

Independent Living Skills

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Independent Living Skills

This Learning Journey incorporates the Oxfordshire Special School Framework for Relationships Education (Primary) and Relationship and Sex Education (RSE) (secondary). For further Information and Activities please refer to this document

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/RSE_framework_for_pupils_with_SEND_and_vulnerabilities.pdf

This Learning Journey has 3 areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Health and Wellbeing

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
HWA Show anticipation for and participation in daily routines, including personal care.	ILHM1 Show increased awareness and some independence when carrying out daily routines, including personal care	ILHS1 Carry out daily care routines with independence, showing some awareness of their importance	ILHF1 Confidently and independently follow daily care routines demonstrating an understanding of the need for these as part of a healthy lifestyle.
WA2 Experience activities and situations where there may be danger and personal safety is an important feature, hearing adults express safety messages appropriate to their level of understanding e.g. when cooking, crossing the road, meeting unfamiliar people, taking medicines	ILHM2 Develop an early awareness of activities and situations where there may be danger and personal safety is an important feature and be introduced to safety messages appropriate to their level of understanding e.g. when cooking, crossing the road, using the internet, meeting unfamiliar people, taking medicines	ILHS2 Show some awareness of danger and the importance of personal safety and begin to respond appropriately in activities and situations e.g. when cooking, crossing the road, using the internet, meeting unfamiliar people, taking medicines	ILHF2 Demonstrate an understanding of danger and the importance of personal safety by showing they can keep themselves safe in a range of situations e.g. when cooking, crossing the road, using the internet, meeting unfamiliar people, taking medicine
HWA3 Experience and show awareness of and response to activities that contribute to a sense of well- being and	ILHM3 Engage with and actively participate in activities that contribute to a sense of well- being and a healthy	ILHS3 Show an increased understanding of routines and activities that contribute to a sense of well- being and a healthy	ILHF3 Be able to express ways of keeping healthy and well and know the

a healthy lifestyle e.g. massage, Tac Pac, physio, OT and exercise, healthy foods	lifestyle e.g. massage, Tac Pac, physio, OT and exercise, healthy foods	lifestyle and participate willingly in a wider range of these.	routines and activities that contribute to this participating in these because they understand their benefits even if they are not preferred activities.
HWA4 Express their emotions spontaneously when responding to familiar people, routines and activities	ILHM4 Recognise that they experience different emotions, identifying and naming a few basic ones e.g. happy and sad ILHM4i Know appropriate ways of expressing emotions	ILHS4 Identify and name a wider range of emotions e.g. excited, scared, worried. ILHS4i Show some self-control and self-regulate their feelings and emotions	ILHF4 Identify and name a wider range of emotions, including good and not so good feelings, and begin to develop simple strategies for managing these. ILHF4i Show some self-control and self-regulate their feelings and emotions
HWA5 Recognise familiar people who provide personal care	ILHM5 Know that families can change by additions or losses	ILHS5 Recognise if they have a problem and talk to somebody ILHS5i Develop an understanding around death	ILHF5 Recognise if family relationships are making them feel unhappy or unsafe and know how to seek help and advice ILHF5i Express their feelings linked to a bereavement and begin to understand that death is a natural part of life
	ILHM6 Show awareness that their body belongs to them and who it is appropriate to touch	ILHS6 Know the difference between private and public places and behaviours ILHS6i Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact	ILHF6 Recognise when body autonomy is not being respected (in themselves or others) and that it is important to inform someone if this happens
			ILHF7 Know the difference between things that are private, and secrets, which should not be kept

Relationships

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p>ILRA1 Develop an awareness of themselves, others and the world around them</p>	<p>ILRM1 Develop a sense of belonging by sharing experiences and participating in a small group e.g. Family, class</p> <p>ILRM1i Recognise similarities and differences between themselves and others</p>	<p>ILRS1 Develop a wider sense of belonging linked to whole school and community e.g. Assembly, shared playtimes, inclusion opportunities, after school clubs etc...</p> <p>ILRS1i Recognise a wider range of similarities and differences between themselves and others, including ones, which may be less immediately apparent</p>	<p>ILRF1 Extend their understanding of belonging to include the local community e.g. visiting a local church or place of worship, shops, leisure facilities etc...</p>
<p>ILRA2 Develop an awareness of the fact that there are people that can help them</p>	<p>ILRM2 Know that they can ask for help from others using their own preferred method of communication</p>	<p>ILRS2 Know who they can go to in order to ask for help in familiar situations</p>	<p>ILRF2 Know who they can safely ask for help in a range of familiar situations.</p>
<p>ILRA3 Develop an awareness of their own self- worth, rights and ability to have an impact on people and the environment by experiencing opportunities to respond using their own preferred method of communication e.g. expressing preferences, asking for or refusing help</p>	<p>ILRM3 Develop confidence in their own self- worth, rights and ability to have an impact on people and the environment by responding through familiar activities using their own preferred method of communication e.g. expressing preferences, asking for or refusing help, voting</p>	<p>ILRS3 Demonstrate an awareness of their own self- worth, rights and ability to have an impact on people and the environment by using their own preferred method of communication to take an active part in all activities and begin to understand that other people have rights and opinions that may be different from their own. e.g. by responding calmly to a different choice or opinion or by listening to others</p>	<p>ILRF3 Demonstrate an awareness of their own self- worth, rights and ability to have an impact on people and the environment and also understanding where they can have a wider impact e.g. being part of a school council, speaking to represent their class in Assembly, seeking independent advice and guidance</p>

<p>ILRA4 Show a spontaneous response to the feelings and emotions of others</p>	<p>ILRM4 Show an awareness of the feelings and emotions expressed by others</p>	<p>ILRS4 Consistently show an appropriate response to feelings and emotions expressed by others</p>	<p>ILRF4 Show empathy with the feeling and emotions expressed by others</p> <p>ILRF4i Know and show empathy that others have feelings that may be different from their own</p>
<p>ILRA5 Respond consistently to familiar people e.g. smiling, vocalising to gain attention</p>	<p>ILRM5 Greet people and begin to distinguish between familiar and unfamiliar people, being supported to show a different response to each.</p> <p>ILRM5i Use conventional social responses such as hello, goodbye etc... when prompted</p>	<p>ILRS5 Distinguish between familiar and unfamiliar people and show an appropriate response with increasing independence.</p> <p>ILRS5i Respond to a range of people in familiar situations with increasing independence e.g. greeting them, using conventional social responses such as hello, goodbye etc...</p>	<p>ILRF5i Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>ILRF5ii Know what is meant by a stranger/unfamiliar person and show appropriate responses in different situations.</p> <p>ILRF5iii Respond to a range of people in familiar and new situations interacting more confidently and using conventional social responses independently</p>
<p>ILRA6 Watch peers and be able to play and work alongside them with support</p>	<p>ILRM6 Work and play alongside others, sharing central resources</p> <p>ILRM6i Play cooperatively with an adult</p>	<p>ILRS6 Choose to play/work with peers without adult support, sharing equipment and resources</p> <p>ILRS6i Play games involving interaction with peers</p>	<p>ILRF6 Play and work with others, independently taking turns and interacting positively.</p> <p>ILRF6i Know that healthy friendships are positive and welcoming towards</p>

		<p>ILRS6ii Know that friendships have ups and downs</p>	<p>others, and do not make others feel lonely or excluded</p> <p>ILRF6ii Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
	<p>ILRM7 Develop an awareness of appropriate ways to treat others e.g. gentle hands/feet/voice</p>	<p>ILRS7 Know that some actions or words are kind or unkind</p>	<p>ILRF7 Know the importance of respecting people who are different from ourselves</p> <p>ILRF7i Develop strategies including knowing who to ask for help in order to respond appropriately to the actions and words of others e.g. teasing/bullying, including knowing when to ask for help on behalf of others</p>
			<p>ILRF8 Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
			<p>ILR9 Know about commitments which adults choose to make such as marriage</p>

Living in the Wider World

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
ILWA1 Experience a range of activities linked to their immediate community and within school e.g. shared Assemblies, visiting a local church, local shops, park	ILWM1 Participate in activities linked to their local community e.g. shared Assemblies, local church, local shops, park	ILWS1 Show increasing independence and confidence when participating in activities linked to their local community e.g. shared Assemblies, local church, local shops, park, sports centre	ILWF1 Independently participate in activities linked to their local community e.g. shared Assemblies, local shops, park ILWF1i Show increasing confidence in participating in activities linked to the wider, less familiar community eg Theatre
ILWA2 Experience a range of people linked to their immediate community e.g. school nurse, dinner lady, Headteacher	ILWM2 Respond and engage with a range of people linked to their local community e.g. shop keeper, police officer	ILWS2 Know who to ask for help in their local community including school and do so with support e.g. finding out what is for lunch that day	ILWF2 Know who to ask for help in the local community and do so independently e.g. asking where a book is in the library
ILWA3 Experience a range of activities that contribute to their immediate community e.g. planting flowers for the garden	ILWM3 Participate in a range of activities that improve their local community, making choices e.g. choosing which flowers to grow	ILWS3 Make decisions about how to improve their local community actively participating in the activity chosen with some support.	ILWF3 Show an increasing awareness of how they are part of and can contribute to improving their local community and how their actions can have an impact on the environment e.g. tidying up the books in the library, picking up rather than throwing down rubbish
ILWA4 Develop an awareness of different domestic activities and chores including those that involve the use of domestic appliances by experiencing them through role play and/or real-life activities in supported	ILWM4 Engage with and participate in simple domestic chores including the use of domestic appliances through role play and/or real-life activities with support e.g. washing up, dusting, sweeping the floor,	ILWS4 Carry out a range of domestic chores with increasing independence, including those involving the use of appliances, them through role play and/or real-life activities and begin to	ILWF4 Carry out a range of domestic chores independently showing awareness of the purpose and importance of them through role play and/or real-life activities and

activities and situations e.g. washing up, listening to and watching the washing machine, putting rubbish into the bin, shopping, watching toast pop up etc...	putting washing into the washing machine, making toast	develop an understanding of the purpose of cooking food to eat a meal, washing up to have clean plates for the meal.	recognise when they need to be carried out. E.g. Knowing that when washing has been taken out of the machine it then needs to be hung up or put into the drier. Knowing that the plates you have washed up then need to be dried before you can eat from them.
ILWA5 Develop an awareness of boundaries in their immediate and familiar situations	ILWM5 Respond appropriately to boundaries in immediate and familiar situations e.g. responding to Behaviours for Learning	ILWS5 Participate in the process of agreeing rules in familiar situations	ILWF5 Agree and follow rules for their group and class and understand how rules help them
		ILWS6 Show an understanding of the role money plays in their lives and the importance of keeping it safe.	ILWF6 Know the choices that need to be made when managing their money.