

Elm Pathway Semi-Formal PSHE Curriculum Map

N.B. Objectives are progressively challenging, so higher number = greater complexity and all pupils may not access all elements

Self-Awareness			
Aware of self as different than others		Links to ER&W and CISS AoLs	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
- Recognise that we are separate to others; recognise self in images/recognise own name. - Recognise that there is self and there are others. - Be able to show some ways in which we are different & similar to others - Respond to teaching & resources about the ways in which we are special. - Respond to teaching & resources about things that belong to us. - Recognise some ways in which others help & care for us - Recognise good/ bad choices and that we can ask for support to regulate	Routine activity: - Morning circle time – being part of a class group - Responding to own name when called - Children recognising own photo during self-register - Finding own belongings such as coat, shoes, bag - Working on Oaklands Learning Powers - Celebrating success and achievements - Helper of the Day, snack time etc. - TEACCH/PECS Working towards - Golden Time		
Understanding Happy & Sad		Links to ER&W and CISS AoLs	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
- Respond to teaching & resources about what feeling happy or sad means - Respond to teaching & resources about what happiness/ anger are and what being happy/ angry feels like - Children can show trusted adults their feelings (happy/sad) and ask for help (co-regulation strategies)/ Be able to use the SoSafe! 'Help Page' to ask for help - Respond to teaching & resources about different feelings we or others may experience - Demonstrate positive ways we could let others know how we are feeling	Routine activity: - Working on Oaklands Learning Powers - Morning circle time – being part of a class group Teachable moments: - Adult to explicitly model language, Makaton sign or with visual aide to describe child's behaviour as they 'help' you or describe child's behaviour as you 'help' them.	SoSafe! Manual p.57 – Stage 1/Step 1.C Help & Help A lot SoSafe! Manual p.63 Stage 1/Step 1.H Happy & 1.I Sad/Hurt – use as reference *pathway to use CiP happy/sad visuals	Explore 'Help' visual/Makaton sign and learn this together – PPT resource Discrete lessons about feelings in others and how our actions affect them, bullying both face to face and online

2. Recognise that other people can think & feel differently to us about something a) Respond to teaching & resources about bullying	○ Explore songs and rhymes about 'helping' or make up songs to describe action for example, <i>'This is the way we help to clean, help to clean, help to clean, this is the way we help to clean when we've finished eating'</i>. ○ PECS phase 4 – requesting 'help' independently using 'I want' sentence strip ○ Critical communication skills – asking for a break and help ○ Model language to support children to recognise and respond to their emotions 'I can see you are crying, you feel upset.' 'I see you are angry because.....' ○ Visuals to support understanding when to be 'kind', use of 'kind hands' ○ Visual support personalised to child that can be used at school and home		
---	---	--	--

Engaging with others & Behaviours for Learning- next step from *Understanding happy & sad*

Links to ER&W and CISS AoLs

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to an adult modelling how we can show we are ready to participate in an activity 'good sitting; good listening' etc. a) Respond to 'taking turns' as modelled by both adults and peers b) Demonstrate being alert and ready to listen and learn c) Recognise when they show one of the Oaklands' Learning Powers d) Celebrate their own learning 2. Identify what makes us happy at play & work; identify what can make us unhappy a) Understand that we can ask for help with our feelings b) Demonstrate that they can recognise when they need support & ask for it c) Recognise that behaviour which hurts others on the outside (their bodies) or on the inside (their feelings) is wrong d) Demonstrate an awareness of what bullying is and how to get help 3. Demonstrate the ability to work with others	Routine activity: ○ Working on Oaklands Learning Powers ○ TEACCH/PECS Working towards Golden Time Teachable moments: ○ Behaviour for learning visuals reinforced throughout the day and to start each session (good sitting, looking, listening) ○ Attention Autism - refer to Progression in Skills documents for micro steps of progression ○ Intensive Interaction – early stages of 'turn taking' ○ Play Interaction – turn taking, sharing a space and sharing a resource ○ Turn taking/sharing equipment during sensory play and child led play opportunities ○ Engagement Model ○ Adults modelling good language, catching the children showing good behaviour for learning, Well done... you are doing good sitting		

	○ Adult to explicitly model language, Makaton sign or with visual aide to describe child's behaviour as they 'help' you or describe child's behaviour as you 'help' them. ○ Model language to support children to recognise and respond to their emotions 'I can see you are crying, you feel upset.' 'I see you are angry because.....' ○ PECS phase 4 – requesting 'help' independently using 'I want sentence strip ○ Critical communication skills – asking for a break and help		
--	---	--	--

People who are special to us

Links to ER&W and CISS AoLs as well as RE sessions

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Understand who is in our family/ our carers a) Identify people who are special to us b) Identify what makes those people special to us c) Demonstrate an awareness of how to thank those who help us 2. Respond to teaching & resources about the people who look after us a) Identify how people care for us, including family	Teachable moments: ○ Book sharing opportunities ○ Small world play – house, people ○ Sharing photos from home ○ Adults sharing photos pf people that are special to them, and explaining why ○ Writing cards at special times, such as Christmas, Eid, Diwali, Mothers' and Fathers' Day, to say thank you to those who care for us.	People & Relationships Book (PRB) – Page 6 family	1 to 1 opportunity to look through PRB book. This can be built into book sharing sessions throughout the week.

Self-Care, Support & Safety

Taking care of ourselves & keeping safe

Links to ER&W, S&EE and CISS AoLs

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to behaviour cues/visuals- <i>Wait; kind hands</i> etc. 2. Respond to teaching & resources about the adults who help to keep us safe. a) Identify the people who look after us and help us to take care of ourselves b) Be able to use 'Help Page' – SoSafe! c) Demonstrate willingness to care for others (including pets)	Teachable Moments: ○ Makaton signs/ CiP visuals – wait, stop, my turn, kind hands during play activities ○ Animal care ○ Safety across the curriculum – cooking curriculum. PE sessions, Outdoor Learning,, ICT sessions/ iPad use, Spinney Sessions ○	People & Relationship Book (PRB) - Page 2 ok helpers Page 4 private helpers Page 6 family	1 to 1 opportunity to look through PRB book. This can be built into book sharing sessions throughout the week. Road safety lessons at every given opportunity

3. Respond to teaching & resources about things that belong to us a) Identify and recognise some personal belongings b) Be able to collect or pick out our own possessions c) Demonstrate an awareness of the need to look after our own things 6. Demonstrate some understanding about public safety- crossing roads etc. a) Be able to follow some simple safety rules	- Reminders of when they touch things that are not theirs. - Road safety reminders at home time in the car park. - Road safety reminders before and during trips outside of school. Routine activity: - Developing independence – children putting away and collecting personal belongings such as coat, bag, snack box, nappy - Identifying own belongings at key times of the day – finding their own shoes, socks, coats, PE kits - Adults commenting when they have seen somebody being safe, keeping themselves safe or using something safely. - Tidy up time and transitions.		but also as stand-alone, before a trip can be safely planned with new children. Online safety sessions, linking to Online Safety Curriculum
--	---	--	---

Public and Private, includes passive consent/ introduction to YES YES OK

Links to ER&W and CISS AoLs

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to teaching & resources about what is meant by the word 'public' and 'private' a) Recognise through visuals 'private' and 'public' places in the classroom and around school (changing area) b) Understand that some activities must be in private (might include self-stimulation where appropriate) 2. Respond to adult prompting of the names for body parts a) Begin to understand what are public & private body parts b) Recognise correct vocabulary for some parts of the body including genitalia 3. Begin to give consent during activities when asked by trusted adult 4. Respond to Yes Yes Ok cues given by trusted adult 5. Understand the OK/NOT OK concept 6. Understand who is a private helper	Teachable moment: - Match objects of reference/visual when visiting toilet for personal care needs - Explore 'public' and 'private' visuals/symbols in a range of sensory play activities TACPAC <i>Adult to give consent at the start of session using visual aide. If child consents 'no TACPAC' – child can explore equipment and music. Adult can model props on self until child is ready to accept (consents yes)</i> Naming and showing public parts of the body using visual and self– touch on arm, leg, head, foot. 'I can touch your arm. This is public'. 'I can see your leg. This is public'. - Songs and rhymes naming body parts.	SoSafe! Manual p.55 Stage 1/Step 1.A Private and Public Parts of the Body SoSafe! Manual p.56 Stage 1/Step 1.B Private and Public Places/Private Things SoSafe! Manual p.60 Stage 1/Step 1.F OK/NOT OK – use as reference SoSafe! Manual p.61 Stage 1/Step 1.G Consent – use as reference	Online safety sessions, linking to Online Safety Curriculum

7. Identify trusted adults in school 8. Use the Help page & other means to get support when needed at school See also E Safety curriculum	○ Role-play with dolls – dressing & undressing, symbols of public/private on doll body parts ○ Book sharing sessions ○ Point out ‘public’ ‘private’ visuals/symbols around school environment Routine Activity: Through modelling language and visual support adults will support children to understand that: ○ ‘Our classroom is a public place’. ○ ‘The toilet area is ‘private’. <i>We close the door to make it a ‘private’ place for changing, toileting, adjusting clothing.</i> ○ ‘Wash hands at the sink. This is public’. ○ Makaton signs for ‘yes’ & ‘no’ through daily activities; expressing ‘yes, I like it’ ‘no, I don’t like it’ when exploring all senses.	SoSafe! Manual p.187- social story on consent – use as reference	
---	--	--	--

Giving consent for touch – active informed consent		Links to ER&W and CISS AoIs	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1) Respond to teaching & resources about different kinds of daily physical contact we experience 2) Respond to adult modelling/use of visuals for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us a) Develop understanding of feeling and signs that we are not OK with something-see STAR Toolkit resources- opportunity to make links to E Safety curriculum b) Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched including Help card 3) Understand that some people are OK helpers but others cannot touch us if not OK helpers 4) Use Ok/ Not Ok or Yes Yes OK Core skill: Be able to use Help card in SoSafe!!	Teachable moment: ○ See ‘public’ & ‘private’ section Routine Activity: ○ See ‘public’ & ‘private’ section	SoSafe! Manual p.60 Stage 1/Step 1.F OK/NOT OK – use as reference SoSafe! Manual p.61 Stage 1/Step 1.G Consent – use as reference SoSafe! Manual p.187- social story on consent People & Relationship Book (PRB) - Page 2 ok helpers	1 to 1 opportunity to look through PRB book. This can be built into book sharing sessions throughout the week.

Relationships & co- and self-regulation – <i>building on self-awareness</i>			
Identifying and expressing feelings		Links to ER&W and CISS AoLs	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories

This section builds on <i>Understanding happy & Sad</i> for those children who can access it so content is suggested knowledge, and hierarchical in complexity. These skills build up self-awareness in relation to positive behaviour choices & action 1. Respond to stimuli about different emotions. 2. Identify things that make us feel happy 3. Identify things that may make us cry/feel sad 4. Recognise that other people have emotions 5. Identify that other people may have different feelings to us 6. Respond to stimuli which depicts facial expressions representing different emotions/feelings. 7. Accept trusted adult's support to co-regulate 8. Use personalised visuals to get help or let a trusted adult know how they feel 9. Accept trusted adult's support to co-regulate 10. Use personalised visuals to get help or let a trusted adult know how they feel / use SoSafe! Help page 11. Show an adult that you need support to co-regulate 12. Choose a self-regulation/ co-regulation aid	Teachable moment: ○ Teaching recognition of symbols through songs and rhymes, sensory play activities, play interaction ○ See 'understanding happy & sad' section	SoSafe! Manual p.63 Stage 1/Step 1.H Happy Stage 1/Step 1.I Sad/Hurt – use as reference	
Managing routines & changes in my routine Links to ER&W and CISS AoLs			
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to visual cues/ sound cues about familiar routines 2. Actively show a response to a transition or routine 3. Begin to interact with visual timetables 4. Respond to teaching & resources about what we mean by a surprise/changes to environment and activities 5. Adapt to and accept unprepared changes/ surprises	Routine activities: ○ Use of classroom visual timetable and objects of reference where appropriate (<i>photo visual with symbol representation included</i>). ○ Use of auditory cues for transition of activities ○ Model language 'first' 'then' to structure routine activities. ○ Support children to understand visuals for 'special activity' or 'surprise' and accept this change to routines.		Social Story – parents splitting up
Understanding physical changes including puberty Links to ER&W, S&EE and CISS AoLs			
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories

1. Respond to teaching & resources about babies, what they look like and how they behave 2. Support children to develop independently with toileting (from recognising need and bringing own equipment to full self-toileting) 3. Support children to cope with body changes associated with puberty and seek appropriate help 4. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate) 5. Accept support if menstruating 6. Self-manage menstruation (Reinforce public/ private concepts if children are self-stimulating)	Teachable moments: ○ Through visuals and objects of reference, adults to support children to carry personal belongings for changing (nappy) ○ Children who are toilet trained should be encouraged to request or exchange a symbol for 'toilet' or 'I want toilet' sentence strip. ○ Adult to model use of consent visual to support personal care needs.	SoSafe! Manual p.60 Stage 1/Step 1.F OK/NOT OK – use as reference SoSafe! Manual p.61 Stage 1/Step 1.G Consent – use as reference SoSafe! Manual p.187- social story on consent People & Relationship Book (PRB) - Page 2 ok helpers	Social Story – having a baby Social Story – starting periods Social Story – Wiping your bottom
---	--	---	--

Understanding different types of relationship

Links to ER&W, S&EE and CISS AoLs

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Identify the people in your own family/ in your house 2. Respond to teaching & resources about some of the different kinds of relationships there are within families 3. Identify the people in your own family 4. Recognise there are different types of families- LGBT inclusion 5. Recognise the concepts of helpers and friends	Teachable Moments: ○ Book sharing opportunities ○ Adults to model language and encourage children to explore symbols from 'Talk Touch Triangle' (<i>up to 'other people I know' only</i>) – 'talk,' 'shake,' 'helping hand' and 'like' can be explored during sensory play activities, play interaction sessions and child-initiated play opportunities. ○ Use of consent visual for 'hand shake'	People & Relationship Book Page 2 ok helpers Page 4 private helpers Page 6 family SoSafe! Manual p. 27-30 Talk Touch Triangle	Social Story – parents splitting up Forever Star Book Study

Healthy Lifestyles

Healthy Eating

Links to PD and S&EE AoLs

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
-------------------------------------	--	---------	--

1. Respond to adult modelling/sensory stimuli about healthy diets 2. Identify foods that we like and dislike to eat 3. Make choices for healthy foods/snacks 4. Participate in the Oaklands Cookery Curriculum	Teachable moment: ○ Teaching recognition of symbols for 'yes' 'no' 'I like it' 'I don't like it' when exploring all senses ○ Using all senses to explore new foods and build tolerance during snack time, lunch, sensory play activities and cookery sessions.		
---	--	--	--

Taking care of our health/Exercise & fitness			Links to PD and S&EE AoLs
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to adult modelling/ teaching & resources about ways we take care of our physical bodies 2. Be active in taking care of our bodies, e.g. handwashing; teeth brushing 3. Develop an understanding of choosing appropriate clothing for different types of weather (e.g. sun safety) 4. Take an active part in outdoor learning & PE sessions 5. Begin to understand how moving our bodies makes us healthy 6. Understand that we need regular exercise to stay healthy	Routine activities: ○ Handwashing routines ○ Face washing/hair brushing routines ○ Daily teeth brushing opportunities - develop independence and follow a simple sequence for brushing teeth. ○ Explore weather through 'Weather Bear' circle time activity. Support children to choose and dress appropriately for different types of weather. ○ Daily aerobics and circuit sessions. ○ Encouraging children to actively explore the outdoor space independently and through adult led activities. ○ Spinney sessions – child-initiated play and participation in small group activities within a different environment. ○		
Managing feeling ill or being in pain- <i>building on asking for help</i>			Links to ERW, CISS and S&EE AoLs
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Show awareness of their own pain and how to get 'help'	Teachable moments:	SoSafe! Manual p.57 –	

2. Respond to teaching & resources about the people who help us when we are feeling unwell. 3. Demonstrate that they can tell someone when feeling ill, uncomfortable, or are in pain. 4. Accept medicine/ treatment to help us get better 5. Understand that medicine/ treatment will be given to us by a nurse or doctor (or by the parent/carer looking after us)	- Adult to explicitly model requests as you 'help' them. - PECS phase 4 – requesting 'help' independently using 'I want' sentence strip - Model language to support children to recognise and respond to their emotions 'I can see you are crying, you feel upset/tired.' 'I can see you feel pain from hurting your knee' - Role play doctors/nurses to build tolerance to equipment and be able to recognise medicine bottles etc. - Sing songs and rhymes such as 'Miss Polly' - Book sharing opportunities	Stage 1/Step 1.C Help & Help A lot People & Relationship Book (PRB) - Page 2 ok helpers	
---	---	--	--

The World I live in – building on self-awareness & understanding relationships

Respecting differences between people		Links to ER&W and CISS AoLs	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to teaching & resources about the physical differences between people a) Show awareness of differences and similarities between people (including OK helpers) 2. Join in with different faiths & traditions learning & celebrations 3. Respond to teaching about the different groups we belong to (family, clubs, class in school, faith) a) Identify some different groups that we may belong to (family, school, clubs, faith)	Teachable moments: Book sharing opportunities	SoSafe! Manual p.66 Stage 1/step1.L OK Helpers People & Relationship Book (PRB) - Page 2 ok helpers	1 to 1 opportunity to look through PRB book. This can be built into book sharing sessions throughout the week.
Jobs people do		Links to ER&W and CISS AoLs	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories

1. Respond to teaching & resources about the different jobs adults in school & other places do 2. Identify people who do different jobs e.g. family members/ adults in school 3. Understand different jobs in the wider community, including emergency services 4. Join in with celebrations and roleplays of work 5. Understand the concept of helper a) Be a helper in school 6. Understand how to get help from official helpers/ emergency services 7. Understand what skills & qualities different jobs need a) Be able to share a job aspiration	Teachable moments: ○ Match objects of reference/visual when visiting office area – take register, collect fruits ○ Adult to explicitly model language, Makaton sign or with visual aide to describe child's behaviour as they 'help' you or describe child's behaviour as you 'help' them. ○ Role play area – visuals, prop and costumes of jobs people do	SoSafe! Manual p.57 – Stage 1/Step 1.C Help & Help A lot	
Rules & Laws- <i>Building on understanding routines</i>		Links to Fundamental Human Values and ER&W AoL	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to teaching or adult modelling about Oaklands' Behaviours for Learning, routines & Learning Powers 2. Understand and follow Oaklands' Behaviours for Learning and routines 3. Anticipate routines/ transitions when given cues 4. Understand why Behaviours for Learning & Learning Powers help us to learn 5. Understand what rules are & why we need them in games & life Core skill: Understand rules within SoSafe! about touch & consent	Teachable moments: ○ Behaviour for learning visuals reinforced throughout the day and to start each session (good sitting, looking, listening) ○ Use of classroom visual timetable and objects of reference where appropriate (<i>photo visual with symbol representation included</i>). ○ Use of auditory cues for transition of activities ○ Model language 'first' 'then' to structure routine activities.		Social Story – Winning and losing Social Story – lining up
Taking care of the environment - <i>building on self-care skills</i>		Links to S&EE AoL	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Respond to modelling of the ways in which we care for our classroom and resources 2. Begin to tidy and take care of our own and others resources in school	Routine activities: ○ Children encouraged to clear table after eating		

3. Actively participate in gardening sessions 4. Respond to visuals and learning about different pets people have and ways of caring for them 5. Demonstrate care for others, the school and animals	- Children encouraged to tidy away toys, and help to pick up equipment when in class and outdoors. Teachable moments: - Opportunities for children to observe what small animals do – school guinea pigs. With adult support, children learn rules for handling small animals; gentle hands, quiet voice, wash hands after handling		
Money Links to Maths & I&LS AoL			
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
1. Recognise the concept & some uses of money 2. Respond to teaching about different items that shops sell 3. Use a real coin to make an exchange for an item in school 4. Identify things that money can be used to buy 5. Identify where we can use money to buy things (shops, markets, online)	Teachable moments: Shop role play area		

Online Safety section- see separate curriculum document