



Long-Term Curriculum Overview:

Key Stage(s): Africa

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	Sporting values	<p>Communication and Interaction: Learners discuss and model values such as respect, teamwork, and honesty, using role-play and group discussions.</p> <p>Cognition and Learning: Sequencing scenarios, understanding consequences of actions, and reflecting on personal choices.</p> <p>Social, Emotional and Mental Health: Building self-esteem, empathy, and resilience through positive reinforcement and restorative conversations.</p> <p>Sensory/Physical Needs: Activities adapted for sensory comfort, with visual prompts and movement breaks.</p>	<p>Learners set personal behaviour targets, reflect on their actions, and take responsibility for upholding sporting values.</p> <p>Opportunities for peer mediation and leading group discussions.</p> <p>Encouraged to use self-regulation strategies independently.</p>	<p>Observation of behaviour in lessons and during games.</p> <p>Self and peer reflection sheets on values demonstrated.</p> <p>Teacher feedback and celebration of positive choices.</p>	<p>Visual value cards, social stories, behaviour reflection sheets, role-play props, sensory tools, and PE Passport.</p>

Autumn 2	Gymnastics	<p>Communication and Interaction: Partner and group routines encourage turn-taking, sharing, and verbal/non-verbal communication.</p> <p>Cognition and Learning: Learners sequence movements, follow multi-step instructions, and problem-solve when creating routines.</p> <p>Social, Emotional and Mental Health: Builds confidence, perseverance, and resilience through safe risk-taking.</p> <p>Sensory/Physical Needs: Activities adapted for sensory sensitivities, with options for tactile input and movement breaks.</p>	<p>Learners set personal goals (e.g., balance for 10 seconds), choose apparatus, and self-assess progress.</p> <p>Opportunities for independent warm-up/cool-down routines.</p> <p>Encouraged to support peers and lead small group activities.</p>	<p>Skills progression checklists, peer/self-assessment sheets, teacher observation notes, and video/photo evidence.</p> <p>Reflection journals: 'What did I find tricky? What am I proud of?'</p> <p>Celebration of personal bests and effort, not just outcomes.</p>	<p>Gym mats, balance beams, soft play equipment, visual task cards, sensory-friendly timers, tactile markers, adapted apparatus for accessibility, social stories for routines, and PE Passport.</p>
Spring 1	Dance	<p>Communication and Interaction: Expressing emotions and stories through movement, using gesture and facial expression.</p>	<p>Learners choreograph short routines, choose music and props, and perform for peers. Opportunities for solo, paired, and group work.</p>	<p>Performance opportunities (in class or recorded), peer feedback sessions, teacher observation of engagement and creativity, and self-</p>	<p>Music player, scarves, ribbons, mirrors, visual step cards, sensory props (e.g., textured fabrics), video exemplars, quiet breakout</p>

		<p>Cognition and Learning: Remembering and sequencing dance steps, exploring rhythm and pattern.</p> <p>Social, Emotional and Mental Health: Dance as a tool for self-expression, confidence-building, and emotional release.</p> <p>Sensory/Physical Needs: Adapted movements for sensory comfort, use of props for tactile input.</p>	Encouraged to reflect on their own creative choices.	reflection sheets. Progress tracked in dance journals or portfolios.	spaces for those needing sensory breaks, and PE Passport.
Spring 2	Volley ball	<p>Communication and Interaction: Team communication, using visual signals and verbal cues to coordinate play.</p> <p>Cognition and Learning: Understanding game rules, strategies, and positions.</p> <p>Social, Emotional and Mental Health: Building trust, resilience, and sportsmanship through team play.</p>	<p>Learners choose positions, set personal skill targets, and lead warm-up activities.</p> <p>Opportunities for independent practice and peer coaching.</p> <p>Encouraged to reflect on teamwork and communication.</p>	Skills checklists, observation of teamwork and communication, peer/self-assessment, and progress tracking sheets.	Soft volleyballs, adjustable nets, visual rule cards, communication aids, sensory-friendly timers, ear defenders, and PE Passport.

		<p>Sensory/Physical Needs: Adapted balls and nets for sensory comfort, with options for quieter play.</p>			
Summer 1	Golf	<p>Communication and Interaction: Learners explain strategies, give feedback, and use visual cues for turn-taking.</p> <p>Cognition and Learning: Planning shots, understanding scoring, and applying problem-solving skills.</p> <p>Social, Emotional and Mental Health: Managing emotions around success and setbacks, building patience and focus.</p> <p>Sensory/Physical Needs: Adapted clubs and balls, with sensory-friendly putting mats.</p>	<p>Learners set personal targets, choose clubs and strategies, and record their own scores.</p> <p>Opportunities for independent and small group play.</p> <p>Encouraged to reflect on progress and adapt techniques.</p>	Scorecards, observation of skill development, peer/self-assessment, and reflection journals.	Adapted golf clubs, soft balls, putting mats, visual scoring boards, communication aids, sensory-friendly equipment, and PE Passport.
Summer 2	Athletics	<p>Communication and Interaction: Encouraging positive communication during relays and team events,</p>	Learners set personal best targets, record and reflect on their progress, and	Timed events, distance measurements, certificates for participation and	Stopwatches, measuring tapes, relay batons, adapted athletics equipment, visual

		<p>using visual cues for instructions.</p> <p>Cognition and Learning: Understanding measurement, timing, and sequencing in athletic events.</p> <p>Social, Emotional and Mental Health: Building resilience, perseverance, and celebrating effort.</p> <p>Sensory/Physical Needs: Adapted events for all abilities, with sensory-friendly warm-ups and cool-downs.</p>	<p>choose preferred events.</p> <p>Opportunities for independent practice and leadership in team activities.</p>	<p>achievement, teacher observation, and self-reflection sheets. Progress tracked in athletics journals.</p>	<p>instruction cards, sensory-friendly starting signals, hydration stations, and PE Passport.</p>
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