



Forest Way School
Wider Curriculum Map 2025-2026
NSSL - Life Choices Pathway- KS4

Key Stage 4	Autumn 1 Boom	Autumn 2 Transport	Spring 1 Conservation & Environment	Spring 2 Conservation & Environment	Summer 1 Healthy Lifestyles	Summer 2 Healthy Lifestyles
Communication and Interaction Communication	Intent: Students will be able to use their personal functional communication aids within the theme of Boom and Transport. They will develop the ability to talk about themselves, make choices, and express requests through exploring vehicles, sounds, and movements related to transport. Implementation: Throughout the Autumn term, students will have a range of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations) in transport-themed contexts. Activities will include making choices between different vehicles, responding to transport-related sounds (“booms,” engines, horns), and exploring colours, textures, and movements linked to transport. Multi-sensory exploration—such as handling toy vehicles, listening to traffic sounds, and feeling vibrations—will support communication and choice-making. Impact: Students will become more confident and familiar with their communication aids, making measurable progress toward their EHCP targets. They will be able to communicate in a variety of environments and contexts, making choices and requests with greater independence while engaging in the theme of Boom and Transport.		Intent: Students will use their personal communication aids to engage with the theme of conservation and the environment. They will practise making choices and requests while learning to talk about themselves and their preferences in familiar contexts. Implementation: Students will have opportunities to use communication tools (AAC, PECS, Makaton, and vocalisations) during multi-sensory activities linked to rivers, seas, forests, and wildlife. Lessons will focus on exploring textures, colours, and natural materials, encouraging choice-making, requesting, and interaction across the Autumn term. Impact: Students will become more confident and consistent in using their communication aids, making progress towards EHCP targets. They will learn to express choices and requests across different contexts while building awareness of environmental themes.		Intent: Students will use their personal communication aids to engage with the topic of healthy lifestyles. They will practise making choices and requests while learning to talk about themselves and their preferences in familiar contexts. Implementation: Students will have opportunities to use communication tools (AAC, PECS, Makaton, and vocalisations) during multi-sensory activities linked to healthy eating, exercise, hygiene, and relaxation. Lessons will focus on exploring textures, colours, and foods, encouraging choice-making, requesting, and interaction across the term. Impact: Students will become more confident and consistent in using their communication aids, making progress towards EHCP targets. They will learn to express choices and requests in different contexts while developing awareness of healthy lifestyle habits.	



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Communication and Interaction Dance Massage	Intent: The train journey dance massage routine aims to enhance sensory awareness, emotional and cognitive engagement, communication, and well-being through a multisensory exploration of a train journey story. Implementation: Students will take part in sensory-based movements and massages that represent different stages of the train journey, including gentle rocking to mimic the train’s motion, rhythmic tapping to echo the sound of wheels on tracks, sweeping motions for rushing landscapes, and visual cues such as lights or passing scenery. The five senses will be engaged throughout—listening to train sounds, feeling vibrations, smelling scents linked to travel, seeing visual prompts, and exploring textures—concluding with a calming cool-down as the train “arrives at its destination.” Impact: The session will support sensory processing, emotional connection, communication skills, and relaxation. By experiencing the train journey through all five senses, students will build physical, cognitive, and emotional development in a meaningful, accessible, and enjoyable way.	Intent: To help students experience and respond to different sensations and emotions through touch, movement, and music, using transport and weather as a multisensory theme. Implementation: Students will explore textures, movements, and sounds linked to different types of transport in various weathers—for example, feeling vibrations and rhythmic tapping for trains, swooshing arm movements for airplanes, or gentle rocking for boats. Weather elements will be layered in, such as misting water for rain, soft breezes for wind, warm cloths for sunshine, and crackling sounds for storms. Visual cues, sound effects, and calming sensory elements will guide the journey, with a relaxing cool-down to represent “arriving safely at the destination.” Impact: Students will feel more relaxed, improve their communication skills, and enjoy exploring sensations. The activities will support emotional and physical connections, encouraging engagement, creativity, and self-expression while making transport and weather experiences fun and meaningful.	Intent: To promote sensory exploration, body awareness, and relaxation through a dance massage session themed around conservation and the environment. Students will engage with movement and touch to connect with natural elements, while also practising consent and appropriate touch. Implementation: Students will experience massage and movement activities inspired by rivers, seas, forests, and wildlife. Sessions will use music, natural sounds (e.g. flowing water, birdsong), aromatherapy scents, and tactile resources (e.g. leaves, shells, fabrics) to create a calming, multi-sensory environment. Guided massage movements (sweeping, tapping, stretching) will link to natural rhythms and cycles, encouraging engagement and interaction. Impact: Students will develop greater sensory awareness, improved focus, and enhanced relaxation. They will build positive emotional responses and a deeper connection to environmental themes, supporting overall wellbeing and communication.	Intent: To promote sensory exploration, body awareness, and relaxation through a dance massage session themed around conservation and the environment. Students will engage with movement and touch to connect with natural elements, while also practising consent and appropriate touch. Implementation: Students will experience massage and movement activities inspired by rivers, seas, forests, and wildlife. 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Implementation: Students will experience massage and movement activities linked to healthy lifestyle themes such as exercise, healthy eating, hygiene, and relaxation. Sessions will use music, calming scents, and tactile resources (e.g. soft fabrics, textured props, food-related objects) in a safe, supportive environment. Guided massage movements (stretching, tapping, sweeping) will reflect rhythms of movement and rest, helping students connect with the idea of balance and self-care. Impact: Students will develop sensory and body awareness, improve focus and relaxation, and build positive emotional responses. They will strengthen their understanding of healthy living routines while enhancing wellbeing, communication, and engagement.	Intent: To promote sensory exploration, body awareness, and relaxation through a dance massage session themed around healthy living. Students will engage with movement and touch to explore the importance of exercise, self-care, and wellbeing, while also practising consent and appropriate touch. Implementation: Students will experience massage and movement activities linked to healthy lifestyle themes such as exercise, healthy eating, hygiene, and relaxation. Sessions will use music, calming scents, and tactile resources (e.g. soft fabrics, textured props, food-related objects) in a safe, supportive environment. Guided massage movements (stretching, tapping, sweeping) will reflect rhythms of movement and rest, helping students connect with the idea of balance and self-care. Impact: Students will develop sensory and body awareness, improve focus and relaxation, and build positive emotional responses. They will strengthen their understanding of healthy living routines while enhancing wellbeing, communication, and engagement.
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Communication and Interaction TAC PAC	Intent: Students will develop sensory awareness and engagement by exploring textures, movements, and sounds linked to transport and “boom” experiences. Implementation: Students will handle and explore materials that reflect different forms of transport—for example, smooth surfaces for cars, rough textures for trains, or soft fabrics for hot-air balloons. They will listen to transport sounds and “boom” effects such as engines starting, horns, or gentle rumbles, supported by music and rhythmic patterns. All activities will take place in a calm, safe space with staff guiding exploration. Impact: Students will enhance their sensory processing skills, improve attention and focus, and build associations between different textures, sounds, and movements. This will promote overall engagement, communication, and enjoyment within the Boom and Transport theme.	Intent: Students will develop sensory awareness and engagement by exploring textures, movements, and sounds linked to transport and “boom” experiences. Implementation: Students will handle and explore materials that reflect different forms of transport—for example, smooth surfaces for cars, rough textures for trains, or soft fabrics for hot-air balloons. They will listen to transport sounds and “boom” effects such as engines starting, horns, or gentle rumbles, supported by music and rhythmic patterns. All activities will take place in a calm, safe space with staff guiding exploration. Impact: Students will enhance their sensory processing skills, improve attention and focus, and build associations between different textures, sounds, and movements. This will promote overall engagement, communication, and enjoyment within the Boom and Transport theme.	Intent: Students will explore the theme of the environment and conservation, focusing on rivers, seas, and wildlife through multi-sensory experiences to engage their senses and foster awareness of the natural world. Implementation: Using tactile materials, natural textures, water sounds, and sensory resources, students will explore and interact with representations of rivers, seas, and habitats. Music, visual symbols, and guided prompts will support engagement and understanding of environmental themes. Impact: Students will develop sensory awareness, maintain focus, and begin to make connections with the natural environment. They will enhance communication through engagement with activities and gain a deeper appreciation of conservation and the importance of protecting rivers, seas, and wildlife.	Intent: Students will explore healthy lifestyle choices, including exercise, nutrition, hygiene, and relaxation, through multi-sensory experiences to promote engagement, wellbeing, and understanding of their bodies. Implementation: Using tactile materials, sensory props, visual aids, and music, students will: • Explore different types of physical activity and observe their effects on the body. • Identify healthy and unhealthy foods and understand basic nutrition. • Learn about personal hygiene and self-care routines. • Engage in calming activities, such as breathing exercises or gentle movement, to support relaxation. Activities will be tailored to individual needs, with sensory prompts and communication supports to enhance understanding. Impact: Students will develop sensory awareness, focus, and engagement while building knowledge of healthy habits. They will gain confidence in making positive lifestyle choices and understanding the importance of caring for their bodies and wellbeing.
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Cognition and Learning Science	Road safety Intent: The aim is to provide NSSL students with opportunities to explore and begin to differentiate aspects of road safety through multisensory experiences, fostering sensory awareness, engagement, and early cognitive understanding of keeping safe near roads. Implementation: Lessons will use tactile exploration, auditory stimuli (e.g., car horns, traffic lights beeping, engine sounds), and visual aids (traffic light colours, road signs) to introduce key elements of road safety. Multi-sensory activities will include handling objects such as toy cars, hi-vis jackets, and pedestrian crossings, listening to road sounds, and observing colour contrasts. Individualised approaches, including verbal prompts, Makaton, switches, and sensory cues, will ensure accessibility and engagement for all learners. Impact: Students will demonstrate increased sensory engagement and begin to show recognition or preference for specific road safety cues (e.g., stopping at red, responding to sounds). This will support the development of early cognitive skills, sensory processing, and awareness of safe behaviours in real-world contexts.	Forces Intent: The aim is to provide NSSL students with opportunities to explore and begin to understand the concept of forces (push, pull, lift, and gravity) through multisensory experiences, fostering sensory awareness, engagement, and early scientific understanding. Implementation: Lessons will use tactile exploration, movement, and auditory/visual stimuli to represent different forces. Activities might include pushing and pulling toy vehicles, lifting and dropping objects to explore gravity, feeling resistance through stretchy bands, and using fans or water play to represent movement and force. Multi-sensory cues (textures, sounds, colours, and visual prompts) will support understanding. Individualised approaches, including verbal prompts, Makaton, and sensory cues, will ensure all learners can access and engage. Impact: Students will demonstrate increased sensory engagement and begin to show recognition or response to different types of forces (e.g., pushing, pulling, dropping). This will support the development of early cognitive skills, sensory processing, and understanding of how forces affect objects in the world around them.	NSSL students – Household Management and Domestic Energy: Intent: To help NSSL students develop life skills for independent living, including household management, safe use of cleaning products, recycling, and understanding domestic energy and costs. Implementation: Students will learn through hands-on, sensory, and supported activities to: • Explore different cleaning products and utensils, and understand their uses. • Recognise warning symbols on cleaning products and understand safety precautions. • Learn how to clean areas such as kitchens and bathrooms and understand why it is important. • Understand recycling, including sorting and classifying materials that can and cannot be recycled. • Explore practical aspects of household energy use, such as keeping windows closed when heating is on, and understanding fuel costs (gas, electricity, water). • Discuss the effects of chemicals on people and how to stay safe around them. Activities will include visual aids, tactile materials, demonstrations, and communication supports to ensure engagement and understanding. Impact: Students will develop confidence and independence in managing household tasks, understand safe practices with cleaning products and chemicals, and gain awareness of energy use and costs. These skills support preparation for adulthood and everyday life.	Healthy Lifestyles (Cross-curricular with PSHE): Intent: To help NSSL students explore healthy lifestyles and how diet, exercise, hygiene, and sleep affect the body, supporting life skills and preparation for adulthood. Implementation: Students will engage in sensory, visual, and hands-on activities to: • Explore the human skeleton using life-sized models and discuss bone and muscle functions. • Understand how healthy and unhealthy lifestyles affect the body, including respiration, nutrition, and exercise. • Classify foods into groups, sort healthy vs. unhealthy foods, and compare energy values from labels. • Learn about the consequences of an imbalanced diet, including obesity, starvation, and deficiency diseases. • Explore different types of exercise, express preferences, and observe physiological impacts. • Understand personal hygiene, germs, bacteria, viruses, infection prevention, and antibiotics. • Learn about cooking safety, how to tell when foods are cooked, and risks of undercooked or improperly reheated food. • Understand the importance of sufficient sleep for health, mood, weight, and learning. • Plan a weekly diet and explore healthy eating habits. • (Late secondary) Learn about self-examination, screening, immunisation, and vaccination. • Recap human reproduction, including conception, family planning, and contraception. Activities will use visual aids, sensory materials, practical demonstrations, and communication supports to ensure understanding and engagement. Impact: Students will develop awareness of how lifestyle choices affect their body, build skills in healthy eating and exercise, understand hygiene and safety practices, and gain confidence in planning and managing aspects of daily life. These experiences support independence, wellbeing, and preparation for adulthood.
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Cognition and Learning Computing	Autumn – Multimedia Intent: Students will access and explore a range of devices and software suitable for their individual needs. They will be able to mark make and choice colours and images to create their own artwork. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Staff will incorporate multi-sensory exploration, and choice-making activities. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.	Handling Data Intent: Students will access and explore a range of equipment and software suitable for their individual needs. Staff will support students to access a range of digital devices to record and display data. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations) to collect data. Students will use software to create charts, graphs and other infographics with adult support. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.	Programming and Algorithms Intent: Students will access and explore a range of devices and software suitable for their individual needs. Students will use technology for cause and effect. Staff will support students to access a range of digital devices to programme instructions and create sequences. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Students will use a range of switches and cause and effect toys. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.	Technology in our Lives Intent: Students will access and explore a range of devices and software suitable for their individual needs. Students will use everyday technology to develop their independent abilities. Implementation: Students will have a variety of opportunities to use their communication tools (AAC, PECs, Makaton, and vocalizations), and to practise choice making and requests in familiar contexts. Students will use a range of switches and switch adapted technology. Impact: Students will become more confident in using a range of devices. Students will begin to show recognition and preference supporting their cognitive skills.
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Sensory physical PE/Music and movement/ Swimming	Intent: Sessions will work on Fundamental movement skills, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. Impact: By joining in these activities, students will improve their physical coordination, respond better to sensory experiences, and enjoy more social interactions, helping them feel happier and healthier. Students will develop their swimming abilities and life skills, while tracking progress through the target tracker, with ongoing support based on their individual needs and EHCP plans.	Intent: Sessions will work on Fundamental movement skills, encouraging students to move and develop new skills through fun activities that support their sensory awareness, motor skills, and social interactions. Students will work on targets from their EHCP and targets from the PE Scheme of work Implementation: Each week, students will take part in activities focused on movement and sensory experiences, using special equipment and materials to match their needs, with one-on-one and group support from staff. Swimming lessons are tailored to individual needs, with support for changing and following their physio plan. 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	Intent: These sessions aim to engage NSSL students in multi-sensory experiences themed around <i>Boom and Transport</i>, promoting sensory exploration, interaction, relaxation, and well-being. Massage activities will support students’ awareness of their body parts (proprioceptive sense) and how their bodies move through space (vestibular sense), linking these to the motions and sounds of different types of transport. The sessions will also provide meaningful opportunities to explore the concepts of consent and appropriate touch. Implementation: Each session will focus on transport-related experiences, such as the “boom” of an engine starting, the rocking motion of a train, or the swoosh of an airplane. Sensory activities will incorporate specific colours, textures, and matching scents connected to transport (e.g., smooth metallic textures, rubbery tyres, or soft fabrics for seats). Sessions will be delivered in a calm, supportive environment tailored to individual needs, using multi-sensory prompts and staff guidance. Impact: Students will demonstrate increased sensory awareness, improved focus and engagement, and enhanced relaxation. They will begin to form associations between sounds, textures, and movements linked to transport, supporting positive emotional responses, communication opportunities, and overall well-being.		Intent: These sessions aim to engage NSSL students in multi-sensory experiences that promote sensory exploration, interaction, relaxation, and well-being, using the theme of conservation and the environment. Massage activities will support awareness of body parts (proprioceptive sense) and spatial orientation (vestibular sense), while providing opportunities to discuss consent and appropriate touch. Implementation: Lessons will explore conservation themes such as rivers, seas, forests, and wildlife, paired with matching aromatherapy scents and sensory materials. Activities will be delivered in a calm and supportive environment, tailored to individual needs, encouraging touch, movement, and exploration of natural textures and sounds. Impact: Students will demonstrate increased sensory awareness, improved focus and engagement, and enhanced relaxation. They will develop positive emotional responses, a greater connection to the natural world, and an understanding of their role in caring for the environment.		Intent: These sessions aim to engage NSSL students in multi-sensory experiences that promote sensory exploration, interaction, relaxation, and well-being, focusing on healthy living. Massage activities will support awareness of body parts (proprioceptive sense) and spatial orientation (vestibular sense), while providing opportunities to discuss consent and appropriate touch. Implementation: Lessons will explore healthy living concepts such as exercise, nutrition, and self-care, paired with matching aromatherapy scents and sensory materials. Activities will be delivered in a calm, supportive environment, tailored to individual needs, encouraging touch, movement, and exploration to reinforce understanding of healthy habits. Impact: Students will demonstrate increased sensory awareness, improved focus and engagement, and enhanced relaxation. They will develop positive emotional responses and a greater understanding of healthy lifestyle choices, supporting overall well-being.	



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Social, Emotional and Mental Health Life Skills/ Community skills	Intent: Students who are not completing Duke Of Edinburgh will be caring for the local environment, exploring how to stay safe from risks in the local environment and exploring how to ask for help Implementation: Using role-playing, practical exploration, and reflection students will work on caring for their environment. Litter picking, tidying up and cleaning. Students will use their communication aids and practice asking for help Impact: Students will demonstrate improved safety awareness, increased confidence and independence, practical social skills, and enhanced communication, applying safety rules in real-world situations with greater confidence and awareness. .	Intent: Students will develop essential safety knowledge, including safe travel on a minibus, water safety, and recognizing trusted adults, while promoting life skills, independence, and social awareness through engaging, differentiated activities. Implementation: The lessons combine direct instruction, role-playing, practical exploration, and reflection, with differentiated activities such as bus role-play, real-world bus rides, and park-based safety topics, using visual aids and communication systems tailored to students' individual needs. Impact: Students will demonstrate improved safety awareness, increased confidence and independence, practical social skills, and enhanced communication, applying safety rules in real-world situations with greater confidence and awareness.	Intent Students will learn about water safety in a variety of locations and situations. Implementation Using role-playing, practical exploration, and reflection students will cover • Water safety • Drinking water safely • Swimming pool safety • Outdoor swimming safety • Beach safety • Sorting laundry and using a washing machine Impact Students will have a greater understanding of how to be safe around water in different ways such as being safe around swimming pools and beaches as well as understanding the importance of drinking clean water.	Intent Students will develop their life skills, independence and community skills. Implementation Using role-playing, practical exploration, and reflection students will cover • First aid – Link to PSHE • Making a healthy sandwich • Going to the café (2 weeks) -trip • Making an emergency call • Knowing my address and telephone number • Going to the cinema (2 weeks)-trip Impact Students will demonstrate improved independent living skills, increased confidence and awareness in practical social skills, and enhanced communication, applying safety rules in real-world situations with greater confidence and awareness.
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Social, Emotional and Mental Health RSE	Families and People Who Care for Me: Different Relationships: Intent: To help NSSL students explore different types of relationships, including family, friends, peers, and other caring adults. The focus is on understanding the nature of relationships, personal boundaries, respect, and support, while recognising diversity in family structures and friendships. Implementation: Students will engage in sensory, hands-on, and supported activities to: • Identify and categorise different relationships. • Understand respect, tolerance, consent, and personal boundaries. • Recognise what makes a relationship healthy or unhealthy. • Learn who to ask for help and support when needed. • Explore concepts of love, friendship, and caring in diverse relationships. Activities will use visuals, stories, role-play, and communication aids to ensure accessibility and engagement. Impact: Students will develop awareness of different relationships, understand how to interact positively, and recognise healthy and safe connections. They will learn to show empathy, respect, and tolerance, and know how to seek help if needed. This learning supports emotional wellbeing, social skills, and preparation for positive interactions both in and beyond school.	Citizenship: The World I Live In – Taking Care of the Environment: Intent: To help NSSL students understand that everyone can impact the environment and has a responsibility to protect it, through accessible and sensory activities. Implementation: Students will learn through hands-on and supported experiences to: • Identify living things people care for, such as plants, pets, and gardens. • Show care and compassion for living things. • Understand shared responsibilities for people, animals, and the environment. • Learn the value of recycling, sustainability, and actions to reduce environmental impact. • Explore how transport affects the environment and ways transport has changed to be more environmentally friendly. Activities will include sensory materials, visual aids, practical tasks, and communication supports to ensure understanding and engagement. Impact: Students will develop awareness of their role in protecting the environment and make informed choices that benefit people, animals, and the planet. They will build empathy, responsibility, and confidence in contributing positively to their surroundings.	Changing and Growing: Puberty (CG1, 5 weeks): Intent: To help NSSL students understand the physical, emotional, and social changes that happen as people grow, including puberty and reproduction, in accessible and sensory ways. The focus is on supporting self-awareness, personal hygiene, and understanding of growing responsibilities. Implementation: Students will learn through sensory, visual, and hands-on activities to: • Recognise ways they have changed as they have grown older. • Understand new opportunities and responsibilities that come with age. • Identify the stages of human development from birth to adulthood (physical, emotional, social). • Learn why puberty happens and explore the physical and emotional changes, including menstruation, wet dreams, skin and voice changes, body hair, and mood swings. • Understand personal hygiene routines and why they are important during puberty. • Identify the functions of reproductive organs and learn how conception, pregnancy, and birth occur. • Explore how emotions and social relationships may change as we grow. • Recognise that fertility changes over time and can be affected by lifestyle factors. Activities will use visual aids, sensory materials, simplified explanations, and communication supports to ensure accessibility and understanding. Impact: Students will develop awareness of their own growth and changes, understand puberty and reproduction, and learn personal hygiene skills. They will gain confidence in managing physical and emotional changes and build knowledge to support healthy, responsible development.	Reproduction in Humans: Menstrual Cycle: Intent: To help NSSL students understand the menstrual cycle, changes in the female body during puberty, and ways to manage menstruation in an accessible and supportive way. Implementation: Students will learn through sensory, visual, and hands-on activities about: • Physical changes during puberty and the female reproductive system. • How the menstrual cycle works and its purpose. • Menstrual wellbeing, including managing periods and using available products. • Emotional changes that may occur around the menstrual cycle. Activities will include visual aids, sensory materials, practical demonstrations, and communication supports to ensure understanding. Impact: Students will gain knowledge of the adolescent female body, understand menstrual cycles, and develop confidence in managing periods and associated emotional changes.	My Feelings Towards Others / Keeping Safe: Intent: To help NSSL students learn how to stay safe in their communities—at home, school, and online—while understanding their responsibilities towards themselves and others. Implementation: Students will learn through sensory, visual, and hands-on activities about: • Recognising potential risks and dangers in different environments. • Understanding that as they grow older and more independent, they have a role in keeping themselves safe. • Identifying warning signs of danger or abuse and knowing how to report or seek help. • Reflecting on strategies to stay safe in various community settings. • Considering their own conduct and responsibilities towards others. Activities will use visual supports, role-play, stories, and communication aids to make learning accessible and engaging. Impact: Students will understand potential risks in different environments and develop strategies to stay safe. They will build awareness of personal responsibility, safe behaviours, and how to seek help when needed.	Online Gaming and Social Networking: Intent: To help NSSL students understand the risks associated with online gaming, social networking, and internet use, and how to stay safe online. Implementation: Students will learn through sensory, visual, and supported activities about: • Similarities and differences between online and real-life experiences. • Risks of comparing themselves to others online, including body image and unrealistic expectations. • Potential dangers of relying too heavily on online relationships and social media. • How online advertising can influence spending and lead to financial risks. Activities will include visual aids, role-play, practical scenarios, and communication supports to ensure understanding. Impact: Students will develop awareness of online risks and learn strategies to manage their online behaviours safely. They will gain confidence in recognising unsafe situations and making informed decisions in digital environments.
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Social, Emotional and Mental Health PSHE	Emotions Intent: Students will develop awareness of their emotions, focusing on feeling happy, calm, and safe, while learning simple ways to support their mental well-being. Implementation: Through multisensory activities, students will explore strategies that help them relax and feel positive, such as listening to calming music, using breathing techniques, engaging in movement or massage, and spending time with trusted adults or peers. They will also be supported to recognise their emotions, notice when they need help, and identify who they can ask for support. Impact: Students will begin to understand how to manage their feelings and use strategies to feel better when upset. They will build early skills in self-regulation, communication, and supporting both their own and others’ emotional well-being, helping them to stay calm, happy, and connected.	Healthy foods Intent: Students will explore healthy foods and understand how they help our bodies feel good. Implementation: Students will look at different foods, learn about what foods are healthy, and see which ones we should eat more of and which ones we should eat less. They will use pictures or objects to show what foods they like and which are healthy. Impact: Students will choose foods that are good for them, and understand that some foods are okay to have sometimes, while others are better to eat more often for good health.	Healthy Life style Intent: To help NSSL students explore and understand the elements of a healthy lifestyle, including physical activity, nutrition, and wellbeing, in accessible and sensory ways. Implementation: Students will learn about: • How physical activity supports mental wellbeing and can help manage stress. • What makes a healthy lifestyle, including maintaining a healthy weight and understanding the links between inactivity and health issues such as heart problems or cancer. • Simple science concepts related to blood, organs, and stem cell donation, using sensory and visual supports. Lessons will be delivered using sensory activities, visuals, practical tasks, and communication aids to ensure understanding and engagement. Impact: Students will develop awareness of healthy habits and lifestyle choices, understand the importance of physical activity and nutrition, and gain confidence in making positive choices to support their wellbeing.	PSHE: Managing Finances Intent: To help NSSL students develop essential financial skills, including earning, spending, saving, and budgeting, in an accessible and sensory way to promote independence and confidence. Implementation: Students will explore money, recognise personal funds, learn safe handling, practise budgeting, and understand key financial terms through hands-on, supported, and sensory activities. Impact: Students will gain a basic understanding of money management, make informed choices, and build confidence and independence in handling finances responsibly.	Health and Prevention: Dentists and Doctors: Intent: To help NSSL students understand personal health, including dental hygiene and other preventative measures, in accessible and sensory ways. Implementation: Students will learn through hands-on and sensory activities: • How viruses spread and ways to prevent infections, including the role of antibiotics. • The importance of dental health, including brushing, flossing, healthy eating, and regular dental check-ups. • How doctors and dentists help keep us healthy and treat health issues. Visual aids, practical demonstrations, and sensory resources will support understanding and engagement. Impact: Students will develop awareness of personal health, understand preventative practices, and recognise how doctors and dentists support wellbeing. They will gain confidence in basic health routines and make connections between actions and maintaining good health.	Elements of a healthy lifestyle Intent: To help NSSL students understand healthy lifestyles and wellbeing through sensory and practical activities, focusing on exercise, hygiene, sleep, and mindfulness to promote happiness, health, and self-care. Implementation: Students will explore the benefits of physical activity, outdoor time, and community participation; learn about hygiene, germs, and illness prevention; recognise the importance of sleep; and practise mindfulness to manage stress. Activities will be supported with visual aids, sensory resources, and practical demonstrations. Impact: Students will build awareness of how to maintain mental and physical wellbeing, develop healthy lifestyle habits, and gain confidence in self-care, supporting emotional regulation and overall health.
	Fruits, Vegetables, and Salads: Intent: To help NSSL students develop skills in selecting, preparing, and combining fruits, vegetables, and salad ingredients, building independence and confidence in simple meal preparation. Implementation: Students will use basic cooking techniques to create simple fruit, vegetable, and salad dishes, following recipes with support and exploring ways to improve their outcomes. Impact: Students will develop practical life skills, including creativity, reflection, teamwork, and participation, while gaining confidence and independence in meal preparation.				Simple Meals – Intent: To help NSSL students develop independence and confidence in creating simple meals, using transferable skills for planning, preparing, and evaluating food. Implementation: Students will explore meal preferences, practise safe use of kitchen equipment, plan and budget meals using ICT, and create and taste simple dishes, supported with communication and sensory aids. Impact: Students will build practical life skills, make informed food choices, and develop confidence, communication, and reflection skills through hands-on meal preparation.	Healthy Lunches Intent: To help NSSL students understand the importance of a healthy lunch, including key components such as carbohydrates, proteins, and fats, and how different dietary needs (e.g., gluten-free, vegan, low-fat) can be met. Implementation: Students will: • Explore the benefits of healthy lunches and the effects of unhealthy diets. • Follow instructions or symbol-supported recipes to create simple lunch dishes, both hot and cold (e.g., sandwiches, wraps, jacket potatoes, pasta, sausage and mash). • Taste, discuss, and reflect on their meals, sharing opinions and preferences. • Plan and prepare a lunch meal plan using ICT or other resources, applicable at school or home. • Reflect on the school lunch menu and discuss nutritional benefits. Impact: Students will develop practical cooking skills, an understanding of nutrition, and the ability to plan and prepare healthy lunches. They will build confidence, independence, and communication skills while making informed food choices.



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NSSL - Life Choices Pathway- KS4

Enrichment RE	Embedded through whole school workshops, visits and music and drama	Embedded through whole school workshops, visits and music and drama	Embedded through whole school workshops, visits and music and drama	Embedded through whole school workshops, visits and music and drama	R.E – Summer Term 1: Is it better to express beliefs in Art or Charity? Intent: To enable NSSL students to explore how beliefs can be expressed through art and charity. The focus is on fostering awareness of religious and non-religious expressions of belief, promoting empathy, and encouraging personal reflection in accessible, sensory ways. Implementation: Students will engage with sensory-rich, hands-on activities, including storytelling, art-making, music, and simple charitable actions. Learning will be broken into small, manageable steps using visuals, symbols, and communication aids. Students will explore examples of religious and non-religious belief expression and share their ideas through supported discussion, creative tasks, and practical experiences. Impact: Students will develop awareness of how beliefs can be expressed, build empathy, and practise communication and reflection. Participation in art and charity activities will support confidence, understanding, and respect for others, fostering spiritual and moral development.	R.E – Summer Term 2: What does it mean to be a Muslim today? Intent: To help NSSL students understand what it means to be a Muslim today by exploring Islamic beliefs, practices, and values in an accessible, meaningful, and sensory way. The aim is to promote respect, curiosity, and awareness of religious identity. Implementation: Teaching will use simple stories (e.g., about the Prophet Muhammad), sensory activities (e.g., handling prayer mats, listening to the call to prayer), and visual aids. Students will participate in hands-on activities such as tasting traditional foods, creating Islamic-inspired art, and role-play. Lessons will be structured with clear routines, visual supports, and repetition to reinforce learning. Impact: Students will gain a basic understanding and exposure of Islamic beliefs and daily life, develop respect for Muslim people and practices, and increase engagement and curiosity. Through supported sensory activities, they will begin to express ideas about faith and diversity, meeting adapted KS4 RE outcomes.
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NSSL - Life Choices Pathway- KS4

Enrichment Humanities	History of Transport Intent: Students will explore different types of transport and how people use them to travel, work, and carry goods, developing an understanding of movement and vehicles in everyday life. Implementation: Students will learn about various forms of transport, such as cars, trains, buses, boats, and planes, through pictures, stories, and hands-on activities. They will engage with models, props, and sensory materials to explore movement, sounds, textures, and the functions of different vehicles. Impact: Students will develop knowledge of different types of transport, enjoy exploring vehicles and movement, and express their interests or preferences through simple communication and interactive activities.	Geography – America Intent: Students will explore America by comparing it with their own country, learning about its cities, landmarks, landscapes, and culture, using sensory activities to engage with American traditions and environments. Implementation: Sensory: Students will experience aspects of American culture, such as music, festivals, traditional foods, and symbols, through sensory trays, sounds, and materials. Physical: Students will use pictures, symbols, and interactive maps to locate famous American landmarks, such as the Statue of Liberty, Grand Canyon, or Mount Rushmore. Sensory and Visual: Students will explore American landscapes, including forests, deserts, mountains, and rivers, through tactile materials and visual aids to understand the variety of environments across the country. Impact: Students will gain an understanding of America’s geography and culture through hands-on, sensory-based activities, enhancing engagement, curiosity, and their connection to the world beyond their classroom.	History: Colombus and Darwin Intent: Students will explore the lives and discoveries of Christopher Columbus and Charles Darwin, developing an understanding of exploration, discovery, and the natural world. Implementation: Students will learn about Columbus’s voyages and early exploration, and Darwin’s journeys and observations of plants, animals, and habitats. Sensory and hands-on activities—such as handling maps, model ships, natural specimens, and visual aids—will support understanding. Activities will be adapted to individual needs using Makaton, switches, and sensory prompts. Impact: Students will gain knowledge of historical exploration and scientific discovery, engage with interactive and sensory-based activities, and express their interests or understanding through communication and participation.	Geography – Conservation in Europe Intent: Students will explore conservation in Europe, learning about protected environments, wildlife, and ways people care for nature, while developing awareness of sustainability and the natural world. Implementation: Students will engage with sensory and hands-on activities, such as exploring natural materials, observing pictures and models of European landscapes, and learning about animals and habitats. Activities will include using visual aids, tactile objects, and simple interactive tasks to illustrate conservation efforts, recycling, and protection of wildlife. Individualised support, Makaton, and sensory prompts will ensure accessibility. Impact: Students will develop an understanding of conservation and environmental protection, engage meaningfully with nature-themed activities, and express their interests or observations through communication and participation.		
Enrichment Music	Topics 1- Patterns Intent Pupils will explore the building blocks of music by identifying and creating rhythmic and melodic patterns. Through listening, singing, and playing simple instruments, they will focus on how sounds repeat and change, learning to express themselves by organizing sounds into structured sequences. Implementation Pupils will engage in "call and response" games to mimic rhythmic patterns, use instruments like drums or xylophones to build repetitive melodies, and experiment with tempo and dynamics. They will practice following steady beats and learn how to link different sounds together to form a musical "sentence," all while handling instruments with care. Impact Pupils will develop a keen ear for musical structure, successfully recognizing and reproducing patterns and rhythms. This foundational understanding will boost their creative confidence, improve auditory memory, and enhance social coordination through collaborative group music-making.		Topics 2 - Pulse Intent Pupils will develop an internal sense of the musical pulse, learning to recognize it as the steady "heartbeat" that underpins all music. The focus is on feeling, following, and maintaining a consistent beat, providing a stable foundation for all future musical performance and composition. Implementation Pupils will internalize the pulse through whole-body movement, such as marching, swaying, or walking in time to different musical styles. They will use untuned percussion—like drums and claves—to maintain a steady beat while others sing or play, and explore how the pulse remains constant even when the tempo (speed) of the music changes. Impact Pupils will demonstrate the ability to identify and maintain a steady pulse both independently and as part of an ensemble. This "metronome in the mind" will improve their coordination, rhythmic accuracy, and ability to perform in time with others, fostering a deeper physical and mental connection to the music they hear.		Topic 3 -Pitch Intent Pupils will explore the concept of pitch, learning to distinguish between high and low sounds. They will develop an ear for melodic direction, understanding how notes can move upward, downward, or stay the same, which forms the basis for singing in tune and understanding melody. Implementation Pupils will use their voices to mimic "high" and "low" animals (like birds and cows) and play with glissandos using slide whistles or sirens. They will experiment with tuned percussion, such as xylophones or chime bars, to visualize pitch "steps" and "leaps." Activities will include using body movements—like reaching high or crouching low—to physically represent the sounds they hear and create. Impact Pupils will gain the ability to identify and reproduce specific pitches with increasing accuracy. This development of "pitch matching" improves their vocal confidence and allows them to follow simple melodic shapes. By mastering these basics, pupils build the essential auditory discrimination skills needed for both musical literacy and language development.	



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NSSL - Life Choices Pathway- KS4

Enrichment Art/DT/ Enterprise	Art Intent: Students will explore movement and transport through photography, focusing on colour, texture, and sensory experiences to encourage creativity, self-expression, and observation skills. Implementation: Students will engage with photographs of vehicles, trains, planes, and other modes of transport, exploring colours, shapes, and textures using sensory trays and tactile materials. They will experiment with combining textures, colours, and movement-inspired patterns to create their own art, inspired by photographic compositions and visual effects. Impact: Students will enjoy creating art inspired by transport and movement, develop a basic understanding of colour, texture, and composition, and express their ideas in creative, sensory ways with support and feedback tailored to their individual needs.	Art Intent: To explore Transport through painting, textile art, and drawing, helping NSSL students develop sensory, technical, and creative skills while representing movement and structure. Implementation: Students will use adapted techniques: • Painting: Colours, textures, and brushwork to show vehicles and motion. • Textile: Fabrics and stitching to create tactile transport shapes and patterns. • Drawing: Sketching transport with focus on shape and movement. Activities will be individualized using sensory prompts and visual aids aligned with EHCP targets. Impact: Students will build sensory and artistic skills, understand how to depict movement, and gain confidence in expressing ideas visually through multi-sensory art.	DT Intent: Students will explore and start creating their own simple project, focusing on basic steps like planning, designing, and working together. Implementation: Students will use simple visual aids and support to help with their project, such as pictures, objects, or communication tools, to understand and complete tasks like choosing ideas, creating designs, and working with others. Impact: Students will gain confidence in making choices, working as a team, and using their creativity, helping them learn important skills for future activities.	DT Intent: Students will explore and start creating their own simple project, focusing on basic steps like planning, designing, and working together. Implementation: Students will use simple visual aids and support to help with their project, such as pictures, objects, or communication tools, to understand and complete tasks like choosing ideas, creating designs, and working with others. Impact: Students will gain confidence in making choices, working as a team, and using their creativity, helping them learn important skills for		



Forest Way School

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Enrichment Forest School/ Gardening		intent: The aim of Forest School for NSSL students is to provide a holistic, outdoor learning experience that encourages exploration, sensory engagement, and personal development through open-ended tasks, building confidence, communication skills, resilience, and safe risk-taking in a natural environment. Implementation: Students will engage in outdoor exploration across different seasons, accessing the sensory garden and woodland areas with adult support. Activities will allow free exploration, sensory experiences, and individualized tasks that foster confidence, perseverance, and engagement with nature. Impact: Students will develop confidence, resilience, and communication skills through meaningful outdoor experiences. Sensory exploration and observing seasonal changes will enhance their understanding of the natural world and support safe, enjoyable engagement with the environment.		Intent: The aim of Forest School for NSSL students is to provide a holistic, outdoor learning experience that encourages exploration, sensory engagement, and personal development through open-ended tasks, building confidence, communication skills, resilience, and safe risk-taking in a natural environment. Implementation: Students will engage in outdoor exploration across different seasons, accessing the sensory garden and woodland areas with adult support. Activities will allow free exploration, sensory experiences, and individualized tasks that foster confidence, perseverance, and engagement with nature. Impact: Students will develop confidence, resilience, and communication skills through meaningful outdoor experiences. Sensory exploration and observing seasonal changes will enhance their understanding of the natural world and support safe, enjoyable engagement with the environment.		Intent: The aim of Forest School for NSSL students is to provide a holistic, outdoor learning experience that encourages exploration, sensory engagement, and personal development through open-ended tasks, building confidence, communication skills, resilience, and safe risk-taking in a natural environment. Implementation: Students will engage in outdoor exploration across different seasons, accessing the sensory garden and woodland areas with adult support. Activities will allow free exploration, sensory experiences, and individualized tasks that foster confidence, perseverance, and engagement with nature. Impact: Students will develop confidence, resilience, and communication skills through meaningful outdoor experiences. Sensory exploration and observing seasonal changes will enhance their understanding of the natural world and support safe, enjoyable engagement with the environment.
Enrichment Careers/ Skills Builder	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.	Intent: to explore careers and life after Forest Way School. To be able to develop life skills relevant to obtaining a job. To be able to ask for help. Implementation: To experience volunteering around the school and to receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. To develop transferable skills e.g. communication, problem solving, creativity, teamwork. Impact: To be able to increase independence through choice making using individual method of communication. To be able to communicate likes and dislikes. To be prepared for life after Forest Way School.