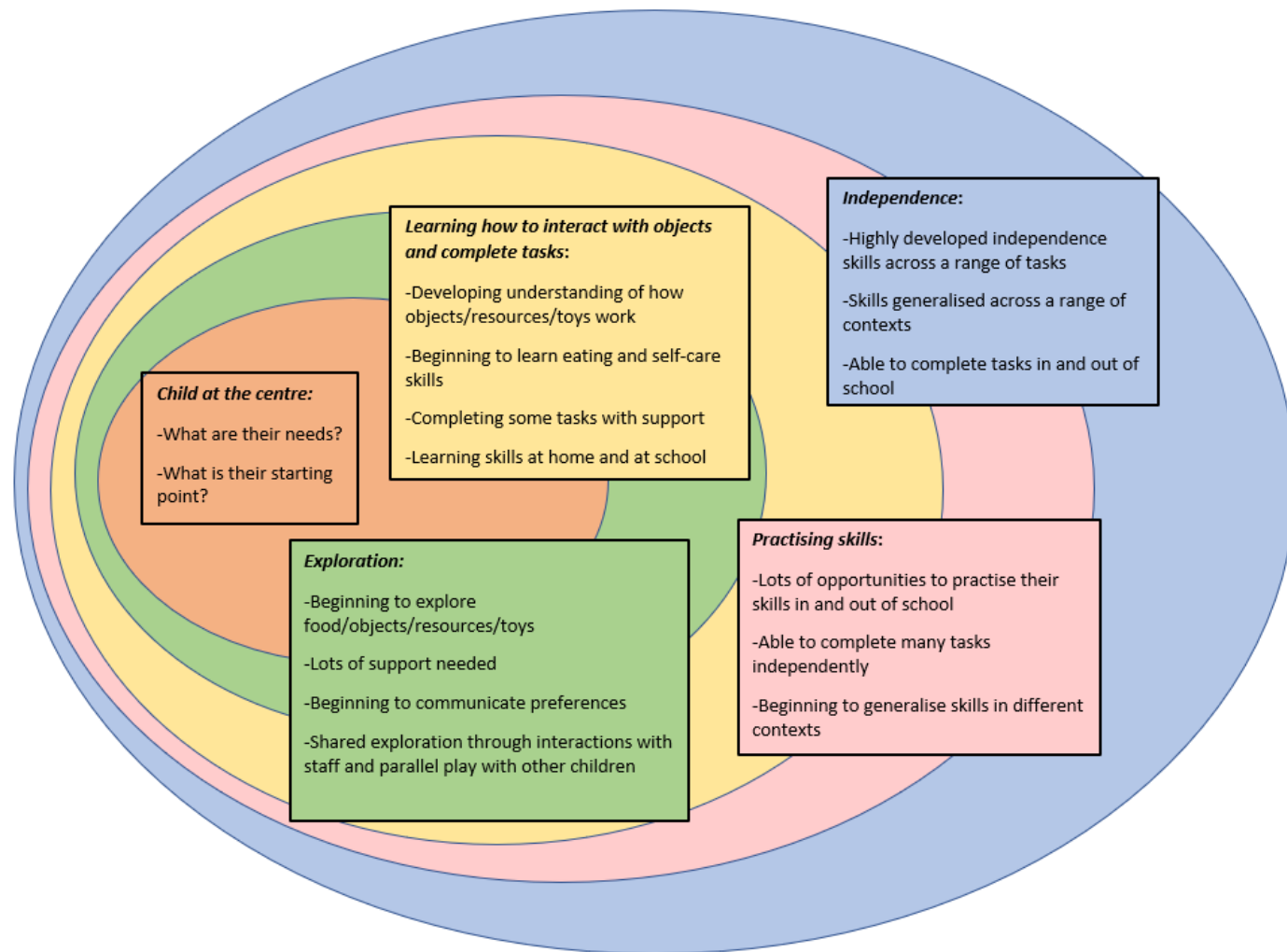




## Oaklands School AOL Overviews:

### *Independence & Life Skills (I&LS)* Curriculum Overview by concept and stage



This document should be read in conjunction with the *Independence & Life Skills* handbook which sets out the rationale & intent of the I&LS curriculum, as well as the I&LS OPAL ladder.

Notes on this document:

- Progress is broken down into Stages
- The Stages are not directly linked to Pathways, although children with more complex needs will be in our Nurture (Engagement Model) and Willow (complex needs) Pathways, and more able children will be in our Elm and Cherry Pathways. (Refer to the Pathways Explained document for more detail about Pathways)
- Children working at the earlier Stages might not necessarily be engaged in subject-specific learning, whereas those working at the later stages would be
- Some areas of learning do not have certain Stages, which are blocked out
- We recognise that pupils will be at different stages for different areas of learning, particularly in I&LS, due to the different nature of their backgrounds and home circumstances
- There are many areas of I&LS which only require discrete teaching of skills at the earliest point of learning. After that there is an expectation that skills will be consolidated during natural opportunities throughout the school day. E.g. Putting on shoes and socks. Children will be initially taught how to do this, then will consolidate this at times when they need to do the skill after the dark room or soft play
- We support families by letting them know what their children are learning at annual review meetings, on ClassDojo, in newsletters, at parents' evenings. There are also parent workshops every term which all parents are invited to. Where there are specific workshops that a child and their parents would benefit from they will be invited personally by the teacher or the leadership team

| Dressing & Undressing curriculum content, knowledge & skills tracker by Stages           |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                               |
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| Content, knowledge & skills                                                              | Stage 1                                                                                                                                                                                                                                                                                | Stage 2                                                                                                                                                                                            | Stage 3                                                                                                                                                                                                                     | Stage 4                                                                                                                                                                                                                                                                                            | Stage 5                                                                                                                                                                       |
| <b>Overall dressing and undressing in school and at school activities e.g. swimming.</b> | <b>Recognise items of clothing and corresponding parts of the body with visual support.</b> Taught through exploration in class, <b>verbal &amp; physical modelling by staff</b> , matching clothing games and activities, and singing body songs e.g. 'head shoulders knees and toes' | Dress and undress some items of clothing with <b>some support</b> , taught through <b>dressing dolls and teddies</b> ; <b>appropriate challenge</b> when putting on coats, shoes socks jumpers etc | <b>Undress independently and work towards dressing independently.</b> Taught through preparing for PE/coming inside and going outside opportunities; <b>support with home resources</b> offered for consistency of approach | <b>Dress and undress independently</b> but may need <b>help with fastenings.</b> Taught through fastening practice activities during Oakey boost, PE lessons, preparing to go outside and return. Communication with home and families to ensure generalisation of skills in a variety of contexts | Dress and undress <b>independently</b> , including using <b>all fastenings.</b> Taught through practice through all dressing and undressing opportunities, including swimming |
| <b>Fastenings</b>                                                                        | <b>Explore</b> different fastenings on items of clothing taught through all dressing opportunities, exploration of fastenings, bead threading and other                                                                                                                                | <b>Preparation, prompting and visual support</b> to use fastenings taught through all dressing opportunities,                                                                                      | Begin to use fastenings with <b>more confidence with support.</b> Taught through fastening practice activities                                                                                                              | Begin to use fastenings <b>independently.</b> Continue to learn through all dressing and undressing opportunities in school                                                                                                                                                                        | <b>Independently using fastenings.</b> Continue to practice through all dressing and dressing opportunities including swimming.                                               |

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|                                                                                                          | fine motor skill linked activities as well as <b>verbal &amp; physical modelling by staff</b>                                                | play with toys, bead threading and other fine motor skill linked activities                                                                                                                                                                                                                      | during Oakey Boost, all dressing and undressing opportunities in school                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                   |
| <b>Organising and finding belongings, packing bag for specific activities e.g. afternoon in the park</b> | <b>Explore</b> different activity resources through role play and small world play opportunities; e.g. Sensory Theatre packing for the beach | <b>Preparation, prompting and visual support</b> to pack bags for specific activities with an adult modelling, through role play, support to take out items from own bags when arriving at school and preparing bags to leave                                                                    | <b>Begin to know</b> where belongings and resources are and find them at appropriate times with support. Taught through scavenger hunt tasks, support to take out items from own bag when arriving at school and preparing bags to leave. This support is decreased over time to increase challenge | <b>Regularly</b> find and pack resources for specific activities independently but may need <b>prompting</b> to do so. Taught through opportunities to do this whenever going out, e.g. picnic trip to the park etc. | <b>Independently</b> find and pack resources for specific activities. Continue to learn through a wide range of opportunities to do this whenever going out, picnic trip to the park etc. Communication with home and families to ensure skills are generalised in a range of contexts            |
| <b>Choosing appropriate clothing for the temperature and weather</b>                                     | <b>Tolerate an adult supporting them</b> to put appropriate clothing on. Taught through adult labelling items and role play opportunities    | Begin to recognise own clothing and put on at appropriate times and identify some aspects of temperature of weather. Taught through morning circle time, role play and <b>supported dressing</b> for the weather. Adults use key scripts to link appropriate clothing to visible weather/ season | Can identify own clothing and aspects of temperature and weather.<br><b>Preparation, prompting and visual support</b> for associating the appropriate clothing with weather and temperature in morning circle, role play, prompted dressing for the weather outside                                 | <b>Regularly</b> associating appropriate clothing with weather and temperature independently. Lots of opportunities to make own choices about appropriate clothing with <b>minimal support</b>                       | <b>Independently</b> associating appropriate clothing with weather and temperature and making appropriate choices. Lots of opportunities to make own independent choices about appropriate clothing. Communication with home and families to ensure skills are generalised in a range of contexts |

| Eating, Drinking & cookery curriculum content, knowledge & skills tracker by Stages |                                                                                                               |                                                                                                                                                                                   |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |
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| Content, knowledge & skills                                                         | Stage 1                                                                                                       | Stage 2                                                                                                                                                                           | Stage 3                                                                                                                                                                                                                                     | Stage 4                                                                                                                                                                                                                                   | Stage 5                                                                                                                                                                                                                                                                    |
| <b>Eating and drinking independently</b>                                            | <b>Lots of support for eating and drinking</b> , including hand over hand feeding; staff model eating methods | <b>Begin to eat and drink themselves</b> , often using fingers or exploring cutlery. Food and cutlery labelled by staff with <b>regular scripted modelling</b> of how to use them | Eating and drinking with less support, <b>using cutlery more accurately</b> and confidently. Lots of opportunities provided to <b>develop independence</b> . Beginning to identify cutlery through their preferred method of communication. | Eating and drinking with less support and <b>regularly using cutlery accurately</b> . Lots of opportunities provided to get own cutlery choosing what is needed. Able to identify cutlery through their preferred method of communication | <b>Eating and drinking independently and using cutlery accurately all the time</b> . School works with home to ensure consistency in a variety of contexts                                                                                                                 |
| <b>Experiencing a variety of different foods and exploring new foods</b>            | <b>Exploring food</b> through messy play and opportunities to try different foods                             | <b>Begin to develop preferences and make choices</b> to express these using their preferred method of communication                                                               | Have several preferred foods and <b>regularly express choices</b> through their preferred method of communication; <b>wide range of foods offered across the curriculum</b> to build experience & variety                                   | <b>Able to try different foods in difference contexts</b> , e.g. celebrations and religious festivals                                                                                                                                     |                                                                                                                                                                                                                                                                            |
| <b>Preparing cold food and drinks</b>                                               | <b>Exploring cold food and drinks</b> in messy play, lots of opportunities provided to try different foods    | <b>Begin to learn to prepare</b> cold food and drinks. Lots of support provided through <b>hand over hand and modelling</b>                                                       | Begin to prepare cold food and drinks with <b>less support</b> . Lots of opportunities provided to <b>develop independence</b>                                                                                                              | <b>Begin to independently prepare</b> cold food and drinks using <b>multi-step recipes</b> ; support through modelling following recipes; regular planned opportunities to consolidate learning                                           | <b>Independently prepare</b> cold food and drinks using multi-step recipes in <b>different contexts</b> , including <b>selecting ingredients and adapting recipes</b> to suit own tastes. School works with home to ensure skills are generalised in a variety of contexts |
| <b>Cooking hot food and drinks</b>                                                  |                                                                                                               | <b>Beginning to learn to prepare</b> hot food, beginning with making toast and heating up toppings e.g. beans and                                                                 | Beginning to prepare hot food with <b>less support</b> , lots of opportunities provided to <b>develop independence</b> .                                                                                                                    | <b>Begin to independently prepare</b> hot food using <b>multi-step recipes</b> , support through modelling following recipes                                                                                                              | <b>Independently prepare</b> hot food using multi-step recipes in <b>different contexts</b> , including <b>selecting</b>                                                                                                                                                   |

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|                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                   | cheese. Lots of support provided through hand over hand and modelling                                                                                                                                                               |                                                                                                                                                                                                                                                                                                        | with lots of opportunities provided to consolidate learning                                                                                                                                                                                                                                                                                                                                    | <b>ingredients and adapting recipes</b> to suit own tastes. School works with home to ensure skills are generalised in a variety of contexts                                                                                                                                                                                                                       |
| <b>Developing safe cooking tool and appliance use, including hygiene/washing up</b>                                                                                                                                                                                                                                                                     | <b>Explore</b> cutlery and cooking utensils through playdough and role play                                                                                                                                                                                       | Through <b>hand over hand and modelling, begin to understand</b> how to use cutlery, cooking utensils and appliances appropriately & safely, as well as washing up with support                                                     | <b>Begin to use</b> cutlery, cooking utensils and appliances appropriately & safely, as well as <b>washing up independently under supervision</b> . Lots of opportunities provided to <b>develop independence</b>                                                                                      | Using cutlery, cooking utensils and appliances <b>independently</b> , able to wash up. Lots of opportunities provided to consolidate learning                                                                                                                                                                                                                                                  | Using cutlery, cooking utensils and appliances <b>independently</b> ; can wash up in different contexts. School works with home to ensure skills are generalised in a variety of contexts                                                                                                                                                                          |
| <b>Understanding what makes a healthy and balanced diet</b><br><a href="#">Refer to Eatwell standards</a>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     | <b>Begin to learn about different food groups</b> and sort foods into ‘healthy’ and ‘unhealthy’ through <b>discrete teaching</b>                                                                                                                                                                       | <b>Begin to identify the different food groups</b> and what makes a healthy diet through <b>discrete teaching</b> . Generalise this knowledge through questioning & choice makers during snack and lunch times                                                                                                                                                                                 | <b>Good understanding</b> of the different food groups and what makes a healthy diet. Begin to <b>take some responsibility</b> for their own diet at home and school through meal planning                                                                                                                                                                         |
| <b>Road safety curriculum content, knowledge &amp; skills tracker by Stages</b>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Content, knowledge &amp; skills</b>                                                                                                                                                                                                                                                                                                                  | <b>Stage 1</b>                                                                                                                                                                                                                                                    | <b>Stage 2</b>                                                                                                                                                                                                                      | <b>Stage 3</b>                                                                                                                                                                                                                                                                                         | <b>Stage 4</b>                                                                                                                                                                                                                                                                                                                                                                                 | <b>Stage 5</b>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Transition around school safely</b><br>Our school is a safe place to learn to move around appropriately with minimal support. This will take a lot of practice and staff need to allow children to learn through purposeful struggle and accept at times they may run, drop or be non-complaint in other ways. This is part of the learning process. | Begin to be familiar with different places around school and able to transition to and from them with <b>motivators and visual support</b> ; with repetition, familiarity with the school and routines increases, which reduces anxiety and loss of learning time | <b>Able to transition</b> to most places around school with motivators and visual support. <b>Begin to develop preferred activities</b> or rooms, e.g. PE or soft play and express this through body language, facial gestures etc. | Able to transition with a small group to a destination in school <b>without being distracted or guided by staff</b> . Lots of opportunities provided to develop independence; many Stage 3 children will anticipate routines and/or react to prompts.                                                  | Able to transition to a destination in school <b>independently</b> most of the time. Lots of opportunities provided to develop independence, e.g. being given a job to take something to the office.                                                                                                                                                                                           | Able to transition to a given destination <b>independently every time</b> . Regular opportunities to consolidate learning provided, e.g. looking after the guinea pigs or register monitor                                                                                                                                                                         |
| <b>Access trips off-site in a safe manner including self-regulation</b><br><br><b>Children <u>must</u> have access to means to communicate on every trip including visuals to request basic needs &amp; ERW tools</b>                                                                                                                                   | <b>Learn to transition around school safely</b> with <b>motivators and visual support</b> ; including the grounds and car park.                                                                                                                                   | <b>Begin to access trips to the local area</b> . Lots of support provided through equipment (e.g. pushchair, harness, wrist strap), as well as motivators and visual support                                                        | <b>Access trips to the local area with support</b> . Beginning to <b>need less restrictive equipment</b> (e.g. moving from pushchair to harness, harness to wrist strap, wrist strap to holding hands) and develop self-regulation outside of school. Lots of opportunities provided to develop skills | <b>Access trips to the local area regularly without the need for equipment</b> , following instructions and able to self-regulate with access to regulation tools. Lots of opportunities provided to consolidate learning. Begin to access trips further afield and <b>understand how to keep themselves safe</b> through <b>discrete teaching</b> and opportunities to put this into practice | <b>Able to access a wide range of trips, being well regulated and understanding how to keep themselves safe</b> . Depending on setting children may still need access to bespoke calming aids and choosing these should be part of their trip preparation. School to work with parents to ensure we are supporting children to generalise skills outside of school |
| <b>Be able to cross at different types of crossings</b>                                                                                                                                                                                                                                                                                                 | Begin to get to know different types of crossing through role play in school                                                                                                                                                                                      | <b>Begin to experience crossing roads</b> in the local area using equipment, visual and 1:1 support                                                                                                                                 | Show some <b>understanding of how to cross a road safely</b> , e.g. pressing the button, waiting. Lots of opportunities provided to develop skills with staff using <b>clear scripts to consolidate understanding</b>                                                                                  | Beginning to <b>cross roads independently under supervision</b> . Lots of support provided to develop independence.                                                                                                                                                                                                                                                                            | Able to cross a variety of different road crossing <b>independently</b> . School to work with parents to ensure we are supporting children to generalise skills in a variety of contexts                                                                                                                                                                           |
| <b>Understand the dangers of the road, including Reading the World skills e.g. how to use different types of crossing</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     | <b>Learn to understand the dangers of the road</b> and the different types of crossings through <b>discrete teaching</b>                                                                                                                                                                               | Begin to <b>show an understanding</b> of the dangers of the road and how to cross each type of crossing through <b>discrete teaching / prompts before &amp;</b>                                                                                                                                                                                                                                | Able to explain dangers of the road and how to cross each type of crossing and <b>demonstrate this by crossing different crossings</b> . School to work                                                                                                                                                                                                            |

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|                                                                                                                                                                                                                                |                                                                                                            |                                                                                                                                                                                                                                                                                                                                    | before & during trips and opportunities to put this into practice                                                                                                                                                                                                                              | during trips opportunities to consolidate learning                                                                                                                                                                                                                                                                                  | with parents to ensure we are supporting children to generalise these skills outside of school                                                                                                                                                                                                        |
| <b>Engagement and independence in the community curriculum content, knowledge &amp; skills tracker by Stages</b>                                                                                                               |                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                       |
| <b>Content, knowledge &amp; skills</b>                                                                                                                                                                                         | <b>Stage 1</b>                                                                                             | <b>Stage 2</b>                                                                                                                                                                                                                                                                                                                     | <b>Stage 3</b>                                                                                                                                                                                                                                                                                 | <b>Stage 4</b>                                                                                                                                                                                                                                                                                                                      | <b>Stage 5</b>                                                                                                                                                                                                                                                                                        |
| <b>Develop tolerance for different amenities in the local area, including appropriate regulation.</b><br>Staff will prepare children in advance of trips for what they may see/ experience to reduce unfamiliarity and anxiety | <b>Developing tolerance and regulation</b> for different areas around school.                              | <b>Begin to explore</b> amenities in the local areas through trips with <b>motivators and visual support</b>                                                                                                                                                                                                                       | <b>Begin to engage with what is on offer</b> in some amenities in the local area through trips with <b>motivators and visual support and opportunities to make choices &amp; express wants/ needs</b>                                                                                          | <b>Become confident in and develop their engagement</b> in familiar amenities in the local area. Lots of opportunities provided to develop skills <b>and opportunities to make choices &amp; express wants/ needs</b>                                                                                                               | <b>Able to engage in a variety of amenities known and less familiar in the local area</b> , whilst keeping themselves regulated. School to work with parents to share strategies and ensure children can generalise skills outside school                                                             |
| <b>Be able to have meaningful interactions appropriate to the different community contexts</b>                                                                                                                                 |                                                                                                            | <b>Exploring different community interactions</b> through role play in school e.g. exchanging books in a library or choosing and paying for things in a shop; lots of adult modelling required. Opportunity to use Sensory Theatre to facilitate this learning                                                                     | <b>Begin to engage</b> in meaningful interactions in different community contexts with lots of <b>adult modelling and support</b> . Lots of opportunities provided to develop skills with <b>scripts to reduce cognitive load &amp; practice interactions in advance in school environment</b> | <b>Able to have meaningful interactions</b> in a variety of community contexts <b>with support</b> once they are there, e.g. asking for items in a café, choosing books in the library using their preferred method of communication. Lots of opportunities provided to develop independence                                        | Able to have meaningful interactions in a variety of community contexts <b>independently</b> when they are there, e.g. borrowing/returning books in the library, making purchases in a shop. School to work with parents to share strategies and ensure children can generalise skills outside school |
| <b>Organising and finding belongings/packing bag for specific community activities</b>                                                                                                                                         | <b>Becoming familiar</b> with own belongings with <b>labelling by staff</b> e.g. 'This is Mohammed's coat' | Show some <b>understanding that their belongings are their own</b> e.g. finding their coat or shoes when requested. <b>Begin to associate items with specific activities</b> with instruction and modelling from staff e.g. 'It's playtime so we need to put our coats/shoes on'. Lots of <b>adult modelling using set scripts</b> | Show a <b>good understanding</b> of what belongings are theirs and <b>some independences in their ability to find them</b> for specific activities. Lots of opportunities to develop independence but may still need some prompting                                                            | <b>Good understanding</b> of what belongings are theirs and able to find them for specific activities. <b>Begin to independently organise and find</b> belongings for specific community activities, e.g. rain clothes for the park, kit for swimming, with adult modelling. Lots of opportunities provided to develop independence | <b>Independently organise and find</b> belongings for specific community activities, e.g. swimming kit. School to work with parents to share strategies and ensure children can generalise skills in a range of contexts                                                                              |
| <b>Be able to use different forms of transport safely including buying tickets, finding a seat, knowing when to get off etc</b>                                                                                                |                                                                                                            | <b>Begin to understand</b> the steps of a bus journey through discrete teaching and role play in school of using timetables, buying tickets                                                                                                                                                                                        | <b>Begin to go on bus trips with adult modelling and support</b> to navigate bus timetables and buying tickets. Continue roleplay & preparation for bus travel in advance with photo story.                                                                                                    | <b>Begin to independently navigate</b> a bus journey <b>with supervision</b> . Lots of opportunities to develop independence                                                                                                                                                                                                        | <b>Able to independently navigate a bus journey with supervision</b> , i.e. going to the bus stop, buying a ticket, finding a seat, pressing the bell at the appropriate time. School to work with parents to ensure children can use these skills in a range of contexts                             |
| <b>RSE curriculum content, knowledge &amp; skills tracker by Stages (using SoSafe! principles)</b>                                                                                                                             |                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                       |
| <b>Content, knowledge &amp; skills</b>                                                                                                                                                                                         | <b>Stage 1</b>                                                                                             | <b>Stage 2</b>                                                                                                                                                                                                                                                                                                                     | <b>Stage 3</b>                                                                                                                                                                                                                                                                                 | <b>Stage 4</b>                                                                                                                                                                                                                                                                                                                      | <b>Stage 5</b>                                                                                                                                                                                                                                                                                        |
| <b>Awareness and understanding of body parts</b>                                                                                                                                                                               | <b>Exploring</b> different parts of the body through role play and songs                                   | <b>Begin to learn parts of the body</b> through role play, songs and discrete teaching. Lots of opportunities provided to develop skills                                                                                                                                                                                           | <b>Able to identify some parts of the body</b> on themselves and others using their preferred method of communication. Continuing to learn this through <b>discrete teaching, including SoSafe!</b> and when natural opportunities arise e.g. 'I accidentally got paint on my shoulder'        | <b>Able to identify most parts of the body</b> on themselves and others and the concepts of <b>public/ private and appropriate touch/ bodily contact</b> , using a preferred method of communication. Continuing to learn through modelling e.g. 'my shoulder is hurt'                                                              |                                                                                                                                                                                                                                                                                                       |

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| <b>Awareness and understanding of the concepts of public and private</b>                                                                                                             |                                                                                                                         | <b>Explore concepts of public and private</b> through role play and when natural opportunities arise throughout the day, e.g. changing clothes for PE, during personal care                                                                                              | <b>Begin to show an understanding</b> of public and private in familiar contexts, learning through <b>discrete RSE teaching</b> and when <b>natural opportunities</b> arise throughout the day                                                                                                                                          | Show <b>good understanding</b> of public and private in familiar contexts preferred method of communication. Learning through discrete RSE teaching and utilising when natural opportunities arise throughout the day                                                                      | <b>Excellent understanding of and respect for</b> public and private in a range of contexts. School to work with parents to ensure these skills are generalised outside of school                                                                                                                                                                                          |
| <b>Awareness and understanding of the concept of consent (Talk Touch Triangle)</b>                                                                                                   |                                                                                                                         | <b>Children introduced to concept of consent</b> through adult modelling and role play e.g. ‘Can I take your picture? Yes/no’                                                                                                                                            | <b>Begin to show some understanding of consent</b> by responding using a preferred method of communication and beginning to apply this to different contexts. <b>Continue to learn through modelling and role play</b> , as well as when natural opportunities arise throughout the day e.g. ‘Can I help you change your nappy? Yes/no’ | <b>Show understanding</b> of consent and can apply this to <b>familiar contexts</b> . Begin to know about different relationships in the Talk Touch Triangle through discrete teaching of different types of people in the SoSafe! scheme e.g. Community workers I know and Family         | Shows <b>understanding of and respect</b> for consent in <b>familiar and unfamiliar contexts</b> . Have <b>some understanding</b> of the different types of relationships in the Talk Touch Triangle and what this means for <b>how we behave</b> through discrete teaching of SoSafe! scheme                                                                              |
| <b>Awareness and understanding of different relationships and the behaviour expected in different types of relationships (Steps to Relationships, People and Relationships book)</b> | <b>Become familiar with children and staff</b> whom they work with through interaction and play                         | <b>Begin to show more awareness</b> of children and staff whom they work with <b>through behaviour and reactions</b> towards them. <b>Begin to learn the dynamics of different relationships</b> through modelling and staff explanations e.g. Ok Helper, private helper | Show a <b>good awareness of familiar children and staff</b> and the <b>dynamics</b> of familiar relationships, <b>expressing choices</b> about whom they want to interact with. Begin to expand and deepen this through discrete teaching of the SoSafe! scheme and when natural opportunities arise throughout the day                 | <b>Excellent understanding of familiar relationships</b> and <b>can describe the dynamics of many relationships</b> in the Steps to Relationships and People and Relationships book in the SoSafe! scheme. Expand their knowledge of this through discrete teaching of the So-Safe! scheme | <b>Show understanding of a range of relationships and able to adapt their behaviour to different relationships</b> accordingly, using a People and Relationships book to support this. <b>Begin to apply this in different contexts outside of school</b> with lots of opportunities to consolidate their learning and their People and Relationships book to support them |
| <b>Awareness and understanding of puberty and aging, including bodily changes</b>                                                                                                    |                                                                                                                         |                                                                                                                                                                                                                                                                          | <b>Beginning to understand changes</b> to body during puberty through discrete RSE teaching                                                                                                                                                                                                                                             | <b>Show some understanding</b> of changes to body during puberty and can manage this with some <b>support</b> . Continuing to learn through discrete teaching and bespoke input such as Menstruation social story                                                                          | <b>Show understanding of changes to body during puberty and know how to manage this</b> , e.g. personal hygiene, menstruation. School to work with parents to ensure children are generalising skills in a range of contexts                                                                                                                                               |
| <b>Personal Hygiene curriculum content, knowledge &amp; skills tracker by Stages</b>                                                                                                 |                                                                                                                         |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Content, knowledge &amp; skills</b>                                                                                                                                               | <b>Stage 1</b>                                                                                                          | <b>Stage 2</b>                                                                                                                                                                                                                                                           | <b>Stage 3</b>                                                                                                                                                                                                                                                                                                                          | <b>Stage 4</b>                                                                                                                                                                                                                                                                             | <b>Stage 5</b>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Awareness and understanding of supported personal care</b>                                                                                                                        |                                                                                                                         | Require support to access personal care, <b>beginning to give consent</b> with adult support and visuals                                                                                                                                                                 | Require support to access personal care; <b>able to give consent</b> . lots of opportunities to develop skills                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Awareness and understanding of independent toileting</b>                                                                                                                          | Requires <b>preparation, prompting and visual support</b> to access personal care with adult <b>support and visuals</b> | Requires <b>adult prompting and visuals</b> to access toileting; <b>begin to understand public and private</b> with adult support and visuals. Discrete teaching of SoSafe! scheme on public and private; <b>bespoke lessons</b> on using the toilet                     | <b>Begin to manage some aspects of toileting independently</b> with support from a member of staff with adult support and visuals. Continue to learn through SoSafe! scheme. Lots of opportunities to develop skills                                                                                                                    | Manage most aspects of <b>toileting independently with supervision</b> through <b>reduced adult support</b> and visuals. Lots of opportunities to develop independence                                                                                                                     | Able to go to the toilet <b>independently</b> . Communication with home to ensure skills are generalised in a range of contexts                                                                                                                                                                                                                                            |

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| <b>Awareness and understanding of the need for personal hygiene for hands and face</b>                                  | <b>Will tolerate hands and face being washed by a member of staff.</b><br>Develop this through preparation and prompting with <b>visual support</b> . <b>Adult verbal and physical labelling of clean and dirty</b> to develop understanding development of hand/face washing routines               | <b>Some engagement</b> in washing of hands and face. Developed through body parts, procedures and resources being <b>labelled by staff</b> e.g. hands, rinse, soap, and reinforcement of hand/face washing routines. <b>Begin to identify clean and dirty;</b> staff continue to model and give children opportunities to say when they are clean and dirty themselves. | <b>Begin to manage some aspects</b> of hand and face washing with minimal support from a member of staff. Able to <b>identify clean and dirty</b> .<br>Lots of opportunities to practice when natural opportunities arise throughout the day | <b>Manage most aspects</b> of hands and face washing <b>independently</b> and beginning to understand why we do this. Taught through <b>supported opportunities</b> to wash hands and face, particularly in real life situations. Find out about why we need to be clean and germs etc. through <b>discrete teaching in science and environment activities</b> | Able to wash hands and face <b>independently</b> and demonstrate an <b>understanding of why we do this</b> .<br>Lots of opportunities to do this at appropriate opportunities. Work with families to ensure skills are generalised outside school                                     |
| <b>Awareness and understanding of the need for personal hygiene for whole body</b>                                      | With <b>preparation, prompting and visual support</b> , will <b>tolerate hands and face being washed by a member of staff</b> through washing role play in the water tray and during personal care in school. <b>Adult verbal and physical labelling of clean and dirty</b> to develop understanding | <b>Some engagement</b> in washing body, with different body parts, procedures and resources being labelled e.g. arms/legs, rinse, soap during washing role play in the water tray and during personal care in school. <b>Begin to identify clean and dirty</b> using their preferred method of communication                                                            | <b>Begin to manage some aspects</b> of washing body, washing <b>independently with support from an adult</b> . Able to <b>identify clean and dirty</b> using their preferred method of communication                                         | <b>Manage most aspects of washing body independently</b> with lots of opportunities provided to wash themselves with less adult support. <b>Begin to understand</b> why we need to be clean and germs etc. through <b>discrete teaching in science and environment activities</b>                                                                              | Able to wash body <b>independently</b> and demonstrate an <b>understanding of why we do this</b> . Begin to use deodorant appropriately. Offer <b>bespoke opportunities</b> to wash themselves. <b>Understand hygiene &amp; germs</b> etc. through science and environment activities |
| <b>Awareness and understanding of personal hygiene for puberty</b>                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                         | <b>Begin to understand</b> how puberty can affect personal hygiene through <b>discrete teaching</b> in PHE and science teaching, managing this with lots of support                                                                          | Shows <b>some understanding</b> of how puberty can affect personal hygiene and <b>manage this with minimal support / prompting/ social story etc.</b>                                                                                                                                                                                                          | Shows <b>good understanding</b> of how puberty can affect personal hygiene and can manage this <b>independently</b> . School to work with home to ensure these skills are generalised in a wide range of contexts                                                                     |
| <b>Taking responsibility for my personal care and hygiene</b>                                                           | <b>Tolerate an adult fully supporting</b> them with personal care and hygiene; visuals used                                                                                                                                                                                                          | <b>Tolerate an adult supporting</b> them with personal care and hygiene, <b>beginning to communicate when they need support and give consent</b> supported by visuals and adult modelling                                                                                                                                                                               | <b>Begin to manage</b> aspects of personal care and hygiene with <b>some support</b> . <b>Able to communicate when they need support and give consent</b> . Begin to learn about different helpers through discrete SoSafe! teaching         | Able to <b>manage most aspects</b> of personal care and hygiene independently when opportunities naturally arise throughout the day; bespoke support offered as needed                                                                                                                                                                                         | <b>Manage all aspects of personal care and hygiene independently</b> . School to work with home to ensure skills are being generalised outside school                                                                                                                                 |
| <b>E Safety curriculum content, knowledge &amp; skills tracker by Stages – See full teaching of E-Safety document</b>   |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                       |
| <b>Content, knowledge &amp; skills</b>                                                                                  | <b>Stage 1</b>                                                                                                                                                                                                                                                                                       | <b>Stage 2</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Stage 3</b>                                                                                                                                                                                                                               | <b>Stage 4</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Stage 5</b>                                                                                                                                                                                                                                                                        |
| <b>Awareness and understanding of how to keep myself safe online (sharing images, online friends, privacy settings)</b> |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                         | <b>Begin to understand</b> why it's important to keep safe online through <b>discrete teaching</b> and when <b>natural opportunities</b> arise in school; <b>bespoke support</b>                                                             | Show <b>some understanding</b> of why it's important to keep safe online and can put this into practice e.g. put in password in PC room.                                                                                                                                                                                                                       | <b>Show understanding</b> of why it's important to keep safe online and able to do this <b>independently</b> . School to work with parents to ensure skills are being generalised in a variety of contexts                                                                            |
| <b>Awareness and understanding of healthy screen time</b>                                                               |                                                                                                                                                                                                                                                                                                      | <b>Begin to accept</b> restrictions of screen time, supported by the use of <b>timers and visual resources</b> ; may be largely seen at home & <b>supported by school</b> with bespoke resources/ social stories etc.                                                                                                                                                   | <b>Begin to understand</b> why excessive screen time is unhealthy through <b>discrete teaching</b> of healthy use of devices                                                                                                                 | <b>Show some understanding</b> of why excessive screen time is unhealthy; <b>need support to regulate their own screen time through supervision, timers and visual resources</b>                                                                                                                                                                               | Understand why excessive screen time is unhealthy, able to regulate their own screen time <b>independently</b> . School to work with home to ensure they can apply their skills in a variety of contexts                                                                              |
|                                                                                                                         |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                         | <b>Begin to understand</b> how to search safely online and learn strategies to make judgements about whether                                                                                                                                 | Has <b>some knowledge</b> of how to search safely online; <b>need some support</b> to use strategies to make                                                                                                                                                                                                                                                   | <b>Able to search online safely</b> and able to <b>use effective strategies</b> to make judgements about whether                                                                                                                                                                      |

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| <b>Awareness and understanding of safe searching and checking information online</b>                                                                              |                                                                                                                                                                                              |                                                                                                                                                                                                                                             | information found online is reliable through <b>discrete teaching</b> and <b>modelling by adults</b> when natural opportunities arise in school                                                                                                                                                                 | judgements about whether information found online is reliable, continuing to learn through discrete teaching and when opportunities arise                                                                                                                                         | information found online is reliable. May be largely seen at home & <b>supported by school</b> with bespoke resources/ social stories etc.                                                                                                                                                                        |
| <b>Awareness and understanding of how to take action if something upsets me online</b><br><br><i>May be largely seen at home &amp; <b>supported by school</b></i> |                                                                                                                                                                                              |                                                                                                                                                                                                                                             | <b>Begin to understand</b> how to act appropriately when upset by something online through discrete teaching and role play                                                                                                                                                                                      | <b>Show understanding</b> of how to act when upset by something online, continuing to learn through <b>discrete teaching, adult modelling and role play</b>                                                                                                                       | <b>Able to independently act</b> appropriately if upset by something online, e.g. report it online, tell a trusted adult. <b>Regular check ins</b> and support provided for students as needed/ bespoke support                                                                                                   |
| <b>Awareness and understanding of how to behave online</b><br><br><i>May be largely seen at home &amp; <b>supported by school</b></i>                             |                                                                                                                                                                                              |                                                                                                                                                                                                                                             | <b>Begin to understand</b> how to behave online through <b>discrete teaching</b> and <b>modelling by adults</b> when natural opportunities arise in school                                                                                                                                                      | <b>Some understanding</b> of how to behave online and <b>can identify good or bad behaviour in others</b> , continuing to learn through discrete teaching, modelling by adults and role play.                                                                                     | <b>Show understanding</b> of how to behave online and able to do this <b>independently</b> .                                                                                                                                                                                                                      |
| <b>Awareness and understanding that what I do online leaves a digital footprint</b>                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                                                             | <b>Begin to understand</b> that online behaviour leaves a digital footprint through <b>discrete teaching</b> and <b>modelling by adults</b> when natural opportunities arise in school                                                                                                                          | <b>Some understanding</b> that online behaviour leaves a digital footprint, continuing to learn through <b>discrete teaching</b> and <b>modelling by adults</b> when natural opportunities arise in school                                                                        | <b>Show understanding</b> that online behaviour leaves a digital footprint and <b>independently adapts their behaviour accordingly</b> .                                                                                                                                                                          |
| <b>First Aid &amp; healthy lifestyles content, knowledge &amp; skills tracker by Stages (see also ER&amp;W &amp; PD)</b>                                          |                                                                                                                                                                                              |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                   |
| <b>Content, knowledge &amp; skills</b>                                                                                                                            | <b>Stage 1</b>                                                                                                                                                                               | <b>Stage 2</b>                                                                                                                                                                                                                              | <b>Stage 3</b>                                                                                                                                                                                                                                                                                                  | <b>Stage 4</b>                                                                                                                                                                                                                                                                    | <b>Stage 5</b>                                                                                                                                                                                                                                                                                                    |
| <b>Awareness and understanding of when I am hurt</b>                                                                                                              | <b>Explore and play</b> with role play equipment such as doctors’ sets and dressing up. <b>Staff verbal &amp; physical labelling</b> when children are hurt with <b>support from visuals</b> | <b>Begin to understand</b> when they are hurt and seek comfort or support from an adult. <b>Staff continuing to label</b> being hurt with support from visuals                                                                              | Begin to understand when they are hurt and <b>begin to act appropriately</b> , such as stopping what they are doing or indicating hurt area. <b>Support from staff to act appropriately through modelling</b> cleaning the area or putting on a plaster- <b>discrete teaching</b> & using natural opportunities | <b>Understand when they are hurt and act appropriately</b> , such as stopping what they are doing sitting down. Also <b>begin to recognise when others are hurt and how they could help. Begin to know trusted adults</b> are through <b>discrete teaching of So-Safe!</b> scheme | <b>Able to share with someone that they are hurt or unwell and where this is, whilst demonstrating awareness of the “So Safe” Curriculum.</b> School to work with families to ensure these skills are generalised in a wide range of contexts. Some Stage 5 children will be able to <b>learn basic first aid</b> |
| <b>Awareness and understanding of how to request help and know who is a trusted adult</b>                                                                         | Requires <b>preparation, prompting and visual support</b> to access help when hurt or unwell. Taught through <b>modelling and role play</b>                                                  | <b>Begin to understand</b> when they need help when hurt or unwell and <b>make requests</b> using a preferred method of communication. <b>Staff verbal &amp; physical labelling</b> when children are hurt with <b>support from visuals</b> | <b>Sometime seek help</b> when they are hurt or unwell from a familiar member of staff. <b>Begin to understand who trusted adults are</b> through <b>discrete teaching of the SoSafe! scheme</b>                                                                                                                | <b>Show understanding of how to request help</b> and know who is a trusted adult with minimal prompting and support. When opportunities in the day arise, learning is consolidated with support from adults                                                                       | <b>Consistently request help</b> when they are hurt or unwell and <b>know who</b> trusted adults are, demonstrating awareness of the “So Safe” Curriculum. Some Stage 5 children will be able to <b>develop own helper skills and confidence</b>                                                                  |
| <b>Awareness and understanding of basic first aid and health content</b>                                                                                          |                                                                                                                                                                                              |                                                                                                                                                                                                                                             | <b>Begin to explore</b> basic first aid and <b>develop awareness and understanding</b> , taught through role play and stories, as well as when opportunities naturally arise throughout the day e.g. needing to put on a plaster                                                                                | <b>Show developing awareness and understanding</b> of basic first aid and health content and beginning to demonstrate this through activities and when opportunities naturally arise e.g. needing first aid in school. <b>Learn about harmful substances and</b>                  | <b>Is aware of, and understands basic first aid</b> and health content and demonstrates this clearly through actions when opportunities arise e.g. themselves or a friend needing first aid. <b>Understand different types of illness/ injury</b>                                                                 |

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|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                        | <b>poisons in discrete PSHE and science teaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                    |
| <b>Awareness and understanding of how to keep myself healthy (healthy body, healthy mind, PSHE/PD)</b>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            | <b>Develop an awareness</b> of how to keep healthy by eating healthily and exercising through <b>discrete PSHE and PD teaching and staff verbal &amp; physical labelling during relevant activities</b>                                                                                                                                                                                | <b>Show awareness</b> of how to keep healthy by managing to <b>make some healthy choices</b> and showing <b>some understanding of engagement</b> in some healthy practices, such as checking heart rhythm in PE lessons. Taught through activities linked to healthy eating, exercise, going to bed on time, and given lots of opportunities to make healthy choices independently                                                                                         | <b>Understand how to keep healthy in a variety of ways and can demonstrate this through their behaviour and explanations.</b> School to work with families to ensure skills are generalised in a wide range of contexts                                                                                            |
| <b>Develop an understanding of who helps us stay healthy and be able to access those services (e.g. dentists/ doctors/ hairdressers/ opticians)</b>                                                                                                                                | <b>Begin to form strong relationships</b> with <b>familiar adults</b> through intensive interaction strategies; begin to accept support to regulate in unfamiliar settings                                                                                                                               | <b>Begin to understand</b> familiar adults can help to keep them healthy through <b>strong relationships. Explore</b> different role play equipment, such as doctors’ sets and dressing up; <b>discrete teaching and staff verbal &amp; physical labelling during relevant activities;</b> | <b>Explore and play</b> purposefully and meaningfully with role play equipment, such as doctors’ sets and dressing up supported by adults <b>skilfully guiding &amp; labelling</b> what can happen; <b>Some understanding</b> of why health services need to be accessed through <b>discrete teaching.</b> Explore what <b>calming support</b> might be needed when accessing services | <b>Good understanding</b> of why we need to access health services and sometimes can <b>meaningfully interact with different health services with adult support. More structured role play</b> of interacting with health services to reduce anxiety & develop understanding that trusted adults in these roles help us, including <b>how to use calming/ soothing strategies.</b> Learning who trusted adults are through <b>discrete teaching of the So-Safe! Scheme</b> | <b>Can interact meaningfully and appropriately</b> with different health services and begin to <b>take some responsibility</b> for their health. <b>Understand</b> who trusted adults are, their roles and how to give <b>consent.</b> <b>Can identify what support they may need to access different services</b> |
| <b>Developing appropriate regulation to allow pupils to access the health services – also see Engagement and Independence in the Community</b><br><br><i>This skillset will largely be seen in community &amp; supported by school with bespoke resources/ social stories etc.</i> | <b>Explore regulation strategies</b> with resources and support from <b>discrete teaching often 1:1 and staff verbal &amp; physical labelling during relevant activities</b> e.g. lots of opportunities to explore stim objects to find preferences, staff guiding children to them at appropriate times | <b>Begin to co &amp; self-regulate</b> in different contexts using <b>preferred objects and strategies with staff support &amp; prompting.</b> Staff continuing to support by having objects to choose from and guiding where appropriate                                                  | <b>Develop understanding of why we access health services</b> through <b>discrete teaching</b> e.g. doctors help us get better when we are ill, opticians help us to see. Begin to regulate in different real-life contexts when interacting with the health service with <b>adult support for preparing soothing/ calming resources in advance.</b>                                   | <b>Begin to accept</b> some medical help and care from health services, taking some responsibility for their self-regulation in real life experiences accessing health accessing health care services.                                                                                                                                                                                                                                                                     | Has appropriate regulation to allow them to access a range of health services, <b>taking responsibility for self-regulating</b> which can include preparing soothing/ calming resources in advance with <b>some adult support</b>                                                                                  |