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|  | **LTP for : Communication**  |
|  | **Overview for KS3 students**  |
|  |  | **Pathway 1** | **Pathway 2**Students will develop their communication skills and knowledge through delivery of the pathway 2 bespoke curriculum | **Pathway 3** Students will develop their communication skills and knowledge within their weekly communication lessons and embed these skills through the pathway 3 curriculum.  |
| **Autumn 1** | **Key area of understanding** | Positive Relationships | Positive Relationships | Positive Relationships |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Develop an awareness of others in their environment and explore how to form new friendships
* Learn how to demonstrate skills such as turn taking or sharing
* Have an awareness of what they could offer a friendship
* Know how their strengths and qualities are factors that determine friendships
* Know to use appropriate body language around other people and how boundaries should be respected
 | * Develop an awareness of others in their environment and explore how to form new friendships
* Learn how to demonstrate skills such as turn taking or sharing
* Have an awareness of what they could offer a friendship
* Know how their strengths and qualities are factors that determine friendships
* Know to use appropriate body language around other people and how boundaries should be respected
* Notice how body language changes with familiar and less familiar people
* Explore positive ways to maintain a friendship once established
* know what conflict is and identify people who can help when faced with conflict
* Understand the effect that their behaviour has on others – both positively and negatively
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| **Autumn 2** | **Key area of understanding** | Effective Listening Skills | Effective Listening Skills | Effective Listening Skills |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Be able to demonstrate that they have not understood something – verbally or nonverbally
* Follow simple one and two part instructions
* Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders.
* Be able to store and recall a simple instruction
* Know that active listening is shown through body language – i.e. eye contact/ gesture
 | * Know why listening is important
* Be able to demonstrate that they have not understood something – verbally or nonverbally
* Follow simple one and two part instructions
* Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders.
* Be able to store and recall a simple instruction
* Know that active listening is shown through body language – i.e. eye contact/ gesture
* Recognise when something they have heard does not make sense and express this verbally or nonverbally
* Listen to a less familiar speaker for a sustained period, demonstrating active listening
* Consider that emotions can influence our capacity to listen
* Understand that not everything that I hear may be true
* Have a basic understanding of sympathy/ empathy
* Demonstrate features of active listening in group situations
* Gain an awareness of tone

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| **Spring 1** | **Key area of understanding** | Effective Verbal and Nonverbal skills | Effective Verbal and Nonverbal skills  | Effective Verbal and Nonverbal skills  |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Begin to demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression
* Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry
* Ask a simple what/ where/when/why question
* Be able to give opinion to familiar topics
* Develop confidence to engage with less familiar adults
* Initiate interaction with others
 | * Demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression
* Be able to speak to less familiar adults/ peers at simple sentence level
* Initiate conversation with others and developing skills to keep conversations relevant and reciprocal
* Be able to answer more complex open-ended question at a more detailed sentence level.
* Be able to speak to a small group of familiar people on a familiar topic
* Know how body language affects verbal engagement (posture/ fidgeting/appearance)
* Develop conversational skills that include turn taking, asking questions and addressing misunderstandings.
* Know the way we talk affects verbal engagement e.g. volume, rate, intonation.
* Know the effects of negative language, sarcasm and dismissive language.
* Make coherent and logical justification to opinions
* Know how to disagree with another’s idea positively
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| **Spring 2** | **Key area of understanding** | Self-Management and Aiming High | Self-Management and Aiming High | Self-Management and Aiming High |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Show awareness of familiar routines/ tasks
* Have an understanding of boundaries and choice/consequence
* Begin to recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside
* Manage time on a given task with adult support
* Listen to positive and constructive feedback on their work from an adult or familiar peer
 | * Show awareness of familiar routines/ tasks
* Have an understanding of boundaries and choice/consequence
* Recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside
* Define and explain what goals are why they are important
* Listen to positive and constructive feedback on their work from an adult or familiar peer
* Organise the sequence of activities, considering what would happen if things were done in the wrong order
* Demonstrate a degree resilience in a variety of challenging situations with more consistency
* Explore how to act on feedback for a better outcome
* Complete short self-evaluation tasks with adult support
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| **Summer 1** | **Key area of understanding** | Self Esteem and Positivity | Self Esteem and Positivity | Self Esteem and Positivity |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally)
* Develop self-awareness by exploring likes/ dislikes and personal qualities
* Identify what they like about themselves and others around them.
* Demonstrate a degree of resilience to a difficult challenge
* Know that others can help when faced with a challenge
 | * Label and express simple emotions such as happy, sad, worried and excited.
* Develop self-awareness by exploring likes/ dislikes and personal qualities
* Identify what they like about themselves and others around them.
* Demonstrate a degree of resilience to a difficult challenge and the emotions that accompany this.
* Know that others can help when faced with a challenge
* Have an increased understanding of self-identity and labelling emotions within
* Know that positive compliments improve self esteem
* Notice when others are experiencing difficulties and offer to help someone who is experiencing a challenging task
* Examine how they feel when they offer help to others
* Know how to give and receive compliments effectively

Assert themselves effectively and appropriately |
| **Summer 2** | **Key area of understanding** | Teamwork and Leadership Skills | Teamwork and Leadership Skills | Teamwork and Leadership Skills |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Manage set time on a given tasks, progressing towards peer and small group work.
* Know the effects of sharing/ not sharing and feelings that accompany this
* Begin to know to when a team is not working
* Be able to choose a role in a team
* Experience leading a task or small elements of a small task with familiar peers
* Recognise their own strengths and weaknesses
* Know that different people have different skills and attributes
 | * Manage set time on a given tasks, progressing towards peer and small group work.
* Know the effects of sharing/ not sharing and feelings that accompany this
* Know to when a team is not working and when to seek adult support
* Be able to choose a role in a team and how it contributes to completing a task
* Experience leading a task or small elements of a small task with familiar peers
* Recognise their own strengths and weaknesses as a leader
* Identify strengths in others in a team
* Know that different people have different skills and attributes
* Support the team to reach a decision by making a positive contribution
* Know what equality and inclusivity is when working in a team
* Experience taking on different roles within various team challenges
* Consider which role they prefer to have in a team and why
* Know how to identify unhelpful conflict within team and identify ways to avoid this
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|  | **LTP for : Communication**  |
|  | **Overview for KS4/KS5 students**  |
|  |  | **Pathway 1** | **Pathway 2** Students will develop their communication skills and knowledge through delivery of the pathway 2 bespoke curriculum | **Pathway 3** Students will develop their communication skills and knowledge within their ACE/communication lessons and embed these skills through the pathway 3 curriculum. At least 50% of ACE/ Communication time will be devoted purely to communication development. |
| **Autumn 1** | **Key area of understanding** | Positive Relationships | Positive Relationships | Positive Relationships  |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Develop an awareness of others in their environment and explore how to form new friendships
* Learn how to demonstrate skills such as turn taking or sharing
* Have an awareness of what they could offer a friendship
* Know how their strengths and qualities are factors that determine friendships
* Know to use appropriate body language around other people and how boundaries should be respected
 | * Demonstrate skills such as turn taking or sharing
* Have an awareness of what they could offer a friendship
* Know how their strengths and qualities are factors that determine friendships
* Know to use appropriate body language around other people and how boundaries should be respected
* Notice how body language changes with familiar and less familiar people
* Explore positive ways to maintain a friendship once established
* know what conflict is and identify people who can help when faced with conflict
* Understand the effect that their behaviour has on others – both positively and negatively
* Discuss how they can help others from succumbing to peer pressure
* Know strategies to avoid conflict within friendship circles, including mediation and adult support.
* Understand the impact of emotions which cloud judgement in times of conflict
* Link scenarios on conflict resolution to those of real life
* Know strategies to control their emotions when upset over conflict.
* Know what appropriate secrets to keep within friendships are and which are not.
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| **Autumn 2** | **Key area of understanding** | Effective Listening Skills | Effective Listening Skills | Effective Listening Skills |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Be able to demonstrate that they have not understood something – verbally or nonverbally
* Follow simple one and two part instructions
* Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders.
* Be able to store and recall a simple instruction
* Know that active listening is shown through body language – i.e. eye contact/ gesture
 | * Know why listening is important
* Be able to demonstrate that they have not understood something – verbally or nonverbally
* Follow simple one and two part instructions
* Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders.
* Be able to store and recall a simple instruction
* Know that active listening is shown through body language – i.e. eye contact/ gesture
* Recognise when something they have heard does not make sense and express this verbally or nonverbally
* Listen to a less familiar speaker for a sustained period, demonstrating active listening
* Consider that emotions can influence our capacity to listen
* Understand that not everything that I hear may be true
* Have a basic understanding of sympathy/ empathy
* Gain an awareness of tone
* Evaluate different perspectives using the information I have heard
* Offer a perspective on what has been heard – i.e. a response in a debate
* Understand a simple concept of bias in something that has been heard
* Identify examples of prejudice when listening to others and understand where it may have come from.
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| **Spring 1** | **Key area of understanding** | Effective Verbal and Nonverbal skills | Effective Verbal and Nonverbal skills  | Effective Verbal and Nonverbal skills  |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Begin to demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression
* Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry
* Ask a simple what/ where/when/why question
* Be able to give opinion to familiar topics
* Develop confidence to engage with less familiar adults
* Initiate interaction with others
 | * Demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression
* Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry
* Ask a simple what/ where/when/why question
* Be able to give opinion to familiar topics
* Be able to speak to less familiar adults/ peers at simple sentence level
* Initiate conversation with others and developing skills to keep conversations relevant and reciprocal
* Be able to answer more complex open-ended question at a more detailed sentence level.
* Be able to speak to a small group of familiar people on a familiar topic
* Know how body language affects verbal engagement (posture/ fidgeting/appearance)
* Develop conversational skills that include turn taking, asking questions and addressing misunderstandings.
* Know the way we talk affects verbal engagement e.g. volume, rate, intonation.
* Know the effects of negative language, sarcasm and dismissive language.
* Make coherent and logical justification to opinions
* Know how to disagree with another’s idea positively
* Know approaches to organising what they want to talk about
* Gain skills required to talk to a larger audience – e.g. whole groups/ assemblies
* Demonstrate appropriate language when demonstrating assertiveness – e.g. expressing feelings, refusing, disagreeing, and complaining.
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| **Spring 2** | **Key area of understanding** | Self-Management and Aiming High | Self-Management and Aiming High | Self-Management and Aiming High |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Show awareness of familiar routines/ tasks
* Have an understanding of boundaries and choice/consequence
* Begin to recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside
* Manage time on a given task with adult support
* Listen to positive and constructive feedback on their work from an adult or familiar peer
 | * Show awareness of familiar routines/ tasks
* Have an understanding of boundaries and choice/consequence
* Recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside
* Define and explain what goals are why they are important
* Listen to positive and constructive feedback on their work from an adult or familiar peer
* Organise the sequence of activities, considering what would happen if things were done in the wrong order
* Demonstrate a degree resilience in a variety of challenging situations with more consistency
* Explore how to act on feedback for a better outcome
* Complete short self-evaluation tasks with adult support
* Positively accept constructive criticism and adapt plans and goals based on feedback
* Persevere on a task for a period, even if it is challenging.
* Recognise when plans need to change
* Support others to achieve their goals
* Anticipate problems that might arise when goal planning
* Prioritise tasks in order of importance/ urgency
* Know what success will look like for them
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| **Summer 1** | **Key area of understanding** | Self Esteem and Positivity | Self Esteem and Positivity | Self Esteem and Positivity |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally)
* Develop self-awareness by exploring likes/ dislikes and personal qualities
* Identify what they like about themselves and others around them.
* Demonstrate a degree of resilience to a difficult challenge
* Know that others can help when faced with a challenge
 | * Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally)
* Develop self-awareness by exploring likes/ dislikes and personal qualities
* Identify what they like about themselves and others around them.
* Demonstrate a degree of resilience to a difficult challenge and the emotions that accompany this.
* Know that others can help when faced with a challenge
* Have an increased understanding of self-identity and labelling emotions within
* Know that positive compliments improve self esteem
* Notice when others are experiencing difficulties and offer to help someone who is experiencing a challenging task
* Examine how they feel when they offer help to others
* Understand the role of positive affirmation
* Know how to give and receive compliments effectively

Assert themselves effectively and appropriately* To know how to protect one’s self esteem by the development of assertiveness skills
* Identify new ways to achieve goals – i.e. looking at alternative strategies.
* Remain positive when working in a team for a shared outcome
* Know how it feels when teamwork is successful or unsuccessful
* Reflecting on improving performance in a team challenge and putting steps into place to change the outcome of a task.
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| **Summer 2** | **Key area of understanding** | Teamwork and Leadership Skills | Teamwork and Leadership Skills | Teamwork and Leadership Skills |
| **Knowledge & skills development****Students will:** | Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.  | * Manage set time on a given tasks, progressing towards peer and small group work.
* Know the effects of sharing/ not sharing and feelings that accompany this
* Begin to know to when a team is not working
* Be able to choose a role in a team and how it contributes to completing a task
* Experience leading a task or small elements of a small task with familiar peers
* Recognise their own strengths and weaknesses as a leader
* Identify strengths in others in a team
 | * Be able to choose a role in a team and how it contributes to completing a task
* Experience leading a task or small elements of a small task with familiar peers
* Recognise their own strengths and weaknesses as a leader
* Identify strengths in others in a team
* Know that different people have different skills and attributes
* Support the team to reach a decision by making a positive contribution
* Know what equality and inclusivity is when working in a team
* Know some strategies of how to cope when shared decisions go wrong
* Experience taking on different roles within various team challenges
* Consider which role they prefer to have in a team and why
* Know what motivation is and why it is important
* Undertake time on a task as a leader
* Know how leaders can boost motivation for a shared outcome
* Consider what attributes they have as a leader based on self-evaluation and feedback from others
* Know when to adapt approaches according to a situation
* Develop a flexibility in approach to problem solving
* Actively support other leaders with their approach based on their own experiences.
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