



## **Long-Term Curriculum Overview:**

**Key Stage(s): Australia**

**Curriculum Lead: Dan Fisher**

**Academic Year: 25/26**

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### **Curriculum Intent**

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

### **Curriculum Implementation**

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

### **Curriculum Impact**

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

Term	Topic / Learning Focus	Links towards EHCP Outcomes	Independent Skills Development	Assessment / Reflection of Learning	Resources / Programmes Used
Autumn 1	Confidence in Sport	<p><b>Communication and Interaction:</b> Pupils engage in structured team games (e.g. relay races, partner ball games) that require turn-taking and verbal/non-verbal communication.</p> <p><b>Cognition and Learning:</b> Pupils learn and recall simple game rules using visual rule cards and repetition.</p> <p><b>Social, emotional and mental health:</b> Confidence-building through achievable challenges, praise, and reflection using PE Passport.</p> <p><b>Sensory/Physical:</b> Obstacle courses and movement circuits support gross motor development and sensory regulation.</p>	<p>Pupils lead warm-ups, choose equipment, and reflect on progress using PE Passport self-assessment tools and visual aids.</p> <p>Leadership roles such as 'equipment manager' promote responsibility.</p>	<p>Observations, peer feedback, and self-assessment checklists using PE Passport.</p> <p>Staff use Zones of Regulation check-ins and record progress in PE Passport journals.</p>	<p>PE Passport (lesson plans, assessment tools), visual rule cards, sensory-friendly equipment (e.g. foam balls), Zones of Regulation posters, reward charts.</p>

Autumn 2	Gymnastics	<p><b>Cognition and Learning:</b> Pupils follow step-by-step instructions to build sequences using floor and apparatus work.</p> <p><b>Social, emotional and mental health:</b> Safe risk-taking and celebrating effort through scaffolded routines.</p> <p><b>Sensory/Physical:</b> Balance beams, rolls, and jumps develop proprioception and vestibular input.</p>	<p>Pupils design and perform short routines using PE Passport planning sheets.</p> <p>They demonstrate sequences to peers and reflect using visual rubrics.</p>	<p>Video analysis, peer coaching, and skill tracking via PE Passport.</p> <p>Staff record observations and pupil voice.</p>	<p>PE Passport (gymnastics modules), mats, low apparatus, visual routine cards, sensory breaks.</p>
Spring 1	Dance	<p><b>Communication and Interaction:</b> Pupils express ideas and emotions through movement and storytelling.</p> <p><b>Social, emotional and mental health:</b> Confidence in performance and emotional expression.</p> <p><b>Sensory/Physical:</b> Rhythm games and movement to music support coordination and regulation.</p>	<p>Pupils choreograph routines, select music, and lead warm-ups.</p> <p>They use PE Passport dance planners and visual storyboards for reflection.</p>	<p>Performance videos and pupil reflections uploaded to PE Passport.</p> <p>Staff use engagement scales and peer feedback forms.</p>	<p>PE Passport (dance units), music player, scarves and props, mirrors, visual storyboards.</p>

Spring 2	Badminton	<p><b>Cognition and Learning:</b> Pupils learn scoring systems and tactical play through scaffolded games.</p> <p><b>Social, emotional and mental health:</b> Managing emotions during competitive play.</p> <p><b>Sensory/Physical:</b> Racket and shuttle control drills improve fine motor coordination.</p>	Pupils umpire games, keep score using visual tally sheets, and coach peers using PE Passport cue cards.	Match statistics and skill progression tracked in PE Passport. Peer and self-assessment using visual scales.	PE Passport (badminton modules), rackets, shuttlecocks, visual scoring aids, cue cards.
Summer 1	Cricket	<p><b>Communication and Interaction:</b> Pupils develop team strategies and communicate roles clearly.</p> <p><b>Social, emotional and mental health:</b> Focus on resilience and sportsmanship.</p> <p><b>Sensory/Physical:</b> Throwing, catching, and striking drills enhance coordination.</p>	<p>Pupils take on roles such as team captain, umpire, or coach.</p> <p>They plan mini-games using PE Passport templates and lead warm-ups.</p>	Team performance reviews, individual skill logs in PE Passport, and pupil-led match reports.	PE Passport (cricket units), bats, soft balls, cones, team bibs, visual role cards.
Summer 2	Athletics	<p><b>Cognition and Learning:</b> Pupils measure and record performance data, setting personal</p>	Pupils manage scorecards, time each other, and support peers in goal setting using	Performance data tracked in PE Passport. Pupil reflections and goal-	PE Passport (athletics modules), stopwatches, measuring tapes,

		goals. <b>Social, emotional and mental health:</b> Perseverance and celebrating personal bests. <b>Sensory/Physical:</b> Sprinting, long jump, and javelin-style throwing activities.	PE Passport performance logs.	setting sheets reviewed termly.	cones, personal best charts.
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