

# Personal care & wellbeing

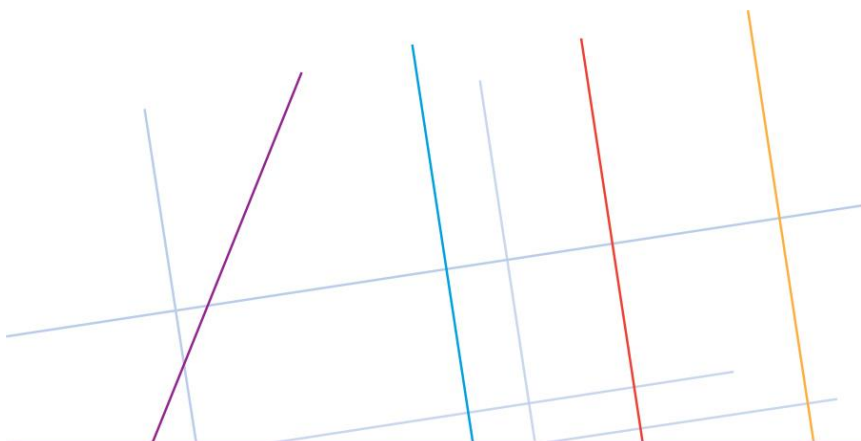
## Teacher Checkpoints





Pupil Name: \_\_\_\_\_

Date Started: \_\_\_\_\_



## Learning Outcomes Assessment Overview

PLU 3 Personal Care & Wellbeing							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	3.10	3.11	3.12	3.13	3.14	3.15	3.16
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.17	3.18	3.19	3.20	3.21	3.22	3.23	3.24
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.25	3.26	3.27	3.28	3.29	3.30	3.31	3.32
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.33	3.34	3.35	3.36	3.37	3.38		

Pathway Progression Key	
Experiencing = E	Attending = A
Responding = R	Initating = I
Aquiring = AQ	Becoming fluent = BF
Generalising = G	Circled = Taught

Element	Learning outcomes	Location of Evidence
<p><b>Self-awareness</b></p>	<p><b>Students can...</b></p> <p>3.1 Demonstrate awareness of their own body</p> <p>3.2 Show awareness of self in the immediate and/or wider environment</p> <p>3.3 Recognise their own features as being unique to them</p> <p>3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others</p> <p>3.5 Exhibit perseverance and the motivation to develop and improve personal abilities and skills</p>	

Element	Learning outcomes	Location of Evidence
<b>Personal care and hygiene</b>	Students can... 3.6 Co-operate with adults who provide daily support  3.7 Participate in personal care routines  3.8 Indicate personal care needs or ask for help verbally or non-verbally  3.9 Make choices related to personal care  3.10 Complete personal care tasks independently	

Element	Learning outcomes	Location of Evidence
<b>Food and nutrition</b>	Students can... 3.11 Use the senses to explore different types of foods  3.12 Show preferences for foods  3.13 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink  3.14 Use eating and drinking utensils  3.15 Participate in preparing food  3.16 Demonstrate basic hygiene procedures around food  3.17 Follow safety rules for using kitchen equipment  3.18 Participate in making healthy snacks  3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)	

Element	Learning outcomes	Location of Evidence
<b>Emotional well-being</b>	<p>Students can...</p> <p>3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately</p> <p>3.21 Show interest in the feelings expressed by others and react appropriately</p> <p>3.22 Use coping strategies to self-regulate</p> <p>3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities</p>	

Element	Learning outcomes	Location of Evidence
<b>Physical Wellbeing</b>	Students can...  3.24 Use the body to have an effect on objects in the environment  3.25 Move to improve gross motor control of the body  3.26 Practise fine motor control for self-help  3.27 Participate in activities to develop a healthy lifestyle  3.28 Identify preferred physical activities  3.29 Demonstrate enjoyment of co-operating with peers in team games and group activities  3.30 Accept appropriate attention from others	



Element	Learning outcomes	Location of Evidence
<b>Personal Safety</b>	Students can... 3.30 Accept appropriate attention from others  3.31 Differentiate between familiar and unfamiliar people  3.32 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation  3.33 Follow agreed social rules  3.34 Show awareness of risks in familiar environments  3.35 Recognise public and private places and how they are different  3.36 Identify or name body parts using correct anatomical language  3.37 Follow social conventions of privacy  3.38 Demonstrate awareness of appropriate and inappropriate physical contact with others	

## Progress Review

Date	Comment	Signature