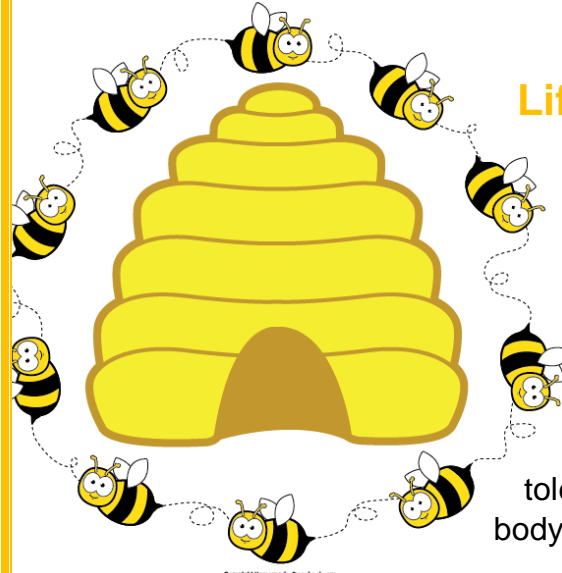




The Hive @ St. Michael-In-The-Hamlet
Curriculum Intent
2024/25 -Engagement/relationships

Life Skills

Life skills encompass a wide range of abilities that enable individuals to live independently, make decisions, and navigate various situations. They empower students to become more self-sufficient and participate actively in their communities.



Pre-Formal Personal care: accepting care routines, expressing basic needs e.g. crying for hunger, awareness of basic needs, anticipation of key aspects of familiar activities, accepting and tolerating care routines, beginning to communicate some needs e.g. through gesture, vocalisations and body language.

Keeping Safe: toleration of keeping safe, accepting some boundaries.

Pre-Formal + Personal Care: expressing basic needs through key words, anticipation of daily routines, actively co-operating with care routines, responding to simple instructions, visuals etc.

Keeping Safe: toleration of keeping safe through key words, accepting some boundaries, co-operation of prompts to keep safe.

Semi-Formal Personal Care: responding to simple familiar instructions including visuals, responding to daily routines, beginning to communicate basic needs with support, exhibits some independence with life skills.

Keeping Safe: responds to prompts to keep self-safe.

Semi-Formal + Personal care: responding to multi step instructions including visuals, responding to daily routines, communicate a wide range of needs with support, exhibits more independence with life skills.

Keeping safe: identifying key aspects of keeping self-safe e.g. stopping at the road.

Formal Personal Care: communicates needs, understands more complex instructions relating to life skills, exhibits independence with personal care skills, shows an understanding of good practices regarding health, hygiene and life skills

Keeping Safe: beginning to recognise danger, making choices to keep self-safe; knows the importance of good health.

Social Interactions: beginning to follow social norms and etiquette.

What this looks like: visuals, social stories, comic strips, life skills sessions, washing up after lunch, making snack, trips out, staff modelling positive interactions on playground, PSHE curriculum, resilience session with MJ.

Well-being

Well-being is a priority at St Michaels which is supported through close home/school links, including regular contact by phone, Email, dojo and face to face.

All staff work closely with the Safeguarding and Pastoral Lead to monitor the well being of all children and identify any concerns in order to support early interventions.

It is the responsibility of all people working in the Hive to upload onto CPOMs and for teaching staff to make referrals (with the input of support staff) to appropriate multi agencies to meet the needs of the children.

Pre-Formal Survival needs: self-awareness of basic needs (eating, toileting, tiredness), communication basic needs e.g. through body language, vocalisations etc, tolerates sensory regulation activities, tolerating personal care routines.

Safety and security: building routines, macro transitions, detachment from home.

Social needs: tolerating presence of others, focusing on adults, building relationships with adults, awareness of peers, mutual regulation.

Self-esteem: emerging confidence, fleeting interaction with resources, building relationships, pupil voice.

Self- actualisation: sensory regulation, accepting boundaries, tolerating others.

Pre-Formal + Survival needs: self-awareness of basic needs (eating, toileting, tiredness) communicating basic needs e.g. through key words and visuals, tolerating and co-operating with sensory regulation activities, co-operation with personal care routines.

Safety and security: responding to routines, macro and micro transitions.

Social needs: tolerating presence of others, focusing on adults and peers, building relationships with others, mutual regulation with emerging self-regulation.

Self-esteem: emerging confidence, joining in with activities, building relationships, pupil voice.

Self-actualisation: sensory regulation, accepting boundaries, tolerating others.

Semi-Formal Survival needs: communicating basic needs (eating, toileting, tiredness etc), links to sensory integration.

Safety and security: micro and macro transitions, making choices
Social needs: developing relationships, SCERTS - mutual and self-regulation.
Self-esteem: making choices, building on confidence, developing relationships, attempting tasks.

Self-actualisation: developing confidence (certificates, celebration of work etc), behaviour strategies, making choices, links to British Values and SMSC.

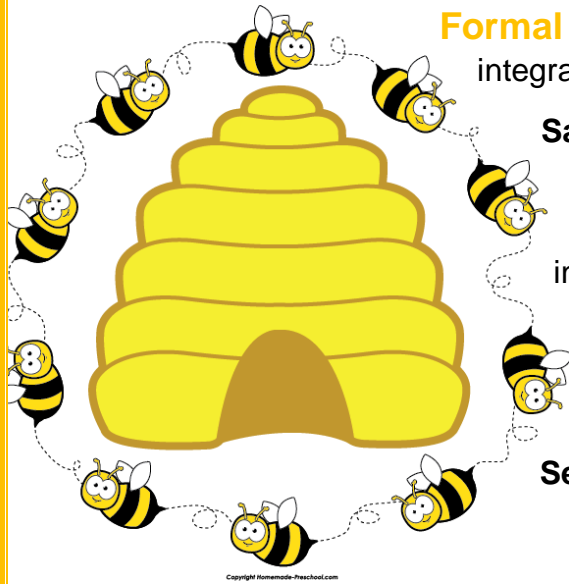
Semi-Formal + Survival needs: communication broader range of needs and wants.

Safety and security: micro and macro transitions, making a wider range of choices.

Social needs: developing complex relationships, self-regulation.

Self-esteem: making choices, building on confidence, developing meaningful relationships, completing tasks, self evaluation, emerging resilience, pupil voice.

Self-actualisation: developing confidence (certificates, celebration of work etc), behaviour strategies, making choices, links to British Values and SMSC.



Formal Survival needs: communicating basic needs (eating, toileting, tiredness etc), links to sensory integration,

Safety and security: making choices, class behaviour strategies, anti-bullying, online safety, problem solving,

Social needs: making relationships, social relationships, personal space, privacy, appropriate interactions. SCERTS – self-regulation.

Self-esteem: confidence (certificates, celebration of work etc), behaviour strategies, ownership of learning (creating own IEPs, self-evaluation), pride in work, celebrating others' achievements, golden time.

Self-actualisation: resilience. self-evaluation, negotiation.

What this looks like: visuals, social stories, comic strips (reflections), Zones of Regulation lessons, Neuro Bears sessions, brain breaks, sensory sessions, choose times, sensory circuits, PSHE Curriculum, Sensory Stations/ Sensory Circuit Cards, inclusion in the mainstream setting.

Emotional Regulation

Emotional Regulation will differ depending on level of emotional well-being. This can vary throughout the day, from day to day and through periods of change. This can fluctuate throughout the day and pupil's abilities to communicate may differ depending on level of dysregulation. Many children in the Hive are not at the stage of self-regulation and instead need adult support to help them to regulate – co-regulation.

Pre-Formal – Mutual regulation

Toleration of adult led strategies (Change of environment or staff, sensory input, specific calming activities e.g. tactile boxes etc).

Adult strategies e.g. reduction of language, reducing demands.

Semi – formal Mutual regulation and emerging self-regulation

Asking for help

Making choices

Linked to blank level of understanding of the child (levels 1 and 2)

Semi – formal + Self-regulation

Understanding their own regulation needs and choosing appropriate activities.

Making broader choices

Linked to blank level understanding around sequencing

Communication basic emotions

Formal Self-regulation

Advanced emotions (labelling, communicating and recognising in others)

Break cards

Making more complex choices

Conflict resolution

Understanding consequences and resolving differences

Links to PSHE

What this looks like: visuals, social stories, comic strips (reflections), Zones of Regulation lessons, brain breaks, sensory sessions, choose times, sensory circuits, PSHE Curriculum, Sensory Stations/ Sensory Circuit Cards, Sensory room, Scerts Curriculum, Sleepy Cat, Individual Education Plans, 5 point scales

Sensory Integration

Including environmental awareness (displays, lighting, perfume, clothing etc), awareness of language use, awareness of noise and volume, access to appropriate activities e.g. calming, organising and alerting activities at the appropriate time, including the use of sensory equipment. Appropriate targets linked to EHCP. Pupils will have an individual sensory diet and sensory risk assessments as appropriate.

Pre-Formal Sensory observations and profiles (gustatory, auditory, visual, olfactory, proprioception, vestibular, interoception).

Experiential opportunities to regularly develop the senses daily including sensory integration space and appropriate activities.

Building tolerance and decrease aversion to sensory input through exposure.

Mutual Regulation

Physical Development (gross motor and fine motor skills).

Eat programmes linked to SALT.

Pre-Formal + Sensory observations and profiles (gustatory, auditory, visual, olfactory, proprioception, vestibular, interoception).

Opportunities to regularly develop the senses daily including sensory integration space and appropriate activities.

Cooperating with sensory input

Mutual Regulation

Physical Development (gross motor and fine motor skills)

Semi-Formal Sensory profiles and appropriate regular activities throughout the day.

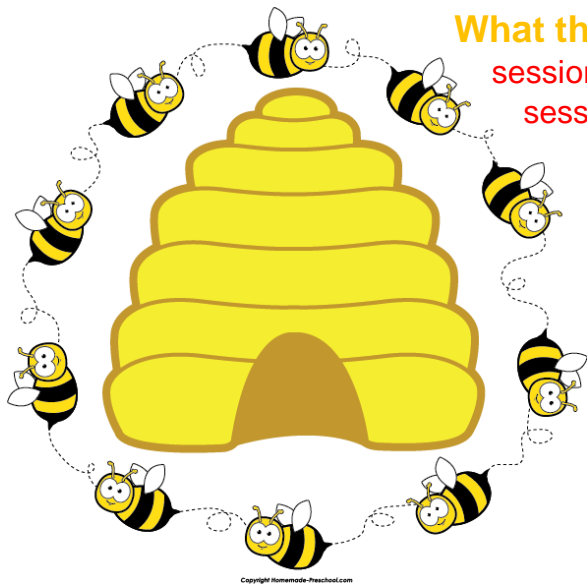
Beginning to manage own needs with support from adult

Physical Development (gross and fine motor skills)

Semi-Formal + Formal Sensory profiles and appropriate alerting and calming activities throughout the day (part of the routine) and appropriate to the situation.

Self-Regulation: managing own sensory needs; requesting activities, resources, break cards, emotional regulation board, movement breaks.

Ongoing teacher assessment to inform sensory activities and link to sensory profiles.



What this looks like: visuals, social stories, comic strips (reflections), outdoor learning, Neuro Bears sessions, brain breaks, sensory sessions/1:1 calming sessions, choose times, sensory circuits, sensory sessions, PSHE Curriculum, Zones of Regulation. Sensory risk assessments

Attention

In order to maximise attention, the child's environment needs to be as calm and low stim as possible. Children need to be able to develop positive relationships with key adults to ensure that they are engaging with learning across the curriculum.

Pre-Formal Low stim environment.

Engagement Model: Exploration; Realisation; Anticipation, Persistence; Initiation (See Curriculum Overview document for definitions)

Intensive Interactions Stages 1-4: Encounter, Awareness, Attention and Response, Engagement.

Joint Attention stages 1-3: The bucket, attention builder, turn taking games

Play: Noticing stimuli, responding inconsistently, responding to a range of stimuli, sensorimotor play (receiving sensory messages and producing a response). Plays with one stimulus or toy to a range of stimulus or toys.

Fleeting attention.

Pre-Formal + Low stim environment.

Engagement Model: Exploration; Realisation; Anticipation, Persistence; Initiation (See Curriculum Overview document for definitions)

Intensive Interactions Stages 3-5: Attention, Response, Engagement, Participation and Involvement.

Joint Attention: Engages in reciprocal interaction, shares attention, shares intentions for social interaction, shares intentions for joint attention, persists and repairs communication breakdowns.

Attention Autism stages 1-3: The bucket, attention builder, turn taking games.

Play: responding consistently, responding to a wider range of stimuli, Plays with a range of stimulus or toys.

Fleeting and rigid attention.

Semi-Formal Low stim environment, introduction to clearly defined areas of the classroom.

Engagement Model: Exploration; Realisation; Anticipation; Persistence; Initiation (see curriculum overview for definitions).

Intensive Interaction Stages 4-7 Engagement, Participation, Involvement, Student initiated interactions.

Joint Attention: Engages in reciprocal interaction, shares attention, shares intention for social interaction, shares intentions for joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interactions).

Attention Autism stages 1-4: bucket, attention builders, turn taking and independent work

Single channelled, focusing, shared attention.

Semi- Formal+ Functional displays and visuals within environment. Clearly defined areas of the classroom.

Intensive interaction stage 7 occurs naturally through play and student initiated interaction.

Following complex instructions

Independent work

Sustained attention

Formal Clearly defined areas of the classroom, interactive and purposeful displays.

Engagement for learning profile: Responsiveness, Curiosity, Discovery, Anticipation, Persistence, Initiation, Investigation.

Intensive Interaction stage 7 occurs naturally through play, student initiated interaction.

Following complex instructions

Independent work

Integrated and extended attention

What this looks like: Use of timers, Now and Next, Bucket therapy (attention Autism), Lego therapy, board games, jigsaws, speech and language lessons (incorporating targets) brain breaks, sensory sessions, choose times, sensory circuits, PSHE Curriculum.

Communication

We recognise that all behaviours manifest as a form of communication and that all children express their wants and needs (communication) in a variety of ways.

Pre-Formal Listening and Attention: expresses awareness of immediate environment, focusing on objects/activities, fleeting responses, reacting, approaching new activities, engaging with familiar objects, attends to activities of own choosing, developing fleeting attention (Attention Autism Stages 1-3: The bucket, attention builders, turn taking).

Understanding: awareness of familiar people, self or objects, starts to understand familiar gestures or contextual clues, respond to objects of reference and routine identifiers.

Speaking: expresses awareness of immediate environment and people, observe others, communicates needs and feelings in a variety of ways e.g. crying, babbling, developing speech sounds, using sounds in play, core vocabulary

Intensive interaction Stages: Encounter, Awareness, Attention and Response.

Blank Level: exposure/working towards Blank Level 1 – Naming things (through play, experiential learning etc)

SCERTS (Social Partner Stage)

- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns.
- Symbol Use: learns by imitation of familiar actions and sounds, understands non-verbal cues and familiar activities, uses familiar objects conventionally in play, using gestures and non-verbal means to share intentions, uses vocalisations to share intentions, understands a few familiar words.

Communication boards: core vocabulary, favoured items, one key word level

Transitional Support: objects of reference (timetable), photographs of environment (timetable) micro and macro transition (transitions within class and around the school), photographs around school, structure of room, audio cues, environmental cues, now prompts.

Early key words: core vocabulary, functional vocabulary and individual to children.

Pre-Formal + Listening and Attention: focusing on a wider range of objects/activities, actively responding, approaching new activities, engaging with familiar and unfamiliar objects/activities functionally, attends to own and adult led activity, developing rigid attention (Attention Autism Stages 1-3: The bucket, attention builders, turn taking)

Understanding: awareness of familiar people, self or objects, contextual clues, respond to single key words instructions and visuals e.g. now and next.

Speaking: uses single words and simple expressions e.g. name + noun or name + more

Intensive interaction Stages: Attention, Response and Participation

Blank Level: Blank Level 1 (new topics) and emerging Blank Level 2 (naming and describing)

SCERTS (Social Partner Stage)

- Joint Attention: engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns.
- Symbol Use: learns by imitation of familiar actions and sounds, understands non-verbal cues and familiar activities, uses familiar objects conventionally in play, using gestures and non-verbal means to share intentions, uses vocalisations to share intentions, understands a few familiar words.

Communication boards: core vocabulary, favoured items, one key word level, two key word e.g. name + noun or name + more.

Transitional Support: now and next prompts, photographs of environment (timetable) micro and macro transition (transitions within class and around school), photographs around school, structure of room, audio cues, environmental cues, finishing activities.

Early key words: core vocabulary and introduction of new vocabulary e.g. colours, functional vocabulary and individual to children

Semi-Formal Listening and Attention: single channelled, focusing and shared attention (Attention Autism Stages 1-4 The bucket: attention builders, turn taking, independent work

Understanding: wider range of vocabulary e.g. colour, size, respond to simple sentence instructions, respond to two step instructions.

Speaking: combining two words, expanding vocabulary, using more simple sentences, beginning to ask simple questions, beginning to talk about objects and people that are not present, beginning to use language to share feelings, experiences and thoughts.

Intensive interaction Stages 4 – 7: Engagement, Participation, Involvement, Student initiated interaction.

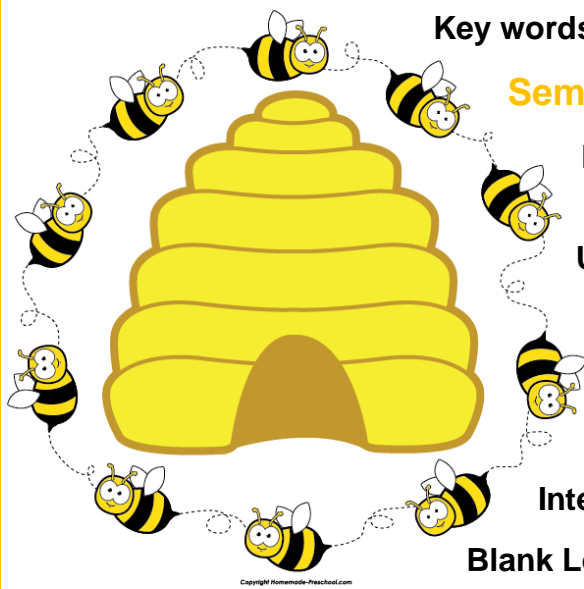
Blank Level: working within blank level 2 (describing, function of objects and wh-questions)

SCERTS (Social Partner and Language Partner stage)

- Joint Attention: Engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interaction.
- Symbol Use: Learns by observation and imitation of familiar and unfamiliar actions and words, understands non-verbal cues in familiar and unfamiliar activities, uses familiar objects conventionally in play, uses gestures and non-verbal means to share intentions, uses words and word combinations to express meanings, understands a variety of words and word combinations without contextual cues.

Communication Boards: broader vocabulary, discrimination, simple sentence structures structures.

Transitional Support: routines, micro and macro transitions (photos and symbols), now prompts, now and next prompts, introduction of more extended timetable, introduction to countdown strips.



Key words: broadening vocabulary based on interests and adult led themes.

Semi-Formal+

Listening and Attention: sustained attention (Attention Autism Stages 1-4 The bucket: attention builders, turn taking, independent work).

Understanding: responding to more complex instructions

Speaking: expanding vocabulary linked to understanding their world around them, using more complex sentences, ask simple questions, talk about objects and people that are not present, using language to share feelings, experiences and thoughts, beginning to converse on topics fleetingly.

Intensive interaction Stages 4-7: student initiated interactions which occur naturally through play.

Blank Level: secure Blank Level 2 and emerging Blank Level 3 (describing and retelling)

SCERTS (Social Partner and Language Partner stage)

- Joint Attention: Engages in reciprocal interaction, shares attention, shares intentions for social interaction and joint attention, persists and repairs communication breakdowns, shares experiences in reciprocal interaction.
- Symbol Use: Learns by observation and imitation of familiar and unfamiliar actions and words, understands non-verbal cues in familiar and unfamiliar activities, uses familiar objects conventionally in play, uses gestures and non-verbal means to share intentions, uses words and word combinations to express meanings, understands a variety of words and word combinations without contextual cues.

Communication Boards: commenting, social communication

Transitional Support: routines, micro and macro transitions (photos and symbols), now prompts, now and next prompts, introduction of more extended timetable, introduction to countdown strips.

Sentence Structures: wide range of vocabulary, more complex sentence levels, Makaton (word combinations), colourful semantics and shape coding, Lego Therapy

Formal

Listening and Attention: established, integrated and extended attention, listen in a range of situations, attends to a range of adult led activities.

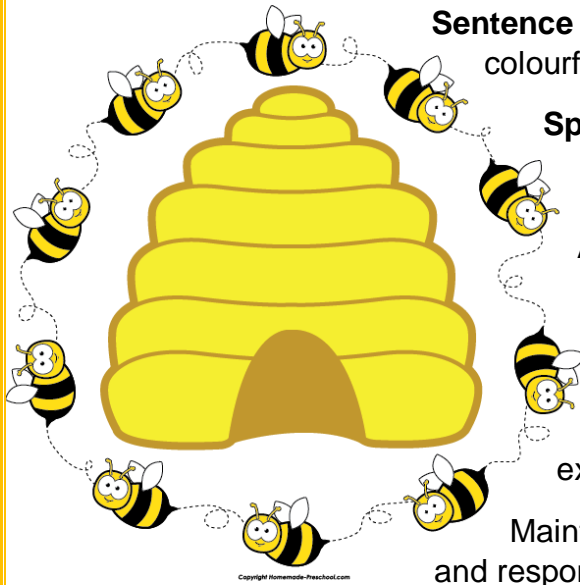
Understanding: developing sense of humour, ability to follow story without pictures or props.

Blank Level: secure Blank Level 3 and emerging Blank Level 4 (re-telling and justifying)

SCERTS Language Partner and Conversational Partner stage

- Joint Attention: Shares attention, shares intentions for a variety of purposes, shares experiences in reciprocal interaction, persists and repairs communication breakdowns.
- Symbol Use: Learns by imitation, observation, instruction and collaboration, understands non-verbal cues and non-literal meanings in reciprocal interactions, participates conventionally in dramatic play and recreation, uses appropriate gestures and non-verbal behaviour for the context, understands and uses generative language to express meanings, follows rules of conversation, grammar and syntax, two-way conversations.

Transitional Support: part day timetable, full day timetable, personalised or group timetables (symbols).



Sentence Structures: wide range of vocabulary, more complex sentence, Makaton (word combinations), colourful semantics and shape coding, Lego Therapy.

Spoken language (NC): Statutory Requirements (Years 1 -6)

Listen and respond appropriately to adults and peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing demand of standard English.

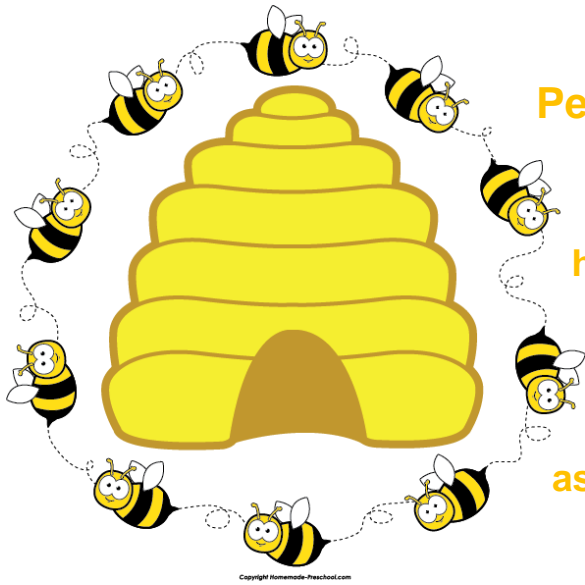
Participate in discussions, presentations, performances, role play, improvisations, and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contribution of others.

Select and use appropriate registers for effective communication.

What this looks like: Now and Next, Bucket therapy, Lego therapy, board games, jigsaws, speech and language lessons (incorporating targets) visuals, social stories, comic strips, SCERTS Curriculum



Personal Social and Emotional Development – Linked to SMSC/British Values

Personal Social and Emotional Development (PSED) supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. These are all crucial for school readiness. PSED is about children: developing confidence and independence. Spiritual, moral, social and cultural development. SMSC is essential for children and young people's individual development, as well as the development of society as a whole.

Pre-Formal Building Relationships: tolerating presence of others, showing interest in activities of others, responding differently to others (intensive interaction)

Self Confidence and Self Awareness: exploration of familiar objects and people, sensory awareness, expressing likes, dislikes, including interests and emotions through gesture, body language, facial expression, 'pupil voice', demonstrating effect of own actions, developing awareness of routines, recognising familiar resources, exploring new environments with support.

Managing Feelings and Behaviours:

- SCERTS - Mutual Regulation: expresses a range of emotions, response to assistance offered by partners, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate arousal level during familiar activities, uses language strategies to regulate arousal level during familiar activities, regulates emotion during new and changing situations, recovers from extreme dysregulation by self.

Independent Living Skills: awareness of needs through body language, gesture and emotional responses (eating, toileting etc), accepting and tolerating care routines (including personal care routines and keeping safe).

Sensory Exploration: everyday objects linking to personal independence e.g. toothpaste, read food play including healthy foods and environment e.g. opportunities to engage in regular movement activities.

Sensory Integration: mutual regulation and sensory processing strategies individual to each child (sensory plan if appropriate).

Readiness for learning: detachment from home, macro transitions (Objects of Reference), accepting some boundaries, re-establish relationships and/or skills after breaks in school e.g. weekends, holidays, illness etc, exploring environments.

Pre-Formal + Building Relationships: gaining attention in more purposeful ways, fleeting interactions with adults and peers.

Self Confidence and Self Awareness: exploration of familiar objects and people, sensory awareness, expressing likes, dislikes, interests and emotions through key words and communication boards, 'pupil voice', awareness of own actions, awareness of routines and transitions, exploring new environments.

Managing Feelings and Behaviours:

- SCERTS - Mutual Regulation: expresses a range of emotions, response to assistance offered by partners, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate arousal level during familiar activities, uses language strategies to regulate arousal level during familiar activities, regulates emotion during new and changing situations, recovers from extreme dysregulation by self.

Independent Living Skills: awareness of needs through body language, gesture and emotional responses (eating, toileting etc), accepting and tolerating care routines (including personal care routines and keeping safe). Responding to simple instructions, visuals etc on personal care, tolerating being kept safe

Sensory Exploration: everyday objects linking to personal independence e.g. toothpaste, read food play including healthy foods and environment e.g. opportunities to engage in regular movement activities, introduction of simple role play linked to personal experiences.

Sensory Integration: mutual regulation and sensory processing strategies individual to each child (sensory plan if appropriate).

Readiness for learning: micro and macro transitions (now and next, key words) less self-directed activities, re-establish relationships and/or skills after breaks in school e.g. weekends, holidays, illness etc, responding to some boundaries.

Semi-Formal Developing Relationships: initiating more sustained interactions, demonstrating friendly behaviour, starting to share, beginning to show affection and concern.

Self Confidence and Self Awareness: confidence in asking for help, expresses preferences and interests, responding to positives (e.g. certificates, celebration of work, assembly etc), making choices.

Managing Feelings and Behaviours:

- SCERTS - Mutual Regulation: expresses a range of emotions, response to assistance offered by partners, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate arousal level during familiar activities, uses language strategies to regulate arousal level during familiar activities, regulates emotion during new and changing situations, recovers from extreme dysregulation by self.

Independent Living Skills: responding to instructions, visuals etc on personal care, independence in some simple personal care, responding to prompts to keep safe, opportunities to explore healthy food options and regular movement opportunities.

Sensory Integration: mutual regulation and sensory processing strategies individual to each child. (see sensory plan if appropriate).

Readiness for Learning / Behaviour for Learning: micro and macro transitions, accepting and cooperating with a wider a range of boundaries, tolerates delay in needs being met, re-establish relationships and/or skills after breaks in school e.g. holidays, illness etc, introduction of behaviour strategies to support motivation to learn e.g. immediate rewards - working for cards, now and next etc, one to one and introduction of small group work.

Semi-Formal + Developing Relationships: initiating interactions including conversations, starting to develop more complex relationships, recognising emotions in others, sharing and turn taking.

Self Confidence and Self Awareness: developing resilience, trying new things, expressing likes, dislikes, strengths and interests, problem solving, contributing to annual reviews.

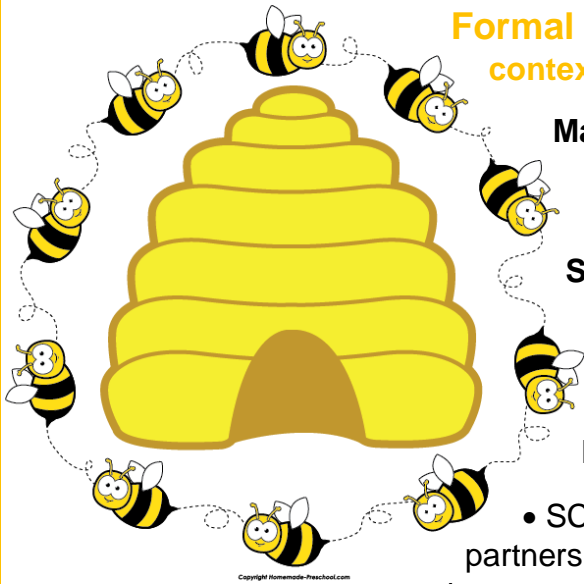
Managing Feelings and Behaviours:

- SCERTS - Mutual Regulation: expresses a range of emotions, response to assistance offered by partners, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.
- SCERTS - Self regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate arousal level during familiar activities, uses language strategies to regulate arousal level during familiar activities, regulates emotion during new and changing situations, recovers from extreme dysregulation by self.

Independent Living Skills: following multi-step instructions for personal care, independence in some personal care, identifying key aspects of keeping themselves safe.

Sensory Integration: self-regulation and sensory processing strategies individual to each child (see sensory plan if appropriate)

Readiness for Learning / Behaviour for Learning: micro and macro transitions, (symbols, verbal instructions, timetables), accepting and cooperating with a wider a range of boundaries, tolerates delay in needs being met, re-establish relationships and/or skills after breaks in school e.g. holidays, illness etc, introduction of behaviour strategies to support motivation to learn e.g. delayed rewards, developing own strategies, small and larger group work.



Formal - The majority of PSHE lessons (at a formal level) will be discrete and will be taught in context based on individual need and situations which arise within their environment.

Making Relationships: - resolving conflict, finding compromises, negotiation, solving problems, asking appropriate questions of others, explaining own knowledge and understanding, caring about others, personal space, privacy, appropriate interactions and social relationships.

Self Confidence and Self Awareness: expressing graded likes and dislikes and awareness of own strengths and interests, self-evaluation, pride in their own work, certificates, assemblies etc, celebrating achievement of others, self-assessments, contributing to own learning, writing own IEPs.

Managing Feelings and Behaviour:

- SCERTS - Mutual Regulation: expresses range of emotions, responds to assistance offered by partners, responds to feedback and guidance regarding behaviour, requests partners assistance to regulate state, recovers from extreme dysregulation with support from partners.

- SCERTS - Self Regulation: demonstrates availability for learning and interacting, uses behavioural strategies to regulate levels of arousal during familiar activities, uses language strategies to regulate arousal level during familiar activities, uses metacognitive strategies to regulate arousal level during familiar activities, regulate emotion during new and changing situations, recovers from extreme dysregulation by self, recognising how others feel and affects personal choices and behaviour.

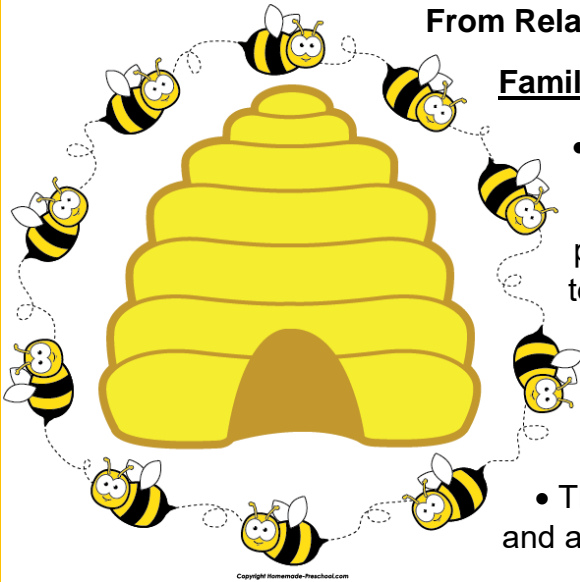
Independent Living Skills: independence in personal care and keeping self safe, recognising changes in self and others.

Sensory Integration: mutual and self-regulation and sensory processing strategies individual to each child. (see sensory plan if appropriate).

Behaviour for Learning: following class routines, rules, consequence and rewards, praise, reward charts etc, ownership of own learning, responsibility for carrying out tasks, choosing own resources, trying new activities, talk about their ideas, say when they need help, small and larger group work, working collaboratively with others, resilience – getting things wrong and trying again.

From Relationships Education and Health Education statutory guidance

Families and People who care for me:



- Families are important for children growing up because they can give love, security and stability.
- Characteristics of a healthy family life, commitment to each other including in times of difficulty, protection and care for children and other family members, the importance of spending time together, sharing each other's lives.
- That others families, either in school or the wider world sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships which may be of different types are at the heart of happy families and are important for children's security when they grow up.

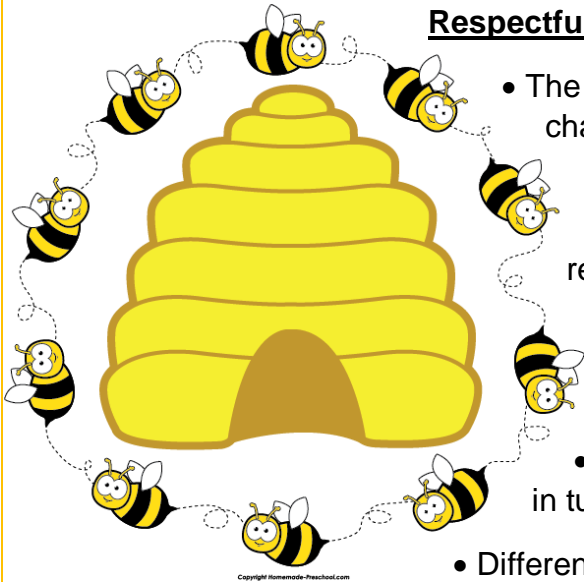
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring friendships:

- How important friendships are in making us feel happy and secure and how people choose and make friends.
- The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.

- That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel happy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.

Respectful Relationships:



- The importance of respecting others even when they are very different from them e.g physically, in character, personality or background or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The convention of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority.

• Different types of bullying (inc cyber bullying) ,the impact of bullying, responsibilities as a bystander (primarily reporting bullying to an adult) and how to get help.

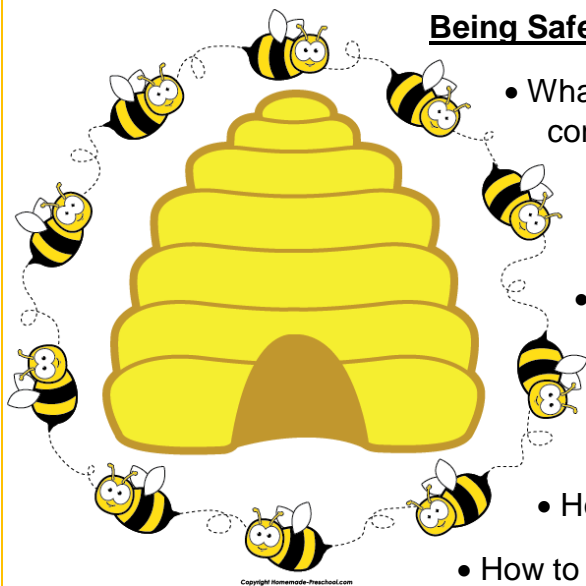
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- The importance of permission seeking and giving in relationships with friends, peers and adults.

Online Relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.

- The same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online

What this looks like: PSHE Curriculum, Choose time, News, interaction with classes in the mainstream school, 1:1 time with adults' social stories.



Being Safe:

- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adults.
- How to ask for advice or help for themselves or others and to keep trying until they are heard.

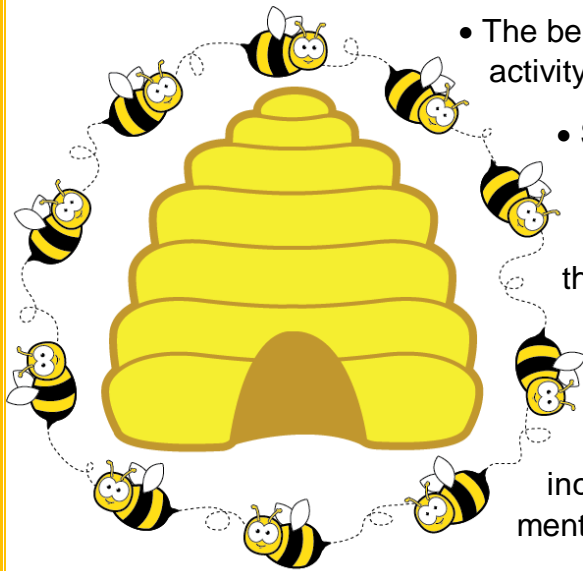
- How to report concerns or abuse and the vocabulary and confidence needed to do so.
- Where to get advice e.g family, school and / or other sources.

What this looks like: PSHE Curriculum.

Mental Wellbeing:

- Mental wellbeing is a normal part of daily life in the same way as physical health.
- There is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and others feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate



- The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.
- Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can effect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising some of the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions including issues arising online.

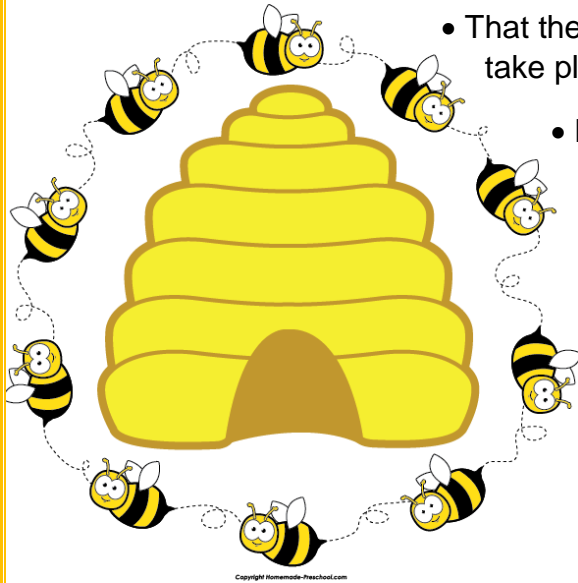
- It is common for people to experience mental ill health, for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

What this looks like: PSHE Curriculum.

Internet Safety and Harms:

- For most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing the amount of time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online, on their own and others mental and physical wellbeing.

- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming are age restricted.



- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information including that from search engines is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

What this looks like: PSHE Curriculum.

Physical Health and Fitness:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support, including which adults to speak to in school if they are worried about their health

What this looks like: PSHE curriculum, Wake and Shake, Daily Mile

Healthy Eating:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating e.g. obesity and tooth decay and other behaviours e.g. the impact of alcohol on diet and health.

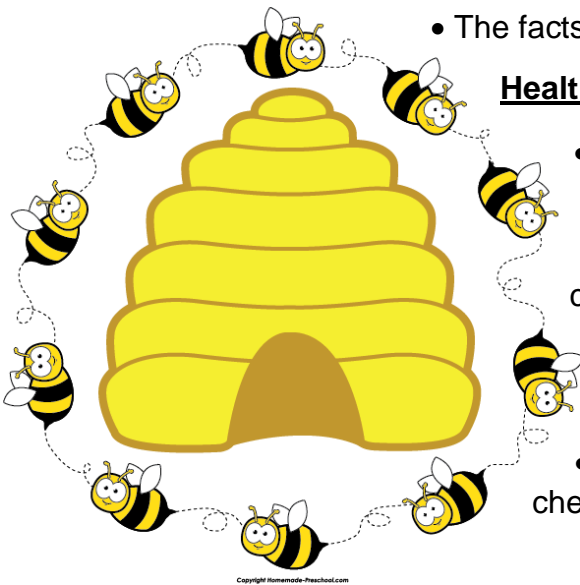
What this looks like: PSHE Curriculum, food and nutrition and cookery sessions.

Drugs, Alcohol and Tobacco:

- The facts about legal and illegal harmful substances and associated risks.

Health and Prevention:

- How to recognise early signs of physical illness such as weight loss or unexplained changes to the body.
- Safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient, good quality sleep for good health and that a lack of sleep can effect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist.



- About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid , e.g. dealing with common injuries including head injuries.

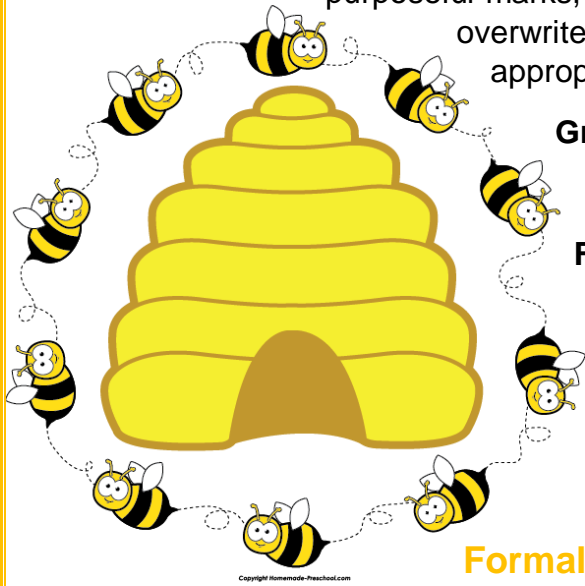
Changing Adolescent Body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including key facts about the menstrual cycle.

What this looks like: PSHE Curriculum.

Writing

Pre-formal Attribute meaning to marks including their own e.g. marks alongside a picture, distinguishing between marks, creating purposeful marks, making marks related to own name, writing for a variety of reasons, dominant hand preferences, overwrites straight lines, shapes, patterns and letters, beginning to copy write some important letters appropriately with a visual prompt.



Gross motor skills:

developing hand eye co-ordination, showing control in hand eye co-ordination activities.

Fine motor skills:

showing control in hand eye co-ordination activities, developing fine motor skills e.g. threading, dough disco etc, making marks within specific areas, developing pincer grasp, hold writing tools, one handed tools and equipment, effect changes to materials using simple tools, handling tools safely and with increasing control, develop co-ordination, develop dexterity.

Formal

Pre Key Stage 1 Standards

Composition - Standard 1 The pupil can:

- Say an appropriate word to complete a sentence when the adult pauses eg we're going to the zoo/beach/park.

Composition - Standard 2 The pupil can:

- Say a clause to complete a sentence that is said aloud eg when we went to the beach today we ate ice cream/I played in the sand/it was hot.

Composition - Standard 3 The pupil can:

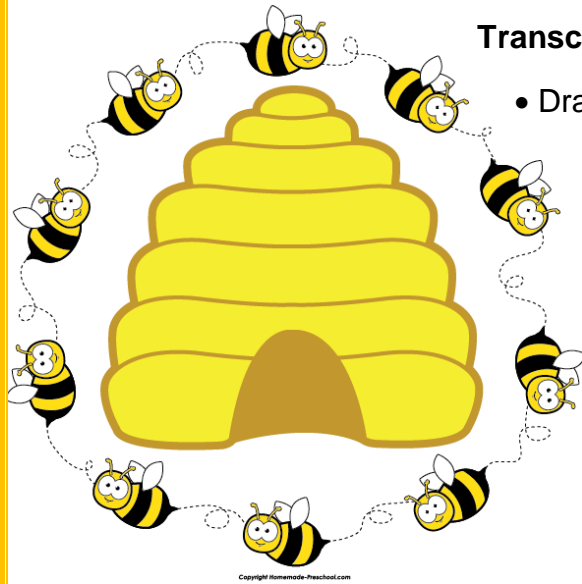
- Make up their own phrases or short sentences to express their thoughts aloud about stories or experiences.
- Write a caption or short phrase using the graphemes they already know.

Composition - Standard 4 The pupil can:

- Make up their own sentences and say them aloud, after discussion with the teacher.
- Write down one of the sentences they have rehearsed.

Transcription - Standard 1 The pupil can:

- Draw lines or shapes on a small or large scale eg on paper, or in the air or in the sand.



What this looks like: Sensory sessions.

Physical Development

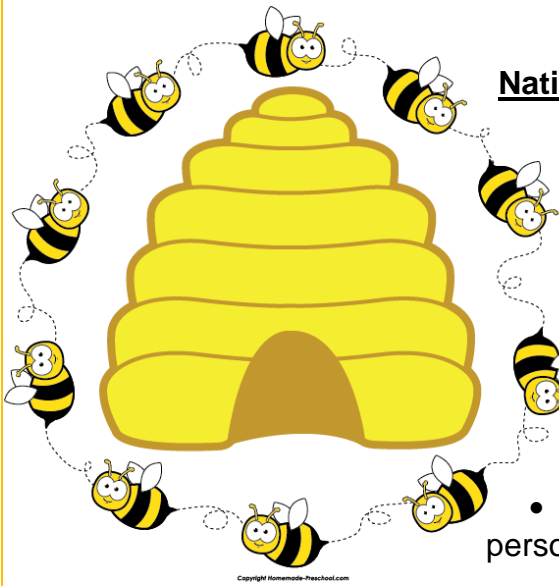
Semi-Formal

- Gross motor skills: develops gross motor skills, ascending and descending stairs safely, draws circles or lines using gross motor movements, demonstrates control and co-ordination in large scale movements.
- Fine motor skills: uses one handed tools e.g. snips with scissors, shows preference for a dominant hand, attempts to form some letters, demonstrates control and co-ordination in small scale movements.
- Physical Development Skills: experiments with different ways of moving, moves in a variety of ways (rolling, shuffling, skipping, slipping, sliding, hopping, catching), negotiates space successfully when playing chasing games, balance (standing on one leg), avoids obstacles by adjusting speed and direction
- Swimming: tolerating submersion, safe entering and exit of the pool, moving around the pool e.g. using rail, floatation aid, controlled movements of body parts (e.g. kicking legs, moving arms).

Formal

National Curriculum Key Stage 1 Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team game, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.



National Curriculum Key Stage 2 Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous play activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming

Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of 25 metres.
- Using a range of strokes effectively. • Perform safe self-rescue in different water situations.

What this looks like: Sensory diets, sensory circuits, sensory activities.

Play

Links to Communication and Language, PSED, EAD, UW (EYFS document) -Use Venturing into Play document to support the progression of play into smaller steps in order to meet the developmental milestones of the EYFS.

Pre-Formal

Unoccupied and Solitary Play

Interactive play (with adults): fleetingly engages in solitary play, tolerates the company of an adult whilst playing, responds to 'people' games with an adult i.e. rough and tumble or tickling, begins to take notice of adult whilst playing, tolerates adult prompting in play, beginning to engage in a simple joint attention game.

Object play: fleetingly plays with tactile and sensory toys, plays systematically with toys, begins to make a toy work e.g. shakes a rattle.

Pre-Formal +

Solitary and Parallel Play

Interactive play (with adults): engages in solitary play, tolerates the company of an adult whilst playing, tolerates commentary or imitation of their play from an adult, participates in 'people' games with an adult i.e. rough and tumble or tickling, takes notice of an adult whilst playing, tolerates adult prompting in play, engages in a simple joint attention game.

Object play: plays with tactile toys, explores a range of tools, beginning to play systematically with toys.

Semi-Formal

Associative Play

Interactive play (with adults and peers) : engages in a range of joint attention games with an adult, engages in turn taking games with an adult, initiates games with an adult, follows adult prompts or instructions with regards to playing, tolerates the involvement

of other children in play, enjoys physical play with other children, imitates other children at play, beginning to 'talk' with each other and comment on play.

Object play: plays with intent, completes simple games or activities, searches for and finds objects to play with, uses real objects in imitation e.g. uses hair brush to brush own hair.

Semi -Formal +

Interactive play (with adults and peers): seeks out other children to play, beginning to maintain play with other children, cipes with play coming to an end, following rules and routines of play, organising play, communicates with others, respecting other's property, more willing to share, beginning to cope with frequent changes in play.

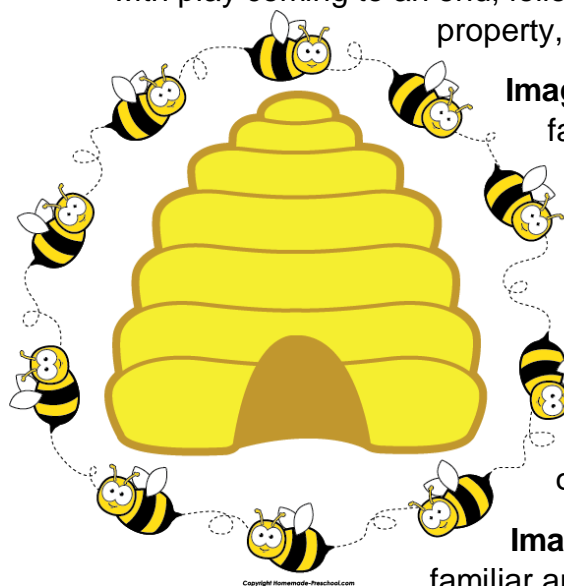
Imaginative Play: pretends that one object is another, engages in small world play, joins in with familiar and predictable make-believe routines, joins in the make believe play of others.

Object Play: plays with intent, completes simple games or activities, searches for and finds objects to play with, uses real objects in imitation e.g. uses hair brush to brush own hair.

Formal

Interactive Play (with peers): maintains play with other children, maintains play with other children when play becomes less predictable, following more complex rules and routines of play, organising play, communicates with others in more complex ways, negotiates roles, respecting other's property, willing to share, copes with frequent changes in play.

Imaginative Play: pretends that one object is another, engages in small world play, joins in with familiar and predictable make-believe routines.



What this looks like: Bored games, outdoor learning, jigsaws, adult modelling and interaction on the playground, Lego free play, Blair Michin.

Educational Visits

Cross curricular links to other subjects e.g. geography, communication, PSED etc individual subject specific objectives to be rehearsed and consolidated out in the community. Locations should be chosen in line with the developmental needs and targets of the children and the intent of the visit should be clear. Educational visits will support developing varied interests and motivators.

Pre-Formal:

- Encountering and tolerating different environments and sensory experiences
- Making sense of and responding to different environments
- Repeating and rehearsing skills in different environments

Pre-Formal +:

- Recall of familiar environments
- Beginning to experience a wider range of familiar and unfamiliar environments
- Repeating and rehearsing skills in different environments

Semi-Formal:

- Experiencing and interacting with different environments
- Functional learning in different environments
- Developing varied interests and motivators

- Independent Living Skills

Semi-formal+

- Beginning to understand different environments, places and their functions
- Generalise learning and subject specific language
- Independent Living Skills

Formal

- Understanding different environments, places and their functions
- Consolidating learning and subject specific targets
- Independent Living Skills

What this looks like: Visits linked to curriculum, awareness of local area, development of life skills i.e. food shopping, using the library etc.

Survival needs:

Safety and security:

Social needs:

Self-esteem:

Self-actualisation: