



## Curriculum Intent

Our Personal, Social and Emotional Curriculum is:

**Therapeutic:** Placing SEMH needs at the heart of learning, with daily opportunities for emotional regulation, relationship building, and personal growth.

**Developmental:** Structured around the EYFS Early Learning Goals to recognise that our learners often function below chronological age expectations due to interrupted early development.

**Academic:** Driven by the powerful knowledge our learners need to be successful; and fully aligned with the National Curriculum, with ambitious yet flexible pathways towards the qualifications needed to secure appropriate Post-16 provision.

**Literacy-Rich:** Literacy development underpins every subject area, empowering learners with the vocabulary and communication skills needed for life.

**PfA-Focused:** Driven by EHCP outcomes and **Preparation for Adulthood** pathways including employment, independent living, health, and community inclusion.

**Psychologically safe:** Adopts a pedagogical approach that supports psychological safety, reducing cognitive load in order to promote executive functioning skills in all our learners.

The Personal, Social and Emotional Development ELG area provides a holistic lens through which we design and deliver curriculum content, embedding therapeutic and academic targets side by side. This approach enables us to:

- Plan learning that is developmentally appropriate and responsive to each pupil's stage, not just their age
- Although a strong focus on self-regulation, communication, and social understanding is embedded in all subjects, our intervention programme provides opportunities for SEMH learners to develop these skills with the support of specialist staff
- Sequence social and emotional knowledge and skills progressively from early developmental levels through to a successful transition into appropriate Post-16 provision
- Emphasise vocabulary, reading and oracy as drivers of understanding and personal empowerment
- Ensure clear connections between curriculum content, EHCP outcomes, and Preparation for Adulthood (PfA) priorities

Our Personal, Social and Emotional curriculum design is also deliberately aligned with the **Preparation for Adulthood (PfA)** outcomes, ensuring a clear line of sight from early skills acquisition through to successful adult life. Specifically:

**Employment:** Through developing early literacy, numeracy, problem-solving and enquiry skills, learners build the academic and practical capabilities needed for future qualifications, vocational pathways, and employment.

**Independent Living:** By embedding routines, emotional regulation strategies, and self-care within daily learning, pupils develop the independence skills essential for adulthood.

**Community Inclusion:** Our focus on communication, relationships, and cultural understanding prepares pupils to participate fully in society, fostering a sense of belonging and contribution.

**Health:** By promoting physical development, mental health, and emotional wellbeing through all aspects of the curriculum, we equip learners with lifelong strategies for healthy living.

The Personal, Social & Emotional Development curriculum at Woodlands aims to:

- Promote emotional regulation, resilience and healthy relationships
- Develop self-awareness and readiness to learn.
- Encourage moral, ethical reasoning, emotional literacy, political understanding

It also links to the Communication and Language curriculum and the Understanding the World curriculum through these shared aims:

- Develop expressive/receptive language, social communication, active listening, formal debate skills and confidence in communication.
- Promote emotional literacy and self-expression.
- Develop curiosity, cultural capital, and an understanding of the wider world and human diversity
- Demonstrate use of digital literacy

## Curriculum Implementation

At Woodlands, the Personal, Social and Emotional Curriculum is delivered through, and supported by, the following areas:

### PSHE

For our younger learners, the Kapow Primary programme offers a structured PSHE scheme designed for primary schools. It aligns with the PSHE Association's Programme of Study and covers key themes such as health and wellbeing, relationships, and living in the wider world. Older learners follow the Jigsaw PSHE programme, which takes a mindful approach, integrating emotional resilience, self-awareness, and life skills into a structured curriculum.

### Careers

Woodlands offers an effective Careers programme which includes:

- Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise
- The development of students' self-advocacy, negotiation, decision-making and transition skills
- Purposeful interactions with a range of trusted and familiar adults including school staff and visitors
- Recognition of the learner's voice and the active involvement of young people in decisions that affect their future, both individually and collectively

- Information, advice and guidance

The aims of careers provision are independent living and working, adaptability and resilience, access to and engagement in work in all its forms and opportunities to learn and make progress.

## Citizenship

Citizenship is taught as part of the PSHE curriculum and covers topics like democracy, human rights, justice, and the rule of law. It is also integrated into History, English and Geography. The school council gives learners a voice in decision-making, assemblies focus on values like tolerance, respect, and responsibility and charity and volunteering projects encourage active citizenship and empathy. Citizenship is also addressed through experiential learning, such as debates, role plays, and simulations and from visits and guest speakers. Citizenship themes are also reinforced through tutor time and mentoring.

Citizenship helps learners develop a range of Personal, Social and Emotional skills:

- **Self-awareness and confidence:** Learners explore their identity, values, and beliefs.
- **Decision-making skills:** They learn to make informed choices and understand consequences.
- **Resilience:** Discussing rights and responsibilities helps build a sense of agency and coping strategies.
- **Respect and empathy:** Citizenship promotes understanding of diversity, inclusion, and equality.
- **Teamwork and collaboration:** Group discussions and projects foster cooperation and communication.
- **Community engagement:** Encourages active participation in school and local communities.
- **Emotional literacy:** Learners reflect on feelings and develop empathy through real-world issues.
- **Conflict resolution:** They learn peaceful ways to resolve disagreements and understand others' perspectives.
- **Sense of belonging:** Understanding their role in society helps students feel valued and connected.

## Social and Emotional Learning

Zones of Regulation is used across the school to help learners develop self-regulation skills by categorising emotions and states of alertness into four color-coded zones. Twice-daily check-ins with tutors support learners to recognise and manage the different emotions they feel throughout the day. These help learners develop emotional awareness, self-regulation, and interpersonal skills.

## ELSA

Our Emotional Literacy Support Assistants deliver targeted interventions to help learners develop emotional awareness, resilience, and social skills and aim to reduce the effect that social, emotional and mental health challenges have on learning and well-being. ELSA covers areas such as self-esteem, managing emotions, social skills, bereavement, and anxiety.

## Risk Reduction

Our Risk Reduction team support learners with an alternative curriculum that helps promote and encourage Personal, Social & Emotional Development. Learners may experience times when accessing our universal offer is

more challenging, so can be offered a curriculum that promotes emotional regulation, resilience and healthy relationships through accessing bespoke opportunities. Learners are supported by specialist staff to develop self-awareness and readiness to learn. Giving learners the opportunity to flourish outside of school in areas that are of interest to them can help them to build confidence, self-esteem and life skills relevant to their future, such as the Preparation for Adulthood elements of employment, independent living, health, and community inclusion.

The Risk Reduction curriculum helps promote healthy relationships, which are essential for students' emotional well-being, social development, and academic success.

### **Engagement interventions**

This bespoke curriculum package helps disengaged learners who may have previously had negative experiences of education to engage in activities they enjoy and can be successful in, increasing self-esteem, employability skills and readiness to learn.

### **Mentoring**

Mentoring at Woodlands is a valuable approach to supporting learners' personal, academic, and social development. Experienced adult mentors are able to provide guidance, encouragement, and role modelling.

Some key benefits of mentoring include:

- Boosting confidence and resilience: Helps students develop self-esteem and motivation.
- Improving academic performance: Provides support with learning and goal-setting.
- Enhancing social skills: Encourages positive relationships and communication.
- Reducing behavioural challenges: Offers structured support for emotional regulation.
- Increasing aspirations: Helps students set and achieve personal and career goals.

Mentors also support our restorative approaches, with a focus on resolving conflicts and repairing relationships through open dialogue, accountability, and mutual understanding. This helps to promote positive behaviour and emotional well-being.

### **Youth work support**

At Woodlands, Youth workers play a vital role in helping young people develop skills, confidence, and resilience. Programmes use include: EmpowHer, Below the Belt, Time to Talk, targeted youth support, drop-in session

### **Personal, Social & Emotional Development**

- Integrate activities that promote self-awareness, such as reflective journaling and mindfulness exercises.
- Use role-playing and group discussions to teach healthy relationships and emotional regulation.
- Introduce age-appropriate discussions on moral and ethical dilemmas.

- Incorporate stories and activities that build emotional literacy and political understanding.

### **Communication & Language**

- Use storytelling, role-play, and group discussions to enhance language skills.
- Encourage children to express their emotions and thoughts through various communication forms.
- Introduce vocabulary related to emotions, relationships, and ethical concepts.

### **Developmental Progression of ELGs from KS2 to KS4**

#### **Communication and Language**

- **ELG:** Listen attentively and respond appropriately. Express ideas and feelings in full sentences using tenses and conjunctions.
- **KS2:** Actively listen and respond in structured conversations. Begin to clarify ideas verbally.
- **KS3:** Use language effectively in discussions, express opinions, and adapt communication for audience and purpose.
- **KS4:** Express clearly in formal/informal settings. Evaluate others' views, contribute to debates and interviews.

#### **Personal, Social and Emotional Development**

- **ELG:** Show self-regulation, take turns, follow rules, and form positive relationships.
- **KS2:** Recognise emotions, take responsibility, and build friendships.
- **KS3:** Manage conflict, set goals, maintain emotional wellbeing.
- **KS4:** Reflect on behaviours, build respectful relationships, develop independence and resilience.

#### **Understanding the World**

- **ELG:** Understand people, places, past, and nature.
- **KS3:** Investigate global issues, enquiry and tech.
- **KS4:** Critically evaluate world information, make informed decisions.

#### **Key features of our curriculum implementation:**

##### **Therapeutic Integration**

- Daily check-ins, key adult relationships, and The Woodlands' Way
- Trauma-informed approaches across classrooms and interventions
- Access to therapeutic interventions, mental health practitioners, and mentoring

##### **Literacy**

- Subject-specific powerful vocabulary is explicitly taught and revisited
- Learners present orally, create written responses, and engage with real-life literacy contexts

##### **Adaptive teaching & Scaffolding**

- A pedagogical approach that supports psychological safety and reduces cognitive load in order to promote executive functioning in all learners.
- Progress is not assumed by age; learners work at developmental not chronological stages
- Frequent opportunities to revisit, relearn, and consolidate
- Use of low stakes quizzing, manipulatives, visual supports, and adaptive technology

### **Assessment for Learning (Academic & SEMH)**

- Academic progress assessed using:
  - Ongoing formative assessment checking for understanding in every learning activity (*Jigsaw assessment at end of each unit*)
- SEMH progress assessed through:
  - Boxall Profile
  - Pass
  - EHCP outcome tracking through PCPs and Annual Review process
  - Against Woodlands' bespoke SEMH tracker which maps the Early Learning Goals through the Autism Education Trust Framework, towards the expected PfA outcomes.
- Celebration of soft skills, emotional growth, and self-regulation capacity through the use of lesson points and BEST points.

### **Progression and Pathways**

- Entry Level, Functional Skills, and GCSE where appropriate
- Vocational opportunities linked to PfA outcomes from KS3
- Bespoke Post-16 Transition Pathway

## **Curriculum Impact What Success Looks Like**

### **By the end of Year 11, our learners will:**

- Be emotionally more regulated and better able to manage their behaviour in social and academic situations;
- Be able to communicate needs, feelings, and ideas confidently across different contexts;
- Have developed personal and social confidence, independence, and positive identity;

- Have a clear and aspirational plan for their next step post-16;
- Be well-prepared for adulthood in line with the PfA Outcomes and Gatsby Benchmarks.

### **Personal, Social & Emotional Development**

- Children demonstrate improved emotional regulation and resilience.
- Positive relationships are formed and maintained.
- Increased self-awareness and readiness to learn.
- Enhanced moral and ethical reasoning, emotional literacy, and political understanding.

### **Communication & Language**

- improved communication and language skills.
- Enhanced ability to express emotions and thoughts.
- Greater understanding of emotional and ethical vocabulary.