



# PSHE L1 – L6

## Outcomes

<b>SCI - Hygiene</b>	
Level 1	<ul style="list-style-type: none"> <li>Returns to a calm state during and post shower/Bath</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Responds to warm, sensitive, physical contact and care</li> <li>Maintains calm and comfortable during a shower/Bath</li> <li>Accepts support with hand washing and face wiping.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Consciously assists adults during showering process</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Shows anticipation of the showering process in response to adult interaction</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Anticipates parts of the daily routine where showering process takes place</li> <li>Links an object, photo, sign or symbol with the showering process</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>Imitates acts of washing body</li> <li>Uses consistent vocalisation to indicate a need to shower</li> </ul>
<b>SCI – Eating and Drinking Skills</b>	
Level 1	<ul style="list-style-type: none"> <li>Returns to a calm state during or post being fed</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Maintains a calm and comfortable state during feeding</li> <li>Tolerates movement of clothes to enable food to be administered e.g. Peg feed</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Consciously assists when fed by an adult e.g. Keeping head still, allowing mouth to be opened</li> <li>Anticipates food routines</li> <li>Opens mouth when food or drink is seen</li> <li>Opens mouth for food or drink when bottle or spoon touches mouth</li> <li>Closes lips round spoon or bottle to remove food</li> <li>Releases spoon or bottle from mouth</li> <li>Swallows most food or drink</li> <li>Swallows mashed food</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Chews soft food e.g. fish fingers</li> <li>Grasps finger food when placed in hand</li> <li>Grasps finger food and attempts to take it to their mouth</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Grasps finger food and reaches their mouth</li> <li>Anticipates parts of the daily routine where food or drink is available</li> <li>Links objects, photos, symbol or sign to food or drink</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>Uses a consistent vocalisation or gesture to indicate need for food or drink</li> <li>Demonstrates likes and dislikes through consistent acceptance or refusal</li> </ul>
<b>SCI - Appearance</b>	
Level 1	<ul style="list-style-type: none"> <li>Returns to a calm state following their hair being touched by adult</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Maintains a calm, comfortable state following hair being touched</li> <li>Return to a calm state following their hair being brushed eg. Hydrotherapy</li> <li>Maintains a calm, comfortable state following hair being brushed e.g. after hydrotherapy</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Grasps a brush when placed in hand(s)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Grasps brush and moves towards hair</li> <li>Grasps brush and uses purposefully</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Links objects, photo, sign or symbol to a brush</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>To recognise 1 body part on request e.g. point to nose</li> <li>To recognise 3 body parts on request</li> <li>To recognise 5 body parts on self on requests</li> <li>To recognise up to 3 body parts on others e.g. points to adults mouth</li> </ul>
<b>SCI – Dressing</b>	
Level 1	<ul style="list-style-type: none"> <li>Returns to a calm state during or post being dressed or undressed</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Maintains a comfortable/calm state throughout the undressing/dressing process using a recognised strategy</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Consciously assists adult during the dressing process</li> <li>Consciously assists adults during the undressing process</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Shows anticipation of the need to undress in response to adult interaction</li> <li>Shows anticipation of the need to dress in response to adult interaction</li> <li>Demonstrates intentional movements to aid undressing process</li> <li>Demonstrates intentional movements to aid dressing process</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Remove 1 item of clothing</li> <li>Remove 2 items of clothing</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>Uses consistent vocalisation/gesture to indicate a need to undress/dress e.g. too hot – too cold</li> <li>Clearly communicates to an adult the need to dress or undress</li> <li>Responds to a visual prompt to put on a particular item of clothing</li> <li>Uses a visual aid to support sequence of dressing</li> <li>Remove 5 items of clothing including coat, shoes and socks</li> <li>Put on 1 item of clothing</li> <li>Put on 2 items of clothing</li> <li>Put on 5 items of clothing including coat, shoes and socks</li> </ul>
<b>SCI - Toileting</b>	
Level 1	<ul style="list-style-type: none"> <li>Returns to a calm state during or post changing using a recognised strategy</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Maintains comfortable and calm state throughout the nappy/pad changing process using a recognised strategy</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Consciously assists with adults during the changing process</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Shows anticipation of pad changing event in response to adult interaction</li> <li>Demonstrates movements/vocalisation when wet or soiled</li> <li>Makes specific vocalisation/body movement when soiled or wet</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Shows awareness that they recognise that they have wet/soiled</li> <li>Links an object/photo or symbol to the toilet</li> </ul>

	<ul style="list-style-type: none"> <li>Sits on toilet when prompted by an adult</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>Clearly communicates they have wet or soiled</li> <li>Sits and indicates when finished when prompted</li> <li>Sits on toilet unaided and soils/wets</li> <li>Indicates need for the toilet corresponds with wet/soiled pants</li> <li>Sits on toilet and indicates when finished independently</li> <li>Communicates in advance a need to go to the toilet</li> </ul>
<b>E&amp;R – Making Relationships</b>	
Level 1	<ul style="list-style-type: none"> <li>Shows awareness of presence of others</li> <li>Accepts other in same space</li> <li>Has at least 1 identified interaction routine that they enjoy with an adult</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations</li> <li>Recognises and is most responsive to main carer interaction</li> <li>Shows positive reaction to a familiar adult supporting daily routines</li> <li>Responds when talked to e.g. moving arms and legs or changes facial expression</li> <li>Responds to what a carer is paying attention to</li> <li>Gazes at faces and copies facial movements</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from</li> <li>Consistent response to a personal identifier</li> <li>Has at least 3 identified interaction routines that they enjoy with a adult</li> <li>Engages in play activities alongside peers</li> <li>Uses resources in same area as others e.g. differentiate between whether resources are their own or shared</li> <li>Shows enjoyment of being alongside others</li> <li>Shows interest in an activity of others and responds differently to children and adults</li> <li>Enjoys interactive play routines with a familiar person</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Is able to transition from 1 familiar adult to another familiar adult</li> <li>Accepts others having access to same resources</li> <li>Engages in parallel play with an adult</li> <li>Gives object to adult during play</li> <li>Plays cooperatively with a familiar adult</li> <li>Enjoys the company of others and seeks contact with others</li> <li>Interacts with others and explores new situations when supported by a familiar person</li> <li>Engages in parallel play with a peer</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Interested in others play and beginning to join in</li> <li>Seeks out others to share experiences</li> <li>Shows affection or concern for people that are special to them</li> <li>Uses a familiar adult as a secure base from which to explore independently in new environments</li> <li>Shows interest in activity shown by an adult</li> <li>Maintains interest in same activity as another person</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>Shares an item with an adult whilst being supported</li> <li>Take turns with shared resources when supported</li> <li>Begins to learn that some things are theirs, some things are shared and some things belong to other people</li> <li>Uses greeting behaviour with peers appropriate to situation/relationship e.g. physical contact, social distance</li> <li>Accepts help, support or reassurance from trusted adult when offered</li> <li>Is curious about people and shows interest in stories about themselves</li> <li>Is curious about people and shows interest in stories about their family</li> <li>Seek to gain attention in a variety of ways, drawing others in social interaction</li> </ul>
<b>E&amp;R – Readiness to Learn</b>	
Level 1	<ul style="list-style-type: none"> <li>Shows an interest in familiar surroundings 1</li> <li>Shows increased focus within given environment which is uncluttered, free of distractions fleetingly</li> <li>With support, takes part in a learning experience for a short period</li> <li>Is calmed by surroundings, 1 particular place</li> <li>Is calmed by surroundings - several different places</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Communicates dislike of a new leisure activity e.g. crying, shouting</li> <li>Communicates enjoyment of a new leisure activity e.g. smile, squeal</li> <li>Shows an interest in new and unfamiliar surroundings</li> <li>With preparation, accepts changes to physical environment</li> <li>With preparation, accepts changes of person within a familiar activity</li> <li>Calmly transitions to places in school with visual prompt e.g. photos, symbols</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>Responds to interaction involving a leisure/Play activity</li> <li>Engages in adult directed tasks followed by chosen task/motivator</li> <li>Responds positively to supporting adults bid to engage</li> <li>With preparation accepts small changes within a familiar activity</li> <li>Shows increased focus within given environment, which is uncluttered, free of distractions fleetingly for 30 seconds</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Is willing to try out new leisure activity with support/preparation</li> <li>Perseveres with a task of their choosing</li> <li>With preparation accepts small changes within a familiar activity.</li> <li>Shows familiarity with environment – will go to desired items because they remember where they are</li> <li>With preparation accepts when it is time to finish</li> <li>Gives an object to an adult upon request with support</li> <li>Tolerates unexpected change with support</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>Transfers attention to different task/activity when prompted</li> <li>Understands and is able to choose an alternative when an option is not available</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Identifies own preferred activities</li> <li>▪ Engages in structured group activity for a short period</li> <li>▪ Perseveres with an adult directed task</li> <li>▪ Waits or ends a task in response to a visual timer</li> <li>▪ Engages with task for agreed time period</li> <li>▪ Shows familiarity with environment – knows where items are stored</li> <li>▪ With preparation accepts familiar activity taking place in a different environment</li> <li>▪ Responds in bid to engage peers</li> <li>▪ With preparation accepts familiar activity taking place in a different environment</li> <li>▪ Makes successful transitions to routine environments with visual prompts</li> <li>▪ Shows increased focus within given environment, which is uncluttered, free of distractions for 1 minute</li> <li>▪ Return an object to an adult upon request</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>▪ Expresses own preferences and interests</li> <li>▪ Initiates interaction about leisure activity</li> <li>▪ With preparation understands and accepts non-specific event in timetable e.g. wait and see, surprise</li> <li>▪ Understands and accepts reasons for changes to routines/events</li> <li>▪ Demonstrates a sense of self as an individual e.g. wants to do things independently, says no to an adult</li> <li>▪ With preparation understands and accepts change to timetable</li> <li>▪ Uses agreed strategies to manage potential overload in a public space e.g. listening to music, carrying a familiar object as needed</li> </ul>
<b>E&amp;R – Managing Emotions and Behaviour</b>	
Level 1	<ul style="list-style-type: none"> <li>▪ Shows a range of emotions such as pleasure, fear and excitement.</li> <li>▪ Has recognised ways that bring comfort</li> <li>▪ Comforted by touch and people's faces and voices</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>▪ Growing ability to soothe themselves and may like to use a comfort object</li> <li>▪ Shows ability to distract self when upset e.g. By engaging in new play activity with adult support</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>▪ Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention</li> <li>▪ Reacts emotionally to other people's emotions e.g. Smiles when smiled at and becomes distress if they hear another child crying</li> <li>▪ Seeks physical and emotional comfort by trusted adults</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>▪ Let go of one toy in response to being offered another</li> <li>▪ Responds to a few appropriate boundaries, with encouragement and support</li> <li>▪ Beginning to understand "yes", "No" and some boundaries</li> <li>▪ Growing sense of will and determination may result in feeling of anger and frustration which can be difficult to handle e.g. may have tantrums</li> <li>▪ Recognises when own behaviour has hurt another.</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>▪ Responds positively to praise from an adult</li> <li>▪ Responds to adult support to manage/regulate feelings of frustration/anger</li> <li>▪ Cooperates with adults to regulate behaviour</li> <li>▪ Seek familiar adult to show feelings such as excitement or pleasure and for "emotional refuelling" when feeling tired, stressed or frustrated</li> <li>▪ Learns that own voice and actions have effects of others</li> <li>▪ Responds go the feeling and wishes of others</li> <li>▪ Shows understanding and cooperates with some boundaries and routines</li> <li>▪ Finds symbol/photo or word that matches current emotional state/feeling with adult support</li> <li>▪ Selects photo/symbol that matches 2 emotions</li> <li>▪ Selects photo/symbol that matches 4 emotions</li> <li>▪ Selects photo/symbol that matches their current emotion</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>▪ Is aware of others feelings e.g. looks concerned if they hear crying</li> <li>▪ Inhibit own actions/behaviours e.g. stop themselves from doing something the shouldn't do</li> <li>▪ Tries to help or give comfort when others are distressed</li> <li>▪ Apologise to adult or peer with support</li> </ul>