

Key Vocabulary

- Stop/Go
- More/Finished
- Yes/No
- Like/Don't like
- Tummy
- Legs
- Arms
- Hands
- Feet
- Face
- Toothpaste/ Toothbrush
- Shaving foam
- Deodorant



Forest School

Dressing for the weather.

Shared songs/ interactions around the log circle.

Social games e.g. peekaboo, chase.

Therapy (SALT/OT)

Personalised dressing targets.

Tolerating hygiene products (Sensory play)

Personalised Regulatory strategies

Pupil voice indicators.

Social and interaction

- Partakes in shared play led by an adult.
- Shares an activity with family member/ Teacher/ Friend.
- Explores preferences during play.
- Sits in circle with group.
- Shares attention with others.
- Recognises and acknowledges others and passes touch/objects.
- Observes others emotions and responds.
- Experiences activities which provoke different emotions e.g. laughter.
- Shows own emotions.

In the Community

- Partakes in regular exercise willingly.
- Experiences being beside a busy road.
- Explores hot and cold foods.

Self help

- Tolerates toothpaste in mouth.
- Accept help when being changed.
- Tolerates water/ soap on face.
- Accepts touch of others.
- Uses/ recognises body parts.
- Tolerates mirror in personal spaces/ recognises self in mirror.
- Explores play with a variety of food items.
- ❖ Y4+- Tolerates/ allows deodorant in personal space.
- ❖ Y4+ Tolerates/ allows shaving foam within personal space.
- ❖ Y4+ Explores female underwear/ sanitary products.



Websites or Apps



Action song/ PSHE songs

BBC Bitesize

Outcomes (from the DfE Computing Programme of Study)

'In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.'

Lisburne KS2 aims: All children will leave Lisburne with a range of personalised self-help strategies to equip them for adult life. Children will be able to access the community safely with support. Appropriate relationships will be fostered between themselves and their friends, family and local community. All children will have a bank of regulatory strategies to move forward with to their secondary provision.



Sensory

Personal Care
and Relationships
Education
(PCRE)

