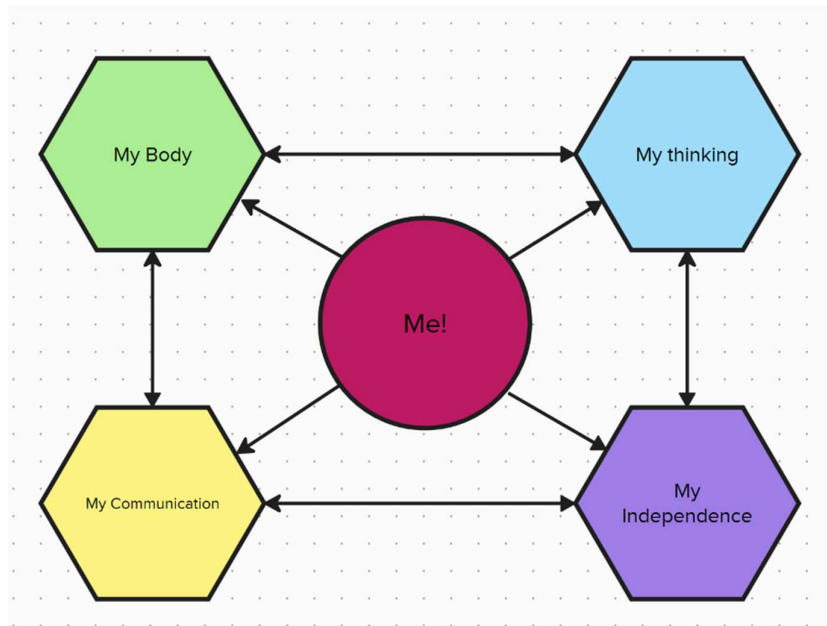


Carlton Digby Pre-formal Curriculum

Indigo and Green

The pre-formal curriculum at Carlton Digby School is broken down into 4 curriculum areas, at the centre of all learning, experiences and engagement is the pupil.



My Thinking (Cognition and learning)
My Communication (Speech, language and communication)
My Independence (Independence)
My Body (Physical, sensory and wellbeing)

At Carlton Digby School, our pre-formal curriculum is supported by and takes influence from the EQUALS pre-formal curriculum, Routes for Learning, and The Engagement Model.

Due to the cognitive levels and complex communication, physical and health needs of our learners, we do not focus on development through the key stages, but more of an individualised curriculum per child based upon their EHCP targets as well as theirs and their family's goals for the future. Delivered through group activities, experiences and engagement.

The aim is to enable our pupils to have the best possible outlook in life whilst at and after Carlton Digby School, to ensure they can express their wants and needs as best as possible and living with as much independence as they can, whether that be physically, cognitively or communicatively.

Influences

EQUALS

The EQUALS pre-formal curriculum does not stipulate what to teach now and what to teach next, and it does not provide a body of knowledge that is essential for learners to know as it believes that it is the learners who will decide what direction the learning will take; teachers (and Tas/PCAs) can only help to build routines, facilitate change, offer alternatives, observe and guide. Therefore, EQUALS is a curriculum of ideas designed collaboratively by the pre-formal staff based upon successes and failures recognised over time, proving that the success will depend upon the students we teach, and is therefore ever evolving and changing.

We, like EQUALS place great emphasis on developing recognition, anticipation and realisation skills relevant to our engagement model. This is why EQUALS suggests covering the same lesson for a pro-longed period to harness and develop these skills.

ROUTES FOR LEARNING

We work on challenging our pupils based upon their EHCP targets, which we take from the Routes for learning route map, parents/carers and multiagency professionals.

The route map allows for us to develop our pupil's communication and cognition targets in a clear developmental route, in order to establish their current level and what we may be working towards, whilst also being able to note whether or not we may witness regression. The route map focuses on development towards contingency awareness, object permanence and problem-solving skills. Our pupils are given the opportunity to work towards these skills in different ways.

THE ENGAGEMENT MODEL

[Exploration](#)>>[Realisation](#)>>[Anticipation](#)>>[Persistence](#)>>[Initiation](#)

The engagement model is used in conjunction with our existing planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject-specific study. It is used to assess students within activities based upon their baseline to ensure high quality teaching, pedagogy and appropriate provision is in place for our pupils to ensure they reach their full potential. Student's engagement levels are recorded against the 5 areas and then assessed and moderated to ensure they are reaching their full potential to be challenged further.

The 5 areas present differently within all learners but are assessed based upon the following key questions.

Exploration- how is the learner using explorative methods to engage with the activity/stimuli/staff member?

Realisation- is the learner able to respond/interact with the activity/stimuli/staff member in a way which could be interpreted as recognition? Or show an awareness of what the activity entails? eg. cause and effect awareness or responding to objects of reference/touch.

Anticipation- does the learner show any level of expectancy or eagerness towards familiar or represented stimuli/activities/staff?

Persistence- is there a level of determination or prolonged engagement evident?

Initiation- is the learner able to show signs of instigating an interaction or movement to engage with the activity/stimuli/staff member for a longer period?

MULTI-AGENCY

We work heavily with multi-agency professionals to ensure that pupils recognised by these teams have their physical and medical goals factored into their daily routines. Students will have physical targets derived from their physiotherapy goals, as well as communication or cognitive/visual targets designed in line with routes for learning to support their goals set out by these multi agency teams. Many of our pupils have high multi-agency intervention, and so these targets and routines can be ever evolving which we have to work continuously on over periods of time to develop tolerances, awareness and understanding of their means.

OUR LEARNERS

Each pupil works on an individualised curriculum, and different goals we are aiming to achieve per activity, however, we look to recognise that our pre-formal learners present in different ways, and as such we can ensure our curriculum activities are designed appropriately for all learners. Experiences and activities are done 'with' the learners rather than 'to' them in a learner led approach so to support our holistic foundation.

We place heavy emphasis on the importance of 'tuning into the learner' to observe their responses in their world, so that we may interpret these responses in the most accurate way.

Our curriculum focus is highly individualised per learner, though we do recognise that within our Preformal cohort, there are three main levels to our pre-formal pathway. This enables us to recognise what ideal expectations we can have for our learners and how to stretch and challenge them appropriately for them to achieve these expectations.

Lower pre-formal- Those working at maintaining skills at a very delayed pace, with the understanding that regression may occur.

Mid pre-formal- Those with the ability to maintain skills and potentially develop skills over a prolonged period, whilst developing anticipation and communicative abilities.

Upper pre-formal- Those with the ability to develop and enrich certain skills, working towards levels of independence.

Every interaction with our students is seen as a learning opportunity. Though there are periods of ‘winding down’ or transitioning between activities which are important moments of calm for our learners, there are no missed learning opportunities within this curriculum, and so these moments are as equally observed and monitored by staff.

COMMUNICATION RICH ENVIRONMENT

A diverse range of strategies tailored to individual abilities and needs are delivered through our Preformal curriculum. These communication approaches are essential for supporting not only academic development but also social, emotional, and life skills. These approaches empower pupils to express themselves, engage with others, and navigate their environment with greater independence.

A total communication approach is central to supporting students with varying communication profiles. We incorporate a wide variety of communication, such as speech, Makaton, symbols, visual aids, and technology, to meet individual needs.

For our Preformal learners combining multiple communication methods increases accessibility and reduces frustration in interactions.

- Makaton is used alongside speech to further enhance communication opportunities.
- Augmentative and Alternative Communication (AAC) devices, like communication boards or speech-generating devices, provide voice for some of our pupils.
- Aided language boards and symbols use images to communicate needs and preferences.
- Visual supports (e.g., schedules, symbols, cue cards) give structure to routines and transitions

Our pupils with sensory needs sometimes find verbal communication overwhelming or challenging to process. Sensory-based communication strategies consider the importance of sensory input and the way it affects communication abilities. For some of our learners, engaging the senses—through tactile, visual, or auditory experiences—may be the most effective way to communicate and engage.

Tactile symbols or textured communication aids support learners with visual impairments or sensory processing difficulties. Objects of reference (using physical items to represent concepts) offer alternative forms of communication.

Our pre formal curriculum ensures that communication approaches are highly personalised to meet each student's unique profile. This involves ongoing assessments of communication strengths, challenges, and preferences to create individualised learning plans.

Tailored interventions such as speech and language therapy sessions provide direct support in improving communicative competence. For identified pupils we also use TASSELS (on body signing) which has been especially designed for pupils who are unable to communicate through other means so to give them an awareness of what may be upcoming.

In our Preformal curriculum, communication approaches are the foundation for meaningful learning and personal growth. Through a combination of total communication, structured visual aids, sensory-based techniques, and assistive technology, our pupils are empowered to communicate more effectively. These approaches help bridge the gap between understanding and expression, enabling students to participate more fully in their education and social world.

Both of our pre-formal classes will work with literacy, utilising interactive stories, sensory stories, bag books and story massage as approaches to storytelling. Creative and immersive storytelling allows learners to develop their engagement in a dynamic and accessible way.

Learning areas

<u>My Communication</u>		
Bag Books	Sensory and interactive stories	Story massage
<p>Bagbooks are multi-sensory stories designed for people with learning disabilities. They are not all that dissimilar from our standard sensory story practice other than the resources of which all come together in a box and are the same for each story. A Bagbook sensory story is presented in turn to each pupil to promote turn taking and anticipation. Bagbook stories are told through voice and emotion rather than words and pictures, meaning the reader will 'perform' the story to the pupil to enhance the experience.</p>	<p>Our learners will access a variety of different sensory stories throughout their time at Carlton Digby. The stories will be chosen by the class teacher based upon their understanding of what may stimulate the pupils. We do not work thematically, and as such, our chosen story will not support an over-arching theme but will enable us the opportunity to address relevant EHCP targets. Stimuli presented during sensory stories are resourced by teaching staff, and provide pupils with opportunities to explore, communicate preferences and refusals, develop anticipation and recognition and where possible, contingency awareness. The way the sensory story is presented will vary depending on the teacher and the learners, but all classes will focus on one sensory story per term to allow students to develop their appropriate skills. Our lower pre-formal students will be provided with significantly prolonged processing time to enhance their experience and provide staff with time to interpret responses, as well as ample support from staff where necessary, whether that be</p>	<p>Story massage lends itself well to our PHSE curriculum focusing on developing relationships and allowing individual liberty, or freedom of choice to consent to whether they wish to proceed with story massage. Classes host weekly story massage sessions which will focus on the same story for a minimum of one ½ term before moving on to ensure pupils are given ample opportunity to develop consistent responses to different massage techniques and/or musical backings. Story massages vary depending on the teacher and the pupils, with some choosing to include a power point and music to go along side, and others choosing to simplify the story by reducing distractions and focusing on the massage itself.</p>

	<p>physical support or gestural support etc. Whereas our upper pre-formal learners may have less physical support to promote more exploratory independence, and will have shorter processing times, therefore the chance to have the story repeated within the session to enable recognition of familiar presented stimuli and the opportunity for staff to note consistencies in responses.</p>	
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My Thinking		
Music	Sensology	Intensive Interaction
<p>Musical activities present themselves in a variety of different ways. Our Preformal pupils can often develop a social connection through improvised music making. Music can be used to create meaningful connections with those who are often isolated and frustrated, and non-verbal musical exchanges between people can aid the development of communication, which can ultimately lead to improved wellbeing. Classes ensure pupils have explorative music sessions where they can communicate choices between instruments, experience the vibrations of sound, and draw on the differences in volume and tempo. Pupils are</p>	<p>Sensology is utilised by both classes to awaken all the seven senses within our pupils. Classes choose to do them daily or weekly depending on the class cohort. Sensology allows pupils to respond to stimuli presented to each of the senses and communicate preferences or refusals to these. Vestibular and proprioceptive needs are also addressed. Students are worked with on a 1:1 basis with their individual targets in mind and encouraged to use their senses to explore the stimuli and give responses. Certain senses won't be accessible for all students and so Sensology provides an opportunity to</p>	<p>Intensive interaction is a practical approach to interacting with pupils who do not find it easy communicating or being social. Intensive interaction is used each day across the school day with our learners and as such is not usually timetabled in. It is a method used to 'fine-tune' into the communication potential of our learners and allows us as practitioners to gain access to their world and thought processes. The intensive interaction approach is widely supported by our speech and language therapist team, who offer invaluable insight into how to get the best from our learners in these moments.</p>

<p>also given the opportunity to engage in sound about sessions which explore different sounds created using a soundboard, allowing the opportunity to develop physical and communication targets. All classes enjoy songs for interaction sessions which are communal singing lessons with an element of dance which many of the pupils thoroughly enjoy, boosting emotional wellbeing and thus lending itself nicely to our PHSE curriculum.</p>	<p>recognise preferred methods of exploration to fuel future activities, as well as areas which may need more support. Sensology will look different per student and can last the length of time the student will allow.</p>	
<p>ICT/Eye gaze/Switches</p>	<p>Art Therapy</p>	
<p>Cause and effect awareness is an important skill we work towards with our pre-formal Preformal learners. Many of our learners may never achieve contingency awareness, however it is a tool we revisit within our classes to ensure we are providing our pupils with the opportunity to control the world around them. Contingency awareness within the classroom is usually presented in a sensory exploration manner, utilising cause and effect toys, switches. Many of our low pre-formal learners will need support in activating switches, however the responses we note from them following the activation of cause-and-effect stimuli is just as important as activating it. Our mid pre formal learners may be utilising equipment such as the eye gaze in-order-to develop a response</p>	<p>Art sessions within our Preformal classes are again utilised as a method of sensory exploration. It lends itself well to our engagement model, practicing the art of exploration, realisation, anticipation, persistence and initiation. Students learning objectives and assessment criteria are individualised to ensure the correct level of support is provided. This enables staff to promote the correct level of independence whilst allowing the pupil to feel confident and supported.</p>	

<p>to cause and effect through fine and/or gross motor movement as well as responding to switch work, and upper pre-formal learners will be working towards more independent use of switches to control their surroundings, developing true contingency awareness.</p>	
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My Body		
Health & Hygiene	Physio/Occupational therapy	Water Based Learning
<p>Opportunities to focus on health and hygiene experiences within school are utilised as learning experiences within our Preformal classes. This may be the simplicity of exploration of bathroom products, noting responses to different textures or smells, promoting independence when washing hands, or developing tolerances of oral care and hair washing. Though many of our pupils will not develop an understanding of the importance of personal hygiene, embedding these routines will ensure they are able to tolerate these experiences outside of school and develop trust with those supporting them with these routines in the future.</p>	<p>Many of our Preformal learners will be working with physiotherapists and occupational therapists to ensure the health of their bodies does not deteriorate over time. Physio is addressed daily throughout activities, with postural care of the utmost importance. On occasion, classes will timetable in a specific lesson for physiotherapy at the start of the week, to allow pupils the chance to regain the trust and tolerances of the staff working with them through their physio programme for the rest of the week. Pupils will have different physio programmes which all staff are familiar with and will naturally embed this into the school routine.</p>	<p>Water based learning is a crucial intervention within our Preformal curriculum, offering a range of physical, sensory, emotional, and cognitive benefits. By tailoring sessions to individual needs, pupils can experience increased mobility, improved sensory regulation, enhanced emotional well-being, and opportunities for social interaction. The unique properties of water create a supportive and motivating environment that enables pupils to thrive across multiple domains of development. By providing an engaging, inclusive, and therapeutic environment, water based learning helps our pupils achieve personal goals related to mobility, communication, emotional regulation, and social interaction.</p>

MATP	Rebound Therapy	TAC PAC
<p>The Motor Activity Training Programme was developed by Special Olympics and is a movement-based sports programme that provides meaningful sports and physical activity for young people with severe/profound, multiple impairments and complex support needs. It is a unique programme which does not exclude any athlete. With a focus on achieving, it is designed to provide individualised training programmes to all athletes with significant disabilities. With significant emphasis on fine and gross motor independence, the MATP programme focus on mobility, dexterity, kicking and striking. Though not all our pupils will access all these areas, they will be able to have areas adapted to suit their needs, providing them with a sense of community and value in this group session.</p>	<p>Rebound therapy involves the therapeutic use of a trampoline to provide physical, sensory, and emotional benefits for pupils with a wide range of needs, including physical, autism, sensory processing disorders, and learning difficulties. It is an inclusive and accessible form of therapy that helps to develop motor skills, enhance sensory integration, improve social engagement, and boost emotional well-being. Rebound therapy is a highly beneficial intervention that supports holistic development and addresses the unique needs of our pupils.</p>	<p>To develop trust and social interaction, it is important for us to work closely with our learners. TACPAC is a specific sensory communication approach through touch and music. TACPAC creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness and limited or pre-verbal levels of communication.</p>
Massage	Resonance Boards	
<p>As with TACPAC, massage help to enter the body into a deep state of relaxation. Our special needs children often need support to unwind after a physically demanding day, and the correct use of massage or reflexology can support with easing the mind and promoting mental wellbeing. Many of our pupils will suffer from joint or muscle issues, and</p>	<p>A resonance board is a board that you can sit or stand on to feel the vibrations of sounds. It's made from a thin piece of plywood that is raised slightly from the floor by a wooden frame. Any movement on the surface of the board will produce amplified sound and matching vibrations</p>	

therefore embedding massage into their daily routine helps to ensure these joint/muscle issues continue to hold the ability to relax and prevent further stiffening, which is crucial for comfort, and in turn, engagement.

Playing on a resonance board helps our pupils develop an understanding of how their actions can affect other things.

A resonance board encourages:

- Communication.
- Large motor skills and mobility.
- Fine motor manipulation.
- The use of vision and hearing.
- Tactile and visual search.
- Turn-taking.
- Anticipation.
- Vocalisation and speech.
- Problem solving.
- Sequencing.
- Cause and effect.
- Rhythm.

Our Preformal pupils require input through all the senses. The Resonance Board provides both auditory and tactile feedback during which is typically very motivational to the child.

My Independence

Food & Design technology	Community	Science Explorers
<p>Technology lessons offer significant benefits for our pupils, providing a holistic approach to education that supports their physical, cognitive, emotional, and social development. These lessons not only teach valuable life skills but also promote independence, self-confidence, and an enhanced understanding of nutrition and well-being.</p> <p>Development of Fine and Gross Motor Skills In technology lessons, our pupils engage in activities such as chopping, mixing, and pouring, which encourage the development of fine motor skills and hand-eye coordination. For those with physical disabilities, these activities can be tailored to their abilities, using adaptive tools or techniques, and contribute to improving their dexterity and strength. Tasks such as moving ingredients or using kitchen appliances can also aid in developing gross motor skills and spatial awareness.</p> <p>Cognitive and Problem-Solving Skills Designing, testing, evaluating, food preparation and cooking require following instructions, sequencing tasks, and managing</p>	<p>Accessing the community is a fundamental part of life, offering social, practical, and emotional learning opportunities. For our informal learners lessons focused on accessing the community provide a structured and supportive environment where they can develop critical life skills that promote independence, social inclusion, and confidence. These lessons are essential for fostering a sense of belonging, enhancing real-world experiences, and improving quality of life.</p> <p>Social and Communication Skills Community-based lessons provide pupils with opportunities to engage with people outside of their usual school environment, such as shopkeepers, bus drivers, or library staff. These interactions help develop essential communication skills. Pupils practice initiating conversations, responding to questions, and using communication aids in real-world settings. For non-verbal pupils, alternative communication methods such as gestures, symbols, or devices can be used to foster independence in interactions. The development of these skills is crucial for</p>	<p>Our science explorer lessons offer an engaging and accessible way to introduce scientific concepts to our Preformal learners.</p> <p>These lessons are designed to incorporate multisensory experiences that support understanding, communication, and cognitive development through hands-on exploration and experimentation. Our sensory science provides a dynamic and inclusive approach that meets diverse learning profiles while fostering curiosity, problem-solving, and engagement with the world around them. Our science explorer lessons provide a structured and safe environment where our pupils can engage with different sensory inputs. Science naturally involves interactions with textures, sounds, sights, and even smells, making it ideal for sensory exploration. This type of learning allows pupils to engage with the curriculum in a way that meets their individual sensory preferences and needs.</p> <p>Supporting Emotional Regulation and Well-Being - engagement in sensory science lessons has a positive effect on our pupils' emotional well-being by providing enjoyable,</p>

time, all of which are essential cognitive skills. Our pupils benefit from practicing these skills in a practical, real-world setting. Technology lessons allow them to experience the satisfaction of creating something tangible, while fostering critical thinking and problem-solving as they encounter challenges in preparing meals.

Sensory Stimulation and Regulation For our informal learners, technology provides an opportunity for sensory stimulation through textures, smells, tastes, and colours. The multi-sensory nature of cooking can help our pupils regulate their sensory experiences, engage in sensory exploration, and improve their tolerance to different sensory inputs. These experiences are especially beneficial for our pupils with sensory processing disorders.

Communication and Social Interaction technology lessons provide opportunities for social interaction, whether working in pairs, small groups, or as a class. Our pupils practice communication by following verbal, symbolised or written instructions, discussing the cooking process, and sharing their finished products with others. These

building social confidence and fostering meaningful connections with others.

Developing Independence and Life Skills Navigating the community helps our pupils practice vital life skills that will contribute to their independence as they grow. These lessons often include activities such as traveling on public transport, using money to make purchases, or navigating public spaces. Learning to use community resources such as supermarkets, post offices, cafes or banks helps pupils gain a sense of autonomy and prepares them for adult life, whether they aim for independent living or supported environments. For pupils with physical disabilities, lessons can include practicing how to access facilities that accommodate their needs, such as ramps, accessible transportation, and disability-friendly services.

Problem-Solving and Decision-Making Being in the community presents a variety of challenges that can help our pupils develop problem-solving and decision-making skills. They may need to solve practical issues such as locating a shop, adjusting to changes in routine, or adapting to unforeseen circumstances like public transport delays.

stress-reducing activities that also promote a sense of achievement. The tactile, visual, and auditory experiences in these lessons can offer calming effects, while the interactive nature of the activities builds confidence and self-esteem.

Encouraging Communication and Language Development – Our sensory science lessons provide rich opportunities for pupils to develop communication skills, these lessons give our pupils a meaningful context to express ideas, make choices, and engage in discussions about their observations and findings

Supporting Cognitive Development and Problem-Solving Skills – our sensory science lessons engage pupils in critical thinking, exploration, and experimentation, supporting cognitive development and problem-solving. By providing a hands-on, practical approach to learning, these lessons offer an opportunity for our pupils to access abstract scientific concepts in a concrete, understandable way.

interactions help build social skills, cooperation, and teamwork.

Promoting Independence and Life

Skills Perhaps one of the most important aspects of our technology lessons is the development of independence. Learning to prepare simple meals or snacks provides pupils with skills that they can apply in their daily lives, fostering autonomy. For those transitioning to adulthood, these skills are critical for independent or supported living, where the ability to prepare food safely and nutritiously contributes to their overall quality of life.

Understanding Health and

Nutrition Teaching our pupils about healthy eating and nutrition is important for all our pupils. Our food technology lessons offer an accessible way to educate our pupils about balanced diets, portion control, and making healthy food choices, which can have long-term positive effects on their well-being. This understanding helps empower them to make informed decisions about their food.

Boosting Self-Esteem and Confidence The hands-on nature of technology enables our pupils to achieve visible results—whether

These experiences encourage pupils to think critically, make decisions, and apply flexibility in unfamiliar situations. These skills are valuable not only for navigating the community but also for promoting self-sufficiency in daily life.

Building Confidence and Reducing

Anxiety Regular exposure to community settings can help reduce anxiety and build confidence. New environments or unfamiliar people can be intimidating for pupils who face communication challenges. Structured lessons that gradually introduce these experiences provide a safe and supported way to build familiarity and comfort in community settings. With increased exposure, pupils develop a sense of confidence in their ability to engage with the world outside of our school and their home.

Promoting Health and Well-being Accessing the community is an important part of maintaining a healthy and active lifestyle. Whether pupils are visiting parks, attending leisure centres, or exploring nature, they are engaging in physical activity and broadening their understanding of healthy living.

baking bread, building a birdhouse or preparing a salad. This sense of accomplishment enhances self-esteem and confidence. These successes provide our learners with a profound sense of empowerment and motivation.

Technology lessons provide a rich, engaging learning environment where pupils can develop essential life skills. By focusing on their abilities and adapting tasks to meet individual needs, these lessons can contribute to their independence, confidence, and overall well-being. Through these lessons, pupils gain practical, transferable skills that will support them throughout their lives

Fostering Inclusion and Awareness Community lessons allow our pupils to engage with society, fostering a sense of inclusion and visibility. These experiences can break down barriers and promote understanding within the broader community, challenging stereotypes and encouraging acceptance of diverse abilities. For the pupils themselves, participation in community activities helps them feel like valued members of society, contributing to their sense of identity and belonging.

Enhancing Emotional and Behavioural Development Accessing the community involves coping with new environments, sensory stimuli, and unpredictable situations, all of which contribute to emotional and behavioural growth. Our pupils learn to manage emotions such as frustration, excitement, or nervousness, and practice appropriate behaviours in public settings. This real-world exposure helps build resilience and emotional regulation, skills that are essential for developing self-confidence and managing stress in daily life.

Accessing the community lessons offer invaluable learning opportunities for pupils with complex health and physical needs. By

	<p>engaging in real-world environments, pupils develop essential life skills such as communication, independence, mobility, and problem-solving, while building confidence and fostering social inclusion. These experiences not only prepare pupils for greater independence in their adult lives but also enhance their overall well-being and quality of life by connecting them to the wider world in meaningful ways</p>	
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Our pre formal learners will access our learning areas through the activities stipulated above. The emphasis being that the targets marrying up with their EHCP targets to the learning areas will be the aim of the activity, however, there are many areas which interlink and as such will be approached in a more cross-curricular manner for many of our pupils. E.g. cooking sessions will also adopt cognition and communication targets for many, if not most of our pupils, however it is recognised widely as an independence learning area at Carlton Digby to develop skills for the future.

Though it is stipulated above how our curriculum activities fit into the learning areas, it is accepted that many pupils will access activities as they choose, whether that be through their cognition, communication, social, physical and sensory or independence targets. This therefore promotes our student-centred teaching practice and enables the pupils to lead on their development.

PHSE/HRE

Our PHSE programme is embedded naturally into our daily/weekly timetables, covering topics in a cognitively appropriate manner through activities such as story massage (emphasising consent), health and hygiene (health and wellbeing),

RE activities (diversity and British values) and sensory exploration, which can be utilised to explore living in the wider world, relationships and SMSC are delivered on shared learning experiences.

