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# 2022/2023
# Curriculum Overview

The Westminster School

**my** Community

# Curriculum Intent

For our pupils to develop a sense of security, belonging and purpose within the school community and their local communities. Participating in enriching and meaningful experiences to equip them with the knowledge and confidence to transfer their skills to wider community settings.

Our priorities are:

- For pupils to better understand their place in the world around them.
- For pupils to be confident in accessing their place in the world around them.
- For pupils to be confident in accessing and understanding different environments.
- For pupils to celebrate their successes, and those of others, together in the community.

# Curriculum Implementation

## Key Components and Strands

The curriculum at the Westminster School is made up of six Areas of Learning. Each Area of Learning has 2 or 3 key Components, which encompass a number of Strands. Each strand is then broken down into key priorities of learning which are then used to support the planning and delivery of high-quality teaching and learning.

The below table details the key components and strands for My Community:

| Area of Learning | My Community | | |
|---|---|---|---|
| Component | The Natural World | Community around me | SHaLT |
| Strand | <ul><li>Tools and equipment</li><li>Meeting needs in the natural world (survival)</li><li>Navigation</li><li>Environmental Awareness (Conservation)</li><li>Adventurous activity</li></ul> | <ul><li>Places of Interest</li><li>Community knowledge</li><li>Roles and responsibilities</li><li>Ability to access the community</li><li>Responsible social interaction</li><li>Travel and Transitioning</li></ul> | A SHaLT cycle is in place which determines learning and foci for each week. There are not specific strands for SHaLT. |

## Skill Development Levels explained

Each Area of Learning and its key components have a Skill Development Grid. These grids are broken down into six distinct Skill Levels as detailed below.

# Skill Development Levels

These are designed to be developmental stages of learning.

The Skill Development Levels do not relate to age-related expectations, key stages or other milestones.

Extending Application

Proficient Application

Developing Understanding

Early Knowledge

Building Concepts

Explore

## Example Skill Development Grid – The Natural World (Developing Understanding)

| Skill development | | |
|---|---|---|
| **Tools and equipment** | **Meeting needs in the natural world (survival)** | **Navigation** |
| 1. Preparing for the weather/ appropriate clothing for the weather<br>2. Select the correct tool for specific job<br>3. Know what to do if I don't have/or have lost equipment or tools<br>4. Identify risks in unfamiliar situations/activities.<br>5. Follow a risk assessment | 1. Sleep in less familiar place<br>2. Know the appropriate food to eat/drink (Eg nutritional value)<br>3. Erect a Tent as part of a team<br>4. Recognise when I am in danger | 1. Know that places can be identified using town names, Road names and post codes<br>2. Follow a route using a navigation device such as Google Maps, GPS, Tom Tom to follow a pre-planned route.<br>3. Use directional language (Eg North, South, Right, Left etc)<br>4. Follow a familiar route from memory<br>5. Identify when you are lost |
| **Environmental Awareness (Conservation)** | **Adventurous activity** | |
| 1. Know how and why I need to look after my local environment<br>2. Identify how seasonal variances impact on growth. (Eg right time to plant, soil type etc)<br>3. Follow countryside code<br>4. Recognise some flora and fauna<br>5. Understand limitations and rules when recycling<br>6. Identifying and recording the impact of action you have taken to encourage nature and ecosystems | 1. Sustained participation in and AA with increased confidence.<br>2. Identify risks of an adventurous activity | |

# My Community links to other Areas of Learning

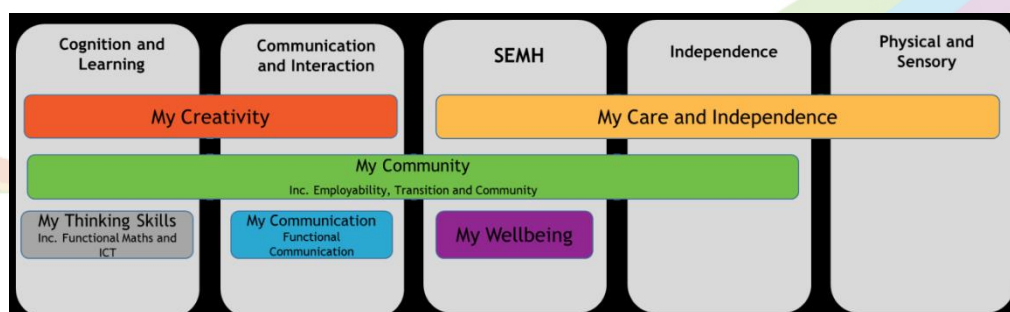| My Care and Independence | <ul><li>Using Money to make a purchase</li><li>Local visits</li><li>Using public transport to travel</li><li>Road Safety</li><li>Emergency Services</li><li>First Aid</li><li>Volunteering</li><li>Local Area knowledge</li><li>Visiting local shops</li><li>Managing unstructured time</li></ul> |
|---|---|
| My Communication | <ul><li>Choice</li><li>School Council</li><li>Social interaction</li><li>Conversation Skills</li><li>Reading for safety/purpose</li></ul> |
| My Creativity | <ul><li>Accessing concerts, gigs, festivals cultural events etc.</li><li>Being creative outdoors in a range of arts</li></ul> |
| My Thinking | <ul><li>Plan Trips</li><li>Orienteering</li><li>Use Google Maps</li><li>Bus Timetables</li><li>Using Money</li><li>Time Management</li></ul> |
| My Wellbeing | <ul><li>Links with families</li><li>Time outdoors</li><li>Swimming</li><li>Fitness</li><li>Walking</li><li>Empathy for Nature</li></ul> |

# My Community links to EHCP Areas

It's important to ensure our curriculum makes direct links to current Educational Health and Care Plan (EHCP) areas. The broad areas of need, as detailed in the SEND Code of Practice, and operationalised through the EHCP are as follows:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health (SEMH).
- Independence.
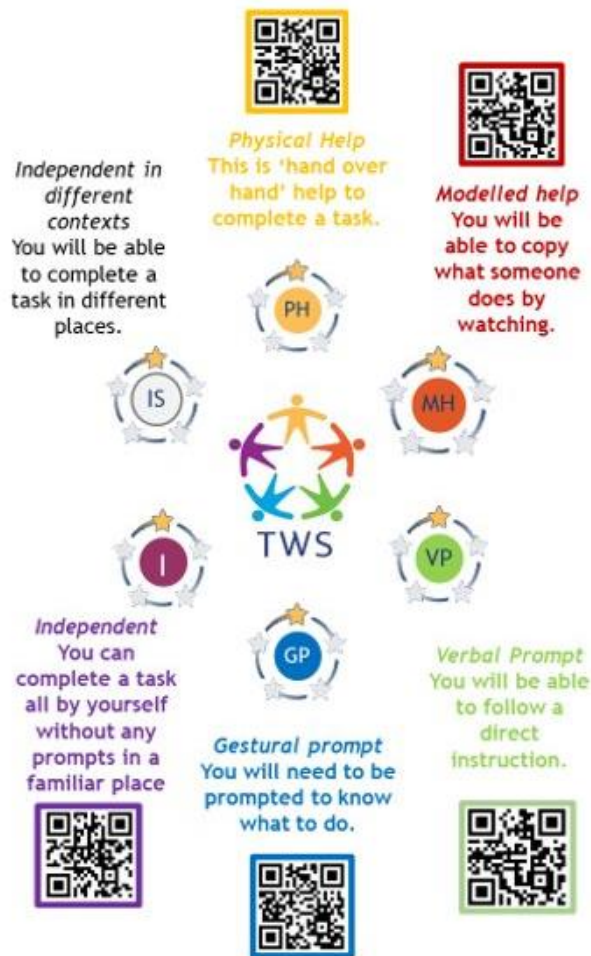- Sensory and/or physical needs.

See below for links to key EHCP Areas for all Areas of Learning:

# Towards Independence Hierarchy

At the Westminster School we attribute progress through judgments against a Towards Independence Hierarchy. The Hierarchy allows for staff in school to make judgments based on how independently pupil's work towards or achieve an activity or target. For more information on how we assess and feedback to pupils at The Westminster School please refer to our most recent Assessment and Feedback Policy.



# Accreditations

All Areas of Learning in the Westminster School Curriculum provide opportunities for pupils to work towards accreditations. All accreditations are carefully considered for their appropriateness and suitability for each individual pupil.

The accreditations available to pupils as part of their My Community sessions include:

- John Muir Award
- Duke Of Edinburgh Award Scheme

# My Community contributions to SHaLT

Our values at The Westminster School are encompassed in our statement of Safe, Happy and Learning Together. Through this we seek to develop our values statement: Building foundations and providing opportunities to create condiment, aspirational and independent members of our community.

The table below shows how My Communication contributes to achieving our overall statement:

| Safe | Safe travel, Safe community, Safe tool use, Safe relationships, Safe people, Emergency services. Recognising and identifying hazards. |
|---|---|
| Happy | Voice and Choice, Engagement, Well-being, awareness and appreciation for natural world and local area, increased independence and sense of worth. |
| Learning | Citizenship, Humanities, Life skills, Numeracy, Literacy etc. |
| Together | Community cohesion in wider community. Community experiences. Relations with others both within school and outside of school. Improved Communication. Joint enterprise such as volunteering. Team Work. |

# Enrichment Opportunities

We pride ourselves on the enrichment opportunities we provide for pupils across all Areas of Learning. Enrichment opportunities within My Community include:


Woodlands Adventure


Challenge Academy


Baggeridge Country Park


Saltwells Nature Reserve


Malthouse stables – Archery and Kayaking


Sycamore Adventure Centre

Marston's Brewery

Duke Of Edinburgh Award Scheme

John Muir Award

Sandwell Leisure Trust

Plas Gwynant – Outdoor Education Centre

Frank Chapman – Outdoor Education Centre

# SHaLT Cycle

| Date | Theme |
|------|-------|
| **Autumn - Half Term 1** | |
| 1 – 05/09/2022 | New starts |
| 2 – 12/09/2022 | New class/peers |
| 3 – 19/09/2022 | What makes me happy |
| 4 – 26/09/2022 | Black History Month |
| 5 – 03/10/2022 | Black History Month |
| 6 – 10/10/2022 | Celebration – Diwali (Hindu and Sikh) |
| 7 – 17/10/2022 | Celebration – Diwali (Hindu and Sikh) |
| | Assembly on 21/10/22 |
| **Autumn - Half Term 2** | |

| | |
|---|---|
| 1 – 31/10/2022 | Traditions – Bonfire night and Remembrance |
| 2 – 07/11/2022 | Assembly on 11/11/22 |
| 3 – 14/11/2022 | <u>Helping others</u> |
| 4 – 21/11/2022 | Children in Need |
| 5 – 28/11/2022 | Anti-Bullying Week |
| | Assembly on 25/11/22 |
| 6 – 05/12/2022 | Celebration – Christmas and Hanukkah (Christian and Jewish) |
| 7 – 12/12/2022 | Assembly on 9/12/22 |
| **Spring – Half term 3** | |
| 1 – 02/01/2023 | Reach for the stars – new year goals and resolutions |
| 2 – 09/01/2023 | Random acts of kindness – giving back- SNOWDON |
| | Assembly on 13/1/23 |
| 3 – 16/01/2023 | Lego Week! |
| 4 – 23/01/2023 | Teambuilding |
| | Assembly on 27/1/23 |
| 5 – 30/01/2023 | Celebration – Chinese New Year and Parinirvana Day (Buddhist) Mindfulness Celebration. |
| 6 – 06/02/2023 | |
| 7 – 13/02/2023 | |
| | Assembly on 17/2/23 |
| **Spring – Half term 4** | |
| 1 – 27/02/2023 | *World Book Day - Celebrating reading* |
| 2 – 06/03/2023 | Helping others – Comic Relief |
| 3 – 13/03/2023 | Fairtrade Fortnight |
| 4 – 20/03/2023 | Down Syndrome day |
| 5 – 27/03/2023 | Celebration - Easter |
| | Autism awareness week |
| **Summer – Half term 5** | |
| 1 – 17/04/2023 | Celebration – Vaisakhi (Hindhu) |
| 2 – 24/04/2023 | Eid |
| 3 – 01/05/2023 | Democracy and me – elections |
| 4 – 08/05/2023 | Democracy and me – elections |
| 5 – 15/05/2023 | Local Community History Week |
| 6 – 22/05/2023 | Local Community History Week |

| Summer – Half term 6 | |
|---|---|
| 1 – 05/06/2023 | Being British |
| 2 – 12/06/2023 | Being British |
| 3 – 19/06/2023 | LGBTQ+ - relationships/emotions |
| 4 – 26/06/2023 | LGBTQ+ - relationships/emotions |
| 5 – 03/07/2023 | Celebrating our successes |
| 6 – 10/07/2023 | Looking forward |
| 7 – 17/07/2023 | Looking forward |

# E-Safety Cycle

| Themes | Allocated Weeks |
|---|---|
| Screentime | w.c. 30/01/23 for two weeks and 05/06/23 |
| Privacy and Identity theft | w.c. 06/02/23 for two weeks and  12/06/23 |
| Self-generated images/sexting | w.c.  27/02/23 for two weeks and  19/06/23 |
| Fake News | w.c. 13/03/23 for two weeks and 26/06/23 |
| Radicalisation | w.c.  27/03/23 and 03/07/23 |
| Social Media | w.c. 17/04/23 for two weeks and 10/07/23 |
| Online Grooming | w.c. 02/05/23 for two weeks |
| Cyber bullying | w.c. 15/05/23 for two weeks and 17/07/23 |
| Online gaming in app purchases and gambling | w.c. 05/06/23 for two weeks |
| Inappropriate content online | w.c. 15/06/23 for two weeks |