

## The SENSES Hub Scheme of Work

### 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 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**

Within the SENSES hub there is a discrete group of students who require a bespoke curriculum and are taught separately from the main body of the school. These students are identified as having a higher level of complex needs due to their Autism, within the hub developmental disabilities are more complex than the main body of the school which causes significant social, communication and/or behavioural challenges that impact on access to the main school curriculum.

Every ASD diagnosis is different and the difficulties students experience in daily life are very different and individual. Students within The Hub have a range of academic levels, with this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives based on SCERTS principles. Students work through three levels (**Steps for life, Steps for Independence, Steps for Employment**). This allows us to differentiate, challenge and extend all of our children in each class no matter their ability. Where possible this curriculum will develop students' ability to access other areas of the wider school curriculum and ultimately prepare them for independence in adulthood.

## The SENSES Hub's Long Term plan

The curriculum that is in place is based upon two things:

- 1) The Hub activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) The Hub curriculum is relevant, accessible and **supports individual learning needs** of students within the hub.

In order for us to achieve this, we have based our scheme of work on the following **3 Key strands** across the academic year.

1. To be able to express themselves effectively with familiar and unfamiliar people through effective communication skills (Communication and social interaction)
2. To equip students with self-regulation strategies to manage their own feelings, emotions and behaviours. (Emotional regulation)
3. To be able to predict, respond and cope with everyday life changes in the world around them through the use of real life experiences and scenarios. (Building independence)

### Overview

At the start of every new term ASD students require:

- Build or rebuild relationships with familiar staff and students
- Practising attention skills through Attention Autism model or social stories
- Familiarising with school areas and rooms
- Introduction to new routines and timetable
- Reminding school rules
- Prepare for any changes that happened over the holidays (e.g. staff changes)

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Relationships	Caring for Ourselves	Independence in the Home	Understanding the World	Independent Travel	Staying Safe

## Scheme of work

### Autumn 1: Relationships

#### Rationale: Benefits for our pupils are:

Students will develop communication skills when interacting with different people

Students will develop skills in coping with change and to ask for help


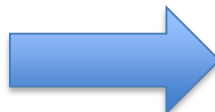

Students will learn to share and work within a team

Students will develop an understanding of themselves and others (personal interests, boundaries, emotions)

Students will understand and develop coping strategies to manage their emotions

<b>Planned PFA Links</b>	World Visits - Buddhist meditation centre Relationships - Billy Spoons Belonging to different groups- interviewing someone from religious faiths (e.g. Cloud Singh), members of the LGBTQ+ community.
<b>Planned Cultural Capital Opportunities</b>	Ronnie Jopling to deliver a discussion around emotions and feelings Places of worship - Visit Dhammakaya Meditation Centre (Bhuddist community) AKT Pride charity Cloud Singh visit - explore the Sikh community Relationship Works - Billy Spoons
<b>Planned Reading Opportunities</b>	Reading leaflets linked to outside agencies Reading online information through research Reading fact files/stories from groups within the local community

	<p>Texts linked to Diversity e.g. Boy at the Back of the Class, Wonder and Boy in the Dress</p> <p>To identify reading opportunities linked to the school reading spine; Pye Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>
<b>Planned Key Vocabulary - Subject specific</b>	<p>Unique Respect Wellbeing Pride Diversity Discrimination Stereotype Relationship Friendship Boundaries Body Language Facial expression Listening Emotions Feelings Coping strategy Professional relationship Change Flexible Special interests Sharing Teamwork</p>

 <b>Steps for Life</b>	 <b>Steps for Independence</b>	 <b>Steps for Employment</b>
<b>Relationships</b>		
<ol style="list-style-type: none"> <li>1. Students know there are different kinds of relationships</li> <li>2. Students know what makes a good friend</li> <li>3. Students begin to understand ways in which people are <b>diverse and identify differences</b> between themselves and others</li> <li>4. <b>Students will</b> define and compare the meaning of teasing and bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Students will</b> know the signs of healthy and <b>unhealthy relationships</b></li> <li>2. Students can recognise fair, unfair and compromise within a friendship</li> <li>3. Students understand that there are different groups of people within the local community (eg, religions, genders etc) and know to show respect to all</li> <li>4. Students will define and compare the meaning of teasing and bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Students can</b> identify how they can be <b>supported if they are in an unhealthy relationship</b></li> <li>2. Students are aware how to listen to others and solve problems within a friendship</li> <li>3. Students can talk about ways in which people can be discriminated against and stereotyped</li> <li>4. Students will define and compare the meaning of teasing and bullying</li> </ol>

5. Students will understand the meaning of peer pressure	5. Students will understand the meaning of peer pressure	5. Students will understand the meaning of peer pressure
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## Scheme of Work

### Autumn 2 - Caring for Ourselves.

#### Rationale: Benefits for our pupils:

Students will develop coping strategies to balance sensory needs and personal hygiene

Students will understand complex emotions and self-regulate

Students will build their self-esteem and confidence

Students will learn how to live a healthy active lifestyle

Students will learn to reflect upon personal behaviours, attitudes and experiences

<b>Planned PFA Links</b>	Meeting Role Models- dentist/dental nurse, school nurse, therapist, sexual health nurse. Puberty - questions to school nurse Drug and Alcohol Education - interviewing Human Kind worker Personal Hygiene - questions to school nurse
<b>Planned Cultural Capital Opportunities</b>	Kalma Baby/Yoga - mindfulness activities to encourage time away from screens Dental Nurse visit School nurse visit Human Kind - drugs and alcohol workshop
<b>Planned Reading Opportunities</b>	Non-fiction text on body and functions, packaging (i.e. hygiene products), instructions (e.g. how to brush teeth)  To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.

<b>Planned Key Vocabulary - Subject specific</b>	Health Wellbeing Development Puberty Reproduction Hygiene Mental Physical Consequence
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**Caring for Ourselves**

<p>1.Students will name parts of the body and their functions</p> <p>2.Students will name and recognise stages of human growth</p> <p>3.Students will begin to know some ways to keep themselves clean and begin to demonstrate appropriate technique</p> <p>4.Students will know the difference <b>between mental and physical health</b></p> <p>5.Students can identify a healthy balanced meal</p> <p>6.Students will be able to name people within their support network that can support their physical and mental health</p>	<p>1.Students will name organs in the body and their functions (e.g. heart, lungs, intestines, reproductive organs)</p> <p>2.Students know the meaning <b>of puberty and</b> recognise some physical changes associated with this</p> <p>3.Students can identify and name a range of products needed to keep themselves clean and recognise some consequences of not keeping themselves clean</p> <p>4.Students will know some ways of supporting their mental and physical health (e.g. diet, exercise)</p> <p>5.Students can follow a recipe</p> <p>6.Students will know <b>the role of key professionals who can support their physical/mental health</b></p>	<p>1.<b>Students will know how humans reproduce and recognise ways in which to maintain good sexual health. They will name some legislation relating to sexual health</b></p> <p>2.Students will recognise some emotional and behavioural changes linked <b>to puberty and identify</b> appropriate/inappropriate behaviours</p> <p>3.Students will know some factors that impact upon their ability to maintain good personal hygiene (e.g. diets impact on dental health, illness and the spread of germs) and how to limit these factors</p> <p>4.Students will know some consequences of failing to care for your <b>physical/mental health</b> (e.g. inactivity, poor diet, drug and alcohol use)</p> <p>5.Students can plan and prepare a healthy balanced meal</p> <p>6.Students <b>will identify and access local sources</b> of support for their mental and physical health</p>
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7.Students will describe feelings and recognise times when they have felt different emotions.	7.Students can recognise a range of emotions and know how they can affect behaviours of themselves and others.	7.Students can recognise the consequences of positive and negative behaviours and the impact this has on the emotions of all involved.
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## Scheme of work

### Spring 1: Independence in the home

#### Rationale: Benefits for our pupils:

Students will begin to develop independence at home and in the community

Students will be able to make the right choices regarding the essentials of running a house

Students will learn how to maintain a clean, organised and safe house

Students will have an understanding of finance which they will need as they approach adulthood

<b>Planned PFA Links</b>	Housekeeping - meeting a cleaner to discuss job roles To be able to manage their own home Talk to employees in a bank to learn about job roles
<b>Planned Cultural Capital Opportunities</b>	Shopping for household items. Natwest MoneySense Visitor to deliver sewing workshop
<b>Planned Reading Opportunities</b>	Instructions and directions [including those on packaging] Clothing labels Leaflets associated with bank accounts To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.

<b>Planned Key Vocabulary - Subject specific</b>	Housekeeping Responsibility Finance Appliances Products Sewing Appropriate dress Insurance APR Budget
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 <b>Steps for Life</b>	 <b>Steps for Independence</b>	 <b>Steps for Employment</b>
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**Independence in the home**

<ol style="list-style-type: none"> <li>1. Students will know the aspects involved to keep a clean house (making a bed, washing dishes etc)</li> <li>2. Students can identify a range of household appliances</li> <li>3. Students know that different climates require different clothing</li> <li>4. Students will begin to develop fine motor skills using specialist resources</li> <li>5. Students will know that simple repairs to clothing can be made using hand stitches</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can carry out everyday household tasks to maintain a clean house</li> <li>2. <b>Students know how</b> to stay safe around household appliances</li> <li>3. Students can select suitable clothing for a range of activities and climates</li> <li>4. Students can apply use of fine motor skills to everyday life tasks, eg, fastening buttons, zips and shoe laces</li> <li>5. Students will be able to thread and sew using simple hand stitches (using modified resources where needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the hygiene implications of not maintaining a clean house</li> <li>2. Students are able to use household appliances safely</li> <li>3. Students can discuss the features of various fabrics which make them suitable for different climates</li> <li>4. Students can independently get dressed using a variety of fastenings</li> <li>5. Students can independently use sewing in context to produce a product</li> </ol>
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<ul style="list-style-type: none"> <li>6. Students will understand that they need to live to a budget</li> <li>7. Students will know ways in which money will can be stored safely</li> <li>8. Students will understand that they need to regularly shop for essential items such as food.</li> <li>9. Students will recognise supported living opportunities</li> </ul>	<ul style="list-style-type: none"> <li>6. <b>Students know</b> if they don't budget it could lead to debt</li> <li>7. Students will identify different banks accounts and know their basic features</li> <li>6. Students will identify suitable shops to buy essential items.</li> <li>7. Students explore what supported living entails</li> </ul>	<ul style="list-style-type: none"> <li>6. Students understand that lending money will lead to interest payments and what this is (APR)</li> <li>7. Students will know how to set up a bank account and services provided by them (mortgages, insurance etc)</li> <li>8. Students will independently buy essential household items from an appropriate shop.</li> <li>9. Students will visit supported living facilities and express an opinion</li> </ul>
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## Scheme of work

### Spring 2: Understanding the World

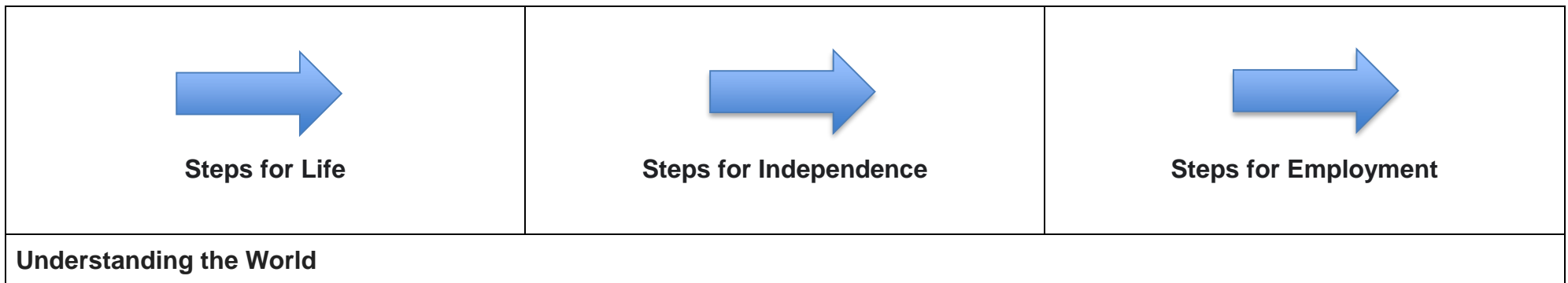
#### Rationale: Benefits for our pupils:

Students will expand their knowledge around the environment they live in (animals, plants, food sources)

Students will demonstrate skills of care for a plant and animal

Students will gain reasoning skills and predict consequences

<p align="center"><b>Planned PFA Links</b></p>	<p>Visits to recycling centre - encounters with employees/employers          Visit to a wind farm - Interview about different in the energy sector          Increasing awareness of climate change and responsibilities within the community          Increasing awareness around autism through World Autism Day</p>	
<p><b>Planned Cultural Capital Opportunities</b></p>	<p>Visit a recycling centre          Visit in school and local library          Visit from Wateraid          Visit to a wind farm          Visit to another autism unit</p>	
<p><b>Planned Reading Opportunities</b></p>	<p>Instructions and directions          Maps/atlas          Non-fiction texts - polar regions          Non-fiction texts (the earth, environment)          To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
<p><b>Planned Key Vocabulary - Subject specific</b></p>	<p>United Kingdom Countries Great Britain          British Isles Climate change Global warming          Recycling Litter Renewable energy Map          Atlas Globe</p>	<p>Renewable energy Non-renewable energy          Environment Oxygen Carbon Dioxide Habitat          Solar Tidal Hydro Electricity Wind</p>



<ol style="list-style-type: none"> <li>1. Students will understand that our planet has different continents and oceans.</li> <li>2. Students know what recycling is and can identify common household waste</li> <li>3. Students are aware of the term climate changes</li> <li>4. Students know the different sources of energy</li> <li>5. Students understand what plants need to grow</li> <li>6. Students will be able to group animals and describe their habitats</li> <li>7. Students will understand different food categories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to locate the continents and oceans on a world map.</li> <li>2. Students can categorise materials for recycling and can suggest ways to reduce litter</li> <li>3. Students know why climate change in the environment is happening, and can identify some of the changes</li> <li>4. Students can identify where different sources of energy are used and how they can save it</li> <li>5. Students can demonstrate how to care for a plant</li> <li>6. Students will identify different animals' needs</li> <li>7. Students will be able to identify different food sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to identify and locate the continent on which we live.</li> <li>2. Students can explore ways recycling is impacting on the environment and ways we can care for it</li> <li>3. Students understand how their actions can contribute positively and negatively to climate change</li> <li>4. Students understand how energy use impacts on the environment and the planet</li> <li>5. Students are aware of why plants are important to the environment</li> <li>6. Students will be able to demonstrate basic care routines for an animal</li> <li>7. Students will understand the movement of food around the planet.</li> </ol>
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## **Scheme of work**

### **Summer 1: Independent travel**

#### **Rationale: Benefits for our pupils:**


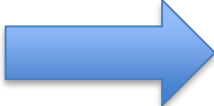
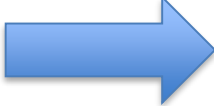
Students will make the first steps to becoming more independent travellers in the future

Students will gain knowledge of different options they have in the community and how to access those

Students will enhance their social interaction skills

Students will develop resilience to changes out of their control

<b>Planned PFA Links</b>	Real World Visits (Safety Works) - learning about safety in the home and community Travel training - choosing correct routes and modes of transport Road and Water Safety - applying the Green Cross Code, using traffic light/pedestrian crossings in the community Travelling within local area - using public transport	
<b>Planned Cultural Capital Opportunities</b>	Visit Safety Works (Fire and Rescue) Visits to local areas via public transport (ferry, bus, metro) Planning and visiting walking routes in Local Area	
<b>Planned Reading Opportunities</b>	Bus/metro timetables Public signs and notices Reading Google maps and Green cross code To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.	
<b>Planned Key Vocabulary - Subject specific</b>	Risks Consequences Punctuality Route Timetable Town City	Village Crossings Landmarks Community Danger

 <b>Steps for Life</b>	 <b>Steps for Independence</b>	 <b>Steps for Employment</b>
<b>Independent travel</b>		
1. Students can begin to name the countries within the UK	1. Students can identify where they live within the UK	1. Students can recognise where they live within their local area

<ol style="list-style-type: none"> <li>2. Students can use Google maps to find walking routes within the local area</li> <li>3. Students can explain the key points of the Green Cross Code and demonstrate an ability to apply it</li> <li>4. Students gain experience of using public transport</li> <li>5. Students will be able to identify different types of entertainment/leisure facilities</li> </ol>	<ol style="list-style-type: none"> <li>2. Students are able to plan a route in the local area using public transport</li> <li>3. Students can identify and name various pedestrian crossings, how they are used and why</li> <li>4. <b>Students can</b> discuss and understand different ways to stay safe whilst using public transport</li> <li>5. Students can identify different places in the community they can visit for pleasure</li> </ol>	<ol style="list-style-type: none"> <li>2. Students can use a map to follow a route in the local area</li> <li>3. Students can identify possible hazards relating to roads/traffic and identify some ways of minimising these risks</li> <li>4. <b>Students are</b> able to demonstrate how to stay safe whilst using public transport, showing awareness of their vulnerability</li> <li>5. Students will initiate and be able to organise a visit to a place of their choice independently.</li> </ol>
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## Scheme of work

### Summer 2: Staying Safe

#### Rationale: Benefits for our pupils:

Students will gain an understanding of keeping themselves safe in a variety of situations.


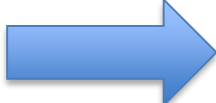

Students will develop sequencing skills through the theme of safeguarding.

Students will develop problem solving skills.

Students will begin to discuss and explore the importance of e-safety

<p><b>Planned PFA Links</b></p>	<p>Meeting Role Models - interviewing fire service and police  Travel training - planning routes of travel to various locations  Awareness and understanding of Emergency Services  ESafety and Online Responsibility</p>
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<b>Planned Cultural Capital Opportunities</b>	Visit the Openzone Visit Safety Works (Fire and Rescue) First Aid Experience (e.g. Foundation of Light, Mini First Aid) <a href="https://newcastle.minifirstaid.co.uk/classes/classes-for-children">https://newcastle.minifirstaid.co.uk/classes/classes-for-children</a>	
<b>Planned Reading Opportunities</b>	Reading packaging - sun lotions Signs linked to water safety Emergency procedures flow chart Online safety facts Drugs/Alcohol leaflets To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.	
<b>Planned Key Vocabulary - Subject specific</b>	Risks Consequences Secret Danger SPF UVA Drugs Alcohol Legal Illegal Bullying Teasing Peer pressure	Misuse Medicine Media Technology Appropriate Inappropriate Dangers Hazard Block Report

 <b>Steps for Life</b>	 <b>Steps for Independence</b>	 <b>Steps for Employment</b>
<b>Staying Safe</b>		
<ol style="list-style-type: none"> <li>1. Students will know that sunlight can be dangerous/harmful</li> <li>2. Students will know that bodies of water can be dangerous/harmful</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will know some ways of staying safe in the sun</li> <li>2. Students begin to understand and demonstrate ways to stay safe around bodies of water</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will explain the possible dangers of sunlight on the body</li> <li>2. Students will explain the possible dangers of bodies of water</li> </ol>

<ol style="list-style-type: none"> <li>3. Students can understand basic food hygiene and storage</li> <li>4. <b>Students know</b> some people who can support them in an emergency</li> <li>5. <b>Students will</b> know some common household medicines and possible dangers linked to these</li> <li>6. <b>Students</b> know which personal information to keep private when online</li> <li>7. <b>Students</b> will define and compare the meaning of teasing and bullying</li> <li>8. Students will understand the meaning of peer pressure</li> <li>9. Students will understand the different reasons for making a phone call.</li> </ol>	<ol style="list-style-type: none"> <li>3. Students can demonstrate safe food hygiene and storage</li> <li>4. <b>Students will recognise an emergency situation</b></li> <li>5. <b>Students</b> will understand the dangers of alcohol/drug misuse</li> <li>6. <b>Students will</b> know some points of the Be Smart E-Safety guidelines</li> <li>7. <b>Students</b> will know the different ways in which people may be bullied and how they can report and seek support</li> <li>8. Students can recognise scenarios linked to peer pressure and how best to respond to it</li> <li>9. Students will understand what type of information we give on a phone call based on the purpose</li> </ol>	<ol style="list-style-type: none"> <li>3. Students know the risks involved if safe food hygiene and storage guidelines are not followed</li> <li>4. <b>Students</b> will demonstrate some ways of responding to an emergency situation</li> <li>5. <b>Students</b> know legislation linked to drugs and alcohol and where to find support</li> <li>6. <b>Students</b> will know possible dangers and consequences linked to online use</li> <li>7. <b>Students will</b> know the consequences and legislation around bullying</li> <li>8. Students will recognise the possible outcomes of peer pressure and how it feels</li> <li>9. Students will demonstrate making a phone call independently and know the dangers of nuisance calls</li> </ol>
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