

PHSE/Life Skills Structured & Experiential Rubric Spring 1 2023

Personal and Social Development **Article 6, 24 & 28**

C.Flanagan (2022)

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In PSHCE/life skills pupils are taught to develop a positive attitude towards themselves and other people with a focus on our shared values. By building resilience and self-esteem pupils learn not be influenced by the negative peer pressure they may encounter and to think for themselves. PSHCE provides valuable opportunities for discussing and questioning within the context of learning based on knowledge and understanding. This is in line with Prevent Strategy which is embedded within PSHCE and the whole curriculum.
Intent for this topic:	In this unit pupils will develop their understanding of how to care for themselves both physically and mentally. This unit will support pupils to be self-aware and to develop essential communication skills. Pupils will also be encouraged to work alongside peers and share activities for short periods of time. Pupils will become aware of their rights as outlined by the UNCRRC. Pupils will demonstrate their understanding of the topic by being kind friends and tolerant of others.
Core vocabulary needed for this subject/topic:	Same, different, kind, unkind, friend, happy, sad, nervous, excited, worried, angry, pain, share, wash, clean, hygiene, help, safe, unsafe
Vocabulary pupils will have accessed in other topics or subject areas:	Kind, unkind, safe, unsafe, friend, same, different, happy, sad, nervous, excited, worried, angry
Key vocabulary taught within this topic:	As above plus: Pain, hygiene, wash, clean, help

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
NA	RSE	Relationships	Summer - all years	Understanding how to be a kind friend, be kind to others and use of kind words. Pupils may also already be able to recognise differences between themselves and others and be understanding towards themselves and others where differences occur.
NA	Theme	All	All	Support to work on individual targets in Autism progress in the following areas: Communication, Social Interaction, Flexibility of Thought and Emotional Regulation.

Links to other subjects: RSE, English (Communication) & theme

RRS Articles: This unit of work is linked to **Articles 6, 12, 13, 15, 24 and 31** of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit.

See the link for a summary of the Rights Of the Child

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018

	<u>B2 P 1 - 3</u>	<u>B2 P 4-6</u>	<u>B2 P 7 - 8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>
Key learning: Recognising my needs and emotions & Self Awareness					
<u>Subject specific knowledge</u>	<p>Knows that adults and staff are there to help them</p> <p>Knows that they are safe in school</p> <p>Knows when they are hungry, in pain, happy, excited.</p> <p>Knows, by reading faces, when others are happy, sad.</p> <p>Knows they see themselves when looking in a mirror</p>	<p>Knows what makes them happy and can communicate this to others</p> <p>Knows what makes them sad and can communicate this to others.</p> <p>Knows there are other kinds of emotion but may not be able to describe/name them.</p> <p>Knows to alert a trusted adult when they have a problem or need.</p>	<p>Knows and describes some good (comfortable) and not so good (uncomfortable) feelings; recognises and describes how they might make our body feel.</p> <p>Knows that when we experience a change or a loss we may feel sad/ unhappy.</p> <p>Knows and is able to share vocabulary/communication skills to express a range of different feelings.</p>	<p>Knows that being unique means they might like and be good at different things from other people.</p> <p>Knows that no-one has the right to make them feel unhappy, afraid, worried, and sad or make them do things they do not want to.</p> <p>Knows and can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.</p> <p>Knows who to go to with specific problems e.g. parent/carer, teacher, nurse, doctor.</p>	<p>Knows and can demonstrate things they can do well and identify areas where they need help to develop.</p> <p>Knows and can explain why no-one has the right to make them feel unhappy, afraid, worried, and sad or make them do things they do not want to.</p> <p>Knows that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p>
<u>Subject specific skills</u>	<p>Can visually select a photo of an emotion from a choice of 2. E.g. can find the smiling face (happy)</p> <p>Can make it known that they are happy - through smiling, being calm etc.</p>	<p>Can describe themselves – recognising that there is self and there are others.</p> <p>Identify some different ways of communicating feelings and needs to others.</p>	<p>Can describe the ways in which they are special and unique, using their chosen form of communication.</p> <p>Can identify signs, actions, facial expressions, body language which can help</p>	<p>Can describe things that they enjoy or that make them feel happy.</p> <p>Can identify what they are good at, both in and out of school.</p>	<p>Can identify hopes/wishes for their future lives.</p> <p>Can communicate their thoughts, wants, needs and emotions appropriately to the appropriate people.</p>

	Can make it known that they are sad or need help - through crying, grabbing, making sounds or movements to attract attention.	Can respond to adult modelling about ways to indicate to others that they need help.	identify how others might be feeling.		
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Key Learning- Working with others

<u>Subject specific knowledge</u>	<p>Knows when others are nearby.</p> <p>Knows that attention from an adult is shared between their peers.</p>	<p>Knows that sometimes they need to wait for attention from an adult</p>	<p>Knows that they must wait their turn during an activity</p> <p>Knows how to show they are listening and being respectful of others.</p>	<p>Knows how to demonstrate being alert and listening.</p> <p>Knows that they may have to wait for help, support or attention from other people.</p> <p>Knows how to behave in a kind and safe way towards their peers.</p>	<p>Knows how to demonstrate good listening and describe how to listen to other people</p> <p>Knows that sometimes compromises are made when working with other people.</p>
<u>Subject specific skills</u>	<p>Can respond to stimuli about different kinds of friendship.</p> <p>Is able to tolerate others in close proximity during a work or exploratory task.</p> <p>Respond with curiosity to modelling of 'good listening'.</p>	<p>Is able to sit alongside a peer to complete a work or exploratory task when a member of staff is nearby.</p> <p>Is able to share items and resources with others when facilitated by an adult.</p>	<p>Is able to work with at least one other peer during a task with support from an adult.</p> <p>Is able to share resources with others in the class and will willingly pass objects along to others.</p> <p>Can respond to an adult modelling how to show we are ready to participate in an activity.</p> <p>Can respond to 'taking turns' as modelled by both adults and peers.</p>	<p>Is able to work alongside others with very little support</p> <p>Is able to demonstrate turn taking skills with a peer when completing a work activity.</p>	<p>Is able to work alongside others without adult support</p> <p>Can demonstrate good listening skills, listening to the views and opinions of those they are working with.</p>

Key Learning- Personal Hygiene

<u>Subject specific knowledge</u>	<p>Knows that others are helping them when supporting them to stay clean</p>	<p>Knows that they must brush their teeth at least twice a day.</p>	<p>Knows that we must keep our bodies clean.</p> <p>Knows and can list the different ways in which we can keep ourselves clean.</p>	<p>Knows that as they get older they may need to use different toiletries, e.g. deodorant, shaving foam, razors.</p> <p>Females - Knows that they need to take extra steps in their hygiene routine during their periods and know where they can find sanitary products.</p>
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	Knows that washing is part of a daily routine	Knows that they need to wash their hands after they have become dirty Knows what activities can make them dirty - e.g. toilet, touching items outside. Knows that they need to participate in daily hygiene routines with the help of trusted adults.	Knows that our bodies are private and only a trusted adult should help them clean their bodies.	Knows why it is important to keep our bodies clean and can list some things that might happen if personal hygiene is not up kept.
<u>Subject specific skills</u>	Engages in a sensory story about cleaning Tolerates support from others to help with personal care and keeping clean.	Can wash their hands with little support from an adult Can brush their teeth with the support of an adult Can wash their bodies and hair with little support from an adult	Can wash their hands and brush their teeth independently. Can put together a daily and weekly hygiene routine using symbols to support.	Can manage their own personal hygiene routine including washing hands, brushing teeth, washing bodies and hair.
<u>Personal development</u>	Developing skills for life, independence, learning to live a healthy life, learning and understanding the importance of cleanliness.			
<u>Suggested activities</u>				
<u>Recognising my needs and emotions & Self Awareness:</u>				
<ul style="list-style-type: none"> • Use of feelings boards • Transporters videos (please ask CF for log in details to this) • Observing emotions and feelings of others. • Identifying own emotions • Identifying personal strengths and areas for improvement. 				
<u>Working with others:</u>				
<ul style="list-style-type: none"> • Turn taking games • Team building activities • Encouraging social interaction and communication 				
<u>Personal Hygiene</u>				
<ul style="list-style-type: none"> • Following and making daily hygiene routines • Following and making weekly hygiene routines • Washing hands/brushing teeth 				

- Washing hair and bodies - using dolls to model

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 PSHCE lead each half term for evaluation. These should be clearly annotated and dated.