



Long-Term Curriculum Overview:

Key Stage(s): Key stage 2/3

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	Yoga	<p>Communication and Interaction: Learners follow multi-step instructions, use visual cues, and participate in group yoga stories, supporting receptive and expressive language.</p> <p>Cognition and Learning: Sequencing poses, recalling routines, and using yoga stories to build memory and attention.</p> <p>Social, Emotional and Mental Health: Yoga breathing and mindfulness activities support emotional regulation, reduce anxiety, and build resilience.</p> <p>Sensory/Physical Needs: Adapted poses for proprioceptive and vestibular input, with</p>	<p>Learners choose their own mat space, select preferred poses, and use visual schedules to follow routines.</p> <p>Opportunities for self-led warm-ups and cool-downs.</p> <p>Encouragement to use yoga breathing independently when dysregulated.</p>	<p>Baseline and end-of-term self-regulation checklists.</p> <p>Observation of participation, pose accuracy, and willingness to try new activities.</p> <p>Pupil voice: reflections on how yoga helps them feel.</p> <p>Photo/video evidence (with consent).</p>	<p>Yoga mats, visual pose cards, sensory-friendly music, weighted blankets for relaxation, yoga stories, 'Cosmic Kids Yoga' videos, fidget tools for grounding, visual schedules, and Now/Next boards. PE Passport.</p>

		options for chair yoga and sensory breaks.			
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. 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?' 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, and social stories for routines. PE Passport.</p>

Spring 1	Dance	<p>Communication and Interaction: Expressing emotions and stories through movement, using gesture and facial expression.</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>	<p>Learners choreograph short routines, choose music and props, and perform for peers.</p> <p>Opportunities for solo, paired, and group work. Encouraged to reflect on their own creative choices.</p>	<p>Performance opportunities (in class or recorded), peer feedback sessions, teacher observation of engagement and creativity, and self-reflection sheets. Progress tracked in dance journals or portfolios.</p>	<p>Music player, scarves, ribbons, mirrors, visual step cards, sensory props (e.g., textured fabrics), video exemplars, and quiet breakout spaces for those needing sensory breaks. PE Passport.</p>
Spring 2	Fundamental movement skills	<p>Communication and Interaction: Following instructions, using visual cues, and engaging in partner games.</p> <p>Cognition and Learning: Developing understanding of rules, sequencing actions, and</p>	<p>Learners set and track personal targets (e.g., number of catches in a row), choose equipment, and lead warm-up activities.</p> <p>Opportunities for independent</p>	<p>Skills checklists, video/photo evidence, teacher observation, and self/peer assessment.</p> <p>Progress tracked on individual movement passports.</p>	<p>Balls of various sizes/textures, cones, beanbags, visual instruction cards, adapted equipment for accessibility, and sensory mats for grounding. PE Passport.</p>

		<p>problem-solving in movement challenges.</p> <p>Social, Emotional and Mental Health: Building confidence through skill mastery, promoting positive risk-taking.</p> <p>Sensory/Physical Needs: Activities differentiated for gross and fine motor needs, with sensory-friendly equipment.</p>	<p>practice and peer coaching.</p>		
<p>Summer 1</p>	<p>Target Games</p>	<p>Communication and Interaction: Turn-taking, using communication aids for scoring and feedback, and group strategy discussions.</p> <p>Cognition and Learning: Developing aiming and strategy skills, understanding game rules, and applying tactics.</p> <p>Social, Emotional and Mental Health: Managing emotions around winning/losing, building resilience and sportsmanship.</p> <p>Sensory/Physical</p>	<p>Learners design their own target games, set personal challenges, and record scores.</p> <p>Opportunities for independent and small group play.</p> <p>Encouraged to reflect on strategies and adapt them.</p>	<p>Game scores, progress tracking sheets, peer and self-assessment, teacher observation of strategy use and teamwork, and reflection journals.</p>	<p>Hoops, beanbags, skittles, adapted targets, visual scoring boards, communication aids (e.g., PECs), sensory-friendly timers, and ear defenders for noise sensitivity. PE Passport.</p>

		Needs: Adapted games for sensory comfort, with options for quieter play and tactile feedback.			
Summer 2	Athletics	<p>Communication and Interaction: Encouraging positive communication during relays and team events, 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>Learners set personal best targets, record and reflect on their progress, and choose preferred events.</p> <p>Opportunities for independent practice and leadership in team activities.</p>	<p>Timed events, distance measurements, certificates for participation and achievement, teacher observation, and self-reflection sheets. Progress tracked in athletics journals.</p>	<p>Stopwatches, measuring tapes, relay batons, adapted athletics equipment, visual instruction cards, sensory-friendly starting signals, and hydration stations. PE Passport.</p>