

# Life Skills Progress 3-5

Area		STAGE 3	STAGE 4	STAGE 5
Healthy Living and Personal Care	lifestyle	I CAN MAKE HEALTHY CHOICES INDEPENDENTLY <ul style="list-style-type: none"> <li>I can recognise the right food and exercise help people stay healthy</li> <li>I can name the food groups included in a healthy diet</li> <li>I can recognise the importance of portion size (palm of the hand etc)</li> </ul>	I CAN RECOGNISE WHAT IS NEEDED TO LIVE A HEALTHY LIFESTYLE: <ul style="list-style-type: none"> <li>I can recognise things we do in everyday life to keep our bodies healthy</li> <li>I can take steps to maintain my health</li> <li>I can research what makes a healthy diet</li> <li>I can identify local health services</li> </ul>	I CAN RECOGNISE WHAT IS NEEDED TO LIVE A HEALTHY LIFESTYLE <ul style="list-style-type: none"> <li>I can recognise the activities that contribute to a healthy lifestyle</li> <li>I can identify foods that are part of a healthy lifestyle</li> <li>I can identify my personal care needs and plan a suitable routine</li> <li>I can identify personal care facilities in the local area</li> </ul>
		I CAN RECOGNISE THE IMPORTANCE OF EXERCISE AND THE EFFECT IT HAS ON THE BODY <ul style="list-style-type: none"> <li>I can recognise different exercises for different purposes (cardio/ strength etc)</li> <li>I can recognise the importance of regular exercise as part of a healthy lifestyle</li> </ul>		I CAN CONTRIBUTE ACTIVITIES TOWARDS A HEALTHY LIFESTYLE <ul style="list-style-type: none"> <li>I can choose an activity that can contribute to a healthy lifestyle</li> <li>I can follow a healthy lifestyle plan of my choosing</li> <li>I can recognise the importance of nutrition for exercise/ sport</li> </ul>
	Cooking	I CAN MAKE A HEALTHY MEAL WITH SUPPORT <ul style="list-style-type: none"> <li>I can choose a simple, healthy meal from a small selection</li> <li>I can recognise the ingredients I need</li> <li>I can prepare the ingredients with support</li> <li>I can cook the ingredients with support</li> </ul>	I CAN SHOW HOW TO MAKE A HEALTHY MEAL <ul style="list-style-type: none"> <li>I can choose a simple healthy meal</li> <li>I can choose the ingredients I need</li> <li>I can prepare the ingredients</li> <li>I can cook the ingredients</li> </ul>	I CAN MAKE A HEALTHY MEAL INDEPENDENTLY <ul style="list-style-type: none"> <li>I can follow a recipe and prepare my ingredients</li> <li>I can use kitchen equipment independently</li> <li></li> </ul>
	Illness	I CAN RECOGNISE SIGNS OF BEING UNWELL AND HOW TO STAY HEALTHY <ul style="list-style-type: none"> <li>I can recognise signs of common illnesses</li> <li>I can recognise the importance of sleep in keeping healthy</li> </ul>	I CAN RECOGNISE SIGNS OF ILLNESS AND WITH SUPPORT KNOW HOW TO TREAT THEM <ul style="list-style-type: none"> <li>I can recognise the signs of different illnesses</li> <li>I can recognise the signs of different injuries (burns etc)</li> <li>I can recognise what medicine treats different illnesses</li> </ul>	I CAN RECOGNISE SIGNS OF ILLNESS AND KNOW HOW TO TREAT THEM INDEPENDENTLY <ul style="list-style-type: none"> <li>I know the signs of different illnesses</li> <li>I know which medicines treat different illnesses</li> <li>I know how to get different medication (over-the counter or from the doctors)</li> </ul>
	Clothes	SEE INDEPENDENT LIVING AND PERSONAL SEFETY - DRESSING	I CAN CARE FOR CLOTHES WITH SUPPORT <ul style="list-style-type: none"> <li>I can recognise how we keep clothes clean with support</li> <li>I can recognise that different clothes need looking after in different ways</li> </ul>	I CAN CARE FOR CLOTHES INDEPENDENTLY <ul style="list-style-type: none"> <li>I can recognise equipment needed to keep clothes clean</li> <li>I can identify how clothes need caring for (reading labels)</li> <li>I can recognise symbols on clothing labels</li> </ul>
	Alcohol	I CAN RECOGNISE ALCOHOL AND SOFT DRINKS <ul style="list-style-type: none"> <li>I can recognise different soft (non-alcoholic) drinks</li> <li>I can recognise different alcoholic drinks</li> </ul>	I CAN UNDERSTAND WHAT ALCOHOL IS AND ITS EFFECTS <ul style="list-style-type: none"> <li>I can find out about units of alcohol and the number of units in common drinks</li> <li>I can identify the physical risks of drinking alcohol</li> <li>I can identify the links between alcohol and mental health</li> </ul>	I CAN UNDERSTAND THE LAW AROUND ALCOHOL <ul style="list-style-type: none"> <li>I can recognise the legal age limit</li> <li>I can recognise the law around alcohol and driving</li> <li>I can recognise the law around alcohol in public places</li> </ul>

			<ul style="list-style-type: none"> <li>I can identify signs of alcohol poisoning</li> </ul>		
	Tobacco	<p>I CAN RECOGNISE SMOKING PRODUCTS</p> <ul style="list-style-type: none"> <li>I can recognise different things that people smoke (cigarettes/ vapes/ pipes etc)</li> <li>I can recognise these are bad for me</li> </ul>	<p>I CAN RECOGNISE THE EFFECTS OF TOBACCO</p> <ul style="list-style-type: none"> <li>I can recognise the short- and long-term effects of smoking</li> <li>I can recognise the effects of nicotine and its associated risks</li> <li>I can recognise the benefits of quitting smoking</li> </ul>	<p>I CAN UNDERSTAND THE LAW AROUND SMOKING</p> <ul style="list-style-type: none"> <li>I can recognise the legal age limit</li> <li>I can recognise the law around smoking in public</li> </ul>	
	Drugs	<p>I CAN RECOGNISE THE IMPORTANCE OF MEDICINE AND FIRST AID</p> <ul style="list-style-type: none"> <li>I can recognise legal medicines/ drugs</li> <li>I can understand when to call 999</li> <li>I can apply simple first aid (using an ice pack/ applying a plaster)</li> </ul>	<p>I CAN RECOGNISE THE EFFECTS OF LEGAL DRUGS</p> <ul style="list-style-type: none"> <li>I can identify legal drugs</li> <li>I can recognise how drug use can be harmful in the short and long term</li> <li>I can identify the links between drugs and mental health conditions</li> </ul>	<p>I CAN RECOGNISE THE HEALTH RISKS OF LEGAL AND ILLEGAL DRUGS</p> <ul style="list-style-type: none"> <li>I can recognise the short-term health implication of drugs</li> <li>I can recognise the long-term health implication of drugs</li> </ul>	
	Law		<p>I CAN RECOGNISE THE LAW IN RELATION TO SMOKING, DRUGS AND ALCOHOL</p> <ul style="list-style-type: none"> <li>I can recognise legal and illegal drugs</li> <li>I can understand the consequences of taking or possessing different categories of drugs</li> </ul>	<p>I CAN UNDERSTAND THE LAW IN RELATION TO LEGAL AND ILLEGAL DRUGS</p> <ul style="list-style-type: none"> <li>I can recognise legal and illegal drugs</li> <li>I can recognise categories of drugs</li> <li>I can understand the consequences of taking and possessing different drugs</li> </ul>	
	Puberty	<p>I CAN RECOGNISE THE CHANGES OF PUBERTY ON MY BODY WITH SUPPORT</p> <ul style="list-style-type: none"> <li>I am aware of how my body will change</li> <li>I am aware of emotional changes</li> <li>I am aware of the menstrual cycle and the effect on the body</li> </ul>	<p>I CAN RECOGNISE THE CHANGES OF PUBERTY ON MY BODY</p> <ul style="list-style-type: none"> <li>I can recognise how the body changes depending on male or female</li> <li>I can recognise the menstrual cycle and its effects on the body</li> </ul>	<p>I CAN UNDERSTAND THE EFFECTS OF PUBERTY ON MY BODY</p> <ul style="list-style-type: none"> <li>I can recognise some things may affect how puberty changes my body (drugs, eating disorders etc)</li> </ul>	
	Personal Care	<p>I CAN RECOGNISE THE IMPORTANCE OF PERSONAL CARE WITH SUPPORT</p> <p>I can recognise I need to keep myself clean</p> <ul style="list-style-type: none"> <li>I can say why I need to clean my teeth</li> <li>I can say which parts of my body need to be kept clean</li> </ul>	<p>I CAN RECOGNISE THE IMPORTANCE OF PERSONAL CARE</p> <ul style="list-style-type: none"> <li>I can use a variety of personal care products correctly <b>with support</b></li> <li>I can recognise important times to maintain personal care</li> </ul>	<p>I CAN SUCCESSFULLY MAINTAIN MY OWN PERSONAL CARE</p> <ul style="list-style-type: none"> <li>I can recognise the importance of a personal care routine</li> <li>I can create and follow my own personal care routine</li> <li>I can use a variety of products independently</li> </ul>	
	<b>Area</b>	<b>STAGE 3</b>		<b>STAGE 4</b>	<b>STAGE 5</b>
<b>Independent</b>	<b>Own Safety</b>	<p>I CAN RECOGNISE RULES IN DIFFERENT SCENARIOS</p> <ul style="list-style-type: none"> <li>I can recognise how rules keep us safe</li> <li>I can recognise rules in the wider community</li> <li>I can identify what might happen if we do not follow these rules</li> </ul>	<p>I CAN IDENTIFY RISKS TO MY PERSONAL SAFETY <b>WITH SUPPORT</b></p> <ul style="list-style-type: none"> <li>I can recognise common risks to my personal safety</li> <li>I can show what I can do to reduce these risks</li> </ul>	<p>I CAN KEEP MYSELF SAFE IN THE COMMUNITY</p> <ul style="list-style-type: none"> <li>I can recognise risks I might face out in the community</li> <li>I can show what I can do to reduce these risks</li> </ul>	

		<p>I AM BEGINNING TO SHOW AN AWARENESS OF DANGER</p> <ul style="list-style-type: none"> <li>• I can recognise and react to some common danger (eg. broken glass)</li> <li>• I can name some things that are dangerous</li> <li>• I can identify tools that might be dangerous</li> <li>• <b>I can identify dangerous places to play in the community</b></li> <li>• I can describe how to use electrical equipment safely</li> </ul>	<p>I CAN RECOGNISE AREAS OF DANGER WITH SUPPORT</p> <ul style="list-style-type: none"> <li>• I can recognise dangerous situations at home (hazards in the kitchen/ bedroom etc) with support</li> <li>• I can recognise dangerous situations when out in the community with support</li> </ul>	<p>I CAN RECOGNISE AREAS OF DANGER INDEPENDENTLY</p> <ul style="list-style-type: none"> <li>• I can recognise dangerous situations at home and how to avoid them</li> <li>• I can recognise dangerous situations when out in the community and how to avoid them</li> </ul>
	Cleaning	<p>I CAN RECOGNISE WHEN THINGS ARE DIRTY OR CLEAN</p> <ul style="list-style-type: none"> <li>• I can recognise when things are dirty</li> <li>• I can recognise when things are clean</li> <li>• I can clean simple resources (paint brushes etc) with support</li> </ul>	<p>I CAN TIDY UP AFTER MYSELF</p> <ul style="list-style-type: none"> <li>• I can clean any resources I've used (art resources/ cooking resources)</li> <li>• I can put resources I've used away in the correct place</li> <li>• I can keep where I work tidy</li> </ul>	<p>I CAN KEEP PERSONAL SPACES CLEAN</p> <ul style="list-style-type: none"> <li>• I can identify areas of the home that need regular cleaning</li> <li>• I can plan a cleaning routine for my home</li> <li>• I understand why it is important to keep spaces clean (germs etc)</li> </ul>
	Dressing	<p>I CAN TIE LACES INDEPENDENTLY</p> <ul style="list-style-type: none"> <li>• I can tie a knot in my laces</li> <li>• I can make a loop</li> <li>• I can thread the loops together</li> <li>• <a href="https://www.understood.org/en/learning-thinking-differences/understanding-childrens-challenges/simple-changes-at-home/2-minute-tutorial-how-to-teach-your-child-to-tie-shoes">https://www.understood.org/en/learning-thinking-differences/understanding-childrens-challenges/simple-changes-at-home/2-minute-tutorial-how-to-teach-your-child-to-tie-shoes</a></li> </ul>		
	Online Safety	<p>I CAN UNDERSTAND WHO TO GO TO FOR HELP WHEN ONLINE</p> <ul style="list-style-type: none"> <li>• I can recognise dangerous situations online with support</li> <li>• I can recognise who to go to if I see or hear something I don't like</li> </ul>	<p>I CAN UNDERSTAND WHY IT IS IMPORTANT TO DEVELOP DIGITAL RESILIENCE</p> <ul style="list-style-type: none"> <li>• I can understand when I am at risk online</li> <li>• I can recognise what to do if anything goes wrong</li> <li>• I can understand the consequences of what I post online</li> </ul> <p>I CAN IDENTIFY HARMFUL ONLINE BEHAVIOURS</p> <ul style="list-style-type: none"> <li>• I can recognise negative online behaviours (trolling etc)</li> <li>• I can identify what I need to do if I am affected by negative online behaviour</li> </ul>	<p>I CAN RECOGNISE HOW TO MANAGE UNWANTED ATTENTION IN DIFFERENT ONLINE CONTEXTS</p> <ul style="list-style-type: none"> <li>• I can give different examples of unwanted attention</li> <li>• I know the law around trolling/ cyber stalking</li> <li>• I know what to do if I feel uncomfortable around unwanted attention online</li> </ul>
	Snacks	<p>I CAN MAKE A SIMPLE DRINK FOR MYSELF</p> <ul style="list-style-type: none"> <li>• I can make a cold drink with support</li> <li>• I can make a hot drink with support</li> </ul>	<p>I CAN MAKE A SIMPLE SNACK</p> <ul style="list-style-type: none"> <li>• I can recognise different simple snacks</li> <li>• I can follow instructions to make different simple snacks</li> </ul>	<p>I CAN RECOGNISE WHAT INFLUENCES MY DECISIONS OF WHAT TO EAT</p> <ul style="list-style-type: none"> <li>• I can recognise outside influences on my decisions (adverts/ friends etc)</li> <li>• I can recognise when I want to make healthy or unhealthy choices</li> </ul>
	In the Home	<p>I CAN PUT EQUIPMENT AND RESOURCES AWAY INDEPENDENTLY</p> <ul style="list-style-type: none"> <li>• I recognise where equipment/resources are stored</li> <li>• I can put equipment/resources away in the correct place independently</li> </ul>	<p>I CAN USE DIFFERENT HOUSEHOLD APPLIANCES SAFELY WITH SUPPORT</p> <ul style="list-style-type: none"> <li>• I can recognise the danger of different household appliances</li> </ul>	<p>I CAN KEEP MYSELF SAFE IN THE HOME AND STORE PRODUCTS CORRECTLY</p> <ul style="list-style-type: none"> <li>• I can identify how to keep safe preparing a meal</li> <li>• I can identify how to keep safe using household products and appliances</li> </ul>

			<ul style="list-style-type: none"> <li>I can show how to use these appliances safely with support</li> </ul>	<p>I CAN UNDERSTAND HOW TECHNOLOGY IS USED AT HOME AND IN THE COMMUNITY</p> <ul style="list-style-type: none"> <li>I can recognise how and where technology is used</li> <li>I can say the advantages of technology</li> <li>I can say the disadvantages of technology</li> <li>I can show how to use technology safely</li> </ul>
	Enterprise	<p>I CAN TAKE PART IN TEAM ACTIVITIES WITH SUPPORT</p> <ul style="list-style-type: none"> <li>I can share resources with someone with support</li> <li>I can work in a small group with support</li> <li>I can share ideas with a small group with support</li> </ul>	<p>I CAN TAKE PART IN TEAM ACTIVITIES</p> <ul style="list-style-type: none"> <li>I can share resources</li> <li>I can work in small groups with different people</li> <li>I can share my ideas in different groups</li> </ul>	<p>I CAN TAKE PART IN TEAM ENTERPRISE</p> <ul style="list-style-type: none"> <li>I can work with others to decide on a suitable scheme</li> <li>I can create a short-term plan</li> <li>I can help manage a simple budget and work out profit</li> </ul>
	Sewing	<p>I CAN USE MY CUTTING AND STICKING SKILLS IN DIFFERENT SCENARIOS</p> <ul style="list-style-type: none"> <li>I can cut different shapes out of material</li> <li>I can stick different materials together using glue</li> <li>I can stick on buttons/ detail using glue</li> </ul>	<p>I CAN DEVELOP SIMPLE SEWING SKILLS</p> <ul style="list-style-type: none"> <li>I can recognise different sewing equipment</li> <li>I can thread a needle with support</li> <li>I can tie a knot with support</li> <li>I can do a simple stitch</li> </ul>	<p>I CAN USE SEWING SKILLS TO REPAIR</p> <ul style="list-style-type: none"> <li>I can sew on a button</li> <li>I can sew together a rip on a garment</li> </ul>
<b>Area</b>		<b>STAGE 3</b>	<b>STAGE 4</b>	<b>STAGE 5</b>
Independence in the Community	Social Relationships	<p>I CAN RECOGNISE MY COMMUNITY AND GROUPS I BELONG TO</p> <ul style="list-style-type: none"> <li>I can talk about the things I do in the groups I belong to</li> <li>I can describe how being part of a community makes me feel</li> <li>I can identify how different groups make up our community</li> <li>I can identify how to make other people feel welcome in different community groups</li> </ul>	<p>I CAN SHOW HOW TO DEVELOP HEALTHY RELATIONSHIPS ACROSS CULTURE AND SOCIETY</p> <ul style="list-style-type: none"> <li>I can identify groups in the local community</li> <li>I can recognise the different identities in groups</li> <li>I can recognise discrimination and celebration in different social groups</li> </ul>	<p>I CAN DEMONSTRATE KNOWLEDGE OF LOCAL COMMUNITY GROUPS</p> <ul style="list-style-type: none"> <li>I can identify groups in the local community</li> <li>I can say what different groups offer</li> <li>I can find information and contact details on different groups</li> </ul> <p>I CAN TAKE PART IN COMMUNITY ACTIVITIES</p> <ul style="list-style-type: none"> <li>I can raise money to support a local community group</li> <li>I can take part in a placement at a local community group (Thoresby)</li> </ul>
	Transport	<p>I CAN ACCESS MY COMMUNITY</p> <ul style="list-style-type: none"> <li>I know the basic rules of the road</li> <li>I can use pedestrian crossings with support</li> <li>I can access known places in the local area with support</li> <li>I can start to use public transport with support</li> </ul>	<p>I CAN ACCESS LOCAL AND NATIONAL PUBLIC TRANSPORT WITH SUPPORT</p> <ul style="list-style-type: none"> <li>I can use public transport in my community with support</li> <li>I can use public transport outside my community with support</li> </ul>	<p>I CAN ACCESS LOCAL PUBLIC TRANSPORT INDEPENDENTLY</p> <ul style="list-style-type: none"> <li>I can use public transport in my community independently</li> <li>I can plan my journey independently</li> <li>I can make sure I have what I need for my journey (bus pass/ money etc)</li> </ul>
	Travelling	<p>I CAN SHARE PERSONAL INFORMATION</p> <ul style="list-style-type: none"> <li>I can say my address</li> <li>I can say my home phone number</li> <li>I can write my address</li> <li>I can write my home phone number</li> </ul>	<p>I CAN SOLVE PROBLEMS THAT MAY OCCUR WHEN TRAVELLING</p> <ul style="list-style-type: none"> <li>I can identify problems that may occur when travelling</li> <li>I can recognise different solutions with support</li> <li>I can put solutions into practice if I have a problem when travelling</li> </ul>	<p>I CAN UNDERSTAND THE RISK WITHIN THE CONTEXT OF PERSONAL SAFETY, ESPECIALLY ACCIDENT PREVENTION</p> <ul style="list-style-type: none"> <li>I can describe ways to keep myself safe (not going out at night etc)</li> <li>I can say how to keep myself safe when out on my bike</li> <li>I can say how to keep myself safe when using motorised vehicles (mopeds/ cars etc)</li> </ul>

	Time Management	<p>I CAN UNDERSTAND AND USE THE SCHOOL TIMETABLE</p> <ul style="list-style-type: none"> <li>I can recognise significant times of the day (break, lunch, home) using times on the clock</li> </ul>	<p>I CAN READ SIMPLE TIMETABLES AND SCHEDULES WITH SUPPORT</p> <ul style="list-style-type: none"> <li>I can be organised and ready for travel training</li> <li>I can read time to quarter past and quarter to</li> </ul>	<p>I CAN READ SIMPLE TIMETABLES AND SCHEDULES</p> <ul style="list-style-type: none"> <li>I can use timetables to get to a given destination</li> <li>I can read time to 5min intervals</li> <li>I can apply time management to real life situations eg. appointments, diary dates</li> </ul>
	Leisure	<p>I CAN SAY THINGS I LIKE AND DISLIKE</p> <ul style="list-style-type: none"> <li>I can say activities I like to do</li> <li>I can say activities I don't like to do</li> </ul>	<p>I CAN RECOGNISE MY HOBBIES WITH SUPPORT</p> <ul style="list-style-type: none"> <li>I can recognise things I do in my spare time with support</li> <li>I can say what I like doing about these activities</li> <li>I can say how these activities help me</li> </ul>	<p>I CAN MAKE USE OF MY LEISURE TIME AND CHOOSE A SUITABLE ENRICHMENT OPTION</p> <ul style="list-style-type: none"> <li>I can identify my hobbies and interests</li> <li>I can identify benefits of leisure activities</li> <li>I can take part in an activity I find relaxing</li> <li>I can take part in an activity I find challenging</li> </ul>
Area		<b>STAGE 3</b>	<b>STAGE 4</b>	<b>STAGE 5</b>
Emotional Understanding and Relationships	Emotions	<p>I CAN EXPRESS MY FEELINGS AND RECOGNISE FEELINGS OF OTHERS</p> <ul style="list-style-type: none"> <li>I can recognise when myself and others are sad or happy</li> <li>I can match emotions to a face</li> <li>I can share what I would do if I was treated unkindly</li> </ul>	<p>I CAN DEMONSTRATE HOW TO TALK ABOUT EMOTIONS</p> <ul style="list-style-type: none"> <li>I can create a list of common emotions</li> <li>I can recognise different positive and negative emotions</li> </ul>	<p>I CAN IDENTIFY SITUATIONS THAT CAUSE ME TO FEEL PROUD/ JEALOUS/ FRIGHTENED/ EMBARRASSED ETC</p> <ul style="list-style-type: none"> <li>I can recognise more complicated emotions in myself</li> <li>I can recognise different situations that cause me to feel these emotions</li> <li>I can recognise what helps me when I feel these emotions</li> </ul>
	Rights & Responsibilities	<p>I CAN RECOGNISE CAUSES OF EMOTIONS</p> <ul style="list-style-type: none"> <li>I can recognise when I have made someone feel happy or sad</li> <li>I can say what has happened to make someone feel that way</li> <li>I can recognise if my actions have caused someone to feel happy or sad</li> </ul>	<p>I CAN MAKE A CHOICE FROM A RANGE OF OPTIONS</p> <ul style="list-style-type: none"> <li>I can make a choice from a range of options</li> <li>I can say I have made my choice</li> <li>I can explain why I haven't chosen other options</li> </ul>	<p>I CAN RECOGNISE I HAVE RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> <li>I can recognise my rights as an individual</li> <li>I can recognise what might stop my rights from being met</li> <li>I can recognise my responsibilities at home and in the community</li> </ul>
		<p>I CAN MAKE A SIMPLE CHOICE AND EXPRESS PREFERENCES</p> <ul style="list-style-type: none"> <li>I can make a choice between 2 or 3 objects</li> <li>I can give a reason for my choice</li> </ul>		<p>I CAN RECOGNISE ASPECTS OF CULTURAL DIVERSITY</p> <ul style="list-style-type: none"> <li>I can recognise groups that deal with equality/ diversity issues</li> </ul>
	Wellbeing	<p>I CAN IDENTIFY WAYS TO MANAGE CONFLICT <b>WITH SUPPORT</b></p> <ul style="list-style-type: none"> <li>I can work with a trusted adult to come up with strategies</li> <li>I can recognise what help I need to calm</li> </ul>	<p>I CAN DEVELOP STRATEGIES TO MAINTAIN POSITIVE EMOTIONAL WELLBEING</p> <ul style="list-style-type: none"> <li>I can recognise activities that contribute to positive emotional wellbeing (exercise etc)</li> <li>I can use strategies such as mindfulness to help me</li> </ul>	<p>I CAN UNDERSTAND THE VALUE OF RESPECT AND UNDERSTANDING</p> <ul style="list-style-type: none"> <li>I can recognise how we show respect in school</li> <li>I can recognise how we show respect in the community</li> </ul>
				<p>I CAN USE MINDFUL STRATEGIES TO HELP ME IN A RANGE OF SITUATIONS</p> <ul style="list-style-type: none"> <li>I can recognise activities that help me reduce anxiety</li> <li>I can begin to explain how they help me calm</li> <li>I can apply these strategies to a range of situations</li> </ul>

	Peer Pressure	<p>I CAN BEGIN TO RECOGNISE SOCIAL AND PEER PRESSURE WITH SUPPORT</p> <ul style="list-style-type: none"> <li>• I can join group activities that make me happy</li> <li>• I can recognise when people say “no” or “stop”</li> <li>• I can try to play within the rules of a game</li> </ul>	<p>I CAN RECOGNISE SOCIAL AND PEER PRESSURE</p> <ul style="list-style-type: none"> <li>• I can recognise how people show peer pressure</li> <li>• I can use strategies to deal with peer pressure</li> </ul>	<p>I CAN DEVELOP STRATEGIES TO CHANNEL ANTI-SOCIAL BEHAVIOUR</p> <ul style="list-style-type: none"> <li>• I can recognise types of anti-social behaviour</li> <li>• I can recognise situations where people might display anti-social behaviour</li> </ul>
	Interactions	<p>I CAN RECOGNISE DIFFERENT PEOPLE IN MY LIFE</p> <ul style="list-style-type: none"> <li>• I can recognise my family and friends</li> <li>• I can recognise different people who help me</li> <li>• I can talk about my family</li> </ul>	<p>I CAN RECOGNISE HOW TO MANAGE EMOTIONS IN DIFFERENT RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• I can recognise different types of relationships with people</li> <li>• I can recognise how to react and talk to different people</li> </ul>	<p>I CAN UNDERSTAND HOW TO INTERACT WITHIN FAMILIAR SOCIAL SITUATIONS</p> <ul style="list-style-type: none"> <li>• I can recognise different social situations where I interact with others</li> <li>• I can find examples of positive behaviour in different social situations</li> <li>• I can find examples of negative behaviour in different social situations</li> </ul>
				<p>I CAN DEMONSTRATE HOW TO INTERACT WITHIN FAMILIAR SOCIAL SITUATIONS</p> <ul style="list-style-type: none"> <li>• I can take part in group conversations appropriately</li> <li>• I can recognise formal and informal ways to act in different social situations</li> </ul>
<p>I CAN SHOW APPROPRIATE WAYS TO WORK WITH OTHERS</p> <ul style="list-style-type: none"> <li>• I can set ground rules to working in a group</li> <li>• I can share out roles in my group</li> </ul>				
<p>I CAN PLAY AN ACTIVE ROLE IN A GROUP</p> <ul style="list-style-type: none"> <li>• I can choose roles that best suit my skills</li> <li>• I can support and help others when working in a group</li> </ul>				
<p>I CAN REVIEW MY ROLE IN A GROUP</p> <ul style="list-style-type: none"> <li>• I can recognise what went well</li> <li>• I can recognise what went less well</li> <li>• I can say what I would change in the future</li> </ul>				
Relationships	<p>I CAN RECOGNISE RELATIONSHIPS I HAVE WITH SUPPORT</p> <ul style="list-style-type: none"> <li>• I can recognise my family and friends</li> <li>• I can recognise the relationships I have with other people (staff/ medical professionals etc)</li> </ul>	<p>I CAN UNDERSTAND WHAT MAKES HEALTHY AND UNHEALTHY RELATIONSHIPS</p> <ul style="list-style-type: none"> <li>• I can recognise positive behaviours in a relationship</li> <li>• I can recognise negative behaviours in a relationship</li> </ul>	<p>I CAN RECOGNISE DIFFERENT LEVELS OF INTIMACY AND THEIR CONSEQUENCES</p> <ul style="list-style-type: none"> <li>• I can recognise people in my social circles</li> <li>• I can recognise that I will share different information and emotions with these people</li> <li>• I can recognise the difference between friendships and intimate relationships</li> <li>• I can recognise positive and negatives behaviours in an intimate relationship</li> </ul>	

Area		STAGE 3	STAGE 4	STAGE 5
Skills for Life (Careers)	Personal strengths	<p>I CAN RECOGNISE WHAT I AM GOOD AT</p> <ul style="list-style-type: none"> <li>Teach a small group something I am good at</li> <li>Understand the term 'unique'</li> <li>Identify things that my friends are good at that are different to what I am good at</li> <li>Identify something I would like to get better at</li> </ul>	<p>I CAN NAME STRENGTHS AND SKILLS</p> <ul style="list-style-type: none"> <li>Identify skills that I use in different situations</li> <li>Name at least 2 things I can do on my own</li> <li>Name at least 2 things I need help with</li> <li>Name a strength my friend has</li> <li>Teach others a skill/talent that I have</li> <li>Identify a hope/dream I have for the future</li> <li>Create a simple plan for achieving a realistic aspiration</li> </ul>	<p>I CAN UNDERSTAND HOW I AND OTHER CAN IMPACT ON MY SELF-ESTEEM</p> <ul style="list-style-type: none"> <li>Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves</li> <li>Identify some simple strategies to help managing negative opinions/comments</li> <li>Explain how we can feel about ourselves (self-esteem) can be affected by what is happening in our lives</li> <li>Give reasons why media, including social media can affect how people feel about themselves</li> </ul>
	Preparation for adulthood	<p>I CAN IDENTIFY DIFFERENT JOBS</p> <ul style="list-style-type: none"> <li>Identify the skills that people need to have to do different jobs</li> <li>Identify a 'job' I might like to do in the future</li> <li>Identify how the community is helped by the different roles people do</li> <li>Explore vocational options for Key Stage 4/Post 16</li> </ul>	<p>I CAN UNDERSTAND THE SKILLS AND TYPES OF WORK</p> <ul style="list-style-type: none"> <li>Recognise how my own strengths, qualities and things we learn in school might link to future 'jobs'</li> <li>Identify different types of work people can undertake, e.g. full time/part time, paid, volunteering, apprenticeships, supported internships</li> <li>Identify people and organisations that can provide advice and support for future employment</li> <li>Recognise that there are different ways of financing adult life, e.g. paid work, personal independence payment</li> <li>Recognise different living arrangements, e.g. supported living, residential care, living independently</li> </ul>	<p>I CAN UNDERSTAND THE PROCESS OF GETTING AND BEING SUCCESSFUL IN A JOB</p> <ul style="list-style-type: none"> <li>Explore career paths based on different interests and skills</li> <li>Identify wages and qualifications needed to get specific jobs</li> <li>Understand the process for applying for a job</li> <li>Prepare for an 'interview'</li> <li>Identify aspirations for adulthood life</li> <li>Recognise that some jobs are paid more than others and money is one factors which may influence a person's career choice</li> <li>Describe some of the things that help to keep people healthy and safe at work</li> </ul>
	Diversity, rights and responsibilities	<p>I CAN UNDERSTAND RULES, LAWS AND CONSEQUENCES</p> <ul style="list-style-type: none"> <li>Explore the difference between rules and laws</li> <li>Identify some laws that we have in society</li> <li>Identify the familiar consequences for breaking the law, e.g. prison, fines, bans, community service</li> <li>Identify what might happen if we did not have rules and laws or people ignored them</li> <li>Identify what is meant by a 'right'</li> <li>Identify what is meant by a 'responsibility'</li> </ul>	<p>I CAN IDENTIFY RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> <li>Identify some of the similarities and differences between young people of our age</li> <li>Recognise that we all have things in common despite our differences, e.g. age, ability, sex, sexual orientation, gender identity</li> <li>Identify how rules and laws may be different based on race, religion and culture</li> <li>Identify some of the rights we have in and out of school</li> <li>Identify some of the responsibilities we have in and out of school</li> </ul>	<p>I CAN UNDERSTAND OUR RIGHTS AND WHAT CAN BE A BARRIER</p> <ul style="list-style-type: none"> <li>Name some of the ways we benefit from diversity in our friendships</li> <li>Name some of the ways we benefit from diversity in our community</li> <li>Recognise that everyone has human right and these are protected by the law</li> <li>Identify the rights to education</li> <li>Identify the rights to employment</li> <li>Understand what a 'stereotype' is</li> <li>Explain how a stereotype can lead to discrimination</li> <li>Identify how to safely challenge stereotypes or discrimination if we witness or experience it</li> <li>Identify who you can speak to if you are worried about your rights or those of others</li> </ul>

	Taking care of the environment	<p>I CAN NAME WHY IT IS IMPORTANT TO LOOK AFTER THE ENVIRONMENT</p> <ul style="list-style-type: none"> <li>• Explain the importance of a routine when taking care of animals or plants</li> <li>• Name at least 3 ways of showing compassion towards living things</li> <li>• Name at least 4 ways the environment can be damaged if it is not taken care of, e.g. vandalism, graffiti, litter, pollution</li> </ul>	<p>I CAN TAKE AN ACTIVE ROLE IN LOOKING AFTER THE ENVIRONMENT</p> <ul style="list-style-type: none"> <li>• Identify my responsibility and role in caring for the environment and living things</li> <li>• Identify the responsibility and role of others in my community in caring for the environment and living things</li> <li>• Explain how everyday choices can affect the environment positively (reducing, reusing and recycling)</li> <li>• Explain how everyday choices can affect the environment negatively (single use plastic, waste, pollution)</li> </ul>	<p>I CAN UNDERSTAND WIDER ENVIRONMENTAL ISSUES</p> <ul style="list-style-type: none"> <li>• Identify the responsibility and role of the wider society, e.g. Government, businesses in my community in caring for the environment and living things</li> <li>• Research a current topic around environmental damage and its impact on the world, e.g. ethical clothing</li> </ul>
	Managing finances	<p>I CAN NAMES GOODS AND SERVICES</p> <ul style="list-style-type: none"> <li>• Recognise different ways to pay for things, including online payments</li> <li>• Identify different ways to get cash, e.g. cash machine, cash back</li> <li>• Identify what is meant by a 'need' and a 'want' in relation to spending money</li> <li>• Give examples of what is a 'want' and what is a 'need'</li> <li>• Explain why it is important to save money</li> <li>• Understand the difference between 'goods' and 'services'</li> <li>• Give at least 2 examples of goods we buy</li> <li>• Give at least 2 examples of services we buy/use</li> <li>• Take part in an enterprise project – selling goods/services and taking money</li> </ul>	<p>I CAN UNDERSTAND THE VALUE OF MONEY</p> <ul style="list-style-type: none"> <li>• Identify the consequences of losing money</li> <li>• Identify ways we are encouraged to spend money, including online</li> <li>• Identify consequences of spending more money than we have</li> <li>• Understand the terms 'afford', 'borrow' and 'loan' in terms of money</li> <li>• Take part in an enterprise project –including working out related costs</li> </ul>	<p>I CAN UNDERSTAND HOW TO MANAGE MONEY</p> <ul style="list-style-type: none"> <li>• Identify the difference between an essential and a luxury purchase</li> <li>• Understand simple budgeting (how much coming in, going out, what's left)</li> <li>• Understand the difference between 'debt' and 'credit'</li> <li>• Understand what is meant by 'value for money'</li> <li>• Identify the benefits of saving for the future</li> <li>• Identify what we can do if something we buy is faulty and we want to return it (our legal rights)</li> </ul>
	Belonging to a community	<p>I CAN IDENTIFY THE GROUPS IN THE COMMUNITY</p> <ul style="list-style-type: none"> <li>• Identify what is special about being part of a group</li> <li>• Identify how being part of a group makes me feel</li> <li>• Recognise different groups in the community, e.g. identify different schools/football clubs, etc in the local area</li> </ul>	<p>I CAN RECOGNISE THE IMPORTANCE OF COMMUNITY</p> <ul style="list-style-type: none"> <li>• Recognise what different groups bring to the community</li> <li>• Explain how it feels to be part of a community</li> <li>• Suggest ways we can help people to feel welcome in the community</li> <li>• Plan a community event</li> </ul>	<p>I UNDERSTAND HOW PEOPLE CAN BECOME ISOLATED</p> <ul style="list-style-type: none"> <li>• Identify ways people can be isolated from their community</li> <li>• Identify facilities and groups in the community that support community inclusion</li> </ul>

	<p style="text-align: center;">Skills for learning</p>	<p>I CAN IDENTIFY MY OWN LEARNING STYLES</p> <ul style="list-style-type: none"> <li>• Identify a special skill or talent they have</li> <li>• Identify what can make it easier for them to learn, e.g. quiet space, learning outside, small groups</li> <li>• Identify what can make it harder for them to learn, e.g. noise, too many instructions</li> <li>• Identify an achievable short term goal to achieve in their learning</li> <li>• Create an and complete an action plan with manageable steps to achieve the target</li> </ul>	<p>I CAN IDENTIFY THE IMPORTANCE OF GOALS</p> <ul style="list-style-type: none"> <li>• Identify the difference between a short tem target and a long term goal</li> <li>• Understand the difference between realistic and unrealistic goals</li> <li>• Identify ways that can help us be organised in our learning</li> <li>• Recognise the positive emotions related to achieving a goal</li> <li>• Recognise the negative emotions related to not achieving a goal</li> <li>• Identify positives that can come from failure</li> </ul>	<p>I CAN UNDERSTAND HOW TO SUCCEED</p> <ul style="list-style-type: none"> <li>• Understand the term 'resilience' and how it applies to different areas of our lives</li> <li>• Understand how to set SMART targets to increase levels of success</li> <li>• Identify ways out current learning can inform our future plans</li> <li>• Name ways our strengths, interests and skills can help us make choice about our future</li> <li>• Create a careers plan and the steps to achieve this</li> </ul>
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