

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. NB: 2 lessons are taught each week (usually as a double) The equivalent of one lesson should focus on Health and Wellbeing and one on Relationships		
Autumn	1	HEALTH AND WELLBEING MY BODY	HEALTH AND WELLBEING MY EMOTIONS	RELATIONSHIPS - FRIENDSHIP
	2			RELATIONSHIPS - FAMILY
Spring	1			RELATIONSHIPS - COMMUNITY
	2			RELATIONSHIPS - FRIENDSHIP
Summer	1			RELATIONSHIPS - FAMILY
	2			RELATIONSHIPS - COMMUNITY



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

Aspiration for Life	Extend experience and tolerance of stimuli	Language for Life	Learning and developing ability to communicate with others	Learning for Life	Develop body and self-awareness
INTENT: Provide learners with opportunities to develop skills in core areas relating to holistic development across the areas of personal, social, emotional and health care.	HEALTH AND WELLBEING		RELATIONSHIPS		
	MY BODY	MY EMOTIONS	FRIENDS	FAMILY	COMMUNITY
	Continuous		Autumn 1 & Spring 2	Autumn 2 & Summer 1	Spring 1 & Summer 2
	Extending experience of stimuli Extending tolerance of stimuli Encouraging body awareness	Understanding basic emotional responses	Who is my friend Building friendships Teamwork <i>(linked to CEIAG Life Skills)</i> Being a good friend	My family Your family Roles within families	Respecting difference School community Transition <i>(linked to CEIAG)</i>
	SUGGESTED RESOURCES				
	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
	COMMUNICATION				
	Accept or reject a stimulus – 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				
	(Implementation)				
	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; Week 1 Introduction Assessment Week 2-3 Familiarisation Week 4-6 Consolidation and Extension Week 7: Assessment				