

## Curriculum Area: Care & Independence [PSED, PSHE/RSE]

### Our Vision, Intent & Implementation

#### **Vision:**

Our vision is to develop skills for life supporting our pupils to prepare for adulthood. To become confident and resilient members of their community, leading fulfilling and independent lives. To explore and experience the values and beliefs of an inclusive society. To establish positive, respectful and safe relationships. To enable our pupils to make informed choices for a healthy lifestyle and positive mental wellbeing.

#### **Intent:**

We have a pupil centred curriculum model that is coherently planned to equip our young people for the real world. Care and Independence skills are essential pre-requisites for independence, building positive relationships, to lead safe and healthy lifestyles. Our curriculum offers ipsative assessment opportunities to track pupil progress from their own baseline and ensure correlation with EHCPs to affect positive outcomes. We offer broad and balanced opportunities in both a discrete and cross curricular approach to support both personal development and an awareness of community and British values.

#### **Implementation:**

We implement personalised learning and a highly differentiated offer. Each pupil has bespoke termly individual learning intentions planned and assessed for this curriculum area. We use the PSHE Education Planning Framework for pupils with SEND Key Stages 1-4 [2020] as a programme to inform and support our planning and delivery, ensuring coverage and sequencing of all PSHE aspects. We work as a multidisciplinary team around the pupil to support best outcomes, liaising with families, therapists, social care and all stakeholders. Person centred planning ensures learning and assessment is targeted and supported through the 'plan, do, review' model. Each pupil's progression is evidenced through observations, pupil work and moderated robustly through external and internal QA processes. A programme of enrichment opportunities is planned and delivered across the year by Suitcase for Life groups to enhance students' cultural capital. We recognise the growing role of the internet/social media and the importance of internet safety; this is supported through ongoing cross-curricular and discrete learning opportunities.

EYFS Curriculum Pathway and Long-Term Plan PSED			
3 Year Rolling Programme	Autumn Term	Spring Term	Summer Term
Cycle A	In Theme Title: My Routine	Theme Title: In the Garden	Theme Title: Ready, Steady....
EYFS Prime Area Strands: Self-Regulation, Managing Self, Building Relationships	Each pupil has individual EYFS PLI's in PSED to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.		
	Relationships	Health and Wellbeing	Living in the Wider World
Cycle B	Theme Title: This is My Body	Theme Title: What Can You Hear?	Theme Title: The Sun Has Got His Hat On!
EYFS Prime Area Strands: Self-Regulation, Managing Self, Building Relationships	Each pupil has individual EYFS PLI's in PSED to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.		
	Relationships	Health and Wellbeing	Living in the Wider World
Cycle C	Theme Title: Happy Birthday!	Theme Title: Animal Friends	Theme Title: Rainbows
EYFS Prime Area Strands: Self-Regulation, Managing Self, Building Relationships	Each pupil has individual EYFS PLI's in PSED to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.		
	Relationships	Health and Wellbeing	Living in the Wider World
Assessment	EYFS: Personalised EYFS Birth to 5 Matters Tracker covering areas of learning: PSED. EYFS Personalised Learning Intentions and CoEL.		

**Primary Pre-Formal & Semi-Formal Curriculum Pathways and Long-Term Plan**

**My Care and Independence [PSHE/RSE]**

**PSHE Education Planning Framework for Pupils with SEND Key Stages 1-2**

3 Year Rolling Programme	Autumn Term		Spring Term		Summer Term	
Cycle A	Theme Title: My Busy Day		Theme Title: The Weather Forecast		Theme Title: Vroom!	
Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.						
PSHE Association SEND Programme	Half Term 1 - Self-Awareness	Half Term 2 - Self-Care, Support and Safety	Half Term 1 - Managing Feelings	Half Term 2 - Changing and Growing	Half Term 1 - Healthy Lifestyles	Half Term 2 - The World We Live In
Topic Area	Playing and working together	Taking Care of Ourselves	Identifying and Expressing Feelings	Baby to Adult	Taking care of physical health	Respecting differences between people
Cycle B	Theme Title: All About Me		Theme Title: Tell Me A Story		Theme Title: Oh, I Do Like to Be Beside the Seaside!	
Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.						
PSHE Association SEND Programme	Half Term 1 - Self-Awareness	Half Term 2 - Self-Care, Support and Safety	Half Term 1 - Managing Feelings	Half Term 2 - Changing and Growing	Half Term 1 - Healthy Lifestyles	Half Term 2 - The World We Live In
Topic Area	Things We are Good At	Trust	Managing Strong Feelings	Dealing with touch	Healthy Eating	Taking care of the environment
Cycle C	Theme Title: Time to Celebrate & Party		Theme Title: Down On the Farm		Theme Title: Colour My World	
Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.						
PSHE Association SEND Programme	Half Term 1 - Self-Awareness	Half Term 2 - Self-Care, Support and Safety	Half Term 1 - Managing Feelings	Half Term 2 - Changing and Growing	Half Term 1 - Healthy Lifestyles	Half Term 2 - The World We Live In
Topic Area	Getting On with Others	Keeping Safe Online	Identifying and Expressing Feelings	Changes at Puberty	Keeping Well	Belonging to a Community
Assessment	Pre-Formal: Cherry Garden Framework Branch Maps 1-4. MAPP Personal & Social Development and Engagement Model. Semi-Formal: Cherry Garden Framework Branch Maps PSED 5-10 and Bridging Branch Maps 10+. MAPP Personal and Social Development.					

**Secondary Pre-Formal Semi-Formal Curriculum Pathways and Long-Term Plan**

My Care and Independence [PSHE/RSE]

PSHE Education Planning Framework for Pupils with SEND Key Stages 3-4

3 Year Rolling Programme	Autumn Term		Spring Term		Summer Term	
Cycle A	Theme Title: Sunrise to Sunset		Theme Title: It's a Bugs Life		Theme Title: I Like to Move It Move It	
Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan toileting plan, eating and drinking plan, moving and handling plan. At Secondary phase, pupils follow ASDAN My Independence Programme and cover the following adulthood pathways; friends, relationships and community, employment, good health, and independent living.						
PSHE Association SEND Programme	Half Term 1 - Self-Awareness	Half Term 2 - Self-Care, Support and Safety	Half Term 1 - Managing Feelings	Half Term 2 - Changing and Growing	Half Term 1 - Healthy Lifestyles	Half Term 2 - The World We Live In
Topic Area	Skills for learning	Keeping Safe Online	Strong Feelings	Long term relationships / parenthood	Physical activity	Diversity / rights and responsibilities
Cycle B	Theme Title: My Sensory Planet		Theme Title: Caring & Sharing		Theme Title: Holidays & Vacation	
Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan toileting plan, eating and drinking plan, moving and handling plan. At Secondary phase, pupils follow ASDAN My Independence Programme and cover the following adulthood pathways; friends, relationships and community, employment, good health, and independent living.						
PSHE Association SEND Programme	Half Term 1 - Self-Awareness	Half Term 2 - Self-Care, Support and Safety	Half Term 1 - Managing Feelings	Half Term 2 - Changing and Growing	Half Term 1 - Healthy Lifestyles	Half Term 2 - The World We Live In
Topic Area	Personal Strengths	Feeling frightened / worried	Romantic Feelings & Sexual Attraction	Friendship	Body Image	Taking care of the environment
Cycle C	Theme Title: Fiesta!		Theme Title: Farm to Fork		Theme Title: Patterns Everywhere	
Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.						
PSHE Association SEND Programme	Half Term 1 - Self-Awareness	Half Term 2 - Self-Care, Support and Safety	Half Term 1 - Managing Feelings	Half Term 2 - Changing and Growing	Half Term 1 - Healthy Lifestyles	Half Term 2 - The World We Live In

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Topic Area	Prejudice and discrimination	Accidents and Risk	Expectations of relationships / abuse	Puberty	Mental Wellbeing	Preparing for adulthood
Assessment	Pre-Formal: Cherry Garden Framework Branch Maps 1-4. MAPP Personal and Social Development and Engagement Model. Semi-Formal: Cherry Garden Framework Branch Maps PSED 5-10 and Bridging Branch Maps 10+. MAPP Personal and Social Development					

Sixth Form Inspire & Challenge Curriculum Pathways and Long-Term Plan						
Life Skills & Independence [PSHE/RSE]						
3 Year Rolling Programme	Autumn Term		Spring Term		Summer Term	
Cycle A  Planning and progression for PSHE/RSE is taken from the ASDAN Life Skills Programme, linked to MAPP PSD PLI's.	Theme Title: Festivals		Theme Title: On the Go		Theme Title: Trees, Woodland & Forest	
	Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.					
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
	Challenge: Basic Internet Safety / Staying Safe on Social Media	Challenge: Intimate Relationships, consent and contraception	Challenge: Self-Esteem and Unkind Comments	Challenge: Elements of a Healthy Lifestyle	Challenge: Personal Safety in the Community	Challenge: Staying Safe in the Sun
	Inspire: ICT in Everyday Life	Inspire: Understanding Own Personal Hygiene	Inspire: Healthy Eating	Inspire: Emergency Situations	Inspire: Understanding Relationships	Inspire: Participating in Community Activities / Appropriate Behaviour in Public Places
Cycle B  Planning and progression for PSHE/RSE is taken from the ASDAN Life Skills Programme, linked to MAPP PSD PLI's.	Theme Title: Space & Galaxies		Theme Title: Town & Country		Theme Title: Heroes & Role Models	
	Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.					
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
	Challenge: Person Centred Planning-setting targets, aspirations and achievements	Challenge: Drugs, Alcohol, Tobacco & Gambling	Challenge: Public and Private	Challenge: Managing Pressure	Challenge: Parenting & Looking After a Baby / Young Child	Challenge: Elements of a healthy lifestyle
	Inspire: All About Me (PCP)	Inspire: Feeling unwell	Inspire: Dealing with Problems; identifying a problem and source of help	Inspire: Understanding Relationships	Inspire: Caring for a Baby	Inspire: Elements of a healthy lifestyle
Cycle C  Planning and progression for PSHE/RSE is taken from the ASDAN Life	Theme Title: Homes		Theme Title: Myths & Legends		Theme Title: Ocean & Sea	
	Each pupil has individual MAPP PLI's in PSD to support both their individual and corresponding developmental needs. These are also underpinned and supported by individual support plans, which may include behaviour support plan, health care plan, toileting plan, eating and drinking plan, moving and handling plan.					
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2

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Skills Programme, linked to MAPP PSD PLI's.	Challenge: Basic Internet Safety	Challenge: Basic First Aid	Challenge: Awareness of different religious worship / visiting a place of worship	Challenge: Understanding own personal hygiene	Challenge: Healthy Eating	Challenge: Mental health and wellbeing
	Inspire: Basic Internet Safety	Inspire: Cleaning Own Home / Dealing with Fire in Home	Inspire: Personal Care and Hygiene / Dressing Myself	Inspire: Basic First Aid	Inspire: Wellbeing and Resilience / Self-Advocacy	Inspire: Healthy Active Lifestyle / Community Links
Assessment	Inspire: MAPP Personal and Social Development, ASDAN Personal Progress Accreditation E1. Challenge: MAPP Personal and Social Development, ASDAN Personal and Social Development Accreditation E1-3					