

Kings & Queens Topic Overview

Winter 2026

- The British Royal Family serve as a unifying, apolitical symbol of national identity. They represent continuity in a rapidly changing world and act as global ambassadors for the UK,
- The British Royal Family support about 2,500 charities in the UK and about 500 more worldwide.
- The British Royal Family is globally recognised but there are other sovereign states with royal families or unique heads of state holding alternative monarchical titles like Emperor, Sultan, Prince, Grand Duke, or Emir.
- People may feel fascinated by the glamour and ceremony of royalty and feel drawn to the spectacle, state occasions, and historical sites.

Key Concepts:

- Celebration
- Humanity – privilege, autocracy and democracy
- Costume; crowns, capes

Lessons – planned by deliverer and planning shared for each core group to experience

- **Hall** – the life and times of Elizabeth II
- **Classroom** – a historic look at the Kings and Queens of Britain and the United Kingdom
- **Large Sensory Room** – An immersive storytelling experience of Aladdin
- **Sensology/Messy Food Play** – peasant food in comparison with food for a royal banquet
- **AAC** – Dictatorship V's Democracy
- **Music** – exploring Royalty in pop music
- **Craft** – animating the Story of Robin Hood
- **Outdoor Exploration (Biscuits Only)** – Chinese Dynasties
- **What's in the Box** 'King of the Jungle' bushtucker style trials
- **Life Skills (Biscuits Only)** – using a washing machine/tumble dryer, Henry Hoover and cleaning mirrors/windows
- **Wheelchair Dancing** – Dancing to Regency period music

Story Massage:

- 'Arabian Nights', from Aladdin – Sensory Room
- 'Everything I Do' Brian Adams – Robin Hood Craft
- The Wives of Henry VIII: Divorced Beheaded & Died Song (Horrible Histories) – Historic Classroom Session
- 'O Taste and See', Ralph Vaughan Williams – Life and Times of Queen Elizabeth II
- 'Kings and Queens' Eva Max - Intensive Interaction

Behaviour Points System:

British value	Ravenscliffe's Interpretation	Sensory Learner's Behaviour
Democracy	'Working Together'	Communication Turn-Taking Sharing
The Rule of Law	'Keeping Safe'	Interdependance Co-operation, co-active exploration Physical skills e.g. standing, stepping, reaching
Individual Liberty	'Ready for Learning'	Focus Vision/hearing/Sensory Skills Cognitive skills e.g. problem solving
Respect	'Mutual Respect & Tolerance'	Sense of Community and world Involvement in Charity Events Out of School Achievements

Placing the sticker on a larger sticker with the information about why it is presented (written in first person) e.g. "I worked co-operatively with Julia to take BOTH my boots off". Please try and use a keyword from the above table if possible.

Each of the ten areas required for flourishing can be linked to the topic giving the students across the timetable experiences connected to Kings and Queens. Below are suggested ideas to link the topic to each area of flourishing from Nussbaum's capabilities approach:

Nussbaum's Capabilities Needed for Flourishing	Practical learning activities
1.life 2.bodily health	Movement, physiotherapy, hydrotherapy, rebound therapy, postural equipment, personal and intimate care, nutrition, medication – advised and supported by the relevant professionals.
3. bodily integrity *	Self-feeding: messy food play, snacks, drinks, tasters, sensology, Exploring peasant Food and that for a royal buffet Body awareness: locating/naming/experiencing different sensations on different parts of the body. Dancing and feeling the movement & stretch of our bodies. Discovering tension in our bodies and exploring ways to release tension. Sherborne Movement Wearing a crown, cloak or other royal regalia. Exploring textures related to royalty (or moon landing) with different body parts. Self-care: hair brushing, face washing, make up/facial, products, awareness of bodily needs. Self-recognition – self in mirror, self in photographs/video footage, recognising differences to appearance. Recognising personal identifiers and scents. Learning embedded in routines, e.g Story Massage, with a focus on choosing to take part and how. Topic Story Massages to be prepared alongside the Story Massages used for the days of the week.
4. senses, imagination and thought	Multi-Sensory approach (objects, sound, movement, smells, touch, taste) to all activities. Stories, poems, songs, drama. – all will access 'Aladdin', multisensory story, the traditional tale of Robbin Hood, Storytelling through The Wives of Henry VIII: Divorced Beheaded & Died Song, Rhythmic and tactile exploration of 'That's not my Prince/Princess'. Selection of topic related books in Rm10. Creativity, arts and craft – props to animate the traditional tale of Robin Hood, Postage Stamp Craft. Use of repetition for students working at early levels repetition is key so reintroduce items in the same ways over multiple lessons so students can form memories around them and then demonstrate preferences/anticipation/curiosity. Music sessions - exploring royalty in pop Music.
5. emotions	Friendship – recognising others, working together, knowing and understanding each other's favourite things, building individual responses to each other. Model and acknowledge of emotions: • In the moment (respond and be with student in their emotion) • Explore emotions through real life situations • Stories with emotions • Role play emotions including; sad, happy, hilarity, worry, scared, jealousy, love, frustration, pain/discomfort, upset, distress, excitement, joy, calm...

	Topic focus with emotional links – celebration and joy in recreating royal events, tension when considering times in history, feelings of power and privilege.
6. practical reason	Routines: with keywords e.g. last time, first, then, later, ready steady go, stop, go, Countdown to finishing activity '....3,2,1 finishing'. Multi-sensory cues to routine activities. Cause and Effect learning: anticipation, control and affect over environment, affect over others AAC instructing others through AAC Object permanence games: hiding objects in plain view, under things, different room, keeping objects in a consistent place (support students to make requests for items looking/pointing/gesturing). Object permanence –Russian dolls with effigies of Queen Elizabeth II inside herself. Corgi dog toys on retractable leads so when pulled away return back. Joint attention: • passing objects, sharing stories with cues • Space to fully explore object/story/action • Laughing together • Awe together – shared wow moments Being aware that others are aware of you wearing costume.
7. Affiliation	Belonging: as part of the school community, peer group, pastoral group and lessons. Part of the wider community locally and nationally. Acknowledgement of student achievement through the behaviour points system, personal developments certificate and acknowledgement of participating through Facebook posts. Intensive interaction: 1:1 no object, 1:1 with two paired objects (copy how student uses object), 1:1 shared object – student lead. 'speed dating' swapping staff on rotation Participating in wheelchair dancing with Wheelchair-User Buddies and Trainees. Achievement celebrations: shared video, sounds and photos of achievement in assemblies and pastoral/lesson groups. Wheelchair Dancing: dancing with others, responding to pusher, partner, other dancers, high-fives, collaborative writing of dances.
8. other species	Access to nature: seasons, weather, animals, insects, birds, plants, horticulture. John-Muir Award – selected students exploring local wild places. Exploring royal pets including corgis and horses.
9.play	Playfulness: sharing objects, space, excitement building, jokes, toys, laughter, group play, solo play, choice and exploring play. playful sabotage: knocking down students' towers, finding objects in unusual places, hiding & seeking Messy play with sand, water and picnic food. Opportunity for Biscuits to use the emergent outdoor play area and free-play sessions..
10.control over one's environment	Functional communication: like/dislike/more/no-more (get object/ get rid of object) AAC controlling aspects of royal pageantry e.g music. Cause and effect over environment: on/off: lights, vibration, movement, sounds, switch toys, soundbeam, people, Stop and go. Musically: controlling musical instruments, switches, soundbeam, voice, words, actions to make music. Providing roles: pass on messages, story cues, purposeful interaction: turn music off/on for group, controlling tools e.g whisks/paper shredders.

The following texts are available in Room10.

