



## **Relationships Education, Relationships and Sex Education (RSE)**

Committee/Person Responsible for Policy:	<b>Pupil and Curriculum Committee Headteacher</b>
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### **Introduction and Context**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The government has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Foxwood is a 3-19 Academy and so this policy covers both.

The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. The depth and breadth of views is clear, and there are understandable and legitimate areas of contention.

Foxwood has closely followed the guiding principles outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.) when writing this policy and will make additions when necessary or if new guidance is published.

Foxwood will ensure that the compulsory subject content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters. Foxwood aims to complement and reinforce this role and believe that building on what pupils learn at home is an important part of delivering a good education.

In our primary department (up to age 11), we aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. The content is delivered through our preparation for adulthood curriculum, our PSD curriculum and as a theme that runs throughout the Academy curriculum.

In our secondary departments (KS3-5) we deliver Relationships and Sex Education (RSE) which builds on the primary knowledge and understanding and will also be taught thorough our Preparation for Adulthood curriculum and PSD. The very nature of our Academy means that these lessons MUST NEVER be taught as a 'one off' or in a particular block or period of time and so reference and learning about these issues is addressed almost daily. Science lessons provide content relating to physical changes that occur as a result of maturation. These compliment the learning delivered in other areas.

### **Status of this policy:**

This policy is written in line with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

More information is available in the following documents:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
  - National Citizen Service guidance for schools.

All of these documents are available online or a paper copy can be requested from the Academy if needed.

### **Content and delivery**

The lead teachers for RSE are the Headteacher, the Head of Curriculum (DHT) and RSE lead. All work closely with colleagues in related curriculum areas to ensure Relationships Education and RSE complement, and do not duplicate, content covered in other subjects. All staff (as of Summer 2019) have carefully written and reviewed the Academy Age Related Expectations (ARE's) to ensure that the content is accurate and is carefully spread across the Foxwood curriculum. Foxwood curriculum INTENT can be accessed [here](#)

We are aware that the distinction between the online world and other aspects of life are less marked than for some adults. We ensure that the Academy closely follows the guidelines outlined in 'Education for a Connected World' when delivering aspects of RSE through our Online Safety curriculum.

RSE lessons are delivered by all teachers at the Academy who are often supported by non teaching support staff (TAs). Quality assurance of lessons is completed by the Headteacher. Staff are periodically updated and Foxwood provides appropriate CPD.

### **Policy development:**

This policy was shared with a group of teachers, the senior leadership team (DHT & AHT), the Head of Care and a small group of 14-19 students for their opinions and feedback. The policy was draft policy was available on the school website and parents were encouraged to look at the policy and give us feedback. The policy will be reviewed every three years from the date of approval. Governors will approve the policy.

### **Religion and belief:**

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. When teaching these subjects, the religious background of all pupils is taken into account so that the topics that are included appropriately handled. Foxwood ensures that it complies with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Where teachers are unsure of necessary changes or adaptations needed to meet religions and beliefs they should speak with their phase leader, the lead teacher for RSE or the Headteacher for advice.

### **Equality:**

Foxwood complies with the relevant requirements of the Equality Act 2010.

Foxwood does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Foxwood staff are equality trained and are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

### **SEND:**

RSE is accessible to all pupils. High quality teaching is differentiated and personalised and is the starting point to ensure accessibility. Foxwood delivers much of its RSE programme through its Preparation for Adulthood curriculum as outlined in the SEND code of practice. Foxwood views RSE as an ESSENTIAL part of its curriculum and an essential part of the learning for all children and young people with additional needs.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching Relationships Education and RSE, Foxwood ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Foxwood ensures it complies with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Foxwood ensures that its teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach pupils about LGBT, we ensure that content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

### **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Under the 2019 Guidance, parents may now withdraw their child from sex education classes. It would need to be pointed out to parents that much of relationship and appropriate education is part of the total curriculum; incidental education in this area is as important as formal sessions.

If a parent has a concern about sex education they should direct it to the Deputy Headteacher and Headteacher in the first instance. If not satisfied they should then contact the Chair of Governors. (Section 241 of the Education Act 1993 gave parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order).

This right was enshrined in section 252 of the Education Act 1996 and the Learning and Skills Act 2000. This parental right currently extends to all pupils attending the Academy, including those over compulsory school age, and may be exercised by either parent or a person who has responsibility or care of the child. However, the government altered its legislation to alter the right of withdrawal down to the age of 15 from 2011.

Parents do not have the right to withdraw Year 11 or sixth form students from Sex & Relationship Education.) Whilst parents are not required to give reasons for their decision, the Academy would be grateful if parents would voluntarily indicate their reasons for withdrawal so that any possible misunderstanding about the nature of the sex education provided by the school can be resolved. It is, of course, hoped that no parent will feel the need to withdraw their child.

### **Content:**

The Statutory guidelines outline the following topics and learning as appropriate for children and young people in schools and Academies. Our curriculum closely matches this content. More detail is available on request:

Primary/ Age 11 Related expectations	
Area/Topic	Learning
Families and people who care for me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li></ul>

	<ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships. <ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> </ul> </li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>

	<ul style="list-style-type: none"> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> </li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. <ul style="list-style-type: none"> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> </li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

Secondary/ Age 12 – 19 Related expectations	
Area/Topic	
Families	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> </ul> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p>



	<ul style="list-style-type: none"> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into. <ul style="list-style-type: none"> <li>• The characteristics and legal status of other types of long-term relationships.</li> </ul> </li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul>

	<ul style="list-style-type: none"> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. <ul style="list-style-type: none"> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• How information and data is generated, collected, shared and used online. Being safe Pupils should know</li> </ul> </li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>

### **RSE and the Law.**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. RSE and the law is taught through the Preparation for adulthood curriculum, through PSD and through our e-safety curriculum

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils are made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

### **Resources:**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

### **Cross government strategies:**

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-c-cross-government-strategies-for-relationships-education-relationships-and-sex-education-rse-and-health-education>



## PSD

Key Stage	Pathway	Topics	Description (Consider the key areas of PSD)	Age Related Expectation (ARE)	'Grade'
KS1&2	Pre-Formal	PSD taught cross-curricular	I can play alongside my peers and show an interest in what they are doing. I can take turns and wait with support from an adult. I can listen and follow simple instructions especially when embedded in routine. I can show awareness of a range of different environmental sounds. I can communicate my basic needs and wants and likes and dislikes. I can shift my attention to different activities in class. I show recognition of class rewards and sanctions. I can regulate my emotional responses with help from an adult. I can tolerate help with intimate and personal care needs and am beginning to become more independent. I can locate a toilet and/or changing facilities independently in a familiar setting. I can communicate a need for the toilet and/or the need to be changed. I can actively cooperate with toileting and/or changing routines. I can show an awareness of what the toilet is used for. I can follow key self-care routines with increasing independence. I can request help in an appropriate way if needed. I can recognise and name equipment used in key self-care routines and take some responsibility for such equipment e.g. toothbrush, towel, wash bag. I can recognise symbols to support self-care routines.	Age 11	11PF
KS1&2	Semi-Formal		I am beginning to understand my own feelings and the feelings of others. With support from an adult, I am beginning to regulate my feelings, and I can tell an adult if someone is upsetting me. I try to take turns and I can play a game nicely with my friends without being a sore loser. I am aware of other's feelings and I take them into account when interacting with them. I am beginning to show empathy when someone has hurt themselves or is sad. I try to follow instructions and I am aware that actions have consequences. I abide by the rules in the classroom as much as I can, and I am aware of the consequences if I break these rules. I can get myself changed independently and I can go to the toilet by myself. I am becoming aware that I am growing up and I know that I will become an adult one day.	Age 11	11SF

KS1&2	Formal		I am aware of my feelings and I use techniques to help me regulate my emotions and behaviour. I try my best to follow class rules and I am aware that I must take responsibility for my actions. I know when a peer is not being kind to me, and I am beginning to develop strategies for conflict resolution with peers. I am aware there are laws around conflict. I know about the law around knife crime and that it is against the law to carry a knife. I can inform adults of my wants and needs in a polite way. I am polite with members of staff and I am a good friend. I listen carefully in assemblies and large group settings and contribute where I can. I can describe myself positively and say what I am good at. I am aware that my bodies will go through changes in the next few years and how to cope with those changes. I am aware of appropriate ways of touching my peers and I use kind hands and feet. I am independent with my personal care including changing for PE.	Age 11	11F
KS3	Pre-Formal	<ul style="list-style-type: none"> <li>- Rules</li> <li>- Listening Skills</li> <li>- Friendships and Relationships</li> <li>- Public and Private</li> <li>- Social Skills</li> <li>- Communication Skills</li> <li>- Sex and Relationship Education</li> </ul>	I follow the rules in my classroom when signed or verbally spoken to me and I understand that if I do not follow the rules, I have a consequence. I try to listen to adults and peers when they communicate with me and I know that if someone asks me a question I should respond. I can communicate my needs and wants to an adult with support. I am aware that people's bodies and feelings can be hurt, including what makes others feel comfortable and uncomfortable, and I do not try to hurt people on purpose. I am aware of the difference between those who are a friend and those who are unkind to me. I am aware of different types of relationships and I know that kissing and hugging is for family. I know that some people are in a relationship and they may hug and kiss too. I know who is appropriate to have a relationship with. I know how to act appropriately in public. I know the changes my body is going through. I know what masturbation is and I know that this is a private thing. I engage with massage, yoga and other techniques to help me stay calm. I am becoming more independent with my personal care.	Age 14	14PF

KS3	Semi-Formal	<ul style="list-style-type: none"> <li>- Personal Targets towards Attention skills</li> <li>- Health and Wellbeing (Self appreciation)</li> <li>- All about me</li> <li>- Personal targets towards interacting with others</li> <li>- Relationships</li> <li>- Personal Targets towards Organisational skills</li> <li>- Living in the wider world</li> </ul>	<p>I can greet both adults and pupils appropriately. I have good personal space when talking to people and I try to make eye contact. I can continue a conversation with friends and adults, and I answer questions that are directed to me. I try to maintain attention during large group activities, e.g. assemblies. I engage in lessons and I know to try my best even when something challenges me. With support I can ask questions of my own. I am aware of most of my feelings, and I try to use techniques to help me keep control of them as I get older. I understand what self-love is and I know some techniques to help me when I feel worried or sad. I am aware of some appropriate ways to resolve conflict with my peers. I know what bullying is and I do my best to prevent and report it. When I am at school, I can follow routine, but I am aware that sometimes things change. I understand that there are different types of relationship and who it is appropriate to have a romantic relationship with, e.g. not teachers. I know my body is going through changes and that it may cause me to have different feelings. I am aware of personal care and I try and be independent with this. I know what masturbation is and I know that it should be private. I know what sex is and why adults do it, e.g. to show love, make a baby. I am aware that I have rights and I know that I have responsibility to respect the rights of myself and others. I am aware that I am part of a wider society outside Foxwood and I can do my bit to help the world such as saving energy and recycling. I respect people of different cultures, religions and ethnicities to my own. I know that there are laws around conflict. I know and I am beginning to understand the law around knife crime and that it is against the law to carry a knife.</p>	Age 14	14SF
KS3	Formal	<ul style="list-style-type: none"> <li>- Talkabout body language</li> <li>- Talkabout talking</li> <li>- Talkabout friends</li> <li>- Talkabout friends/ assertiveness</li> <li>- Talkabout assertiveness</li> </ul>	<p>I can express my feelings appropriately and assertively. I value other's opinions and I share my own appropriately. I know that not everyone will want the same things I want, and I can use compromise to resolve issues with others. I can develop some techniques to help me with conflict resolution. I know the laws around conflict and that breaking these laws have consequences. I know and understand the law around knife crime and that it is against the law to carry a knife. I understand what I should share and what is not necessary to share, including secrets. I know what peer pressure is and I am aware of what I should and should not agree to. I understand who I can trust. I understand what jealousy is and how to deal with it appropriately. I know good qualities to look for in a partner. I am aware of how to meet new people safely both online and in person. I understand that emotional wellbeing is important and how I can stay kind to myself.</p>	Age 14	14F
14-19	Pre-Formal	<ul style="list-style-type: none"> <li>- Healthy Living</li> <li>- Community Action</li> <li>- Environmental Awareness</li> <li>- Managing own money</li> <li>- Personal safety in the home and community</li> <li>- Making the most of leisure time</li> </ul>	<p>I know some ways to live a healthy lifestyle and I can carry out a personal care routine with support. I can help look after my environment by conserving energy and recycling with support. I know what items to buy on a regular basis and can use coins or notes to buy these. I am cautious using equipment I may use within the home. I am aware of the risks I might face when out and about. I know what I like to do, and I experience different places of leisure and identify those that I enjoy. I can identify technological equipment and I can demonstrate safe practises using the technological equipment I might have in the home. I can demonstrate skills I might need to</p>	Age 18	18PF



		<ul style="list-style-type: none"> <li>- Using technology in the home and community</li> <li>- Preparation for work</li> <li>- Parenting awareness</li> </ul>	develop to work or be part of society. I understand the difference between public and private and how to behave appropriately. I interact with my peers and I identify who my friends are. I understand my feelings and I can respond to support to help me regulate them. I know what a baby needs to survive and I am aware of the demands of a baby.		
14-19	Semi-Formal	<ul style="list-style-type: none"> <li>- Healthy Living</li> <li>- Managing Social Relationships</li> <li>- Environmental Awareness</li> <li>- Developing Self</li> <li>- Community Action</li> <li>- Personal Safety in the Home and Community</li> <li>- Dealing with Problems in Daily Life</li> <li>- Working as Part of a Group</li> <li>- Parenting Awareness</li> </ul>	I know how to practise a healthy lifestyle and I am mostly independent with my personal care. I can identify some ways that I can care for my environment and make a positive contribution to society. I understand why it is important to look after my environment and I can demonstrate this. I am aware of other people that may need help and how I can help them. I understand my feelings and I know techniques to help regulate them. I am driven to be ambitious and to achieve my goals. I can take part in various projects to give back to my community. I know how to use technological equipment safely. I am aware of the risks I might face when at home or when out and about. I know about the skills I might need to develop to work, volunteer or be part of society. I understand the difference between public and private and how to behave appropriately. I know who my friends are and the difference between a relationship and a friendship. I know ways to work as a team and I practise conflict resolution strategies to prevent arguments. I know the laws around conflict and that breaking these laws have consequences for me. I know and understand the law around knife crime and that it is against the law to carry a knife. I am aware of problems I may face as I get older and I know what to do in these situations. I can work as a team and consider other's opinions. I know what a baby needs to survive and I am aware of the demands and commitment required to raise a child	Age 18	18SF
14-19	Formal	<ul style="list-style-type: none"> <li>- Healthy Living</li> <li>- Managing Social Relationships</li> <li>- Environmental Awareness</li> <li>- Healthy Eating</li> <li>- Community Action</li> <li>- Identity and Cultural Diversity</li> <li>- Food Safety in the Home and Community</li> <li>- Your Money in the Future</li> <li>- Parenting Awareness</li> </ul>	I practise a healthy lifestyle and I am independent with my personal care routines. I know about the importance of a balanced diet and how I can keep my own diet balanced and nutritious. I understand that my friends and family and I may not always get on, but I handle conflict resolution well and with maturity. I know the laws around conflict, and I understand the consequences for me of breaking these laws. I know and understand the law around knife crime and that it is against the law to carry a knife. I am aware of the environment and can come up with my own ways to help. I can organise and help run a community action project. I am aware of my own identity, the identity of others, and I embrace cultural diversity. I can prepare a meal safely in the kitchen. I know where my source of income comes from and I am aware of banks and how to look after my money. I know what a budget is and what sort of products are a necessity and which products are less essential. I know that two adults have sex to make a baby. I know that two adults should only have a child if both people are ready for a child and can look after it. I am aware that there are preventative measures to getting pregnant. I am aware of who would be an appropriate partner for me. I know what a baby needs to survive and I am aware of the demands and commitment required to raise a child, e.g. a stable income, time.	Age 16-18	16-18F

## **PfA Health**

<b>Key Stage</b>	<b>Pathway</b>	<b>Topics</b>	<b>Description</b> <i>(Consider the key areas of Healthy eating, Healthy environment, Healthy lifestyle, Healthy mind)</i>	<b>Age Related Expectation (ARE)</b>	<b>'Grade'</b>
KS1&2	Pre-Formal	<ul style="list-style-type: none"> <li>- Dance</li> <li>- Sensory Story</li> <li>- Interaction and communication</li> <li>- Massage</li> <li>- Big and Small movement</li> <li>- Yoga</li> <li>- Real World 'The kitchen'</li> <li>- Swimming</li> </ul>	I can explore with my hands and recognise different textures, e.g. communicate a like or dislike by acceptance or rejection. I can hear and respond to sound, light and voices. I look to see and recognise my friends and the staff that work with me. I move to music in different ways. I can listen to music and respond in different ways to pitch, volume and tempo, e.g. running to fast music. I engage with props in an appropriate way and copy a modelled action. I can communicate basic emotions using my preferred means of communication. I can make fine and gross motor movements. I can familiarise myself with the kitchen space, equipment and basic safety elements within it, e.g. identify white goods. I enjoy the experience of swimming.	Age 11	11PF
KS1&2	Semi-Formal	<ul style="list-style-type: none"> <li>- Peer massage</li> <li>- Horse Riding</li> <li>- Movement, Co-ordination and Balance</li> <li>- Gross and Fine Motor Skills</li> <li>- Thinking Skills</li> <li>- Yoga</li> <li>- Mindfulness</li> </ul>	I can be gentle with animals and use soft and gentle movements. I can be gentle with my friends and can touch gently and sensitively if and when it is appropriate. I know to keep my hands to myself and to touch appropriately. I know when to be big and loud and when to be quiet and soft. I can run, jump and splash for fun. I know what to do when I am hurt. I can drink water throughout the day and know to fill my water bottle when it's empty. I can name basic body parts and can participate appropriately in peer massage. I can thank my peers for my massage. I can be quiet and calm when listening to calm music. During PE, I stand in my own space and I am beginning to understand why I need my own space. I can wash and dry my hands and can splash my face with water. I can rub my teeth with my toothbrush and usually get the toothpaste on the brush. I can have a shower and with encouragement get my hair wet. Sometimes I can wash my hair with support. I can join in with yoga sessions and I am beginning to understand why exercise is important. I can go to the swimming pool, get in and play in the water and demonstrate that I am starting to swim.	Age 11	11SF
KS1&2	Formal	<ul style="list-style-type: none"> <li>- Horse riding</li> <li>- Fitness 'Walking'</li> <li>- Managing My Own Health</li> <li>- Yoga</li> <li>- Talking About Pain and Health Problems</li> <li>- Finding a hobby</li> <li>- Emotional wellbeing</li> </ul>	I can walk slowly and quickly and sometimes I can jog for a set period of time. I know ways to keep myself healthy and clean and I can get ready for a day or night out. I know what I would need and can pack a backpack for a sleepover. I know what a healthy diet means and I can recommend the right foods to eat. I know when I'm unwell and can tell someone. I can tell you what I like to do and, with support, I can learn about and tell or show people my hobbies. I can list my friends and family members and I know why it's important that my friends and family are happy. I know why people say 'I love you' and I know what it means when two people are in a relationship.	Age 11	11F

KS3	Pre-Formal	<ul style="list-style-type: none"> <li>- Body Awareness A and B</li> <li>- Mind and Body 'Introduction to Yoga'</li> <li>- Mind and Body 'Yoga and Relaxation'</li> <li>- Mind and Body 'Yoga Motor Planning'</li> <li>- Mind and Body 'Massage'</li> <li>- Sensory Story</li> <li>- Emotional Wellbeing 'Mindfulness'</li> <li>- Food and Eating Skill</li> </ul>	<p>I understand most parts of my body and I can follow instructions related to different parts of my body. I can demonstrate greater control over my body and maintain small and big shapes for longer periods. I am aware of my gender and I am beginning to understand my moods but will need help with regulation. I can engage with sensory stories in an appropriate way. I can respond appropriately to massage and can engage with activities to promote relaxation.</p>	Age 14	14PF
KS3	Semi-Formal	<ul style="list-style-type: none"> <li>- Eating and Nutrition 'Cooking Simple Meals'</li> <li>- Hygiene</li> <li>- Managing Own Health</li> <li>- Exercise/Health and Hygiene</li> <li>- Personal Life Choices</li> <li>- Keeping Your Room Clean</li> <li>- Emotional Wellbeing 'Getting a Good Night's Sleep'</li> <li>- Food and Eating Skills</li> <li>- Living Arrangements</li> </ul>	<p>In the kitchen I can cook healthy snacks and serve hot and cold drinks. I can keep the area clean and can wash up and dry items correctly. I can cook a meal with support. I know why and how to keep rooms tidy and clean. I understand why it's important to get a good night's sleep and I can make my own bed. I know who can make up a household and recognise that all families are different. I can tell you about and demonstrate my daily personal hygiene routine. I can think of others and how my actions can help or hinder them. I know how to exercise and where to go to exercise. I demonstrate that I exercise and I know some of the long term benefits and short term effects of exercise. I know about the different types of relationships between family and friends. I know that people can choose to be in a sexual relationship and this is about choice and consent.</p>	Age 14	14SF

KS3	Formal	<ul style="list-style-type: none"> <li>- Eating and Nutrition 'Cooking Simple Meals'</li> <li>- Hygiene</li> <li>- Managing My Own Health</li> <li>- Exercise/Health and Hygiene</li> <li>- Personal Life Choices</li> <li>- Keeping Your Room Clean</li> <li>- Emotional Wellbeing</li> <li>- 'Feelings/Emotions/How Others Make You Feel'</li> <li>- Food and Eating Skills</li> <li>- Living Arrangements</li> </ul>	<p>I know the difference between a healthy and unhealthy relationship. I know that relationships can change between friends and loved ones. I know that I might want to do things to myself or others but this must be appropriate to the situation, person and my environment. I understand there must be consent within a relationship. I understand that without consent I would be breaking the law. I know that people will make choices based on their sexual orientation and recognise some of the issues facing LGBT communities. I understand the idea of sexual health and the dangers of STI's. I know what obesity is and can demonstrate ways to stay healthy. I can identify and follow a personal hygiene routine. I can identify how diet, smoking and alcohol can have long term effects on my health. I can list places in my local community that I can go to, to keep fit and healthy.</p>	Age 14	14F
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14-19	Pre-Formal	<ul style="list-style-type: none"> <li>- Planning and Preparing Simple Meals (D1)</li> <li>- Hygiene (M3)</li> <li>- Dealing With Problems (M7)</li> <li>- Fitness 'Swimming' (C3)</li> <li>- Preparing Drinks and Snacks (D6)</li> <li>- Keeping your Room Clean (D5)</li> <li>- Emotional Wellbeing (M8)</li> <li>- Food and Eating Skills (D2)</li> <li>- Healthy Living (M9)</li> </ul>	<p>I can recognise healthy and unhealthy food choices and understand the importance of a balanced diet, e.g. not eating crisps all the time, and I can prepare simple meals and snacks. I have a basic understanding of safety in the kitchen and how to use simple kitchen equipment. I can demonstrate basic cleaning skills, e.g. how to wash up, and I can demonstrate my understanding of good food hygiene, e.g. washing hands. I can recognise my own emotions and how I am feeling and I can recognise some basic emotions of others. I am beginning to understand how to try to regulate my own behaviours and I can recognise that a variety of things effect my emotions. I have an understanding of different health services, e.g. doctors, and understand their purposes and how to access them. I understand the importance of maintaining my health, e.g. going to the dentist regularly. I can complete basic personal hygiene tasks independently and I can brush my teeth with minimal support. I know when I need to do personal hygiene, e.g. wash my hands after the toilet. I know when I need the toilet and can mostly toilet independently or ask for help from an appropriate person or carer. I have some understanding of the medication I take and why. I have a basic understanding of appropriate relationships and consent, e.g. who is and isn't allowed to see my body. I know where and when it is appropriate to take my clothes off. I know how my body changes as I get older and the different stages I will go through. I understand sex and its outcomes, e.g. a baby. I know what contraception is and why it is used and understand what periods are and why females have them. I know about masturbation and when and where it is appropriate.</p>	Age 18	18PF
14-19	Semi-Formal	<ul style="list-style-type: none"> <li>- Eating and Nutrition (D10)</li> <li>- Health and Hygiene (M16)</li> <li>- Healthy Lifestyles</li> <li>- Exercise</li> <li>- Personal Life Choices (M13)</li> </ul>	<p>I can examine and follow a recipe and identify a simple recipe for specific food. I know how to identify foods that are healthy and unhealthy and make good choices for myself. I can understand why portion control is important to maintaining a healthy lifestyle. I understand basic food hygiene. I can organise equipment that is needed for cooking. I can identify hygiene procedures when storing and handling food. I can identify and participate in an activity which will make an improvement to my lifestyle. I can</p>	Age 18	18SF

		<ul style="list-style-type: none"> <li>- Keeping Your Room Clean (D11)</li> <li>- Emotional Wellbeing (M15)</li> <li>- Food and Eating Skills (D8)</li> <li>- Living Arrangements (M14)</li> </ul>	recognise my strengths and areas I need to develop and I can agree with an appropriate person a suitable target to work towards. I can develop strategies to improve my progress. I can identify rooms that need to be cleaned and outline cleaning requirements for specific rooms. I can identify equipment required to clean the home. I can identify different emotions and I can communicate my feelings and emotions verbally or non-verbally. I can identify ways to be a good friend and recognise actions that may be described as bullying. I can identify given illnesses as mental or physical. I know about the different types of relationships, family and friends. I know that people can chose to be in a sexual relationship and this is about choice and consent. I know who my friends are and who is paid to work with me. I can ask for advice or support if needed.		
14-19	Formal	<ul style="list-style-type: none"> <li>- Food Hygiene and Safety (D15)</li> <li>- Healthy Living (M27)</li> <li>- Household Cleaning (D14)</li> <li>- Taking Care of Clothes (D13)</li> <li>- Eating and Nutrition (D16)</li> <li>- Exercise/Health and Hygiene (M29)</li> <li>- Emotional Well-being (M25)</li> <li>- Dealing with Problems in Daily Life (M24)</li> <li>- Living Arrangements (M32)</li> </ul>	I know how to keep myself safe and have appropriate healthy relationships online and in the community. I understand mutual consent in sexual relationships. I am aware of methods of contraception and how to prevent sexually transmitted diseases. I can walk away from, choose to ignore and report unhealthy relationships. I can recognise 'safe places' in the community. I can manage my relationships with others and recognise that sometimes I can be wrong. I understand that sometimes a compromise is needed or sometimes I may need to respect that others have different opinions. I can have friendships in and out of school and can meet up with friends in the community. I can give advice about how to live a healthy lifestyle. I know when I might need to visit the doctors, A&E, NHS walk in centres and the dentist. I can make appointments and identify my nearest health providers. I can describe the effects of substance misuse. I can design a meal planner to improve a diet and explain why I have made my choices. I can explain the long-term effects of exercise on physical and mental wellbeing. I recognise the symptoms of poor mental health and know how to seek necessary support. I can independently manage my personal hygiene and self-care needs. I am aware of the options for future living arrangements.	Age 16-18	16-18F

### **PfA Community**

Key Stage	Pathway	Topics	Description (Consider the key areas of Understanding themselves, Developing relationships, Being part of a community)	Age Related Expectation (ARE)	'Grade'
KS1&2	Pre-Formal	<ul style="list-style-type: none"> <li>- Community Places and People 'The Café', 'The Supermarket', 'Green Spaces and Play Parks'</li> <li>- Friendship Skills 'Sharing'</li> <li>- Horse Riding</li> <li>- People in My School</li> <li>- People in My Community</li> </ul>	I can show appropriate behaviour in a range of community settings e.g. sitting in a café environment. I can demonstrate awareness of different settings and what they provide. I can demonstrate an appropriate skill relating to sharing, e.g. waiting or turn taking. I can engage and enjoy the experience of horse riding and can participate in a school experience beyond my classroom. I can participate in a community experience beyond my school. I can share an experience with my peers within school and community settings, e.g. sit with my peers on the bus.	Age 11	11PF

KS1&2	Semi-Formal	<ul style="list-style-type: none"> <li>- Safe Travel on the Minibus</li> <li>- Appropriate Behaviours Out and About</li> <li>- Meeting people in the Community</li> <li>- Community, Places and People</li> <li>- People Who Help Us</li> <li>- Real World Visits</li> <li>- Understanding the Feelings of Others</li> <li>- Using Public Transport</li> </ul>	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 to communicate through actions, symbols or words and use my manners well. I can answer and ask simple questions. I am starting to recognise different places in my local community. I am able to access different forms of transport and behave appropriately with adult supervision. I can recognise different people who can help me in both school and community settings. I can apologise when I've done something wrong and I understand how my actions make me feel and others around me. I can recognise my likes and dislikes and understand that my friends 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.	Age 11	11SF
KS1&2	Formal	<ul style="list-style-type: none"> <li>- All About Me</li> <li>- Being a Good Citizen</li> <li>- Community Places and People</li> <li>- 'Pedestrian Safety'</li> <li>- Travel 'Planning a Visit'</li> <li>- Friendship Skills</li> <li>- Safe Walking When Out and About</li> <li>- Being a Team Player</li> <li>- Knowing the Local Area</li> <li>- Managing Change</li> </ul>	I know the name of my local area, my school, my city and my country. I know that I am part of these communities and that they are diverse. I am aware of some of the risks that I might be open to in my community, e.g. drugs, gangs, exploitation, and that these can come from my family or people who I am introduced to. I'm starting to identify with my community by taking an interest in events like the World Cup and the Olympics. I take part in activities like Sports Day at school and I want my team to be successful and I understand how to be a good team player. I enjoy accessing different community facilities and I know how to behave respectfully in different settings, e.g. take litter home from the park. I know that I need to cross roads safely and I know how to use a range of crossings appropriately. I can understand what positive and negative behaviours with my peers are. I can communicate how I am feeling and why, using verbal communication or symbols. I can do something nice for someone else. I can appreciate that other people enjoy different things to myself and how to be a good friend. I can recognise kindness and can carry out acts of kindness. I am polite when out and about and know how to be an ambassador of Foxwood Academy. I am able to communicate when I am worried, lost or afraid and what to do if this happens.	Age 11	11F

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KS3	Pre-Formal	<ul style="list-style-type: none"> <li>- My Character/Uniquely Me</li> <li>- Part of a Family</li> <li>- Community, Places and People</li> <li>- Group Project 'Everyone Plays Their Part'</li> <li>- Friendship Skills</li> <li>- Community Activity</li> <li>- EHCP All About Me</li> <li>- Exploring our Local Community</li> <li>- Exploring the Wider Community</li> </ul>	I can identify my likes and dislikes and start to accept others likes and dislikes which are different to mine. I can recognise familiar people and how they help me and interact with me. I am familiar with my surroundings. I am beginning to access the local community and amenities with supervision e.g. leisure centre. I am beginning to understand how to stay safe within different community settings, e.g. roads. I can approach my peers in a friendly manner and interact appropriately with them. 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.	Age 14	14PF
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KS3	Semi-Formal	<ul style="list-style-type: none"> <li>- My Character/Uniquely Me</li> <li>- Part of a Family</li> <li>- Working/Communicating with People</li> <li>- Having a Social Life</li> <li>- Friendship Skills</li> <li>- Community, Places and People</li> <li>- Travel 'Planning a Visit/Residential'</li> <li>- Understanding Bullying</li> <li>- Being a Good Citizen</li> <li>- Appropriate Behaviours Out and About</li> </ul>	<p>I recognise my strengths and weaknesses and know what to do to improve myself. I know who is in my family and my role within it. I know what the rules are at home and at school. I can follow these rules and communicate them to others. I am aware that some people might try to influence me and get me to do things that I don't want to do. I know how to keep myself safe and where I can get help if I need it. I can communicate a want or a need with members of the public safely. I can ask for simple directions and follow simple instructions on how to get there. I know how to take turns and can wait patiently until it is time for mine. I can organise myself in a queue. I can communicate with adults around the school and people in my local community. I know my interests and can choose which extra-curricular activities suit me and I can try something different to see if I enjoy it. I know how to be appropriate with my peers and to have a two-sided conversation. I can recognise different places and their function and know where to go for certain items, e.g. medication from the pharmacy. I know who I would find in these places and be able to communicate my needs and ask questions. I can assist in planning a trip or residential and find out information about it. I can understand what positive and negative behaviours with my peers are. I can communicate how I am feeling and why, using verbal communication or symbols. I can do something nice for someone else. I can appreciate that other people enjoy different things to myself and how to be a good friend. I can recognise kindness and can carry out acts of kindness. I am polite when out and about and know how to be an ambassador of Foxwood Academy. I am able to communicate when I am worried, lost or afraid and what to do if this happens.</p>	Age 14	14SF
KS3	Formal	<ul style="list-style-type: none"> <li>- My Character/Uniquely Me</li> <li>- Part of a Family</li> <li>- Working/Communicating with People</li> <li>- Having a Social Life</li> <li>- Friendship Skills</li> <li>- Community, Places and People</li> <li>- Travel 'Planning a Visit/Residential'</li> <li>- Understanding Bullying</li> <li>- Being a Good Citizen</li> <li>- Appropriate Behaviours Out and About</li> </ul>	<p>I understand how people are viewed within a community, either positively or negatively. I know what 'positive person' and 'positive community' values are. I am aware of radicalisation and how people might try to influence me and get me to do things that I don't want to do. I know how to keep myself safe and where I can get help if I need it. I know how to behave appropriately in different social settings. I am respectful and tolerant of diverse social groups, e.g. ethnicity, disability and sexuality. I am aware of local amenities and know how access these. I know the different types of bullying, where to access help and how to support others. I can work with my class and school community to plan and participate in a residential trip or other activities.</p>	Age 14	14F
14-19	Pre-Formal	<ul style="list-style-type: none"> <li>- My Character/Uniquely Me (M2)</li> <li>- Part of a Family</li> <li>- Community Places and People (C4, C8)</li> </ul>	<p>I have a basic understanding of how to be safe in different community settings. I can behave appropriately within the community e.g. not running around and jumping about. I can use the toilet independently when out and about or ask for help from an appropriate adult/carer. I understand the concept of 'stranger danger' and only talk to people in the community when it is appropriate. I can</p>	Age 18	18PF

		<ul style="list-style-type: none"> <li>- Interacting in a Group Situation (B4)</li> <li>- Friendship Skills (M1)</li> <li>- Travel 'Planning a Visit' (C6)</li> <li>- Positive Relationships (M4)</li> <li>- Identifying Local Community Facilities (C2)</li> <li>- Using a Community Facility Over a Period of Time (C3)</li> </ul>	ask for help in the community either verbally or using symbols. I know where to buy items that I need, e.g. food from a supermarket. I can demonstrate an understanding of signs when out and about such as safety signs, e.g. fire exits, and I have some understanding of road safety, e.g. not running into the road. I know some 'safe places' in the local community if I need help, e.g. if I am lost, and I am developing my communication and interaction skills with people within the community, e.g. shop assistants. I know that I have to exchange money to purchase items in different settings and I know that if I take items without paying for them that it is against the law. I can initiate interaction with familiar people in different settings.		
14-19	Semi-Formal	<ul style="list-style-type: none"> <li>- My Character/Uniquely Me</li> <li>- Part of a Family (M15)</li> <li>- Working (M17) / Communicating with People (B14)</li> <li>- Having a Social Life (M18)</li> <li>- Friendship Skills (M13)</li> <li>- Community Places and People (C7, M12)</li> <li>- Travel 'Planning a Visit/Residential'</li> <li>- Relating to Others (C8)</li> <li>- Being a Good Citizen (M20)</li> <li>- Helpful Information (B12)</li> </ul>	I can identify different emotions and can communicate how emotional experiences might be managed. I can communicate an assertive attitude to bullying. I can recognise actions that may be seen as bullying and can identify ways to be a good friend. I can identify given illnesses as mental or physical. I can identify an individual right which is relevant to me and I know that in life I have rights and responsibilities. I can take part in an exchange with a familiar person about an everyday topic. I can use appropriate behaviours during the exchange and I can ask and respond to questions appropriately. I can express opinions and show respect for those of the other person. I am aware of radicalisation and how people might try to influence me and get me to do things that I don't want to do. I know how to keep myself safe and where I can get help if I need it. I understand that this can happen by people within my family or are the product of outside influences. I can identify the benefits of taking part in different activities, e.g. to relax. I can identify my personal strengths, areas for development and people who can support me. I can carry out a review of the progress I have made. I can identify my responsibilities in the community and make a positive contribution. I can state possible consequences of not acting responsibly in the community. I can participate in a community activity that is relevant to me and identify the benefits. I can participate in setting ground rules for working with others successfully.	Age 18	18SF
14-19	Formal	<ul style="list-style-type: none"> <li>- My Character/Uniquely Me</li> <li>- Part of a Family (M23)</li> <li>- Working/Communicating with People (M26)</li> <li>- Helping My Community</li> <li>- Community Places &amp; People (C10)</li> <li>- Travel 'Planning a Visit/Residential'</li> <li>- Managing Social Relationships (M31)</li> </ul>	I am aware of my 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 and the consequences of my actions in terms of the criminal justice system. I know when and how to use emergency services. I am aware of the dangers that present in the community, including online, and can use safety strategies when necessary. 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 know how to keep myself safe and where I can get help if I need it. I understand that this can happen by people within my family or are the product of outside influences. I can plan a safe route walking and use public transport. I can form and maintain	Age 16-18	16-18F



		- Practicing Being a Good Citizen (M28)	healthy social relationships. I recognise when a relationship is unhealthy and know how to remove myself from this situation.		
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## **PfA Independence**

<b>Key Stage</b>	<b>Pathway</b>	<b>Topics</b>	<b>Description</b> <i>(Consider the key areas of Home management, Functional skills, Organisational skills, travel)</i>	<b>Age Related Expectation (ARE)</b>	<b>'Grade'</b>
KS1&2	Pre-Formal	<ul style="list-style-type: none"> <li>- Food and Eating Equipment</li> <li>- Clothing and Dressing 'Skills'</li> <li>- Hygiene 'Washing Hands/Teeth'</li> <li>- Hygiene 'Showering and Hair'</li> <li>- Clothing and Dressing 'Knowledge'</li> <li>- Food and Eating - Skills</li> <li>- Me and My Family</li> <li>- Working Together</li> <li>- Out and About</li> </ul>	I can identify and use appropriate utensils for eating and I can feed myself using cutlery with occasional support. I can dress with greater independence and can wash my hands and teeth independently. I can follow a routine for showering, with supervision. I can demonstrate understanding of appropriate clothing for different settings, e.g. when it is hot or cold. I can demonstrate understanding of family members, e.g. distinguish from other people and between members. I can transfer skills I learn in school to my family setting. I can work alongside my peers and can participate in group activities. I can experience different means of transport, with support, e.g. going on the bus. I have a greater understanding of how to behave appropriately in different community settings and how to stay safe, e.g. not running into the road.	Age 11	11PF
KS1&2	Semi-Formal	<ul style="list-style-type: none"> <li>- Eating Independently</li> <li>- I can Manage my Belongings</li> <li>- Time Skills</li> <li>- Cleaning My Teeth</li> <li>- I can Tie My Shoes</li> <li>- Money Skills</li> <li>- Preparing Breakfast</li> <li>- A Tidy Classroom</li> <li>- Using a Telephone</li> </ul>	I can communicate my full name. I can cut up my food and I can use cutlery to successfully feed myself. I understand how to be safe in a kitchen and am starting to use basic cooking skills independently, e.g. grating and chopping. I know that I need to tidy up after using equipment in the kitchen and can do so with adult support. I can clean my face and hands after eating, with minimal support. I can match and recognise coins and implement this skill in practical situations. I can explain what I need money for and exchange money for items I want to buy. I can list items that I can buy in different places, e.g. bread from a bakery. I can put my shoes on by myself on the correct feet and can ask for help to tie my shoelaces. I know the days of the week and understand the routine of different days, e.g. Monday I go to school. I can explain what activities happen at the start and end of the day, and with support, I can order the daily timetable. I understand what a clock is used for and can identify important times of the day for me, e.g. 12noon is dinner time. I can get my things out of my bag and put them away each day independently. I can put my own belongings on my peg and I can put items away when they have a certain place. I can work with a friend to carry bigger items. I can use a phone for fun, e.g. playing games, and I can ring 999 in an emergency and I know when to use the number. I can role play using the phone and can use appropriate language, with support, e.g. saying hello and goodbye. I can brush my teeth independently and am beginning to understand how long to brush my teeth for.	Age 11	11SF
KS1&2	Formal	<ul style="list-style-type: none"> <li>- Cooking at School</li> <li>- Developing Organisational Skills</li> </ul>	I can organise the things I need for school and I can follow daily routines independently. I want to do things for myself. I understand that different times of day have different routines and know the key	Age 11	11F

		<ul style="list-style-type: none"> <li>- Time Skills</li> <li>- Personal Hygiene</li> <li>- Understanding and Following Signs</li> <li>- Money Skills</li> <li>- Preparing My Own Snacks</li> <li>- Developing Independence Skills</li> <li>- Telephone Skills</li> </ul>	<p>times of the day which are important to me, e.g. 12noon is dinner. I brush my teeth and go to the toilet independently. I'm starting to wash and look after my personal hygiene independently and understand why personal care is important. I am used to dealing with money and I know how to buy things from a shop. I can choose the right coins for small purchases. I know how to input a number and make a phone call. I know that I can ring 999 in an emergency and understand the importance of only ringing in emergency situations. I recognise the term 'county lines' and I am aware that this is when people or gangs try to get children to sell drugs for them. I can cook a range of different types of food and I know how to use most of the basic equipment in the kitchen. When I've finished my snack, I know how to wash the dishes and clean up.</p>		
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KS3	Pre-Formal	<ul style="list-style-type: none"> <li>- Hygiene 'Washing Body, Hands and Teeth'</li> <li>- Hygiene 'Dressing, Undressing and Showering'</li> <li>- TITAN 'Personal Hygiene'</li> <li>- Clothing and Dressing</li> <li>- TITAN 'Clothing and Dressing'</li> <li>- Independent Cooking Skills</li> <li>- 'Preparing Snacks'</li> <li>- Working with Others / Working Independently</li> <li>- Helpful Information</li> <li>- TITAN 'Safe Travel in my Community'</li> </ul>	<p>I can wash my hands and clean my teeth independently. I have greater independence with my personal care and toileting abilities. I can identify appropriate items of clothing and the order in which they are put on. I am developing my skills when getting dressed by myself and try to assist when putting tricky items on, e.g. socks. I can shower my body with minimal support and am starting to wash my own hair. I can identify common utensils and equipment used for food preparation. I can carry out basic cooking skills with minimal support, e.g. spreading butter. I can work alongside peers and participate in group activities. I understand turn taking and can follow familiar verbal instructions. I can receive and understand some verbal and visual information, such as class timetables. I can take people to familiar places within my environment.</p>	Age 14	14PF
KS3	Semi-Formal	<ul style="list-style-type: none"> <li>- Reading and Writing Skills</li> <li>- Money Skills</li> <li>- TITAN - Money</li> <li>- Time Skills</li> <li>- TITAN 'Time'</li> <li>- Independent Cooking Skills</li> <li>- 'Preparing Simple Meals'</li> <li>- Telephone and Information Skills</li> <li>- Helpful Information</li> <li>- TITAN 'Social Skills'</li> </ul>	<p>I can verbally express my full name, where I live and talk about the area that I live in, e.g. what shops are there. I can recognise most coins and notes and understand why we need money to buy the items we want. I know that I need to exchange money when buying items and can do this in practical situations. I can tie my shoelaces with support. I understand a.m. and p.m. days of the week and months of the year and I know my birthday. I understand my daily routine and know specific times of the day, e.g. 12noon is dinner, and 8pm is bedtime. I know the different emergency services, their roles and how to contact them. I can role play how to make an emergency call and explain when we need to phone 999. I know about 'county lines' and that this is where criminals exploit children or young adults to sell drugs for them. I can make a phone call and recall the information I have been told on the phone, e.g. pass on a message. I can navigate around a supermarket and use a simple shopping list. I can communicate to my friends in a social situation and begin to resolve conflict effectively. I can be safe in the kitchen and I know how to use the equipment. I have basic cooking skills and can use these</p>	Age 14	14SF

			to follow a simple recipe, e.g. chopping. I can identify what foods I like and can identify what ingredients I need to make a simple meal.		
KS3	Formal	<ul style="list-style-type: none"> <li>- Reading and Writing Skills</li> <li>- Money Skills</li> <li>- TITAN 'Money'</li> <li>- Time Skills</li> <li>- TITAN 'Time'</li> <li>- Independent Cooking Skills</li> <li>- 'Preparing Meals'</li> <li>- Telephone and Information Skills</li> <li>- Helpful Information</li> <li>- TITAN 'Social Skills'</li> </ul>	I can reasonably estimate how much items I want to buy cost. I can go shopping independently knowing that I have enough money and whether I will need change. I know what a bank account is, and I know how to apply for one. I know where safe places are in my local community and how to access these places. I can ask for help, directions or information safely either face to face, over the phone or via email/letter. I know how to get to school independently and safely. I can participate in activities after school time unsupervised. I know about 'county lines' and that this is where criminals exploit children or young adults to sell drugs for them. I am aware that the name comes from the fact that often the children travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. I can keep myself clean, get dressed and tie my shoe laces. I understand the importance of personal care and what products I need to use daily, e.g. deodorant. I can make my own breakfast and other simple meals. I can make hot and cold drinks safely. I can plan a simple meal and write a list of what ingredients are needed. I can tidy up after cooking and understand how to use different cleaning products safely, e.g. kitchen spray. I can use a washing machine and can change my bed linen independently. I can Hoover and dust and keep my room tidy.	Age 14	14F

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14-19	Pre-Formal	<ul style="list-style-type: none"> <li>- Personal Hygiene (M10)</li> <li>- Rights and Responsibilities</li> <li>- 'Everybody Matters' (M1)</li> <li>- Using Shopping Facilities (D3)</li> <li>- Developing Independent Living Skills</li> <li>- 'Having Your Say' (M5)</li> <li>- Developing Independent Living Skills</li> <li>- 'Keeping Safe' (M6)</li> <li>- Developing Independent Living Skills</li> <li>- 'Looking After Your Own Home' (D7)</li> <li>- Relating Basic Information (B2)</li> <li>- Helpful Information (B5, B6)</li> <li>- Taking Part in Daily Activities (M3)</li> </ul>	I can complete basic personal hygiene tasks e.g. washing my body in a shower independently. I can brush my teeth independently and I understand why I need to brush my teeth. I know when I need to do personal hygiene e.g. wash my hands after the toilet. I know when I need the toilet and can mostly toilet independently or ask for help from an appropriate person/carer. I have some understanding of the medication I take and why. I understand my daily routine and can communicate about this either verbally or by using symbols. I can make and read a basic shopping list and correctly buy the items from a supermarket, with minimal support. I understand why we have money and can recognise all coins independently. I can exchange money in a practical situation to buy the items I want. I understand the basic concepts of rights and responsibilities and how they apply to me. I can understand what an opinion is and voice this in some way, either verbally or through symbols, e.g. likes and dislikes. I can indicate when I do not want to take part by saying or signing no. I can make simple requests through verbal communication, signing or symbols, e.g. wanting a drink or the toilet. I can take part in domestic activities with support to ensure that our environment is healthy and safe. I can select items of food that need to be used next, e.g. checking use by dates. I can follow basic safety rules to ensure the environment is safe, e.g. hanging up coats on pegs. I can make informed decisions regarding my future, e.g. college. I understand modes of transport and how to get from one destination to another with adult supervision.	Age 18	18PF
14-19	Semi-Formal	<ul style="list-style-type: none"> <li>- Reading (B11) and Writing Skills (B10, B13)</li> <li>- Money Skills (J9, M19)</li> <li>- TITAN 'Shopping for Daily Living' (D12)</li> </ul>	I can identify different types of information in written format. I can read a short text and answer simple questions about the text. I can identify the purpose of written instructions and identify the main points. I can produce accurate written, personal information, e.g. on a CV. I can recognise the value and count coins up to £1.00, work out the cost of items in whole pounds and work out change from £1.00 for an item costing less than a pound. I can prepare a simple personal weekly budget and I can identify items which need to be	Age 18	18SF

		<ul style="list-style-type: none"> <li>- Maths Skills (J7, J8, J9)</li> <li>- TITAN 'Time'</li> <li>- Cleaning, Washing, Drying and Sorting Laundry (D13)</li> <li>- Telephone &amp; Information Skills (F7)</li> <li>- Food Preparation &amp; Cooking Skills (D10)</li> <li>- TITAN 'Social Skills'</li> </ul>	<p>bought regularly for daily living requirements, e.g. food. I can identify shops to be visited to buy items for daily living requirements e.g. pharmacy. I can work out how much money will be needed. I can demonstrate appropriate behaviour while buying chosen items. I can read time displayed in an analogue format to the nearest quarter-hour. I can read time displayed in a digital format. I can identify reasons to keep laundry clean, sort laundry ready to be washed and use a washing machine with minimal adult support. I can identify a suitable ICT based source to use to find information. I can find recipes to make a simple meal and make a shopping list of ingredients needed from the recipe. I can follow basic instructions from a recipe to make a meal using the correct equipment appropriately. I can tidy up after cooking and I understand the importance of cleaning equipment correctly and safely, e.g. sharp knives. I know about 'county lines' and that this is where criminals exploit children or young adults to sell drugs for them.</p>		
14-19	Formal	<ul style="list-style-type: none"> <li>- Reading and Writing Skills (B17, B16)</li> <li>- Money Skills (J12)</li> <li>- TITAN 'Money' (M30)</li> <li>- Time Skills (J11)</li> <li>- TITAN 'Transition' (M33)</li> <li>- Telephone and Information Skills</li> <li>- Working as Part of a Group (M34)</li> <li>- Helpful Information (C11)</li> <li>- TITAN 'Social Skills' (B18)</li> </ul>	<p>I can identify key information in a document and understand the need to be able to interpret different texts and summarise relevant information. I can create a structured piece of writing with paragraphs using a laptop. I can use writing as a form of communication and understand why we have different purposes for writing, e.g. letters. I know how to budget effectively and manage my bills. I know the difference between credit and debit cards and how they are used. I can read the time in digital or analogue and can organise my time so that I am punctual to important events or appointments. I can plan a safe route walking and using public transport and can read various timetables. I understand signage in the community and can act accordingly. I can communicate via telephone and e-mail effectively and appropriately with peers and professionals. I can communicate effectively in a group to reach a common goal. I can show tolerance towards others and respect different opinions. I can communicate effectively and appropriately in social situations such as buying items in a shop, asking for directions and boarding transport. I know about 'county lines' and that this is where criminals exploit children or young adults to sell drugs for them. I am aware that the name comes from the fact that often the children travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. I can plan a set of meals, writing a shopping list and considering budgets. I can prepare a meal for myself and others using different kitchen equipment safely, e.g. sharp knives. I can independently clean up after cooking and know how to use different cleaning equipment appropriately. I am able to use different household equipment independently, e.g. a washing machine.</p>	Age 16-18	16-18F