safety** (Looking after myself and keeping safe)
 - **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour)
 - **Changing and Growing** (How I and others are changing; new opportunities and responsibilities)
3. **Living in the Wider World**
 - **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
 - **The World I Live in** (Living confidently in the wider world)

The curriculum is organised into progressive stages based upon the school's Personal, Social and Emotional Development assessment system. It is intended to be used as a spiral curriculum with topics revisited by learners throughout their time at St Giles and new skills and ideas introduced that clearly relate to previous learning.

The curriculum takes account of the chronological age of learners at St Giles. The KS2 Relationships education is colour coded in red focuses on supporting learners' understanding of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It includes information about puberty and related areas, such as the main external body parts, the human body as it grows from birth to old age and, where appropriate, an understanding of the human life cycle. It links to the Cognition and Challenge Curriculum Science content. The content is tailored to learners' understanding, physical and emotional maturity, to support them to prepare for the changes that adolescence brings.

The secondary relationships and sex education is colour coded in green. It focuses on supporting learners to develop healthy, nurturing relationships of all kinds. It therefore supports learners' awareness of healthy intimate relationships in a way that is appropriate to their understanding and physical and emotional maturity. Teaching will take account of the developmental differences of learners with MLD. Some work related aspects of the Living in the Wider World section of the curriculum are also for secondary pupils only.

St Giles is committed to working in partnership with parents and carers. If a learner with MLD asks an adult a question about sex or sexuality which goes beyond what is set out in the Personal and Social Curriculum, the school will first discuss the appropriate approach to the question with parents before answering in a way appropriate to that learner's developmental needs. Parents will be consulted generally about the school's overall policy to Relationships,

health and sex education and there will be regular opportunities for parents of pupils from year 6 upwards to discuss and receive support in talking to their children about sex education and how to link this with what is being taught in school. Parents with any concerns about the curriculum are encouraged to contact the Headteacher to discuss these concerns. They cannot withdraw their children from Health Education or the Relationships Education element of Relationships and Sex Education, but can request that their child does not take part in sex education.

St Giles school takes seriously the government guidance on sexual harassment in schools. With this in mind, MLD learners will be given the opportunity to learn about the importance of consent in all relationships. Regular opportunities will also be given for learners to discuss and understand the ideas of good touch and bad touch. Learners will be supported to understand practice saying no when someone wants them to do something they do not want to do. Learners at St Giles will be given opportunities to make choices for themselves across the curriculum. Learners will also be supported to understand the language of sexual harassment and to know which behaviours constitute actions of this nature.

Curriculum Coverage

Learners from the Middle School onwards are supported to develop their personal and emotional well-being through the following objectives;

Healthy Lifestyles

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
Consolidation and Application Stage 6 PSHE Assessment Level	Healthy Eating Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while.	Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities. Support the learner to plan a snack / meal / shopping list with healthy food. Do not be too complicated with this list - make it as simple to follow as possible – e.g. a ‘treat rule’ covering: <ul style="list-style-type: none"> • Sweets • Chocolate • Cakes • Crisps • Burgers <p>It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.</p> <p>Consider use of a traffic light system identifying how healthy a choice is, registers Red – high in fats, sugars and/or salt (fine as a treat, once a day at most)</p>	EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive) EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living Personalised menus for pupils in response to their complex medical needs. www.nhs.uk/Healthy/ Snacking There are quite a number of websites which have free on-line games which can be used with a little adaptation and support. For example	Self Determination and Independence Curriculum <ul style="list-style-type: none"> • Personal Care Routines

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
		<p>Amber – medium (OK choice) Green – low (healthier choice)</p> <p>Talk with learner about why you encourage them to eat certain foods. Talk with learner about the importance of eating some foods only once in a while. Look at what we might eat at different mealtimes – take photos of our meals or make a list of what we eat at different times of the day: breakfast, lunch, dinner, snacks, packed lunches, treats. Recognise that there might well be cultural differences in this list.</p> <p>Set up a healthy sandwich challenge.</p> <p>Explore the importance of eating regular meals, starting the day with breakfast.</p>	<p>www.foodafactoflife.org</p> <p>www.healthyactivekids.com</p>	
	<p>Taking care of physical health</p> <p>To initiate and follow through the order to follow a routine activity to keep the learner healthy</p> <ul style="list-style-type: none"> • Physical activity • Simple hygiene routines • Dental care • Sun safety <p>To participate healthy activities for rest and relaxation, beginning to show an awareness about the impact on the learner.</p>	<p>Support the learner to initiate and follow through tasks and routines to keep healthy e.g.</p> <ul style="list-style-type: none"> • Washing and tidying up after snack time, • Collecting personal hygiene equipment before going to the toilet and replacing it afterwards. • Discuss with learners why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. <p>Discuss learner independence and what they need support with.</p> <p>Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities. Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health.</p>	<p>Classroom tasks e.g. who is pouring the drinks today? What do they need to do? Access to activities / aims of EQUALS My Independence: My Dressing and Undressing: My Shopping: My Travel Training: My Cooking/Food Technology (Teacher Drive)</p> <p>Learner voice in Home-school communication, EHCP reviews, Transition</p> <p>Plan opportunities, particularly after exercise, for learners to talk about how their bodies feel. Find ways to involve learners so that they are all able to be active in ways that interest them and match their health and ability.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p>Keeping well</p> <p>Identify useful phrases or vocabulary to use in order to let somebody, know that we or someone else feels unwell. Explain why it is a good idea to ask for help quickly if we feel unwell. To recognise the main parts of the body including external genitalia Recognise people</p>	<p>Support the learner to communicate symptoms that they or someone else might have if they were feeling ill, uncomfortable, or are in pain.</p> <p>Model use of communication method used by learner / class e.g. Makaton, communication book, communication board etc.</p> <p>Encourage accurate use of body part vocabulary. Continue to support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. 'I am closing the curtain to make this space private. I am cleaning your</p>	<p>School nursing service / class team to support learners to understand what medication they are taking and involve them in the process</p> <p>Classroom tasks e.g. who is pouring the drinks today? What do they need to do?</p> <p>Plan opportunities, particularly after exercise, for learners to talk about how their bodies feel.</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> • Personal Care Routines <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links										
	<p>sometimes need to take medicines in different forms, including tablets, injections, inhalers. Explain why it is important not to touch, taste or take medicines without a trusted adult.</p> <p>To understand the genitalia are private areas</p>	<p>vulva/penis in private' so topics such as public/private, accurate naming of body parts and safeguarding are all experienced by the pupil, contextualised and repeated daily.</p> <p>Bring a variety of medicines, medications and everyday non-medical domestic products to classify the products into different groups - use pictures/photographs to produce a wall chart</p> <p>Classify medicinal from non-medicinal:</p> <table border="0"> <tr> <td>sun tan cream</td> <td>toothpaste</td> </tr> <tr> <td>tablets</td> <td>sweets</td> </tr> <tr> <td>mouth wash</td> <td>fizzy drinks</td> </tr> <tr> <td>muscle pain relief cream</td> <td>hand cream</td> </tr> <tr> <td>muscle pain relief spray</td> <td>deodorant</td> </tr> </table> <p>Discuss importance of seeking help to select appropriate medicines and medication.</p> <p>Visit a pharmacy or chemist, show and list various medications and medicines</p> <p>To support learners to understand that only those people whom they allow are allowed to see or touch their genitalia. This could be for toileting in school, but not for any other purpose in school.</p>	sun tan cream	toothpaste	tablets	sweets	mouth wash	fizzy drinks	muscle pain relief cream	hand cream	muscle pain relief spray	deodorant	<p>Learner voice in Home-school communication, EHCP reviews, Transition</p> <p>Find ways to involve learners so that they are all able to be active in ways that interest them and match their health and ability.</p> <p>Visits to pharmacy</p>	
sun tan cream	toothpaste													
tablets	sweets													
mouth wash	fizzy drinks													
muscle pain relief cream	hand cream													
muscle pain relief spray	deodorant													
	<p>Mental wellbeing</p> <p>To respond to the feelings to others, communicating about the different feelings others experience. Develop vocabulary to enable the learner to recognise if they, or someone they know, needs help with mental health or emotional wellbeing and identify who they can speak to.</p>	<p>Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities.</p> <p>Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health. Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?</p> <p>Use drama and role play to focus on not only what emotions look like, but also the context for them e.g. he is happy because.... she is frightened because.....</p> <p>Support the learner to show concern for others e.g. offer comfort to another pupil.</p> <p>Identify who the learner can talk to if they are feeling sad.</p> <p>Role play can also be used to discuss consent and what to do if some touches them without their consent</p>	<p>Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing Makaton signs / communication symbols specific to learners’ self-regulation needs</p> <p>Emotion cushions</p> <p>Mirrors</p> <p>Persona dolls - https://personadoll.uk</p> <p>Emotions collage</p> <p>Role play</p> <p>Talking mat activities</p> <p>Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <ul style="list-style-type: none"> Sensory circuits Sensory motor integration massage Mindfulness, yoga 										
<p>Stage 7 PSHE Assessment Level</p>	<p>Healthy Eating</p> <p>Identify some examples of healthy foods and foods that should only be eaten once in a while.</p>	<p>Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities.</p> <p>Look at what we might eat at different mealtimes – take photos of our meals or make a list of what we eat at different times of the day: breakfast, lunch, dinner, snacks, packed lunches, treats. Recognise that there might well be cultural differences in this list.</p> <p>Set up a healthy sandwich challenge.</p>	<p>EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive)</p> <p>EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living</p> <p>Personalised menus for pupils in response to their complex medical needs.</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines 										

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>Explain why we might need to eat foods we might not like very much.</p>	<p>Continue to support the learner to plan a snack / meal / shopping list with healthy food. Do not be too complicated with this list - make it as simple to follow as possible – e.g. a ‘treat rule’ covering:</p> <ul style="list-style-type: none"> • Sweets • Chocolate • Cakes • Crisps • Burgers <p>It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.</p> <p>Consider use of a traffic light system identifying how healthy a choice is, registers Red – high in fats, sugars and/or salt (fine as a treat, once a day at most) Amber – medium (OK choice) Green – low (healthier choice)</p> <p>Talk with learner about why you encourage them to eat certain foods.</p>	<p>www.nhs.uk/Healthy/ Snacking</p> <p>There are quite a number of websites which have free on-line games which can be used with a little adaptation and support. For example</p> <p>www.foodafactoflife.org</p> <p>www.healthyactivekids.com</p>	
	<p>Taking care of physical health</p> <p>Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p>Describe how we may feel if we don’t get enough sleep, and strategies for maintaining good sleep patterns.</p>	<p>Continue to support the learner to initiate and follow through tasks and routines to keep healthy e.g.</p> <ul style="list-style-type: none"> • Washing and tidying up after snack time, • Collecting personal hygiene equipment before going to the toilet and replacing it afterwards. • Discuss with learners why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. <p>Discuss learner independence and what they need support with.</p> <p>Introduce the four areas of Health that are applicable to us all: MOVE EAT SLEEP RELAX</p> <p>Create logos with a health checklist to tick off as they achieve them throughout the day.</p> <p>Support the learner to understand the concept of balance between diet and exercise.</p>	<p>Classroom tasks e.g. who is pouring the drinks today? What do they need to do?</p> <p>Access to activities / aims of EQUALS My Independence: My Dressing and Undressing: My Shopping: My Travel Training: My Cooking/Food Technology (Teacher Drive)</p> <p>EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip</p> <p>Learner voice in Home-school communication, EHCP reviews, Transition</p> <p>Plan opportunities, particularly after exercise, for learners to talk about how their bodies feel.</p> <p>Find ways to involve learners so that they are all able to be active in ways that interest them and match their health and ability.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>Keeping well Explain why it is important not to touch, taste or take medicines without a trusted adult.</p> <p>Explain why we should never take someone else's medication.</p>	<p>Identify medicines, medications and everyday non-medical domestic products to classify the products into different groups - use pictures/photographs to produce a wall chart</p> <p>Classify medicinal from non-medicinal: sun tan cream toothpaste tablets sweets mouth wash fizzy drinks muscle pain relief cream hand cream muscle pain relief spray deodorant</p> <p>Discuss importance of seeking help to select appropriate medicines and medication. Teach learner individually about the medication that they are taking and why only they can take it. Look at the labels on medication to see that each one is labelled with the person's name.</p> <p>Visit a pharmacy or chemist, show and list various medications and medicines</p>	<p>School nursing service / class team to support learners to understand what medication they are taking and involve them in the process</p> <p>Why do we take medicine? - KS1 Science - BBC Bitesize KS1 - Medicine Safety for Children (twinkl.co.uk). Safety with medicines Teaching Resources (tes.com)</p> <p>Visits to pharmacy As They Grow: Teaching Your Children How To Use Medicines Safely FDA</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p>Mental wellbeing To respond to the feelings to others, communicating about the different feelings others experience. Develop vocabulary to enable the learner to recognise if they, or someone they know, needs help with mental health or emotional wellbeing and identify who they can speak to.</p>	<p>Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities. Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health. Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?</p> <p>Use drama and role play to focus on not only what emotions look like, but also the context for them e.g. he is happy because.... she is frightened because.....</p> <p>Support the learner to show concern for others e.g. offer comfort to another pupil. Identify who the learner can talk to if they are feeling sad.</p>	<p>Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing Makaton signs / communication symbols specific to learners' self-regulation needs Emotion cushions Mirrors Persona dolls - https://personadoll.uk Emotions collage Role play Talking mat activities Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <ul style="list-style-type: none"> Sensory circuits Sensory motor integration massage Mindfulness, yoga
Stage 8 PSHE Assessment Level	<p>Healthy Eating Explain why some foods are healthier than others.</p> <p>Give examples of occasions when we can make choices about the foods that we like to eat.</p> <p>Explain what can help us choose what to eat.</p>	<p>Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities.</p> <p>Support the learner to make choices about the foods that they like to eat when selecting from the school lunch menu, items for snack time, food on a school trip or planning a snack / meal / shopping list. It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.</p> <p>Consider use methods to help healthy choices e.g. traffic light system identifying how healthy a choice is: Red – high in fats, sugars and/or salt (fine as a treat, once a day at most) Amber – medium (OK choice)</p>	<p>EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive) EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living Personalised menus for pupils in response to their complex medical needs.</p> <p>www.nhs.uk/Healthy/ Snacking</p> <p>Healthy Eating Plate for Kids - Divided Plate PowerPoint (twinkl.co.uk) Websites</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
		<p>Green – low (healthier choice) Introduce healthy eating plate.</p>	<p>www.foodfactoflife.org www.healthyactivekids.com</p>	
	<p>Taking care of physical health Identify some simple strategies to help make positive choices about our health and wellbeing.</p>	<p>Develop understanding of the four areas of Health that are applicable to us all: MOVE EAT SLEEP RELAX</p> <p>Create logos with a health checklist to tick off as they achieve them throughout the day.</p> <p>Support the learner to understand the concept of balance between diet and exercise.</p> <p>Giving learner opportunities to find activities that they enjoy, building on the motivation.</p> <p>Give lots of tasters and trials of a range of activities. Give them choices that they can develop into their social life.</p>	<p>EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip Learner voice in Home-school communication, EHCP reviews, Transition Plan opportunities to try different healthy activities e.g. visit a bowling alley.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p>Keeping well Identify some common legal drugs (e.g. nicotine and alcohol).</p> <p>Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our</p>	<p>Include some legal drugs when classifying drugs into different groups - use pictures/photographs to produce a wall chart Classify medicinal from non-medicinal: Prescribed tablets non- prescribed tablets mouth wash beer muscle pain relief cream hand cream muscle pain relief spray tobacco</p> <p>Sort pictures of doctors, nurses, parents pharmacists, siblings and friends – sort into who can administer medicine to us. Note in some families adult siblings may do this – good home/school communication will be important to establish this.</p> <p>Learn about vaccines using simple texts, videos, visit from school nurse or community paediatrician.</p> <p>Role play – being given medication by others – who can we say yes to? Who must not do this? what should we say?</p>	<p>School nursing service / class team to support learners to understand who can administer medication. Why do we take medicine? - KS1 Science - BBC Bitesize KS1 - Medicine Safety for Children (twinkl.co.uk). Safety with medicines Teaching Resources (tes.com) How Vaccines Work - Bing video As They Grow: Teaching Your Children How To Use Medicines Safely FDA</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>parents/carers/trusted adults).</p> <p>Key Stage 3 and 4 Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p>	<p>Look at and discuss the warnings on alcohol and tobacco.</p>	<p>Appropriate texts and videos on smoking and drinking alcohol</p>	
	<p>Mental wellbeing Explore and explain the link between physical health and mental wellbeing.</p> <p>Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.</p> <p>Key Stage 3 and 4 Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).</p>	<p>Support the learner to join in a range of physical activities – choosing, initiating and following through new healthy physical activities. Promote health awareness sensitively by talking with learners about exercise, its effect on their bodies and the positive contribution it can make to their health. Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?</p> <p>Use drama and role play to focus on seeking help for ourselves and others</p>	<p>Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing Makaton signs / communication symbols specific to learners’ self-regulation needs Emotion cushions Mirrors Persona dolls - https://personadoll.uk Emotions collage Role play Talking mat activities Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <ul style="list-style-type: none"> Sensory circuits Sensory motor integration massage Mindfulness, yoga
Stage 9 PSHE Assessment Level	<p>Healthy Eating Explain what it means to eat a healthy, balanced diet.</p> <p>Explain what can help us choose what to eat.</p>	<p>Identify examples of healthy / unhealthy foods on menus, in the shops, in pictures, during cooking activities. Support the learner to make choices about the foods that they like to eat when selecting from the school lunch menu, items for snack time, food on a school trip or planning a snack / meal / shopping list. It is likely that this may have to be personalised to meet the complex health needs of pupils e.g. pupils who are on high calorie / high fats diets. Careful thought will need to be given to these learners and also learners who are not fed orally.</p>	<p>EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive) EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-Physical-Well-being\Healthy Eating and Healthy Living Personalised menus for pupils in response to their complex medical needs.</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).	<p>Consider use methods to help healthy choices e.g. traffic light system identifying how healthy a choice is: Red – high in fats, sugars and/or salt (fine as a treat, once a day at most) Amber – medium (OK choice) Green – low (healthier choice) Introduce healthy eating plate.</p> <p>Use videos and, if appropriate, personal testimony e.g. an adult at school who has a food allergy. Make sure that learners in class with allergies are supported to know what their own allergies are. This needs to be done individually and should be done with sensitivity.</p>	<p>www.nhs.uk/Healthy/ Snacking</p> <p>Websites - www.foodfactoflife.org www.healthyactivekids.com</p> <p>Access to school nursing service to teach pupils about Epipens Videos - Daniel and his mum Zoe: Growing up with a food allergy - Bing video Lesson 1: What is a food allergy? Allergy Adventures Workshop for schools - Bing video Teaching children about their own allergies - Helping Children Understand Allergies - Bing video</p>	
	<p>Taking care of physical health Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.</p> <p>Explain why it is important to have enough sleep.</p>	<p>Communicate how to make choices that improve health and well-being, e.g. “each day is made up of 24 hours” Most adults’ days are divided into three parts, sleep, work and leisure time. Further develop understanding of the four areas of Health that are applicable to us all:</p> <p style="text-align: center;">MOVE EAT SLEEP RELAX</p> <p>Support the learner to explain the concept of balance between diet and exercise.</p> <p>Giving learner opportunities to find activities that they enjoy, building on the motivation.</p> <p>Give lots of tasters and trials of a range of activities. Give them choices that they can develop into their social life.</p> <p>Support learner to keep a health diary - Keeping a health diary - Food-for-Fuel-Week-Health-Diary.pdf (healthyschoolscp.org.uk)</p>	<p>EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip Learner voice in Home-school communication, EHCP reviews, Transition Consider introducing a classroom ‘Golden time to enable learner to make positive, real healthy choices.</p> <p>Generalise skills into the community so we must consider taking learners out of school to use local facilities as much as possible, for example using bowling alleys, swimming pool, gyms, local park.</p> <p>Explore the ideas of relaxing and chilling out, whatever that might mean.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p>Keeping well Describe how smoking and drinking alcohol can affect people’s health.</p> <p>Identify whom we can talk to if we are worried about health.</p> <p>Key Stage 3 and 4 Explain how drugs/alcohol can affect how people</p>	<p>Explore issues such as sometimes the air that we breathe is unhealthy. This is especially the case when people are smoking. Cigarette smoking causes many health problems.</p> <p>Develop understanding that everyone needs to drink plenty of fluids to stay alive and healthy. However, some drinks contain alcohol. If people drink too much alcohol they can damage their health. Identify drinks that contain alcohol.</p> <p>Role play – talking to someone about a health worry.</p>	<p>Life Skills Education - Drug Misuse Awareness - Life Skills Education Charity</p> <p>Range of books and videos e.g. Drugs and alcohol awareness film Bobby gets cool (part 1) - YouTube</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>feel, influence their ability to make decisions and can contribute to causing accidents. Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs. Identify when, why and how to ask for help in relation to drugs and alcohol.</p>	<p>Role play “saying no”.</p> <p>Role play asking for support.</p>	<p>EQUALS PSHE curriculum saved in Teacher drive. (PDF) Key Stage 3, In Sync: Year 8, Unit 10: Drugs Awareness (nicurriculum.org.uk) Drugs and alcohol - KS3 PSHE and Citizenship - BBC Bitesize</p>	
	<p>Mental wellbeing Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. Describe how we can help friends or family who might be feeling stressed or unhappy. Key Stage 3 and 4 Identify things that can prevent people from seeking help with mental health issues (e.g. stigma).</p>	<p>Support the learner to join in a range of strategies that can help if the learner is stressed – choosing, initiating and following through new healthy activities.</p> <p>Support the learner to be sensitive to the needs of others e.g. identify that a peer is feeling stressed. How can we help them?</p> <p>Use drama and role play to focus on seeking help for ourselves and others</p>	<p>Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing Makaton signs / communication symbols specific to learners’ self-regulation needs Emotion cushions Mirrors Persona dolls - https://personadoll.uk Emotions collage Role play Talking mat activities Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <ul style="list-style-type: none"> Sensory circuits Sensory motor integration massage Mindfulness, yoga
Stage 10 PSHE Assessment Level	<p>Healthy Eating Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health. Identify some influences on our food choices, and when these might be positive or negative.</p>	<p>Encourage learner to use healthy eating plate / traffic light system to plan a healthy meal:</p> <p>Red – high in fats, sugars and/or salt (fine as a treat, once a day at most) Amber – medium (OK choice) Green – low (healthier choice)</p> <p>Look at food advertising – identify healthy choices / unhealthy choices</p>	<p>Personalised menus for pupils in response to their complex medical needs.</p> <p>Practical visits / school trips to allow pupils to make healthy choices.</p> <p>Healthy snacks toolkit PHE School Zone www.nhs.uk/Healthy/ Snacking Website www.foodafactoflife.org www.healthyactivekids.com</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines
	<p>Taking care of physical health</p>	<p>Communicate how to make choices that improve health and well-being, e.g. “each day is made up of 24 hours” Most adults’ days are divided into three parts, sleep, work and leisure time.</p>	<p>Access to a range of adverts for healthy / unhealthy products</p>	<p>Physical and Sensory Wellbeing Curriculum</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media).</p> <p>Describe strategies for managing pressures and influences on healthy lifestyle choices.</p>	<p>Further develop understanding of the four areas of Health that are applicable to us all:</p> <p style="text-align: center;">MOVE EAT SLEEP RELAX</p> <p>Look at advertising and identify which adverts promote / don't promote the 4 areas of health.</p> <p>Giving learner opportunities to find activities that they enjoy, building on the motivation.</p> <p>Give lots of tasters and trials of a range of activities. Give them choices that they can develop into their social life.</p> <p>Keeping a health diary - Food-for-Fuel-Week-Health-Diary.pdf (healthyschoolscp.org.uk)</p>	<p>Generalise skills into the community so we must consider taking learners out of school to use local facilities as much as possible, for example using bowling alleys, swimming pool, gyms, local park.</p> <p>Explore the ideas of relaxing and chilling out, whatever that might mean.</p> <p>Drugs, Alcohol and Smoking - YouTubeKS3</p>	
	<p>Keeping well</p> <p>Identify some possible side effects of substances that are not meant for children / young people to consume (e.g. alcohol). Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything, we are not sure is safe or that is against our wishes, and that we have a right to say no.</p> <p>Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance</p> <p>Key Stage 3 and 4</p> <p>Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p>Explain long term personal and social risks of substance misuse.</p>	<p>Explore issues such as sometimes the air that we breathe is unhealthy. This is especially the case when people are smoking. Cigarette smoking causes many health problems.</p> <p>Develop understanding that everyone needs to drink plenty of fluids to stay alive and healthy. However, some drinks contain alcohol. If people drink too much alcohol they can damage their health. Identify drinks that contain alcohol.</p> <p>Role play the strategies / communication we would use if we were offered any substance that could be dangerous.</p> <p>List behaviours that might happen if someone was under the influence of drugs.</p> <p>List the risks associated with substance misuse. Make a poster or video to warn others.</p>	<p>Life Skills Education - Drug Misuse Awareness - Life Skills Education Charity</p> <p>Range of books and videos e.g Drugs, Alcohol and Smoking - YouTubeKS3</p> <p>EQUALS PSHE curriculum saved in Teacher drive.</p> <p>(PDF) Key Stage 3, In Sync: Year 8, Unit 10: Drugs Awareness (nicurriculum.org.uk)</p> <p>Drugs and alcohol - KS3 PSHE and Citizenship - BBC Bitesize</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines <p>Communication and Interaction Curriculum</p> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse. Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.	Role play how to get support and advice.		
	Mental wellbeing Key Stage 3 and 4 Identify reliable sources of advice and support for mental health and emotional wellbeing. Identify some strategies for challenging stereotypes and stigma relating to mental health.	Develop a circle of support for each learner that they can access both at school and at home. Use drama and role play to focus on seeking help for ourselves and others	Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing Makaton signs / communication symbols specific to learners' self-regulation needs Emotion cushions Mirrors Role play Talking mat activities Access to appropriate yoga, mindfulness, massage, sensory motor integration, sensory diet and sensory circuit activities.	Physical and Sensory Wellbeing Curriculum <ul style="list-style-type: none"> • Sensory circuits • Sensory motor integration • massage • Mindfulness, yoga

Relationships Education KS2

Relationships and Sex Education KS3 and KS4

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
Consolidation and Application Stage 6 PSHE Assessment Level	Keeping Safe Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe e.g. near water, roads and fire.	Support the learner to identify a range of emotions associated with not feeling safe. Support the learner to develop ability to identify an appropriate person who can help and indicate that they need help using own communication e.g. Makaton, symbols, words. Model simple rules for the learner about keeping safe e.g. stop at the road kerb, wait for the traffic to stop etc.	Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive) Educational visits – involve learners in planning discussion about safety e.g. what will we wear if it is sunny? Visits to class / school assemblies from people who keep us safe at school and at home e.g. family members, community paediatrician, fire brigade. Small world play / role play Communication boards Communication book pages Home-school communication Individual and group ELSA	Middle School Autumn Themes: Yrs3, 4. <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself & I
	KS3 and 4 Feeling Frightened / Worried To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help.	Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to challenge unwanted physical contact and ask for help. Define "personal space" with learners. Continue to support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. 'I am closing the curtain to make this space private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily. Adults model ways to indicate to others that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.	Worry Monsters / worry boxes Communication boards Communication book pages Emotion cushions Book "Good Touch, Bad Touch". Individual and group ELSA sessions	Self Determination and Independence Curriculum <ul style="list-style-type: none"> Personal Care Routines
	Trust Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.	Support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. 'I am closing the curtain to make this space private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily. Discuss/ recall the Pants rules:	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-	Self Determination and Independence Curriculum <ul style="list-style-type: none"> Personal Care Routines

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>Explain that our bodies belong to us and that we have a right to feel safe.</p> <p>Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p>	<p>Privates are private</p> <p>Always remember your body belongs to you</p> <p>No means no</p> <p>Talk about secrets that upset you</p> <p>Speak up, someone can help</p> <p>Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p>	<p>2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf</p> <p>Specialist Resources for KS3 and KS4 https://www.bbc.co.uk/bitesize/clips/zgjed2p https://www.bbc.co.uk/bitesize/clips/zc79jxs BBC Bitesize videos on:</p> <ul style="list-style-type: none"> Masturbation and inappropriate public behaviour (female) Masturbation and inappropriate public behaviour (Male) 	
	<p>Keeping safe online</p> <p>Use Information and Communications Technology (ICT) to communicate with others</p> <p>Show they understand that information can be stored on a computer</p> <p>Begin to develop awareness of possible online risks</p>	<p>Support the learner to take photographs of their own work and share them with their friends.</p> <p>Look at examples of pictures on social media.</p> <p>Talk to the learner about social media, what it does, what they can do with it and how to use it safely.</p> <p>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p>	<p>Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.</p>	<p>Cognition and Challenge Curriculum - Computing</p>
	<p>Puberty KS2</p> <p>Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p> <p>Recall vocabulary for menstruation and develop basic knowledge of the menstrual cycle.</p> <p>Explore choices of sanitary pads, tampons etc. with learners as appropriate and demonstrate how they are used using coloured water. If appropriate, involve girl in practising use of products.</p>	<p>Dolls/ models / pictures of female and male bodies</p> <p>Examples of different sanitary products.</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself and I
	<p>KS 2 Different types of relationships</p> <p>Identify different types of family. Recognise others' families</p>	<p>Explore each child's family unit and compare with others. Use photos, model figures etc. Talk about similarities and differences.</p> <p>Create and compare learners' family trees / personal books about their families.</p>	<p>Family trees / personal books / photos</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me!

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	in school may be different from their family.	Celebrate everyone's family equally.		<ul style="list-style-type: none"> I'm amazing. You're amazing Me, Myself and I
	<p>KS3 and 4 Long term relationships and parenthood Give examples of different types and features of committed, long-term relationships. Explore what 'adopted', 'fostered', or 'looked after' mean in terms of families. Explore and begin to recognise that some relationships will end— meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ ending.</p>	<p>Encourage learners to share about who lives in their house. Use family photos to identify family members or personal mementos Develop an understanding of what an extended family is and who might live with them i.e. Grandad or Grandma. Use books videos to explore a range of committed, long term relationships. Discuss the similarities and differences between families. Make topic boards showing who lives in each family – families in class, families from the books / videos we have read / watched Ensure that learners recognise that there is not just one correct family structure. Celebrate everyone's family equally while reinforcing the value of stable family relationships. Discuss what it means to be a member of a family i.e. sometimes we fall out with each other, sometimes people stop living together.</p>	Topic boards/ family photos / range of books about different types of long term relationships.	
	<p>KS3 and 4 Intimate relationships and consent Describe the difference between 'liking' someone and 'fancying' someone. Identify the similarities and differences between friendships and romantic/ intimate relationships. Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. Identify similarities and differences between friendships and romantic/ intimate relationships</p>	<p>Look at photos of adults – what sort of relationship are they in? Friend? Married? Identify how it is possible to tell. Use appropriate pictures and photographs to look at images of adults touching and kissing Discuss the different kinds of kissing i.e. on the hand, a peck on the cheek Would you allow someone to kiss you? Who? What is the difference between being kissed by Grandma / mum? What part of your body would you allow someone to kiss you on? – usual places for being kissed i.e. on the lip, hand. Use mutual consent of learners to say whether suggestions are acceptable to all Who might kiss you in these places? i.e. mum, friend, partner What if you didn't want to be kissed? Emphasise the right to say No Emphasise the need for consent to any touching. What about kissing in public? Discuss not causing embarrassment to others.</p>	<p>Specialist Resources for KS3 and KS4 https://www.bbc.co.uk/bitesize/clips/zgicd2p https://www.bbc.co.uk/bitesize/clips/zc79jxs BBC Bitesize videos on:</p> <ul style="list-style-type: none"> Masturbation and inappropriate public behaviour (female) Masturbation and inappropriate public behaviour (Male) <p>Girls' Club / Boys' Club</p>	

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	Develop vocabulary and recognition of what happens during human reproduction	Share an appropriate text about human reproduction with pupils. Learners may need individual advice about how they might be able to access / experience intimacy .	Range of developmentally appropriate books about human reproduction.	
Stage 7 PSHE Assessment Level	<p>Keeping Safe Identify some different responsibilities we may have to help keep ourselves and others safe.</p> <p>Identify when someone might need first aid because they are hurt/ injured.</p>	<p>Revise simple rules for the learner about keeping safe e.g. stop at the road kerb, wait for the traffic to stop etc.</p> <p>Talk to a school first aider about their role. Set up scenarios in class for role play / small world play.</p>	<p>Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive) Educational visits – involve learners in planning discussion about safety e.g. what will we wear if it is sunny? Visits to class / school assemblies from people who keep us safe at school and at home e.g. family members, community paediatrician, fire brigade. Small world play / role play Communication boards Communication book pages Home-school communication Individual and group ELSA First Aid Lesson for Special Needs Teaching Resources (tes.com) First Aid for Schools: Free Teaching Resources - First Aid for Life Teaching children first aid First aid champions (redcross.org.uk)</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself & I
	<p>KS3 and 4 Feeling Frightened / Worried Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise sexual harassment, including online. Explain what is meant by personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help.</p>	<p>Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to challenge unwanted physical contact and ask for help. Define "personal space" with learners. Continue to support the learner with personal care if appropriate providing them with an appropriate commentary as you are doing so using accurate language – e.g. 'I am closing the curtain to make this space private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily. Adults model ways to indicate to others that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p>	<p>Worry Monsters / worry boxes Communication boards Communication book pages Emotion cushions Book "Good Touch, Bad Touch". Individual and group ELSA sessions Girls group boys group Superflex materials e.g. Space Invader</p>	<p>Communication and Interaction Curriculum</p>
	<p>Trust Recognise that we do not have to trust someone just because they say we should.</p>	<p>Discuss/ recall the Pants rules: Privates are private Always remember your body belongs to you No means no Talk about secrets that upset you</p>	<p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p>Communication and Interaction Curriculum</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.</p> <p>Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p>	<p>Speak up, someone can help</p> <p>Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p>	<p>https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines
	<p>Keeping safe online</p> <p>Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.</p> <p>Explain that there may be people online who do not have our best interests at heart.</p> <p>Identify things that we should never share online without checking with a trusted adult first.</p>	<p>Make a list of rules for staying safe.</p> <p>Talk to the learner about social media, what it does, what they can do with it and how to use it safely.</p> <p>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p>	<p>Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.</p> <p>Learning Disabilities, Autism and Internet Safety - Cerebra</p> <p>Resources - Childnet</p>	<p>Cognition and Challenge Curriculum - Computing</p>
	<p>Puberty KS2</p> <p>Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.</p> <p>Use correct vocabulary to name male and female reproductive organs.</p>	<p>Recall vocabulary for menstruation and develop basic knowledge of the menstrual cycle / wet dreams etc.</p> <p>Use appropriate texts / videos to learn about changes at puberty.</p> <p>Make a list of changes at puberty with the class</p> <p>Identify main body parts of models / dolls of males / females.</p> <p>Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p>	<p>Dolls/ models / pictures of female and male bodies</p> <p>A range of books / texts about puberty</p> <p>Puberty UKS2 - Y5 & Y6 PSHE Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself and I <p>Self Determination and Independence Curriculum</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
				<ul style="list-style-type: none"> Personal Care Routines Cognition and Challenge – Science Curriculum
	<p>Puberty KS3 and 4 Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p> <p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> <p>Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p>	<p>Make a list of changes at puberty with the class. Use appropriate texts / videos to learn about changes at puberty.</p> <p>Look at a range of products to support personal hygiene. Which ones is the learner using? How are the products used? How often? Work with individual learners to support independence.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty Girls group / boys group Puberty lesson plan pack PHE School Zone PSHE for SEN - Wet dreams - KS3 PSHE and Citizenship - BBC Bitesize Teenage pressures - acne - KS3 PSHE and Citizenship - BBC Bitesize PSHE for SEN - First periods - KS3 PSHE and Citizenship - BBC Bitesize PSHE for SEN - Body hair - KS3 PSHE and Citizenship - BBC Bitesize SEN Skills for Life - Personal hygiene during periods https://www.bbc.co.uk/bitesize/clips/zywr87h</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> Personal Care Routines <p>Cognition and Challenge – Science Curriculum</p>
	<p>KS 2 Different types of relationships Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</p>	<p>Explore each child's family unit and compare with others. Use photos, model figures etc. Talk about similarities and differences. Identify how learners are cared for by their families. Celebrate everyone's family equally.</p> <p>Talk about people we know who are in a romantic relationship.</p>	<p>Family trees / personal books / photos</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself and I
	<p>KS3 and 4 Long term relationships and parenthood Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.</p>	<p>Interview a parent about some of their responsibilities. Make a list of what learners' parents responsibilities are.</p> <p>Ensure that learners recognise that there is not just one correct family structure.</p>	<p>A range of texts and resources about being a parent Topic boards/ family photos / range of books about different types of long term relationships.</p> <p>The Adoptables' Schools Toolkit (coramlifeeducation.org.uk)</p>	<p>Communication and Interaction Curriculum</p>

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	<p>Identify some of the responsibilities of being a parent.</p> <p>Identify possible reasons why people might choose to adopt or foster children or young people.</p>	<p>Celebrate everyone's family equally while reinforcing the value of stable family relationships.</p> <p>Teach learners about adoption and fostering.</p> <p>Support learners to understand that there is no stigmatisation of learners that have different support structures, such as looked-after children and those who have been adopted.</p>	<p>EQUALS PSHE Curriculum saved on Teacher drive.</p>	
	<p>KS3 and 4 Intimate relationships and consent</p> <p>Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p> <p>Identify different types of intimate relationships including same-sex relationships.</p> <p>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p>Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p> <p>Revise vocabulary and recognition of what happens during human reproduction.</p>	<p>Recall the difference between 'liking' someone and 'fancying' someone.</p> <p>Role play appropriate ways to communicate feelings about people we fancy or like.</p> <p>Explore a range of resources about different types of relationships including same-sex relationships.</p> <p>Emphasise the right to say No</p> <p>Emphasise the need for consent to any touching. What about kissing in public?</p> <p>Discuss not causing embarrassment to others.</p> <p>Discuss public / private behaviours.</p> <p>Share an appropriate text about human reproduction with pupils. Learners may need individual advice about how they might be able to access / experience intimacy.</p>	<p>It's Not Okay NSPCC resources https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</p> <p>Girls' Club / Boys' Club</p> <p>Range of developmentally appropriate books about human reproduction.</p> <p>Human Reproduction for SEND. SLD Teaching Resources (tes.com)</p> <p>7B reproduction unit for SEN Teaching Resources (tes.com)</p>	<p>Communication and Interaction Curriculum</p> <p>Cognition and Challenge – Science Curriculum</p>

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Stage 8 PSHE Assessment Level	<p>Keeping Safe Identify when someone might need first aid because they are hurt/ injured.</p> <p>Explain why it is important to persist with asking for help if our initial requests are not met or understood</p>	<p>Talk to a school first aider about their role. Set up scenarios in class for role play / small world play.</p> <p>Set up situations in which learner is misunderstood and has to persist to make themselves understood. Model this for them.</p>	<p>Visit from school first aiders. Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive) Educational visits – involve learners in planning discussion about safety e.g. what will we wear if it is sunny? First aid its Communication boards Communication book pages Home-school communication Individual and group ELSA First Aid Lesson for Special Needs Teaching Resources (tes.com) First Aid for Schools: Free Teaching Resources - First Aid for Life Teaching children first aid First aid champions (redcross.org.uk)</p>	Communication and Interaction Curriculum
	<p>KS3 and 4 Feeling Frightened / Worried Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p> <p>Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police. Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p>	<p>Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to challenge unwanted physical contact and ask for help.</p> <p>Practise making 999 call or asking someone to call on learner's behalf. Learn rules for making 999 call appropriately.</p>	<p>Worry Monsters / worry boxes Communication boards Communication book pages Emotion cushions Book "Good Touch, Bad Touch". Individual and group ELSA sessions Girls group boys group How to make a call to emergency services - BBC Teach</p> <p>PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk) IB-primary-resources-Introducing-education-around-FGM-guidance.pdf (nationalfgmcentre.org.uk)</p>	Communication and interaction curriculum
	<p>Trust Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).</p>	<p>Link degrees of trust to learners' circles of friendship.</p> <p>Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p>	<p>What is a circle of friendship - resources and worksheets (edplace.com)</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	Communication and Interaction Curriculum

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	<p>Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.</p> <p>Give examples of how others may put us under pressure to do something.</p>	<p>Revise private / public – information that can be shared / shouldn't be shared.</p> <p>Explore with role play examples of peer pressure</p>	<p>https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf</p>	
	<p>Keeping safe online Explain how to respond if we're not sure if someone online is who they say they are.</p> <p>Identify some benefits of balancing time on electronic devices with other activities.</p>	<p>Role play what learner should do if they are not sure if someone online is who they say they are.</p> <p>Talk to the learner about social media, what it does, what they can do with it and how to use it safely.</p> <p>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p>	<p>Examples of social media sites that the learners may be aware of e.g. Whats App, Face book.</p> <p>Learning Disabilities, Autism and Internet Safety - Cerebra</p> <p>Resources - Childnet</p>	<p>Cognition and Challenge Curriculum - Computing</p>
	<p>Puberty KS2 Use correct vocabulary to name male and female reproductive organs.</p> <p>Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p> <p>Recall public / private places and vocabulary for menstruation and develop basic knowledge of the menstrual cycle / wet dreams etc.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty</p> <p>Puberty UKS2 - Y5 & Y6 PSHE Hamilton Trust (hamilton-trust.org.uk)</p>	<p>Cognition and Challenge Curriculum - Science Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself and I
	<p>Puberty KS3 and 4 Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty Girls group / boys group Puberty lesson plan pack PHE School Zone Girls' Club / Boys' Club. Range of developmentally appropriate books about human reproduction.</p>	<p>Cognition and Challenge Curriculum - Science</p>
	<p>KS 2 Different types of relationships Recognise that two people in a long term relationship might live together or be married (or in a civil</p>	<p>Explore different types of relationships. Celebrate everyone's family equally.</p> <p>Talk about choice.</p>	<p>Family trees / personal books / photos</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing

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	partnership); that getting married must always be a choice both people make together.			Me, Myself and I
	<p>KS3 and 4 Long term relationships and parenthood Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say. Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<p>Celebrate everyone's family equally while reinforcing the value of stable family relationships. Teach learners about the importance of freedom of choice.</p> <p>Role play what the learner would do if they thought someone was being forced to marry someone else.</p>	<p>A range of texts and resources about being a parent Topic boards/ family photos / range of books about different types of long term relationships.</p> <p>EQUALS PSHE Curriculum saved on Teacher drive.</p>	<p>Communication and Interaction Curriculum Cognition and Challenge Curriculum – Religious education</p>
	<p>KS3 and 4 Intimate relationships and consent Revise vocabulary and recognition of what happens during human reproduction.</p> <p>Define what intimacy means</p> <p>Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Identify expectations we may have of being in romantic /intimate /physical relationship, which may include sex.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p>	<p>Share appropriate texts about human reproduction with learners.</p> <p>Learners may need individual advice about how they might be able to access / experience intimacy .</p> <p>Recall public / private behaviours.</p> <p>Discussion with clear links to British Values:</p> <ul style="list-style-type: none"> • democracy. • the rule of law. • individual liberty. • mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. <p>Look at the laws about ages at which a range of activities can take place.</p>	<p>Girls' Club / Boys' Club</p> <p>Range of developmentally appropriate books about human reproduction.</p> <p>Access to specialist advice and support for individual learners.</p> <p>Human Reproduction for SEND. SLD Teaching Resources (tes.com)</p> <p>7B reproduction unit for SEN Teaching Resources (tes.com)</p> <p>It's Not Okay NSPCC resources https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</p>	<p>Communication and Interaction Curriculum Cognition and Challenge Curriculum – Science</p>

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	<p>Trust Explain what a 'dare' is and what people might say or do if they are 'daring' us.</p> <p>Identify some basic strategies for saying 'no' to pressure or dares. Identify whom to tell in different situations and what we could say.</p>	<p>Explore with role play examples of peer pressure and dares.</p> <p>Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p> <p>Recall degrees of trust linking it to learners' circles of friendship.</p>	<p>What is a circle of friendship - resources and worksheets (edplace.com)</p>	
	<p>Keeping safe online Demonstrate practical strategies for keeping safe when using specific digital devices and platforms</p>	<p>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p>	<p>Examples of social media sites that the learners may be aware of e.g. Whats App, Face book. Learning Disabilities, Autism and Internet Safety - Cerebra Resources - Childnet</p>	
	<p>Puberty KS2 Use correct vocabulary to name male and female reproductive organs. Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p> <p>Recall public / private places and vocabulary for menstruation and develop basic knowledge of the menstrual cycle / wet dreams etc.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty Puberty UKS2 - Y5 & Y6 PSHE Hamilton Trust (hamilton-trust.org.uk) Dolls/ models / pictures of female and male bodies A range of books / texts about puberty</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself and I
	<p>Puberty KS3 and 4 Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty Girls group / boys group Puberty lesson plan pack PHE School Zone Girls' Club / Boys' Club. Range of developmentally appropriate books about human reproduction.</p>	
	<p>KS 2 Different types of relationships Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</p>	<p>Explore different types of relationships. Celebrate everyone's family equally.</p> <p>Talk about choice.</p>	<p>Family trees / personal books / photos</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself and I
	<p>KS3 and 4 Long term relationships and parenthood Explain that no-one can be forced to marry someone; that this is</p>	<p>Celebrate everyone's family equally while reinforcing the value of stable family relationships.</p> <p>Discussion with clear links to British Values:</p> <ul style="list-style-type: none"> democracy. 	<p>A range of texts and resources about being a parent Topic boards/ family photos / range of books about different types of long term relationships.</p>	

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	<p>always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p> <p>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<ul style="list-style-type: none"> • the rule of law. • individual liberty. • mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. <p>Role play what the learner would do if they thought someone was being forced to marry someone else.</p>	<p>EQUALS PSHE Curriculum saved on Teacher drive.</p>	
	<p>KS3 and 4 Intimate relationships and consent</p> <p>Revise vocabulary and recognition of what happens during human reproduction.</p> <p>Define what intimacy means</p> <p>Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Identify expectations we may have of being in romantic /intimate /physical relationship, which may include sex.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p>Explain that there are laws about the legal age of consent for sexual activity.</p> <p>Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p>	<p>Share appropriate texts about human reproduction with learners.</p> <p>Learners may need individual advice about how they might be able to access / experience intimacy .</p> <p>Recall public / private behaviours.</p> <p>Look at the laws about ages at which a range of activities can take place.</p> <p>Discuss and explore vocabulary and information about contraception and STIs.</p>	<p>Girls' Club / Boys' Club</p> <p>Range of developmentally appropriate books about human reproduction.</p> <p>Access to specialist advice and support for individual learners.</p> <p>Human Reproduction for SEND. SLD Teaching Resources (tes.com)</p> <p>7B reproduction unit for SEN Teaching Resources (tes.com)</p> <p>It's Not Okay NSPCC resources https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</p>	

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Stage 10 PSHE Assessment Level	<p>Keeping Safe Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</p> <p>Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p>	<p>Share simple planning for trips out and about involving learners in an assessment of the risks.</p> <p>Practise making 999 call or asking someone to call on learner's behalf. Learn rules for making 999 call appropriately.</p> <p>Learn about Safe Places that will help a learner if they are feeling scared or at risk.</p>	<p>Access to activities / aims of EQUALS My Independence: My Travel Training;(Teacher Drive) Educational visits – involve learners in planning discussion about safety e.g. where should we cross the road? Why? Communication boards Communication book pages Home-school communication Individual and group ELSA How to make a call to emergency services - BBC Teach https://www.safeplaces.org.uk/</p>	
	<p>KS3 and 4 Feeling Frightened / Worried Explain that someone we like may not always be trustworthy.</p> <p>Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.</p> <p>Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.</p>	<p>Explore a range of resources about Peer Pressure.</p> <p>Identify safe people to talk to if we have a concern. Learn about services such as Childline.</p> <p>Practise making 999 call or asking someone to call on learner's behalf. Learn rules for making 999 call appropriately.</p> <p>Learn about Safe Places that will help a learner if they are feeling scared or at risk.</p>	<p>Peer pressure and sex https://www.bbc.co.uk/bitesize/clips/zxbpvcw SEN Skills for Life - Staying out of trouble https://www.bbc.co.uk/bitesize/clips/zs9vcdm Individual and group ELSA sessions Girls group boys group How to make a call to emergency services - BBC Teach https://www.safeplaces.org.uk/ PDF FGM Schools Guidance 18.06.2019 (nationalfgmcentre.org.uk) IB-primary-resources-Introducing-education-around-FGM-guidance.pdf (nationalfgmcentre.org.uk) https://www.childline.org.uk/</p>	
	<p>Trust Give examples of when we might take back our trust if we feel someone no longer deserves it.</p> <p>Describe how we might feel if someone has dared us to do something.</p> <p>Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.</p>	<p>Explore with role play examples of peer pressure and dares.</p> <p>Adults model identifying someone who can help and indicating that they need help using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p> <p>Recall degrees of trust linking it to learners' circles of friendship.</p>	<p>What is a circle of friendship - resources and worksheets (edplace.com) https://www.childline.org.uk/</p>	

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	Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.			
	<p>Keeping safe online Explain how some behaviours on social media might damage friendships and relationships.</p> <p>Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media.</p> <p>Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.</p> <p>Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p>	<p>Discuss social media that the learner comes into contact with. Discuss the issues that may occur if people behave badly on social media.</p> <p>Continue to reinforce that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p> <p>Learn what actions to take if a learner thinks that they or someone else's safety and / or wellbeing is at risk due to being manipulated by online content or contact.</p>	<p>Examples of social media sites that the learners may be aware of e.g. Whats App, Face book. Learning Disabilities, Autism and Internet Safety - Cerebra</p> <p>Resources - Childnet</p> <p>https://www.ceop.police.uk/Safety-Centre/</p>	Cognition and Challenge Computing Curriculum
	<p>Puberty KS2 Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. Recognise that people experience the physical and emotional changes of puberty over different lengths of time. Identify reliable sources of advice on growing and changing.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p> <p>Further develop basic knowledge of the menstrual cycle / wet dreams etc. and recall public / private places and vocabulary for menstruation and wet dreams.</p> <p>Discuss how learners can ask for help and who they can ask.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty</p> <p>Puberty UKS2 - Y5 & Y6 PSHE Hamilton Trust (hamilton-trust.org.uk)</p> <p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty</p>	
	<p>Puberty KS3 and 4 Describe the functions of the reproductive organs, including how conception occurs.</p>	<p>Identify main body parts of models / dolls of males / females. Look at pictures / 3D models of where our main internal organs are including basic pictures of male and female reproductive organs.</p>	<p>Dolls/ models / pictures of female and male bodies A range of books / texts about puberty Girls group / boys group Puberty lesson plan pack PHE School Zone</p>	

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	<p>Describe the different stages of reproduction, pregnancy and birth. Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors.</p>	<p>Learners may require personalised support to understand their own fertility.</p>	<p>Girls' Club / Boys' Club. Range of developmentally appropriate books about human reproduction.</p>	
	<p>KS 2 Different types of relationships Explain the features of a healthy and positive friendship or family relationship. Identify whom to tell if something in our family life makes us unhappy or worried. Recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p>	<p>Explore different types of relationships. Celebrate everyone's family equally. Talk about choice.</p>	<p>Family trees / personal books / photos A range of age and developmentally appropriate books about different types of family.</p>	
	<p>KS3 and 4 Long term relationships and parenthood Identify possible reasons for assisted conception, donor conception and surrogacy. Describe choices people have in the event of an unintended pregnancy. Explain what abortion or termination of a pregnancy means. Identify reliable, unbiased sources of support and explain how to access them. Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). Describe the feelings people might have if they or someone they are</p>	<p>Discussion with clear links to British Values:</p> <ul style="list-style-type: none"> • democracy. • the rule of law. • individual liberty. • mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. 	<p>A range of texts and resources about being a parent Topic boards/ family photos / range of books about different types of long term relationships. EQUALS PSHE Curriculum saved on Teacher drive.</p>	

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>close to is experiencing the ending of a relationship.</p> <p>Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p>Explain the importance of talking to someone if worried about the ending of a relationship.</p>			
	<p>KS3 and 4 Intimate relationships and consent</p> <p>Revise vocabulary and recognition of what happens during human reproduction.</p> <p>Define what intimacy means</p> <p>Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.</p> <p>Demonstrate different strategies to deal with manipulation/persuasion in relationships.</p> <p>Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.</p> <p>Describe some forms of contraception, their correct use and where and how they can be accessed.</p>	<p>Share appropriate texts about human reproduction with learners.</p> <p>Learners may need individual advice about how they might be able to access / experience intimacy.</p> <p>Recall public / private behaviours.</p> <p>Look at the laws about ages at which a range of activities can take place.</p> <p>Discuss information about contraception and STIs.</p> <p>Discussion with clear links to British Values:</p> <ul style="list-style-type: none"> • democracy. • the rule of law. • individual liberty. • mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. 	<p>Girls' Club / Boys' Club</p> <p>Range of developmentally appropriate books about human reproduction.</p> <p>Access to specialist advice and support for individual learners.</p> <p>Human Reproduction for SEND. SLD Teaching Resources (tes.com)</p> <p>7B reproduction unit for SEN Teaching Resources (tes.com)</p> <p>It's Not Okay NSPCC resources https://learning.nspcc.org.uk/research-resources/schools/its-not-ok</p> <p>Love Life resources https://learning.nspcc.org.uk/research-resources/schools/love-life</p>	

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.</p> <p>Explain how and when to access sexual health services.</p>			

Living in the Wider World

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
Consolidation and Application Stage 6 PSHE Assessment Level	Things we are good at Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique.	<p>Preparation for EHCP reviews.</p> <p>Give opportunities to experience a wide range of physical and creative activities to establish clear preferences and find strong interests to develop new interests.</p> <p>Watching videos and magazines of different activities and interests.</p> <p>Exploring theme days at school and off-site visits: Libraries, art galleries and museums, sport centres, outdoor activities, shopping, cooking, zoos and farms, restaurants, concerts, cinema, etc.</p> <p>Preparation for EHCP reviews - Use Talking Mats to express preferences or feelings</p> <p>Use Talking Mats to express preferences or feelings</p> <p>Encourage learners to recognise their major achievements</p> <p>Discuss smaller things they have achieved i.e. learning to comb their hair, finding their own way to the dining hall; things that have not been recorded before</p>	<p>Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing</p> <p>https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing <p>Me, Myself & I</p>
	KS3 and 4 Skills for learning Describe our own learning targets or goals. Describe the particular ways we like to learn. Develop vocabulary to describe simple strategies we can use to help us be organised in our learning.	<p>Preparation for EHCP reviews.</p> <p>Show learners that there are things that you cannot do i.e. hula hoop or some practical activity – model setting a goal for yourself to achieve this.</p> <p>Use Records of Achievement and Progress Files to look back at what learners have achieved over previous years</p> <p>Encourage learners to recognise their major achievements</p> <p>Discuss smaller things they have achieved i.e. learning to comb their hair, finding their own way to the dining hall; things that have not been recorded before</p> <p>Offer suggestions of ways in which they could record very small achievements i.e. school diary or display board</p>	<p>Develop Records of Achievement for learners to take with them to their next placement.</p> <p>https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</p>	<p>EHCP Meetings / Transition Reviews</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
		Create a method of recording achievement on a weekly basis to illustrate learners continuing achievement through school.		
	Ourselves and others Describe the groups we belong to (family, religious etc) and the things we do in the groups we belong to. Describe the things we do in the different groups we belong to.	Involve learners in identifying and describing similarities and differences between the families of all members of the class including adults showing respect for all. Involve learners in identifying and describing groups that exist within and outside school. For example, learners may be part of a sports club, or music group. Use photos or objects as above in order to identify the activities that take place in these groups.	Photos / videos Visitors Good home/school communication yr3_unit7.pdf(nicurriculum.org.uk)	Middle School Autumn Themes: Yrs3, 4. <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself & I
	Playing and working together Identify reasons why it is important to listen to other people. Identify some actions/behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by 'being fair' to one another.	Teach Whole body listening – a strategy used for learners with social communication difficulties that gives different parts of your body a specific job so that you are completely focused in on what is being said. learners are taught how to listen and what listening with your whole body looks like. https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/ Practise using actions / behaviours that show we are being polite in less familiar situations e.g. in another class, with a visitor to school, on a shopping trip outside school.	Access to activities / aims of EQUALS My Independence: My Play and Leisure:(Teacher Drive) "You are a Social Detective" Authors: Michelle Garcia Winner and Pamela Crooke https://www.thinkingbooks.co.uk/buy/you-are-social-detective_282.htm#!prettyPhoto	Middle School Autumn Themes: Yrs3, 4. <ul style="list-style-type: none"> Who Am I? This Is Me! I'm amazing. You're amazing Me, Myself & I Communication Formal Curriculum - Listening, Expressive Language and Social
	Respecting differences between people Describe things that all people have in common. Identify some of the differences between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable.	Explore same and different cultures and groups that learners belong to: have brothers and sister, aunts, uncles, grandparents; live in houses, bungalows, flats; have pets; eat same/different food; visit same/different places of interest to show both similarities and diversity. Recognise what we all have in common, despite differences (e.g.in age, ability, sex, sexual orientation and gender identity). Invite people to school who reflect diverse ethnic origins, encouraging 1:1 interaction with visitors and all pupils. Emphasise that in the UK there are lots of people whose families originated from different countries. Celebrate and share class adult and learner's origins. Take advantage of any cultural weeks or celebratory days in school where activities are naturally themed around a particular culture so the all learners can experience different cultural aspects. Role play situations where a judgement is made about someone before someone has tried to communicate with him or her. Develop agreed codes of behaviour - drawn up by learners and adults. Making it clear how to deal with difficult situations. Discuss/role play appropriate action.	Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing Mirrors, photos Games e.g. potato heads, Persona dolls Puppets Small world play	Middle School Topic Themes - We're all going on a summer holiday. (Europe) Passports Please! (a country far away – Africa), South America: rainforests

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	<p>Taking care of the environment Recognise different ways of showing compassion to other living things (e.g. wildlife, pets). Develop vocabulary to describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p>	<p>Explore the outdoor school/environment using all senses, understand and look after the environment</p> <p>Involve learner in making homes for creatures that live in the outdoor school</p> <p>Involve learner in supporting protection of plants and maintaining the outdoor school environment.</p>	<p>Teacher Drive: Equals SLD (Semi-Formal) Curriculum SoW: <i>My Outdoor School</i></p>	<p>Forest School Activities</p> <p>Upper School Topic Theme – The Great Outdoors</p>
	<p>Rules and laws Recall rules in school, at home and in the wider world. Explain how rules help us; rules we have in the classroom and at home. Develop vocabulary to describe our rights and responsibilities in the classroom and at home..</p>	<p>Support the learner to follow routines to keep them safe at school, at home and outside home e.g.</p> <ul style="list-style-type: none"> • fire drill, • wash hands regularly, • staying safe in the sun, • going to school regularly, • Crossing the road safely. <p>Record / communicate these rules using Total Communication e.g. Makaton, symbols, photos. What do we need to do to stay safe and keep others safe?</p>	<p>Classroom tasks e.g. who is pouring the drinks today? What do they need to do?</p> <p>Learner voice in Home-school communication, EHCP reviews, Transition – what have they taken responsibility for?</p> <p>School council and School assemblies</p>	<p>Communication Formal Curriculum</p>
	<p>World of Work Describe a range of jobs that people might have and the qualities they might need to do them. Identify jobs (paid / voluntary) we might like to do in the future. Travel training – Develop skills walking / travelling outside the school e.g. crossing roads safely, landmarking.</p>	<p>Opportunities for visits out of school to meet with specific people who undertake a variety of paid and voluntary work. Visitors coming into school to talk about their paid and / or voluntary work - devise a programme with the visitor ensuring that they are aware of the learning outcomes with which they are assisting. Have high expectations and challenges for pupils but be realistic. Discuss difficulties which may arise when they want to take part in something which is completely unrealistic. Where possible, learners are taught to travel around the school and outside school on journeys that have a purpose e.g. travelling from bus to class; from class to class; from class to playground. Travelling to the park.</p>	<p>Visits out of school and visitors to school.</p> <p>EQUALS My Travel Training T:\Teacher 2021-2022\EQUALS\Semi-formal Curriculum\My-Independence.zip\My-Independence\Word-Files</p>	<p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p>Preparing for adulthood KS3 and 4 Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do.</p>	<p>Opportunities for visits out of school to meet with specific people who undertake a variety of paid and voluntary work from year 7. Visitors coming into school to talk about their paid or voluntary work - devise a programme with the visitor ensuring that they are aware of the learning outcomes with which they are assisting. Job shadowing within school. How does the administrator greet people? Undertaking sheltered work experience within school e.g. greeting visitors, tour guides, work in a school based enterprise, answering internal phone, answering phone, delivering mail etc.</p>	<p>https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/ Talk from Old scholars group to describe journey into employment Workshop and talk from Trainees from Nickel Support. Support from School's Transition Support Worker</p>	<p>EHCP Meetings Upper School Topic Theme - The town where we live See Gatsby Benchmark 5 - Encounters with employers and employees 6 – Experiences of workplaces ASDAN Personal Development - Section B – 1 Work Experience</p>

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	<p>Money Describe different ways in which people might acquire money.</p> <p>Identify some ways that money can be kept safe.</p> <p>Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.</p>	<p>Discuss possible ways of obtaining money. Pupils may suggest parents, banks, pocket money, cash machines. Include use of the benefit system if appropriate to the group of pupils. Ask the pupils if any of them earn money. Discuss ways of earning money, household chores, jobs, etc.</p> <p>Within class, exchange tokens / coins for desired item or activity. Tokens / coins to be counted and exchanged for desired item. Use a simple banking system in which the tokens a pupil has gathered are saved for an item. Use the word 'bank' to describe this system. Set up a class 'bank' where all pupils can leave their tokens to be looked after. Use cards telling them what their current 'balance' is. Pupil may deposit or withdraw tokens at any time from the bank. Set up a saving system for the pupils e.g. A Christmas Club. Pupils can be bankers and / or savers. Small amounts of money 'banked' towards a significant purchase or event. Pupils to have savings books giving current balance. Collect a variety of bank and credit card logos. Match and sort logos, or play lotto type games with them to familiarize pupils with logos. Visit a bank. Learners continue to practise handling the correct or approximate amount of money, using regularly purses, pockets and real money at real value for real goods – e.g. visit a variety of different shops. This could include small corner shops, supermarkets, high street shops and specialist shops, e.g. delicatessens, coffee bean retailers which have a specific atmosphere and aroma. Either individually or in small groups identify what pupils need or want to buy. Record the items on a list. Pupils to select items to buy, either by choice or using list. Queue and pay for goods, waiting for change and receipt. Pack shopping into bags. Allow pupils to make choices, choosing one chocolate bar, or one packet of crisps, or a loaf of bread. Discuss the reasons for their choice, is it based on price, colour, preferred manufacturer</p>	<p>EQUALS My Shopping T:\Teacher 2021-2022\EQUALS\Semi-formal Curriculum\My-Independence.zip\My-Independence\Word-Files Where possible – real life experiences of shopping. Also establish class shop/ café/ snack bar to replicate the real world as much as possible using real products that are of interest to the learners at real prices e.g. very small items such as boxes of raisins or cheap soft drinks. Items for role play, tills, money, shopping bags. Role play earning activities. For example, role play a situation where a pupil earns some money for a household chore. The pupil then spends the money going to the cinema. What happens if the pupil then wants to buy a new CD? Have they got enough money? How could they get more money?</p>	<p>Cognition and Challenge Curriculum - Maths</p>
<p>Stage 7 and 8 PSHE Assessment Level</p>	<p>Diversity, rights and responsibilities Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).</p>	<p>Investigate what we have in common similarities between e.g.</p> <ul style="list-style-type: none"> • Different types of families • Festivals e.g. Notting Hill Carnival, Pride <p>Discuss books and films that highlight the things we have in common despite differences e.g.</p> <ul style="list-style-type: none"> • What Happened to You? by James Catchpole • Age On Together: A Children's Book on Ageism 	<p>Be ready to support learners e.g. access advice https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/sexuality-sexual-orientation/ https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people</p>	<p>See also Communication Formal Curriculum Level 13 Expressive Language</p>

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	Identify some of the different kinds of rights and responsibilities we have in and outside school	<ul style="list-style-type: none"> Billy Elliot Discuss classroom rights and responsibilities and rights and responsibilities outside school. Watch and discuss BBC educational video on responsibility that asks the question “Am I always responsible for my actions” - https://youtu.be/8ImSSg9ZY60 Watch and discuss educational video on Rights of the Child https://youtu.be/5KQGz-toMnk	Access a wide variety of picture books and books for older children which include characters with differences (e.g. in age, ability, sex, sexual orientation and gender. Make these are available throughout the school and utilised in literacy as well as PSHE. Respond to current events, topical issues and nationwide events such as Black History Month and LGBT+ History Month. https://www.twinkl.co.uk/teaching-wiki/rights-roles-and-responsibilities	
	Taking care of the environment Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.	Share and discuss a story about the environment and discuss our responsibility for it e.g. <ul style="list-style-type: none"> A Place for Plastic https://www.twinkl.co.uk/resource/a-place-for-plastic-story-powerpoint-t-tp-2550049 The Undersea Cleaning Spree https://www.twinkl.co.uk/resource/the-undersea-cleaning-spree-story-powerpoint-t-e-1648036935 Use and discuss BBC Teach Blue Planet - Live Lesson https://www.bbc.co.uk/teach/live-lessons/blue-planet-live-lesson/zn7tkmn	Access to current events e.g. items on BBC Newsround about the environment. Access a wide variety of picture books and books for older children about the environment we live in. Access events like Earth Day.	Forest School Activities Upper School Topic Theme – The Great Outdoors
	World of Work KS3/4 Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice Travel training – Develop skills walking / travelling outside the school e.g. crossing roads safely, land marking.	Experience visits from adults with disabilities who can talk about their work – paid and / or voluntary. Discuss what type of jobs / activities they would like to access as adults Use resources from Inspiring the Future website to look at pay and different types of jobs https://www.inspiringthefuture.org/secondary-and-colleges/supporting-sen-students/ Build into curriculum – involve learners in risk assessing e.g. where to cross the road.	The school offers year 11 learners following a formal curriculum pathway support, advice and guidance using the Scope Careers Pathways Programme - https://www.scope.org.uk/employment-services/career-pathways/	See Gatsby Benchmark 1 - A stable careers programme 2 - Learning from career and labour market information 3 - Addressing the needs of each pupil 8 – Personal Guidance Support from School’s Transition Support Worker
	Preparing for adulthood KS3 / 4 Identify our aspirations for adult life (which may or may not include employment and independent living).	Experience visits from adults with disabilities who can talk about their adult life and work – paid and / or voluntary. Visit possible post 16 provision e.g. a college and a school. What are the differences? What are the similarities? What courses do they offer?	The school offers year 11 learners following a formal curriculum pathway support, advice and guidance using the Scope Careers Pathways Programme - https://www.scope.org.uk/employment-services/career-pathways/	See Gatsby Benchmark 1 - A stable careers programme 2 - Learning from career and labour market information 3 - Addressing the needs of each pupil 7 – Encounters with further education 8 – Personal Guidance

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				Support from School's Transition Support Worker
	<p>Money Explain what is meant by earning, spending, and saving money. Identify some ways in which we are encouraged to spend money, including online. Describe the consequences of losing money or spending more than we have.</p>	<p>Class to be given a small termly or annual budget from the School Business Manager for Wow days, Enterprise activities and /or special meals. Discuss how to spend the money. Should it be saved or spent immediately? Plan a special meal with a limited budget. What will happen if all the money is spent on the pudding? Consider opening a saving account with the money and checking the account regularly online during circle time.</p>	<p>Use Technology activities to support enterprise in school e.g. preparation for summer fair. Use of school funds for enrichment activities. Consider opening class savings account.</p>	<p>Link to maths and also Communication Formal Curricula See Gatsby Benchmark 4 - Linking curriculum learning to careers AQA unit award – Enterprise based ASDAN Personal Development: YR 10 onwards Formal curriculum Module 8 World of Work Section A: Challenge 1, 2, 3, 4</p>
Stage 9 PSHE Assessment Level	<p>Diversity, rights and responsibilities Explain the benefits of diversity for friendships and community. Identify why stereotyping is unfair. Recognise that everyone has 'human rights' and that the law protects these rights. Identify some of our rights to different opportunities in both education and work</p>	<p>Celebrate the diverse friendships within learners' class using adapted activities from Equality and Human Rights commission:</p> <ul style="list-style-type: none"> • Learning area 1: Who am I? - focus on the learners themselves • Learning area 2: Challenging stereotypes and discrimination • Learning area 3: There's no such thing as a boy's/girl's job • Learning area 4: Learn about the meaning of community • Learning area 5: Job done! 	<p>Use resources from Equality and Human Rights Commission - https://www.equalityhumanrights.com/en/primary-education-resources Use resources from Inspiring the Future website https://www.inspiringthefuture.org/secondary-and-colleges/supporting-sen-students/ e.g. 'Budding Futures – Tackling Gender Stereotypes' for KS1/Y3 (5-8 year-olds) who meet a male florist and female construction worker. 'Uplifting Futures – Tackling Gender Stereotypes' for 8-11 year olds who meet a female tree surgeon, male outdoor nursery worker, female subsea engineer, and male mental health nurse. 'Inspiring Women Career Chats' for KS3 & 4 students, explores the career journeys of two inspiring and pioneering women; an entrepreneur and a rugby match official.</p>	<p>Link to Religious Education Formal Curriculum and Communication Formal Curriculum</p>
	<p>Taking care of the environment Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution)</p>	<p>Involve learners in looking at the positive changes that they can make and identify some negative actions that happen in their environment.</p>	<p>Access to current events e.g. items on BBC Newsround about the environment. Access a wide variety of picture books and books for older children about the environment we live in. Access events like Earth Day.</p>	<p>Forest School Activities Upper School Topic Theme – The Great Outdoors</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
	<p>World of Work KS3 / 4 Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p>	<p>Compare qualifications for a number of jobs. Meet with the school's Health and Safety Committee members and the Personal Care Manager to discuss how they keep people at work safe. Be involved in risk assessing their work experience placement. Use MENCAP's Easy Read Guides:</p> <ul style="list-style-type: none"> Getting a job - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20Read%20guide%20about%20finding%20a%20job.pdf Writing a CV - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20Read%20guide%20about%20writing%20a%20CV.pdf Interviews - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20read%20guide%20about%20going%20to%20a%20job%20interview%20%28%29.pdf Starting work - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20Read%20guide%20about%20starting%20a%20job.pdf 	<p>See Gatsby Benchmark 2 - Learning from career and labour market information The school offers year 11 learners following a formal curriculum pathway support, advice and guidance using the Scope Careers Pathways Programme - https://www.scope.org.uk/employment-services/career-pathways/</p>	<p>Link to Communication Formal Curriculum</p>
	<p>Preparing for adulthood KS3 / 4 Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).</p>	<p>Explore skills needed for independent living. Emphasise that even if you are physically unable to access independent living, you can direct others to support you.</p> <ol style="list-style-type: none"> Ask learner to share what they are proud of being able to do independently Ask learner to share any worries about independent living Discuss limitations and choices with the learner Discuss ways to address these worries 	<p>Consider using Croydon's independent travel training for individual learners where this is appropriate and they are able to access this https://www.croydon.gov.uk/schools-and-education/schools/school-travel-and-safety/school-travel-assistance/independent-travel-training Support from Transition Support Worker</p>	<p>EHCP Meetings Upper School Topic Theme - The town where we live See Gatsby Benchmark 5 - Encounters with employers and employees 6 – Experiences of workplaces ASDAN Personal Development - Section B – 1 Work Experience</p>
	<p>Money Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.</p>	<p>Enterprise activity for Summer Fair or similar event. Identify appropriate enterprise activity. Class / group / individual to apply for a loan from the School Business Manager to purchase materials – use terms 'afford', 'borrow' and 'lend'. Identify things that are luxuries and things that are essential. Look at the cost of luxury items compared to essentials. Involve learners in budgeting money for class enterprise activity – how can learners make best use of the budget?</p>	<p>Use appropriate online games to reinforce these skills https://www.natwest.com/life-moments/teaching-kids-about-money.html</p>	<p>Link to Communication and Maths Formal Curricula</p>
	<p>Diversity, rights and responsibilities</p>	<p>Celebrate the diverse friendships within learners' class using adapted activities from Equality and Human Rights commission:</p>	<p>Use Equality and Human Rights Commission educational materials</p>	<p>Link to Religious Education Formal Curriculum and</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
Stage 10 PSHE Assessment Level	<p>Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.</p> <p>Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.</p> <p>Describe how to safely challenge stereotyping or discrimination when we witness or experience it.</p> <p>Identify whom we can talk to if we are worried about our rights or those of other people</p>	<ul style="list-style-type: none"> • Learning area 1: Who am I? - focus on the learners themselves • Learning area 2: Challenging stereotypes and discrimination • Learning area 3: There's no such thing as a boy's/girl's job • Learning area 4: Learn about the meaning of community • Learning area 5: Job done! 	https://www.equalityhumanrights.com/en/lesson-activity-ideas	<p>Communication Formal Curriculum Level 16 Social</p>
	<p>Taking care of the environment Identify our feelings and values in relation to climate change and the environment</p>	<p>Watch videos on schools around the world response to Climate change. https://www.britishcouncil.org/climate-connection/be-inspired/stories/school-video-competition</p> <p>Consider making a St Giles video about this.</p>	<p>Consider looking materials and challenge on the Woodland Trust website https://www.woodlandtrust.org.uk/support-us/act/your-school/green-tree-schools-award/reduce-co2-emissions/</p>	<p>Forest School Activities</p> <p>Upper School Topic Theme – The Great Outdoors</p>
	<p>World of Work KS3/4 Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements. Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team working skills). Identify people and organisations that can provide advice and support for our future employment.</p>	<p>Use MENCAP's Easy Read Guides:</p> <ul style="list-style-type: none"> • Getting a job - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20Read%20guide%20about%20finding%20a%20job.pdf • Writing a CV - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20Read%20guide%20about%20writing%20a%20CV.pdf • Interviews - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20read%20guide%20about%20going%20to%20a%20job%20interview%20%28%29.pdf <p>Starting work - https://www.mencap.org.uk/sites/default/files/2017-06/Easy%20Read%20guide%20about%20starting%20a%20job.pdf</p> <p>Consider whether learner is able to take part in independent travel training https://www.croydon.gov.uk/schools-and-education/schools/school-travel-and-safety/school-travel-assistance/independent-travel-training</p>	<p>The school offers year 11 learners following a formal curriculum pathway support, advice and guidance using the Scope Careers Pathways Programme - https://www.scope.org.uk/employment-services/career-pathways/</p>	<p>See Gatsby Benchmark 2 - Learning from career and labour market information 3 - Addressing the needs of each pupil 7 – Encounters with further education 8 – Personal Guidance Support from School's Transition Support Worker</p>
	<p>Preparing for adulthood KS3 and 4 Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p>	<p>Explore skills needed for independent living. Emphasise that even if you are physically unable to access independent living, you can direct others to support you.</p>	<p>Consider using Croydon's independent travel training for individual learners where this is appropriate and they are able to access this</p>	<p>EHCP Meetings Upper School Topic Theme - The town where we live</p>

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided?	Cross Curricular Themes / links
		<ul style="list-style-type: none"> Ask learner to share what they are proud of being able to do independently Ask learner to share any worries about independent living Discuss limitations and choices with the learner Discuss ways to address these worries 	https://www.croydon.gov.uk/schools-and-education/schools/school-travel-and-safety/school-travel-assistance/independent-travel-training Support from Transition Support Worker	See Gatsby Benchmark 5 - Encounters with employers and employees 6 – Experiences of workplaces ASDAN Personal Development - Section B – 1 Work Experience
	Money Explain what is meant by 'debt' and 'credit'. Describe some simple examples of what is meant by 'value for money'. Explain the benefits and identify different methods of saving for the future. Identify what we can do if something we buy is faulty or we want to return it (our legal rights). Demonstrate enterprise skills (e.g. participation in a mini enterprise project).	Enterprise activity for Summer Fair or similar event. Identify appropriate enterprise activity. Class / group / individual to apply for a loan from the School Business Manager to purchase materials – use terms 'afford', 'borrow' and 'lend'. Identify things that are luxuries and things that are essential. Look at the cost of luxury items compared to essentials. Involve learners in budgeting money for class enterprise activity – how can learners make best use of the budget?	Use appropriate online games to reinforce these skills https://www.natwest.com/life-moments/teaching-kids-about-money.html	Link to Communication and Maths Formal Curricula

Impact - What difference is our curriculum making?

Progress in the Personal and Emotional Semi-Formal Pathway Curriculum is currently assessed using the St Giles PSHE assessment framework.

At KS4 achievement is accredited using ASDAN Personal Development or WJEC Personal and Social Development Entry Pathway Awards and AQA unit award – Enterprise based. Impact is also recorded as part of the School's response to the Gatsby Benchmarks.