

PRIMARY

Social, Personal and Health Education

Guidelines for Teachers of Students with

SEVERE and PROFOUND

General Learning Disabilities



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Introduction

The importance of involving parents and other significant adults in structuring and carrying out the SPHE programme cannot be over-emphasised.

Social, personal and health education (SPHE) aims to provide opportunities to foster the student's personal development, health, and well-being. This aspect of education has always been regarded as an extremely important part of the curriculum in schools catering for students with general learning disabilities. These guidelines aim to draw on the depth of experience built up by teachers and other professionals, and unite this with the most recent thinking on physical, emotional, social, sexual and spiritual development.

SPHE, by its very nature, is an integral part of the student's daily life. However, while much of the teaching in this area can be done informally throughout the school day, the *Primary School Curriculum* advises that learning is best facilitated in three ways: by creating a positive school ethos, through allocating discrete time to this subject, and by integrating SPHE with other subjects in the curriculum. This approach is equally appropriate for students with severe and profound general learning disabilities. SPHE enables the student to develop the skills necessary for managing his/her life to the best of his/her ability, both personally and socially, and the age of the student will be an important factor in determining the emphasis of each student's scheme of work.

The importance of involving parents and other significant adults in structuring and carrying out the SPHE programme cannot be over-emphasised. The home environment has an enormous influence on the student's perception of the world and of his/her role in it. It also has a profound influence on the student's behaviour. Consistency of approach is especially important for students with severe and profound general learning disabilities, and the SPHE programme will be most effective when the responsibility is shared by parents, teachers, health professionals, and all those who have close dealings with the student.

Each student will need careful foundation work to enable him/her to build up an image of himself/herself. This may range from becoming aware of the parts of his/her body to developing an appreciation of his/her own abilities and talents.

Overview of the content of Social, personal and health education

The content is presented in three strands:

- Myself
- Myself and others
- Myself and the wider world.

Myself

The *Myself* strand promotes self-awareness and self-esteem and is concerned with enabling the student to be as independent as possible in catering for his/her personal care needs. This area of learning is critical for students with severe and profound general learning disabilities. Each student will need careful foundation work to enable him/her to build up an image of himself/herself. This may range from becoming aware of the parts of his/her body to developing an appreciation of his/her own abilities and talents.

This entails a significant responsibility for parents, teachers, and all those who work closely with these students. This may lead to some students being able to play an active part in setting their own achievement targets and goals. Building up individual personal profiles that emphasise unique features, personal preferences, and particular strengths and abilities will encourage each student to learn that he/she has an important part to play in the whole scheme of things.

The celebration of each student's uniqueness should be supported by the ethos and culture of the school. This type of work is especially important for students with severe and profound general learning disabilities, since it enhances the image of each student, not only for himself/herself, but also in the eyes of parents, classroom staff, and all those who have regular contact with the student.

In this strand the student is also encouraged to build up an awareness of his/her own behaviour and learn strategies for managing that behaviour if necessary. There is also an emphasis on learning how to manage feelings and how to cope with new and demanding situations. Most importantly, the student's sense of self-worth and self-confidence is nurtured, with an overall emphasis on enabling the student to take as much control as possible over his/her life. Many students with severe and profound general learning disabilities will depend on the adults around them to create opportunities for independence. This is a significant responsibility for parents, teachers, and all those who work closely with these students.

Myself and others

The *Myself and others* strand in SPHE aims to enrich the student's awareness and understanding of his/her relationship with others, and promotes a sense of belonging and an understanding of interdependence. SPHE can enable the student to begin to understand how they influence and are influenced by the world around them. Students with severe and profound general learning disabilities are likely to need particular help in this respect, since limitations in the ability to communicate may impede their ability to interact with others. In conjunction with work being done in communication and language, SPHE concentrates on enabling students to establish and maintain healthy relationships, to resolve conflicts, to enjoy the company of others, and to learn how they can show respect, care and consideration in their dealings with others.

Myself and the wider world

This strand deals with broadening the student's ability to understand and interact with his/her wider environment. For students with severe and profound general learning disabilities, development in this area ranges from awareness of being part of a class, a school or a residential group to awareness of being a member of the local community. The *Primary School Curriculum*, SPHE seeks to enable the student to take on responsibilities within the school and home environment and attempts to give him/her an insight into the role of others in the wider environment. It can be difficult for students with severe and profound general learning disabilities to play an active role in the local community, but their right to participate fully in all aspects of community life should be acknowledged and encouraged.

School planning

The Primary School Curriculum: SPHE, Teacher Guidelines, offers valuable planning advice for SPHE and RSE. The following section outlines some additional aspects of planning that may need to be considered when planning for these students.

Curriculum and organisational planning

Creating a positive school climate and atmosphere

The issues of fostering communication, democracy, self-esteem and respect for individuality are extremely well covered in the primary guidelines. Enabling students with very limited communication to have a say in an atmosphere of democracy can be a significant challenge. However, sensitivity and respect by all staff members to the comfort, likes and dislikes of every student can be seen as a basic step in the direction of democracy. Where the student is not readily communicating likes and dislikes, careful attention to any signs of comfort or discomfort can be a starting point.

People working directly with students with severe and profound general learning disability are generally well accustomed to dealing with and respecting diversity. However, this is an issue that may need to be dealt with in a whole-school context. The general section on school planning refers to in-school integration, and this may be relevant to the *Primary School Curriculum, SPHE*.

Developing communication between all those involved in the education and care of the student

Effective communication between home and school is critical in this area of the curriculum. The family plays a big part in the student's education about relating to others and is often the starting point in enabling the student to develop a sense of belonging. Parents will be able to identify particular self-care or behavioural needs for the home situation. Teachers will need to be aware of strategies that work at home, and parents will also play a critical role in affirming and generalising skills that the student learns in school. Consistency of approach is extremely important for students.

Some students may be cared for outside the home on a full-time or part-time basis. In such situations, the carers will need to be afforded all considerations that a parent would be given. Medical considerations may be very important for some students, particularly in the area of managing personal care.

Developing policy on intimate issues

Stringent measures need to be taken by the school to ensure that comprehensive and clear guidelines are given to all staff members involved in meeting the personal and intimate needs of any student. The safety and dignity of the student are paramount. Staff members may need training in this area and a process of inducting new staff should be established. Parents should be fully involved in developing policy guidelines in this area and schools also need to take account of the variety of parental views and beliefs. The development of guidelines for good practice should consider areas such as

- intimate care
- physical contact
- responding to inappropriate explicit sexual behaviour
- the prevention of abuse.

Classroom planning

Much of the advice in the *Primary School Curriculum: SPHE, Teacher Guidelines*, on classroom planning for SPHE will be applicable to students with severe and profound general learning disabilities.

Additional issues that may need to be considered include the following.

Fostering independence

When caring for students whose needs are so great, there is often a temptation for staff members to attempt to anticipate and fulfil the student's every need. New staff members in particular may need to be reminded that students will not achieve their full potential for independence unless challenged to do so.

Fostering independence can also greatly slow up routine care procedures, often to the extent that the teacher may wonder if the student's care needs are adversely affecting their overall educational programme. This issue will need to be carefully thought out and talked out with parents and team members, with the emphasis on achieving a balance that will meet all the needs of each individual student. Care routines are an important part of the student's day and they can also offer opportunities for integrating learning across curriculum areas. (See the exemplar on toileting and integration.)

Safety with food

Before giving any student food or drink the teacher should check carefully with parents or carers to ensure that students do not have food allergies or any problems with feeding. When there is any suggestion of difficulty with feeding medical advice should be sought. All classroom staff should receive careful instruction on feeding that student and should observe the highest standards of safety and hygiene when dealing with food.

Relationships and sexuality education (RSE)

It is important to ensure that the school's guidelines on the management of intimate issues are strictly followed in the classroom. The teacher should communicate with the student's parents/carers so that they have a good understanding of what is being taught and how it is being taught. Continuity of approach is important and parents may need support in dealing with RSE issues at home.

If at all possible, formal individual or group teaching sessions on relationship and sexuality education should be carried out by a team rather than by one adult on his/her own. All people involved should be comfortable with the topic, and training may be required to ensure a correct approach. Good, clear resources will be necessary, and the teacher might also include creative activities by linking with music or drama.

Opportunities for interacting with the wider world

While this is a feature of other areas of the curriculum, the emphasis in the *Primary School Curriculum, SPHE*, is on enabling the student to develop an understanding of his/her place in the class, the school, and the local community. It can be difficult for students with severe and profound general learning disabilities to play an active part in the local community, since they may attend a school some distance from their homes. In some instances the community around the school may have to act as a substitute for the student's home community. Helping parents to take advantage of opportunities for increasing their child's interaction with their local community may be of enormous benefit to some students. Trips to each student's locality, if possible, can help to support parents in their bid to broaden their child's social experience and experience of citizenship.

What can I, the student, learn through social, personal and health education?

Myself

- I can learn about how I look and what makes me unique.
- I can develop self-confidence by improving my ability to make sense of my environment.
- I can become as self-reliant and independent as is possible for me.
- I can learn to exert some control over my environment.
- I may be able to learn to help with my personal care needs.
- I may be able to learn that food can be exciting and interesting.
- I can learn to appreciate my abilities and achievements.
- I can learn about growing and developing.
- I can improve my ability to understand, express and control my feelings and emotions.
- I can learn about personal safety and safety at home and in school.

Myself and others

- I can gain an insight into my role as a member of my family and improve my ability to enjoy family life.
- I can learn to recognise significant people in my life and understand their role in it.
- I can learn about having friends and being a friend.
- I can learn that I must consider the needs and feelings of others.
- I can improve my ability to interact socially with others.

Myself and the wider world

- I can learn about my role as a member of my class, my school and other groups.
- I can improve my interest in the people and facilities in my local community.
- I can learn to play a more active role in my immediate and wider environment.

Myself

Self-awareness/Developing self-confidence/Making decisions

Attending	Responding	Initiating
<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an awareness of the parts of his/her own body <ul style="list-style-type: none"> – <i>look at himself/herself in the mirror</i> – <i>look at or feel a touch on parts of his/her own body as attention is drawn to them</i> – <i>listen to the names of those parts</i> – <i>attend to activities such as making hand/finger/foot prints or silhouettes of parts of the body</i> ■ develop an awareness of self in relation to the immediate environment <ul style="list-style-type: none"> – <i>use various parts of the body to explore movement, touch, taste, smell, texture, sights, and sounds</i> ■ become aware of the features that make a person unique <ul style="list-style-type: none"> – <i>observing and participating in exercises to increase awareness of his/her own features such as name, size, hair, colour, and birthday.</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show or name the parts of his/her body when asked <ul style="list-style-type: none"> – <i>indicate parts of his/her body and those of others in response to action songs or games</i> ■ participate with interest in dressing-up games ■ locate appropriate part of the body for art sessions involving parts of the body ■ show awareness of his/her interaction with the immediate sensory environment <ul style="list-style-type: none"> – <i>respond with expression/voice/action to movement, tastes, smells, textures, sights and sounds</i> ■ reach out and explore things with hands/feet/other parts of the body ■ show awareness of his/her own features and begin to compare them with those of other students <ul style="list-style-type: none"> – <i>point to or pat himself/herself in mirror</i> – <i>respond by looking/pointing/naming for group awareness exercises</i> ■ show interest in comparing of features, indicate girls and boys in the class, and become excited at birthdays. 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ draw attention to the parts of his/her body for fun or of necessity <ul style="list-style-type: none"> – <i>make funny faces</i> – <i>use parts of his/her body for art sessions</i> – <i>show a cut on the knee</i> – <i>rub part of his/her body to indicate pain</i> – <i>name a part of the body to draw attention to it</i> ■ seek out sensory experiences and relate them to appropriate parts of the body <ul style="list-style-type: none"> – <i>open the mouth to taste food, sniff interesting smells</i> – <i>turn music up or down</i> – <i>put his/her hands over the ears in anticipation of loud sounds</i> ■ have pride in his/her own features and indicate interest in those of others <ul style="list-style-type: none"> – <i>show off a new haircut</i> – <i>draw attention to the comparison of his/her own features with those of others</i> – <i>pick out himself/herself in a clear group photograph</i> – <i>pick out his/her own name card</i> ■ anticipate and enjoy the feeling of being special on his/her birthday.

Attending	Responding	Initiating
<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of personal abilities and talents <ul style="list-style-type: none"> – <i>recognise his/her ability to gain positive attention</i> – <i>become aware of his/her ability to complete tasks with help</i> – <i>develop a sense of achievement when participating in class events/ family events/games</i> ■ become aware of the need to improve his/her own abilities and talents <ul style="list-style-type: none"> – <i>be aware of receiving encouragement to improve his/her abilities</i> – <i>participate in goal-setting by listening and observing</i> ■ develop confidence by understanding his/her role in the immediate environment <ul style="list-style-type: none"> – <i>understand what is expected of him/her in familiar situations</i> – <i>and become aware of the sequence of familiar routines.</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to opportunities to display personal abilities and talents <ul style="list-style-type: none"> – <i>sing a song when asked, show a new achievement when prompted</i> – <i>put greater effort into team event when encouraged</i> ■ show interest in plans to improve his/her own abilities and talents <ul style="list-style-type: none"> – <i>indicate a preference for certain tasks</i> – <i>show interest in learning new skills</i> – <i>participate in goal-setting by helping to draw up a pictorial plan of work for himself/herself</i> ■ show understanding of his/her role in familiar situations <ul style="list-style-type: none"> – <i>anticipate familiar events when given cues and act appropriately</i> – <i>follow instructions if unsure of what is expected</i> – <i>respond to praise when he/ she is correct.</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ seek out opportunities to show or tell about special abilities or new achievements <ul style="list-style-type: none"> – <i>show off skills to family members or visitors to classroom</i> – <i>draw attention to his/her own work in the classroom</i> – <i>make special efforts when participating in group games</i> ■ interact with teacher in planning new goals <ul style="list-style-type: none"> – <i>communicate a desire or willingness to learn new skills</i> – <i>communicate the fact that something is too difficult/too easy</i> – <i>strive to achieve goals decided upon</i> ■ act appropriately in familiar and unfamiliar situations <ul style="list-style-type: none"> – <i>demonstrate the ability to interpret familiar situations correctly</i> – <i>generalise what is learned in familiar situations to help him/her act appropriately in unfamiliar situations.</i>

Attending	Responding	Initiating
<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an ability to be self-reliant and independent for some periods of the day <ul style="list-style-type: none"> – <i>be undemanding and self-contained at certain times</i> – <i>attend to lessons/activities/leisure pursuits without constant prompting</i> ■ observe mistakes and observe how they are rectified <ul style="list-style-type: none"> – <i>participate in using self-correcting toys and computer programs</i> – <i>observe and participate in correcting accidents (such as when something is spilled)</i> – <i>observe things that go wrong in drama and role-playing</i> ■ notice changes in the immediate environment <ul style="list-style-type: none"> – <i>changes in positioning, changes in staff</i> – <i>changes in routines</i> ■ listen to and observe the reasons for changes in the immediate environment <ul style="list-style-type: none"> – <i>attend to explanations or cues given for changes that have occurred or are about to occur.</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to opportunities to show self-reliance, independence and responsibility <ul style="list-style-type: none"> – <i>hang up his/her own coat/put away or carry his/her own schoolbag when asked</i> – <i>communicate personal needs when prompted</i> – <i>respond to the challenge of new tasks that are presented</i> – <i>help with tasks around the classroom/school/at home</i> – <i>respond appropriately to known cues for routine events</i> ■ regard correcting mistakes in a positive way <ul style="list-style-type: none"> – <i>receive a verbal reward when mistakes are corrected</i> – <i>observe that mistakes can often be put right quite easily</i> ■ respond appropriately to changes in the environment or changes in routines <ul style="list-style-type: none"> – <i>quieten/show curiosity when a stranger comes in, show reaction when established routines change.</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show a sense of responsibility and a desire to be self-reliant and independent <ul style="list-style-type: none"> – <i>take responsibility for certain jobs around the home/at school</i> – <i>seek out new challenges</i> – <i>learn from his/her mistakes</i> – <i>ask questions in order to learn about things, to communicate needs and desires independently, anticipate routine events and prepare for them independently</i> ■ express feelings about changes that have occurred or are about to occur and look for explanations about those changes <ul style="list-style-type: none"> – <i>communicate anxiety about new situations</i> – <i>ask why he/she is not going swimming today as usual.</i>

Attending	Responding	Initiating
<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of his/her ability to express likes and dislikes <ul style="list-style-type: none"> – <i>observe that certain gestures and signs of restlessness can replace crying to indicate discomfort</i> – <i>become aware that showing pleasure usually results in more of the same</i> ■ develop awareness that he/she can exert some control over everyday decisions <ul style="list-style-type: none"> – <i>about food/drink/positioning/activities. (See communication and language.)</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to gestural, pictorial or verbal explanations or cues for changes that have occurred or are about to occur <ul style="list-style-type: none"> – <i>show calming/excitement when explanations or cues given, show tolerance for changes in routines.</i> ■ show awareness of his/her ability to indicate personal preferences <ul style="list-style-type: none"> – <i>indicate all likes and dislikes by expression</i> – <i>gesture or vocalisation in response to questioning</i> ■ make everyday decisions when given opportunities for control <ul style="list-style-type: none"> – <i>make everyday decisions (with prompting) about food/drink/play activities/work tasks</i> ■ co-operate with and show understanding of decisions made by others <ul style="list-style-type: none"> – <i>co-operate with the teacher's decision not to go out for a walk when shown that it is raining. (See communication and language.)</i> 	<p>Self identity</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ indicate personal preferences independently and make independent choices <ul style="list-style-type: none"> – <i>be allowed to have reasonable control over personal preferences for food/ activities/company</i> – <i>be given increasingly sophisticated opportunities for making choices and decisions and for expressing personal opinions</i> ■ show interest in the personal preferences of close family members and friends <ul style="list-style-type: none"> – <i>indicate some well-known likes and dislikes of those close to himself/herself</i> – <i>be aware of his/her ability to help others to enjoy things they like</i> ■ develop an awareness of the effects of everyday choices on himself/herself and of the effects such decisions may have on others <ul style="list-style-type: none"> – <i>realise that choosing to hang up one's coat independently brings a lovely smile from teacher</i> – <i>see that taking two sweets may mean that another classmate gets none</i> – <i>understand that choosing to play loud music makes Mammy or Daddy unhappy. (See communication and language.)</i>

Taking care of my body/Catering for personal care needs/Knowing about my body/Food and nutrition

Attending	Responding	Initiating
<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of basic body washing procedures <ul style="list-style-type: none"> – <i>develop awareness of consistent steps used in body washing routines, participate with full assistance in washing routines such as washing hands/face</i> – <i>wash himself/herself in the shower after swimming</i> ■ co-operate with and attend to routine undressing and dressing procedures <ul style="list-style-type: none"> – <i>co-operate with a trusted helper, attend to the way clothes are removed/put on.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to consistent gestural, pictorial or verbal instructions for basic body washing procedures <ul style="list-style-type: none"> – <i>use body washing routines at home and in school</i> – <i>shower after a swim, wash his/her hands before meals/after art session/after using the toilet</i> ■ respond to reminders to observe basic hygienic practices when eating/using the toilet ■ undress and dress himself/herself with gradually decreasing physical, gestural, pictorial, or verbal prompting <ul style="list-style-type: none"> – <i>when entering/leaving the classroom, preparing for a swimming or physical education session, when accidents happen and clothes must be changed.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ look after his/her own washing needs independently, using pictorial or recorded auditory cues if necessary <ul style="list-style-type: none"> – <i>wash his/her hair and body in a bath/shower, wash his/her hands after using toilet and before eating</i> ■ follow basic hygienic practices when eating/using the toilet ■ carry out routine undressing and dressing procedures independently, using pictorial or recorded auditory cues if necessary <ul style="list-style-type: none"> – <i>when entering/leaving the classroom, preparing for a swimming or physical education session,</i> – <i>when accidents happen and clothes must be changed.</i>

Attending	Responding	Initiating
<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ co-operate with and attend to regular routine of using the toilet <ul style="list-style-type: none"> – <i>co-operate with a trusted helper</i> – <i>develop awareness of using the toilet successfully</i> ■ become aware of feeling the need to use the toilet <ul style="list-style-type: none"> – <i>develop awareness of being wet versus being dry</i> – <i>attend to the experience of relief after using the toilet</i> ■ develop awareness of the difference between a public place and a private place <ul style="list-style-type: none"> – <i>have his/her attention drawn to having people around versus being on his/her own</i> – <i>listen to language associated with privacy</i> – <i>listen to instructions on when privacy is necessary.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to instructions/set cues for using the toilet <ul style="list-style-type: none"> – <i>follow gestural, pictorial or verbal reminders to use the toilet, follow a routine of using the toilet at set times of the day</i> ■ respond appropriately to an enquiry about need for the toilet <ul style="list-style-type: none"> – <i>answer using action, gestures, pictures or words</i> ■ show awareness of the difference between a public and a private place <ul style="list-style-type: none"> – <i>show different reactions to being in a public place and being in a private place</i> – <i>respond to instructions on appropriate behaviour in public versus in private places.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ indicate need to go to toilet independently <ul style="list-style-type: none"> – <i>use gestures, pictures or words</i> ■ use the toilet independently, using pictorial or recorded auditory cues if necessary ■ behave appropriately in public and in private <ul style="list-style-type: none"> – <i>show understanding of the need for privacy at certain times</i> – <i>show understanding that some behaviour is not appropriate in public.</i>

Attending	Responding	Initiating
<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an awareness of what is happening if she is menstruating (where appropriate) <ul style="list-style-type: none"> – <i>have her abdomen gently rubbed to acknowledge that pain originates there</i> – <i>listen to a simple account of what is happening, see a pad being taken from pack and placed on her underwear</i> – <i>look at blood on a pad</i> ■ become aware of the need to take care of his/her appearance <ul style="list-style-type: none"> – <i>tolerate or participate with help in brushing his/her hair/cleaning his/her teeth/cleaning his/her nose</i> – <i>practice on a doll/adult/self (Adults should respect extreme dislike of some grooming activities.)</i> ■ become aware of what keeps the body healthy and well <ul style="list-style-type: none"> – <i>experience healthy exercise and activity</i> – <i>observe that a change of position can ease aches and pains</i> ■ develop awareness of his/her own gender <ul style="list-style-type: none"> – <i>be told that he/she is a boy/girl</i> – <i>look at pictures of boys/girls</i> – <i>participate in activities where boys and girls are separated</i> – <i>listen to stories about boy/girls.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop awareness of her menstruating needs (if appropriate) <ul style="list-style-type: none"> – <i>use the usual communication system to give some indication if she is in pain, indicate the need for a pad when she is prompted, help to remove pad from packet and place on underwear</i> ■ participate with some help or respond to reminders to take care of his/her appearance <ul style="list-style-type: none"> – <i>participate in the grooming activities in Attending</i> – <i>indicate if he/she dislikes certain grooming activities</i> ■ show awareness of what keeps the body healthy and well <ul style="list-style-type: none"> – <i>show feelings of well-being after healthy exercise</i> – <i>show relief when poor posture is corrected</i> ■ with decreasing assistance from prompting, identify his/her gender <ul style="list-style-type: none"> – <i>move to go with the correct gender group when boys and girls are separated</i> – <i>indicate if he/she is a boy/girl when asked</i> – <i>go to an appropriate toilet or changing area with some prompting.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show understanding of her menstruating needs (if appropriate) <ul style="list-style-type: none"> – <i>indicate independently if she is in pain, ask for help if blood is seen on her underwear</i> – <i>take pad from packet and place on her underwear under supervision</i> ■ look after his/her appearance and grooming needs independently <ul style="list-style-type: none"> – <i>brush his/her hair at appropriate times</i> – <i>brush his/her teeth after a meal</i> – <i>get and use a tissue independently if required</i> ■ initiate activities to keep the body healthy and well <ul style="list-style-type: none"> – <i>seek out exercise and activity, maintain a correct posture independently</i> ■ show identity with his/her own gender <ul style="list-style-type: none"> – <i>join the correct gender group independently when boys and girls are separated</i> – <i>use boys' or girls' toilet/changing area independently</i> – <i>communicate about his/her gender using objects of reference/gestures/pictures/words.</i>

Attending	Responding	Initiating
<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop awareness of the private parts of his/her body <ul style="list-style-type: none"> – <i>listen to the use of the term ‘private’ in association with parts of his/her body</i> – <i>have his/her attention drawn to items of underwear when he/she is dressing/being dressed</i> – <i>develop awareness of the parts of the body that are covered by swimwear/ underwear.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ with decreasing assistance indicate awareness of the private parts of his/her body <ul style="list-style-type: none"> – <i>for example sort out items of underwear from a laundry basket of mixed clothes</i> – <i>match items of underwear to the correct part of the body on himself/herself and on a doll</i> – <i>indicate private parts of the body when asked.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ identify private parts of his/her body independently; pick out correct items of underwear independently when dressing, show independently an appropriate awareness of the need to cover his/her private parts.

Attending	Responding	Initiating
<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an awareness of familiar and unfamiliar foods <ul style="list-style-type: none"> – attend to the range of food that is presented in school and at home – attend to the taste/smell/appearance/texture of a wide range of food ■ develop food preferences and dislikes <ul style="list-style-type: none"> – experience bland versus strongly flavoured or moderately spiced foods – sweet versus sour flavours, hot versus cold food or drink ■ become aware of categories of food <ul style="list-style-type: none"> – become aware of the types of food that are eaten at different times of the day – observe the sorting of food into categories such as fruit/vegetables/meat/sweet things, participate in games of shop keeping – participate in creating art or charts representing different categories of food. 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show an awareness of familiar foods <ul style="list-style-type: none"> – become excited when familiar foods are presented – make a face in anticipation of tasting a sour item of food ■ respond to the taste, smell, appearance and texture of familiar and unfamiliar foods ■ indicate food preferences and dislikes when asked <ul style="list-style-type: none"> – make choices between two or more items of food or drink – show preferences or dislikes by indicating desire for more/no more when food is tasted ■ show an awareness of categories of food <ul style="list-style-type: none"> – use real food/replicas/pictures, indicate on request food that would be eaten at breakfast time/dinner time – respond to a request to put all the fruit into a basket or all the meat into the refrigerator. 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ seek out familiar foods at appropriate times <ul style="list-style-type: none"> – in storage areas at home and in school, pick familiar items from shelves in shop ■ communicate about the taste, smell, appearance and texture of familiar and unfamiliar foods <ul style="list-style-type: none"> – at meal-times/when shopping/ when cooking ■ communicate about food preferences and dislikes <ul style="list-style-type: none"> – using facial expression/vocalisation/gestures/pictures/verbal communication ■ sort food into categories and communicate about the variety of food that is available <ul style="list-style-type: none"> – after a visit to the supermarket, record the variety of food that is available in various categories – sort food for storage after shopping.

Attending	Responding	Initiating
<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of safe and hygienic practices when handling food <ul style="list-style-type: none"> – <i>participate in keeping hands/utensils/surfaces clean when handling/preparing/eating food</i> – <i>wash up and clean surfaces after meals and snacks</i> ■ participate in making healthy snacks or meals <ul style="list-style-type: none"> – <i>use kitchen utensils, participate in deciding what to put in a snack or meal, practice hygiene while preparing and eating.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to reminders to handle food safely and hygienically ■ respond to instructions on making healthy snacks or meals <ul style="list-style-type: none"> – <i>step-by-step instructions using gestures/pictures/verbal instruction.</i> 	<p>Taking care of my body</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an awareness of the importance of food for growth and development <ul style="list-style-type: none"> – <i>recognise that food is necessary for growth</i> – <i>develop an awareness that food provides energy for work and play</i> ■ develop an awareness of the types of food that contribute to good health <ul style="list-style-type: none"> – <i>look at/make posters promoting healthy eating</i> – <i>respond to questions about healthy eating, pick out healthy choices of food</i> ■ make healthy snacks and meals using safe and hygienic practices.

Attending	Responding	Initiating
<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware that he/she is growing <ul style="list-style-type: none"> – <i>observe/feel that old shoes are now too small</i> – <i>observe that hair/nails have grown, look at his/her own or another’s baby clothes and see how small they are</i> – <i>look at photographs or videos of his/her younger self and younger family and friends</i> ■ become aware of changes in his/her body at puberty <ul style="list-style-type: none"> – <i>have his/her attention drawn to changes such as the development of underarm/ pubic hair/changes in body shape/the development of breasts/increase in sweating.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show awareness of his/her own growth and the growth of others <ul style="list-style-type: none"> – <i>show reaction when old shoes/old clothes that are too small are tried on</i> – <i>on request identify younger versions of himself/herself/ family/friends in old photographs or videos</i> – <i>show interest in recording his/her height measurement</i> ■ show reaction to the changes in his/her body at puberty <ul style="list-style-type: none"> – <i>look with interest at changes as they are pointed out (see Attending)</i> – <i>listen to a simple explanation of those changes, identify changes in his/her body with some help.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ communicate about his/her own growth and the growth of others <ul style="list-style-type: none"> – <i>complain when shoes are too small</i> – <i>communicate about younger versions of himself/herself/ family members/friends in photographs/videos</i> ■ communicate about changes in his/her body at puberty <ul style="list-style-type: none"> – <i>for example show or ask about changes that he/she has noticed by pointing/ vocalising/using photographs/symbols or words. (See Attending.)</i>

Attending	Responding	Initiating
<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of the new skills that he/she has acquired <ul style="list-style-type: none"> – <i>listen to an account of the new things he/she has learned</i> – <i>look at video account of his/her progress in school/at home</i> ■ become aware of new life and birth in his/her immediate environment <ul style="list-style-type: none"> – <i>participate in activities to increase awareness of new growth in springtime</i> – <i>have opportunities to see baby animals, have opportunities to see and help to hold new babies.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ demonstrate awareness of his/her own progress <ul style="list-style-type: none"> – <i>show off new skills when asked</i> – <i>look with interest and understanding at a pictorial record of his/her progress</i> ■ show awareness of new life and birth in the environment <ul style="list-style-type: none"> – <i>point out new growth in springtime when asked</i> – <i>identify baby animals in reality or in pictures/videos</i> – <i>identify and respond to babies in reality or in pictures/videos</i> ■ show awareness of the need to become more independent and responsible as he/she grows older <ul style="list-style-type: none"> – <i>know that he/she cannot demand attention all the time</i> – <i>show interest in doing things for himself/herself</i> – <i>show care for others.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ demonstrate independently an awareness of his/her own achievements and progress <ul style="list-style-type: none"> – <i>enjoy looking back over old records of work, take opportunities to show off new skills</i> – <i>seek to learn new skills/master new tasks</i> ■ recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older <ul style="list-style-type: none"> – <i>seek to take increasing responsibility for his/her own care needs/well-being/entertainment</i> – <i>make efforts to care for younger/less able family members or friends.</i>

Attending	Responding	Initiating
<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ observe the care of new babies in reality or in pictures/videos <ul style="list-style-type: none"> – <i>tender holding, feeding, nappy-changing, careful bathing</i> ■ become aware of various feelings such as happiness, love, joy, excitement, surprise, pain, fear, loss ■ have his/her own feelings acknowledged and described by an adult when they occur <ul style="list-style-type: none"> – <i>become aware of and participate in the expression of these feelings when the opportunity arises</i> – <i>happiness at seeing a favourite person, excitement before a trip, a surprise party, pain after a fall because of an uncomfortable position.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show awareness of the care needed by small babies <ul style="list-style-type: none"> – <i>respond with tenderness and care to handling a small baby</i> – <i>demonstrate caring of a baby doll with prompting</i> ■ express a range of feelings in response to particular experiences <ul style="list-style-type: none"> – <i>show happiness at seeing a family member/friend,</i> – <i>show excitement in anticipation of a trip in the bus</i> – <i>show surprise at seeing something unusual, show fear of a particular situation</i> – <i>show feelings of loss when leaving a favourite person/ place.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show curiosity about new life and birth in his/her environment and in the wider world <ul style="list-style-type: none"> – <i>point out or ask about new growth in springtime</i> – <i>show interest in and ask about baby animals in reality/in pictures/in videos/ on television programmes</i> – <i>if possible have the opportunity to link feeling the shape of a baby in an expectant mother with seeing that mother shortly afterwards with her new baby</i> ■ know that babies need love, regular food and drink, warmth, nappy-changing, careful bathing, medical check-ups <ul style="list-style-type: none"> – <i>show knowledge by helping to care for sibling or by caring for baby doll in imaginative play.</i>

Attending	Responding	Initiating
<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of the feelings of others <ul style="list-style-type: none"> – <i>recognise and observe when someone is happy/sad/ excited/fearful (These feelings may need to be exaggerated by others to help the student to be aware of them).</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ identify a range of feelings <ul style="list-style-type: none"> – <i>respond to a request to show a particular feeling by using facial expression</i> – <i>point to another person making an appropriate expression</i> – <i>choose an appropriate pictorial expression</i> – <i>give sign for/name the expression demonstrated or experienced</i> ■ show sensitivity to the feelings of others <ul style="list-style-type: none"> – <i>respond by showing concern when another is obviously unhappy</i> – <i>stay quiet when another tells him/her that they are sad</i> – <i>laugh when another is obviously happy</i> ■ show awareness that the actions of one individual can affect the feelings of another <ul style="list-style-type: none"> – <i>stop an activity that is obviously causing distress in another, show tenderness towards a student who is distressed at the actions of another.</i> 	<p>Growing and changing</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ communicate about a variety of feelings and link them with situations where they may be experienced <ul style="list-style-type: none"> – <i>communicate about feelings associated with real or imaginary situations using facial expression/pictures/ signs or words</i> ■ empathise independently with the feelings of others <ul style="list-style-type: none"> – <i>feel happy/sad/excited because another is happy/sad/excited, have understanding of the feelings of another person</i> ■ adjust his/her behaviour independently to take account of the feelings of others <ul style="list-style-type: none"> – <i>control his/her own excitement or noise level because it causes a fearful reaction in another student/ family member.</i>

Attending	Responding	Initiating
<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop an awareness of the feeling of being safe with people <ul style="list-style-type: none"> – <i>become aware of the difference between familiar people and strangers</i> – <i>become aware of safe and comfortable ways of being touched</i> ■ develop the ability to draw attention to himself/herself if feeling uncomfortable or unsafe <ul style="list-style-type: none"> – <i>cry when feeling unsafe or uncomfortable with a stranger or familiar person</i> – <i>make a fuss if being touched in a way that is unfamiliar and uncomfortable</i> ■ attend to the difference between familiar and unfamiliar places <ul style="list-style-type: none"> – <i>have his/her attention drawn to features of familiar places</i> – <i>have opportunities to visit unfamiliar places.</i> 	<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ react differently to feeling safe and comfortable with a person versus feeling unsafe and uncomfortable with another person <ul style="list-style-type: none"> – <i>relax when feeling safe, turn away/call for attention when feeling unsafe</i> ■ develop the ability to express facially/sign/ say 'no' <ul style="list-style-type: none"> – <i>have opportunities to make choices and in everyday situations</i> – <i>take part in the role-playing situations that require a 'no'</i> ■ differentiate between familiar and unfamiliar places <ul style="list-style-type: none"> – <i>respond to familiar landmarks</i> – <i>react with increased interest when in an unfamiliar place.</i> 	<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ identify people in his/her close environment whom he/she can trust <ul style="list-style-type: none"> – <i>pick out people with whom he/she feels safe and comfortable using real people/photographs/videos</i> ■ identify people in the wider environment who can be called upon to help, for example a garda ■ deal effectively with situations in which he/she feels unsafe with a person <ul style="list-style-type: none"> – <i>communicate 'no' independently and effectively</i> – <i>get away from the person, get the attention of others.</i>

Attending	Responding	Initiating
<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of the need to stay close to a carer when in unfamiliar place <ul style="list-style-type: none"> – <i>feel his/her hand being held firmly</i> – <i>listen to requests to stay close</i> – <i>observe that he/she is being closely watched</i> ■ have his/her attention drawn to safety strategies for crossing the road, using the bus, or being a pedestrian <ul style="list-style-type: none"> – <i>visually/aurally track cars passing, watch others stopping at the edge of a path</i> – <i>listen to safety instructions</i> – <i>watch an adult pressing a button at a pedestrian crossing</i> ■ have his/her attention drawn to safety routines in the immediate environment <ul style="list-style-type: none"> – <i>observe that people can trip over bags and toys</i> – <i>listen to requests to stay close to his/her carer at assembly or when out walking</i> – <i>participate with help in following the class code of hygiene.</i> 	<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to requests to stay close when in an unfamiliar place <ul style="list-style-type: none"> – <i>stay within boundaries outlined by a carer, come when called</i> – <i>look at a carer regularly to see that he/she is close</i> ■ respond to visual or auditory reminders to execute safety strategies for crossing the road, using the bus, or being a pedestrian <ul style="list-style-type: none"> – <i>participate in safety activities (see Attending)</i> – <i>stop with some prompting when the red man is seen at a pedestrian crossing</i> – <i>wait for the green man and listen to the beeping that indicates it is safe to cross</i> ■ respond to reminders to observe safety rules in the everyday environment <ul style="list-style-type: none"> – <i>respond to gestural/pictorial/verbal reminders to store his/her schoolbag</i> – <i>operate the brakes on wheelchair when stationary</i> – <i>wash his/her hands before eating</i> – <i>use the safety switch on electric sockets.</i> 	<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ recognise situations that are safe and places where personal safety might be at risk <ul style="list-style-type: none"> – <i>being in a school playground versus being in an unfamiliar playground</i> – <i>getting into the family car versus getting into a stranger's car</i> ■ take some responsibility for his/her own safety when in unfamiliar places <ul style="list-style-type: none"> – <i>stay close or within visual contact of a carer independently</i> – <i>refuse to talk to strangers</i> ■ follow safety rules independently or look for help when crossing the road, using the bus, or being a pedestrian, for example (See <i>Attending</i> and <i>Responding</i>.) ■ use safety rules independently in the everyday environment <ul style="list-style-type: none"> – <i>keep passages free of clutter</i> – <i>move about safely</i> – <i>practice the class code of hygiene</i> – <i>follow class rules when using electrical equipment.</i>

Attending	Responding	Initiating
<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of possible dangers in the home or school environment <ul style="list-style-type: none"> – <i>develop awareness that certain kitchen and craft utensils are dangerous</i> – <i>become aware of the possible dangers of heat sources</i> ■ develop awareness that some things are dangerous to eat or smell <ul style="list-style-type: none"> – <i>attend to warnings that some substances at home and at school are dangerous</i> – <i>develop suspicion about unknown substances</i> ■ develop awareness of basic safety regarding medicines <ul style="list-style-type: none"> – <i>become familiar with the packaging of common medicines</i> – <i>attend to warnings not to touch medicines when alone</i> – <i>become aware that medicine pills are not sweets.</i> 	<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show awareness of how accidents might happen at home and in school <ul style="list-style-type: none"> – <i>show awareness that certain utensils and implements can cause injury</i> – <i>show by expression/actions/words that heat sources can be dangerous</i> ■ respond to unfamiliar substances with suspicion and care <ul style="list-style-type: none"> – <i>look to a trusted adult for guidance when presented with unknown substances</i> – <i>respond to instructions not to taste/smell certain substances</i> ■ respond to basic safety rules regarding medicines <ul style="list-style-type: none"> – <i>identify medicines in use at home and in school</i> – <i>show awareness that medicines must not be touched without permission.</i> 	<p>Safety and protection</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ communicate about dangers to himself/herself and others in the home and school environment <ul style="list-style-type: none"> – <i>identify items in the home or school environment that are unsafe to use or play with</i> – <i>check about the safety of using unfamiliar items if unsure</i> – <i>communicate by expression/gesture/words about things that are sharp/hot</i> – <i>act to prevent injury to another person</i> ■ realise that some substances used at home and at school are dangerous <ul style="list-style-type: none"> – <i>ask for permission before exploring unfamiliar substances</i> – <i>identify dangerous substances at home and in school</i> – <i>get an adult's attention if he/she observes a sibling/student tampering with a dangerous substance</i> ■ observe basic safety rules regarding medicine independently <ul style="list-style-type: none"> – <i>know that all medicines are kept safely in a particular place</i> – <i>know that medicines must not be touched without permission</i> ■ link some medical items with their associated functions <ul style="list-style-type: none"> – <i>plasters, ointment, lotions and creams.</i>

Myself and others

Attending	Responding	Initiating
<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of all members of his/her own family <ul style="list-style-type: none"> – <i>listen to the names of family members</i> – <i>observe and become familiar with family members</i> – <i>develop awareness that his/her own family is special to him/her</i> – <i>look at photographs/videos of his/her own family</i> ■ feel the love and care he/she receives in his/her family ■ become aware of daily routines at home <ul style="list-style-type: none"> – <i>have his/her attention drawn to cues that signify routine events at home (listen to the rattle of keys before travelling in the car, be aware of moving to the kitchen/dining room for meals, have a particular routine that signifies bed-time)</i> ■ become aware of the resources that are used for common household tasks <ul style="list-style-type: none"> – <i>attend to the use of resources such as a sweeping brush/ vacuum cleaner/washing machine/ dishwasher/ microwave oven at home and in school.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to and identify his/her own family members <ul style="list-style-type: none"> – <i>become excited when a family member arrives</i> – <i>show recognition of a family member in a clear photograph</i> – <i>isolate a family member in a group</i> – <i>isolate family members in photographs/video on request</i> – <i>respond to questions about family members</i> ■ show awareness of the love and care he/she receives, and show awareness of the love and care he/she can give in return ■ respond to pictures or questions about daily routines at home <ul style="list-style-type: none"> – <i>playing, leisure activities, shopping, travelling</i> ■ identify resources used for common household tasks <ul style="list-style-type: none"> – <i>help with the use of these resources at home and in school</i> – <i>match resources to familiar tasks using real objects/ gestures/pictures/words.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ communicate about the members of his/her own family <ul style="list-style-type: none"> – <i>bring in videos/photographs of family members</i> – <i>list family members using names or photographs</i> – <i>tell stories about family members using objects/ pictures/words</i> ■ communicate about the ways in which families take care of, support and love each other ■ have understanding that his/her behaviour can have a positive or a negative influence on the family ■ use the correct resources for completing common household tasks <ul style="list-style-type: none"> – <i>dry dishes with a tea towel</i> – <i>put dishes in the dishwasher, put clothes in the washing machine</i> – <i>use a sweeping brush/ vacuum cleaner to clean the floor</i> ■ communicate about the daily routines of family life <ul style="list-style-type: none"> – <i>using objects/pictures/ signs/words to volunteer information about what he/she had for dinner yesterday</i> – <i>tell what television programmes the family watched</i> – <i>tell about leisure activities at home.</i>

Attending	Responding	Initiating
<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ develop awareness of special family occasions/celebrations <ul style="list-style-type: none"> – <i>attend to the exciting atmosphere of birthday parties/weddings/Christmas</i> – <i>look at photographs/videos and listen to accounts of special family occasions</i> ■ become aware of the gender of relationships within his/her family ■ <i>have opportunities to listen to the terms ‘father’/‘mother’/‘sister’/‘brother’/‘aunt’/‘uncle’ while looking at the relevant person (the real person, photographs or clear video pictures).</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to special family occasions <ul style="list-style-type: none"> – <i>become excited at family occasions/celebrations</i> – <i>show interest in and identify photographs/videos of such occasions</i> – <i>respond to questions about family events</i> ■ show interest in and identify the gender of relationships within his/her family <ul style="list-style-type: none"> – <i>show interest in the terms listed in Attending, identify his/her mother/father/sister brother/aunt/uncle when asked (the real person, photographs, or clear video pictures)</i> – <i>show recognition that a classmate’s mother/father has come to collect him/her</i> – <i>show interest in the siblings of friends and classmates.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ communicate about special family occasions <ul style="list-style-type: none"> – <i>seek to communicate about family occasions/celebrations</i> – <i>ask to look at or show photographs/videos of such occasions</i> – <i>show understanding of the reasons for particular family events</i> ■ communicate about the gender of relationships within his/her own family and the families of others <ul style="list-style-type: none"> – <i>communicate about his/her mother and father</i> – <i>show ability to group his/her siblings into sisters and brothers</i> – <i>identify his/her aunts and uncles independently (real people, photographs, or clear video pictures).</i>

Attending	Responding	Initiating
<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ have opportunities to develop a response to indicate like/dislike of other people <ul style="list-style-type: none"> – <i>have any signs of like/dislike consistently interpreted and acted upon</i> ■ develop a special relationship with particular peers at home and in school <ul style="list-style-type: none"> – <i>have opportunities to spend extra time with a certain peer or peers and to share activities together</i> ■ become aware of different aspects of friendship <ul style="list-style-type: none"> – <i>observe how friends behave together</i> – <i>participate in playing and sharing with a friend</i> – <i>participate in helping a friend.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ use consistent responses to indicate like/dislike of other people <ul style="list-style-type: none"> – <i>show like/dislike using a facial expression/body movement/signs/symbols/vocalisation/verbalisation</i> ■ show particular interest in certain peers at home and in school <ul style="list-style-type: none"> – <i>become excited when a certain peer or peers enter the room</i> – <i>show interest in sharing activities with a particular peer or peers</i> ■ identify his/her friends when asked <ul style="list-style-type: none"> – <i>show awareness of different aspects of friendship</i> – <i>show awareness of how friends behave</i> – <i>show interest in playing and sharing with a friend</i> – <i>respond to a friend in need.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ actively communicate his/her like/dislike of other people <ul style="list-style-type: none"> – <i>seek out actively those he/she likes</i> – <i>seek actively to indicate and avoid those he/she dislikes</i> ■ appreciate his/her own friends <ul style="list-style-type: none"> – <i>seek to spend time with certain friends independently, take action to make new friends</i> ■ communicate about why a certain friend is special <ul style="list-style-type: none"> – <i>communicate about the qualities he/she likes in his/her friend</i> – <i>communicate about the activities they like to do together</i> ■ engage in and communicate about the different aspects of friendship <ul style="list-style-type: none"> – <i>playing together</i> – <i>helping each other</i> – <i>sharing with each other.</i>

Attending	Responding	Initiating
<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware that friends and other people must be treated with consideration and respect <ul style="list-style-type: none"> – <i>become aware of how others react to his/her own behaviour towards them</i> ■ attend to the fact that certain people play a significant part in his/her life, both within and outside the family circle <ul style="list-style-type: none"> – <i>attend to the familiarity and closeness of all family members/good neighbours/classmates/adults caring for and educating him/her</i> ■ become aware that those significant people can help with his/her needs <ul style="list-style-type: none"> – <i>become aware that certain people can give help with certain needs and desires</i> – <i>develop awareness of how to look for help from significant people</i> ■ develop awareness of bullying behaviour <ul style="list-style-type: none"> – <i>develop awareness of wrongdoing if his/her own behaviour tends towards bullying</i> – <i>develop ability to call for help if being bullied.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show consideration and respect for friends and other people <ul style="list-style-type: none"> – <i>show awareness that others are affected by his/her response to them</i> – <i>respond to instructions on how to show consideration and respect</i> ■ identify people who play a significant part in his/her life, both within and outside the family circle <ul style="list-style-type: none"> – <i>show a special response to significant adults</i> – <i>show particular interest in photographs/videos of those people</i> ■ show a special relationship with significant people when communicating about needs or desires <ul style="list-style-type: none"> – <i>respond to familiar cues given by a special person</i> – <i>express needs and desires when asked if help is needed</i> ■ show response to bullying behaviour <ul style="list-style-type: none"> – <i>show awareness of wrongdoing if his/her own bullying behaviour is pointed out</i> – <i>respond by repelling a bully or by calling for help if being bullied or if another is being bullied.</i> 	<p>Myself and my family</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ adjust his/her own behaviour to show consideration and respect for others <ul style="list-style-type: none"> – <i>share toys with a child who comes into the classroom/home</i> – <i>show physical restraint in playing with another student</i> – <i>amuse himself/herself when adults come to visit</i> ■ seek out and communicate about people who are significant in his/her life <ul style="list-style-type: none"> – <i>seek the company of significant adults</i> – <i>seek to ask and tell things about those people</i> ■ seek out significant people when help is needed <ul style="list-style-type: none"> – <i>realise what adults will be able to help with particular needs or desires</i> ■ know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else.

Attending	Responding	Initiating
<p>Relating to others (See communication and language guidelines.)</p> <p>The student should be enabled to</p> <ul style="list-style-type: none"> ■ recognise familiar people and link them with particular events <ul style="list-style-type: none"> – <i>become aware that the PE teacher can be associated with going to the school hall</i> – <i>become aware that the bus-driver will bring him/her home</i> ■ participate co-operatively in activities with trusted adults and children <ul style="list-style-type: none"> – <i>allow physical guidance when needed, work or play co-operatively</i> ■ attend to instructions, requests and opinions expressed by familiar people <ul style="list-style-type: none"> – <i>observe and listen to what others have to say</i> – <i>become aware of the benefits of interacting with others in familiar situations.</i> 	<p>Relating to others (See communication and language guidelines.)</p> <p>The student should be enabled to</p> <ul style="list-style-type: none"> ■ show understanding of the role of familiar people <ul style="list-style-type: none"> – <i>respond with excitement/ point to a picture of the hall/ get PE gear when a person associated with PE arrives</i> ■ with prompting, show care and consideration when relating to others <ul style="list-style-type: none"> – <i>being patient</i> – <i>taking turns</i> – <i>being co-operative</i> – <i>sharing materials and experiences</i> – <i>being sympathetic (in real-life and play situations)</i> ■ respond to requests and opinions expressed by familiar people <ul style="list-style-type: none"> – <i>show interest in what others have to say</i> – <i>react appropriately when asked to do something by a trusted person</i> ■ show agreement/disagreement with the views and opinions of others. 	<p>Relating to others (See communication and language guidelines.)</p> <p>The student should be enabled to</p> <ul style="list-style-type: none"> ■ ask about familiar people in association with particular events <ul style="list-style-type: none"> – <i>notice a change in bus drivers and ask about it</i> – <i>ask if the PE teacher is sick when he/she fails to arrive</i> ■ consider the views and opinions of others independently <ul style="list-style-type: none"> – <i>accommodate the views and opinions of others when playing/working/making decisions about where to go and what to do</i> – <i>seek out the views and opinions of trusted people</i> ■ exchange views and opinions with others <ul style="list-style-type: none"> – <i>discuss likes/dislikes/ favourite television programmes/colours/clothes</i> – <i>ask another's opinion.</i>

Attending	Responding	Initiating
<p>Relating to others (See communication and language guidelines.)</p> <p>The student should be enabled to</p> <ul style="list-style-type: none"> ■ become aware of routine social behaviour <ul style="list-style-type: none"> – attend to his/her own name being used when introduced – develop the ability to look at a person when introduced – participate in expressing thanks ■ develop awareness of the differences between men and women <ul style="list-style-type: none"> – observe visual differences between men and women (possibly relating to clothes/hair/jewellery) – listen to the difference between a male and a female voice – have opportunities to smell perfume versus after-shave – have opportunities to see a man shaving (feeling the difference in his face before and after shaving). 	<p>Relating to others (See communication and language guidelines.)</p> <p>The student should be enabled to</p> <ul style="list-style-type: none"> ■ respond appropriately to others in routine social situations <ul style="list-style-type: none"> – make eye contact/smile/shake hands when introduced – express thanks when prompted ■ differentiate between men and women with some assistance <ul style="list-style-type: none"> – show response to the activities listed in Attending, identify men and women in reality/from photographs or pictures ■ respond to guidance on resolving conflicts with others <ul style="list-style-type: none"> – respond to reminders that equipment must be shared – give and accept apologies when prompted after conflict. 	<p>Relating to others (See communication and language guidelines.)</p> <p>The student should be enabled to</p> <ul style="list-style-type: none"> ■ perform routine social functions independently <ul style="list-style-type: none"> – show a visitor around the classroom/school – make requests politely – express thanks independently – offer help – express concern ■ differentiate independently between men and women <ul style="list-style-type: none"> – identify men and women independently in reality/from photographs or pictures – communicate about some of the differences between men and women (see Attending) ■ resolve conflicts with others <ul style="list-style-type: none"> – find an agreeable solution if another student wants to take a favourite piece of equipment – give and accept apologies independently.

Myself and the wider world

Developing citizenship/My school community/Living in the local community

Attending	Responding	Initiating
<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of being part of a group other than his/her family <ul style="list-style-type: none"> – <i>being part of a class, being part of a school</i> ■ become aware that he/she has a valuable part to play in the life of the class and school <ul style="list-style-type: none"> – <i>participate in class/school routines</i> – <i>become aware that he/she must observe class/school rules</i> – <i>have opportunities to share responsibility for certain classroom/school roles and tasks</i> ■ become aware that others have a valuable part to play in the life of the class and school <ul style="list-style-type: none"> – <i>observe the role of adults and students in class/school routines</i> – <i>attend to the contributions made by others to class/school life.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ recognise the groups outside the family to which he/she belongs <ul style="list-style-type: none"> – <i>show recognition of his/her own class/classmates/school</i> – <i>come when called by his/her own teacher/classroom assistant at assembly/in school yard, get ready when his/her group is called for swimming</i> ■ play an active part in the life of the class/school when prompted <ul style="list-style-type: none"> – <i>respond to cues for class/school routines</i> – <i>respond to verbal or pictorial reminders to observe class and school rules, carry out tasks in class and school with some help</i> ■ show awareness that others have a valuable part to play in the life of the class and the school <ul style="list-style-type: none"> – <i>show awareness that some tasks are the responsibility of a particular adult or student, show appreciation of the contributions made by others to class and school life.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ identify the groups outside the family to which he/she belongs <ul style="list-style-type: none"> – <i>line up independently with his/her own class</i> – <i>find his/her own classroom in school</i> – <i>go to a designated area of the pool to join his/her own swimming group</i> – <i>identify his/her own class/school/swimming group/music group using gestures, pictures or words</i> ■ seek to play an active part in the life of the class and school <ul style="list-style-type: none"> – <i>follow class/school routines actively</i> – <i>follow rules with few reminders</i> – <i>take on responsibilities such as minding less able students/picking up litter/doing messages for the teacher</i> ■ realise that each person is important and has a unique contribution to make to the class and school <ul style="list-style-type: none"> – <i>know who is responsible for certain roles and tasks, allow other students to have the limelight at times.</i>

Attending	Responding	Initiating
<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of rules and routines in the class and school <ul style="list-style-type: none"> – <i>participate in sharing equipment</i> – <i>share the teacher's time, play/work co-operatively</i> – <i>take turns</i> – <i>observe rules regarding time</i> – <i>observe rules about litter</i> ■ attend to the diversity of students in the class and school <ul style="list-style-type: none"> – <i>become aware of the varying needs of other students</i> – <i>observe how those needs are accommodated by students and adults</i> ■ become aware of the physical characteristics of his/her own locality and the locality of other students <ul style="list-style-type: none"> – <i>carry out fact-finding class trips to each student's locality</i> – <i>take photographs or videos of each locality or ask parents to supply these</i> – <i>use these along with other personal material in 'This Is Your Life' sessions.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ respond to reminders to observe rules and routines in the class and school <ul style="list-style-type: none"> – <i>respond to reminders to share equipment</i> – <i>adjust his/her own demands when he/she observes that the teacher is busy</i> – <i>respond appropriately to turn-taking activities</i> – <i>follow cues for routines about assembly/moving location within the school/going home</i> – <i>respond to reminders about litter</i> ■ show awareness of the diversity of students in the class and school <ul style="list-style-type: none"> – <i>show awareness of the strengths and needs of other students</i> – <i>accommodate the needs of other students when asked</i> ■ show recognition of and identify his/her own locality and the locality of other students <ul style="list-style-type: none"> – <i>become excited on class visits to his/her own locality</i> – <i>show recognition of photographs or videos of his/her own locality</i> – <i>identify features in his/her own locality when shown a selection of objects of reference/photographs/videos</i> – <i>name his/her own locality when asked, identify other students' localities.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ adhere to rules and routines in the class and school independently <ul style="list-style-type: none"> – <i>share equipment and the teacher's time equally</i> – <i>play and work co-operatively, take turns as appropriate</i> – <i>carry out familiar school and class routines without reminders or by following visual</i> – <i>tactile or auditory cues independently</i> ■ accept and accommodate the diversity of students in the class and school <ul style="list-style-type: none"> – <i>acknowledge the strengths and talents of other students</i> – <i>accommodate the needs of another student by pushing a wheelchair/ signing for a student with a hearing impairment/ guiding a student with visual impairment</i> ■ communicate about his/her own locality and the locality of other students <ul style="list-style-type: none"> – <i>ask to go on trips in his/her own locality or to the locality of another student</i> – <i>use objects of reference/ pictures/signs/words to tell about features of his/her own locality</i> – <i>ask about the locality of another student.</i>

Attending	Responding	Initiating
<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of being part of the local community <ul style="list-style-type: none"> – <i>become familiar with the people in his/her local community</i> – <i>attend local events, attend local religious ceremonies</i> – <i>attend a local club, participate in celebrating local achievements (such as success of the local football team)</i> ■ become aware of and participate with assistance in using facilities in the local community <ul style="list-style-type: none"> – <i>have the opportunity to be accompanied to the local playground/park/beach/restaurant, visit local shops</i> – <i>use the escalator/lift at a shopping centre</i> – <i>keep a savings account in a local bank</i> – <i>look at books in the local library</i> – <i>use the toilet in these local facilities</i> – <i>use public transport.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ show awareness of being part of the local community <ul style="list-style-type: none"> – <i>recognise and identify local people, show recognition of familiar local areas</i> – <i>respond with interest to local events</i> – <i>show excitement at going to a local club</i> – <i>respond to questions about local people and events</i> – <i>show awareness of celebrations of achievement in sport/the tidy towns competition</i> ■ with gradually decreasing guidance, show recognition of and use the facilities in the local community (see <i>Attending</i>) ■ observe appropriate community rules when reminded <ul style="list-style-type: none"> – <i>adjust behaviour in quiet places if necessary</i> – <i>use litter bins when reminded</i> – <i>show care towards small children when playing.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ play an active part in the local community <ul style="list-style-type: none"> – <i>communicate with familiar local people</i> – <i>ask to go to and communicate about local areas of interest or local events (perhaps in circle time before or after weekend)</i> – <i>play an active part in a local club</i> – <i>communicate about local achievements and celebrations</i> ■ understand the functions of facilities in the local community and use them as independently as possible <ul style="list-style-type: none"> – <i>use the facilities listed in Attending as independently as is safe for him/her</i> ■ adhere to or ask for clarification independently about community rules that concern him/her.

Attending	Responding	Initiating
<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become aware of rules in the community that may concern him/her <ul style="list-style-type: none"> – <i>become aware that boisterous behaviour is suitable in the playground but not in church</i> – <i>become aware of the need to keep the locality free of litter.</i> 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ become familiar with and show recognition of the conventional signs used to indicate facilities in the local community. (See <i>Attending.</i>) 	<p>Developing citizenship</p> <p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> ■ independently recognise conventional signs for familiar facilities in own locality and wider locations <ul style="list-style-type: none"> – <i>recognise conventional sign for the bus stop/wheelchair access in his/her own locality and on trips to wider locations</i> – <i>recognise own-gender toilet signs.</i>

Exemplars

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1.	Helping others	38
2.	When toileting routines seem to take so much time ...	40

Exemplar 1: Social, Personal and Health Education

Title: Helping others

Strand: Myself and others

Objectives	Resources
<p>The student will:</p> <ul style="list-style-type: none"> develop awareness of jobs that have to be done around the classroom/school/home increase his/her awareness of the class/school/family group to which he/she belongs improve his/her ability to co-operate and interact with others develop a sense of helping others. 	<ul style="list-style-type: none"> Cards, suitable objects of reference/pictures/symbols for jobs, photographs of students (optional), items to make the jobs 'important' and attractive (such as a special bag for delivering/collecting the post), a special 'delivery person' badge or hat, a bright laundry basket, a bright cutlery tray.

Development

A number of genuine and realistic 'jobs' are identified. These jobs should be carefully thought out, with clear objectives for students' participation and learning. Enabling the students to carry out tasks that have traditionally been done by staff members will take a considerable amount of time and effort. It is essential, therefore, that all staff members involved are familiar with the learning objectives and that they are committed to the value of the exercise.

A card is made out for each job, with an appropriate object of reference/picture/symbol to represent the job. Each student is given responsibility for a particular job if a sufficient number is available. Jobs can rotate weekly or monthly according to student and group needs. The student's photograph can be attached to the appropriate card to help him/her identify his/her area of responsibility. Every time that particular job needs to be carried out, the student's attention is drawn to the card, the job is briefly outlined, and the student is given help in carrying it out.

Possible jobs would include

- delivering or collecting post/messages
- collecting and perhaps storing clean laundry
- helping to tidy up/close windows/draw curtains, etc. at the end of the school day
- watering plants in the class/school
- acting as litter warden in a designated area
- putting food out for the birds
- distributing materials at the beginning of an art/music session
- helping with the washing-up after art class/meals
- helping to act as guide for any visitors to the school. (This could be a special extra job as it might not be a regular occurrence.)

Exemplar 1: Social, Personal and Health Education

Extending and integrating with other subjects

Some possibilities include

- creating stories and books about helping out, using photographs/videos of students doing their jobs
- putting photographs of student doing his/her jobs into a personal portfolio of achievements
- making props and identification cards for the jobs in art and craft sessions
- integrating with SESE, caring for the environment
- integrating with geography, finding the way to appropriate destinations
- asking parents to enable the student to do similar jobs at home, perhaps by participating in a rotating system of jobs with his/her siblings.

Exemplar 2: Social, Personal and Health Education

Title: When toileting routines seem to take so much time ...

During necessary and time-consuming self-care activities such as toileting, the teacher will be working on many important objectives directly associated with learning to use the toilet. Other aspects of SPHE will also be related to this activity (such as washing, undressing/dressing, learning about his/her body, and learning about privacy). In addition, while ensuring that school policy regarding intimate care is followed, other areas of the curriculum can also be promoted at this time.

Learning through self-care routines

Communication and language

- Look at/feel an object of reference/picture associated with going to the toilet.
- Listen to words associated with going to the toilet.
- Use object of reference/picture, make appropriate gesture/sign/vocalisation/use words when prompted.
- Use object of reference/picture, make appropriate gesture/sign/vocalisation/use words to indicate need to go to the toilet and to indicate when finished.
- Have opportunities for one-to-one interaction time with adult during toileting time, for example eye-contact, social games, being chatted to.
- Improve his/her awareness of and ability to identify body parts.

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Physical education

- Practise any necessary mobilisation skills when moving to the toilet (walking, propelling wheelchair. etc.).
- Open doors along the way.
- Practise physical skills when being changed, such as lying down, sitting up, and lifting bottom up.

Social, environmental and scientific education

- Become aware of and learn to anticipate the familiar routine of toileting time (history).
- Become aware of and begin to be able to find his/her way to the toilet (geography).
- Attend to the difference between wet and dry (science).