

Willow Pathway Pre-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
1. Recognise that we are separate to others; recognise self in images/recognise own name. 2. Recognising that there is self and there are others. 3. Respond to stimuli about things that belong to us. 4. Children to choose their preferred form of communication. 5. Respond to stimuli about the ways in which we are special.	Routine activity: - o Morning circle time – being part of a class group - o Responding to own name when called - o Children recognising own photo during self-register - o Finding own belongings such as coat, shoes, bag		
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 stimuli about what feeling upset means. 2. Respond to stimuli about what anger is and what being angry feels like. 3. Be able to use the SoSafe! 'Help Page' to ask for help. 4. Respond to stimuli about different feelings we or others may experience. 5. Children can show trusted adult their feelings and ask for help (co-regulation strategies). 6. Demonstrate positive ways we could let others know how we are feeling.	Teachable moments: - o 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. - o 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> - o PECS phase 4 – requesting 'help' independently using 'I want sentence strip - o 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.....'	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

	○ 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 Links to AoL MLMC; Topics: This is Me! Let's Play Together; Let's Celebrate!			
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 2. Respond with curiosity to modelling of 'good listening' 3. Respond to 'taking turns' as modelled by both adults and peers 4. Demonstrate being alert and ready to listen. 5. Recognise that behaviour which hurts others on the outside (their bodies) or on the inside (their feelings) is wrong 6. Recognise when they show one of the Oaklands' Learning Powers 7. Celebrate their own learning	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' ○ Turn taking/sharing equipment during sensory play and child led play opportunities ○ Engagement Model		
People who are special to us Links to AoL MLMC; Topics: This is Me! Heroes & Helpers; Let's Celebrate!			
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!!	Discrete sessions / Book Study texts/ social stories
1. Respond with anticipation to stimuli depicting people who are special to us. 2. Understand who is in our family 3. Identify people who are special to us.	Teachable moments: ○ Book sharing opportunities ○ Small world play – house, people	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			
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!!	Discrete sessions where necessary
Taking care of ourselves & keeping safe Links to ER&W, I&LS and CISS AoLs			

- Respond to stimuli about the people who look after us. - Respond to stimuli about keeping safe. - Respond to behaviour cues/visuals- <i>Wait; kind hands</i> etc. - Respond to stimuli about things that belong to us. - Identify and recognise some personal belongings. - Respond to stimuli about the adults who help to keep us safe. - Identify the people who look after us and help us to take care of ourselves. - Be able to collect or pick out our own possessions - Be able to use 'Help Page' – SoSafe!	Teachable Moments: - Makaton signs – wait, stop, my turn, kind hands during play activities Routine activity: - Developing independence – children putting away and collecting personal belongings such as coat, bag, snack box, nappy	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.
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Public and Private

Links to ER&W, I&LS and CISS AoLs

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!!	Discrete sessions / Book Study texts/ social stories
- Begin to respond to stimuli about what is meant by the word 'public' and 'private'. - Recognise through visuals 'private' and 'public' places in the classroom and around school (changing area) - Respond to adult prompting of the names for body parts. - Begin to understand what are public & private body parts. - Recognise correct vocabulary for some parts of the body including genitalia. - Begin to give consent during activities - Understand who is a private helper - Identify trusted adults in school. - Introduce OK/NOT OK concept - Understand that some activities must be in private (might include self-stimulation where appropriate) - Respond to Yes Yes Ok cues	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. - 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:	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 SoSafe! Manual p.187- social story on consent – use as reference	

	○ '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.		
Giving consent for touch		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 stimuli 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. 3. Understand some of the ways other trusted adults/family members may physically touch us as part of our daily care, play or to show affection. 4. Understand that some people are OK helpers but others cannot touch us if not OK helpers 5. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. 6. Use Ok/ Not Ok or Yes Yes OK 7. 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
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. Show an adult that you need support to co-regulate 10. 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 stimuli about what we mean by a surprise/changes to environment and activities 5. Respond calmly to prepared changes in routine/ staff team etc. 6. Accept change as a fact of school life 7. 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.		
Understanding physical changes including puberty		Links to ER&W and S&EE AoLs	

Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!!	Discrete sessions / Book Study texts/ social stories
1. Respond to visuals and prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. 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	
Understanding different types of relationship		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 stimuli about some of the different kinds of relationships there are within families 2. Identify the people in your own family 3. Recognise there are different types of families- LGBT inclusion 4. 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	

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	
- Respond to adult modelling/sensory stimuli about healthy diets - Identify foods that we like and dislike to eat - Make choices for healthy foods/snacks - 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	
- Respond to adult modelling/sensory stimuli about ways we take care of our physical bodies - Be active in taking care of our bodies, e.g. handwashing; teeth brushing - Develop an understanding of choosing appropriate clothing for different types of weather (e.g. sun safety) - Take an active part in outdoor learning & PE sessions - Begin to understand how challenging our bodies makes us 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 ER&W 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' 2. Respond to visual cues 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 to help us get better 5. Understand that medicine will be given to us by a nurse or doctor (or by our parent/carer looking after us)	Teachable moments: ○ Adult to explicitly model language, Makaton sign or with visual aide to describe child's behaviour 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	SoSafe! Manual p.57 – Stage 1/Step 1.C Help & Help A lot People & Relationship Book (PRB) - Page 2 ok helpers	
The World I live – 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 visual cues about the physical differences between people. 2. Showing awareness of differences and similarities between people (including OK helpers) 3. Join in with different faiths & traditions learning & celebrations	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 I&LS AoLs & RE sessions	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
- Respond to visual cues & songs about the different jobs adults in school & other places do - Identify people who do different jobs e.g. family members/ adults in school - Join in with celebrations and roleplays of work - Understand concept of helper - Be a helper in school - 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 ER&W and Fundamental Human Values	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
- Respond to teaching or adult modelling about Oaklands' Behaviours of Learning and routines - Understand and follow some of Oaklands' Behaviour for Learning and routines - Anticipate routines/ transitions when given cues	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.		
Taking care of the environment - <i>building on self-care skills</i>		Links to S&EE	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!	Discrete sessions / Book Study texts/ social stories
- Respond to modelling of the ways in which we care for our classroom and resources - Begin to tidy and take care of our own and others resources in school - To show care for others through their actions	Routine activities: - Children encouraged to clear table after eating - Children encouraged to tidy away toys, and help to pick up equipment when in class and outdoors.		

4. Respond to visuals and learning about different pets people have and ways of caring for them	Teachable moments: ○ Opportunities for children to observe what small animals do – school chickens or guinea pig. With adult support, children learn rules for handling small animals; gentle hands, quiet voice, wash hands after handling		
Belonging to a community		Links to ER&W, CISS and Fundamental Human Values	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe	Discrete sessions / Book Study texts/ social stories
1. Respond to teaching about the different groups we belong to (family, clubs, class in school, faith). 2. Identify some different groups that we may belong to (family, school, clubs, faith) 3. Join in celebrations of different cultures & faiths	Teachable moments: ○ Book sharing opportunities		
Money		Links to Maths and I&LS	
Subject Content/Learning Objectives	Routine activities & Teachable moments	SoSafe!!	Discrete sessions / Book Study texts/ social stories
1. Respond with curiosity to teaching about what money looks like 2. Respond with curiosity to teaching about different items that shops sell 3. Respond with curiosity to teaching about some of the uses of money. 4. Recognise a coin to make an exchange for an item	Teachable moments: ○ Shop role play area		

Online Safety section- see separate curriculum document