



Key Stage 4 'My Community' for PMLD and SLD

The teaching of 'My Community' supports the pupils in taking pleasure in and understanding the risks of their immediate environment. For pupils on this pathway, it is important that they become more experienced in visiting different places and contexts so that they are not limited in the experiences they are willing to have as they get older. In addition, having a variety of places to visit, knowing which places they enjoy and don't enjoy is crucial to their mental health and wellbeing. The 'My Community' curriculum will take place within the context of other curriculum areas in addition to a discrete 'My Community' lesson each week. Learning may be linked to the topic or story the pupils are studying that half term, with opportunities to make connections across the curriculum. It will provide the pupils with opportunities to reinforce learning in other areas such as communication, reading, writing, maths and science.

The 'My Community' curriculum aims to provide opportunities for students to be curious about their community, country and world. The Religious Education curriculum follows the recommendations in the Local Agreed Syllabus 'Believing and Belonging'. In addition to the curriculum below, we have an Enrichment curriculum that compliments the pupils' RE curriculum as well as key learning around British Values, Safeguarding and Social Moral Spiritual and Cultural (SMSC).

Pupils will develop their sense of belonging to their community by learning about the religions in their community, learning about the past and the physical and human landscape in the world around them. We have a three year curriculum, allowing opportunities for pupils to revisit and build on prior learning. As our focus is on teaching life skills linked to this subject, we will monitor progress through their EHCP outcomes and in English.

Cycle 1					
Autumn 1: Key Places in the Community			Autumn 2: My Choices		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression
<ul style="list-style-type: none"> • Pupils will be able to identify buildings in the community that they will use and need eg library, supermarket, pharmacy, leisure centre • Pupils will learn that people who work in the identified buildings are people who can help them. • Pupils will be able to identify different religious buildings 	<p>Visit to the local community. Match pictures and symbols with the buildings. Go inside the buildings and spend time looking at the features. Visit religious buildings and match with symbols and pictures.</p>	<p>Pupils will be able to visit unfamiliar places without experiencing heightened anxiety.</p> <p>Pupils will be able to recognise places that they will need when out in the community.</p>	<ul style="list-style-type: none"> • Pupils will learn to make choices using an appropriate communication method. • Pupils will take part in decision making in their school eg in school council elections 	<p>Use of symbols, makaton, verbal communication to make choices around everyday provisions eg which snack, which provision, outside or inside, which game.</p> <p>Encourage choosing as a group, counting who had chosen the same thing and have that as a group</p>	<p>Pupils will accept decisions that suit the majority.</p> <p>Pupils will begin choosing in a wider range of contexts.</p>

Spring 1: Weather Risks			Spring 2: Shopping		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression
<ul style="list-style-type: none"> • Pupils will be able to identify different types of weather and how they make us feel. • Pupils will be able to link types of clothing and objects to a specific type of weather eg wellies, raincoat, umbrella, suncream, sunglasses • Pupils will be able to follow routines to keep them 	<p>Identify the weather and climate using symbols and makaton Go for walks in different types of weather and reinforce how the weather is and how it is making us feel.</p> <p>Match symbols to concrete objects Explore through the outdoors that rain can cause puddles, snow can cause ice, sun can cause feeling hot and sub burn. Begin to apply this understanding to a social story</p>	<p>Pupils will identify the weather and begin to make appropriate clothing choices. Pupils will be able to link types of weather to different feelings.</p>	<ul style="list-style-type: none"> • Pupils will be able to identify an item from symbols that they need in a range of shops. • Pupils will be able to exchange a item for money in a range of shops • Pupils will be able to identify shops that are for specific items eg a pharmacy or opticians • Pupils will be able to identify 	<p>Use social stories to demonstrate the process when shopping Follow the same process in a range of shops Encourage pupils to identify the people who work in the shop by their uniform Use symbols or pictures to help pupils identify items in a shop.</p>	<p>Pupils will be able to exchange money for items in a range of shops. Pupils will be able to identify people who work in a shop and apply this to different contexts Pupils will begin to ask workers in a shop for help using symbols or makaton.</p>

<p>safe in different types of weather</p> <ul style="list-style-type: none"> Pupils will begin to explore the effects of weather on the environment 			<p>people who work in the shop by matching their uniform or badge to a picture</p> <ul style="list-style-type: none"> Pupils will begin to understand that they can ask people who work in a shop for help 		
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Summer 1: People Who Help Us			Summer 2: Interacting in the Community		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression
<ul style="list-style-type: none"> Pupils will be able to identify the people in their lives who help them Pupils will be able to identify key people in the 	<p>Invite key people to visit the class eg nurses, council workers, pharmacists, police officers, fire officers</p> <p>Show pupils pictures of key people for them to match</p>	<p>Pupils will begin to identify key workers in different contexts</p> <p>Pupils will become familiar with the uniforms of key workers</p>	<ul style="list-style-type: none"> Pupils will be able to initiate an interaction with a key worker in the community eg fleeting eye contact, vocalisation 	<p>Walk the pupils around school</p> <p>Use symbols for landmarks</p> <p>Invite key workers from the community into the class to meet the pupils.</p> <p>Encourage interactions when shopping</p>	<p>Pupils will walk with an adult without pulling away</p> <p>Pupils will become aware of landmarks in a wider range of contexts.</p> <p>Pupils will become more aware of when</p>

<p>community who can help them</p> <ul style="list-style-type: none"> • Pupils will be able to match a picture with a key worker. 	<p>Provide dressing up in key workers' uniforms</p>		<ul style="list-style-type: none"> • Pupils will be able to walk as independently as possible • Pupils will be able to tolerate unfamiliar people around them. • Pupils will be aware of landmarks • Pupils will be able to cross a road with support 	<p>Practise road safety first in school, then with one familiar area.</p>	<p>there are cars and how far away they are.</p>
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Cycle Two					
Autumn 1: Voting and Making Choices			Autumn 2: Key Places in the Community		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression

<ul style="list-style-type: none"> • Pupils will learn to make choices using an appropriate communication method. • Pupils will take part in decision making in their school eg in school council elections 	<p>Use of symbols, makaton, verbal communication to make choices around everyday provisions eg which snack, which provision, outside or inside, which game.</p> <p>Encourage choosing as a group, counting who had chosen the same thing and have that as a group</p>	<p>Pupils will accept decisions that suit the majority.</p> <p>Pupils will begin choosing in a wider range of contexts.</p>	<ul style="list-style-type: none"> • Pupils will be able to identify buildings in the community that they will use and need eg library, supermarket, pharmacy, leisure centre • Pupils will learn that people who work in the identified buildings are people who can help them. • Pupils will be able to identify different religious buildings 	<p>Visit to the local community. Match pictures and symbols with the buildings. Go inside the buildings and spend time looking at the features. Visit religious buildings and match with symbols and pictures</p>	<p>Pupils will be able to visit unfamiliar places without experiencing heightened anxiety.</p> <p>Pupils will be able to recognise places that they will need when out in the community</p>
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Spring 1: People Who Help Us- Tackling Stereotypes			Spring 2: Celebrations of Different Faiths		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression

<ul style="list-style-type: none"> • Pupils will be able to identify the people in their lives who help them • Pupils will be able to identify key people in the community who can help them • Pupils will be able to match a picture with a key worker. • Pupils will understand that any gender can fulfil any role 	<p>Invite key people to visit the class eg nurses, council workers, pharmacists, police officers, fire officers</p> <p>Show pupils pictures of key people for them to match</p> <p>Provide dressing up in key workers' uniforms</p> <p>Ensure there are pictures that tackle gender stereotypes eg male nurse, female fire fighter</p>	<p>Pupils will begin to identify key workers in different contexts</p> <p>Pupils will become familiar with the uniforms of key workers</p>	<ul style="list-style-type: none"> • Pupils will explore food associated with different religious festivals • Pupils will explore colour associated with different religious festivals • Pupils will explore light associated with different religious festivals 	<p>Food tasting, dressing up, decorating the classroom, visiting a religious building during a festival time</p> <p>Link festivals to the symbol and picture of the religious building.</p>	<p>Understanding that there are different beliefs will develop.</p>
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Summer 1: Looking After the Environment			Summer 2: One Kind Act		
Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression

<ul style="list-style-type: none"> • Pupils will understand that certain materials can go in a recycling bin. • Pupils explore ways in which they can look after the environment eg planting seeds, picking up litter • Pupils will explore ways in which the climate can affect the environment eg noticing rainy days and hot days and the affect on plants 	<p>Have recycling bins available and have symbols on bin of which materials can be recycled. Litter picking and gardening, reminders to put litter in the bin</p>	<p>Pupils will develop an understanding of actions they can do to take care of the environment.</p>	<ul style="list-style-type: none"> • Pupils will explore ways of being kind to others • Pupils will explore the feelings linked to kind acts • Pupils will begin to identify which acts of kindness they like to do 	<p>Pupils can make things to share with other classes, encourage pupils to share and to play with others. Link feelings to acts of kindness, using emotional literacy strategies.</p>	<p>Pupils will begin to initiate acts of kindness with more familiar people and in a wider range of contexts.</p>
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Cycle Three					
Autumn 1: One Kind Act			Autumn 2: Key Places in our Community		
Objectives	Suggested Activities	Progression	Objective	Suggested	Progression

				Activities	
<ul style="list-style-type: none"> • Pupils will explore ways of being kind to others • Pupils will explore the feelings linked to kind acts • Pupils will begin to identify which acts of kindness they like to do 	<p>Pupils can make things to share with other classes, encourage pupils to share and to play with others.</p> <p>Link feelings to acts of kindness, using emotional literacy strategies.</p>	<p>Pupils will begin to initiate acts of kindness with more familiar people and in a wider range of contexts.</p>	<ul style="list-style-type: none"> • Pupils will be able to identify buildings in the community that they will use and need eg library, supermarket, pharmacy, leisure centre • Pupils will learn that people who work in the identified buildings are people who can help them. • Pupils will be able to identify different religious building 	<p>Visit to the local community.</p> <p>Match pictures and symbols with the buildings.</p> <p>Go inside the buildings and spend time looking at the features.</p> <p>Visit religious buildings and match with symbols and pictures</p>	<p>Pupils will be able to visit unfamiliar places without experiencing heightened anxiety.</p> <p>Pupils will be able to recognise places that they will need when out in the community</p>

Spring 1: Safety in the Community			Spring 2: Life Cycles		
Objectives	Suggested Activities	Progression	Objective	Suggested	Progression

				Activities	
<ul style="list-style-type: none"> • Pupils will be able to walk as independently as possible in the community • Pupils will learn to stop before crossing a road • Pupils will be able to identify key people who can help them in the community • Pupils will be able to identify buildings that are safe places in the community • Pupils will learn how to be safe near open water 	<p>Visits to lots of different places to identify key buildings and people. Match pictures to real buildings and people Dressing up in key worker uniforms Encourage use of symbol or makaton sign for help</p>	<p>Pupils will be comfortable with more unfamiliar places Pupils will be able to identify an increasing amount of key people who can help them or key people who can help them.</p>	<ul style="list-style-type: none"> • Pupils will explore different living things eg stroking animals, feeding animals, watering plants, picking fruits. • Pupils will explore the stages of human development • Pupils will learn how the stages of animal development are different eg a baby needs feeding/ washing but an adult does not • 	<p>Visits to farms to identify animals and their young Gardening Playing with dolls and practising washing and feeding them Social story of the stages of humans.</p>	<p>Pupils will begin to notice the difference between a baby and an adult Pupils will be able to apply this to more contexts Pupils will recognise that living things need looking after to keep them alive</p>

Summer 1: Fair and Unfair

Summer 2: My Choices

Objectives	Suggested Activities	Progression	Objective	Suggested Activities	Progression
<ul style="list-style-type: none"> ● Pupils will explore 'same and different' ● Pupils will explore the feelings associated with unfair ● Pupils will practise sharing 	<p>Use snack time, 'my play' to practise sharing</p> <p>Use symbols to identify feelings related to unfair</p> <p>Use stories, puppets, engagement sessions to demonstrate the same and different</p>	<p>Pupils will be able to recognise differences in different contexts</p> <p>Pupils will be able to take part in paralele, then shared then turn taking play.</p>	<ul style="list-style-type: none"> ● Pupils will learn to make choices using an appropriate communication method. ● Pupils will take part in decision making in their school eg in school council elections 	<p>Use of symbols, makaton, verbal communication to make choices around everyday provisions eg which snack, which provision, outside or inside, which game.</p> <p>Encourage choosing as a group, counting who had chosen the same thing and have that as a group</p>	<p>Pupils will accept decisions that suit the majority.</p> <p>Pupils will begin choosing in a wider range of contexts.</p>