

Yellow PSHE & RSE

Social Awareness and Relationships

-H1: Interact: Pupil participates more confidently in small groups with less adult support and is beginning to understand relationships and roles. Pupil recognises when they are upsetting others and situations which may include danger.

--Awareness of Self / Managing Feelings

---[] Pupil is able to imitate the content of a group activity

---[] Understand own feelings, beginning with basic happiness and sadness

---[] Begin to associate smiling and laughter with happiness, crying and frowning with sadness

---[] Pupil understands their role in following familiar routines

--Awareness of Others

---[] Pupil makes purposeful relationships with others in group activities, with minimum support

---[] Pupil shows some consideration of the needs/feelings of other people and other living things

--Communication

---[] Pupil actively participates in a small group activity with minimum support

---[] Pupil may initiate communication with peers about a topic of interest

--Social Conventions/Moral

---[] Pupil takes turns with others in structured activities, with minimum adult support

---[] Pupil begins to show basic understanding of what is right and wrong in familiar situations

--Safety

---[] Pupil knows that Emergency Services are there to help keep us safe

---[] Pupil can recognise when they are upsetting others

---[] Pupil recognises that some unfamiliar situations may include danger and accepts assistance

-H2: Pupil begins to sustain relationships and take on roles with peers. Pupil initiates and listens to what others say in a conversation.

--Awareness of Self / Managing Feelings

---[] Begin to explain basic emotions and feelings

---[] Begin to associate causes of basic emotions e.g. what makes us happy or sad?

---[] Pupil understands and accepts wishes may not be met

---[] Pupil accepts changes in routine consistently

--Awareness of Others

---[] Pupil is often sensitive to needs/feelings of others and shows respect for selves and others

---[]Pupil recognises and responds to the order within a group when taking turns with minimal prompts

--Communication

---[]Pupil begins to sustain relationships

---[]Pupil recognises need for help and asks for this appropriately

---[]Pupil begins to negotiate with others in a variety of situations

---[]Pupil initiates conversations and attends to what others say with both peers and adults

--Social Conventions/Moral

---[]Pupil takes on roles with peers

---[]Pupil understands the need for rules in games and shows an awareness of how to join in with others in different situations

---[]Pupil understands when they have done something right or wrong

--Safety

---[]Pupil is aware that they can contact the emergency services by dialling 999

---[]Pupil knows how to keep safe in familiar situations and routines

---[]Pupil may begin to recognise what is accidental

-H3 Pupil begins to play and negotiate with others in a variety of situations. Pupil demonstrates an awareness of how to take part in different situations and can learn from mistakes.

--Awareness of Self / Managing Feelings

---[]Recognise that when we experience changes that affect us, our feelings can also change in response to the change for example the loss of a pet causes sadness

---[]Pupil demonstrates an awareness of how to take part in a range different situations

---[]Pupil begins to feel/show remorse, when relevant

---[]Pupil takes on variety of roles during familiar activities in small and larger groups with support

--Awareness of Others

---[]Pupil can play cooperatively, taking turns and sharing activities in less demanding situations

---[]Pupil takes account of one another's ideas about how to organise their activity

---[]Pupil can show sensitivity to the needs and feelings of others' to form positive relationships with adults and peers

--Communication

---[]Pupil negotiates with others in a variety of situations with increased understanding of any opposing views

---[]Pupil can focus on messenger

--Social Conventions/Moral

- []Pupil begins to recognise the difference between the truth and a lie
- []Pupil can understand the aims of simple games, tasks and rules
- []Pupil can learn from mistakes
- []Pupil knows that it is wrong to hurt others
- []With intermittent prompting, pupil treats others with respect in 1:1 and small group situations
- []Pupil treats living things and environment with care and concern

--Safety

- []Pupil knows what to say if contacting the Emergency Services after dialling 999
- []Pupil has a basic understanding of stranger danger
- []Pupil can recognise key adults who help in the wider community and identify adults they can trust

-H4 Pupil can take on a variety of roles within familiar and unfamiliar groups. Pupil can contribute to the achievement of group goals and shows an awareness of the aims and roles. Pupil begins to recognise when people are being unkind.

--Awareness of Self / Managing Feelings

- []Begin to expand understanding of a range of feelings for example nervous embarrassed shocked
- []Pupil knows when they are telling a lie
- []Pupil takes on a variety of roles within familiar and unfamiliar groups

--Awareness of Others

- []Pupil participates in range of familiar group tasks
- []Pupil contributes to achievement of group goals with support

--Communication

- []Pupil understands and responds appropriately to straightforward comments or instructions directed at them
- []Pupil looks at who is talking and thinks about what they are saying
- []If used pupil may make simple jokes and simple idioms but does not always understand what they mean

--Social Conventions/Moral

- []Pupil shows more awareness of the aims and roles in games or activities
- []Pupil continues to develop and understand right and wrong

--Safety

- []Pupil can recognise when a person may be in need of medical attention
- []Pupil understands that when they identify danger they should then tell an adult

---[]Pupil can recognise when people are being unkind to them and who to tell

-H5 Pupil can contribute to the achievement of goals, and has more awareness of other roles within groups. Pupil is more aware of their own role in familiar tasks. Pupil can recognise a wider variety of risks and has a more developed understanding of danger.

--Awareness of Self / Managing Feelings

---[]Begin to express the intensity of feelings for example a bit/really sad, quite/extremely excited

---[]Pupil is aware of their own role in familiar task

---[]Pupil recognises what kind of information is private

--Awareness of Others

---[]Pupil is aware of the role of others', familiar tasks

---[]Pupil can complete activities with peers

---[]When asked, pupil is able to say what others did well

--Communication

---[]Pupil contributes to achievement of group goals without support

---[]Pupil can negotiate with others in a variety of situations

--Social Conventions/Moral

---[]Pupil can understand why they need to follow rules

---[]Pupil has a basic understanding of personal space

--Safety

---[]Pupil knows what is meant by First Aid and who to fetch if they are first on the scene of a medical emergency.

---[]Pupil has a more developed understanding of dangers in a wider variety of situations and wider unfamiliar adults

---[]Pupil is aware of who to tell of an incident of danger in a variety of situations

---[]Pupil can recognise a wider variety of risks in situations that are unkind and that they themselves are being unkind

---[]Pupil understand that they can say 'No' to keep themselves safe

-H6 Pupil begins to initiate an activity in a range of familiar group tasks and is more aware of how to start and lead an activity. Pupil takes turns in conversations and responds to others. Pupil has a more consistent approach to right and wrong.

--Awareness of Self / Managing Feelings

---[]Recognise ways to help ourselves to feel better when we have negative emotions. For example breathe slowly when we are nervous or anxious. Talk to a friend about what has made us upset.

---[]Pupil begins to initiate an activity in range of familiar group tasks

---[]Pupil is aware when to lead an activity with occasional prompts

--Awareness of Others

---[]Pupil can maintain positive relationships with peers

---[]Pupil has some understanding of the effect their behaviour has on others, with adult support, and cooperate in some less demanding situations

---[]Pupil can recognise a good role model with support

--Communication

---[]Pupil does not interrupt a conversation they are not involved in

---[]Pupil can take turns to speak with another person or small group and answer simple questions relating to topical issue

---[]Pupil responds appropriately to others actions and comments

--Social Conventions/Moral

---[]Pupil has a more consistent approach to right and wrong

---[]Pupil can understand the consequences for wrong choices within routines and familiar settings

---[]Pupil can understand the potential consequence of a lie or untruth

---[]Pupil is able to identify the difference between a wider variety of people in different contexts

--Safety

---[]Pupil is aware of the importance of surveying the environment when coming across a situation requiring medical attention (First Aid)

---[]Pupil begins to recognise dangers in unfamiliar adults

---[]Pupil begins to know more ways in which people are unkind

---[]Pupil is beginning to identify potential risks in their environment and takes some steps to avoid

---[]Pupil knows the difference between 'Private' and 'Public' areas

-H7 Pupil takes part in discussions and shares their opinion. Pupil selects to lead group activities and can adapt ideas with encouragement from peers. Pupil is more aware of social conventions in public places.

--Awareness of Self / Managing Feelings

---[]Be able to recognise it is important to let others know how we are feeling and modify the level of detail depending on who we are sharing with

---[]Pupil selects when to lead a group activity with occasional prompts

---[]Pupil is more aware of action to take in examples of bullying with adult modelling

--Awareness of Others

---[]Pupil adapts ideas with encouragement from peers

---[]Pupil can identify ways that they can show care towards each other

---[]Pupil can celebrate, without prompts, other pupil's achievements

--Communication

---[]Pupil can take part in discussions with another person or whole class and share their opinion

---[]Pupil adapts ideas when communicating with group with adult encouragement

--Social Conventions/Moral

---[]Pupil is more able to accept an equitable share

---[]Pupil is aware of social conventions in public places and how their behaviour should be in a variety of situations

--Safety

---[]Pupil is becoming aware of do's and don'ts when considering how to deal with common injuries

---[]Pupil can recognise the dangers of unfamiliar adults and unfamiliar settings

-H8 Pupil can consistently express feelings and thoughts and understands consequences for wrong choices. Pupil can maintain relationships with newly introduced people and can recognise and describe simple similarities and differences between individuals and groups.

--Awareness of Self / Managing Feelings

---[]Respond to stimuli which depict kindness/unkindness. Example film or story plots, news items etc

---[]Pupil recognises the importance of keeping personal information safe at a basic level

---[]Pupil demonstrates resilience in peer relationships

--Awareness of Others

---[]Pupil can develop relationships with newly introduced people

--Communication

---[]Pupil can consistently express feelings and thoughts when communicating in a group

---[]Pupil can describe simple similarities and differences between people and explain, with support, ways in which family and friends should care for one another

--Social Conventions/Moral

---[]Pupil can understand consequences for wrong choices and the need to follow rules within wider community

---[]Pupil can recognise differences in groups of people

--Safety

---[]Pupil knows that there is a routine to ensure that priorities are addressed when dealing with First Aid cases (DRs ABC danger, response, shout, airway, breathing, circulation)

---[]Pupil can recognise that there are dangers in technology

---[] Pupil begins to have a wider understanding of the word 'bullying', that it is wrong and can list some ways to get help

-H9 Pupil listens to key information and can make relevant comments. Pupil can recognise the effect of their behaviour on others. Pupil can cooperate with others and follow rules.

--Awareness of Self / Managing Feelings

---[] Recognise what is meant to feel pressure / influences

---[] Pupil can identify groups and communities to which they belong to

---[] Pupil understands the risk to themselves and others and takes steps to minimise them

--Awareness of Others

---[] Pupil can recognise the effect of their behaviour on others

--Communication

---[] Pupil can listen to key information and make relevant comments

---[] Pupil realises they have made the wrong choice and can articulate that they have changed their mind

--Social Conventions/Moral

---[] Pupil can cooperate with others

---[] Pupil has the ability to follow rules

---[] Pupil can accept consequences of wrong doing

---[] Pupil can recognise a good role model and what makes them a good role model

--Safety

---[] Pupil has received simple first aid awareness from a recognised visiting professional

---[] Pupil can understand the difference between teasing and bullying; that there are different types and can communicate that this is unacceptable

---[] Pupil knows not to keep an adult secret, only a surprise

-H10 Pupil can communicate more consistently with members of a group and can adapt ideas or actions as a member of a group. Pupil considers other group members. Pupil is more able to express thoughts and feelings and is more willing to accept consensus and responds positively to instruction.

--Awareness of Self / Managing Feelings

---[] Begin to develop ways to challenge peer pressure / influences

---[] Pupil knows what to do when inappropriate pictures, messages etc. show on their computer

--Awareness of Others

---[] Pupil can adapt ideas and actions and can make suggestions as a member of a group

--Communication

- [] Pupil communicates consistently with members of a group
- [] Pupil can express thoughts, feelings and ideas about an activity
- [] If used pupil can use simple jokes and idioms more appropriately

--**Social Conventions/Moral**

- [] Pupil respects teacher and cooperates, responding positively to instruction
- [] When a pupil is faced with a moral dilemma, they demonstrate that they can make an informed decision, thinking about possible solutions; reflecting on the questions

--**Safety**

- [] Pupil can perform basic first aid with routines previously learnt and CPR
- [] Pupil has learnt some strategies to resist teasing and bullying, and if they experience this they know who to go to
- [] Pupil can begin to judge what kind of physical contact is acceptable and which could cause harm

-H11 Pupil can take part in discussions giving their opinions and are beginning to justify how they have made their decision. Pupil can add detail and understand the consequences of breaking rules in a wider context.

--**Awareness of Self / Managing Feelings**

- [] Recognise some situations where we might need to seek extra help with our mental well-being
- [] Pupil may demonstrate risk taking behaviours

--**Awareness of Others**

- [] Pupil acts in a way to positively support the thoughts and feelings of others

--**Communication**

- [] Pupil can take part in discussions giving their opinions and justifying this in an appropriate way
- [] Pupil can add detail to make what they are saying more interesting to the listener

--**Social Conventions/Moral**

- [] Pupil understands the consequences of breaking rules in a wider context
- [] Pupil is able to judge what kind of physical contact is acceptable or unacceptable and how to respond

--**Safety**

- [] Pupil is able to recognise dangers in unfamiliar adults or situations extending into the wider community
- [] Pupil can recognise the importance of keeping information safe – risks online
- [] Pupil can begin to understand online safety in the movement of messages, video, photos

---[]Pupil can recognise dangers in unfamiliar adults and more varied situations in the wider environment

---[]Pupil can manage an element of unwanted attention from peers

-H12 Pupil is able to communicate in a restorative way and can describe the impact of differences on other people's lives, with support. Pupil can follow rules in a wide variety of situation, including social conventions and can show ways of maintaining good relationships.

--Awareness of Self / Managing Feelings

---[]Explain why we may need to tell someone we trust if we feel emotionally unwell

---[]Pupil may take part in risk taking behaviours and understand that there may be consequences

---[]Pupil can list some of the difference ways you can bully and the possible ways to help

--Awareness of Others

---[]Pupil is able to respond to understand why you need to repair harm

---[]Pupil knows that some relationships may end

---[]Pupil is able to show ways to maintain a good relationship and give support to others

--Communication

---[]Pupil is able to communicate their views in restorative approaches with adult support

---[]Pupil is able to describe impact of differences between individuals and groups

--Social Conventions/Moral

---[]Pupil has the ability to follow rules and social conventions in a wider variety of situations

---[]Pupil can describe the qualities of a good citizen

---[]Pupil can list groups that can be discriminated against

--Safety

---[]Pupil knows why bullying is wrong

---[]Pupil can understand that Cyber bullying is a form of bullying and begin to recognise the dangers and impact

---[]Pupil avoids writing or sending inappropriate content

-H13 Pupil can take part in discussions in a variety of ways, contributing and maintaining a variety of healthy relationships. They can respect the rights and views of others.

--Awareness of Self / Managing Feelings

---[]Develop simple, personal strategies to use when feeling frightened or worried

---[]Pupil acts in a manner appropriate to classroom situation

--Awareness of Others

---[]Pupil can recognise the effect of their behaviour on others and support those with difficulties

--Communication

---[] Pupil takes part in discussions in a variety of ways, contributing more confidently in simple debates

---[] Pupil can confidently present an informed decision about event or activity in the future, when challenged, by an adult, who has a different view by giving justifications when asked why

--Social Conventions/Moral

---[] Pupil can maintain a variety of healthy relationships within a range of social and cultural contexts

---[] Pupil treats other pupils as equals and does not dominate, intimidate or abuse

--Safety

---[] Pupil respects the views or rights of other pupils and avoids bullying or intimidation

---[] Pupil understands simple definitions of bullying, describe why bullying is wrong and develop simple strategies for dealing with it

-H14 Pupil is able to sustain important relationships with peers, respects other pupils and uses appropriate language. Pupil will usually avoid involvement in conflict situations and understands how to keep safe in the wider community.

--Awareness of Self / Managing Feelings

---[] Explain why no one has a right to encroach on our personal space

---[] Understand what is appropriate or inappropriate in terms of respecting personal space

---[] Pupil can make judgements, decisions about resisting peer pressure around issues surrounding health and wellbeing (with support)

---[] Pupil can repair harm and re build relationships

--Awareness of Others

---[] Pupil more able to sustain relationships

---[] Pupil is aware of different types of relationships

---[] Pupil appreciates friends

--Communication

---[] Pupil respects other pupils and uses appropriate language

---[] If used pupil is able to understand jokes and idioms and say what they mean

--Social Conventions/Moral

---[] Pupil avoids involvements in conflict situations (arguments)

---[] Pupil can explain the qualities of a good citizen

---[] Pupil contributes and shows a willingness to support community initiatives

--Safety

---[]Pupil understands the concept of keeping something secret or confidential and when it is appropriate to agree or not agree to this

---[]Pupil recognises risks online in an increasing number of ways including communication, internet sites and search engines and takes steps to minimise the risks

---[]Pupil is more confident in recognising bullying, the effects it has and is more active in avoiding

-H15 Pupil is more able to consider their own identity and self-awareness. Pupil works with others to resolve conflict and has developed strategies to resolve conflict through negotiation and compromise. Pupil knows how to make appropriate decisions about risk taking.

--Awareness of Self / Managing Feelings

---[]Know when situations are wrong (either legally or morally) and be able to voice feelings about inappropriate touch, FGM, sexual exploitation, coercive relationships etc

---[]Pupil is beginning to consider identity and self awareness

---[]Pupil knows who they are and what their place within their family and immediate community is

---[]Pupil begins to be able to resist peer pressure and has developed some strategies to do so

--Awareness of Others

---[]Pupil works with others to resolve conflict

---[]Pupil confidently negotiates social activities with friends when there is a conflict of interest

--Communication

---[]Pupil develops strategies to resolve disputes and conflict through negotiation and appropriate compromise

---[]When making decisions, pupil can demonstrate that they are based on possible solutions and what the consequences could be

---[]Pupil is able to listen and respond respectfully to a wide range of people, is confident to raise concerns, respects and if necessary challenges others views

--Social Conventions/Moral

---[]Pupil understands equality

---[]Pupil understands the importance of being a good citizen and what British Values means

--Safety

---[]Pupil can make decisions about resisting peer pressure around issues surrounding health and wellbeing and communicate own ideas

---[]Pupil is proactive at minimising risks online

---[]With support, a pupil can list commonly available substances and drugs that are legal and illegal

---[]Pupil can describe some effects and risks of drug taking and has some ideas of how to manage those risks

-H16 Pupil is able to keep safe in a wider range of situations. Pupil is able to identify different groups that can be discriminated against. Pupil knows their identity in relation to the family, wider community and world.

--Awareness of Self / Managing Feelings

---[] Know that there are a number of measures to reduce feelings of anxiety or depression, ranging from self-help strategies such as therapeutic approaches and prescriptive medicines

---[] Pupil knows their identity in relation to wider community, culture and world

---[] Pupil can make judgements and decisions for themselves and others when resisting peer pressure around areas of wellbeing and health

--Awareness of Others

---[] Pupil resolves conflict independently

---[] Pupil can begin to identify media pressure

---[] Pupil can recognise the difference between sexual and non sexual relationships

--Communication

---[] If used pupil can understand more sophisticated jokes and idioms and be able to explain what they mean

--Social Conventions/Moral

---[] Pupil is able to identify different groups that can be discriminated against

---[] Pupil can identify racial and ethnic stereotypes

---[] Pupil can identify the differences and similarities including family and cultures

---[] Pupil can recognise and challenge stereotypes

--Safety

---[] Pupil can recognise bullying behaviour and be involved in helping victims

---[] Pupil is able to avoid harmful relationships

---[] Pupil can list commonly available substances and drugs that are legal and illegal, describe some effects and risks and have some ideas of how to manage those risks

---[] Pupil understands the dangers of abuse, sexual exploitation, radicalisation and knives, gangs and extremism

---[] Pupil can identify situations where people disregarded consequences

---[] Pupil is able to realise the nature and consequences of discrimination, teasing, bullying, aggressive behaviour

Personal Independence

-H1: Interact: Pupil begins to carry out some aspects of personal hygiene, for example by wiping their own nose. They can follow self help programmes independently. Pupil can take part in less familiar and new activities independently. They can use unfamiliar equipment and resources with support. Pupil can usually follow simple instructions from an unfamiliar adult.

--Changing and Growing / Self Awareness / Self Care

---[] People understand some of the differences between baby, child and adult

---[] Pupil follows a programme of dressing independently

---[] Pupil follows a programme of feeding independently

---[] Pupil follows a programme of toileting independently

---[] Pupil begins to carry out some aspects of personal hygiene

--Independence

---[] Pupil can find their way to a familiar room, person or move to a new self chosen activity with support

---[] Pupil can give their attention to a familiar task/activity without prompts

--Communication

---[] Pupil can follow simple direction from an unfamiliar adult more consistently

--Organisation

---[] Pupil can follow classroom routines and sit quietly when appropriate for increasing periods of time

---[] Pupil can take part in new directed and self chosen activities and use the resources with support

--Wellbeing & Healthy Lifestyles

---[] Pupil shows some awareness of how to keep safe in familiar situations

-H2: Pupil carries out most aspects of personal hygiene independently, for example by washing their hands after using the bathroom, without prompting. They recognise the need for help and appropriately ask for this, for example by asking for help to fasten their shoes. Pupil uses familiar equipment and resources independently and can look after their own belongings. Pupil can follow simple instructions from an unfamiliar adult, in unfamiliar situations. Pupil knows how to stay safe in familiar settings and when carrying out familiar routines.

--Changing and Growing / Self Awareness / Self Care

---[] Pupil understands we can do some things now that we couldn't when we were younger

---[] Pupil carries out aspects of basic personal hygiene independently, occasionally with adult support

---[] Pupil recognises need for help and asks for this appropriately

--Independence

- [] Pupil can initiate and take part in new activities more often
- [] Pupil understands agreed codes of behaviour which help groups work together
- [] Pupil demonstrates turn taking in familiar situations

--Communication

- [] Pupil follows simple direction from an unfamiliar adult consistently

--Organisation

- [] Pupil can choose tasks independently
- [] Pupil knows the order of the school day
- [] Pupil can collect equipment for familiar directed lessons/ activities independently
- [] Pupil recognises and can look after their own belongings

--Wellbeing & Healthy Lifestyles

- [] Pupil is often sensitive to needs/feelings of others and shows respect for selves and others
- [] Pupil can treat living things with care and concern
- [] Pupil knows how to keep safe in familiar situations/routines

-H3 Pupil carries out all aspects of personal hygiene independently. Pupil organises themselves for known activities and routines. They can follow a variety of rules in different familiar situations. Pupil shows a basic understanding of safety in a wider range of situations.

--Changing and Growing / Self Awareness / Self Care

- [] Pupils identify stages of the human life cycle
- [] Pupil carries out routines, including those for personal hygiene independently
- [] Pupil can correct own clothes if incorrect

--Independence

- [] Pupil follows a variety of rules in different situations
- [] Pupil can play cooperatively, including sharing activities in less demanding situations

--Communication

- [] Pupil responds positively to instruction in 1:1 situations
- [] In familiar situations, pupil actively communicates matters of interest to contribute to group task fulfilment

--Organisation

- [] Pupil can take account of one another's ideas about how to organise their activity
- [] Pupil can contribute to the planning of familiar routines with occasional prompts
- [] Pupil is aware of the structure of familiar routines

---[] Pupil is aware of contrasting resources needed for different routines or activities

--Wellbeing & Healthy Lifestyles

---[] Pupil shows basic understanding of safety in a wider range of situations

---[] Pupil shows sensitivity to others' needs and feelings to form positive relationships with adults and other children

---[] Pupil can travel safely around school without an adult

-H4: Pupil recognises the need for good personal hygiene and demonstrates this. They can negotiate with others in a variety of situations with support and can organise resources for unfamiliar routines or activities consistently. Pupil can identify who is best placed to help them. Pupil begins to understand an increasing number of social rules, is able to list ways of staying safe and can describe some ways to keep healthy.

--Changing and Growing / Self Awareness / Self Care

---[] People explains how the needs of babies, children, adolescence, adults and older people differ

---[] Pupil recognises the need for good personal hygiene and demonstrates this

---[] Pupil knows who is best placed to help them

---[] Pupil knows how to sit quietly/stillness

---[] Pupil begins to understand an increasing number of social rules

--Independence

---[] Pupil can organise themselves in familiar activity without support

---[] Working alone pupil plans simple tasks, selects and maintains attention in familiar small group activity

---[] Pupil recognises a simple mistake and self manages to make it right

---[] With some support, pupil can negotiate activities in unstructured times

--Communication

---[] Pupil negotiates with others in a variety of situations with support

---[] Pupil can carry out familiar routines with friends

---[] Pupil is able to relay simple message

---[] Pupil knows to call 999 in an emergency

--Organisation

---[] Pupil has simple problem solving

---[] Pupil can identify required resources when planning simple task or working with others

---[] Pupil has awareness of time constraints involving organisation and works within familiar routines

---[] Pupil can follow a weekly plan/timetable with support (may be visual/oral)

--Wellbeing & Healthy Lifestyles

---[] Pupil begins to demonstrate resilience

---[] Pupil can list ways to stay safe

---[] Pupil can list and describe some things that keep them healthy and with support make simple choices about aspects of their health

---[] Pupil takes some steps to avoid risks

-H5: Pupil can follow a weekly plan with increasing independence and, when introduced to a new routine or activity, pupil listens carefully and undertakes these successfully. Pupil is beginning to show more confidence in talking, sometimes to people who are unfamiliar and is developing resilience by responding appropriately when challenged. Pupil can read some body language and nonverbal cues in order to sense what a familiar person is feeling.

--Changing and Growing / Self Awareness / Self Care

---[] Pupil recognises the correct vocabulary for main parts of the body, including genitalia

---[] Pupil can understand possible consequences of good/poor hygiene

---[] When introduced to new routines, pupil listens and carries out activity appropriately

---[] Pupil remains positive in event of problem or challenge

---[] Pupil understands in simple terms where money comes from and some different ways in which it can be used

--Independence

---[] Pupil begins to show more confidence in talking, sometimes to people who are unfamiliar

---[] Pupil organises self to wear appropriate clothing

---[] Pupil begins to check their own work and self correct linked to criteria set (this may be prompted)

---[] Pupil can carry out steps with support to travel on a simple journey

---[] Pupil demonstrates increasing confidence at working independently

--Communication

---[] Pupil can explain frustrations/setbacks in an appropriate manner and be resilient in these situations

---[] Pupil independently negotiates activities in unstructured times

---[] Pupil can read some body language, nonverbal cues in order to sense what a familiar person is feeling

---[] Pupil will ask for help for specific concerns

---[] Pupil asks questions in wider situations

---[] Pupil knows own telephone number and personal address

--Organisation

---[] When introduced to a new routine, pupil listens carefully and successfully undertakes new routine

---[] Pupil has awareness of time constraints over longer periods of time involving organisation and work

---[] Pupil can follow a weekly plan with increasing independence

---[] Pupil can identify the main steps in a more complex task

--Wellbeing & Healthy Lifestyles

---[] Pupil is developing resilience by standing up for themselves when challenged by peers

---[] Pupil knows how keeping clean can reduce spread of diseases

---[] Pupil knows not to share personal information with anyone

---[] Pupil can recognise obvious dangers in unfamiliar settings

---[] Pupil can recognise the need to stay safe online

-H6: Pupil can take part in and organise self in new activities and routines, negotiating with others effectively. They are able to maintain good relationships and pupil is increasingly resilient, resisting peer pressure. Pupil understands how to stay safe in a range of contexts.

--Changing and Growing / Self Awareness / Self Care

---[] Pupil understands that bodies change as people become adults for reason (choice to reproduce)

---[] Pupil is able to apply knowledge and begin to use a wider number of strategies (thinking flexibly)

---[] Pupil can identify different types of relationships

---[] Pupil can show ways of maintaining good relationships

--Independence

---[] Pupil, with support, begins to understand that effort is needed to achieve desired outcomes and to persevere

---[] Pupil can carry out steps independently to travel on a simple journey including safety on/near a road

---[] Pupil can recognise achievements of other pupils in the class and begin to say why

--Communication

---[] Pupil can negotiate social activities with friends when there is a conflict with others

---[] Pupil can reflect on planning for similar activities with some prompts

---[] Pupil will ask for help in wider contexts

--Organisation

---[] Pupil can take part in and organise themselves in new routines and activities

---[] Pupil is able to complete a number of tasks within a given timeframe

---[] Pupil can complete simple action planning

--Wellbeing & Healthy Lifestyles

---[] Pupil recognises and can resist peer pressure

---[] Pupil knows the difference between harmful and helpful substances and how misuse can harm them

---[] Pupil can recognise dangers in more varied situations

---[] Pupil can manage unwanted attention from their peers

-H7: Pupil is increasingly confident with interacting with others in a wide range of situations. Pupil is aware of the qualities of a good citizen and demonstrates many of these qualities. They are beginning to gain life skills that will be needed in the wider world and can identify, with support, how healthy lifestyles can be developed.

--Changing and Growing / Self Awareness / Self Care

---[] Pupil describes some of the physical changes (body shape, height, onset of menstruation)

---[] Pupil begins to understand basic facts about the value of money, how wages, tax and banks work

---[] Pupil displays better self control and use of divide, focused and selective information

--Independence

---[] Pupil perseveres in face of challenges and setbacks

---[] Pupil can identify when they need help

---[] Pupil reviews activities to inform future planning in a small group

---[] Pupil avoids involvements in conflict situations or arguments

--Communication

---[] Pupil can encourage others through their positive approaches

---[] Pupil can explain the qualities of a good citizen

---[] Pupil can express their views and listen to others and show respect for others

---[] Pupil can repair harm and re build relationships

---[] Pupil accepts others views to adjust own contribution to achievement of group task

--Organisation

---[] Pupil is more confident /flexible in choosing strategies

---[] Pupil is able to follow and write more detailed action plans

---[] Pupil can prioritise time according to the priority of tasks

--Wellbeing & Healthy Lifestyles

---[] Pupil has greater awareness of gender stereotypes and has a developing sense of gender identity

---[] Pupil, with some support, can express simple ideas about how to develop healthy lifestyles

-H8: Pupil is increasingly self aware and self reflective, responding to others and adapting actions and ideas accordingly. Pupil can manage risks in a range of familiar situations and make judgements and decisions around issues which affect healthy lifestyles and wellbeing.

--Changing and Growing / Self Awareness / Self Care

---[] Pupil describes what happens during puberty, including mood swings, emotional changes, hair growth, skin and voice changes

---[] Pupil begins to know how they learn best

---[] Pupil begins to consider identity , self awareness

---[] Pupil understands about different jobs and develop skills for work in the future

--Independence

---[] Pupil approaches new tasks with a positive attitude

---[] Pupil can modify and adapt their actions and ideas in response to familiar/ unfamiliar people and events

--Communication

---[] Listen and respond carefully to others speaking and show this by making some variation to vocabulary to suit audience

--Organisation

---[] Pupil understands the benefits of wide variety of strategies and begins to choose the most effective

---[] Pupil is more creative in strategies to use (within regulation or boundaries)

--Wellbeing & Healthy Lifestyles

---[] Pupil knows what happens when others' rights are not respected

---[] Pupil can express simple ideas about how to develop healthy lifestyles

---[] Pupils can understand how to manage risks in different familiar situations

---[] Pupil can make judgements and decisions, with some support, some ways of resisting peer pressure around issues affecting healthy and wellbeing

-H9: Pupil is able to set goals for personal skills and knows how to include others on activities. They have a right to an opinion and are increasingly able to express their own opinions. Pupil is developing strategies to keep physically and emotionally safe. They can identify learning opportunities and strategies to meet personal need and achieve goals. They are able to delay gratification when required and can wait for rewards for prolonged periods of time.

--Changing and Growing / Self Awareness / Self Care

---[] Pupil can set goals for personal skills

---[] Follow a sequence of higher level self care routines

---[] Pupil is tolerant and considerate of others

---[] Pupil is able to delay gratification when required and can wait for rewards or pleasurable items for prolonged periods of time

---[] Pupil can identify reliable sources of advice on puberty, adolescence, growing and changing

---[] Pupil is able to reflect on their lives and their learning

---[] When faced with adversity, pupil can demonstrate the ability to persevere, in order to improve/solve the problem

---[] Pupil, with support, can explore how the media presents information

--Independence

---[] Pupil can choose clothing which is appropriate to the setting

---[] Pupil identifies learning opportunities, choices and strategies to meet personal needs and achieve goals

---[] Pupils shows capacity to have fun and display enjoyment of activities

---[] Pupil is not afraid of new things and doesn't fear failure when taking on new tasks

---[] Pupil shows confidence in most situations while not showing bravado, recklessness or unrealistic expectations of their confidence

--Communication

---[] Pupil knows how to include others in activities

---[] Know that they have a right to an opinion and increasingly be able to express own opinions

---[] Pupil interacts appropriately with other people both verbally and nonverbally

---[] Pupil is typically forthcoming in group/class discussions

--Organisation

---[] Pupil anticipate resources required for an unfamiliar task once it has been explained to them

---[] Pupil takes the initiative to plan or present own ideas to a group

--Wellbeing & Healthy Lifestyles

---[] Pupil can develop strategies to keeps physically and emotionally safe

---[] Pupil, with support, can list commonly available substances and drugs that are legal and illegal and describe some of their effects and risks

---[] Pupil can understand how to manage the risks of drugs, alcohol in different familiar situations

---[] Pupil is aware of and participates in discussions linked to Sex and Relationship Education

---[] Pupil is increasingly confident on how to keep themselves safe online

---[] Pupils are aware of the benefits and risks associated with social media, and how to keep their information safe

---[] Pupil can show good self control and is able to manage his/her feelings and actions to suit the situation

PSHE - Behaviour for Learning

-H1: Interact: Pupil is more able to respond to questions and pays attention to activity leader. They can search out familiar resources for activity independently. Pupil can adapt behaviour to different situations and can move to directed activity with less support.

--Attention

---[]Pupil consistently pays attention to activity leader for short periods

---[]Pupil sits in short assembly with prompts

---[]Pupil listens to, attends and follows a simple story

---[]Pupil can transfer attention to new and familiar tasks

---[]Pupil maintains attention to familiar or enjoyable adult led tasks and small group activities with support

--Developing Independence

---[]Pupil can move to self chosen activity with support

---[]Pupil can search out familiar resources for activity independently

---[]Pupil can use resources for new task

---[]Pupil is aware of the ability to change their mind

--Cooperation leading to choices (groups)

---[]Pupil can attend to and respond to questions from familiar adult and peers about recent experiences

---[]Pupil can wait for a requested activity in a structured activity and setting

---[]Pupil can follow simple group tasks/roles with less prompts

---[]Pupil can imitate the content of a group activity

---[]Pupil begins to realise that there may be more than one solution to a problem

--Following Instructions/Boundaries

---[]Pupil shows understanding and cooperates with most boundaries and routines with rewards

---[]Pupil completes basic activities or tasks with prompts for 5 minutes or more

---[]Pupil is able to respond to requests with 4 key word phrase by familiar adult, possibly with prompts

--Goal Setting (AFL)

---[]Pupil can sometimes adapt behaviour to different events, social situations and change in routines

---[]Pupils can move to directed activity with less support

---[]Pupil can demonstrate understanding by answering questions about a story or picture with minimum support

---[]Pupil begins to make simple comments on a piece of work

-H2: Pupil can maintain attention to familiar adults and tasks for increasing periods of time. They can respond and join in with familiar small group activities. They understand the concept of taking turns and await their turn with reduced prompts. Pupils can search for and use unfamiliar equipment and resources with increasing independence. The pupil understands and follows routines and boundaries with more complicated reward systems. They accept changes with reduced support. Pupil is able to comment on their own work and identify a next step in their learning.

--Attention

---[]Pupil maintains attention to their own choice of activity while responding to other pupils/adults

---[]Pupil listens to story attending for longer periods

---[]Pupil is able to respond appropriately to 'why' and 'how' questions

--Developing Independence

---[]Pupil demonstrates turn taking with minimal prompts

---[]Pupil accepts change with less support

---[]Pupil can search out unfamiliar resources for activity independently

---[]Pupil can choose tasks independently

---[]Pupil can ask for help with more confidence

---[]Pupil can ask lots of questions to find out more specific information

--Cooperation leading to choices (groups)

---[]Pupil recognises and responds to the order when taking turns with minimal prompts

---[]Pupil can understand message with 4 key words signs symbols from less familiar adult without prompts

---[]Pupil can maintain attention to familiar or enjoyable small group activities

---[]Pupil can follow simple group roles with minimum support developing towards independence

---[]Pupil begins to establish/ sustain relationships

--Following Instructions/Boundaries

---[]Pupil awaits turn with minimal adult prompts

---[]Pupil understands concept of waiting in turns in small group

---[]Pupil is able to understand time concept words

---[]Pupil understands a more complex and longer term reward system

---[]Pupil is able to respond to requests with 4 key words with less familiar adult and without prompt

--Goal Setting (AFL)

---[]Pupil can use trial and improvement to solve a problem

---[]Pupil can say if they have worked independently or needed help to complete a piece of work or activity

---[]Pupil can initiate ideas in familiar activities

---[]Pupil can initiate new activities

---[]Pupil can identify simple next steps in learning

---[]Pupil shows some perseverance but may still give up easily and may demonstrate frustration

-H3: Pupil can maintain appropriate attention to familiar adults, tasks and group activities within familiar settings. They join in with group tasks and turn taking activities with confidence. Pupil can identify and confidently locate equipment and resources required for a lesson. Pupil is beginning to make simple choices about their behaviour and when questioned, think about the consequences of their actions. They make considered decisions with reduced support. Pupil is able to identify whether they need help with their work and are beginning to reflect on how their work can be improved.

--Attention

---[]Pupil maintains attention appropriately with 1:1 support or in familiar settings

---[]Pupil demonstrates understanding of a familiar story by ordering pictures and depicting sequence of events

---[]Pupil knows to look at who is talking

---[]Pupil is able to listen to others and usually respond appropriately in a range of formal situations

---[]Pupil listens to contributions of others and gives some additional detail

--Developing Independence

---[]Pupil begins to organise self with prompts for known activities

---[]Pupil identifies resources for familiar tasks and collects them

---[]Pupil can show resilience in an appropriate manner

---[]Pupil is developing an understanding of slapstick humour or simple jokes

---[]Pupil is aware of different resources for different routines and activities

---[]Pupil begins to organise self independently and initiates in known activities

---[]Pupil asks for help more confidently in all types of activities

--Cooperation leading to choices (groups)

---[]In small group, pupil maintains attention to familiar or enjoyable activities for short periods of time without prompt

---[]Pupil takes part in role play with confidence

---[]Pupil listens to questions more carefully. They demonstrate understanding by giving additional details in their answers

---[]Pupil can wait for self requested activity in less structured situations

---[]Pupils respond positively to instruction in 1:1 situations with familiar adults

---[]Pupil is able to take turns in simple games leading towards independence

---[]Pupil demonstrates turn taking in conversations

---[]Pupil is able to make a decision to solve a problem based on thinking about the consequences of a different solution identified when questioned

---[]Pupil recognises different roles within groups

---[]Pupil maintains attention and listens to speaker in a wide range of settings

---[]Pupils respond positively to instruction in 1:1 situations with less familiar adult

--Following Instructions/Boundaries

---[]Pupil is more aware of own and others roles and contributions in familiar group tasks

---[]Pupil is beginning to make simple choices about learning behaviour

---[]Pupil only recognises the consequences of some of their actions when clearly highlighted to them by an adult

---[]Pupil begins to show resilience by accepting, in an appropriate manner, that they cannot always have their own choice

---[]Pupil is able to accept a longer term simple reward structure

---[]Pupil is beginning to take pride in their work

---[]Pupil accepts boundaries and rules more consistently

---[]Pupil responds to rules and routines when answering or asking questions

---[]Pupil is more aware of when and how to lead a simple activity

--Goal Setting

---[]Pupil contributes to achievement of group task without support

---[]Pupil begins to reflect on , when questioned, what they have achieved

---[]Pupil can contribute to the planning of familiar routines

---[]Pupils begin to recognise if they cannot complete a piece of work and begin to ask for help appropriately

---[]Pupil is actively involved in interchanges of information, ideas or opinions

---[]Pupil can begin an activity without a plan but does not show forward thinking

---[]Pupil can review simple activities to inform future planning in small groups

---[]Pupil is beginning to review their own progress with support

---[]Pupil shows more complex understanding of trial and improvement

-H4 Pupil can organise themselves in familiar activities with little or no support and can maintain attention in familiar tasks in small groups. Pupil can accept changes outside of common routines and can show cooperation and maintains attention in small group. Pupil is beginning to identify some barriers to learning and with support attempts to overcome them. Pupil is able to approach a problem with a strategy although will often find a single solution and is able to show basic evaluation skills. Pupil is beginning to make more choices regarding their learning behaviour and is able to self regulate to minimise the disruption of learning of others.

--Attention

---[]Pupil is beginning to think about answers before speaks (reduced incidents of blurting answers out)

---[]Pupil can look at who is talking and think about what they are saying

---[]When the pupil is faced with a problem they will demonstrate that they can persevere when the going gets tough

--Developing Independence

---[]Pupil can organise themselves in familiar activity without support

---[]Working alone, pupil plans simple tasks, selects and maintains attention in familiar small group activity

---[]Pupil uses simple jokes and simple idioms but not always understand what it means

---[]Pupil begins to demonstrate resilience by standing up for themselves and their ideas when challenged by friends/peers

--Cooperation leading to choices (groups)

---[]Pupil begins to take turns in conversation listening to others so they can enter on cue

---[]Pupil accepts others views to adjust own contribution to achievement of task

---[]Without prompts, pupil shows cooperation and maintains attention in familiar small group activity

---[]Without prompts, pupil shows cooperation and maintains attention in larger groups

--Following Instructions/Boundaries

---[]Pupil can accept changes outside common routines

---[]Pupil knows when to take part as a follower of group activity or initiate and lead with occasional prompts

---[]Pupil operates within socially identified boundaries

---[]Pupil is able to self regulate own behaviour in order to minimise disruption to their or others learning

---[]Pupil making more involved choices about their learning behaviour

--Goal Setting

---[]Pupil begins to identify barriers to learning when finds work tricky and with adult support attempts to overcome them

---[]Pupil is beginning to show basic evaluation skills

---[]Pupil can tell you what a goal is

---[]Pupil can make a judgement about how hard they have worked in relation to criteria explained at the beginning of the lesson with a simple rating scale

---[]Pupil can clarify their own ideas and understanding of the learning intention

---[]Pupil begins to approach problem with a strategy or plan

---[]Pupil may see a single solution to problem, choosing a more efficient one

---[]Pupil is able to make choices about their role in an activity

---[]Pupil is beginning to deal with pressure

-H5 Pupil is able to discuss what they and others did and their contribution to activities. They can vary talk and hold the attention of the listener and listens well in larger or more formal situations. They are able to organise and participate in familiar routines more independently and responds to others with increasing appropriateness.

--Attention

---[]Pupil can discuss own contribution to activities

---[]Pupil can discuss what they and others did in different activities

---[]Pupil can vary talk to gain and hold the attention of listener

---[]Pupil can listen in larger groups and different situations

---[]Pupil listens in more formal situations

---[]Pupils able to consistently ignore simple inappropriate behaviour

--Developing Independence

---[]Pupil is able to relay simple message

---[]Pupils will help ask for help for specific concerns

---[]Pupil asks questions for increasingly wider situations

---[]Pupil begins to show more confidence in talking sometimes to people who are unfamiliar

---[]Pupil begins to choose how to link their learning

---[]Pupils begin to check their own work and self correct linked to criteria set

---[]Pupils remain positive in event of problem or challenge

---[]Pupil consistently demonstrates resilience by standing up for themselves when challenged by peers

--Cooperation leading to choices (groups)

---[]Pupil can listen carefully in pairs

---[]Pupil can discuss contribution of others

---[]In a small group, pupil can organise and participate in familiar routines

---[]Pupil can demonstrate understanding by speaking clearly and explaining ideas

---[]Pupil is able to respond to others with increasing appropriateness to what others say

---[]Pupil can adapt ideas when communicating with a group with encouragement of peers or adult

---[]Pupils begin to be aware and talk about the effect of their behaviour on others

--Following Instructions/Boundaries

---[]Pupil can listen to rules of game and respond appropriately

---[]Pupil is able to listen to and relay a simple verbal message

---[]Pupils can identify resources for unfamiliar tasks

---[]Pupil is able to use a limited number of strategies for different situations

---[]Pupil uses class time appropriately to complete tasks

---[]Pupil completes class work, homework in agreed timescales

--Goal Setting

---[]Pupil independently begins to overcome small barriers to learning

---[]Pupil can consider alternatives before making decision or acting on it

---[]They can accept a goal

---[]Pupil can think of many things could do if they set a goal/ have a problem. Pupil can identify main steps in action plan of successful completion of task

---[]Pupil can identify and access unseen resource

---[]Simple evaluation skills but not yet using to inform future

---[]Pupils are able to self correct or problem solve when they realise they are about to make a mistake or as problems occur

---[]Pupil can accept adults' judgement on their rating on how well the pupil did on relation to their target

---[]Pupil continues task even when frustrated more independently

-H6 Pupil listens, shows understanding of, and takes part in a range of activities and routines, taking others into consideration and from this, developing and adapting ideas and suggestions as part of a group. Pupil begins to evaluate and review activities and tasks, using this to inform future tasks.

--Attention

---[]Pupil can listen and show comprehension in more formal situations

---[]Pupil demonstrates more confidence in listening, sometimes when more unfamiliar

- [] Pupil begins to show more confidence in talking, sometimes to unfamiliar people
- [] Pupils begins to accept overt positive praise and is support maintaining good behaviour choices

--Developing Independence

- [] Pupil can take part in and organise themselves in familiar and new routines
- [] Pupil can apply knowledge and begin to use a wider number of strategies (thinking flexibly)
- [] Pupil uses simple jokes and idioms more appropriately
- [] Pupil can recognise achievement in other pupils in the class and begin to say why
- [] Pupil, with support, begins to understand that effort is needed to achieve desired outcomes

--Cooperation leading to choices (groups)

- [] Pupil begins to adapt what is said to the needs of listener, varying use of vocab and level of detail
- [] Pupil can contribute in discussions through making suitable comments, asking relevant questions and identifying key points
- [] Pupil responds with specific vocabulary choices and nonverbal features to show awareness of the listener. Pupil will support creating or allocating roles within learning group
- [] Pupil begins to understand conversational rules
- [] Pupil can develop/ adapt ideas and suggestions as a member of a group

--Following Instructions/Boundaries

- [] Pupil considers other group members
- [] Pupil respects teacher and cooperates and is compliant, responding positively to instruction
- [] Pupil more able to evaluate learning

--Goal Setting

- [] Pupil will independently check their own work and self correct errors found linked to criteria set
- [] Pupil can support goal setting. Pupil can increasingly deal with pressure
- [] Pupil can independently set goals and begin to think about what to do to achieve it
- [] Pupil can plan tasks anticipating consequences of actions/decisions
- [] Pupil has ability to adapt actions in response to unfamiliar people and events
- [] Pupil can create or select limited strategies to overcome barriers
- [] Pupil can show simple evaluation skills which are beginning to impact on future learning
- [] Pupil can review activities and use to inform future planning of similar tasks
- [] Pupil can independently reflect on their own work
- [] Pupil can reflect on feedback about a piece of work or activity and with support, plan next steps

-H7 Pupil takes on active roles and responsibilities when working in a group, reassessing strategies when needed and evaluating what they have learned to inform future planning. Pupil is beginning to show resilience when faced with challenges or unexpected events.

--Attention

- []Pupil can sustain focus on a problem
- []Pupil is able to accept change without hesitation
- []Pupil doesn't seek to attract inappropriate attention in classroom

--Developing Independence

- []Pupils can encourage others through their positive approaches
- []Pupil can understand jokes and idioms and more able to say what they mean
- []Pupil is more confident /flexible in choosing strategies
- []Pupil can identify when they need help

--Cooperation leading to choices (groups)

- []Pupil is able to listen carefully to content of class and demonstrate through asking questions and making relevant comments
- []Pupil can give reasons for choices
- []Pupil can take on roles and responsibilities when working in pairs or in groups
- []Pupil can take a more active part in setting roles
- []Recognise effect of their behaviour on others and support those with difficulties

--Following Instructions/Boundaries

- []Pupil can recall and apply knowledge in more creative and new situations
- []Pupil avoids involvement in conflict situations
- []Pupil doesn't seek to attract inappropriate attention in classroom

--Goal Setting

- []Pupil can prioritise tasks to manage time
- []Pupil can visualise next steps based on what they know now
- []Pupil begins to know how their education equips them with the behaviours and attitudes for success in continuing education/life
- []Pupil can demonstrate more resilience in the face of challenges, activities, learning
- []Pupil can stop, reassess and select another strategy to overcome barriers
- []Pupil can assess and reflect on strengths and weaker areas to set a goal
- []Pupils can act on constructive feedback about performance

---[] Pupils discuss their own learning, can make suggestions as to what they may do differently next time, when reflecting on an activity

-H8 Pupil makes valuable contributions, taking into account and responding appropriately to different points of view, offering reasons and evidence to support their views. Pupil is developing their resilience, organising strategies for overcoming barriers or setbacks.

--Attention

---[] Pupil listens with confidence in an increasing range of contexts

---[] Pupil listens with increasing confidence in wide range of context

---[] Pupil can show more sustained effort in response to challenge

--Developing Independence

---[] Pupil is understanding of benefits of wide variety of strategies and begins to choose the most effective

---[] Pupil can approach a new task with a positive attitude

---[] Pupil to be more creative in strategies to use (within regulation or boundaries)

---[] Listen and respond carefully to others speaking and show this by making some variation to vocabulary to suit audience

---[] Pupil can understand jokes and idioms and more able to say what they mean

---[] Pupil begins to know how they learn best

---[] Pupil identifies learning opportunities, choices and strategies to meet personal needs and achieve goals

--Cooperation leading to choices (groups)

---[] Pupil has a well developed sense of humour

---[] Pupil can contribute appropriately to differing points of view and can offer reasons and evidence for their views

---[] Pupil can contribute to discussions and respond accordingly to contribution of others

---[] Pupil is beginning to lead groups

---[] Pupil understands and uses rules of conversations and knows limits surrounding it e.g. speak at appropriate times, appropriate people / shows respect

---[] Pupil advocates appropriately for the rights of self and others

---[] Pupil listens carefully in class discussions and shows this by making suitable contributions and asking questions that are responsive

---[] Pupil is able to evaluate evidence listened to

--Following Instructions/Boundaries

---[] Pupil is aware of obvious consequences of actions and hidden consequences – linked to work

---[]Pupil can accurately identify future learning and make more sophisticated evaluation on how they learn and make choices to match

---[]Pupil understands more about rules/ laws and why they are needed in society

---[]Pupil is aware of consequences of breaking the law and impact it can have on society and individuals

--Goal Setting

---[]Pupil can organise strategies for overcoming barriers

---[]Pupil can initiate change

---[]Pupil can create an action plan, identifying and prioritising the next steps and key learning for completion of a task

---[]Pupil can make a plan, think about what I need to do to achieve it and go around barriers that get in my way

---[]Pupil can draw conclusions, and defend them using evidence

---[]Pupils have an understanding of benefits of wide variety of strategies and begins to choose the most effective (different example)

---[]Pupil is more able to critically evaluate

---[]Pupil is more analytical in their thinking/research

---[]Pupil can set a personal goal and split into smaller manageable chunks

---[]Pupil can assess and can reflect critically on own strengths, needs and interests

---[]Pupil can explain how their education equips them with the behaviours and attitudes for success in continuing education/life