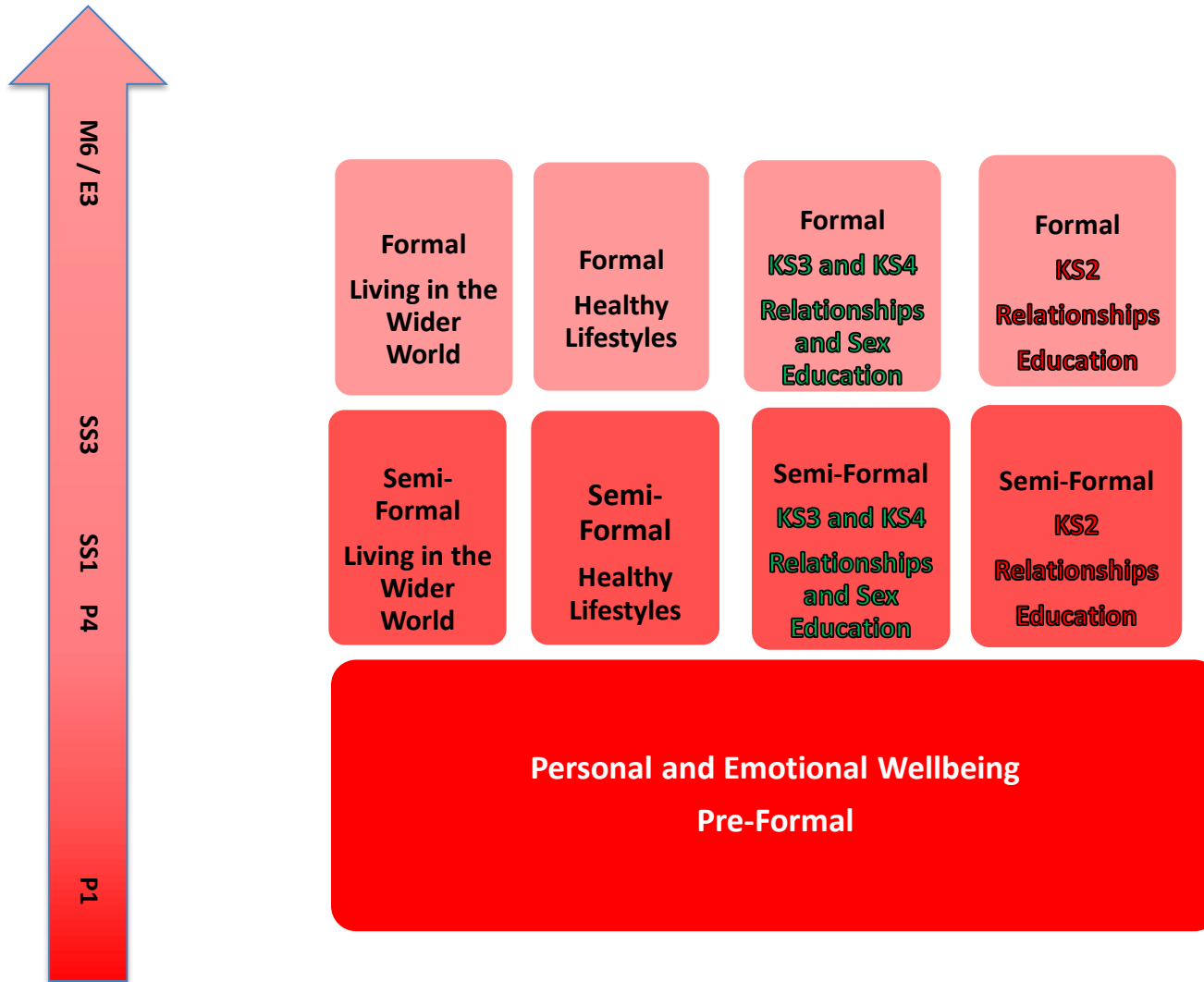


**Curriculum Areas at St Giles**

# Draft Personal and Emotional Wellbeing



# Draft Personal and Emotional Wellbeing

## Semi-Formal Curriculum

The Personal and Emotional Semi-Formal curriculum recognises that learners with severe learning difficulties (SLD) 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 Semi-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.
- Develop understanding that our behaviour affects other people.

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.
- Acknowledges that SLD learners require routines in order to understand and the world around them and make the most of their learning opportunities.
- Recognises learners will require access to multi- modal Total Communication strategies e.g. Makaton signs, PECS, objects of reference, symbols, photos, language, gesture etc. to maximise their capacity to communicate socially and express their emotions.

- Acknowledges that staff should be mindful that learners with SLD will pick up on the emotions, feelings and communication of those around them, therefore it is paramount that staff are professional around learners at all times.
- Acknowledges that some SLD learners may have challenging behaviours that may link to their communication and / or sensory needs and impact on their personal and emotional wellbeing. These need to be addressed, responded and listened to as communications.
- Acknowledges the continuing need for some SLD learners to use strategies and content from the Pre-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 SLD 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 teaching SLD 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.
- Acknowledges the importance of supporting SLD 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.
- Accepts that young people with disabilities and or intellectual impairments are more vulnerable to abuse of all kinds than their mainstream peers.
- Recognises the importance of SLD 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 SLD, 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 SLD 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 SLD learners this will start with the school's offer of real choices and inclusive experiences.

## **Implementation – How is the curriculum taught and assessed?**

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

The curriculum is taught mainly through:

- 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.

There may be some subject specific lessons where this is appropriate.

## 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 SLD. 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 SLD 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, SLD 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 take part in activities that build understanding 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 gain an awareness of 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
Stage 3 PSHE Assessment Level	<b>Healthy Eating</b> Develop vocabulary to identify foods that we like and dislike to eat.	Identify individual learners likes and dislikes. Respond to how the learner communicates need for food and drinks.  Make unfamiliar healthy food, familiar, so that foodstuffs with which the learner might not be comfortable become part of their everyday (or at least every week)	EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive) EQUALS – Teacher Drive: Semi-formal Curriculum\My-Physical-Well-being.zip\My-	Self Determination and Independence Curriculum • 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>experience. This can also involve experiencing foods in different forms – raw, cooked, frozen, dried, grated, chopped, peeled, as a smoothie, juiced frozen as a lolly, jellies, etc</p> <p>Access foods / tasters at snack time appropriate, to the learner’s individual needs. Discuss lunch choices.</p> <p>Offer regular ‘exploration’ sessions when various and any healthy foodstuffs are presented as ‘play’ materials.</p> <p>Help learners to enjoy their food and appreciate healthier choices by combining favourites with new healthy tastes and textures where appropriate. Value learners’ healthy choices and encourage them to try something new and healthy.</p>	<p>Physical-Well-being\Healthy Eating and Healthy Living</p> <p>Where possible, encourage learners to pour their own drinks, serve their own food.</p> <p>Display colourful daily menu with photos showing healthy meals and snacks and discuss choices with the learners, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new.</p> <p>Create time to discuss options so that learners have choices between healthy options, such as whether they will drink water or milk.</p>	<ul style="list-style-type: none"> <li>Food Technology</li> </ul>
	<p><b>Taking care of physical health</b></p> <p>Take part in different activities that keep the learner healthy</p> <ul style="list-style-type: none"> <li>Physical activity</li> <li>Simple hygiene routines</li> <li>Dental care</li> <li>Sun safety</li> <li>rest and relaxation.</li> </ul>	<p>Tactile Bag Activities</p> <p>Encourage learners to explore a bag containing a range of objects, e.g. glasses, different types of clothing, bottle of aftershave, hairbrush, talc, shampoo, shoes, water (in a container!)</p> <p>Use tapes - “Listening activities” - tape of familiar sounds, e.g. bath running, shower, music (action rhymes and songs about the body).</p> <p>Routines</p> <p>Support the learner to follow familiar routines and, with support, take part in familiar tasks to keep them healthy e.g.</p> <ul style="list-style-type: none"> <li>brush teeth,</li> <li>wash hands regularly,</li> <li>staying safe in the sun,</li> <li>access activities for rest and relaxation.</li> </ul> <p>Support the learner to demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth).</p> <p>Respond to how the learner communicates need toileting and when uncomfortable.</p> <p>Signal routines with photos, objects of reference, consistent instructions.</p> <p>Offer physical cues e.g. support the learner hand over hand as they learn to turn the tap on.</p> <p>Encourage efforts such as when a learner offers their arm to put in a coat sleeve.</p> <p>Support the learner to engage in parallel healthy physical activity with several others.</p> <p>Match the pupil with an adult or peer who they show signs of engaging with.</p> <p>Position pupil so that they can focus and attend to physical activities.</p>	<p>Work with families - Objects could be brought in from home that the pupil is familiar with - a specific shampoo that is used, familiar items of clothing and personal items - to be used in the Tactile Bag (TacPac).</p> <p>Establish routines and ensure that there is enough time for learners to be as independent as possible when taking part in healthy classroom routines e.g. wiping table, wiping face.</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>Provide a comfortable, accessible place if learners need to rest.</p> <p>Provide relaxation opportunities e.g. mindfulness activities.</p>	<p>Physical and Sensory Wellbeing Curriculum</p> <ul style="list-style-type: none"> <li>Swimming – changing clothes</li> <li>Mindfulness, yoga</li> </ul> <p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> <li>Personal Care Routines</li> </ul> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p><b>Keeping Well</b></p>	<p>Demonstrate to the learner how to communicate that they are feeling ill, uncomfortable, or are in pain. Model use of communication method used by learner / class e.g. Makaton, communication book, communication board etc.</p>	<p>Small world play / role play / play with dolls</p> <p>Total communication methods.</p>	<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
	<p>Develop vocabulary to communicate that they are feeling ill, uncomfortable, or are in pain.</p> <p>Show awareness of the main parts of the body including external genitalia.</p> <p>Develop vocabulary to support understanding that when we are hurt or unwell we may have to go to bed, see a nurse, doctor, or go to the hospital.</p> <p>Develop vocabulary to support understanding that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor or the parent/carer looking after us.</p> <p>Develop vocabulary and awareness of the people who support, love and care for them at home and school</p>	<p>Support learner to show awareness of different parts of the body e.g. imitate actions involving main body parts [for example, clapping or stamping].</p> <p>Name parts of the body when supporting the pupil with personal care, using correct Makaton signing and / or symbols as appropriate.</p> <p>Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital.</p> <p>Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p> <p>Support learner to apply cream, lotion etc. or provide commentary as you are doing so using accurate language.</p> <p>Support the learner to be aware and able to identify the people who support and care for them as they follow routines at home and at school. Play name games to welcome learners to the setting and help them get to know each other and the staff.</p> <p>Involve all learners in welcoming and caring for one another.</p>	<p>Intensive interaction games. Makaton signs and symbols available and modelled at every opportunity</p> <p>Action songs</p> <p>Use a mirror if learner unable to see areas of body.</p> <p>Focus on the team looking after the learner / class e.g. school nurse, school doctor</p> <p>Build into personal care routine as appropriate</p> <p>Activities and events that bring parents and carers into school.</p> <p>To identify members of their class and family through photos and in person.</p> <p>Family and school photos, videos and sound recordings to share between home and school following e-safety guidelines.</p> <p>Communication boards.</p>	<ul style="list-style-type: none"> <li>Personal Care Routines</li> </ul> <p>Physical and Sensory Wellbeing Curriculum</p> <ul style="list-style-type: none"> <li>Swimming – changing clothes</li> </ul> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p><b>Mental Wellbeing</b></p> <p>To develop vocabulary to recognise and respond to the different feelings of others</p> <p>To develop vocabulary to identify things that will help our friend feel better if they are sad or scared.</p> <p>Take part in self-regulating activities and develop vocabulary to identify things we can do to help ourselves when we feel worried or stressed.</p>	<p><b>Use drama and role play to focus on not only</b> 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>Support the learner to identify things they like to do which make them feel calm and relaxed that would help their friend.</p> <p>Support the learner to take part in and model simple vocabulary explaining the purpose of activities to support self-regulation e.g. yoga, physical exercise, mindfulness.</p> <p>It may be appropriate to work with OT to support the learner to begin to understand the purpose of and take part in a range of activities that support self-regulation e.g. develop a set of sensory activities specific and appropriate for a learner’s needs that are scheduled into a learner’s day and can be used by the learner to assist with self-regulation.</p>	<p>Teacher Drive: Equals Semi-Formal (SLD)</p> <p>Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing</p> <p>Makaton signs / communication symbols specific to learners’ self-regulation needs</p> <p>Emotion cushions</p> <p>Mirrors</p> <p>Persona dolls - <a href="https://personadoll.uk">https://personadoll.uk</a></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"> <li>Sensory circuits</li> <li>Sensory motor integration</li> <li>massage</li> <li>Mindfulness, yoga</li> </ul>



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
<b>Exploration Stage 4 PSHE Assessment Level</b>	<b>Healthy Eating</b> To explore and show an awareness of foods and drinks that keep the learner healthy	Support the learner to access healthy foods at snack time appropriate, to the learner's individual needs. Use and model communication to describe what the learner is doing by providing a running commentary, e.g. 'First put the milk in the cup.' Support learners' growing independence as they do things for themselves, such as preparing their own food, pouring drinks etc.  Give learners the chance to sign or talk about what they like to eat, while reinforcing messages about healthier choices.  Support the learner to respond appropriately (vocalising, signing, using symbols) to simple questions about healthy routines e.g. Who? What? Where? type questions; <ul style="list-style-type: none"> <li>• What do we put in the cup?</li> <li>▪ Where do we put the ice cream?</li> <li>▪ What do we put on the table?</li> </ul>	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 Where possible, encourage learners to pour their own drinks, serve their own food.  Display colourful daily menu with photos showing healthy meals and snacks and discuss choices with the learners, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new.  Set up a communication board / page in the communication book on eating and drinking. Now / Next boards Visual timetables EQUALS - My Independence: My Cooking/Food Technology (Teacher Drive)	Self Determination and Independence Curriculum <ul style="list-style-type: none"> <li>• Personal Care Routines</li> <li>• Food Technology</li> </ul>
	<b>Taking care of physical health</b> To explore and show an awareness of routine activities that keep the learner healthy <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Simple hygiene routines</li> <li>• Dental care</li> <li>• Sun safety</li> </ul> To develop vocabulary to identify the physical activities and healthy activities for rest and relaxation with others that they like doing;	Class or group activity: Ask learners what they put onto their bodies when they get up in the morning. Invite them to think of other situations, e.g. "getting washed". Talk about other times of the day. What do they put onto their bodies when they are playing, when they are having their hair washed, when they have a sore or cut? Draw a large outline of a learner. Around the outline draw or stick pictures or symbols of the things the learners think go onto their bodies and label them. Routines: Support the learner to carry out familiar routine activities to keep them healthy, showing an awareness of their own actions e.g. <ul style="list-style-type: none"> <li>• brush teeth,</li> <li>• wash hands regularly,</li> <li>• staying safe in the sun,</li> <li>• access activities for rest and relaxation</li> </ul> Support learners' growing independence as they do things for themselves, such as pulling up their pants after toileting.  Support the learner to respond appropriately (vocalising, signing, using symbols) to simple questions about healthy routines e.g. Who? What? Where? type questions: <ul style="list-style-type: none"> <li>• What next after going to the toilet?</li> <li>• What do we wear in the sun?</li> </ul>	Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach. Access to activities / aims of EQUALS My Independence: My Dressing and Undressing: My Shopping: My Travel Training: My Cooking/Food Technology (Teacher Drive)  Have Makaton signs and symbols available Have mirrors available for learners to check appearance at playtime.  Set up a communication board / page in the communication book on personal hygiene, physical activities, personal care. Functional play with sand or water where items are shared – to covert solitary play to parallel and then shared play Turn taking games e.g. pass the parcel, pass the makeup bag. Parachute game	Communication, Interaction and Literacy Curriculum  Physical and Sensory Wellbeing Curriculum  Middle School Topic Theme - Long, Long Ago: Nurses

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"> <li>• Where do we put our coats?</li> <li>• Who checks our teeth?</li> </ul> <p>Support the learner to engage in healthy physical activity in a small group cooperatively, taking turns. Model and develop vocabulary to support the learner to describe how physical activities they enjoy might make them feel (physically and emotionally).</p>		
	<p><b>Keeping Well</b> Develop vocabulary to communicate how and where they are hurt, unwell, uncomfortable or in pain.</p> <p>Develop vocabulary to recognise the main parts of the body including external genitalia</p> <p>To understand the genitalia are private areas</p> <p>Develop vocabulary to identify the people who support them at home and at school and begin to identify what they do.</p>	<p>Demonstrate to the learner how to communicate where they are feeling ill, uncomfortable, or are in pain and what may have caused this. Model use of communication method used by learner / class e.g. Makaton, communication book, communication board etc.</p> <p>Support learner to show awareness of different parts of the body e.g. Simon Says, labelling picture with symbols</p> <p>Support the learner to recognise distinctive features of their body e.g. eyes, hair, nose etc. Use a mirror if learner unable to see areas of body.</p> <p>As appropriate - Support learner with personal care providing them with an 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 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>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> <p>Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).</p> <p>Identify differences between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</p> <p>Support learner to apply cream, lotion etc. or provide commentary as you are doing so using accurate language.</p> <p>Support learners to be able to identify the adults who support and care for them at home and at school.</p> <p>Support the learner to begin to identify some of the ways in which they may be cared for by families, friends and other adults e.g. Who? What?, Where? type questions - what do the school nurses do?</p>	<p>Small world play / role play / play with dolls</p> <p>Total communication methods.</p> <p>Intensive interaction games. Makaton signs and symbols available and modelled at every opportunity Action songs</p> <p>Use a mirror if learner unable to see areas of body – can use while changing and being changed</p> <p>Focus on the team looking after the learner / class e.g. school nurse, school doctor</p> <p>Communication boards / page in communication book</p> <p>Build into personal care routine as appropriate</p> <p>Focus on e.g. parent / doctor / dentist / nurse Role play activities: Each one is represented by a pupil or adult, with resources, the actions of one of the above and the children have to make an appropriate guess Discuss why you would see each of them.</p> <p>Communication boards Communication book pages Home-school communication</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul> <p>Physical and Sensory Wellbeing Curriculum Swimming – changing clothes</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><b>Mental Wellbeing</b> To respond to the different feelings of others To identify things that will help our friend feel better if they are sad or scared. Take part in self-regulating activities and identify things we can do to help ourselves when we feel worried or stressed.</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..... Support the learner to show concern for others e.g. offer comfort to another pupil. Support the learner to show concern for others e.g. offer comfort to another pupil.</p> <p>Support the learner to identify things they like to do which make them feel calm and relaxed that would help their friend. Support the learner to take part in and begin to understand the purpose of activities to support self-regulation e.g. yoga, physical exercise, mindfulness.</p> <p>It may be appropriate to work with OT to support the learner to begin to understand the purpose of and take part in a range of activities that support self-regulation e.g. develop a set of sensory activities specific and appropriate for a learner's needs that are scheduled into a learner's day and can be used by the learner to assist with self-regulation.</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 - <a href="https://personadoll.uk">https://personadoll.uk</a></p> <p>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"> <li>• Sensory circuits</li> <li>• Sensory motor integration</li> <li>• massage</li> <li>• Mindfulness, yoga</li> </ul>
<p><b>Stage 5 PSHE Assessment Level</b></p>	<p><b>Healthy Eating</b> To have an awareness of the importance of healthy eating.</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. <b>Do not be too complicated with this list - make it as simple to follow as possible</b> – e.g. a 'treat rule' covering:</p> <ul style="list-style-type: none"> <li>• Sweets</li> <li>• Chocolate</li> <li>• Cakes</li> <li>• Crisps</li> <li>• Burgers</li> </ul> <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 <b>Red</b> – high in fats, sugars and/or salt (fine as a treat, once a day at most) <b>Amber</b> – medium (OK choice) <b>Green</b> – low (healthier choice)</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,</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>Talking mat activities Access to colourful daily menu with photos showing healthy meals and snacks and discuss choices with the learners. Use communication board / page in the communication book on eating and drinking.</p> <p><a href="http://www.nhs.uk/Healthy/ Snacking">www.nhs.uk/Healthy/ Snacking</a></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 <a href="http://www.foodafactoflife.org">www.foodafactoflife.org</a></p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul>

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
		snacks, packed lunches, treats. Recognise that there might well be cultural differences in this list.  Set up a healthy sandwich challenge.  Explore the importance of eating regular meals, starting the day with breakfast.	<a href="http://www.healthyactivekids.com">www.healthyactivekids.com</a>	
	<b>Taking care of physical health</b> To have an awareness of the order to follow a routine activity to keep the learner healthy <ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Simple hygiene routines</li> <li>• Dental care</li> <li>• Sun safety</li> </ul> To participate and begin to explore the effect on the learner of healthy activities for rest and relaxation.	Support the learner to move to a new part of the routine with support, directed or self-chosen, that will keep them healthy e.g. <ul style="list-style-type: none"> <li>• Puts toothpaste on brush,</li> <li>• Throws tissue in bin,</li> <li>• Washes fruit before eating,</li> <li>• Rubs in sun cream.</li> </ul> Support the learner to demonstrate these simple hygiene routines. Talk with learner about why you encourage them to rest when they are tired or why they need to wear coat when it is wet outdoors. Talk with learner about the importance of hand-washing. Talk with the learner about simple ways of staying safe in the sun. Describe simple routines for going to bed/going to sleep, recognising this is one way to stay healthy.  Support learners to move with support to a healthy physical activity, directed or self-chosen, encouraging them to notice the changes in their bodies after exercise, such as their heart beating faster, face flushed, hands warm etc Use mirror for learner to observe the effect. Use emotions symbols, words and signs to describe the effect.	Now / next boards Visual Timetables Access to activities / aims of EQUALS My Independence: My Dressing and Undressing: My Shopping: My Travel Training: My Cooking/Food Technology (Teacher Drive)  Collection of pictures from magazines of people – young to old – engaged in all types of healthy activity. They should illustrate, for example: personal hygiene routines, exercise etc.  Plan so that learners can be active in a range of ways, including while using a wheelchair Bike rides	Self Determination and Independence Curriculum <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul> Middle School Topic Theme - Long, Long Ago: Nurses  Physical and Sensory Wellbeing Curriculum <ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Sensory motor integration</li> <li>• massage</li> <li>• Mindfulness, yoga</li> </ul>
	<b>Keeping well</b> Identify whom to tell if we feel unwell. Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them. Identify some of the ways in which the learner may be cared for by their families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.)	Adults model ways to indicate to others that they feel unwell using Total Communication and including learner's own communication system e.g. Makaton, symbols, words.  Support the learner to identify substances and how they should be stored.  Continue to support learners to make purposeful relationships with the people who care for them.  Identify personal care routines that the learner takes an active part in that keep them healthy e.g. <ul style="list-style-type: none"> <li>• Puts toothpaste on brush,</li> <li>• Throws tissue in bin,</li> <li>• Washes fruit before eating,</li> <li>• Rubs in sun cream.</li> </ul>	Small world play / role play / play with dolls  Total communication methods.  Intensive interaction games. Makaton signs and symbols available and modelled at every opportunity Action songs  Support the learner to demonstrate these simple hygiene routines.  Home-school communication EHCP reviews Transition	Self Determination and Independence Curriculum <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul> Middle School Topic Theme - Long, Long Ago: Nurses

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><b>Mental wellbeing</b> To begin to recognise and be able to communicate about what makes them relaxed and calm (mental wellbeing) What makes them stressed? To respond to the feelings to others, communicating with them about this.</p>	<p>Suggest some simple ways to stay well (maintain emotional wellbeing) e.g. relaxing, being with friends/family, listening to music.</p> <p>To support the learner to show concern for the needs and feelings of other people and living things – e.g. support the learner to offer a drink to others during snack time. <b>Use drama and role play to focus on not only</b> what emotions look like, but also the context for them e.g. he is happy because.... she is frightened because..... Support the learner to show concern for others e.g. offer comfort to another pupil.</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 - <a href="https://personadoll.uk">https://personadoll.uk</a> 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"> <li>• Sensory circuits</li> <li>• Sensory motor integration</li> <li>• massage</li> <li>• Mindfulness, yoga</li> </ul>
<p><b>Consolidation and Application Stage 6 PSHE Assessment Level</b></p>	<p><b>Healthy Eating</b> Identify some examples of healthy foods. Identify some examples of 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. 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"> <li>• Sweets</li> <li>• Chocolate</li> <li>• Cakes</li> <li>• Crisps</li> <li>• Burgers</li> </ul> <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 <b>Red</b> – high in fats, sugars and/or salt (fine as a treat, once a day at most) <b>Amber</b> – medium (OK choice) <b>Green</b> – low (healthier choice) 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>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><a href="http://www.nhs.uk/Healthy/Snacking">www.nhs.uk/Healthy/Snacking</a></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><a href="http://www.foodafactoflife.org">www.foodafactoflife.org</a> <a href="http://www.healthyactivekids.com">www.healthyactivekids.com</a></p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul>

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><b>Taking care of physical health</b></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"> <li>Physical activity</li> <li>Simple hygiene routines</li> <li>Dental care</li> <li>Sun safety</li> </ul> <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"> <li>Washing and tidying up after snack time,</li> <li>Collecting personal hygiene equipment before going to the toilet and replacing it afterwards.</li> <li>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.</li> </ul> <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.</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.</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>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>										
	<p><b>Keeping well</b></p> <p>Identify useful phrases or vocabulary to use in order to let somebody, know that we or someone else feels unwell.</p> <p>Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <p>To recognise the main parts of the body including external genitalia</p> <p>Recognise people sometimes need to take medicines in different forms, including tablets, injections, inhalers.</p> <p>Explain why it is important not to touch, taste or take medicines without a trusted adult.</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.</p> <p>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 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>	sun tan cream	toothpaste	tablets	sweets	mouth wash	fizzy drinks	muscle pain relief cream	hand cream	muscle pain relief spray	deodorant	<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>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>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> <li>Personal Care Routines</li> </ul> <p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
sun tan cream	toothpaste													
tablets	sweets													
mouth wash	fizzy drinks													
muscle pain relief cream	hand cream													
muscle pain relief spray	deodorant													

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
		Discuss importance of seeking help to select appropriate medicines and medication. Visit a pharmacy or chemist, show and list various medications and medicines		
	<b>Mental wellbeing</b> 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.	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?  <b>Use drama and role play to focus on not only</b> what emotions look like, but also the context for them e.g. he is happy because.... she is frightened because..... 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.	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 - <a href="https://personadoll.uk">https://personadoll.uk</a> Emotions collage 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"> <li>Sensory circuits</li> <li>Sensory motor integration</li> <li>massage</li> <li>Mindfulness, yoga</li> </ul>

### 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
<b>Stage 3 PSHE Assessment Level</b>	<b>Keeping Safe</b> Respond to resources and routines to support safety at school and in the wider world e.g. signs that the cleaner uses if the floor is wet, high vis jackets worn in the car park.	Support the learner to be aware and able to identify the people who support and care for them as they follow routines at home and at school.  Support the learner to be involved in routine of crossing the road at the crossing on trips to the park.	Involve site staff / health staff to show learners their safety clothing and communicate about their roles at school. Small world play / role play.	Self Determination and Independence Curriculum Personal Care Routines  Middle School Topic Theme - Long, Long Ago: Nurses
	<b>Feeling Frightened / Worried</b> Respond to stimuli about feeling frightened or worried.	Support the learner to begin to respond to the feelings of others e.g. matching emotions when others become upset, happy, afraid. Help learner to understand the feelings of others by labelling emotions such as fear, sadness or happiness.	Emotions, Emotion cushions Role play Puppet play Small world play Talking mats Makaton signs	

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><b>Trust / Dealing with Touch</b> Develop awareness that some objects belong to them.</p> <p>Develop awareness of what is private.</p> <p>Develop vocabulary to identify some of the ways trusted adults/family members may physically touch us as part of daily care, during play or to show affection</p> <p>Develop vocabulary to demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p> <p>Develop vocabulary to support understanding that we have a right to keep our bodies private.</p> <p>Develop awareness in or out of school about when we might need to seek permission or receive consent.</p> <p><b>Keeping safe online</b> Develop ability to make selections to generate familiar/preferred sounds or images and to communicate meanings</p>	<p>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>Support the learner to understand respect for others in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources e.g. sort objects that belong to them and objects that belong to somebody else.</p> <p>Develop vocabulary to introduce 'special places'. Where are the learners' special places? e.g. their bedroom What is in their special place? i.e. personal belongings. What is a special belonging? Encourage learners to create a special place in the classroom by deciding what might go into it. Develop vocabulary to describe special places - familiar, comfortable, private Develop vocabulary to explore privacy i.e. in bedrooms when dressing and undressing. Who can help us? Who wouldn't come into our bedroom to help us?</p> <p>Use pictures to talk about care in the home. Develop vocabulary for who helps to bath a baby / who helps bathe us. Use models and dolls to practice bathing a baby. Develop vocabulary to discuss where does the baby need to be touched? Develop vocabulary to identify the most private parts of the baby's body. Develop vocabulary to establish rules for touching the baby's private parts. Develop vocabulary to establish rules for people who are allowed to touch our private parts.</p> <p>Develop vocabulary to support coping with violations of personal space i.e. standing too close. Role play activities – adults standing too close together. What does it feel like?</p> <p>Support the learner to using a switch to activate a tape recorder or press a graphic on a touch screen Support learners in exploring the control technology of toys, e.g. toy electronic keyboard. Support the learner to learn to identify a symbol.</p>	<p>Symbolised communication boards Symbolised communication books Individual ELSA sessions</p> <p>Draw pupil's attention to privacy screens, engaged signs, closed door when using the toilets at school.</p> <p>Dolls / Baby simulators Talking mats for sorting Makaton signs Symbolised communication boards Symbolised communication books</p> <p>Personal care routines - always show respect for the learner's body and ask for permission before touching them. If supporting the learner with personal care, provide 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.</p> <p><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p>Variety of software, touch screen, interactive whiteboard technology and control technology available.</p> <p>Role play / puppet play</p>	<p>Self Determination and Independence Curriculum Personal Care Routines</p> <p>Middle School Autumn Themes: Yrs1, 2, 3, 4. •Who Am I? •This Is Me! •I'm amazing. You're amazing Me, Myself and</p> <p>Cognition and Challenge - Computing</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
		Adults model different ways that people communicate with each other including online.		
	<p><b>Strong feelings</b> Develop vocabulary to identify and respond to different feelings</p> <p>Describe how we might feel, look and sound when we are happy or unhappy.</p>	<p>Support the pupil to begin to respond to the feelings of others e.g. matching emotions when others become upset or happy. Be ready to replay and repeat a joke a pupil finds funny so that you and the child can laugh.</p> <p>Use a mirror so that the child can see how they are looking. Model how you look when you are happy or sad.</p> <p>Be ready to recognise and describe with words and signing the emotions adults and peers are experiencing e.g. you are happy, she is sad.</p> <p>Support them to identify things they like to do which make them feel calm and relaxed.</p>	<p>Intensive interaction games Makaton signing Emotion cushions Photographs Mirrors</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing</li> <li>Me, Myself and I</li> </ul>
	<p><b>Puberty KS2</b> Develop the vocabulary to identify some of the differences between a baby, child and adult. Develop correct vocabulary for some of the main body parts, including genitalia. Develop vocabulary to identify ways that bodies change as people become adults, including the onset of menstruation (when appropriate).</p>	<p>Support learners to take part in birthdays and activities to celebrate growing up.</p> <p>Support learners to explore and identify a range of clothing that may be worn by learners as they get older i.e. boxer shorts / underpants, vests / bras.</p> <p>Support learners to explore and develop vocabulary to identify main body parts of models / dolls of males / females and introduce vocabulary for menstruation (as appropriate)</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>If supporting the learner with personal care, provide them with an appropriate commentary as you are doing so using accurate language – e.g. use of accurate names for genitalia contextualised and repeated daily.</p> <p>Some of the learning activities may be more appropriately completed individually or in paired and / or single sex groups. 3D models / diagrams Access to sanitary products. Visual or hearing impairment - learners may need to touch3D models and have pictures and images described to them.</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing</li> <li>Me, Myself and I</li> </ul>
	<p><b>Puberty KS3 and 4</b> Develop vocabulary to identify some of the different ways we have changed as we have grown older.</p>	<p>Use photographs and images to look at body development. Introduce vocabulary to support this i.e. growing body hair, penis growing larger, periods.</p> <p>In way that respects and celebrates differences, compare height, size and shape of learners in group. Look at school class photographs and compare heights and builds of other learners.</p> <p>Support learners to explore and develop vocabulary to identify main body parts of models / dolls of males / females and introduce vocabulary for menstruation (as appropriate)</p>	<p>Some of the learning activities may be more appropriately completed individually or in paired and / or single sex groups. 3D models / diagrams Access to sanitary products. Visual or hearing impairment - learners may need to touch3D models and have pictures and images described to them.</p> <p><b>Puberty</b> KS3 and 4 Resource <a href="https://www.bbc.co.uk/bitesize/topics/zjj7hyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zjj7hyc/resources/1</a> BBC Bitesize videos on:</p> <ul style="list-style-type: none"> <li>Body hair</li> <li>Menstruation</li> <li>Wet dreams</li> </ul>	

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><b>KS2 Different types of relationships</b> Develop vocabulary to identify different types of relationships e.g. mother /child, teacher / pupil, friends. Develop vocabulary to identify the people who make up our family.</p>	<p>Invite family members into school. Look at photos/videos of one or more family members. Listen to tapes of voices. My teacher isn't part of my family - she doesn't live in my house or come to family weddings etc. Who lives in my house? Activities using photos, pictures and objects that indicate the people who live there and the relationship between them i.e. Mum, Sister, brother, family pet and those who don't. At home time talk about who they will be seeing at home...'but you won't see me, I'm not in your family.'</p>	<ul style="list-style-type: none"> <li>Acne</li> </ul> <p>All people to be introduced when they arrive/enter the learner's area whether they are familiar or not.</p> <p>Create personal books/videos that indicate key events and information. This may also include death/illness. Family days e.g. Grandparents invited to school.</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing Me, Myself and I</li> </ul>
	<p><b>KS3 and 4 Long term relationships and parenthood</b> Develop vocabulary to identify what being in a family means. Develop vocabulary to help learner identify adults they know who are in long term relationships – this may be. married, in a civil partnership, living together, engaged.</p>	<p>Invite family members into school. Look at photos/videos of one or more family members. Listen to tapes of voices. Who lives in my house? Activities using photos, pictures and objects that indicate the people who live there and the relationship between them.</p>	<p>All people to be introduced when they arrive/enter the learner's area whether they are familiar or not.</p> <p>Create personal books/videos that indicate key events and information. This may also include death/illness.</p> <p>Family days e.g. Grandparents invited to school.</p>	
<p><b>Exploration Stage 4 PSHE Assessment Level</b></p>	<p><b>Keeping Safe</b> Identify resources and routines that support safety at school and in the wider world e.g. fire exits, cones, pedestrian crossings</p>	<p>Work with the learner to meet and identify people at home, school and in other settings who are responsible for helping them keep physically safe.</p> <p>Identify and explain what is meant by something being an accident</p> <p>Support the learner to identify some simple ways we can help keep ourselves physically safe in school.</p>	<p>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</p> <p>Access to activities / aims of EQUALS My Independence: My Travel Training:(Teacher Drive)</p>	<p>Middle School Topic Theme - Long, Long Ago: Nurses</p>
	<p><b>Feeling Frightened / Worried</b>  To develop ability to communicate if they are feeling negative emotions e.g. afraid or unhappy</p>	<p>Continue to talk about feelings such as fear, worry, sadness, happiness, or feeling cross. Use communication to describe what you are feeling by providing a running commentary e.g. I am happy today. Today I am tired. Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences, communicating whether they are happy about them or not.</p>	<p>Communication boards Communication book pages Emotion cushions Book "Good Touch, Bad Touch". Individual and group ELSA sessions</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>Support learners to show concern for others [for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort]. Model ways of noticing how others are feeling and comforting/helping them. 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><b>Trust / Dealing with touch</b> To develop recognition that some things are private and the importance of respecting privacy.</p> <p>Identify someone who can help us if we are afraid or worried.</p> <p>Identify some of the ways trusted adults /family members may physically touch us as part of our daily care, during play or to show affection.</p> <p>Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p> <p>Develop awareness in or out of school when we might need to seek permission or receive consent.</p>	<p>Develop learner's understanding of respect for others in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources e.g. encourage learners to create a special place in the classroom by deciding what might go into it. Describe this special place - familiar, comfortable, private.</p> <p>Discuss whether a special place is always private? – can we share it with someone else? Is your special place a safe place? What do you do in your special place? Discuss privacy i.e. in bedrooms when dressing and undressing Encourage respect of special places and personal space</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>Use pictures / doll bathing activity to talk about care in the home. Recall vocabulary for who helps to bath a baby / who helps bathe us. Recall vocabulary to discuss where does the baby need to be touched? Recall vocabulary to identify the most private parts of the baby's body. Recall vocabulary to establish rules for touching the baby's private parts. Establish rules for who helps us if we need help – who is allowed to touch our private parts? Develop vocabulary for strategies to cope with violations of personal space, e.g. standing too close. Role play activities - adults standing too close - what does it feel like, etc.</p>	<p>Ensure learners are provided with appropriate equipment to ensure their privacy during personal care etc. Draw pupil's attention to privacy screens, engaged signs, closed door when using the toilets at school. Emotion cushions Role play Puppet play Small world play Talking mats Makaton signs Symbolised communication boards Symbolised communication books</p> <p>If supporting the learner with personal care, provide 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 to continue to explain and demonstrate that the learner has a right to keep their bodies as private as possible e.g. seeking permission and giving learners time to respond during personal care.</p> <p><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p>	<p>Self Determination and Independence Curriculum Personal Care Routines</p> <p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I'm amazing. You're amazing Me, Myself and I</li> </ul>

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 for strategies to cope with unwanted touches Identify other people who may need to touch us i.e. doctor, nurse.		
	<b>Keeping safe online</b> Demonstrate simple ways of communicating preferences / choices to others.	Support the learner to make connections between control devices and information on the screen e.g. learn to press a graphic on a touch screen to obtain a preferred image or sound Support the learner to learn to move a device to manipulate something on the screen. Support the learner to learn to use vocabulary boards of up to 16 symbols to put together 2-3 word phrases. Adults continue to model different ways that people communicate with each other.	Variety of software, touch screen, interactive whiteboard technology and control technology available.	Cognition and Challenge - Computing
	<b>Strong feelings KS 3 and 4</b> Identify a range of feelings, where we might feel them in our body, and how they might make us behave.  Identify what it means to like someone.	Support the pupil to begin to identify strong emotions in themselves. Use a mirror so that the child can see how they are looking. Model how you look when you are angry or frightened. Be ready to recognise and describe with words and signing where in our body strong emotions may be felt e.g. fear – “butterflies in stomach”, increased heart rate anger – red in the face, sweaty Support them to identify things they like to do which make them feel calm and relaxed. Identify someone we like – why do we like them? How do we show that we like them?	Intensive interaction games Makaton signing Emotion cushions Photographs Mirrors Role play Film – appropriate scenes to discuss A range of texts available from ELSA coordinator about feelings	Communication and Interaction Curriculum
	<b>Puberty KS 2</b> Recognise the correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).	Support learners to take part in birthdays and activities to celebrate growing up.  Support learners to explore and identify a range of clothing that may be worn by learners as they get older i.e. boxer shorts / underpants, vests / bras.  Support learners to explore and identify main body parts of models / dolls of males / females and introduce vocabulary for menstruation (as appropriate)  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.	If supporting the learner with personal care, provide them with an appropriate commentary as you are doing so using accurate language – e.g. use of accurate names for genitalia contextualised and repeated daily.  Some of the learning activities may be more appropriately completed individually or in paired and / or single sex groups. 3D models / diagrams Access to sanitary products. Visual or hearing impairment - learners may need to touch 3D models and have pictures and images described to them.	Middle School Autumn Themes: Yrs1, 2, 3, 4. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing</li> </ul> Me, Myself and I
	<b>Puberty KS3 and 4</b>	Use photographs and images to look at body development. Recall / introduce vocabulary to support this as appropriate i.e. growing body hair, penis growing larger, periods, wet dreams.	Some of the learning activities may be more appropriately completed individually or in paired and / or single sex groups.	Communication and Interaction Curriculum

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 some of the different ways we have changed as we have grown older.</p> <p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p>	<p>Support learners to explore and identify main body parts of models / dolls of males / females and introduce vocabulary for menstruation (as appropriate)</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>Celebrate Upper School activities / opportunities and age appropriate events in learners lives e.g. buying new clothes</p> <p>Recall work on places that are private. Discuss sometimes people feel the need to touch their bodies. Reinforce the rules of privacy. Touching yourself must only be done in private. Explain / reinforce personal hygiene procedures during menstruation.</p>	<p>3D models / diagrams Access to sanitary products. Visual or hearing impairment - learners may need to touch 3D models and have pictures and images described to them.</p> <p><b>Puberty</b> KS3 and 4 Resource <a href="https://www.bbc.co.uk/bitesize/topics/zjj7hyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zjj7hyc/resources/1</a> BBC Bitesize videos on:</p> <ul style="list-style-type: none"> <li>• Body hair</li> <li>• Menstruation</li> <li>• Wet dreams</li> <li>• Acne</li> </ul> <p>Home school books for shared activities and life events.</p>	<p>Cognition and Challenge Curriculum - Science</p>
	<p><b>KS2 Different types of relationships</b> Identify different types of relationships e.g. mother /child, teacher / pupil, friends. With support, compare the people who make up our family to the people who make up other families</p>	<p>Create simple photographic family tree of immediate family - Mum and Dad are older, sister is younger than I am etc. Invite family members into school. Look at photos/videos of one or more family members. Listen to tapes of voices. Who lives in my house? Activities using photos, pictures and objects that indicate the people who live there and the relationship between them i.e. Mum, Sister, brother, family pet and those who don't. At home time talk about who they will be seeing at home...'but you won't see me, I'm not in your family.' Explore each child's family unit and compare with others. Use photos, model figures etc. Talk about similarities and differences. Celebrate everyone's family equally.</p>	<p>All people to be introduced when they arrive/enter the learner's area whether they are familiar or not.</p> <p>Create personal books/videos that indicate key events and information. This may also include death/illness. Family days e.g. Grandparents invited to school.</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I'm amazing. You're amazing Me, Myself and I</li> </ul>
	<p><b>KS3 and 4 Long term relationships and parenthood</b> Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Develop skills talking about what being in a family means.</p>	<p>Invite family members into school. Look at photos/videos of one or more family members. Listen to tapes of voices. Use family photos to identify family members or personal mementos. Who lives in my house? Activities using photos, pictures and objects that indicate the people who live there and the relationship between them. Talk about/role play how people help each other in families.</p>	<p>All people to be introduced when they arrive/enter the learner's area whether they are familiar or not.</p> <p>Create personal books/videos that indicate key events and information. This may also include death/illness. Family days e.g. Grandparents invited to school.</p>	<p>Communication and Interaction Curriculum Cognition and Challenge Curriculum – Religious Education</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 5 PSHE Assessment Level	<b>Keeping Safe</b> Identify people, resources and routines that help to keep us physically safe. Identify some ways to help keep physically safe out of school, on the way to school and when out with family, carers or friends.	Work with the learner to develop their understanding of simple reasons why it is important to help keep ourselves physically safe e.g. what happens to our skin if we forget to put sun cream on? What happens if we run across the road?  Support the learner to identify some simple ways we can help keep ourselves physically safe out of school.	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	Middle School Topic Theme - Long, Long Ago: Nurses
	<b>Feeling Frightened / Worried</b>  Demonstrate some simple strategies we can use if we are feeling frightened or worried.  Understand that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.	Support and model communication for learners to respond appropriately (vocalising, using gestures, symbols or signing) to communicating that they are frightened or worried.  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.  Discuss and model ways to calm / relax if feeling anxious.	Worry monsters / worry boxes Communication boards Communication book pages Emotion cushions Book “Good Touch, Bad Touch”. Individual and group ELSA sessions	Middle School Autumn Themes: Yrs1, 2, 3, 4. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I’m amazing. You’re amazing Me, Myself and I</li> </ul>
	<b>Trust / Dealing with touch</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  Identify trusted adults in school and who can help us if we are afraid or worried.  Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people’s bodies and to ask for permission before we touch them.  Demonstrate how to ask for permission (get consent) before	Discuss private activities Encourage learners to discuss why these activities are done in private i.e. going to the toilet How do we make these activities private? i.e. closing the door when we go in. Establish / consolidate understanding of individual privacy procedures when learners use the toilets e.g. they know they will have privacy screens around changing bed / they will not be disturbed when they go to the bathroom or toilet, unless they need help.  To have the opportunity to practice saying no to their peers as well as to adults in power	Ensure learners are provided with appropriate equipment to ensure their privacy during personal care etc. Draw pupil’s attention to privacy screens, engaged signs, closed door when using the toilets at school. Emotion cushions Role play Puppet play Small world play Talking mats Makaton signs Symbolised communication boards Symbolised communication books <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a>  If supporting the learner with personal care, provide 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.	Middle School Autumn Themes: Yrs1, 2, 3, 4. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I’m amazing. You’re amazing Me, Myself and I</li> </ul>

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>we borrow or take something from someone.</p> <p>Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/consent).</p>	<p>Adults model ask for permission (get consent) and indicating to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/consent). Use Total Communication and including learner's own communication system e.g. Makaton, symbols, words.</p>		
	<p><b>Keeping safe online</b> Use Information and Communications Technology (ICT) to interact with other learners and adults,</p> <p>Show they understand that information can be stored on a computer Begin to develop awareness of possible online risks</p>	<p>Support the learner to touch the screen to respond to another's action in an onscreen game.</p> <p>Support the learner to ask to see a picture saved earlier.</p> <p>Talk to the learner about the ICT apparatus they are using, what it does, what they can do with it and how to use it safely.</p>		
	<p><b>Strong feelings KS3 and 4</b> Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p>	<p>To support the learner to recognise strong emotions such as anger, fear, happiness in others. Complete / use a symbols feelings chart - then extend it to moods - He's happy and in a good mood, She's angry and in a bad mood. Could use a "Mood Meter" "showing where they are on the scale between good mood and bad mood Identify what has affected their mood - symbols chart of what they did before school etc. Relate some mood changes to puberty.</p>	<p>Makaton signing Emotion cushions Photographs Mirrors Film – appropriate scenes to discuss A range of texts available from ELSA coordinator about feelings Role play</p>	<p>Communication and Interaction Curriculum</p>
	<p><b>Puberty KS 2</b> Describe some of 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>Support learners to take part in birthdays and activities to celebrate growing up.</p> <p>Explore and 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 / introduce 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>Some of the learning activities may be more appropriately completed individually or in paired and / or single sex groups. 3D models / diagrams Access to sanitary products. Visual or hearing impairment - learners may need to touch 3D models and have pictures and images described to them.</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I'm amazing. You're amazing Me, Myself and I</li> </ul>

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><b>Puberty KS3 and 4</b> Identify some of the different ways we have changed as we have grown older. Talk about why puberty happens.</p>	<p>Use photographs and images to look at body development including main internal organs. Recall / introduce vocabulary to support this as appropriate i.e. growing body hair, penis growing larger, periods, wet dreams. Recall / introduce basic knowledge of the menstrual cycle.</p> <p>Support learners to explore and identify main body parts of models / dolls of males / females and introduce vocabulary for menstruation (as appropriate)</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>Celebrate Upper School activities / opportunities and age appropriate events in learners lives e.g. buying new clothes</p> <p>Recall work on places that are private. Discuss sometimes people feel the need to touch their bodies. Reinforce the rules of privacy. Touching yourself must only be done in private. Explain / reinforce personal hygiene procedures during menstruation.</p>	<p>Some of the learning activities may be more appropriately completed individually or in paired and / or single sex groups. 3D models / diagrams Access to sanitary products. Visual or hearing impairment - learners may need to touch 3D models and have pictures and images described to them.</p> <p><b>Puberty KS3 and 4 Resource</b> <a href="https://www.bbc.co.uk/bitesize/topics/zjj7hyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zjj7hyc/resources/1</a> BBC Bitesize videos on:</p> <ul style="list-style-type: none"> <li>• Body hair</li> <li>• Menstruation</li> <li>• Wet dreams</li> <li>• Acne</li> </ul>	<p>Communication and Interaction Curriculum Cognition and Challenge Curriculum - Science</p>
	<p><b>KS2 Different types of relationships</b> Compare the people who make up our family to the people who make up other families. Identify different types of family.</p>	<p>Explore each child's family unit and compare with others. Use photos, model figures etc. Talk about similarities and differences. Create and compare simple learners' family trees / personal books about their families. Celebrate everyone's family equally.</p>		<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I'm amazing. You're amazing</li> <li>• Me, Myself &amp; I</li> </ul>
	<p><b>KS3 and 4 Long term relationships and parenthood</b> Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). With support, give examples of different types and features of committed, long-term relationships.</p>	<p>Talk about/role play how people help each other in families. Create and compare simple learners' family trees / personal books about their families. Celebrate everyone's family equally.</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><b>KS3 and 4 Intimate relationships</b> Identify the similarities and differences between friendships and romantic/ intimate relationships.</p> <p>Begin to develop vocabulary and recognition of what sex means.</p>	<p>Look at family trees. Are our friends on our family trees? Why not? Identify people we know who have a long term relationship with someone. Use videos or stories to illustrate having a romantic relationship Discuss the difference between having a friend and having a romantic relationship e.g. girl/boyfriend/ partner /wife / husband. Use pictures and photographs to look at images of adults touching and kissing e.g. kissing on the lips, kissing a cheek, hugging or shaking hands. Which ones might be friends? Which ones might be romantic / intimate relationships girlfriends / boyfriends / wives/ husbands/ partner. Who would you allow to kiss / hug you? What is the difference between being kissed by a partner and your mum?</p>		
<p><b>Consolidation and Application Stage 6 PSHE Assessment Level</b></p>	<p><b>Keeping Safe</b> 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.</p> <p>Describe some simple rules for keeping safe e.g. near water, roads and fire.</p>	<p>Support the learner to identify a range of emotions associated with not feeling safe.</p> <p>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.</p> <p>Model simple rules for the learner about keeping safe e.g. stop at the road kerb, wait for the traffic to stop etc.</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</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I'm amazing. You're amazing Me, Myself &amp; I</li> </ul>
	<p><b>KS3 and 4 Feeling Frightened / Worried</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</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>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</p>	<p>Worry Monsters / worry boxes Communication boards Communication book pages Emotion cushions Book “Good Touch, Bad Touch”. Individual and group ELSA sessions</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 is meant by 'personal space'.</p> <p>Describe ways we can safely challenge unwanted physical contact and ask for help.</p>	<p>private, so topics such as public/private, and safeguarding are all experienced by the pupil, contextualised and repeated daily.</p> <p>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><b>Trust</b></p> <p>Explain what is meant by private and what is meant by public.</p> <p>Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p> <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).</p> <p>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>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.</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 Speak up, someone can help 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><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p><a href="https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf">https://www.nspcc.org.uk/globalassets/documents/advice-and-info/pants/pants-2018/20161202_nspcc_pants_mencap-childrens-guide-update_online.pdf</a></p> <p>Specialist Resources for KS3 and KS4 <a href="https://www.bbc.co.uk/bitesize/clips/zgjed2p">https://www.bbc.co.uk/bitesize/clips/zgjed2p</a> <a href="https://www.bbc.co.uk/bitesize/clips/zc79jxs">https://www.bbc.co.uk/bitesize/clips/zc79jxs</a> BBC Bitesize videos on:</p> <ul style="list-style-type: none"> <li>• Masturbation and inappropriate public behaviour (female)</li> <li>• Masturbation and inappropriate public behaviour (Male)</li> </ul>	
	<p><b>Keeping safe online</b></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>

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><b>Puberty KS2</b> 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"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing Me, Myself and I</li> </ul>
	<p><b>KS 2 Different types of relationships</b> Identify different types of family. Recognise others' families in school may be different from their family.</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>Celebrate everyone's family equally.</p>	<p>Family trees / personal books / photos</p>	<p>Middle School Autumn Themes: Yrs1, 2, 3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing Me, Myself and I</li> </ul>
	<p><b>KS3 and 4 Long term relationships and parenthood</b> 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</p> <p>Develop an understanding of what an extended family is and who might live with them i.e. Grandad or Grandma.</p> <p>Use books videos to explore a range of committed, long term relationships.</p> <p>Discuss the similarities and differences between families.</p> <p>Make topic boards showing who lives in each family – families in class, families from the books / videos we have read / watched</p> <p>Ensure that learners recognise that there is not just one correct family structure.</p> <p>Celebrate everyone's family equally while reinforcing the value of stable family relationships.</p> <p>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>	<p>Topic boards/ family photos / range of books about different types of long term relationships.</p>	
	<p><b>KS3 and 4 Intimate relationships and consent</b> Describe the difference between 'liking' someone and 'fancying' someone.</p>	<p>Look at photos of adults – what sort of relationship are they in? Friend? Married?</p> <p>Identify how it is possible to tell.</p> <p>Use appropriate pictures and photographs to look at images of adults touching and kissing</p>	<p>Specialist Resources for KS3 and KS4 <a href="https://www.bbc.co.uk/bitesize/clips/zgjc2p">https://www.bbc.co.uk/bitesize/clips/zgjc2p</a> <a href="https://www.bbc.co.uk/bitesize/clips/zc79jxs">https://www.bbc.co.uk/bitesize/clips/zc79jxs</a> BBC Bitesize videos on:</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>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>Develop vocabulary and recognition of what happens during human reproduction</p>	<p>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>Share an appropriate text about human reproduction with pupils.</p>	<ul style="list-style-type: none"> <li>Masturbation and inappropriate public behaviour (female)</li> <li>Masturbation and inappropriate public behaviour (Male)</li> </ul> <p>Girls' Club / Boys' Club</p> <p>Range of developmentally appropriate books about human reproduction.</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
<b>Stage 3 PSHE Assessment Level</b>	<p><b>Things we are good at</b> Develop vocabulary to describe ourselves – recognising that there is self and there are others.</p>	<p>Preparation for EHCP reviews. Use Talking Mats to express preferences or feelings</p>	<p><a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a></p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing</li> </ul> <p>Me, Myself &amp; I</p>
	<p><b>KS3 and 4 Skills for learning</b> Develop vocabulary to describe what we like and dislike doing as learners.</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. Watching videos and magazines of different activities and interests. Exploring theme days at school and off-site visits Preparation for EHCP reviews. Use Talking Mats to express preferences or feelings</p>	<p>Teacher Drive: Equals Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing</p> <p><a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a></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
	<p><b>Playing and working together</b> Develop “ready to listen” behaviours. Develop ability to take turns in school and vocabulary to describe / understand turn taking.</p>	<p><b>Teach Whole body listening</b> – 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. <a href="https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/">https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/</a></p>	<p>Access to activities / aims of EQUALS My Independence: My Play and Leisure:(Teacher Drive)</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I’m amazing. You’re amazing Me, Myself &amp; I</li> </ul>
	<p><b>Ourselves and others</b> Identify people who are special to us. Develop vocabulary to identify some different groups that we may belong to (e.g. family, school, clubs, faith). Develop vocabulary we might use to let them know they are special to us. Develop vocabulary to identify families and what being in a family means. Develop vocabulary to describe times when we may feel unhappy with our friends or family members.</p>	<p>Identify members of the class. Name each member of the class, identifying those who are not present at the time. Discuss whether an absent class member is still part of the group. Identify other familiar people, e.g. Lunchtime supervisor, headteacher as ‘not in our class’.</p> <p>Use photos or objects to identify family members for each member of group. Put these photos or objects in a set and label, e.g. ‘My family’. Name members of the group, and those who are not members of the group.</p> <p>Talk about groups that exist within school. For example, learners may be part of a sports club, or music group. Use photos or objects as above in order to identify members of the group label the group as a whole.</p>	<p>Visitors from other locations on the school site into the classroom. Photos / videos of activities in school</p> <p>Good home – school communication – photos from home.</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I’m amazing. You’re amazing Me, Myself &amp; I</li> </ul>
	<p><b>Respecting differences between people</b> Develop vocabulary to identify simple differences and similarities between people. Develop vocabulary to support recognition that everyone is unique and special and no one should be treated unfairly.</p>	<p>Take a photo of the learners’ face, print it and blow it up to as near life size as possible, then sketch in a body in silhouette. Fill this in collage style with things, activities, food, clothing, people the individual likes, either taken as photos or cut out from magazines.</p> <p>Compare and contrast with other learners looking for similarities as well as differences.</p>	<p>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</p>	<p>Middle School Topic Themes - We’re all going on a summer holiday. (Europe), Passports Please! (a country far away – Africa), South America: rainforests, Special people, special places Christmas / Winter Festivals of light Upper School Topic Themes – Different Places, Different People and Let’s Celebrate</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><b>Taking care of the environment</b> Develop vocabulary to identify living things that people can care for (e.g. house plants, pets, gardens).</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><b>Rules and laws</b> Develop vocabulary to identify things we are allowed/not allowed to do in school (rules).</p>	<p>Support the learner to follow routines to keep them safe at school e.g.</p> <ul style="list-style-type: none"> <li>• fire drill,</li> <li>• wash hands regularly,</li> <li>• staying safe in the sun,</li> </ul>	<p>Establish classroom routines and rules School council School assemblies</p>	<p>Self Determination and Independence Curriculum</p>
	<p><b>World of work</b> Develop vocabulary identify some different jobs that people we know do. Develop independent travel skills – walking / travelling independently in school.</p>	<p>Visits to class from familiar adults in school to describe their roles in simple terms using communication systems learners are familiar with e.g. Makaton / Communication boards / book.</p> <p>Where possible, learners are taught to travel around the school on journeys that have a purpose e.g. travelling from bus to class; from class to class; from class to playground.</p>	<p>School nursing service / school staff teams/ parents visiting school to support learners to understand different jobs they do.</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><b>Money</b> Develop vocabulary and take part in practical activities to recognise money (e.g. coins and notes) and what it is used for. Develop vocabulary and take part in practical activities to identify items in shops that are sold for money (including online).</p>	<p>Learners practise handling the correct or approximate amount of money, using regularly purses, pockets and real money at real value for real goods.</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.</p>	<p>Cognition and Challenge Curriculum – Maths Cognition and Challenge – Computing</p> <p>Cognition and Challenge - Maths</p>
Exploration Stage 4 PSHE Assessment Level	<p><b>Things we are good at</b> Describe ourselves – recognising that there is self and there are others.</p>	<p>Preparation for EHCP reviews. Use Talking Mats to express preferences or feelings</p>	<p><a href="https://www.communicationmatters.org.uk/w/hat-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/w/hat-is-aac/types-of-aac/talking-mats/</a></p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• This Is Me!</li> <li>• I’m amazing. You’re amazing</li> </ul>

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
				Me, Myself & I
	<p><b>KS3 and 4 Skills for learning</b> Describe what we like and dislike doing as learners. Develop vocabulary to describe our own learning targets or goals.</p>	<p>Preparation for EHCP reviews. Give opportunities to experience a wide range of curriculum activities to establish clear preferences and find strong interests to develop new interests. Preparation for EHCP reviews - Use Talking Mats to express preferences or feelings</p>	<p><a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a></p>	<p>EHCP Meetings / Transition Reviews</p>
	<p><b>Playing and working together</b> Demonstrate and describe “ready to listen” behaviours. Describe / understand turn taking.</p>	<p><b>Teach Whole body listening</b> – 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. <a href="https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/">https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/</a></p>	<p>Access to activities / aims of EQUALS My Independence: My Play and Leisure:(Teacher Drive)</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I’m amazing. You’re amazing</li> </ul> <p>Me, Myself &amp; I</p>
	<p><b>Ourselves and others</b> Identify people who are special to us. Identify some different groups that we may belong to (e.g. family, school, clubs, faith). Describe how we might use to let them know they are special to us. Identify families and, with support, what being in a family means. With support, describe times when we may feel unhappy with our friends or family members.</p>	<p>Identify members of the class. Name each member of the class, identifying those who are not present at the time. Discuss whether an absent class member is still part of the group. Identify other familiar people, e.g. Lunchtime supervisor, headteacher as ‘not in our class’.</p> <p>Use photos or objects to identify family members for each member of group. Put these photos or objects in a set and label, e.g. ‘My family’. Name members of the group, and those who are not members of the group.</p> <p>Identify groups that exist within school. For example, learners may be part of a sports club, or music group. Use photos or objects as above in order to identify members of the group label the group as a whole.</p>	<p>Visitors from other locations on the school site into the classroom. Photos / videos of activities in school</p> <p>Good home – school communication – photos from home.</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I’m amazing. You’re amazing</li> </ul> <p>Me, Myself &amp; I</p>
	<p><b>Respecting differences between people</b> Identify simple differences and similarities between people. Recognise that everyone is unique and special and no one should be treated unfairly.</p>	<p>Take a photo of the learners’ face, print it and blow it up to as near life size as possible, then sketch in a body in silhouette. Fill this in collage style with things, activities, food, clothing, people the individual likes, either taken as photos or cut out from magazines.</p> <p>Compare and contrast with other learners looking for similarities as well as differences.</p> <p>Compare and contrast photos of family, houses, cars, pets, anything that learners might feel is important. Again, look for similarities as well as differences.</p>	<p>Access to photos, videos, books that show difference. Access to activities in which differences are celebrated.</p>	<p>Middle School Topic Themes - We’re all going on a summer holiday. (Europe), Passports Please! (a country far away – Africa), South America: rainforests, Special people, special places Christmas / Winter Festivals of light</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
				Upper School Topic Themes – Different Places, Different People and Let’s Celebrate
	<p><b>Taking care of the Environment</b> Identify simple ways in which we may take care of people and/or animals.</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><b>Rules and laws</b> Identify things we are allowed/not allowed to do in school (rules). Develop vocabulary to identify rules in school, at home and in the wider world.</p>	<p>Support the learner to follow routines to keep them safe at school e.g.</p> <ul style="list-style-type: none"> <li>• fire drill,</li> <li>• wash hands regularly,</li> <li>• staying safe in the sun,</li> </ul> <p>Record / communicate these rules using Total Communication e.g. Makaton, symbols, photos.</p>	<p>Establish routines and rules Small world play / role play / play with dolls School council and School assemblies Communication boards / page in communication book</p> <p>Build into personal care routine as appropriate</p>	<p>Self Determination and Independence Curriculum</p> <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul>
	<p><b>World of work</b> Identify some different jobs that people we know do. Identify some of the ways in which different adults who work in school contribute to school life. Develop independent travel skills – consolidate walking / travelling independently in school and introduce outside school.</p>	<p>Opportunities for visits to classroom from adults who work in the school in a variety of roles – voluntary and paid. Work shadowing of these adults.</p> <p>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>Visitors from around the school to the classroom. Opportunities to visit them in their office / work place around the school. Role play</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><b>Money</b> Describe in simple terms what money is and how it is used.</p>	<p>Learners practise handling the correct or approximate amount of money, using regularly purses, pockets and real money at real value for real goods.</p>	<p>EQUALS My Shopping T:\Teacher 2021-2022\EQUALS\Semi-formal Curriculum\My-Independence.zip\My-Independence\Word-Files</p> <p>Where possible – real life experiences of shopping.</p> <p>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</p>	<p>Cognition and Challenge Curriculum - Maths</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
			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.	
<b>Stage 5 PSHE Assessment Level</b>	<b>Things we are good at</b> Develop vocabulary to identify things we are good at (strengths/talents). Develop vocabulary to identify the ways in which we are special and unique	Preparation for EHCP reviews. Give opportunities to experience a wide range of physical and creative activities to establish clear preferences and find strong interests to develop new interests. Watching videos and magazines of different activities and interests. 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. Preparation for EHCP reviews - Use Talking Mats to express preferences or feelings	Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing  <a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a>	Middle School Autumn Themes: Yrs3, 4. • Who Am I? • This Is Me! • I'm amazing. You're amazing Me, Myself & I
	<b>KS3 and 4 Skills for learning</b> Describe what we like and dislike doing as learners. Develop vocabulary to describe our own learning targets or goals. Develop vocabulary to describe the particular ways we like to learn.	Preparation for EHCP reviews. Communication Passports and Records of Achievement. Celebrations of success in assemblies. Use Talking Mats to express preferences or feelings	<a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a>	EHCP Meetings / Transition Reviews
	<b>Ourselves and others</b> Develop vocabulary to describe the groups we belong to (family, religious etc) and the things we do in the groups we belong to. Develop vocabulary to describe the things we do in the different groups we belong to. Identify the people that make up our family.	Use photos or objects to identify family members for each member of group. Put these photos or objects in a set and label, e.g. 'My family'. Name members of the group, and those who are not members of the group.  Identify the families of all members of the class.  Identify 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 members of the class who are members of different groups. Include adults as well.	Visitors to school Good home-school communication	Middle School Autumn Themes: Yrs3, 4. • Who Am I? • This Is Me! • I'm amazing. You're amazing Me, Myself & I
	<b>Playing and working together</b> Develop vocabulary to identify reasons why it is important to listen to other people.	<b>Teach Whole body listening</b> – 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. <a href="https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/">https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/</a>	Access to activities / aims of EQUALS My Independence: My Play and Leisure:(Teacher Drive)  Events in school when visitors come to the school e.g. Grandparents day, Open days, performances	Middle School Autumn Themes: Yrs3, 4. • Who Am I? • This Is Me! • I'm amazing. You're amazing Me, Myself & I

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 to identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate strategies for playing and working cooperatively.	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.		
	<b>Respecting differences between people</b> Develop vocabulary to describe things that all people have in common. Develop vocabulary to identify some of the differences between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). Develop vocabulary to explain what it means to discriminate against someone.	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.  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.	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, Special people, special places Christmas / Winter Festivals of light Upper School Topic Themes – Different Places, Different People and Let's Celebrate
	<b>Taking care of the environment</b> Give reasons why it is important to take care of people, animals and all living things.	Explore the outdoor school/environment using all senses, understand and look after the environment  Involve learner in making homes for creatures that live in the outdoor school  Involve learner in supporting protection of plants and maintaining the outdoor school environment.	Teacher Drive: Equals SLD (Semi-Formal) Curriculum SoW: <i>My Outdoor School</i>	Forest School Activities Upper School Topic Theme – The Great Outdoors
	<b>Rules and laws</b> Identify rules in school, at home and in the wider world. Develop understanding of how rules help us; rules we have in the classroom and at home.	Support the learner to follow routines to keep them safe at school e.g. <ul style="list-style-type: none"> <li>• fire drill,</li> <li>• wash hands regularly,</li> <li>• staying safe in the sun.</li> </ul> Look at rules for learners at home. What are they? Are they the same as school? Record / communicate these rules using Total Communication e.g. Makaton, symbols, photos.	Home – school communication School council and School assemblies Establish routines and rules Small world play / role play / play with dolls  Communication boards / page in communication book  Build into personal care routine as appropriate	Self Determination and Independence Curriculum <ul style="list-style-type: none"> <li>• Personal Care Routines</li> </ul>

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><b>World of work</b> Explain what is meant by having a 'job'. Describe a range of jobs that people might have. 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 or voluntary work - devise a programme with the visitor ensuring that they are aware of the learning outcomes with which they are assisting.</p> <p>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 – Lon, Long Ago - Nurses</p>
	<p><b>Preparing for adulthood KS3 and 4</b> Develop vocabulary to be able to recognise different types of living arrangement, including adult care, residential care and living independently.</p>	<p>Photos / videos of a variety of living arrangements. Visits to a variety of living arrangements. Visits from “old scholars” and parents who live in a variety of living arrangements.</p>	<p>Visits into school and out of school. Links with previous learners. <a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a></p>	<p>EHCP Meetings / Transition Reviews Upper School Topic Theme - The town where we live</p>
	<p><b>Money</b> Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe.</p>	<p>Learners 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>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. Relate to visits to Banks / Post Office outside school.</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.</p>	<p>Cognition and Challenge Curriculum – Maths Cognition and Challenge - Computing</p>
<b>Consolidation and Application</b>	<p><b>Things we are good at</b> Identify things we are good at (strengths/talents). Describe the ways in which we are special and</p>	<p>Preparation for EHCP reviews. Give opportunities to experience a wide range of physical and creative activities to establish clear preferences and find strong interests to develop new interests. Watching videos and magazines of different activities and interests.</p>	<p>Semi-Formal (SLD) Curriculum Schemes of Work – My Physical Well-Being: Mental health and wellbeing</p>	<p>Middle School Autumn Themes: Yrs3, 4.</p> <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> </ul>

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
<b>Stage 6 PSHE Assessment Level</b>	unique.	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. Preparation for EHCP reviews - Use Talking Mats to express preferences or feelings Use Talking Mats to express preferences or feelings Encourage learners to recognise their major achievements 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	<a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a>	<ul style="list-style-type: none"> <li>I'm amazing. You're amazing Me, Myself &amp; I</li> </ul>
	<b>KS3 and 4 Skills for learning</b> 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.	Preparation for EHCP reviews. 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. Use Records of Achievement and Progress Files to look back at what learners have achieved over previous years Encourage learners to recognise their major achievements 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 Offer suggestions of ways in which they could record very small achievements i.e. school diary or display board Create a method of recording achievement on a weekly basis to illustrate learners continuing achievement through school.	Develop Records of Achievement for learners to take with them to their next placement.  <a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a>	EHCP Meetings / Transition Reviews
	<b>Ourselves and others</b> 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	Middle School Autumn Themes: Yrs3, 4. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing Me, Myself &amp; I</li> </ul>
	<b>Playing and working together</b> 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. <a href="https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/">https://autismawarenesscentre.com/whole-body-listening-tool-not-rule/</a>  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 <a href="https://www.thinkingbooks.co.uk/buy/you-are-social-detective_282.htm#!prettyPhoto">https://www.thinkingbooks.co.uk/buy/you-are-social-detective_282.htm#!prettyPhoto</a>	Middle School Autumn Themes: Yrs3, 4. <ul style="list-style-type: none"> <li>Who Am I?</li> <li>This Is Me!</li> <li>I'm amazing. You're amazing Me, Myself &amp; I</li> </ul>

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><b>Respecting differences between people</b> 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.</p>	<p>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.</p> <p>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.</p>	<p>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</p>	<p>Middle School Topic Themes - We're all going on a summer holiday. (Europe) Passports Please! (a country far away – Africa), South America: rainforests</p>
	<p><b>Taking care of the environment</b> 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><b>Rules and laws</b> 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"> <li>• fire drill,</li> <li>• wash hands regularly,</li> <li>• staying safe in the sun,</li> <li>• going to school regularly,</li> <li>• Crossing the road safely.</li> </ul> <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>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
	<p><b>World of Work</b> 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.</p> <p>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><b>Preparing for adulthood KS3 and 4</b> 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. 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.</p> <p>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><a href="https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/">https://www.communicationmatters.org.uk/what-is-aac/types-of-aac/talking-mats/</a></p>	<p>EHCP Meetings Upper School Topic Theme - The town where we live</p>
	<p><b>Money</b> 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</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</p>	<p>EQUALS My Shopping T:\Teacher 2021-2022\EQUALS\Semi-formal Curriculum\My-Independence.zip\My-Independence\Word-Files</p> <p>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.</p>	<p>Cognition and Challenge Curriculum - Maths</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
	through 'cashback' in the supermarket etc. is our money.	<p>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.</p> <p>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.</p> <p>Collect a variety of bank and credit card logos.</p> <p>Match and sort logos, or play lotto type games with them to familiarize pupils with logos.</p> <p>Visit a bank.</p> <p>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.</p> <p>Either individually or in small groups identify what pupils need or want to buy. Record the items on a list.</p> <p>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.</p> <p>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>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>	

## 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 AQA Unit Awards. Some pupils may access WJEC Personal and Social Development Entry Pathways Awards.