

## Long Term Mapping PSHCE ENGAGEMENT (PMLD) KS3-5

Lessons should stimulate student learning, by accessing elements of PSHCE through multi-sensory experiences and approaches. It is suitable for learners working between S1-S7, it can also be used with learners working at S8 as a bridge to more formal learning and engagement.

		Rolling Cycle (1 year)		
		Lesson provision to be split in two parts. Health & Wellbeing activities to continue throughout the year, supporting body awareness and emotional needs of students. Relationship topics split into 3 areas to rotate throughout the year, focussing on accessible and relevant areas of the PSHCE curriculum.		
<b>Autumn</b>	1	HEALTH AND WELLBEING MY BODY	HEALTH AND WELLBEING MY EMOTIONS	RELATIONSHIPS - FRIENDSHIP
	2			RELATIONSHIPS - FAMILY
<b>Spring</b>	1			RELATIONSHIPS - COMMUNITY
	2			RELATIONSHIPS - FRIENDSHIP
<b>Summer</b>	1			RELATIONSHIPS - FAMILY
	2			RELATIONSHIPS - COMMUNITY



**Medium Term Planning**  
**PSHCE ENGAGEMENT (PMLD) CURRICULUM KS3-5**

<b>Aspiration for Life</b>	Extend experience and tolerance of stimuli	<b>Language for Life</b>	Learning and developing ability to communicate with others	<b>Learning for Life</b>	Develop body and self-awareness	
<b>INTENT:</b> Provide learners with opportunities to develop skills in core areas relating to holistic development across the areas of personal, social, emotional and health care.	<b>HEALTH AND WELLBEING</b>			<b>RELATIONSHIPS</b>		
	<b>MY BODY</b>		<b>MY EMOTIONS</b>	<b>FRIENDS</b>	<b>FAMILY</b>	<b>COMMUNITY</b>
	<b>Autumn 1 - Summer2</b>		<b>Autumn 1- Summer 2</b>	<b>Autumn 1 &amp; Spring 2</b>	<b>Autumn 2 &amp; Summer 1</b>	<b>Spring 1 &amp; Summer 2</b>
	Extending experience of stimuli Extending tolerance of stimuli Encouraging body awareness		Understanding basic emotional responses	Who is my friend Building friendships Teamwork Being a good friend	My family Your family Roles within families	Respecting difference School community Transition
	<b>SUGGESTED RESOURCES</b>					
	TacPac   Jabadao   Auditory Stimuli   Visual Stimuli   Olfactory Stimuli   Taste Stimuli   Proprioceptive Stimuli   Vestibular Stimuli   Tactile Stimuli		Mindfulness resources (GoNoodle)   Eye-gaze grids   Emotive music   Emotion symbols   Specific sensory stories and dramas relating to emotional events	Photos   Turn taking activities	Photos   Soundclips	Cultural Sensory Stories   Classroom visits   Walkabouts   Community visits
	<b>COMMUNICATION</b>					
	<b>Accept or reject a stimulus</b> – through affective communication Select preferred stimulus – eye point, gesture, vocalise or activate switch, when presented with choice of two Request preferred stimulus – using eye-gaze or grid, vocalisation or physical selection					
	<b>(Implementation)</b>					
	The nature of the Engagement Curriculum means that students are delivered the same lesson over a 6 or 7 week period, with only minor alterations in delivery or presentation of resources in response to student learning. It is expected that students will demonstrate learning through anticipation, consistent responses and by communicating choices. In order for this to be monitored and to allow students to develop these skills lessons the below format is used; <b>Week 1</b> Introduction   Assessment <b>Week 2-3</b> Familiarisation <b>Week 4-6</b> Consolidation and Extension <b>Week 7:</b> Assessment					



# TOR VIEW