

# Baytree School PSHE Continuum

## GOLDEN THREADS – independence and communication

### Early Years Foundation Stage

*By the end of EYFS learners will have experienced, be working towards or be able to...*

**Prime areas:**

- Physical development
- Personal, social and emotional development
- Communication and language

**Physical development**

**Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others,
- Demonstrate strength, balance and coordination when playing,
- Move energetically, such as running, jumping, dancing, hopping, skipping and others.
- Moving and handling
- Being in control of their own bodies

**Personal, social and emotional development**

**ELG – self regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly,
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate,
- Give focused attention to what the teacher says, responding appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG – managing self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge,
- Explain the reasons for rules, know right from wrong and try to behave accordingly,
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods.

**ELG – building relationships**

- Work and play cooperatively and take turns with others,
- Form positive attachments to adults and friendships with peers,
- Show sensitivity to their own and other’s needs.

**Communication and language (total communication approach)**

**ELG – listening, attention and understanding**

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	<ul style="list-style-type: none"> <li>○ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions,</li> <li>○ Make comments about what they heard and ask questions to clarify their understanding,</li> <li>○ Hold conversation when engaged in back and forth exchanges with their teachers and peers.</li> </ul> <p><b>ELG – speaking</b></p> <ul style="list-style-type: none"> <li>○ Participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduced vocabulary,</li> <li>○ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,</li> <li>○ Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of the conjunctions, with modelling and support from their teacher.</li> </ul>
<p><b>Playing and exploring – engagement</b></p> <p><b>Active learning – motivation</b></p> <p><b>Creating and thinking critically – thinking</b></p>	<p><b>Playing and exploring</b> <i>children investigate and experience things, and 'have a go'.</i></p> <ul style="list-style-type: none"> <li>● Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>● Reach for and accept objects. Make choices and explore different resources and materials.</li> <li>● Plan and think and about how they will explore or play with objects.</li> <li>● Guide their own thinking and actions by talking to themselves while playing.</li> <li>● Make independent choices.</li> <li>● Bring their own interests and fascinations in school.</li> <li>● Respond to new experiences that you bring to their attention.</li> </ul> <p><b>Active learning</b> <i>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i></p> <ul style="list-style-type: none"> <li>● Participate in routines.</li> <li>● Being to predict sequences because they know routines.</li> <li>● Show goal directed behaviour.</li> <li>● Use a range of strategies to reach a goal they have set themselves.</li> <li>● Begin to correct their mistakes for themselves.</li> <li>● Keep on trying when something is difficult.</li> </ul> <p><b>Creating and thinking critically</b> <i>children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p> <ul style="list-style-type: none"> <li>● Take part in simple pretend play.</li> <li>● Review their progress as they try to achieve a goal.</li> <li>● Solve real problems.</li> <li>● Use pretend play to think about the 'here and now' and to understand another perspective.</li> <li>● Know more, so feel confident about coming up with their own ideas.</li> </ul>

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	<ul style="list-style-type: none"> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>
<b>Baytree School EYFS curriculum topics</b>	
Self-confidence and self-awareness Managing feelings and behaviour Making relationships Moving and handling Health and self-care People and communities	
<b>EYFS curriculum approaches</b>	
Busy bugs gym Outdoor play curriculum Play based curriculum Self-directed curriculum Peer to peer curriculum Social skills curriculum Sensory curriculum	

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<b>GOLDEN THREADS – independence and communication</b>			
<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<i>By the end of primary school, learners will have experienced, be working towards or be able to:</i>		<i>By the end of secondary school, learners will have experienced, be working towards or be able to:</i>	
<b>PSHE/RSHE Framework</b> Encountering-foundation-core-development-enrichment-enhancement			
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>○ things we are good at</li> <li>○ kind and unkind behaviours</li> <li>○ playing and working together</li> <li>○ people who are special to us</li> <li>○ getting on with others</li> </ul>		<b>Self-awareness</b> <ul style="list-style-type: none"> <li>○ personal strengths</li> <li>○ skills for learning</li> <li>○ prejudice and discrimination</li> <li>○ managing pressure</li> </ul>	
<b>Self-care, support and safety</b> <ul style="list-style-type: none"> <li>○ taking care of ourselves</li> <li>○ keeping safe</li> <li>○ trust</li> <li>○ keeping safe online</li> <li>○ public and private</li> </ul>		<b>Self-care, support and safety</b> <ul style="list-style-type: none"> <li>○ feeling unwell</li> <li>○ feeling frightened/worried</li> <li>○ accidents and risks</li> <li>○ keeping safe online</li> <li>○ emergency situations</li> <li>○ public and private</li> <li>○ gambling</li> </ul>	
<b>Managing feelings</b> <ul style="list-style-type: none"> <li>○ identifying and expressing feelings</li> <li>○ managing strong feelings</li> </ul>		<b>Managing feelings</b> <ul style="list-style-type: none"> <li>○ self-esteem and unkind comments</li> <li>○ strong feelings</li> <li>○ romantic feelings and sexual attraction</li> <li>○ expectations of relationships/abuse</li> </ul>	
<b>Changing and growing</b> <ul style="list-style-type: none"> <li>○ baby to adult</li> <li>○ changes at puberty</li> <li>○ dealing with touch</li> <li>○ different types of relationships</li> </ul>		<b>Changing and growing</b> <ul style="list-style-type: none"> <li>○ puberty</li> <li>○ friendship</li> <li>○ healthy and unhealthy relationship behaviour</li> <li>○ intimate relationships, consent and contraception</li> <li>○ long-term relationships/parenthood</li> </ul>	

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<p><b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>○ healthy eating</li> <li>○ taking care of physical health</li> <li>○ keeping well</li> </ul>	<p><b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>○ elements of healthy lifestyles</li> <li>○ mental wellbeing</li> <li>○ physical activity</li> <li>○ healthy eating</li> <li>○ body image</li> <li>○ medicine drugs</li> <li>○ drugs, alcohol and tobacco</li> </ul>
<p><b>The world I live in</b></p> <ul style="list-style-type: none"> <li>○ respecting differences between people</li> <li>○ jobs people do</li> <li>○ rules and laws</li> <li>○ taking care of the environment</li> <li>○ belonging to a community</li> </ul>	<p><b>The world I live in</b></p> <ul style="list-style-type: none"> <li>○ diversity/rights and responsibilities</li> <li>○ managing online information</li> <li>○ taking care of the environment</li> <li>○ preparing for adulthood</li> <li>○ managing finances</li> </ul>
<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"> <li>○ <i>science</i> – biology/human body/relationships/my body</li> <li>○ <i>physical education</i> – physio    KS2/3 – Forest School    KS4 – Duke of Edinburgh Bronze Award</li> <li>○ <i>ICT/e-safety</i> – keeping myself safe online</li> <li>○ Peer to peer learning opportunities</li> <li>○ Self-directed learning</li> <li>○ <i>Communication</i> – making choices, being in control</li> </ul>	

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## GOLDEN THREADS – independence and communication

### Post – 16

*By the end of POST 16 learners will have experienced, be working towards or be able to...*

	Year 12	Year 13	Year 14
<p><b>Preparation for adulthood</b></p> <ul style="list-style-type: none"> <li>○ Good health</li> <li>○ Employability</li> <li>○ Independent living skills</li> <li>○ Friends, relationships and community</li> </ul>	<p><b>Learners will continue to work on 'independence and communication' skills in post 16 and will use these in activities related to the preparation for adulthood objectives. Examples in each area could include:</b></p> <p><b>Good health</b> Young people are supported to manage their own health as they move into adulthood:</p> <ul style="list-style-type: none"> <li>○ Making healthy choices, accessing and using community leisure facilities,</li> </ul> <p><b>Employability</b> Young people are provided with a broad and stable careers programme following the SEND Gatsby Benchmarks:</p> <ul style="list-style-type: none"> <li>○ A stable careers programme</li> <li>○ Learning from career and labour market</li> <li>○ Addressing the needs of each pupil</li> <li>○ Linking curriculum learning to careers</li> <li>○ Encounters with employers and employees</li> <li>○ Experiences of workplaces</li> <li>○ Encounters with further education</li> <li>○ Personal guidance</li> </ul> <p><b>Independent living skills</b> Young people are offered advice and support to think about what they want for their future and where they want to live:</p> <ul style="list-style-type: none"> <li>○ Travel training, cooking, washing, shopping...</li> </ul> <p><b>Friends, relationships and community</b> Young people have opportunities to spend time with their peers outside of school or college. They are supported to maintain and develop friendships and relationships. They can access their community and feel safe:</p>		
<p><b>Equals – functional English and Maths</b></p>	<p><b>Functional English</b> Literacy for life and living: social sight and information. Literacy for life and leisure: signs including shopping and travel, using leisure facilities. Literacy for information: using a library, magazines and newspapers, bibliography and factual literacy</p>		

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	<p>Sharing information: letters and postcards, people and events          Creating an interest:          Literacy for the future: group discussions and debate, this is me and personal statements,  <b>Functional Maths</b>          Maths for the community          Maths for living          Maths in everyday life          Maths for the future          Maths for design</p>
<p><b>AQA – personalised accreditation</b>          Units of work following sensory or subject specific learning.</p> <p>Progressive personalised routes enable learners to develop key life skills and develop interests for post Baytree School.</p>	<p><b>Sensory learners</b>          Yearly completion of AQA units in independent living skills.</p> <p><b>Subject specific learners</b>          Yearly completion of AQA units in independent living skills.</p>
<p><b>PSD/health and wellbeing curriculum themes</b></p>	
<p style="text-align: center;"><b>Sensory - Health and well being</b></p> <p style="text-align: center;">             Healthy choices              Healthy relationships              Looking after myself              Different people in my life              Living in a diverse society              Being a member of a community              Being me              The local community              Emotions              My body (incorporating relationships and sex education)         </p>	<p style="text-align: center;"><b>Subject specific – PSD</b></p> <p style="text-align: center;">             Healthy choices              Internet safety              Healthy relationships              Relationships and responsibilities              Living in a diverse society              Economic well being              Personal safety at home              Personal safety in the community              Healthy living              Emotions              Relationships and sex education         </p>
<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"> <li>○ <i>Physical</i> – physio, hydro, community exercise</li> <li>○ <i>Health and leisure</i> – using leisure facilities/gyms/swimming pools</li> <li>○ <i>Community champions</i> – actively taking a role in being part of their immediate and wider community, mini-enterprise, running a local shop selling products made by young people</li> </ul>	

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- *Careers* – work placements (sheltered and independent), work experience personalised to their future interests, workplace encounters, careers meetings, what does my future look like,
- *Online safety* – keeping myself safe online, internet shopping,
- *Trusted relationships* – taught through the relationships and sex education curriculum
- Travel training, independent living skills
- *College links* – 1 day a week link programme at Weston College



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EYFS	KS1	KS2	KS3	KS4	Post-16
					
<b>Therapies</b>	<ul style="list-style-type: none"> <li>○ Play,</li> <li>○ Intensive interaction,</li> <li>○ drama,</li> <li>○ sensory OT,</li> <li>○ physio,</li> <li>○ rebound,</li> <li>○ occupational therapy,</li> <li>○ CAMHs,</li> <li>○ speech and language,</li> <li>○ behaviour</li> <li>○ sensory therapeutic curriculum and explorative curriculum</li> <li>○ intervention sessions</li> </ul> <p><i>these therapies are bespoke to the individual or as part of small group work.</i></p>				
<b>Sensory processing</b>	<ul style="list-style-type: none"> <li>○ Personalised sensory diets</li> <li>○ sensory circuits</li> <li>○ sensory enabling environments,</li> <li>○ sensory safe play spaces</li> <li>○ adapted classroom spaces</li> <li>○ sensory OT specific learner programmes</li> </ul>				
<b>PROACTSCIPr-UK</b>	Behaviour support programme/training to support and enable learners to manage their own behaviour				
<b>Life skills</b>	<ul style="list-style-type: none"> <li>○ eating and drinking</li> <li>○ toileting</li> <li>○ dressing/undressing</li> <li>○ brushing teeth</li> <li>○ travel training</li> <li>○ accessing different community settings</li> <li>○ Cooking</li> <li>○ Cleaning</li> </ul>				



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- School life skills flat