



Long-Term Curriculum Overview:

Key Stage(s): Australia

Curriculum Lead: Dan Fisher

Academic Year: 25/26

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>Communication and Interaction: Pupils will engage in structured team games that require verbal and non-verbal communication, such as relay races and partner challenges.</p> <p>Cognition and Learning: Pupils will learn and recall simple game rules, supported by visual rule cards and repetition.</p> <p>Social, emotional and mental health: Activities will focus on building confidence through success, such as target games with progressive difficulty.</p> <p>Sensory/Physical: Activities like obstacle courses and movement circuits will support gross motor development and sensory regulation.</p>	<p>Pupils will be given leadership roles such as equipment monitor or warm-up leader.</p> <p>Visual schedules and choice boards will support decision-making and autonomy.</p>	<p>Use of PE Passport to log individual progress, supported by photographic evidence and pupil voice reflections.</p> <p>Staff will use observation checklists and Zones of Regulation check-ins.</p>	<p>PE Passport, visual rule cards, sensory-friendly equipment (e.g. foam balls), Zones of Regulation posters, reward charts.</p>

Autumn 2	Gymnastics	<p>Cognition and Learning: Pupils will follow step-by-step instructions to build sequences using floor and apparatus work.</p> <p>Social, emotional and mental health: Emphasis on safe risk-taking and celebrating effort to build resilience.</p> <p>Sensory/Physical: Activities will include balance beams, rolls, and jumps to develop proprioception and vestibular input.</p>	<p>Pupils will design their own short routines using a visual planning sheet.</p> <p>They will be encouraged to demonstrate and explain their sequences to peers.</p>	<p>Video recordings of routines uploaded to PE Passport.</p> <p>Peer and self-assessment using visual rubrics.</p> <p>Staff notes on confidence and engagement.</p>	<p>PE Passport, gymnastics mats, low apparatus, visual planning sheets, sensory breaks as needed.</p>
Spring 1	Dance	<p>Communication and Interaction: Pupils will work in pairs or small groups to create dance routines, using expressive movement to tell a story.</p> <p>Social, emotional and mental health: Focus on emotional expression and confidence in performance.</p> <p>Sensory/Physical: Activities will include rhythm games and movement to music to</p>	<p>Pupils will choose music and props, and lead parts of the warm-up.</p> <p>They will reflect on their routines using a visual storyboard.</p>	<p>Performance videos and pupil reflections uploaded to PE Passport.</p> <p>Staff will use engagement scales and feedback forms.</p>	<p>PE Passport, music player, scarves and props, mirrors, visual storyboards.</p>

		support coordination and regulation.			
Spring 2	Badminton	<p>Cognition and Learning: Pupils will learn scoring systems and tactical play through scaffolded games.</p> <p>Social, emotional and mental health: Emphasis on managing emotions during competitive play.</p> <p>Sensory/Physical: Activities will include racket and shuttle control drills to improve fine motor coordination.</p>	Pupils will umpire games, keep score using visual tally sheets, and coach peers using cue cards.	<p>Match statistics and skill progression tracked in PE Passport.</p> <p>Peer feedback and self-assessment using visual scales.</p>	PE Passport, rackets, shuttlecocks, visual scoring aids, cue cards for coaching.
Summer 1	Cricket	<p>Communication and Interaction: Pupils will develop team strategies and communicate roles clearly.</p> <p>Social, emotional and mental health Focus on resilience and sportsmanship.</p> <p>Sensory/Physical: Activities will include throwing, catching, and striking drills to enhance coordination.</p>	<p>Pupils will take on roles such as team captain, umpire, or coach.</p> <p>They will plan mini-games and lead warm-ups.</p>	Team performance reviews, individual skill logs in PE Passport, and pupil-led match reports.	PE Passport, cricket bats, soft balls, cones, team bibs, visual role cards.

<p>Summer 2</p>	<p>Athletics</p>	<p>Cognition and Learning: Pupils will measure and record performance data, setting personal goals.</p> <p>Social, emotional and mental health: Focus on perseverance and celebrating personal bests.</p> <p>Sensory/Physical: Activities will include sprinting, long jump, and javelin-style throwing.</p>	<p>Pupils will manage their own scorecards, time each other, and support peers in setting goals.</p>	<p>Performance data tracked in PE Passport.</p> <p>Pupil reflections and goal-setting sheets reviewed termly.</p>	<p>PE Passport, stopwatches, measuring tapes, cones, personal best charts.</p>
-----------------	------------------	---	--	---	--