



## PSHE for the Inspire Curriculum Pathway

Wilson Stuart School

A Special Academy



### **Rationale:**

Through the Inspire Pathway, we aim to ensure that our students are safe, healthy and prepared for life's opportunities. PSHE strands are covered holistically throughout the PMLD curriculum at a level to suit our learners understanding of the topics required. All learners are given time and opportunity to experience spiritual experiences related to their own and other cultures and have time to possibly reflect.

## PSHE Curriculum for Inspire Pathway

Intent	Implementation	Impact
<p>The curriculum that is offered through the Inspire Pathway:</p> <ul style="list-style-type: none"> <li>• Will develop the students' self-awareness</li> <li>• Will inform students and their supportive adults about self-care, support and safety</li> <li>• Will enable students to express their feelings</li> <li>• Will inform students and their supportive adults about leading a healthy lifestyle.</li> <li>• Will inspire students to live and access the wider world in confidence</li> </ul>	<p>We achieve our intentions by:</p> <p><b>Changing and growing</b> (CG1 Baby to adult / CG2 Changes at Puberty / CG3 Dealing with touch)</p> <ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Story Massage</li> <li>• Physibods</li> <li>• TACPAC</li> <li>• Sherborne</li> <li>• Creating a responsive environments to the learners communications and needs</li> <li>• Terminology used in relation to body parts and respect for privacy shown during personal care / routines</li> <li>• Acknowledgement of changes in the learner as they develop and grow</li> <li>• Understand their bodies – openly discussed with learners.</li> </ul> <p><b>Managing Feelings</b> (MF1 Identifying and expressing feelings / MF2 Managing strong feelings)</p> <ul style="list-style-type: none"> <li>• Creating a responsive environments to the learners communications and needs</li> <li>• Story sharing – emotional tracing</li> <li>• Choosing feelings from symbols / pod book / switches</li> <li>• Making own choices / more or no more</li> <li>• Calming techniques that are child specific</li> <li>• Intensive interaction – facial expressions</li> <li>• Sounds of intent – exploring emotions through music</li> <li>• Self-regulation and soothing when distressed</li> </ul>	<p>The impact of the Inspire pathway provision is demonstrated through:</p> <ul style="list-style-type: none"> <li>• The development of students who are safe, healthy and prepared for life through the support of informed adults.</li> </ul>

- Naming emotions
- Hang out / holding the space
- Meditation, mindfulness and yoga
- Massage stories
- Being in nature / nature walks / forest school
- play

### **Self-care support and Safety**

(SSS1 Taking care of ourselves / SSS2 Keeping Safe / SSS3 Trust / SSS4 Keeping Safe online / SSS5 Public & Private)

- Routines are extremely important as they offer safety for our learners
- Developing positive relationships with attentive staff is essential for our learners to feel safe.
- Routines with bathroom staff
- Using tassels to make learner aware of what is happening
- Positioning mirrors to develop self-awareness
- Musical cues
- Opportunities to develop independence
- Being aware and reacting to familiar adults
- Intensive interaction
- Sensory stories relating to emergency services
- Recognition games for photos / sounds of familiar people
- Clean up and washing hands after sensory activities
- Foot spa
- Massage

### **Self-Awareness**

(SA1 Things we are good at / SA2 Kind and unkind behaviours / SA3 Playing & Working Together / SA4

People who are special to us / SA5 Getting on with others)

- Story Sharing
- Step by step switch home
- Acknowledge and react to learners feelings
- Musical cues for activities
- Turn taking in games and activities
- Intensive Interaction
- Communication massage
- TACPAC
- Yoga
- Hanging out / community activities
- Communication passports
- Mirror positioned for self-awareness
- Body awareness
- Play

### **Healthy Lifestyles**

(HL1 Healthy eating / HL2 Taking care of physical health / HL3 Keeping Well)

- Cooking skills
- Creating responsive environments
- Physical 45
- Yoga
- Mindfulness
- Sensology (foods)
- Forest school – nature walks
- Swimming
- Personal care – bathroom, teeth cleaning, handwashing, hair brushing, dressing / coats
- Eating and drinking safely following guidance from speech and language

### **The World I Live In**

(WILI1 Respecting differences between people / WILI2 Jobs people do / WILI3 Rules and Laws / WILI4

Taking care of the environment / WIL15 Belonging to a community / WIL16 Money)

- React to familiar adults in school (nurse, physio, care staff etc)
- Creating responsive environments
- Routines
- Forest school
- Story sharing
- Sensory story
- Communication stories
- Total communication approaches
- Trips to the community
- Community activities with other classes
- Hanging out programme