



# Personal, Social & Emotional Development (PSED) Curriculum Overview



## Whole School Intent

We **inspire** our pupils by providing the foundations for personal development; enabling them to develop their independence, self-esteem, social and community skills and to be able to keep themselves healthy and safe. They are encouraged to explore and manage their feelings and develop appropriate relationships with others. Pupils receive enhanced enrichment opportunities and memorable moments, such as educational visits and theme days within our school to develop their cultural capital.

We **nurture** our pupils by promoting social, moral, spiritual and cultural opportunities, as well as by valuing and celebrating their individuality. Staff ensure they are sensitive to the vulnerabilities and nurturing needs of all students and there is a strong emphasis on routines, with regular provisions of information about what would be next, especially when it veers from the routines. Opportunities provided are functional and purposeful to help develop curious life-long learners.

We **empower** our pupils by maximising their independence by supporting routines that can take a substantial amount of time such as personal care, eating and drinking, feeding, washing and bathing. Pupils respect other people and can distinguish right from wrong and are prepared for life in Modern Britain. We provide affirmation and associating engendering of students' sense of their own achievement, sharing the experiences of all children and young people.



# Personal, Social & Emotional Development (PSED) Curriculum Overview



## Implementation

We prioritise empowering our learners to cultivate essential personal care and independence knowledge & skills, always preserving their dignity, and nurturing a positive self-concept and sense of self-worth. This knowledge is refined through their daily personal care routines, closely aligned with their Personal Learning Goals (PLGs) that are thoughtfully integrated from their Education Health & Care Plans (EHCP).

Students are encouraged to enthusiastically participate in daily activities that foster their competence in every aspect of the curriculum. In the Early Years Foundation Stage (EYFS), children experience a dynamic blend of child-led and adult-led play-based learning. This approach introduces novel challenges that require persistence, resilience, emotional regulation, sharing, and relationship building.

Personal Social and Health Education (PSHE) is deliberately integrated into our curriculum, featuring a dedicated weekly lesson following the PSHE Association Framework. This curriculum is meticulously structured to align with thematic focuses each half term, catering to Key Stage 1-3 pupils.

For students in Key Stage 4-5, the Branch Curriculum equips them with pertinent knowledge and skills. Anchored in current local and national events, this curriculum ensures that students are well-prepared for the demands of modern life.

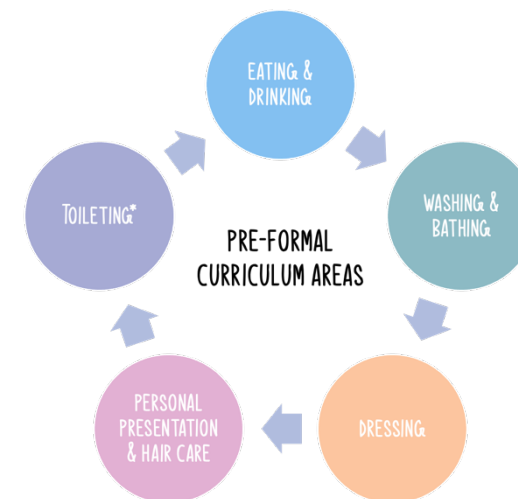
Our school's daily collective worship sessions and weekly assemblies serve as valuable platforms to enhance students' Cultural Capital knowledge. These sessions expose them to new and engaging themes while celebrating their achievements.

Furthermore, all our pupils actively participate in themed days designed around Social, Moral, Spiritual & Cultural (SMSC) values and Fundamental British Values (FBV), further enriching their educational experience.

Students actively engage in diverse off-site learning experiences, including visits to the local supermarket, outings to cafés, explorations of nearby natural reserves, visits to forestry centres, regular soft-play excursions, and the highly anticipated annual 14-19 department residential trip. These all offer students valuable opportunities to expand their mental models and enrich their comprehensive understanding in various real-world contexts.

## Pre-Formal

Our **Pre-Formal** pupils are provided with invaluable opportunities to develop knowledge of personal care and independence. The ability to exert one's independence is a basic human right, so it must be placed centrally within the curriculum. Independence can only be developed when the person has developed an understanding of themselves as a person who can perceive the world around them, develop their thinking about what they perceive and begin to communicate about their desires and choices. Independence is not the ability to conform but rather the ability to take control over the experiences that go on around them. This is vital for our pupils where they are likely to have limitations on their ability to be functionally independent in many areas. Pupils liable to be involved in activities that take a substantial amount of time, are about the most personal areas of self-care and are usually associated with the needs of children of an early age. Our curriculum makes time for these activities to take place but is designed to ensure that the pupil can develop the maximum amount of independence in these areas as possible. This may be physical independence skills but may also be the ability to communicate about these activities, to accept or decline, to request or to terminate.



The early developmental stages of self-care are also the ones that are likely to have the greatest impact on the family in terms of time and location. The more independent a pupil can become the more life possibilities and opportunities are available for them and their families. Our curriculum focuses on those activities, valuing them and giving them time to be achieved: Eating & Drinking, Dressing, Personal Care, Personal Presentation & Hair and Washing & Bathing.

**This comprehensive program focuses on the development of knowledge and skills in several key areas, allowing students to:**

- Become aware of events and actions that relevant to their personal care.
- Use their developing awareness to anticipate events.
- Willingly participate in activities or routines.
- Actively engage and co-operate with activities.
- Begin to use their motor ability to perform some skills independently.



# Personal, Social & Emotional Development (PSED) Curriculum Overview



The areas of learning are divided into the following areas:

- Eating and Drinking
- Washing and Bathing
- Dressing
- Personal presentation and hair care
- Toileting\*

This structured approach ensures that our students acquire vital life skills, enhancing their independence and overall well-being.

Eating and Drinking	Washing and bathing	Dressing	Personal presentation & hair care	Toileting *
Self-Help skills with eating and drinking  (Not applicable to non-eating pupils)	Self-Help skills with washing and bathing.	Independence skills  Dressing/undressing, choosing suitable clothes  Sequence & Pattern	Hair styles and tidiness  Face or skin care and creams and make-up, Nails  The way you dress	Individual to Cognitive skill level and physical abilities (see below)
<b>Scheme of Work (SoW) Themes</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Food texture and drinking /cup skills hierarchy.</li> <li><input type="checkbox"/> Acceptance of smells and tastes</li> <li><input type="checkbox"/> Dislike of smells and tastes.</li> <li><input type="checkbox"/> Show an awareness of food or drink related stimuli.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflexive response to stimulation.</li> <li><input type="checkbox"/> Show an awareness of washing and bathing activities.</li> <li><input type="checkbox"/> Be helpful when being washed or bathed.</li> <li><input type="checkbox"/> Hold and manipulate items or substances with some</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acceptance of stimuli during close contact and handling.</li> <li><input type="checkbox"/> Show awareness of being dressed and undressed.</li> <li><input type="checkbox"/> Be helpful when being undressed and dressed.</li> <li><input type="checkbox"/> Offer limbs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflexive response to physical touch.</li> <li><input type="checkbox"/> Show an awareness of grooming stimuli.</li> <li><input type="checkbox"/> Be helpful when being groomed -</li> <li><input type="checkbox"/> Offer hand or turn head.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>(*Toilet training. It is important to be aware that successful toilet training requires the ability to understand simple instructions and sit still for a few minutes. The pupil should also be able</i></li> </ul>



# Personal, Social & Emotional Development (PSED) Curriculum Overview



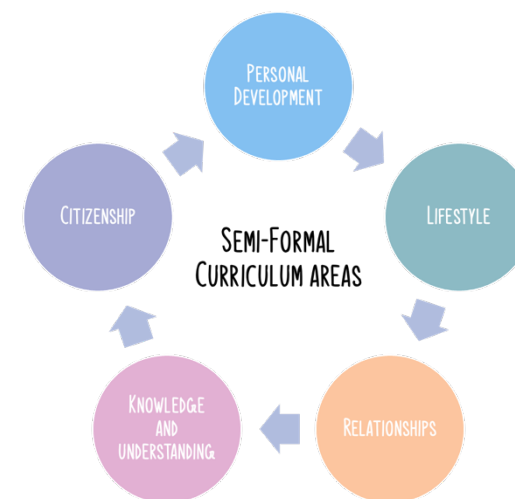
<ul style="list-style-type: none"><li><input type="checkbox"/> Be helpful when being fed-</li><li><input type="checkbox"/> Offer to open mouth or turn head.</li><li><input type="checkbox"/> Use hands to explore.</li><li><input type="checkbox"/> Use hands and mouth to explore.</li><li><input type="checkbox"/> To accept and cooperate with feeding process.</li><li><input type="checkbox"/> Aid eating and drinking by cooperating with process fully or manipulating utensils to feed self some food stuffs guided or independently holding.</li><li><input type="checkbox"/> <b>See SoW: Eating and Drinking</b></li></ul>	<p>independence.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> To accept and cooperate with washing and bathing processes.</li><li><input type="checkbox"/> Aid washing and bathing by cooperating with process fully or manipulating items i.e. cloth to clean self when guided.</li><li><input type="checkbox"/> Aid washing and bathing by cooperating with process by independently moving limbs and body parts in supporting the process.</li><li><input type="checkbox"/> <b>See SoW Washing and Bathing</b></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Finish taking off clothes once the process has been started by an adult.</li><li><input type="checkbox"/> Aid dressing by offering limbs or bending or stretching to aid the process.</li><li><input type="checkbox"/> To anticipate aspects within a sequence.</li><li><input type="checkbox"/> To show understanding of the process by completing sections of the sequence.</li><li><input type="checkbox"/> <b>See SoW Dressing</b></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Use hands to explore.</li><li><input type="checkbox"/> To accept and cooperate with grooming process.</li><li><input type="checkbox"/> Aid grooming by cooperating with process fully or manipulating items when guided or independently holding.</li><li><input type="checkbox"/> <b>See SoW Personal presentation and hair care</b></li></ul>	<p><i>to have enough physical control to hold his/her bladder for at least 1.5 hours. Toileting is therefore a separate area of learning and is implemented as a separate programme.</i></p>
---	---	---	--	--

## Semi-Formal

In our Semi-Formal stage, learners' knowledge is expanded and applied to various situations. Students are presented with opportunities to promote independence and self-esteem, while simultaneously broadening their social and community awareness, which is fundamental for daily life.

Students in the Semi-Formal stage continue to build upon their existing knowledge in the Pre-Formal areas, encompassing Eating & Drinking, Washing & Bathing, Dressing, Personal Presentation & Hair Care, and Toileting. This knowledge is particularly demanding as it requires students to apply these skills in diverse contexts, often needing support due to their physical disabilities. Nonetheless, mastery in these areas is crucial to ensure that all learners can develop into well-rounded individuals, striving for maximum independence.

Students are given time to acquire knowledge and construct robust mental models that facilitate their independence in these personal care domains. The ultimate goal is for them to generalise their knowledge and skills effectively into real-life, functional situations, promoting their autonomy and self-sufficiency.



### Development of knowledge and skills in this programme:

- Become aware of events and actions that relate to personal care
- Developing awareness to anticipate events
- Accept and take part in activities routines
- Begin to use their mobility to perform some skills independently
- To develop independence and personal care
- To develop self-confidence and awareness
- To explore and manage feelings
- To explore and manage behaviour encourage students to accept responsibility for their behaviour
- To develop an understanding of social rules



# Personal, Social & Emotional Development (PSED) Curriculum Overview



- To develop appropriate relationships with others
- To develop their self-knowledges, self-esteem and self-confidence
- To distinguish right from wrong and to respect the law of England
- To encourage self-respect for other people

The areas of learning are divided into the following areas:

Lifestyle	Personal Development	Relationships	Knowledge and Understanding	Citizenship
Healthy Lifestyles	Self -Awareness Changing and Growing	Self-Care, Support and Safety Managing Feelings	The World I Live In	The World I Live In
<b>Scheme of Work (SoW) themes</b>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Food/exercise-healthy choices</li> <li><input type="checkbox"/> Choosing</li> <li><input type="checkbox"/> Medicines and drugs</li> <li><input type="checkbox"/> Healthy exercise</li> <li><input type="checkbox"/> Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowing myself</li> <li><input type="checkbox"/> Ourselves</li> <li><input type="checkbox"/> Growing and changing</li> <li><input type="checkbox"/> Knowing how I am changing</li> <li><input type="checkbox"/> Respecting privacy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The people around me</li> <li><input type="checkbox"/> Friends</li> <li><input type="checkbox"/> My family</li> <li><input type="checkbox"/> Playing and learning together</li> <li><input type="checkbox"/> Safety in the community</li> <li><input type="checkbox"/> Respecting privacy (Links to citizenship)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Looking after our environment</li> <li><input type="checkbox"/> Special Days</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Belonging to groups</li> <li><input type="checkbox"/> Looking after our environment</li> <li><input type="checkbox"/> Being aware of my ability</li> <li><input type="checkbox"/> Communities</li> <li><input type="checkbox"/> Taking responsibility towards others</li> <li><input type="checkbox"/> Valuing money</li> <li><input type="checkbox"/> Rights and choices</li> <li><input type="checkbox"/> Special Days (Links to relationships)</li> </ul>