**Personal and Emotional Wellbeing – Pre-formal Curriculum**

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**Pre-Formal Curriculum**

**Intent - What are we trying to achieve through our curriculum?**

The Personal and Emotional Pre-Formal Pathway curriculum;

* acknowledges that learning for PMLD learners is best done holistically rather than as a series of separate skills and subject areas. All the parts of the curriculum are interconnected,
* acknowledges that the physical well-being of the pupil with PMLD is of paramount importance and therefore will take up a large percentage of curriculum time,
* recognises that the curriculum must be personalised. PMLD learners need to access highly intensive personalised learning, using specialised teaching and therapeutic approaches e.g. music therapy, adapted ELSA
* Such personalised learning approaches will aim to develop learners’ levels of engagement by finding out what motivates and engages them,
* acknowledge that staff should be mindful that learners with PMLD can pick up on the emotions and feelings of those around them, therefore it is paramount that staff are professional around learners at all times,
* acknowledges PMLD learners’ need for a high level of sensory stimulation and recognises that the senses therefore represent a major focus of the pre-formal curriculum
* acknowledges that staff should keep information on the sensory preferences/avoidances of learners with PMLD and any developments made in these,
* acknowledges the importance of the principle of “doing with” rather than “doing to” for PMLD learners and affirms our commitment to develop and support student voice perspectives.
* recognises the need to support learners with PMLD to have regular access to a variety of ACC, Makaton signs, symbols, body signing, language, gesture etc in order to maximise their capacity to communicate socially and express their emotions.
* recognises the opportunities the personal and emotional pre-formal curriculum gives to address *Quality of Life issues* for PMLD learners.

**Aims;**

We aim to;

* meet learner’s therapeutic and medical needs,
* build in sufficient time within the curriculum to meet these needs e.g. enabling learners to make positional changes safely.
* include warm, communicative and appropriate touch and physical contact as part of the curriculum for learners with PMLD,
* support and develop PMLD learners’ ability to accept and reject, saying “No” to adults and peers,
* include communication strategies like Intensive interaction as a means of developing the capacity for a learner with PMLD to lead and build a relationship with equality over time, gaining an awareness of self and other.
* understand each learner’s need to access fully supported, co-active or independent activity and physical participation,
* support learners with transitions within the school day, school term, school year, key stage and between settings and the period of time required to adapt to change. These are a key part of all learners’ lives that occur throughout life. The curriculum supports PMLD learners with transition harnessing the staffs’ deep and intimate knowledge of the learner to ensure that learners themselves can be as fully involved as possible – see Pupil Voice and Independence

**Curriculum Design;**

For learners from Year 2 onwards, the Pre-Formal Pathway curriculum for Personal and Emotional Well-being is informed by the EQUALS Pre-Formal Curriculum.

Other documents that inform our practice include works by Flo Longhorn, Richard Hurstwood, Joanna Grace, Penny Lacey, Dave Hewitt,

The Pre-Formal curriculum is already holistic -everything works through everything else. The classes and pupils following the Pre-Formal Curriculum pathway will however deliver some activities that reflect the Lower, Middle or Upper School Department cycle of termly classroom cross-curricular topics. This supports and enables PMLD pupils to actively participate in inclusive whole school activities.

**Implementation - How is our curriculum being delivered?**

**Curriculum Delivery**

Like other Pre-Formal curriculum areas, the Personal and Emotional Pre-Formal curriculum is delivered holistically rather than as a series of separate skills and subject areas.

**Curriculum Coverage**

PMLD learners in the Early Years Foundation Stage and Key Stage One follow the Early Years Curriculum Pathway working on outcomes for EYFS 0- 11 months and 8-20 months.

PMLD learners from Year 2 onwards will be supported with cognition and challenge through the content below.

|  |  |  |  |
| --- | --- | --- | --- |
| **PSHE Assessment Framework** | **Curriculum Content**  **What the learner is learning** | **What the adult working with the learner does** | **Enabling Responsive Environment**  **Learning Opportunities / What is provided –** |
| **Stage 1**  **Encounter**  **Awareness**  **Attention and response**  **Engagement** | **Making Relationships**   * To enjoys the company of others and seeks contact with others. * To focus on faces and copy facial movements. e.g. sticking out tongue, opening mouth and widening eyes. * to respond when talked to, * To recognise and be responsive to main carers, * to responds to what carer is paying attention to, e.g. follow their gaze. * To enjoy appropriate touch e.g. being held or massaged   **Managing feelings and behaviour**  • To enjoy appropriate physical and emotional comfort from trusted adults.  • To calm from being upset  • To develop a range of emotions such as pleasure, fear and  excitement.  • To respond to other people’s emotions,  **Self –confidence and self-awareness**   * To enjoy appropriate physical interactions e.g. tickling, massage   • To use voice, gesture, eye contact and facial expression to make contact with people and keep their attention. | Provide routines that are predictable and certain, to enable the learners to be secure. Gradually introduce the option of variation.  Adult allows time for spontaneous interactions (learner led).  The way in which the interaction is made inherently pleasurable – clear messages are given that the child is valued.  The adult must engage the learner in a way that is appropriate to each individual. | Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines Intensive Interaction  Musical Interaction  Communication Aids e.g. BigMack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE)  Sensory Cooking  Sensory Exploration – Tac Pac  Massage |
| **Stage 2**  **Participation**  **Involvement** | **Making Relationships**   * To gain attention in a variety of ways, drawing others   into social interaction.  • To build relationships with special people.  • To interacts with others and explore new situations when  supported by familiar person.  • To shows interest in the activities of others.  **Self –confidence and self-awareness**   * To learns that their own voice and actions have effects on others.   • To use pointing with eye gaze to make requests, and to share  an interest.  • To engages another person to help achieve a goal, e.g. to get an  object out of reach.  **Managing feelings and behaviour**   * To share feelings such as excitement or pleasure with a familiar adult * To develop ability to soothe themselves e.g. use a   comfort object.  • To cooperates with caregiving experiences, e.g. dressing.  • To begin to understand ‘yes’, ‘no’ and some boundaries. | Build on established routines.  Support learners to build a new routine.  Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time. Look for the learner deliberately making things happen in an everyday environment. | Use cues such as sound, music, smells, touch cues, Objects of Reference etc.to help with establishing these routines  Sensory Cooking  Sensory Exploration – Tac Pac  Massage  Intensive Interaction  Musical Interaction  Communication Aids e.g. BigMack  Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,  Language Activities E.g. Call and Response, Sensory Stories  Individualised Sensory Environment (ISE) |

**Impact - What difference is our curriculum making?**

Individual outcomes for learners in this curriculum area are set for each key stage through the learner’s Education, Health and Care Plan under Social and Emotional Wellbeing. Annual targets are set and broken into smaller steps on Timelines. Progress is recorded regularly using the Timelines. These are discussed and moderated on a termly basis at Progress meetings, Liaison meetings and reported on annually through the EHCP Annual Review.

The Engagement Model is being introduced into St Giles during 2020-21. It will be used alongside the existing planning, assessment and recording system.

From September 21 the school will:

* use the Engagement Model to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2,
* report to DfE which pupils are assessed using the engagement model for KS1 and KS2,
* report Engagement Model evidence relating to pupils’ achievements and progress as part of the annual Education and Health Care Review report for parents.

Learners working in Key Stage 4 and Key Stage 5 work towards awards that recognise their progress towards PSHE outcomes:

* Key stage 4 AQA Unit Awards
* Post 16 ASDAN Transition Challenge.