

PSCHE Rubric Autumn 1 2021 - Supported Learners and Experiential

Personal, social development and recognising my needs and self-awareness

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In this unit, pupils will develop an understanding and awareness of personal hygiene routines, how to follow them and why they are important. They will also develop an understanding of the local health services available to them and the treatments that they offer. Pupils will identify how often they should visit the various services. Pupils will explore how to care for their own health and the benefits of accessing health services regularly. They will also understand what health problems can occur if health services are not attended regularly. Pupils will develop their understanding of how to look after themselves and understand their emotions, needs and mental well-being. It will help pupils to strengthen their understanding and equip themselves with the skills needed to regulate their own behaviours, feelings and emotions. Although this is a topic all about themselves, it also requires pupils to listen to each other and work together, working on their speaking and listening, interpersonal and social skills and help them to develop empathy towards others. **This unit forms part of the Core Theme 1 - Health and Wellbeing**

RRS Articles:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Key vocabulary: Used in context, spoken, signed or symbols:

Self, Emotions, feeling, same, different, achievements, views, respect, responsibility, empathy, hygiene, clean, wash, shower, healthy *ADL - Act of daily living

	B2P Step 1 - 3ii	B2P Step 4-6	B2P Step P7 - 8	B2NC Step 1 & 2
Key learning: Understanding how to stay healthy and hygiene procedures				
<u>Subject specific knowledge</u>	<p>Pupils will understand that in order to receive an item, something has to be exchanged.</p> <p>Pupil explore objects used in personal hygiene</p> <p>Pupils will work alongside at least one other pupil with Adult support.</p> <p>Pupils will engage in musical stimulus relating to the topic.</p>	<p>Pupils will know parts of the body that need to be cleaned regularly e.g. face, teeth, arm pits, genitalia, ears, nails, hands</p> <p>Pupils will select what items are needed to carry out an ADL from a choice of 2 e.g. toothpaste and brush to brush teeth</p>	<p>Pupils will recognise parts of the body that need to be cleaned regularly from a list</p> <p>Pupils will identify what items are needed to carry out an ADL a range of 5 products</p> <p>Pupils will be able to create own hygiene routine from given images</p>	<p>Pupils outline parts of the body that need to be cleaned regularly and give at least one reason why</p> <p>Pupils will be able to give at least one reason why specified products are used to clean each area e.g. using fluoride toothpaste helps to strengthen enamel</p> <p>Pupils will be able to plan their own hygiene routine and follow each step for an appropriate amount of time e.g. ensuring teeth are brushed for 2 minutes</p>
<u>Subject specific skills</u>	<p>Will tolerate an adult supporting them to explore new materials.</p> <p>Will visually explore new items/materials.</p> <p>Will observe others constructing an item.</p> <p>Will answer simple yes or no questions.</p>	<p>Collect specific equipment required.</p> <p>With hand over hand support with explore a range of materials and textures.</p> <p>With adult support will follow verbal, gestural and pictorial instructions to assist in the construction process of an item.</p> <p>Pupils will point to or look at a symbol to state if they have liked or disliked an activity</p>	<p>Pupils to follow own hygiene routine with supervision</p> <p>Pupils will use the correct hygiene product to carry out hygiene routine</p>	<p>Pupils will be able to carry out their own hygiene routine independently</p> <p>Pupils will use hygiene products safely</p> <p>Pupils will be able to use and explain how to use a product safely e.g. to spray deodorant with caution and ensure it does not go into your eyes</p>
Key learning: Relationships with others				

<p><u>Subject specific knowledge</u></p>	<p>Pupils react to new activities and experiences such as showing pleasure or displeasure in response to photos of people they know, family, friends, staff, strangers</p> <p>Pupils explore photos and OoR relating to friends and family</p> <p>Pupils can use chosen communication method to acknowledge when basic emotions.</p>	<p>Pupils join in a range of activities with different people by giving appropriate responses</p> <p>Pupils can identify some of their friends through photos or OoR</p> <p>Pupils can identify images that depict kind and unkind acts</p>	<p>Pupils communicate feelings and ideas in simple phrases</p> <p>Indicate an understanding of body changes when attracted to others</p>	<p>Pupils can communicate an understanding of an appropriate relationship i.e. the difference in the role play situations</p>
<p><u>Subject specific skills</u></p>	<p>Will answer simple yes or no questions.</p> <p>Pupils show emerging awareness of activities and experiences</p> <p>Pupils remember learnt responses such as consistently enjoying or not enjoying particular choices</p> <p>Pupils begin to communicate intentionally by making choices</p> <p>Pupils respond to options and choices with actions or gestures</p>	<p>Will select symbols from a choice of 3 to answer symbol supported questions</p> <p>Will demonstrate understanding towards others and not engage with peers when displaying negative behaviours or sad emotions.</p>	<p>Pupils can participate with prompting with role play activities</p> <p>Pupils will work alongside other pupils</p> <p>Pupils will ignore the behaviours of others</p>	<p>Participate fully with paired role play activities on appropriate relationships.</p>

Key learning: Recognising myself and my needs

<p><u>Subject specific knowledge</u></p>	<p>Is able to make a choice by eye pointing or other chosen forms of communication</p> <p>Is able to indicate a basic need with assistance from an adult</p> <p>Demonstrate a reflex response to something they enjoy or dislike</p> <p>Acknowledges motion-based or auditory pleasure by brief responsive smiling when provided with enjoyable movement experience</p> <p>Cries when they are in need of something</p> <p>Ceases crying when they are attended to</p> <p>Demonstrates contentment through body language and expression</p> <p>Demonstrates excitement through body language and expression.</p>	<p>Identify schools now and schools in the past.</p> <p>Can choose pictures / symbols to identify what they like in school.</p> <p>Can choose pictures/symbols to identify what they find difficult in school.</p> <p>Can practice a new / participate in an activity they find difficult and receive praise for trying.</p> <p>Aware of the feelings of others</p> <p>Can choose pictures / symbols to identify what they are good at in school.</p> <p>Is able to observe their achievements through ROAs and work files.</p> <p>Can choose a picture / symbol to describe what they are good at.</p> <p>With support can identify what they can do for themselves independently, e.g. put on socks, drink water</p>	<p>Can choose pictures / symbols to identify what they are good at in school.</p> <p>Is able to show awareness of their achievements when sharing ROAs and work files, i.e. through facial expressions and gestures.</p> <p>Is able to compare big achievements and small achievements. Can identify what they can do for themselves, e.g. put on clothes</p> <p>Explores a range of scenarios which are fair and unfair.</p> <p>Can communicate if they think something is not fair.</p> <p>Is able to compare if a task is harder or easier to complete when rested or tired.</p> <p>Know sleep and rest is important for staying healthy.</p> <p>Can sort what is good and what is not good to do before going to bed.</p> <p>Can pick a food that is and is not good to eat before bed.</p> <p>Can sort music by how it makes them feel, e.g. excited, calm.</p>	<p>Is able to recognise their achievements through different contexts, i.e. work files and describe how this makes them feel.</p> <p>Is able to compare bigger achievements with smaller personal achievements, e.g. tying shoe laces, brushing hair, and describe how this makes them feel.</p> <p>Knows that not everyone wants to do what they want to do</p> <p>Know that sleep is necessary for good concentration and doing well.</p> <p>Can describe an unhealthy bed time routine.</p> <p>Can suggest which foods are good and which are bad to eat before bed.</p> <p>Can name which type of music will and will not be good before bedtime.</p>
<p><u>Subject specific skills</u></p>	<p>Reacts to changes with an emotional response</p> <p>Blinks defensively when something moves close by</p>	<p>Begins to interact with other children</p> <p>Seeks out and begins to interact with specific people</p>	<p>Shares their achievement with others.</p> <p>Is able to use preferred communication method to identify</p>	<p>Is starting to identify personal strengths</p> <p>Is starting to identify personal strengths</p>

	Imitates communication when seeking attention Reacts to a desired objects when it is just out of reach	Begins to share likes/dislikes with adult support. Shows enjoyment when they are praised by peers or staff	wants and needs with some prompting and support.	
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<u>Personal development</u>	Developing skills for life, independence, work experience, team building skills.
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This topic is taught during the Autumn term, please use week 1 to discuss and create your class charter. See KS3 Rubric Autumn 1 for more guidance

Suggested activities
 Explore friendships
 Explore positive relationships in a range of settings e.g. home, school, local community
 Explore kind acts
 Explore hygiene routines
 Explore healthy eating
 Explore emotions
 Explore recognising hobbies, strengths and weaknesses

Online resources

Evidencing Work
 Where appropriate the following should be available as evidence:

- Notes on discussions pupils have had
- Written/symbol supported pupil work
- Recipe sheets/instructions
- Worksheets
- Photo/video evidence

Please submit 3 pieces of work from Higher, middle and lower ability in your class to the PSCHÉ lead each half term for evaluation. These should be clearly annotated and dated.