

### Cross-Curricular PSHE at Stanton Vale

At Stanton Vale, Our Nurture and Aspire Pathways teach discrete PSHE sessions a minimum of once a week. However, this is not where PSHE ends. PSHE is taught throughout our day and week in order to develop functional life skills repetitively to support retainment and development of PSHE throughout our students lives.

Each pathway will teach specific skills throughout the school day or when it is felt appropriate. For example, some lessons on quality sleep may occur if students in a class are struggling with sleep at home.

Discover (EYFS)	<ul style="list-style-type: none"> <li>- Separating from carer</li> <li>- Play with others</li> <li>- Sharing</li> <li>- Understanding rules and boundaries</li> <li>- Making choices of resources.</li> <li>- Making friendships</li> <li>- Asking for help</li> <li>- Seek others to share experiences</li> <li>- Welcomes praise</li> <li>- Responds to others wishes/feelings</li> <li>- Self-calming &amp; soothing</li> <li>- Understanding own actions my upset or hurt others</li> <li>- Can play in a group</li> <li>- Initiate interactions</li> <li>- Carry out small tasks e.g. taking register</li> <li>- Become aware of own feelings</li> <li>- Meeting new people</li> <li>- Playing and communicating with peers</li> <li>- Respond to other’s feelings</li> <li>- Being aware of boundaries</li> <li>- Expressing preferences &amp; interests</li> </ul>
Support	<ul style="list-style-type: none"> <li>- Developing communication in order to upskill students in expressing their wants and needs. This communication leads to making choices; expressing feelings or needing help.</li> <li>- Experiencing and/or washing their hands.</li> <li>- Postural changes to support physical development and strength. Physio, Swim, MOVE and rebound programmes to support physical development.</li> <li>- Supported eating and drinking.</li> <li>- Personal Care and students beginning to support with this where appropriate.</li> <li>- Developing students’ experience of the world to avoid learned depression and learned helplessness.</li> <li>- SRE skills: Being able to say no, ask for help and communicate this.</li> <li>- Responding to touch</li> <li>- Recognising touch they like and dislike</li> </ul>

	<ul style="list-style-type: none"> <li>- Responding to correct names of body parts</li> <li>- Being able to identify what feelings they like, dislike, and communicate this.</li> </ul>
Explore	<ul style="list-style-type: none"> <li>- Handwashing regularly throughout the day.</li> <li>- Personal care and hygiene support where possible- for example supporting with slip changes.</li> <li>- Supported Eating and Drinking.</li> <li>- Table manners and social eating.</li> <li>- Physio, Swim, MOVE and rebound programmes to support physical development.</li> <li>- Sensory circuits for regulation.</li> <li>- Modelling of zones of regulation.</li> <li>- Supporting and teaching independent dressing.</li> <li>- Tolerating and taking part in personal care for example visiting the doctors, dentist and hairdresser.</li> <li>- Leisure- both structured and unstructured to support with friendships, turn taking and development of interests.</li> <li>- Wider community experiences to develop tolerance of different situations, new people and new surroundings.</li> <li>- SRE: Communicating consent.</li> <li>- Communicating yes and no.</li> <li>- Recognising public and private behaviour.</li> <li>- Responding to touch</li> <li>- Recognising touch they like and dislike</li> <li>- Responding to correct names of body parts</li> <li>- Recognise body parts when using correct names</li> </ul>
Nurture	<ul style="list-style-type: none"> <li>- Handwashing regularly throughout the day.</li> <li>- Personal care and hygiene support where possible- for example supporting with slip changes.</li> <li>- Supported Eating and Drinking.</li> <li>- Table manners and social eating.</li> <li>- Physio, Swim, MOVE and rebound programmes to support physical development.</li> <li>- Supporting and teaching independent dressing.</li> <li>- Functional cooking to support with development of diet and practical life skills.</li> <li>- Leisure- both structured and unstructured to support with friendships, turn taking and development of interests.</li> <li>- Discussion of current events through experiences and circle times to develop tolerance and understanding of others.</li> <li>- Wider community experiences to develop tolerance of different situations, new people and new surroundings.</li> <li>- SRE skills: Being able to say no, ask for help and communicate this.</li> </ul>
Aspire	<ul style="list-style-type: none"> <li>- Handwashing regularly throughout the day.</li> <li>- Personal care and hygiene support where possible- for example supporting with slip changes.</li> <li>- Table manners and social eating skills.</li> <li>- Functional cooking to support with development of diet and practical life skills.</li> <li>- PE, Physio, Swim, MOVE and rebound programmes to support physical fitness, understanding and healthy lifestyles.</li> </ul>

	<ul style="list-style-type: none"><li>- Supporting and teaching independent dressing.</li><li>- Leisure- both structured and unstructured to support with friendships, turn taking and development of interests.</li><li>- Internet safety during leisure time as well as sessions.</li><li>- Discussion of current events through experiences and circle times to develop tolerance and understanding of others.</li><li>- Wider community experiences to develop understanding and acceptable behaviour in different situations, with new people and new surroundings.</li><li>- Enterprise to support understanding of the world of work.</li><li>- Discussion to promote opinion forming and tolerance of others.</li><li>- Group work to support tolerance of others, sharing, turn taking, listening and responding.</li></ul>
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