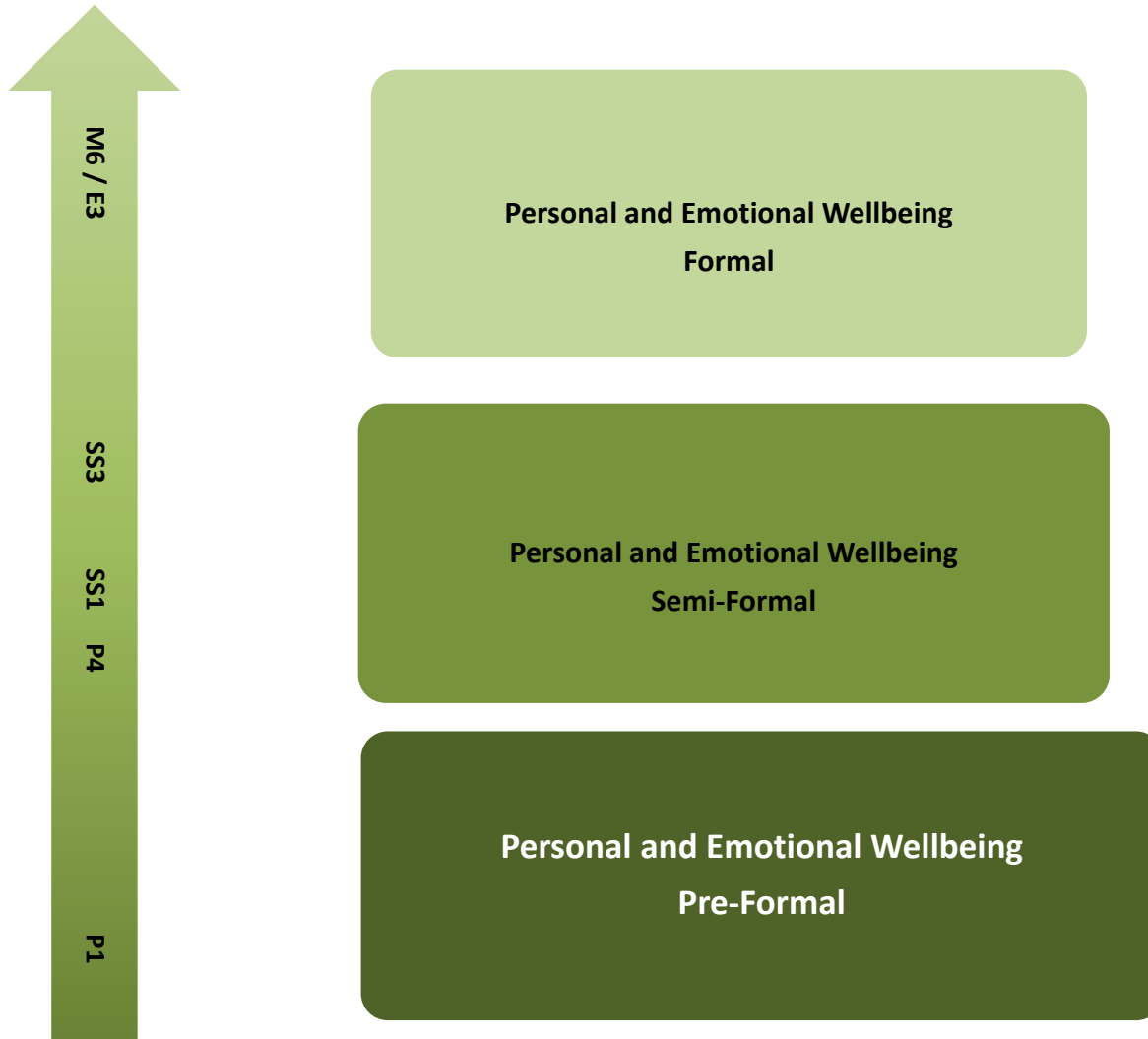


Personal and Emotional Wellbeing – Pre-formal Curriculum

Personal and Emotional Wellbeing



Personal and Emotional Wellbeing

Pre-Formal Curriculum

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

Learners following the Pre-Formal Pathway curriculum for Personal and Emotional Wellbeing:

- Learn holistically following a curriculum that is interconnected.
- Have access to personalised learning, using specialised teaching approaches.
- Receive a curriculum that is adapted to reflect their interests and motivations to engage them.
- Need different levels of sensory stimulation and have information on their sensory preferences and avoidances recorded and monitored.
- Experience personal and emotional wellbeing activities that are done “with” them rather than done “to” them.
- Have access to Total Communication - whatever form of communication is appropriate for them as individuals e.g. gestures, eye movement, vocalisations, sensory cues, objects of reference, TaSSeLs, signs, photos, symbols or words.
- Have their therapeutic and medical needs met e.g. positional changes are made safely.
- Experience warm, communicative and appropriate touch and physical contact as part of the curriculum.
- Are supported to express their choices
- Are taught how to say “no”, listened to and have their “no” acted upon.
- Have respectful and dignified support to do as much as he/she can do for him/herself.

Curriculum Design;

All pre-formal learners throughout the school will focus on the EYFS Prime areas of development:

- Communication and Language,
- Personal, Social and Emotional Development
- Physical Development.

A broad and balanced curriculum is achieved through accessing content from the full pre-formal curriculum including personal and emotional wellbeing, and also through the School Department cycles of termly classroom cross-curricular topics.

Implementation - How is our curriculum being delivered?

PSHE Assessment Framework	Curriculum Content What the learner is learning	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided –
<p>Stage 1</p> <p>Encounter Awareness Attention and response Engagement</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> • To enjoys the company of others and seeks contact with others. • To focus on faces and copy facial movements. e.g. sticking out tongue, opening mouth and widening eyes. • to respond when talked to, • To recognise and be responsive to main carers, • to responds to what carer is paying attention to, e.g. follow their gaze. • To enjoy appropriate touch e.g. being held or massaged <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • To enjoy appropriate physical and emotional comfort from trusted adults. • To calm from being upset • To develop a range of emotions such as pleasure, fear and excitement. • To respond to other people’s emotions, <p>Self –confidence and self-awareness</p> <ul style="list-style-type: none"> • To enjoy appropriate physical interactions e.g. tickling, massage • To use voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<p>Provide routines that are predictable and certain, to enable the learners to be secure. Gradually introduce the option of variation.</p> <p>Adult allows time for spontaneous interactions (learner led).</p> <p>The way in which the interaction is made inherently pleasurable – clear messages are given that the child is valued.</p> <p>The adult must engage the learner in a way that is appropriate to each individual.</p>	<p>Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines</p> <p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p> <p>Sensory Cooking</p> <p>Sensory Exploration – Tac Pac</p> <p>Massage</p>

<p>Stage 2</p> <p>Participation Involvement</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> To gain attention in a variety of ways, drawing others into social interaction. To build relationships with special people. To interacts with others and explore new situations when supported by familiar person. To shows interest in the activities of others. <p>Self –confidence and self-awareness</p> <ul style="list-style-type: none"> To learns that their own voice and actions have effects on others. To use pointing with eye gaze to make requests, and to share an interest. To engages another person to help achieve a goal, e.g. to get an object out of reach. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> To share feelings such as excitement or pleasure with a familiar adult To develop ability to soothe themselves e.g. use a comfort object. To cooperates with caregiving experiences, e.g. dressing. To begin to understand ‘yes’, ‘no’ and some boundaries. 	<p>Build on established routines.</p> <p>Support learners to build a new routine.</p> <p>Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time. Look for the learner deliberately making things happen in an everyday environment.</p>	<p>Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines</p> <p>Sensory Cooking</p> <p>Sensory Exploration – Tac Pac</p> <p>Massage</p> <p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. Big Mack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
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Impact - What difference is our curriculum making?

Progress for all learners following the pre-formal curriculum pathway at St Giles is tracked and assessed using St Giles PHSE Assessment Levels and through formative assessment of progress towards individual EHCP Social and Emotional outcomes.

Progress is reported in Nursery and Reception using Early Learning Goals.

The Engagement Model is to:

- assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2,
- report to DfE which pupils are assessed using the engagement model for KS1 and KS2.

Learners working in Key Stage 4 and Key Stage 5 work towards awards that recognise their progress towards Personal and Emotional Wellbeing outcomes:

- Key stage 4 AQA Unit Awards
- Post 16 ASDAN Transition Challenge