



PSHCE /RSE

Intent, Implementation, Impact:

Intent	Informal Implementation	Semi-Formal and Formal Learning Implementation	Impact
<p>To build a curriculum that equips learners to build and manage positive, respectful relationships.</p>	<ul style="list-style-type: none"> Intensive interaction to promote positive social interactions and develop the fundamentals of communication. Play based approach used in all areas through the use of enhanced continuous provision, adult led activities and Attention time. A variety of AAC (Alternative and Augmentative Communication) is used on an individual basis Developed through discussions with SaLT (Talking House) and parents. This can include objects of reference, symbols, communication books and apps. Social stories allow Learners to develop their understanding in managing their emotions and relationships. Staff model Social Communication and respond to all bids for interaction from Learners. Moving and handling trained staff. Safe systems of work in place PSHE association membership. Local authority support from Health and Wellbeing team. Restorative practice. Parental Support Workers 	<ul style="list-style-type: none"> Use social stories to allow Learners to improve their ability to manage positive, respectful relationships. Restorative practice used to build and repair. Staff trained in de-escalation techniques and how to manage relationships. Work experience placements and enterprise activities. 'You, Me and PSHE'. Behaviour Support Workers. Use of Parental Support Workers POLED (Police Education Input). Theraplay. Boys' and girls' groups. Community engagement opportunities – churches, businesses etc. High staffing ratios. Use of circles to ensure everyone has a voice. AAC (Alternative and Augmentative Communication). Local authority support from Health and Well-being Team. Input from Inclusion Nursing Team. Mental Aid First Aiders. Mind Mate. PSHE association membership. Learning to Love Curriculum. Learners have opportunity to share their experiences out of school on Facebook and Class Dojo. Use of restorative practice. 	<ul style="list-style-type: none"> Learners and the wider community feel welcome and are positively engaged with the life of the school. Destination data shows number of NEET learners below national average. Learners know how to manage relationships, keeping themselves and others safe including online and are able to transition effectively into their community. Learners know and trust professionals. They are confident to use learnt skills, language and other communication strategies to live healthy, happy and productive lives as active members of society. Whole school attendance is above the current average for special schools and /or rising to 92% Adults feel confident to deliver the curriculum and make timely adaptations in order to support Learners using a preventative principle, responding to feedback from Learners if required. Learners are respectful. They show tolerance and celebrate differences in themselves and other members of the community. Relationships and Health Education are compulsory in Primary Schools with an increased focus on risks such as drugs and alcohol. Relationships, Sex and Health Education delivered in line with statutory requirements. Well-being, resilience and character are developed alongside personal attributes, such as, kindness, integrity, generosity and honesty. Learners accept and engage with fundamental British Values
<p>Develop a curriculum that enables learners to communicate their views and opinions, developing their emotional wellbeing.</p>	<ul style="list-style-type: none"> Learners are supported to develop social communication through intensive interaction. Learners are supported to communicate wants through vocalisations, facial expressions, objects of reference, symbols, communication systems (such as iPad software), eye-pointing and reaching out. Staff know their Learners well and are able to interpret small changes in facial expression, vocalisations and body language to identify their feelings, wants and needs. Staff respond to all attempts to communicate or initiate interactions in a positive manner to reinforce that all communication is valuable and has impact. Teach Learners self-regulation techniques to help manage emotions. Learners follow daily routines through repetition, now and next boards and visual timetables. Use of restorative interventions to build relationships with others. Access to daily outdoor play/free play. Learners have access to Hydrotherapy, Physiotherapy and Re-bound. Learners are given opportunities to make independent choices throughout their day. Objects of reference are used for Learners to understand what is happening next. Use of emotion cards, allowing Learners opportunities label and understand their emotions and others. 	<ul style="list-style-type: none"> Learners are encouraged to share their ideas and opinions in daily circles. Learners learn to use different types of communication to be understood. e.g. PECs, Makaton, Sign-Language and Communication Aids. Learners are able to make their own food choices for lunch. Learners are able to join a variety of lunchtime clubs to build relationships out of the classroom. Learners are encouraged to participate in sporting events/festivals; developing a sense of fun and self-motivation in relation to physical activity and team work. Restorative practice is used to build relationships with others. Access to outdoor provisions and free-play. Learners have opportunity to share their experiences out of school on Facebook and Class Dojo. Use of restorative practice. 	<ul style="list-style-type: none"> Learners can communicate their feelings appropriately and seek support when needed from appropriate adults. Learners have the skills and tools to build resilience and overcome barriers. Learners understand their own strengths and weaknesses. Learners are able to make choices for their own well-being and self-esteem. Learners confidently attempt new challenges with increasing levels of independence. Learners have a safe and secure environment in which to learn.
<p>A curriculum which supports Learners to become active members of their community.</p>	<ul style="list-style-type: none"> Intensive interaction to promote positive social interactions and develop the fundamentals of communication to enable Learners to relate to and interact with members of their community. Links to local cricket club for weekly lunch trips for secondary Learners Termly MATP Challenge events with other CMLN classes across the city. Annual adapted cycling event inviting other Learners from the SILC to Farnley. Annual outdoor music festival involving Farnley academy music department and inviting other CMLN Learners from across West Yorkshire. Regular trips to the community to develop a range of transferrable skills. 	<ul style="list-style-type: none"> Learners are provided input from the Inclusion Nursing Team for their health and well-being. Within the SILC there is a named leader for mental health providing support for Learners. All teaching staff are provided with free access to PSHE association membership. Whole school embedded curriculum entitled Learning to Love. All staff are trained and use restorative practice to promote emotional and social support providing Learners with strategies to support their own mental health and equip them to advocate for themselves. The SILC has rich work experience placements and employer engagement events. There is a team of dedicated parental support workers who offer support and guidance to Learners and parents when needed. Regular visits and workshops from POLED (Police Education Input) are provided throughout school. As a whole school, community engagement opportunities are provided to local organisations to provide Learners opportunities to engage with a variety of establishments, for example, churches, businesses etc. Throughout the whole school, circles are used to ensure everyone has a voice and an opportunity to express their own thoughts and feelings. Staff are trained to provide and encourage learners to use and enjoy social stories. With Local authority support from Health and Well-being teams enables us to liaise and identify the best outcomes for Learners. Regular charity events are held to raise awareness and understanding of the wider community. Enterprise projects are promoted that enables Learners and staff to engage with the community project and events such as Compass House, Cabin Café, Craft fairs, etc. 	<ul style="list-style-type: none"> The implementation of a whole school curriculum supports Learners to become active members of their community within school and beyond. Learners have knowledge and understanding of the wider world which prepares them for adulthood. All Learners will have the capacity to become active members of the community, within school and beyond.