

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

The SENSES Hub

The **intent** of the SENSES Hub's curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Increase language expressive and receptive skills, developing a range of communication means.
- Develop competence in social interactions to connect with the world around them.
- Be able to perceive emotions, control reactions and express feelings.
- Reflect on and develop appropriate behaviour and relationships with others.
- Think flexibly and develop coping strategies to change around them.
- Understand and cope with physical and mental health changes during puberty and moving towards adulthood.
- Show resilience to sensory stimuli.
- Increase independence in daily life (e.g. travelling, cooking, maintaining a clean safe house/food hygiene).
- Understand the importance of safety (e.g. road, house, community, online safety).
- Develop life skills (e.g. money management, entertainment, shopping, decision making).
- Increase self-esteem and confidence.
- Develop academic and employability skills to ensure future opportunities for independence.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

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INTENT	<p>To develop happy, confident and independent learners who are prepared for adulthood, we focus on 3 key strands that aim to develop safe and healthy lifestyle choices as the student's approach adulthood:</p> <ul style="list-style-type: none"> • Communication and social interaction • Emotional regulation • Independence <p>We achieve this through the sequenced development of life skills and knowledge, where students are able to build upon and deepen their understanding year upon year.</p>
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	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY knowledge/ golden thread – non negotiables	<p>To be able to communicate effectively</p> <p>To be able to understand the elements of friendships</p> <p>To identify the signs of a healthy and unhealthy relationship and understand how to manage conflicts</p> <p>To accept and respect people's differences</p>	<p>To be able to recognise different emotions</p> <p>To explore and understand how the body changes and develops</p> <p>To be able to describe how to keep a healthy body and mind</p> <p>To know how to keep the body clean</p>	<p>To understand the importance of independent living</p> <p>To know how to maintain a clean house</p> <p>To know how to dress themselves and appropriately for weather and occasions</p> <p>To understand how to manage money as part of daily life</p>	<p>To develop an understanding of the world they live in</p> <p>To know some ways to reduce and save energy</p> <p>To identify ways in which to protect the environment</p> <p>To be able to care for a plant and know what it needs to grow</p>	<p>To be able to locate the UK and local area on a map</p> <p>To be able to safely cross a road</p> <p>To be able to safely follow a simple route</p> <p>To develop resilience in independent traveling</p>	<p>To be able to identify ways to stay safe in the sun and the local environment</p> <p>To know some ways of how to stay safe online</p> <p>To know what to do in an emergency</p> <p>To have a knowledge of drugs and alcohol use</p>

Why this -

Autumn 1 – People with ASD often have language difficulties (Brignell et al, 2018), therefore students will need to have opportunities to develop effective and functional communication skills using a range of communicative methods. **The Crime & Disorder Performance Review 2021-22 for South Tyneside highlights that hate crime in the area is increasing year on year**, therefore students need to be taught tolerance and respect towards others and to have an understanding of diversity within the area. **Domestic Abuse in South Tyneside has risen 3.3% in the year 21-22, those reported involving students has risen by 16%**. Students learning to identify the signs of a healthy and unhealthy relationship will allow them to understand the relationships they are in and how to seek support if necessary.

Autumn 2 – Emotional regulation difficulties are commonly seen in individuals with ASD (Morie et al 2018). Students will need to learn how to recognise different emotions and develop appropriate coping strategies. **South Tyneside is one of the 20% most deprived districts/unitary authorities in England and about 26% (6,500) of students live in low income families. Life expectancy for both men and women is lower than the England average. In South Tyneside in 2015/16 38.1% of year 6 students measured as overweight or obese**. Students need to understand their body (to protect it and understand boundaries), how it functions (to recognise illness/abnormalities) and how to look after it (diet, exercise, abuse of it) to live long healthy lives.

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Spring 1 –South Tyneside Council reports that there is a higher than average diagnosis rate of autism in South Tyneside and that there has been an 80% increase in the number of students with SEND with ASD as their primary need between 2016-2020. Difficulty with independent functioning impacts the overall outcomes for individuals with ASD (Hume et al, 2009). For students to be able to live with independence they need to be able to maintain a clean and healthy household, use appliances safely, dress themselves appropriately and manage money. **According to Citizens Advice the vast majority of issues that they deal with from residents of South Tyneside relate to debt and welfare benefits,** therefore students need to learn how to manage money effectively and the dangers of not doing so. **A South Tyneside Council article states ‘While there was an increase in admissions during 2013/14, and hospital analysis of the period confirms that South Tyneside has an above England average rate of hospital admission due to injuries in the home in 0-14 year olds’** - students need to understand how to use household appliances safely in order to reduce the risks of injuries occurring in the home.

Spring 2 - South Tyneside Council declared in July 2019 a climate change emergency with the aims to make the council carbon neutral by 2030, move to cleaner, greener, renewable sources of energy and enhance the natural environment. Students need to understand how the world is changing around them and what contributes to changes along with the importance of caring for plants. **House of commons document highlights ‘Household energy bills increased by 54% in April 2022’** - students need to gain a knowledge and understanding of how to save energy due to this and the environmental impact of energy use.

Summer 1 – Findings indicate that young autistic people find public transport challenging due to sensory processing difficulties, intolerance to uncertainty and anxiety factors (Haas et al, 2020). Students will need to experience using public transport in order to develop coping strategies to provide them with independence skills for adulthood. **According to South Tyneside Council there were 164 road traffic accidents in 2020** - students learn ways in which to stay safe when crossing the road in real life situations and take the first steps to becoming independent travellers. **Tyne and Wear Metro system is the busiest rail system outside of London, carrying 37 million passengers per year. Nexus reports that journeys are increasing each year due to service improvements and rising fuel prices.** Students will gain knowledge of modes of public transport and ways to travel around the local area.

Summer 2 –The National Autistic Society states that autistic young people may engage in behaviour that they are not aware is risky or criminal, it is therefore essential that students learn about risky and criminal behaviours. **Tyne and Wear Fire and Rescue Service reports ‘Around 250 people drown in the UK every year and thousands more suffer injury, some life changing, through near-drowning experiences’** - due to South Tyneside being a coastal area, it is important for students to know how to stay safe in and around water. **Gov.uk states ‘Over 80% of children (aged 12-15) have had potentially harmful experiences online’.** The National Autistic Society states that autistic people are at a higher risk of bullying, an online abuse presents a specific concern, therefore students need to be able to discuss and explore the importance of e-safety. **Ambulance Service Network reports ‘999 calls are increasing by 6.5% every year.’** Students need to be able to recognise and respond to emergency situations. **South Tyneside Council states ‘South Tyneside is consistently higher than the England average across the range of alcohol related indicators and alcohol misuse is the biggest risk factor for death, ill-health and disability among 15-49 year-olds in the UK.’** Students will learn how to use prescription drugs and alcohol appropriately and safely.

Why now -

Autumn 1 – Students will be either joining the Hub or transitioning back after the summer holidays. All students within the Hub have a diagnosis of Autism and may find adapting to a new environment and routine difficult. For this reason, students will be equipped from early on in the school year with the social, emotional and communication skills needed to be part of the school community. Students will have the opportunity to set the foundations for positive relationships and friendships within school to see them through the upcoming academic year and beyond.

Autumn 2 – Students in The SENSES Hub are of pubescent age, by addressing body changes early in the academic year we are preparing and equipping students to be able to cope with these changes whenever they occur during the upcoming year, this is opposed to delivering it at a later date when changes for some may have already occurred. In this way we are also addressing sensory needs related to developing self-care skills and may be a barrier to their independent living later on. By covering healthy living and good personal hygiene early in the year, we are distilling positive and healthy habits that can be reinforced throughout the year and be revisited if needed by an ‘intervention’ referral.

Spring 1 - In the UK many households engage in ‘Spring Cleaning’ when there is an emphasis on cleaning the home ready for the season ahead. Students learning how to clean and maintain a tidy home prepares them for this process and how to bring these traditions into their own homes for many years to come. Budgeting sits alongside this as students will recognise the need to live to a budget in order to maintain a home. Students will learn how to dress appropriately depending on the weather and occasion, spring is a good time to do this as the weather changes regularly which will allow them to explore the correct dress day to day. At this stage, students are also getting equipped with independent skills within home, which builds upon the caring for themselves independent skills they have developed.

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Spring 2 - The weather starts to improve at this time of year and it is the season when seeds are planted, this will allow students to access the outdoor learning areas to explore and observe plant growth. We will be able to take students on visits to the local recycling centre and wind farms due to the finer weather to gain real life experiences. In addition, students can visit farms and learn how to look after baby animals in a real life setting. Students can also participate in 'The Great British Spring Clean' (national litter picking) in March and 'Earth Day' in April.

Summer 1 - Students learn where they live and are located in the UK, this is to help them safely plan trips during the summer holiday period. The weather in the summer months enables us to utilise first hand visits in the local area and use public transport. During the summer term, students will be more likely to engage in activities within the local area that put them at greater risk of accident or harm hence we try to address these risks prior to the holidays. We are preparing students to be responsible in the warmer months with regards to applying sun cream and protecting themselves against sun damage. Students will be possibly spending more time in the outdoors during the warmer months so it will be important for them to explore a variety of options within the community to keep them physically and mentally active.

Summer 2 – Students are preparing for the 6 week break and will be equipped with the skills and knowledge to stay safe in their local environment during this time. Students will potentially be out and about in the local area with peers and may be at greater risk due to their vulnerabilities and need to be able to identify and respond to any emergency or dangerous situations. It is likely students will be spending more time online during the summer break and this will help them to stay safe whilst doing so.

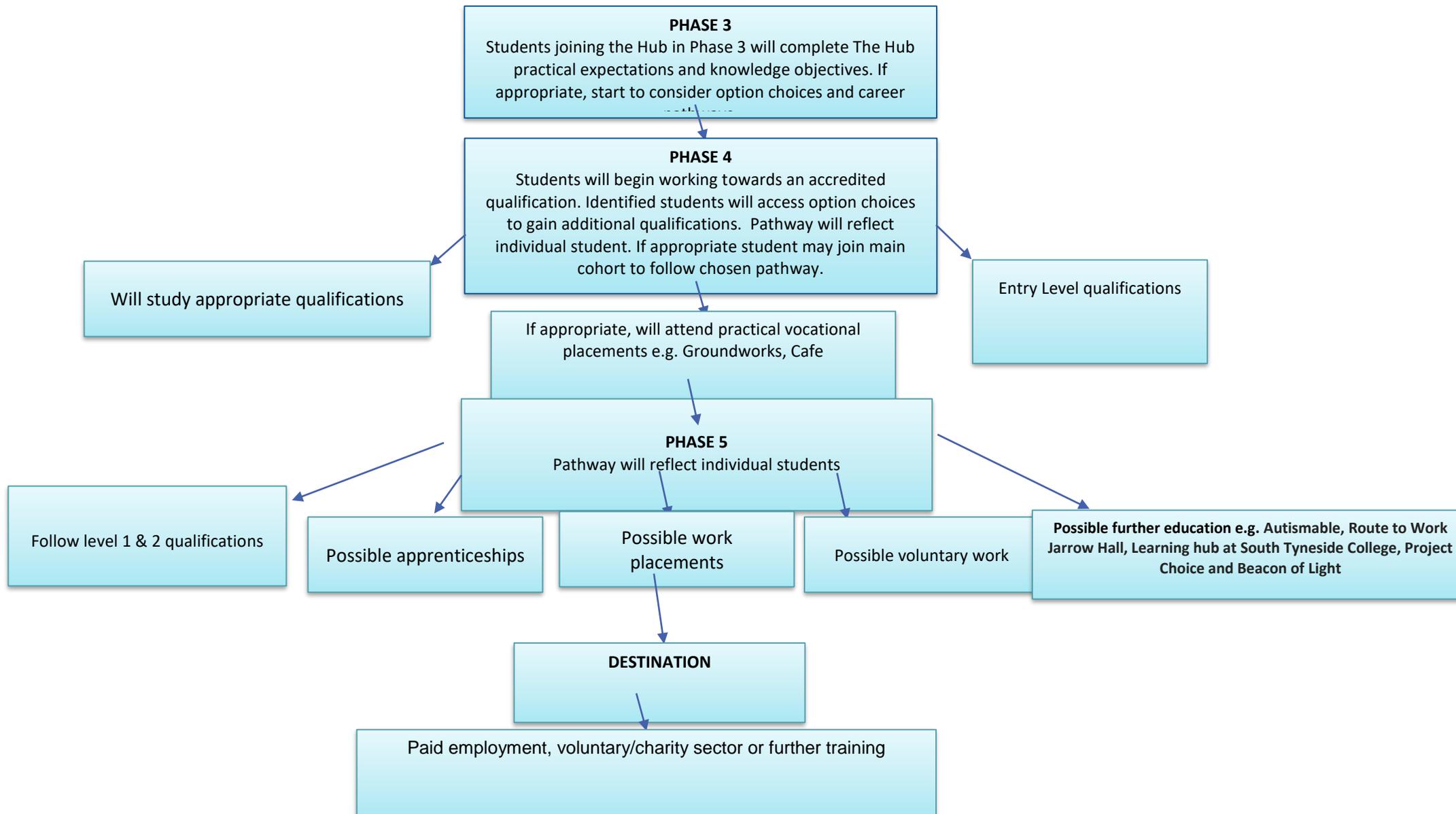
Builds on - As students move through The SENSES Hub SOW it links to knowledge taught in previous terms and years and allows students to strengthen and deepen their knowledge and understanding within the 3 strands:

- **Communication and social interaction**
- **Emotional regulation**
- **Independence**

Prepares for - The intent of our Hub curriculum is to deliver a curriculum which will **inspire happy, confident and independent learners who are prepared for adulthood**. It gives students the knowledge and skills for independent living, equips students with the knowledge to make safe and healthy lifestyle choices and access the world of work as they approach adulthood.

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The Hub Pathway



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