

ASDAN Personal and Social Development (PSD) Curriculum Statement

(Entry Level 1 – Level 1 | Award & Certificate)

Intent

At Wargrave House School, our ASDAN Personal and Social Development (PSD) curriculum is designed to equip learners with the knowledge, practical skills, and confidence needed to lead purposeful, healthy, and independent lives. The programme supports learners from **Entry Level 1 through to Level 1**, offering flexible qualifications at both **Award and Certificate** levels.

Our intent is to:

- Provide an inclusive and engaging curriculum that nurtures the **personal, social, and emotional development** of each learner.
- Develop practical skills that foster **independence, resilience, and informed decision-making**.
- Offer clear, progressive pathways that support **long-term life goals, employment-readiness**, and **active citizenship**.
- Enable students to develop **self-confidence and self-esteem** through meaningful learning experiences and regular recognition of achievement.

The PSD curriculum promotes the growth of the whole learner—helping them to engage positively with others, make healthy lifestyle choices, and prepare for the responsibilities and freedoms of adult life.

Implementation

The PSD programme is delivered through a **thematic, modular approach**, adapted to suit the needs of learners at different levels. Each unit is designed to be practical, accessible, and relevant, allowing students to apply their learning in everyday life.

- **Core Themes/Modules Include: Self-Awareness and Self-Development**
(e.g., Individual Rights and Responsibilities, Developing Self)
- **Healthy Living and Wellbeing**
(e.g., Making the Most of Leisure Time, Healthy Living)
- **Relationships and Social Skills**
(e.g., Managing Social Relationships, Parenting Awareness)
- **Community and Citizenship**
(e.g., Community Action, Environmental Awareness)

- **Preparation for Adulthood**
(e.g., Managing Own Money, Preparation for Work)

Qualification Structure & Rubric:

Learners can work towards the **Award** or **Certificate** at each level (Entry Level 1, Entry Level 2, Entry Level 3, and Level 1).

Qualification Level	Qualification Title	Required Credits	GLH (Guided Learning Hours)
Entry Level 1	PSD Award	6 credits	60 hours
Entry Level 1	PSD Certificate	13 credits	130 hours
Entry Level 2	PSD Award	6 credits	60 hours
Entry Level 2	PSD Certificate	13 credits	130 hours
Entry Level 3	PSD Award	6 credits	60 hours
Entry Level 3	PSD Certificate	13 credits	130 hours
Level 1	PSD Award	8 credits	80 hours
Level 1	PSD Certificate	13 credits	130 hours

- **One credit = 10 guided learning hours**
- Learners complete **units**, each of which has clear **learning outcomes** and **assessment criteria**
- Evidence is collected through:
 - Completed worksheets and written tasks
 - Photos of activities

- Tutor witness statements
- Video/audio evidence (if appropriate)
- Learner reflections

All evidence is compiled into a **portfolio**, which is internally assessed and externally moderated by ASDAN.

The flexible structure allows students to work at a pace that suits them and to **progress through levels** as their confidence and ability grows.

Impact

The impact of our PSD curriculum is seen in the **personal growth, increased confidence, and practical competence** of our learners. The structured, visual, and outcome-based nature of the ASDAN PSD programme is particularly beneficial for autistic learners, who often thrive in environments that offer clarity, consistency, and real-world relevance.

Through the PSD programme, learners—especially those with autism—develop a wide range of transferable skills that help them better understand themselves, navigate social situations, and manage the demands of everyday life. These include:

- **Communication and Interaction Skills**

Learners are supported in developing appropriate verbal and non-verbal communication techniques, understanding social cues, turn-taking, and participating in structured social interactions in safe, familiar settings.

- **Emotional Regulation and Self-Awareness**

Through self-reflection tasks and modules such as *Developing Self* and *Making the Most of Leisure Time*, students build a better understanding of their emotions, triggers, and strategies for managing stress or anxiety.

- **Routine, Structure, and Independence**

The clear expectations and step-by-step nature of the tasks help autistic learners build independence, follow routines, and manage transitions more confidently—skills that are crucial for adulthood and future employment.

- **Sensory Regulation and Wellbeing**

Modules such as *Healthy Living* encourage exploration of sensory preferences, personal hygiene, relaxation techniques, and healthy habits—supporting learners in understanding how to meet their own needs.

- **Social Understanding and Relationships**

Units like *Managing Social Relationships* and *Community Action* help autistic learners explore safe relationships, boundaries, and how to contribute meaningfully to the community, promoting inclusion and mutual respect.

- **Preparation for Life and Work**

Learners develop the practical skills needed for everyday life, such as managing money, using public transport, and preparing for employment. These skills are taught in a real-world context, helping to reduce anxiety and increase functional independence.

- **Self-Esteem and Achievement**

The regular celebration of progress through portfolio-building, feedback, and recognition of effort fosters a sense of pride and self-worth, which is especially valuable for learners who may have faced barriers in traditional academic settings.

By the end of their PSD journey, learners are more confident, more self-aware, and better equipped with the tools they need to **navigate adulthood with greater autonomy, resilience, and purpose**. The qualifications gained are a testament not only to their academic success but to the development of life-changing personal and social competencies.

Enrichment

At Wargrave House School, we pride ourselves on finding and offering learners enrichment opportunity to support their personal growth and development as well as their practical, interactive and interpersonal skills. As such we provide the opportunity for our learners to apply for positions at our School Bank, Shop and Barista Bar through a full recruitment process. This encourages learners to build positive working relationships; develop their interpersonal and communication skills; explore different social situations whilst learning how to problem solve. Our learners also benefit from demonstrating their personal skills in work-based scenarios through careers and enterprise week activities, events and workshops.

Community Learning

Learners access an outdoor learning space at the Puddle every week. This encourages our learners to use their personal skills and qualities to provide a positive experience for the wider community. This could be through planting fruit, vegetables and plants in the poly tunnel or around the site; tidying the public areas and caring for the animals onsite. Learners may also use construction skills to make interactive games or furniture to use around the site. As part of our curriculum offer, learners are also access outdoor education sessions through the year. Activities include gorge walking, bikes for all, rock climbing, abseiling, orienteering, archery. Activities are updated on a regular basis. This provides further opportunities for our learners to practice their functional communication, interpersonal and problem-solving skills. KS4 learners are also offered the opportunity to visit local colleges, universities and educational institutes to explore their future options, including which skills are required to access courses etc.

Preparation for life

Our learners consolidate their skills and qualities by access preparation for life areas linked to the EHCP areas of need. They explore content in 5 key areas that align with the preparation for adulthood framework, as set out below:



Capital of culture

In order for our learners to utilise their skills to create a positive capital of culture in school, they are encouraged to participate in activities which enrich the lives of both themselves and others. Examples include providing boxing coaching for younger learners; pitching business ideas to ELT to fund enterprise ventures; running stalls at the Christmas and Easter fayres and inputting into student council.

Complimentary courses

Btec Pre-vocational studies

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of different work sectors and employability skills.

At Entry level 1, the learners can cover the following modules:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

At Entry level 2, the learners can cover the following modules:

Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	Optional unit		
1	Adapting to New Situations	30	Optional
2	Following Instructions to Carry Out a Task	30	Optional
3	Handling Money Transactions	30	Optional
4	Preparing a Meal for Others	30	Optional
5	Participating in a Visit	30	Optional
6	Understanding Personal Health and Wellbeing	30	Optional
7	Contribute to Running an Event	30	Optional
8	Providing a Customer Service	30	Optional
9	Using Digital Skills	30	Optional
10	Contributing to a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Contribute to a Team Sport Activity	30	Optional
13	Create a Product	30	Optional
14	Being Creative	30	Optional
15	Contribute to an Enterprise Activity	30	Optional
16	Planning for the Future	30	Optional
17	Being Part of the Team	30	Optional
18	Working Towards an Agreed Target	30	Optional
19	Create a Document	30	Optional
20	Using Public Transport	30	Optional

At Entry level 3, the learners can cover the following modules:

Pearson BTEC Level Entry 3 Subsidiary Award In Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	Mandatory unit		
1	Skills for Learning	30	Mandatory
	Optional units		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

NCFE Essential English in everyday life

E1-L2

This qualification is part of a suite designed to provide learners with essential knowledge and skills in English and builds on the knowledge and skills gained at KS3. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with the skills they can use in their everyday life, or to support them to progress on to the next entry level, Functional Skills or GCSE in English.

NCFE content

All learners access units in Reading, Writing and Speaking & Listening regardless of which Entry level or level that they are accessing.

E1

- Unit 02 Listening and responding to information (F/650/1818)
- Unit 03 Speaking with others (A/650/1843)
- Unit 04 Introduction to reading skills (D/650/1844)
- Unit 05 Reading words and short texts (F/650/1845)
- Unit 06 Introduction to essential writing skills (H/650/1846)
- Unit 07 Writing and spelling words (J/650/1847)
- Unit 08 Participating in short discussions (K/650/1848)
- Unit 09 Introduction to alphabetical order (L/650/1849)

E2

- Unit 01 Listening and responding (M/650/1859)
- Unit 02 Introduction to discussing with others (D/650/1862)
- Unit 03 Introduction to speaking to be understood (F/650/1863)
- Unit 04 Reading skills (H/650/1864)
- Unit 05 Introduction to reading to understand (J/650/1865)
- Unit 06 Alphabetical order (K/650/1866)
- Unit 07 Essential writing skills (L/650/1867)
- Unit 08 Writing and spelling words and phrases (M/650/1868)

E3

- Unit 01 Developing listening and responding skills (R/650/1869)
- Unit 02 Discussing with others (A/650/1870)
- Unit 03 Speaking to be understood (D/650/1871)
- Unit 04 Developing reading skills (H/650/1873)
- Unit 05 Reading to understand (J/650/1874)
- Unit 06 Developing an understanding of alphabetical order (L/650/1876)
- Unit 07 Developing essential writing skills (R/650/1878)
- Unit 08 Essential spelling and writing (T/650/1879)

L1

- Unit 01 Listening, understanding and responding to others (T/650/1940)
- Unit 02 Communicating with others (Y/650/1941)
- Unit 03 Participating in discussions (A/650/1942)
- Unit 04 Introduction to knowledge and application of punctuation grammar and spelling (D/650/1943)
- Unit 05 Composing texts (F/650/1944)
- Unit 06 Interpreting straightforward functional texts (H/650/1945)
- Unit 07 Introduction to understanding prose writing and poetry (J/650/1946)

L2

- Unit 01 Listening, understanding and using constructive feedback effectively (K/650/1947)
- Unit 02 Participating in and contributing to discussions within formal and informal settings (L/650/1948)
- Unit 03 Knowledge and application of punctuation, grammar and spelling (M/650/1949)
- Unit 04 Composing written texts (Y/650/1950)

Unit 05 Interpreting straightforward and complex functional texts (A/650/1951)

Unit 06 Understanding prose writing and poetry (D/650/1952)

English GCSE

Some learners will access a Pearson GCSE English language course. They will explore the following:

Learning outcomes	Students should:
1.1 Reading	1.1.1 read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts.
	1.1.2 <i>critical reading and comprehension</i> : identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text.
	1.1.3 <i>summary</i> : identifying the main theme or themes; summarising ideas and information from a single text.
	1.1.4 <i>evaluation of a writer's choice of vocabulary, form, grammatical and structural features</i> : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.

	background, and your strengths.	nt processes and the culture of different workplaces.	learn from setbacks	ps with others.	your wellbeing, other interests and your involvement with your family and community.	nt processes and the culture of different workplaces.
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PE

All our learners from KS1-4 access two lessons of Physical Education each week. Learners access the stage of learning appropriate to their cognition level which should link to their initial baselining tasks.

These are the topic areas that each phase explores throughout the year in a stage appropriate manner linked to our SOLAR spirals:

AGE – DEPTH						
Physical Education Key Stage 1 Standard						
S T A G E	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1						
2	Swimming Dance	Swimming Gymnastics	Swimming Invasion Games	Swimming Net Games	Swimming Orienteering	Swimming Athletics/ Strike and Field

Physical Education Key Stage 2 Standard						
S T A G E	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3						
4			Swimming Invasion Games			Swimming Athletics/ Strike and Field
5	Swimming Dance	Swimming Gymnastics		Swimming Net Games	Swimming Orienteering	
6						

Physical Education Key Stage 3-4 Standard						
Age	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Invasion Games Dance	Net Games Gymnastics	Rock climbing	Orienteering	Rafted canoeing	Athletics Strike and Field
8						
9						
10	Invasion Games Dance	Net Games Gymnastics	Rock climbing	Orienteering	Rafted canoeing	Athletics Strike and Field
11						

Invasion Games	Strike and field	Net games	Athletics
Basketball	Rounders	Badminton	Sprint
Football	Cricket	Tennis	Relay
Netball	Kick cricket	Table tennis	Hurdles
Rugby	Soft ball	Volleyball	400m
Hockey	Bowling	Dodgeball	Javelin
			Shotput
			Discus
			Long jump
			High jump
			Triple Jump