



Hob Moor Oaks Academy Curriculum

Hob Moor Oaks Academy Scheme of Work for PSED including PSHE and SRHE

Curriculum Intent

Hob Moor Oaks academy is committed to providing a high quality educational experience for all pupils. PSED curriculum isn't one size fits all at HMO we intend to provide a personalised PSED curriculum to suit all levels of learners. At HMO, the PSED curriculum brings together PSHE and SRE (person appropriate) . HSB and Peer on peer abuse support is provided on a person appropriate basis though the well being team. with personal well-being, while promoting a British values based education. It is intended to support the school in developing a cohesive whole-school approach to personal, social and emotional development.

Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves this is done in a create cross curricular way supporting all pupils with a range of needs and communication.

Curriculum Implementation

PSED (Personal, social and emotional development) Including PSHE and SRE. PSED is split into three key areas; Relationships and others, Selfcare-Confidence, Self-Awareness and Independence, Managing Feelings, Behaviour and morals this is how at HMO we deliver and cover PSHE and incorporate SRHE on a person appropriate level. We ensure coverage of the subject across the school using the cherry garden schemes of work and the branch maps.

Relationships and others

For pupils at HMO it is important that they make relationships with others, both peers and staff. To help pupils to develop these relationships we have core staff teams working with pupils. This allows pupils to build a good, strong relationship with staff who they can learn to know and trust. The staff support new friendships, help them to become familiar with their environment and is an important point of contact with parents. In the HMO pupils engage in turn taking and sharing activities to help develop their social skills. This is a key part of PSED as it forms the foundations of developing and making relationships not only in the early years, but as pupils move through the school and develop in life.

Selfcare- Confidence, Self- Awareness and Independence

In school pupils are provided with opportunities to explore their environment and surroundings with support and independently. Pupils are given every opportunity to express themselves and we at HMO pride ourselves in listening to the child and meeting their needs. Within the learning environment we follow pupils' lead, respond to their responses and requests (using any form of



communication) and we use a variety of strategies such as Intensive Interaction which allows pupils' to develop their self-confidence and self-awareness. Within the Early Years we help pupils to develop awareness of themselves through the use of movement and physical activities, through Tac Pac, engaging in self-help/care activities and by engaging in joint play and group sessions.

Managing Feelings, behaviour and morals

Pupils establish routines by engaging in daily activities and by using objects of reference and or symbols and photos to understand what is happening. By learning daily routines pupils begin to learn about boundaries, they learn about being part of a group, taking turns and sharing with their friends. Pupils begin to know what is expected of them and they are able to adjust to the daily routine. The well being team at HMO play an integral role in supporting pupils and class groups aswell as families.

The schools long term planning is designed to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In all provisions, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice in accordance with there needs. .

Curriculum Impact

Assessment criteria has been developed by the use of Cherry garden Branch maps in order to assess and cover the curriculum accurately. This data is analysed and any gaps that are present are quickly addressed during LAMS.

Pupil voice is used through our school council.

We have many areas of PSED that occur in our school regularly. These include (but are not limited to): school trips, sports tournaments, PSED lessons, exposing children to a wide variety of experiences, sign and sing assemblies, various classroom visitors, Year 6 attending residential and our School Council. We are confident our children are developing their PSED skills both in and out of lessons at every possible opportunity. Support from health care professional and multi agency teams.



<u>Pre-formal</u>	<u>Semi-formal</u>	<u>Formal</u>
<p>Pupils at very early levels of development (typically assessed at P1 to P3) access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. The focus is upon enabling them to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest level of independence possible.</p>	<p>Pupils following our semi-formal curriculum learn best when learning is related to their own experience. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content echoes the ground covered by the Early Years Foundation Stage, since this framework is not confined to those below the age 5, but rather, extends right across the school where pupils are functioning at P Levels 4 to end of year 1 expectations. However, the teaching approach reflects the age and learning style of the pupils concerned.</p>	<p>At HMO, children in our formal stage of learning are taught to:</p> <ol style="list-style-type: none"> 1) to develop their self esteem, confidence and self-awareness to make the right choices. 2) to develop their social skills and social awareness. 3) to make sense of their personal and social experiences. 4) to maintain responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle. 5) to develop effective interpersonal relationships and a caring attitude towards others. 6) to develop a caring attitude and sense of responsibility about the environment. 7) to manage and understand their feelings. 8) to understand how society works and the rights and responsibilities involved. 9) to use technology safely and responsibly.



Intent

What outcomes do we want the pupils to achieve by the end of this curriculum stage?

Pre - formal curriculum (linked to branches 1-4) By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills)

Self Care & Independence:

Pupils will be able to use some pre-intentional communication (crying, pulling at nappy) in order to have their needs met.

Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup).

Implementation

What opportunities and provision will we provide in order to achieve this?

Key Strategies and types of resources:

- Specialist equipment for feeding and dressing (wide-handled spoons, adapted cups etc).
- Consistent use of touch cues or objects of reference before self-care tasks, in order for pupils to anticipate the process.
- Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves).
- Swimming pool: opportunities to participate in dressing (independent rolling on the bed, pushing arms through sleeves, tolerating full support in dressing).
- PD sessions: opportunities to participate in dressing (removal of shoes and socks, changing into PE kit).
- Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining and specialist equipment.
- Dinner hall: opportunities for children to engage in the feeding process to a level appropriate to their ability (choosing dinner at the hatch, self-feeding with some physical support).
- Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting as per mealtime plan.
- Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.

Community/Specialist provision:

- Occupational therapy: specific strategies and equipment as advised by the Occupational Therapist.
- Trips to local café's: opportunities to consolidate self-feeding skills in a different environment. ∴ experiencing and responding to different tastes and smells (fruit, vegetables, spices).



<p>Relationships & Others: Pupils will be able to use of intentional communication (eye contact, AAC, gesture etc) in</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> · Intensive interaction opportunities throughout the day · Drama games, bucket time and other activities to enable shared, positive experiences with a peer(s).
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<p>order to initiate and continue interactions and games with familiar adults.</p> <p>Pupils will show responses to familiar peers in their vicinity, or in shared games such as parachute, Bucket Time and drama games.</p>	<ul style="list-style-type: none"> · Sensory room: intensive interaction opportunities · Outside play: intensive interaction, opportunities to interact with children and staff outside of their class · Swimming pool: opportunities for children to form trusting relationship with adult in the water · Massage stories and use of positive touch to support children in forming relationships with staff · Use of TacPac, and rebound therapy in order to establish relationships with staff. <p>Community/Specialist provision:</p> <ul style="list-style-type: none"> · Community trips : opportunities to interact with new people, and explore a range of sensory experiences with support of a familiar adult.
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<p>Feelings, Behaviours & Morals: Pupils can be comforted by familiar adults, and are beginning to self-soothe with support (using a chew buddy, responding positively to a sensory circuit).</p> <p>Pupils will become more confident in exploring new places, people and activities, with the support of a familiar person.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> · PD sessions: sensory breaks (trampoline, physio balls, lycra) to support emotional self-regulation · Sensory room: sensory breaks to support emotional self-regulation · Outside play: sensory breaks (trampoline, running, swing) to support emotional self-regulation · Objects of reference for children to anticipate transitions around the school · Sensory circuits throughout the day as needed to support emotional self-regulation and alertness · Behaviour plans and strategies as needed (chew buddy, weighted jacket, calm down toys) · Use of physical contact and positive touch as a way of offering comfort when needed eg Story Massage and TacPac · Intensive interaction opportunities across the day, to encourage the formation of positive and trusting relationships with staff <p>Community/Specialist provision:</p> <ul style="list-style-type: none"> · Community trips): opportunities to transition to new environments and manage their behaviour, with support, in different contexts.
<p>Semi - formal curriculum (linked to branches 5-7) By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills)</p> <p>Self Care & Independence Pupils will be able to use cutlery appropriately, in order to feed themselves with more independence.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> · Specialist equipment for feeding and dressing (wide-handled cutlery, adapted knives). · Backward chaining: adults to scaffold support to allow pupils to complete the final step of the task independently (putting shoes on independently, putting on and fastening coat, tooth brushing). · Swimming: opportunities to dress and undress independently and follow personal hygiene guidelines with support. · Snack and dinner time: children to prepare snack by chopping fruits and laying table. · Dinner hall: children to be more active in the feeding process (clearing plate after dinner, cutting food with a knife) and be encouraged to try a range of foods.



Pupils will complete hand-washing and tooth brushing routines with increasing independence (turning taps on and off etc).

Pupils will be more independent in their dressing skills, such as fastening large buttons and putting on a coat fully.

- Cooking room: opportunities for children to participate in preparing healthy recipes, using tools and completing actions with more independence.
- Role-play: opportunities for fine-motor development necessary for self-help skills (dressing dolls, shop, hospital, beauty salon).
- Sensory eating group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.

Community/Specialist provision:

- SRE group for focused children in KS2: social stories relating to personal hygiene and preparing for periods
- Trips to the local café: opportunities to practise self-feeding in a different context.
- Trips to shops: opportunities to name, taste and buy different fruits and vegetables
- Community trips: opportunities to request and use the toilet in different environments



Relationships & Others

Pupils show an awareness of others in play, by beginning to copy actions or share resources. Pupils engage in role play, alongside adults and peers.

Pupils can engage in self-led play for an increasing duration, and are confident in expressing their likes and dislikes.

Pupils show affection towards people they care about, can turn-take for a sustained period, and wish to share their experiences with others.

Key Strategies and types of resources:

- Parallel play opportunities throughout the day (role play, cooperative games).
- A range of open-ended play opportunities available throughout the day (deconstructed role-play, heuristic play, sand and water play etc).
- Soft play: parallel play opportunities and shared games (throwing balls to a peer, taking turns through the tunnel).
- Outdoor play areas: parallel play opportunities and shared games (chase, hide and seek, follow the leader) · Role play: opportunities for parallel play (dressing dolls, shop, hospital, beauty salon).
- Movement: small group activities to encourage collaborative play and shared enjoyment with peers. · Music: small group activities to encourage collaborative play and shared enjoyment with peers. · Book corner: books containing photos of themselves, their peers and families, to encourage discussion about their relationships with others
- Use of role play room to promote real-world play.

Community/Specialist provision:

- SRE group for focused children in KS2: social stories relating to personal space and proximity and appropriate greetings
- Library: sharing stories, interacting with children in the community and talking about the emotions of characters.
- opportunities for children to engage in parallel play with children from an alternative setting.



Feelings, Behaviours & Morals

Pupils can follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns.

Pupils are able to express their emotions and have an awareness that their actions can hurt others.

Key Strategies and types of resources:

- Symbols for children to anticipate transitions around the school
- Sensory circuits throughout the day (soft play, outdoor play, calm room), with children being more active in requesting a break when needed.
- Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers)
- Social stories to support children in managing behaviours, and individualised to suit their needs (visiting the dentist, finishing an activity, sharing, how to deal with anger).
- Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately
- Heuristic play room- focus on tidying away, following instructions and sharing resources with peers.

Community/Specialist provision:

- Focused PSED group exploring different emotions (anger, sadness, fear) and explanations for these through role-play and social stories.
- Trips in the local community: opportunities for children to practise following familiar rules and routines in different contexts and environments (road safety, appropriate greetings).



<p>Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to... (include functional reasons for applying these skills)</p> <p>Self Care & Independence Pupils are able to complete more complex self care tasks, such as fastenings on clothing and chopping harder foods.</p> <p>Pupils understand and follow appropriate hygiene routines around hand washing and food preparation.</p> <p>Pupils have bladder and bowel control, and are</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> · Backward chaining for more complex tasks; (cutting an apple, peeling an orange, tying shoelaces) · Symbol sequencing boards for tasks with multiple steps (handwashing, toileting, following a simple recipe). · Role-play: opportunities for children to develop fine motor skills necessary for self-help tasks (dressing dolls with more complex fastenings, shop, hospital, beauty salon). · Swimming: opportunities to dress and undress independently and follow good personal hygiene (showering before and after swim, using deodorant or moisturiser). · Snack and dinner time: children to prepare snack by peeling and chopping fruits, preparing drinks, and laying table. Children to be encouraged to discuss healthy food choices. · Cooking: following simple recipes with visual support, showing good hygiene throughout the cooking process by washing hands, chopping a range of hard foods using adapted knives. <p>Community/Specialist provision:</p> <ul style="list-style-type: none"> · Community outings: showing good road safety awareness during transitions, and completing some simple,
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<p>able to use the toilet more consistently where appropriate.</p> <p>Pupils understand how to keep themselves safe in the community, and in different contexts.</p>	<p>functional tasks with reduced support (using a bus pass, buying shopping at the till, following a shopping list).</p> <ul style="list-style-type: none"> · opportunities for children to practise safe food preparation guidelines in a different context, and make healthy food choices. · SRE group for focused children in KS2: preparing for periods (role-play and sequencing the task).
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<p>Relationships & Others</p> <p>Pupils extend their play successfully to include other people and larger groups, and are able to initiate, turn-take and compromise in their play.</p> <p>Pupils are able to confidently ask for help when required.</p> <p>Pupils are able to discuss what they like about themselves, and other people.</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> · Parallel play opportunities throughout the day (role-play, cooperative games, team games). · A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy (deconstructed role-play, heuristic play, sand and water play etc). · Outdoor play areas: opportunities for children to initiate and lead team games with other peers (chase, hide and seek), opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). · Role-play: opportunities for children to initiate play with others (shop, hospital, beauty salon). · Sabotaged environments in which children are encouraged to ask for help. · PE: opportunities for team-based games and sports to encourage turn-taking and teamwork <p>Community/Specialist provision:</p> <ul style="list-style-type: none"> · opportunities for children to initiate and participate in play alongside peers with a similar level of play-skills. · SRE group for focused children in KS2: good/bad touch, appropriate greetings, and consolidating in the community with less familiar adults and children
<p>Feelings, Behaviours & Morals</p> <p>Pupils are able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool).</p> <p>Pupils can confidently discuss the feelings of themselves and others,</p>	<p>Key Strategies and types of resources:</p> <ul style="list-style-type: none"> · Outdoor play areas: opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). · Library/book corner: social stories involving characters with different emotions, for children to label and discuss. · Daily opportunities to carry out simple jobs, such as recycling, delivering messages to other classes, charging iPad, watering plants. <p>Role-play opportunities to explore feelings, boundaries and right/wrong (adults to model fair and unfair behaviours and encourage discussion of these concepts through play).</p>



and offer explanations for these feelings.

Pupils can recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult.

Community/Specialist provision:

- Community outings: following behavioural expectations in the library, shops, park etc with less support and more confidence.
- SRE group for focused children in KS2: stranger danger, and consolidating in the community with less familiar adults and children



Evidence of Learning

Pre-formal

Semi-formal

Formal



Improvement

KEY PRIORITY 1 PSED Branch Maps	KEY PRIORITY 2 PSED Teaching and learning	KEY PRIORITY 3 SRE curriculum	KEY PRIORITY 4 Community learning
1 To monitor PSED branch maps over the next 3 cycles.	2 To raise standards of teaching and learning in PSED across each phase of learning using new sow.	3 To ensure pupils on a person appropriate basis are accessing SRE.	4 To introduce community learning back into the curriculum post COVID19

Key Priority 1	PSED Branch Maps
	1 To monitor PSED branch maps over the next 3 cycles.
What will be the outcomes for the children?	<ul style="list-style-type: none"> Children's PSED progression will be monitored. Targeted interventions will be put in place for pupils identified in each phase of learning.

Tasks (what we will do to achieve these outcomes)	Who	When / How	Check
Ensure all pupils are assessed using Cherry garden branch map for PSED.	All teaching staff	Summer 22 - all pupils are assessed over 3 cycles to ensure we can show progression in PSED	LB
Through the LAMS'S ensure that pupils are monitored in PSED progression.	Phase leaders teaching staff	LAM meetings	LB
Targeted interventions for PSED where needed for identified pupils using the WEB log of incidents	Well being team Laura Birch	Summer 22 LAM meetings	LB



Key Priority 2	PSED Teaching and learning			
	To raise standards of teaching and learning in PSED across each phase of learning using new sow.			
What will be the outcomes for the children?	<ul style="list-style-type: none"> • PSED lessons are purposeful. • Children are engaged in personal learning. • Pupils have individual PSED targets. 			
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check	
Termly lesson observations and book/ tapestry looks.	LB	Termly Recorded on teacher tracker and book/ tapestry look proforma	LB	
Branch map targets and curriculum sow shared and embedded into planning	LB, All teachers	Summer 2022	LB	
Celebration of PSED through the ECHP targets in EHCP meetings	Laura Birch Teaching staff	All EHCP meeting.	LB, ST,OH	

Key Priority 3	KEY PRIORITY 3 SRHE curriculum			
	To ensure pupils on a person appropriate basis are accessing SRE.			
What will be the outcomes for the children?	<ul style="list-style-type: none"> • Children will receive SRHE education on a person appropriate basis. 			
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check	
Ensure SRHE policy is shared with all staff	Laura Birch	<ul style="list-style-type: none"> - November 2021 - Ihasco training - Cpoms log 	LB, NE	
Ensure staff are logging SRHE concerns on cpoms to the relevant staff	Laura Birch Olivia Hargreaves NickY Ellis	Staff CPD Cpom reporting log	LB, NE, OH	



Key Priority 4	KEY PRIORITY 4 Community learning		
	4 To introduce community learning back into the curriculum post COVID19		
What will be the outcomes for the children?	<ul style="list-style-type: none"> • Children's learning continues to be embedded outside of the classroom • Children access the wider community as part of the broad psed curriculum 		
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check
Community curriculum long term plan	Laura Birch	-Long term plan shared with all staff Survey for pupils readiness to access the community	LB
PSED long term plan evidences community learning	Laura Birch	SOw embedded Community learning targetgs	LB

