



01

Module: Self-awareness and self-care

- a. become aware of self
- b. express preferences, likes and dislikes
- c. indicate and demonstrate personal skills and abilities
- d. recognise personal features of themselves and others and indicate differences
- e. show awareness of body parts and indicate body parts using simple gestures
- f. explore movement and sensory experiences using different body parts
- g. recognise that sexual feelings are a typical part of growing up
- h. recognise physical development by identifying changes in clothes and physical features
- i. identify body parts and understand that some body parts are private
- j. understand the importance of clothing/covering
- k. distinguish between appropriate behaviours and inappropriate behaviours across a variety of contexts
- l. participate in setting goals with supports
- m. engage with transition routines and structures
- n. develop self-reliance in daily tasks
- o. respond to reminders or prompts for hygiene routines
- p. express their needs and preferences regarding personal care routines
- q. follow the sequence and routine of personal care task
- r. participate in daily personal hygiene care routines
- s. indicate if help is required with personal care activities and acknowledge assistance
- t. show increasing awareness of how cleanliness, hygiene and self-care can affect health and wellbeing and apply this understanding to everyday routines
- u. participate in changing clothes at transition times
- v. recognise errors and respond appropriately

02

Module: Connecting with myself and others

- a. show awareness of others
- b. anticipate their turn during familiar activities
- c. engage with peers through specific actions or prompts
- d. engage in and practice appropriate interactions during cooperative activities
- e. demonstrate appropriate social interactions during activities
- f. establish and develop relationships with peers
- g. recognise who family and peers are
- h. recognise that there are different types of relationships
- i. demonstrate understanding of the meaning of “yes” and “no” and communicate it
- j. show awareness of their own boundaries and those of others
- k. initiate engagement with others
- l. notice the needs and feelings of others and show empathy through gestures or actions
- m. communicate to express needs, wants, feelings and emotions in social situations
- n. express emotions and feelings in a healthy way
- o. identify feelings of stress and respond appropriately
- p. identify and apply strategies to enable self-regulation
- q. apply coping mechanisms to deal with challenges

03

Module: Minding myself

- a. show an awareness of daily activities by following structure/routine/prompts
- b. transition from one location to the next following structure/routine/prompts
- c. follow safety routines in familiar environments
- d. recognise safe situations/places and the factors that can make a situation/place safe
- e. recognise unsafe situations/places and the factors that can make a situation/place unsafe
- f. engage in and demonstrate safety skills
- g. recognise immediate potential dangers around them
- h. recognise the importance of safety around medicines and link them to their use
- i. recognise the importance of safety around hazardous substances
- j. explore how to seek, give or deny permission respectfully when sharing possessions or personal space
- k. communicate effectively when they need help/assistance or feel unsafe
- l. show ways of getting help in unsafe situations and emergencies and identify people who can help
- m. respond appropriately in emergency situations
- n. demonstrate skills for personal safety
- o. understand the difference between appropriate and inappropriate behaviour towards self and others
- p. identify appropriate responses to inappropriate behaviour
- q. show awareness of personal space and communicate discomfort or consent regarding personal space or touch during routines
- r. recognise that boundaries apply to all forms of interactions with others
- s. demonstrate skills for personal safety by applying refusal skills