



The Westminster  
School

*Safe, Happy and Learning Together*

[www.thewestminsterschool.co.uk](http://www.thewestminsterschool.co.uk)

# 2022/2023 Curriculum Overview

The Westminster School

**my**

Wellbeing

## Curriculum Intent

In My Wellbeing, our intent is for our pupils to be safe, happy and healthy whilst managing life challenges, coping with emotions and enjoying life with a variety of experiences. My Wellbeing supports every aspect of pupils' development and teaches our young people to stay safe in their next steps.

Our main priority is for our pupils to be a part of their local community and learn skills for life. In order to achieve this, pupils will:

- Learn to regulate their emotions and respond appropriately and learn skills to identify and express how they are feeling.
- Feel rewarded, valued and able to make choices.
- Learn how to be healthy and active which is vital to live a long, healthy, happy life.
- Apply important skills such as how to keep themselves safe and know their body through a comprehensive RSE curriculum.

## 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 Thinking Skills:

Area of Learning	My Wellbeing		
Component	Move	Emotional Wellbeing	RSE
Strand	<ul style="list-style-type: none"><li>▪ Healthy Move</li><li>▪ Physical Move</li><li>▪ Social Move</li><li>▪ Cognitive Move</li><li>▪ Organisation</li></ul>	<ul style="list-style-type: none"><li>▪ Expressing, managing &amp; supporting feelings</li><li>▪ My voice, my choice</li><li>▪ Self-Esteem and resilience</li><li>▪ Hobbies &amp; Interests</li><li>▪ Managing Conflict</li></ul>	<ul style="list-style-type: none"><li>▪ Self-Awareness</li><li>▪ Self-Care</li><li>▪ Safety</li><li>▪ Changing &amp; Growing</li><li>▪ Relationships</li><li>▪ The world I live in</li></ul>


## 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.




Explore




Building Concepts




Early Knowledge



Developing Understanding



Proficient Application



Extending Application

## Example Skill Development Grid – RSE

Skill development		
Self-Awareness	Self-Care	Safety
<ol style="list-style-type: none"> <li>1. Know what I am good at</li> <li>2. Know the terms kind and unkind</li> <li>3. Identify people in my family</li> <li>4. Know gestures we may use to let someone know they are special to us</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe what is wrong with my body including basic symptoms</li> <li>2. Use some self-care techniques</li> <li>3. Recognise some substances that may be drunk, inhaled or consumed can be harmful</li> <li>4. Identify something that can make my body feel better</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond appropriately to someone saying or doing something that makes them uncomfortable</li> <li>2. Know that some body parts are private.</li> <li>3. Know the term 'gambling' and identify places and ways this takes place</li> <li>4. Identify instances in or out of school when we might need to ask permission or seek consent</li> </ol>
Changing & Growing	Relationships	The World I live in
<ol style="list-style-type: none"> <li>1. Describe the difference between a baby/child/adult</li> <li>2. Identify some changes to the body as we grow from a range of stimuli. (e.g. height, hair on face/legs, weight)</li> <li>3. Identify some ways trusted adults/family may physically touch us (e.g. daily care, during play, show affection)</li> <li>4. Have some understanding of public/private</li> </ol>	<ol style="list-style-type: none"> <li>1. Know the qualities of a good friend and how they make me feel.</li> <li>2. Recognise that some families are different to others.</li> <li>3. Recognise how my family cares for me.</li> <li>4. Identify some of the responsibilities of being a parent.</li> <li>5. Recognise that friendships may change over time.</li> <li>6. Understand that people who love and care for one another can be in a romantic relationship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify simple differences and similarities between people.</li> <li>2. Know that there are rules in school, at home and in the wider world.</li> <li>3. Recognise some different jobs adults do in school.</li> </ol>

## My Wellbeing links to other Areas of Learning

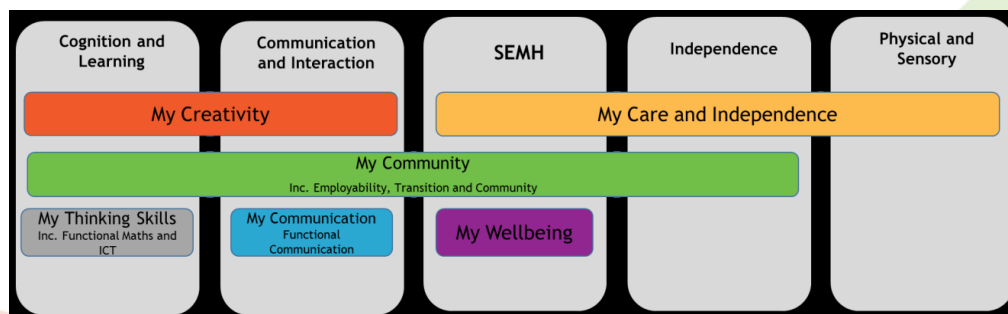
<b>My Care and Independence</b>	<ul style="list-style-type: none"> <li>Building confidence</li> <li>Learning strategies to self-regulate emotions</li> <li>Managing relationships</li> <li>Independence</li> <li>Travelling independently for leisure activities</li> <li>Keeping the body clean and appearance tidy</li> <li>Washing clothes</li> <li>Choosing appropriate clothing</li> </ul>
<b>My Community</b>	<ul style="list-style-type: none"> <li>Learning to stay safe</li> <li>Appropriate conduct in the community</li> <li>Opportunities to learn outside of the classroom environment</li> <li>Accessing leisure facilities in the local community</li> <li>Identifying people important to their life</li> </ul>
<b>My Communication</b>	<ul style="list-style-type: none"> <li>Communicating emotions</li> <li>Feeling confident to express feeling and wishes</li> <li>Feeling confident to express own opinions</li> <li>Feeling heard</li> </ul>
<b>My Creativity</b>	<ul style="list-style-type: none"> <li>Development of own identity</li> <li>Expressing own feeling and wishes in a variety of different way</li> <li>Creative therapeutic interventions</li> </ul>
<b>My Thinking Skills</b>	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Challenging themselves</li> <li>Building resilience</li> <li>Plan and organise trips and activities with others</li> </ul>

## My Thinking Skills 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.

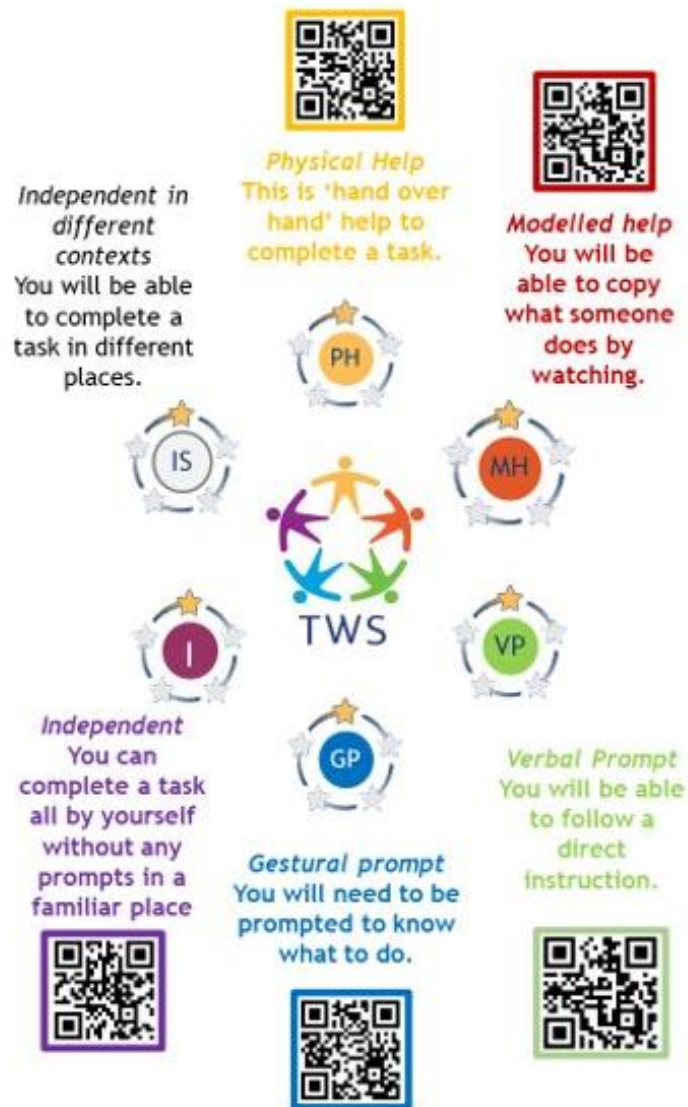
See below for links to key EHCP Areas for all Areas of Learning:





## 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 accreditation available to pupils as part of their My Creativity sessions include:

- OCR Entry Level Certificate in Physical Education.

## My Thinking Skills 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 confident, aspirational and independent members of our community.

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

<b>Safe</b>	Pupils will feel safe and secure by learning strategies to help them manage their sensory, physical and emotional needs within different situations. Additionally, pupils will learn how to keep themselves safe through learning about safe relationships and other statutory RSE based topics.
<b>Happy</b>	My Wellbeing sessions work on all pupils' strength whatever they may be. The aim is to ensure pupils feel valued and have a sense of satisfaction and achievement. Pupil's learning how to regulate their own emotions and how to manage this in different scenarios will contribute to their overall happiness. My Wellbeing sessions also provide opportunities for pupils to choose and opt in to both physical and interest sessions.
<b>Learning</b>	During My Wellbeing sessions pupils will learn how to look after themselves, including their management of emotions and keeping themselves safe. The My Wellbeing curriculum provides pupils with opportunities to showcase their learning within the community and in real life situations to promote lifelong learning and application of skills. Pupils engage in weekly 'Move' sessions where learning will take place surrounding how to live a healthy lifestyle, the impact of keeping active and taking responsibility for their own personal care. My Wellbeing sessions provide opportunities for pupils to interact with their peers and socialise, often learning in the moment about appropriate interactions with others as well as learning about themselves.
<b>Together</b>	All Curriculum Pathways come together in My Wellbeing sessions to encourage kindness, empathy and bonds outside of pupil's usual class group. Bonding over similar interests allow for pupils to engage in exciting activities with a range of peers. Throughout My Wellbeing sessions, the ethos of 'giving back to the local community' is promoted as well as a strong emphasis on 'The Westminster family'.

## Enrichment/Therapeutic Opportunities and Interventions

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



The Albion Foundation



Box-Fit

## The Westminster School



Open Trail



Swimming



Earls Gymnastics



Sycamore Adventure Centre



KRUNCH



Music Therapy



Creative Therapy



HugglePets in the community



Brook