**NEW PfA Community**

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| **Key Stage** | **Pathway** | **Topics** | **Description** | | **Key Stage End Point (KSEP)** |
| KS1&2 | 1 | - Horse Riding  - Road safety  - My Classroom and School  - Travelling in the Community  - Social Interactions  - Everyday Activities: Shopping  - Exploring the Local Community | I am beginning to identify key places in my learning environment (e.g. my peg, toilet). I am beginning to develop understanding of key roles and places in school (e.g. reception, kitchen, caretaker). I am beginning to demonstrate following basic instructions when offsite (e.g. stop, wait). I am beginning to wait and take turns when playing with others. I can respond to my name. I can recognise and name staff in my class. I can recognise and name peers in my class. I am beginning to participate in phase events. I am beginning to match real objects in a shop to pictures or symbols with support. with support I can follow and engage in instructions given to me by an unfamiliar instructor in the community. I can mount and dismount a horse with adult support. I am beginning to tolerate safety equipment for horse riding for a significant amount of time. I am beginning to recognise people who can help me in the community (e.g. police, fire, ambulance, doctors) with support. I am beginning to tolerate accessing facilities in my wider community. I am starting to demonstrate appropriate behaviour (e.g. volume of voice). I can follow basic rules to keep me safe when travelling in the minibus. I am beginning to tolerate being in close proximity or engaging with an animal. I am beginning to hold an adults hand and walk safely when near to roads. I am starting to recognise my own emotions and communicate these. I am starting to tolerate being in a shopping environment, with support. | | Age 11 |
| KS1&2 | 2 | - My Class and School Community  - Road Safety  - Horse Riding  - Travelling in the Community  - Social Interactions  - Everyday Activities: Visiting Shops  - Knowing the Local Area | With prompts, I can put my personal belongings in the right place (bag, coat). With prompts, I know where to find classroom equipment. With support, I am able to find key people and places in school. I am beginning to demonstrate an understanding of how to keep myself safe at the side of the road (i.e. stop and wait). I am able to hold hands or begin to walk safely next to an adult when walking near to roads. With prompts, I am able to demonstrate appropriate behaviours in the community. I am starting to access different forms of transport. With prompts, I am beginning to identify people in the community who can help me in an emergency (i.e. if i get lost). I am beginning to recognise different emotions in others. With prompts, I can apologise when I have done something wrong. I am beginning to understand the different types of relationships in my life. I am beginning to create a shopping list using pictures and/or symbols. I am beginning to locate everyday items in a shop, with support (i.e. milk and bread). I am beginning to understand how I can make myself feel safe and comfortable in a shopping environment (ear defenders). I am starting to recognise different places in my local area. I am beginning to understand how to access key people in my community (police station etc) and I am beginning to explore possible risks in the community. With prompts, I can follow and engage in instructions given to me by an unfamiliar instructor in the community. I am beginning to positively engage with an animal. I am able to put on my safety equipment, with support. I can identify things i can do to help care for an animal. | | Age 11 |
| KS1&2 | 3 | - My Class and School Community  - Road Safety  - Horse Riding  - Travelling in the Community  - Social Interactions  - Everyday Activities: Visiting Shops  - Knowing the Local Area | I am able to put my personal belongings in their designated location, independently. I am able to find classroom equipment, independently. I am able to find key people and places in school, independently (i.e. Receptionist, Chef). I can demonstrate that i understand how to keep myself safe near roads (i.e. stop and wait). I can walk safely, next to an adult, when walking near to roads. I can show an understanding of what to do at different crossing types (e.g. zebra crossing, pelican crossing). I can demonstrate an understanding of appropriate transport methods for different activities. e.g. a plane to go out of the country). I can access different forms of transport safely. I can communicate when i am lost in the community and know what to do if this happens. I can communicate with others appropriately depending on the relationship and environment. I can recognise how my actions may have an impact on other people's emotions. I can respect the likes and dislikes of others, even when they are different to my own. I can locate items from my shopping list in a shop (knowing the rough location i.e. milk is in fridges, bread is not in the freezer. I am able to recognise and gather anything that is needed for a successful shopping trip (e.g. ear defenders, my shopping list). I know how to access people in the community who can help me, independently. I am able to access key places in my local area (eg. parks, hospital, transport links). I am aware of risks that I could be exposed to when in the community and can start to demonstrate what to do in these situations. I can follow instructions given to me by an instructor in the community. I can positively engage with an animal. I can put the safety equipment on independently (i.e. the hat). | | Age 11 |
| KS3 | 1 | - My Class and School Community  - Exploring the Wider Community  - Everyday Activities: Doctors and Dentists  - Horse Riding  - My Inner Circle  - Social Interactions  - Travelling in the Community  - Engaging with People in my School Community  - Exploring the Local Community  - Everyday Activities: Visiting Shops | | I can identify my likes and dislikes and can consistently choose an activity I enjoy. I can communicate my interests and hobbies with others. I can identify my needs and can communicate what I need help with. I can recognise familiar people and ask them for support (symbols/words etc). I am familiar with my surroundings and can find some familiar locations around school (hall, playground, library etc.). I recognise people and places within the local community. I am beginning to access the local community and amenities with supervision e.g. local shops, parks. With support, I am beginning to understand how to stay safe within different community settings, e.g. roads, railway, water. With support I can engage with unfamiliar adults in the community (e.g. accepting items at the shop, looking at what book a librarian is pointing at). With support, I can approach my peers in a friendly manner and can routinely interact appropriately with them. I can use symbols or signs/verbal communication to say hello and goodbye to an adult in the wider community. I can demonstrate a daily routine within the school setting, e.g. dinner time. I am developing my understanding of different relationships within different environments, e.g. hugs and kisses at home with family. I know who part of my family is. I can demonstrate appropriate behaviour within a group situation and when out in the community. With support I can follow and engage in instructions given to me by an unfamiliar instructor in the community. I can mount and dismount a horse with adult support. I can engage in progressing from a walk to a canter on a horse when supported. I am showing an interest in animal care and can perform routines around this. I can recognise some of the equipment and clothing I need to bring horse-riding. | Age 14 |
| KS3 | 2 | - Engaging the World Around Me  - Being a Good Citizen  - Reflecting on and Communicating About Visits  - The Community Around me and Wider Picture  - Having a Social Life  - Keeping Myself Safe in the Community / Building Resilience  - Appropriate Behaviours When Out and About  - Friendship Groups  - Map Skills | | I can follow basic rules to keep me safe when travelling on the minibus. When I am out in the community I can demonstrate appropriate behaviours, e.g. volume of voice. I am able communicate through actions, symbols or words and use my manners well. I can answer and ask simple questions using symbols, signs or my voice. I am starting to recognise different places in my local community. I can recognise different people who can help me in both school and community settings and how they do this. I am starting to recognise the three main emergency services and how they help us (e.g. an ambulance for an injury etc.). I know who it is safe to approach for help when I am out in the Community. I can communicate about a visit I have been on to a place of interest. I can apologise when I've done something wrong. I understand how my actions make me feel and the people around me. I recognise my hobbies and understand that my friends might have different likes and dislikes and that is OK. I am developing my understanding of different relationships within different environments, e.g. hugs and kisses at home with family. I am able to access different forms of transport and behave appropriately with adult supervision (e.g finding an empty seat or putting on a seatbelt). I can make a positive contribution to my school community (cleaning, reading and volunteering for jobs etc.). I can engage in volunteering within the wider community (bulb planting, litter picking etc.). I know how community projects help people (in and out of school). I can locate and label familiar places on a school map (hall classroom etc.). With support I can use a map to find or locate something in a familiar area. With support I can use a map to find or locate something in an unfamiliar area. | Age 14 |
| KS3 | 3 | - Risks in the World Around Me  - Being a Good Citizen  - Making Decisions  - The Community Around me and Wider Picture  - Having a Social Life  - Keeping Myself Safe in the Community / Building Resilience  - Appropriate Behaviours When Out and About  - Friendship Groups  - Planning a Visit / Residential | | I am aware of radicalisation and how people might influence me. I can respect and explore diverse social groups. I understand the consequences of actions in terms of criminal justice. I know how to be a good ambassador for Foxwood Academy. I am aware of local amenities so I can have a social life. I understand families are all unique. E.g., Same sex marriages. I can engage positively in an activity that my friend wants to participate in. I am aware on when and how to use emergency services. I am able to communicate when I am lost, worried or afraid and know what to do. I can show respect, tolerance and appropriate behaviours in public. I understand the consequences of acting inappropriately in public. I can communicate appropriately in different situations. I can identify healthy and unhealthy relationships. I am aware of different types of bullying and can recognise when it is bullying. I can recognise unhealthy relationships and how to remove myself from these situations. I can work with my class to plan and participate in a trip. I can plan a safe walking route in the local community. I can check timetables for public transport. I can plan a visit with friends taking into consideration times and length of travel. I can independently avoid hazards in the community (signs, groups of people, spillages etc.). | Age 14 |

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| 14-19 | 1 | - Horse Riding  - My Community / The Wider Picture  - Being a Good Citizen in the Community  - Public Transport  - My Inner Circle  - Adaptive Communication Techniques  - Community Safety  - Events and Celebrations  - Safety and Injury Prevention  - Planning a Day Out | I can tolerate wearing safety equipment for an extended period of time. I can show appropriate behaviour around an animals. I can tolerate being on a horse while moving. I can recognise my house and who lives in it. I can recognise places I could go in the community and I am learning what activity happens in different locations and venues. I can use appropriate voice volume in the community. I can show a level of understanding around appropriate disposal of rubbish. I can show a level of understanding about appropriate behaviour in the community (using unfamiliar toilets - public and private). I can sit on transport safely eg tolerate a seat belt. I can sit in an empty seat on a bus/train/tram. I know the structure of my family and can communicate this to someone else. I can understand different types of relationships and friendships and I understand consent in a friendship. I know an adaptive communication technique that helps me communicate. When I'm in the community I can use my communication technique if helped by a trusted adult. I can walk safely alongside an adult on a pavement and I know to stop at the side of the road if I want to cross it. I can identify "the green man" and other signs to help me cross the road safely. I understand personal space and can navigate myself through a crowd. I can safely get my food in the dining hall and know what to do if anything spills. I make choices about where I would like to go in the community. I can express my likes and dislikes about venues and locations eg if its too noisy. | Age 18 |
| 14-19 | 2 | - How My Local Community Can Help Me  - Being a Good Citizen  - My Inner Circle  - Democracy  - Having a Social Life  - Keeping Myself Safe in the Community  - Celebrating and Being Understanding of Others  - Working as a Team to Help the Community  - Planning a visit/ Residential | I am aware of my academic, personal and social strengths and know how to ask for support. I can describe the structure of my family and can communicate this to someone else. I can describe different types of family structure.  I know how to appropriately communicate in different situations, e.g. with peers, teachers and the community. I can describe my responsibilities as a member of the wider community. I know that a persons actions have consequences in terms of the criminal justice system. I am aware of the dangers that are present in the community and can use safety strategies when necessary. eg. gangs, grooming, racism, abuse. I know that people might try to influence me and get me to do things that I don’t want to do. I can plan a visit with friends and negotiate an outline plan. I know what a healthy social relationship is. I recognise when a relationship is unhealthy and know how to remove myself from this situation. I understand how the democratic process works. I describe the role of different parts of Government and how laws are made. I can describe who the police are and say how they can help me. I understand the role of the courts and justice system in society. I can name different faiths. I can describe how faiths differ. I understand that my opinion might not agree with another persons and can accept that difference of opinion. I can describe how the community supports someone with a disability. I can name some roles in the health service and describe how they can help someone. | Age 18 |
| 14-19 | 3 | - How My Local Community Can Help Me  - Being a Good Citizen  - My Inner Circle  - Democracy  - Having a Social Life  - Keeping Myself Safe in the Community  - Celebrating and Being Understanding of Others  - Working as a Team to Help the Community  - Planning a visit/ Residential | I am aware of my academic, personal and social strengths and areas I need support with. I understand that my family situation is unique to me and I am aware of how this differs from others. I know how to appropriately communicate in different situations, e.g. with peers, teachers and in the workplace. I understand my responsibilities as a member of the wider community. I know that a persons actions have consequences in terms of the criminal justice system. I am aware of the dangers that are present in the community and can use safety strategies when necessary. eg. gangs, grooming, racism, abuse. I know about radicalisation and how people might try to influence me and get me to do things that I don’t want to do. I can plan a visit with friends and negotiate an outline plan. When planning to attend an event i can consider event times and length of time to travel, e.g. making at the cinema for a specific film time. I know what a healthy social relationship is. I recognise when a relationship is unhealthy and know how to remove myself from this situation. I Know what key British Values are. I know what the main political parties are and can summarise what they stand for. I understand how the democratic process works. I understand the role of different parts of Government and how laws are made. I understand the role of the courts and justice system in society. I understand there are different faiths and understand how they differ. I understand that my opinion might not agree with another persons and can accept that difference of opinion. I understand the rights and responsibilities of a person with a disability and how the community supports this. I understand how the NHS and other health services or support groups supports people with disabilities. | Age 16-18 |