

Social, Emotional Well-Being and Personal Care and Independence KS1-4. Elements in blue are statutory programmes of study.

Emerging Learners	Early Learners	Established Learners
<p>At KS1 pupils will be taught:</p> <ul style="list-style-type: none"> • To respond to their name • To engage in intensive interaction with familiar adults • To show awareness of familiar peers • To gain an understanding of the concept of family • To begin to develop a PMC through which to communicate simple feelings • To develop an awareness of different parts of their body (through massage and other sensory stimulation) and their body in space (through total body movements and orientations) • To explore different ingredients and food preparation processes associated with meals, snacks and drinks • To gain an understanding of daily routines through sensory activities • To gain an understanding of special occasions, e.g. celebrations through sensory activities 	<p>At KS1 pupils will be taught:</p> <ul style="list-style-type: none"> • To learn key personal details e.g. their surname, their gender • To identify key information about their family • To identify feelings which may be expressed through marriage • To engage with familiar peers and begin to take part in interactive and reciprocal play with favourite peers • To use kind hands and words • To correctly identify simple emotions using stories puppets and toys e.g. happy, sad • To try a range of different foods and express likes and dislikes • To accept simple mealtime etiquette and skills, e.g. washing hands with support, using cutlery • To accept basic safety and hygiene in the kitchen, e.g. putting on an apron • To practice basic cooking skills with support, counting, measuring etc. • To participate in routine and familiar physical activity • To accept routines and practices which keep them healthy, e.g. tolerate application of sun-cream, brushing teeth • To cooperate with dressing and accept appropriate dress for different weathers • To build awareness of and ability to communicate when they don't feel well or feel sad or uncomfortable • To say 'please' and 'thank you' 	<p>At KS1 pupils will be taught:</p> <ul style="list-style-type: none"> • To memorise and communicate some basic personal details, e.g. their street name, their surname, their age • Simple routines to care for their belongings, e.g. hanging their coat on a peg • To identify and compare information about their family and the families of peers • About what love and marriage means and how it can be expressed • That the internet can be a safe, happy place if we follow the rules • To use kind hands and words and tell their friends to do the same • To identify who are friends, who are family, who are trusted adults, who are strangers • Correctly identify simple emotions within themselves and others, e.g. happy, sad and begin to recognise changes following certain activities • To identify different foods, express preferences and begin to categorise them • Follow basic mealtime etiquette and skills, e.g. using cutlery, washing hands before a meal • Follow rules around the safe use of equipment • Basic cooking skills, e.g. counting, measuring, pouring, following a recipe with support • Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment • What different shops sell, how to write a simple shopping list, what to take on a shopping trip • Use local shops to find and buy items • Participate in a range of physical exercises and activities • To use polite forms of request and acknowledge gratitude • Simple rules about keeping healthy, e.g. brushing teeth

		<p>twice a day, going to bed early, putting on sun-cream</p> <ul style="list-style-type: none"> • Simple rules about hygiene, e.g. washing hands after using the toilet • To practice dressing themselves, putting shoes on correct feet, jumpers right way round etc. and identify appropriate clothes for different weather • To recognise and communicate when they don't feel well • To take part in interactive and reciprocal play with familiar peers • To follow simple rules which promote healthy friendships, e.g. share, take turns, be inclusive • To tell someone a trusted adult if someone or something is making them feel sad, unhappy or uncomfortable • To take responsibility for the classroom by putting rubbish in the bin and putting away their toys • To care for clothes; roll up their sleeves and wear an apron • Basic safety rules to follow in school: walk in corridors, leave adults to push wheelchairs • Basic safety rules to follow when out: hold hands, stop at zebra crossing
<p>At KS2 pupils will be taught:</p> <ul style="list-style-type: none"> • To develop likes and dislikes and show greater consistency in communicating these • To express they would like 'more' or 'no more' • To show an awareness of and response to familiar peers • To participate in shared social activities and opportunities • To show recognition of family members • To develop a PMC through which to communicate simple feelings 	<p>At KS2 pupils will be taught:</p> <ul style="list-style-type: none"> • To memorise and communicate some basic personal details, e.g. their surname, their age, their street name • Simple routines to care for their belongings, e.g. hanging their coat on a peg, unpacking their bag • About different roles within the family and how these may differ • To identify different ways how love and feelings can be shown towards someone • To express their feelings when engaging with peers in the classroom and school environment • To take part in interactive and reciprocal play with familiar peers • To follow simple rules which promote healthy 	<p>At KS2 pupils will be taught:</p> <ul style="list-style-type: none"> • To memorise and recite personal details, e.g. address, birthday • To take responsibility for their personal belongings, e.g. unpacking their bag, passing on messages from home • How families can be diverse and may present differently in different cultures • About the meaning of commitment and promises • To identify what the features of a good friend are, e.g. kindness, sharing interests and problems, truthfulness • That most friendships have ups and downs and ways of dealing with these • To respect other people, including those who are different from us • That friendships should not be exclusive and what to do if

<ul style="list-style-type: none"> • To anticipate and respond consistently to a range of activities on different parts of their body and engage in co-active exploration of different textures and sensations • To make choices of different foods and participate with greater consistency in food preparation tasks, e.g. using a switch to operate a blender • To gain an understanding of a range of local environments such as shops, churches, parks through exploration of resources and visits 	<p>friendships, e.g. share, take turns, be inclusive</p> <ul style="list-style-type: none"> • To tell someone a trusted adult if someone or something is making them feel sad, unhappy or uncomfortable • That people must be kind online just like offline • That people mustn't touch them in ways they don't like • That they must tell someone if they feel scared or worried • To correctly identify simple emotions within themselves and others, e.g. happy, sad • To identify different foods, express preferences for them and categorise them into healthy and unhealthy foods • To follow with growing independence mealtime etiquette and skills for themselves, e.g. correct use of cutlery • To follow rules around the safe use of equipment • Basic cooking skills, e.g. counting, measuring, pouring, following a recipe with support • Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment • What different shops sell, how to write a simple shopping list, what to take on a shopping trip • To use local shops to find and buy items • To participate in a range of physical exercises and activities • To know that some substances, (including alcohol, drugs and tobacco) can be harmful • To use polite forms of request and acknowledge gratitude • Simple rules about keeping healthy, e.g. brushing teeth twice a day, going to bed early, putting on sun-cream • To practice dressing themselves, putting shoes on correct feet, jumpers right way round etc. and identify appropriate clothes for different weather 	<p>a friendship doesn't feel right</p> <ul style="list-style-type: none"> • To stick to the age restrictions of games and apps and use trusted, reliable sites • That not everything they see online is true • That people online aren't always who they say they are. Keep their online friends the same as their offline friends • That their body belongs to them and what appropriate and inappropriate contact and requests for online sharing, look/feel like • That they must always tell someone if they feel unsafe and not give up until they are heard • To identify a range of emotions within themselves, and some techniques or activities that may help them to reduce anxiety, worry or fear • About 'eat well' plates, healthy and unhealthy foods • To become confident in mealtime etiquette and skills for themselves and others, e.g. using cutlery, washing hands before a meal, laying a table • To develop confidence in cooking skills, e.g. spreading, cutting, measuring, following a recipe • Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment • To shop wisely through good preparation: planning quantities and ingredients needed, writing lists, checking money, bags etc. • To be confident in local shops: finding and paying for items, communicating with shop staff • That physical activity is important to maintain their health • Facts about different types of additive substances, including legal and illegal drugs, alcohol and tobacco • To establish good health and hygiene routines, what these should include and why they are important • To dress themselves including fastenings and make appropriate choices depending on the weather • About ways their bodies and feelings may be changing as they get older, including menstruation • To begin to identify different types of ailments that they
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	<ul style="list-style-type: none"> • Very simply about ways their bodies and feelings may be changing as they get older, including menstruation • To recognise and communicate when they don't feel well • Some basic first aid skills, e.g. applying pressure to bleeds, cold packs to swellings, blankets to shock • How to get help in an emergency • To take responsibility for the classroom by putting rubbish in the bin, clearing up d inner items, wiping down surfaces with anti-bac, wipe mud of wheelchairs and shoes • To care for clothes; roll up their sleeves and wear an apron, • Basic safety rules to follow in school: walk in corridors, leave adults to push wheelchairs • Basic safety rules to follow when out: hold on to wheelchairs when crossing roads, operate crossings 	<p>may be feeling and know what to do about it, e.g. dehydration, tiredness, sore throat</p> <ul style="list-style-type: none"> • A range of basic first aid skills, e.g. applying pressure to bleeds, cold packs to swellings, blankets to shock, recovery position • Some help they can do themselves and some help they must leave to adults and professionals • How to contact emergency services • To use household equipment and appliances to clean and how to clean different surfaces, e.g. how to use a Hoover or how to clean windows • To care for clothes: folding, hanging, putting away • Safety rules to follow in the home and garden • Safety specific to the environment, e.g. road safety, beach safety • To use public transport, e.g. identify bus route numbers, pay for tickets, request a stop
<p>At KS3 pupils will be taught:</p> <ul style="list-style-type: none"> • To recognise themselves in mirror • To attract attention to themselves • To show a positive response to familiar peers • To extend their friendship circle to less familiar peers, e.g. peers from other classes • To initiate social interactions with an adult or peer • To identify family members who are special to them • To express simple feelings through their PMC with 	<p>At KS3 pupils will be taught:</p> <ul style="list-style-type: none"> • To memorise and communicate personal details, e.g. their surname, their age, their street name • To take responsibility for their personal belongings, e.g. unpacking their bag, passing on messages from home • To identify key features of a family- and values placed on family relationships • What commitment and promises mean • To identify what the features of a good friendship are, e.g. kindness, sharing interests and problems, truthfulness • That most friendships have ups and downs and ways of dealings with these • That friendship should not be exclusive and what to do if a friendship doesn't feel right 	<p>At KS3 pupils will be taught:</p> <ul style="list-style-type: none"> • To develop confidence in memorising and reciting all personal details, e.g. address, birthday, phone number • To accept responsibility for their personal belongings, e.g. ensuring they follow school rules in the use of mobile devices and know they are their responsibility • To recognise, value and accept different family structures • About marriage in different cultures • To learn to self-regulate the amount of screen time and understand why breaks away from it are important • To begin to discern the veracity of media claims and what purpose might lie behind them • That people hide behind the anonymity of the internet and why they might do this • That their body belongs to them, what are appropriate boundaries and requests online and offline and what to do

increasingly reliability

- To actively and deliberately move in specified ways as part of body awareness activities
- To broaden their choices of tastes and textures and make connections between new words to describe these
- To intentionally explore a range of contrasting environments through exploration of resources and visits, e.g. public transport, busy shopping streets, libraries
- To intentionally explore a wider range of experiences linked to routine and special occasions through drama and role play activities

- To respect other people, including those who are different from us
- That the internet can be a safe, happy place if we follow the rules, these include sticking to the age guidelines and doing other things in our free time
- Sometimes people break the rules. They sometimes lie, they are sometimes mean, they sometimes try to con us
- That they must always tell someone if they feel worried or unsafe and not give up until they are listened to
- That their body belongs to them and what appropriate and inappropriate contact and requests for online sharing, look/feel like
- To correctly identify a greater range of emotions within themselves and others, happy, sad, angry, scared, excited and begin to recognise changes following certain activities
- To identify different foods, express preferences, categorise them by type and as healthy or unhealthy, know they need a range of foods to be healthy
- To apply mealtime etiquette and skills to a range of situations for themselves and others, e.g. correct use of cutlery, laying the table
- To develop confidence in cooking skills, e.g. spreading, cutting, measuring, following a recipe
- Safety and hygiene in the kitchen, e.g. tie hair, aprons, safe use of appliances and equipment
- To plan shopping trips: quantities and ingredients needed, writing simple lists, checking money, bags etc.
- To be confident in local shops: finding and paying for items, communicating with shop staff
- To participate in a range of physical exercises

if these have been made

- To articulate how different experiences might make them feel, understand that there is an appropriate range of emotions and begin to spot signs where they or others may need help and know how to seek this
- To prepare a range of healthy snacks
- To develop confidence and independence in cooking skills, e.g. planning meals, timing, memorising simple recipes, e.g. pastry – half fat to flour
- To be independent in mealtime etiquette and skills and apply these to a range of situations, e.g. educational visits, planning shared meals in school activity days
- Safety in the kitchen, e.g. safe use and storage of appliances and equipment, food hygiene and safe storage
- To shop wisely through, e.g. checking sell-by dates, planning meals beforehand, planning shopping routes etc.
- To use a wider range of shops, including supermarkets, shopping malls and town centres
- About the importance of physical exercise and healthy eating and the effects of poor diet and an inactive lifestyle such as tooth decay, obesity and poor mental health
- About risk and consequence (both physical and psychological) associated with addictive substances, including legal and illegal drugs, alcohol and tobacco – and how to resist peer pressure
- That establishing good health and hygiene routines, (in order to look after their *mental* and *physical* health) are even more important in adolescence
- To make appropriate dress choices for different formal and informal occasions
- About national health advice regarding immunisation, infection control and anti-biotics and why it is important to follow this advice
- What healthy and positive friendships and relationships look like, e.g. trust, mutual respect, consent, honesty, and what distinguishes a friendship from an intimate relationship

and activities and say how they make them feel

- About some of the ways that addictive substances can harm you and what to do if someone offers you something
- To establish good health and hygiene routines, what these should include and why they are important as teenagers
- To dress themselves including fastenings and make appropriate choices depending on the weather
- To observe rules about taking medicines
- To begin to identify different types of ailments that they may be feeling and know what to do about it, e.g. dehydration, tiredness, sore throat
- Understand that changes in the way they feel about other people are a normal, natural part of human development and when and how to express and explore those feelings
- To develop confidence in simple basic first aid skills
- How to contact emergency services
- To use household equipment and appliances to clean and how to clean different surfaces, e.g. how to use a Hoover or how to clean windows
- To care for clothes: folding, hanging, putting away and with support, how to wash and dry clothes
- Safety rules to follow in the home and garden
- Safety specific to the environment, e.g. road safety, water safety
- To use public transport, e.g. identify bus route numbers, pay for tickets, request a stop
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- How to manage difficulties in friendships and relationships including conflict, reconciliation and endings
- To identify what bullying is and how to get help
- About reproduction and that sexual development is a normal, natural part of human development and that it can look different for different people, e.g. LGBT
- About stereotyped attitudes towards self and others
- To be tolerant of others' beliefs and life-style choices
- About their rights and responsibilities towards authority
- Further first aid skills, e.g. administering CPR, use of defibrillators
- Know which emergencies they are most likely to encounter in different scenarios, e.g. in summer, around water etc. and what skills may be required
- To use of a greater variety of household appliances and equipment to clean and use different products for different purposes
- To care for clothes: washing, drying, ironing, care of different fabrics and colours
- Identify and prevent dangers in the home and garden, e.g. not overloading electric cables
- Safety specific to the environment, e.g. around water sources, in crowds
- How to read time-tables and plan routes when travelling by public transport

At KS4 pupils will be taught:

- To demonstrate pleasure in their achievements
- To interact with a range of less familiar people
- To extend their friendship circle to new peers in new contexts, e.g. through college link
- To name members of their immediate family
- To initiate the communication of simple feelings through their PMC with increasingly reliability
- Modify anger / frustration responses with support
- Calm once an issue has been resolved and begin to indicate what has made them upset
- To link preferences to conventional forms of communication
- Independently initiate a range of movements as part of their body awareness activities
- To make clear and informed choices of tastes and textures in a range of familiar and less familiar environments
- To make clear and informed choices about a range of environments
- To make clear and informed choices about wider range of experiences linked to routine and special occasions through drama and role play activities

At KS4 pupils will be taught:

- To apply personal details to forms and other real life purposes with support, e.g. address, birthday, phone number
- To take responsibility for their personal belongings and keep them safe
- The key characteristics of family life
- The similarities and differences between church weddings and registry office ceremonies
- To develop their understanding of who they can trust or who they can seek support from if needed
- That they must not give out personal information to people they don't know, this includes pictures and words
- That establishing good health and hygiene routines and learn to carry these out with greater personal responsibility
- To make appropriate dress choices for different formal and informal occasions, such as in the workplace, at college and for special occasions
- Correctly identify a greater range of emotions within themselves and others, happy, sad, angry, scared, excited and begin to identify activities that cause these to change
- Prepare some simple healthy snacks
- To apply mealtime etiquette and skills to a range of situations in the adult world, e.g. use payment cards in college canteens, serve in restaurants
- To develop confidence and independence in cooking skills and how these relate to the workplace
- Safety in the kitchen, e.g. safe use and storage of appliances and equipment, food hygiene and safe storage
- To become confident in using a wider range of

At KS4 pupils will be taught:

- To apply personal details to forms and other real-life purposes, e.g. address, birthday, phone number
- To know different ways of keeping their personal belongings safe, especially when in public spaces
- To recognise, value and accept different family structures- living together, same sex parents etc
- About diversity in weddings and marriages and the underlying meaning behind commitment
- What cohabitation is
- To consider critically the information presented online and recognise the purpose behind it, e.g. encouraging people to part with their money through either legal or illegal means.
- To consider critically online relationships
- To know the risks and pressures of sharing private material with someone online, what might happen and how to avoid it
- To be aware of the law around viewing inappropriate material online
- To recognise which online behaviours may result in poor mental health or reflect abusive relationships or harassment and what to do if this happens
- The importance of maintaining good mental health through e.g. community participation or physical exercise
- To identify different types of mental ill-health
- An understanding of how their behaviour could impact on the mental well-being of others
- About what constitutes a healthy lifestyle and the links between poor lifestyle and more serious illnesses
- To apply their understanding of dress code to the adult world – learn appropriate clothes for work, college and special occasions
- How to prepare healthy, balanced, low-cost meals
- Understand how mealtime etiquette and skills apply to the adult world and perform tasks independently, e.g. waiting

shops, including supermarkets, shopping malls and town centres

- To participate in a range of physical exercises and activities and know these will keep them healthy
- Further ways that addictive substances can harm you, including your thoughts and feelings, and what to do if someone offers you something
- What healthy and positive friendships and relationships look like, e.g. trust, mutual respect, consent, honesty, and what distinguishes a friendship from an intimate relationship
- To explore difficulties in friendships and relationships and how they might manage these
- Recognise bullying and know to seek help if it occurs
- That their body belongs to them and they have a right to say no to things they don't like
- To develop their confidence and ability to express and explore their changing feelings and desires
- To understand, in simple terms, that certain sexual behaviours have consequences and what these consequences are
- To contact emergency services with confidence and which service can help with different situations
- To develop their confidence in a range of basic first aid skills
- How often things need cleaning and establish simple cleaning routines
- To care for clothes: washing, drying, ironing, care of different fabrics and colours
- To spot dangers in the home and garden and seek help
- Where to get help in less familiar environments

or serving in restaurants, hosting dinner parties, using payment cards in college canteens

- How hygiene and health and safety are essential skills in the workplace, how they apply to the food industry and related jobs, e.g. retail
- Safety in the kitchen, e.g. checking and maintaining equipment and appliances
- To shop wisely through, e.g. researching price comparisons, applying limited budgets, using online shopping facilities
- To use a wider range of shops with confidence and think about what needs to be considered when shopping at different places, e.g. transport, distance, opening hours
- About risk and consequence associated with addictive substances, (including the law around possession and supply and the link to serious mental health conditions) how to resist peer pressure and where to get help
- To develop their understanding of positive and healthy friendships in a variety of contexts including online and practical steps they can take in different contexts to improve or support respectful relationships
- About stereotypes and attitudes towards others, how it encourages prejudice and the damage this can cause
- Their legal rights and responsibilities regarding equality
- About why people have sex and to be aware of positive and negative motives of themselves and others, that their body is theirs to make choices about their sexual behaviour
- Safe sex behaviours including: STIs, (prevention, impact and treatment), contraceptive choices and pregnancy
- Where and how to access confidential sexual and reproductive health advice and treatment
- How to manage and understand sexual pressure, including resisting pressure and pressurizing others
- Which behaviours around sex and relationships are classed as criminal activity
- Develop their confidence in a range of first aid skills
- Be confident in knowing which emergency services are

	<ul style="list-style-type: none">• To become confident with familiar public transport routes	<p>needed in different situations and following through a range of emergency procedures</p> <ul style="list-style-type: none">• How often things need cleaning and how to establish a cleaning routine• To think about what care will be needed for different items of clothing when choosing them• How to address problems in the home, e.g. how and when to call out an electrician or a plumber• Safety specific to the environment, e.g. typical hazards in different workplaces, when out socialising• Travel training – independent travel to and from college
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