

Yellow Preparing for Adulthood

Personal Independence

-H1:

--Independence

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

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

--Money and Finance

---[]Pupil responds with curiosity to stimuli about what money looks like

---[]Pupil responds with curiosity to stimuli about different items that shops sell

-H2:

--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

---[]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

--Money and Finance

---[]Pupil responds with curiosity to stimuli about different items that shops sell

-H3:

--Independence

---[]Pupil follows a variety of rules in different situations

---[]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
- [] Pupil can play cooperatively, including sharing activities in less demanding situations

--Money & Finance

--[] Pupils identify items that are for sale in shops (including online) and begin to understand value comparison. E.g. A tin of baked beans usually costs less than a jar of coffee, a medium chicken usually costs more than a packet of crisps.

-H4:

--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
- [] 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

--Money & Finance

- [] Pupils can identify places or situations where money (cash) is still used to pay for things. E.g. Cafes, car parks, buses, fetes, fairs, car boot sales, food deliveries (takeaways), etc
- [] Recognise that there are different methods of payment as well as money (cash), such as bankcards
- [] Discuss bankcard safety (including Pin numbers)

-H5:

--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
- [] 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

--Money & Finance

- [] Identify where we may obtain money from and for what reasons. E.g. Presents from relatives or pocket money
- [] Recognise that saving money means increasing amounts by not spending (all of it)
- [] Become aware that some methods are better than others for keeping money safe

-H6:

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

--Money & Finance

- [] Identify what is meant by a 'need' and a 'want' and be able to distinguish between the two
- [] Identify needs and wants in relation to spending money
- [] Identify things we can afford to buy with a given amount (such as pocket money)

-H7:

--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
- [] 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

--Money & Finance

- [] Recognise that money we get from the bank or cash machines belongs to us.
- [] Identify other means of acquiring our money (cashback at supermarkets, etc)

-H8:

--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
- [] 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

--Money & Finance

- [] Pupil can explain what is meant by earning, spending and saving money
- [] Pupil can identify different ways we are encouraged to spend our money, including online (e.g. advertisements)

--[] Understand the consequences of losing money or spending more than we have (going into the 'red')

-H9:

--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

--Money & Finance

--[] Explain what is meant by the terms 'afford', 'borrow' and 'lend' in the context of money

--[] Explain the difference between essential and luxury purchases

--[] Demonstrate skills for budgeting and managing money/ potential income

--[] Pupil can explain what is meant by credit and debt

--[] Pupil can describe some simple examples of what is meant by 'value for money'

--[] Pupil can identify what we can do if something we buy is faulty or needs to be refunded/ changed (consumer rights)

--[] Pupil can demonstrate enterprise skills (E.g. Taking part in making and selling items such as cakes or gifts)

Community

-H1:

--Respecting Differences

--[] Pupil is aware and curious about the physical differences between people

--Belonging to a Community

--[] Pupil begins to show an awareness of 'belonging'. E.g. To their family, class, school etc

--[] Pupil responds to stimuli about different groups such as clubs, faith, etc

--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

-H2:

--Respecting Differences

---[]Pupil can describe simple physical similarities and differences between people (E.g. short, tall, eye colour, hair colour, male, female ...)

--Belonging to a Community

---[]Pupil begins to identify some different groups that people may belong to because of things they have in common. E.g. family, school, clubs, faith

---[]Pupil begins to describe what happens (things we do) in the groups we belong to

-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

-H3:

--Respecting Differences

---[]Pupil can recognise some cultural similarities and differences between people (E.g. ethnicity, religious identity, etc)

--Belonging to a Community

---[]Pupil can describe how being part of a group makes us feel

---[]Pupil can identify/ describe specific things we take part in as a member of these groups. E.g. Commitment, roles, responsibilities, etc

--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

-H4:

--Respecting Differences

- []Pupil recognises that people who share one characteristic (E.g. race, religion, gender or disability) are also different and unique

--Belonging to a Community

- []Pupil can explain what is meant by being part of a community
- []Pupil can recognise different groups that make up our community

--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

-H5:

--Respecting Differences

--[]Pupil understands that we should not make assumptions about people because they belong to a particular group

--[]Identify possible reasons for why some people might be rude or unkind towards others because they are different

--[]Begin to understand the terms prejudice(d) and discrimination

--Belonging to a Community

--[]Pupil can explain how it feels to be part of a community

--[]Pupil can suggest ways we can help people feel welcome in the different groups and communities we belong to

--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

-H6:

--Respecting Differences

--[]Pupil understands that we sometimes hear or read something that is unkind or rude (including online) and explain ways to safely respond or report it

--[]Pupil understands that we should not 'like' or share comments that could be seen as discriminatory or prejudiced

--Belonging to a Community

--[]Pupil can recognise that both groups and individuals can work towards changing things to make communities and society better

--[]Pupils demonstrate their role through community groups they have chosen to belong to. E.g. Scouts, Guides, faith, St John's Ambulance, Cadets, etc

--[]Pupil indicate a desire/ aspiration to play a part in the community in the future. E.g. Parish Council, School Governor, etc

--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

-H7:

--Respecting Differences

--[]Pupil Identifies what we all have in common despite differences (E.g. in age, ability, sex, sexual orientation and gender identity)

--[]Pupil identifies different kinds of rights and responsibilities we have inside and outside school

--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

-H8:

--Respecting Differences

---[]Pupil can explain the benefits of diversity for our friendships and our community

---[]Pupil can identify why stereotyping is unfair

---[]Pupil can recognise that everyone has 'human rights' and the law protects these rights

--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

-H9:

--Respecting Differences

---[]Pupil understands that different cultures and faith groups have the right to practise their customs and beliefs within British law

---[]Pupil can explain how stereotypes can lead to discrimination which in turn may be against the law in Britain

--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

-H10:

--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

-H11:

--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

-H12:

--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

-H13:

--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

-H14:

--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

-H15:

--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

-H16:

--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

Employment

-H1:

--Jobs and Careers

---[]Pupil can identify some different jobs that people we know do

---[]Pupil can identify some of the ways in which different adults who work in school contribute to school life

--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

-H2:

--Jobs and Careers

--[]Pupil understands that there are a range of different jobs in society

--[]Pupil understands that different jobs require different qualities

--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

-H3:

--Jobs and Careers

--[]Pupil Identifies jobs people do in the wider community that can help in an emergency

--[]Pupil begins to identify a job they may wish to do in the future

--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

-H4:

--Jobs and Careers

--[]Pupil can explain what is meant by 'having a job' and understand the responsibilities attached to it

--[]Pupil can understand that some jobs are paid more than others

--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)

-H5:

--Jobs and Careers

--[]Pupil understands that there are several different factors that may influence which career path they may choose to pursue. E.g. money, location, responsibility, hours, etc

--[]Pupil can understand that there are different types of employment. E.g. Paid, full time, part-time, apprenticeships, voluntary work, etc

--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

-H6:

--Jobs and Careers

--[]Pupil can describe the steps to gaining employment. E.g. Gaining qualifications, looking for a position, writing a CV, preparing for an interview

--[]Pupil understands what is meant by 'being professional'. E.g. Honesty/ integrity, appearance, conduct, reliability/ loyalty, etc

--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

-H7:

--Jobs and Careers

--[]Pupil Identifies that organisations can provide advice and support for our future employment

--[]Pupil identifies that both employers and employees have legal 'rights' and these are in place to ensure things are carried out fairly

--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

-H8:

--Jobs and Careers

--[]Pupil can explain the benefits of diversity for our friendships and our community

--[]Pupil can identify why stereotyping is unfair

--[]Pupil can recognise that everyone has 'human rights' and the law protects these rights

--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)

---[] 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

Health

-H1:

--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

--Wellbeing & Healthy Lifestyles

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

-H2:

--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

--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:

--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

--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:

--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

--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:

--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

--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:

--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

--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:

--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

--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:

--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

--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:

--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

--Wellbeing & Healthy Lifestyles

---[] Pupil can develop strategies to keep 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