

BROADMEADOW SPECIAL SCHOOL
PSED & RELATIONSHIPS CURRICULUM SCHEME 2020-21

	Sensory	Intentional	Skill Development	Functional Skills	Applied Skills
<p>Everyday opportunities to practice skills in: Hygiene (hand washing/ teeth cleaning/ toileting) Eating and drinking Dressing and undressing</p> <p>Opportunities to demonstrate skills include:</p> <ul style="list-style-type: none"> - Arrival and departure from school - Daily toileting - Fun with Food sessions - Lunch time routines. - Getting ready for PE/sensory gym. - Educational visits. 	<ul style="list-style-type: none"> • Experiences water play and will allow water and soap onto hands. • Tolerate feeling the bristles of a brush on hand or face. • Co-operate with changing of nappy and toileting routine. • Experiences wet and dry food (may need to use tools to explore). • Explore clothing and begin to place clothing on certain body parts or allow adults to assist with dressing/undressing. 	<ul style="list-style-type: none"> • Accesses the sink, allowing adults to wash and then dry hands. • Reaches for toothbrush, attempts to place by mouth. Accepts toothpaste on brush. • Tolerate sitting on a potty or toilet as part of the toileting routine. • Touches dry food and wet food with fingers. • Bring food/ drink to mouth. • Reaches for items of clothing, assisting adults to help them get dressed/undressed, and tolerate a range of textures. 	<ul style="list-style-type: none"> • Touches taps and soap dispenser to wash hands independently. • Uses toothbrush by placing to inside the mouth and moving it backwards and forwards. • Often use the toilet appropriately once taken as part of the daily routine. • Use cutlery to pick up, cut, spread and scoop food items in order to eat. • Attempt to put on/remove own clothes. 	<ul style="list-style-type: none"> • Washes hands after using the toilet. • Independently uses toothbrush to brush teeth for 2 minutes. • Consistently use the toilet appropriately. • Selects the correct tools to eat and drink appropriately e.g. a straw, spoon, knife, fork, pour liquid from a jug to a cup. • Dress and undress self independently (excluding fastenings) 	<ul style="list-style-type: none"> • Wash and dry hands independently. • Knows when it is appropriate to wash hands e.g. before eating, after using the toilet etc. • Ask to use the toilet throughout the day without prompting. Able to use the toilet in the wider community. • Co-operate with dental appointments. Able to state why it is important to brush own teeth twice a day. • Eats independently using a knife and fork. • Able to select or prepare own meals from a choice. • Able to open a range of food packaging and eat with others. • Accepts a wide variety of food and drink. • Dress and undress self competently including all fastenings. • Choose appropriate clothing for the season/weather.

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<p>Autumn A Making relationships</p>	<ul style="list-style-type: none"> Begins to separate from main caregivers. Accepting new environments. Begin to tolerate others e.g. adults and children in the same class. 	<ul style="list-style-type: none"> Play alone but observe the actions of others. Play alongside peers and adults. 	<ul style="list-style-type: none"> Play co-operatively with peers and adults e.g. structured turn taking games. 	<ul style="list-style-type: none"> Requesting items / toys from others (peers and adults). Greet known adults / peers. 	<ul style="list-style-type: none"> Enjoy the company of others. Work cooperatively with peers by waiting and taking turns. Notices differences amongst peers and respecting individuality. Responds appropriately to others needs and feelings.
<p>Autumn B Community Skills</p>	<ul style="list-style-type: none"> Experience various unfamiliar environments in the community e.g. parks, cafes, garden centres, supermarkets. Begin to tolerate various environments with the support of a familiar adult. 	<ul style="list-style-type: none"> Reaches for objects in the environment e.g. flowers at a garden centre, approach equipment at the park. Notices objects in the wider community e.g. animals, people etc. Shows interest in the wider community e.g. some exploration of objects or equipment. 	<ul style="list-style-type: none"> Travel on a range of modes of transport. Aware of school community e.g. teachers, children, own class name etc. 	<ul style="list-style-type: none"> Provide assistance within the school environment e.g. distributing items to peers, helping teachers to collect resources, carrying out routine activities such as taking messages to the office Knowing when and where to safely cross the road. To access various parts of the community by navigating stairs, lifts and escalators. 	<ul style="list-style-type: none"> Know who to approach when needing help in the community. To behave appropriately in the community. Locate a range of services whilst in the community such as a public toilet, pharmacy or bus stop.
<p>Spring A Wellbeing Managing feelings and emotions.</p>	<ul style="list-style-type: none"> Experiences a range of emotions. Experiences body part songs and games. 	<ul style="list-style-type: none"> Express basic needs e.g. drink. Aware of the daily timetable and routine and adhere to visual 	<ul style="list-style-type: none"> Commenting or labelling symbols on the visual timetable. 	<ul style="list-style-type: none"> Follow the daily routine, whilst managing emotions and maintaining 	<ul style="list-style-type: none"> Manage emotions throughout the day. Sympathise with others and offer support or encouragement.

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	<ul style="list-style-type: none"> Tolerate boundaries and be aware of the daily timetable and structure of the school day. Handles objects of reference when shown. 	<p>symbols/objects of reference.</p>	<ul style="list-style-type: none"> Able to soothe self if a situation is overwhelming. 	<p>appropriate behaviour.</p> <ul style="list-style-type: none"> Be able to ask for help when needed. Explain own emotions and that of others. 	<ul style="list-style-type: none"> Can manage changes in timetable and routine. Demonstrate views on events and new experiences. Demonstrate perseverance when faced with challenges.
<p>Spring B Playing together.</p>	<ul style="list-style-type: none"> Experience playing and accepting a small group of peers in the same space. Explore some simple cause and effect toys with the support of an adult. 	<ul style="list-style-type: none"> Share a range of central resources with peers. Be able to identify own class and peers. 	<ul style="list-style-type: none"> Demonstrate listening skills e.g. looking in the direction of peers, remaining quiet as another person speaks etc. Accepting the need to be patient and wait. Approach peers to engage in structured play (facilitated by adult). E.g. choosing a peer from a set of pictures/names. 	<ul style="list-style-type: none"> Take part in shared experiences such as ring games, team games of parachute games. Explore role play areas with a small group of peers and respond to their comments or actions. 	<ul style="list-style-type: none"> Work cooperatively in a small group. Seeking out specific people to interact with. Playing with a range of toys/ equipment consistently with peers including role play areas. Listen to ideas presented by others and work together to negotiate and find a resolution.
<p>Summer A Being healthy</p>	<ul style="list-style-type: none"> Accept support in engaging in self-care and eating routines. Explore healthy foods. Co-operate with medical appointments. 	<ul style="list-style-type: none"> Co-operates with all self-care routines. Shows interest in different occupations. Shows interest in trying and tasting healthy foods. 	<ul style="list-style-type: none"> Co-operate with medical appointments. Recognise people in the community that help us to keep healthy e.g. doctor, dentist etc. Becoming more independent in self-care routines. 	<ul style="list-style-type: none"> Identify/sort which foods are healthy and which foods we should eat in moderation. Be able to identify/sort which people help us. Independent in self-care needs. 	<ul style="list-style-type: none"> Communicate what it means to be healthy and ways in which we can keep ourselves healthy e.g. personal hygiene, keeping fit, eating a range of foods, relationships etc. Be able to communicate who helps us keep healthy and why this is important e.g. doctors, dentist etc.

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<p>Summer B Differences / Ourselves</p>	<ul style="list-style-type: none"> • Move body in different ways. • Experiences songs and rhymes about people. • Experiences the 5 senses. 	<ul style="list-style-type: none"> • Identify body parts. • Move body intentionally to songs and rhymes. 	<ul style="list-style-type: none"> • Comment on own appearance e.g. hair colour, eye colour etc. • Comment on 5 senses and what body parts are needed to use them. 	<ul style="list-style-type: none"> • Identify likes and dislikes e.g. sorting pictures/ group discussions. • Identify family members by name and relationship. 	<ul style="list-style-type: none"> • Able to recognise what makes them different from their peers e.g. gender, race etc. • Can talk about their families and different relationships within their family. • Able to comment on age and sequence the stages of life from birth to old age.
<p>Relationships education. By the end of primary school.</p>	<p>Families and people who care for me. Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of 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 and sharing each other’s lives. <ul style="list-style-type: none"> • that others’ families, either in school or in 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 as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships. Pupils should know:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Respectful relationships. Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 				

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	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions 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. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (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. <p>Online relationships. Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that 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. <p>Being Safe. Pupils should know:</p> <ul style="list-style-type: none"> • what sorts 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 adult. • 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.
<p>Relationships and sex education. By the end of primary school.</p>	<p>Mental wellbeing. Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 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.

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- 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 affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising 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.

Internet safety and harms. Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and 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, for example, 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.

Physical Health and Fitness. Pupils should know

- 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; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- 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.

Healthy eating. Pupils should know

- 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 (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

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Drugs, alcohol and tobacco. Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention. Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about 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 affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid. Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body. Pupils should know:

- 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 the key facts about the menstrual cycle.