

SHEFFIELD EDUCATIONAL PSYCHOLOGY SERVICE

**INDEPENDENCE SKILLS by KEY STAGE**

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| AGE | Safety | Feeding and food | Self-care and dressing | Home living skills | Functioning in the community |
| Pre 5 – use Locke and Beech/EYFS Profile/Development Matters | | | | | |
| KS1 | Aware of things that burn  Awareness of electricity and not to stick objects in sockets  Careful with sharp objects  Can use rounded scissors independently  Aware of heights (climbing)  Following safety rules  Stays with class during trips  Uses school materials without harming self or others  Can call for help if self or other is hurt | Can feed self with hands  Can drink from a cup  Can pour a drink with no/minimal spillage  Can eat without excessive spillage  Can feed self with spoon  Can use a fork  Can cut up soft food (like fishfingers)  Aware of healthy food choices  Can make a simple meal (sandwich) with assistance  Behaves appropriately in public restaurants/café (end of KS1) | Can go to toilet independently though may need some help with wiping  Aware of when unwell and telling parent/teacher.  Dry and clean in the day and at night  Can put on coat  Can put on shoes and socks  Can do up a zip  Can wash hands with soap and water after using the toilet  Can brush teeth  Can wash face  Can take a shower with prompts  Can wipe nose | Make bed  Put things away (toys) | Can find resources in the classroom  Holds adult hand when crossing road  Recognise public buildings and types of shops  Recognising authority figures (police)  Self organisation (knows own bag and coat)  Can move around school independently  (Year 1)  Can tell time (end of Year 2)  Can run errands around school (end of Year 2) |
| KS2 | Can call 999  Knows to lock door  Stranger danger  Can cross roads at a zebra crossing  Can adjust water temperature  Online safety  Carries breakable objects safely | Can use two electrical items  (toaster/Microwave) safely  Aware of safety in the kitchen  Chewing food with mouth closed  Shows appropriate table manners  Can make a hot drink (Y5/6) | Can tie laces  Can manage buttons and clasps  Can get clothes ready  Pack own school bag  Wears appropriate clothes for weather  Can wash body, face and hair independently (end of KS2)  Girls aware of self-care during menstruation  Can take own medicine with supervision/prompting | Tidy up own room  Simple chores (drying pots, dusting) | Can tell the time on digital and analogue clocks  Knows home address  Keeping belongings safe (money, letters)  Y5/6 play out near the home. Go to local park with friends  Y5/6 use a phone  Use money and check change  Buy something in a shop (sweets, comic) |
| KS3 | When hurt being able to judge when to seek help and when to manage on own  Awareness of dangers of drugs/alcohol  Awareness of people who can help and who to avoid. Awareness of other people’s intentions. Alert to ‘warning signs’. More nuanced than ‘stranger danger’. | Can prepare a simple meal with three or more food items. | Shaving (boys)  Can take own medicine safely | Can use hoover  Can assist in most household cleaning chores  Can wipe and clean surfaces | Can follow a timetable and show awareness of a personal calendar  Able to prioritise and organise  Can public transport to familiar places  Read bus timetables  Can use a phone  Consider quality of a purchase  Following directions using technology and maps  Planning a short trip |
| KS4 | Awareness of sexual safety and understanding of consent  Awareness/avoidance of radicalisation and racist attitudes  Avoidance of exploitation from others (eg gang, illegal activity, county lines) |  | Can make at attend own medical appointments  Can go to hairdresser independently  Meets Gillick competency <https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines#heading-top>  Organising leisure time with school  Shows self-discipline with use of screen time  Monitoring own well-being and knowing who to go to if feeling anxious or sad | Able to manage own laundry | Can plan a longer trip  Can use intercity transport  Organising own leisure time (events, going to sporting events, etc)  Managing a budget/saving up  Starting to do work for money (chores) |
| Post 16 |  |  |  |  | Able to apply for jobs  Managing a budget/saving up. Money management  Understanding working for money |
| 18-25 |  |  |  | Arranging potential living options  Understanding correspondence/ bills | Can travel overseas independently  Learning to drive |