

NAME : _____

PSHE			
PERSONAL AUTONOMY		GGA Level 10	
Independence and Organisational Skills	Self Advocacy	Community Learning	Friendships, Relationships and Sex Education
<ul style="list-style-type: none"> Pupil spontaneously organises self by searching for and using essential resources for familiar tasks independently e.g. gets a pencil for writing activity, Give 3 examples 1..... 2..... 3..... Pupils spontaneously organise themselves for familiar routines/activities e.g. put swimming bag in a locker, hang out wet swimming things Give 3 examples 1..... 2..... 3..... Pupils organise self to spontaneously complete a range of familiar class jobs within the classroom independently Give 3 examples 1..... 2..... 3..... Pupils take part in new/untried activities/tasks when shown or modelled what to do and asks for help if needed 	<ul style="list-style-type: none"> Pupil consistently demonstrates an understanding that actions have consequences showing remorse or guilt. Give 3 examples 1..... 2..... 3..... Pupils show a basic understanding of what is right and wrong in familiar situations Pupils attempt to negotiate with others in familiar situations e.g. to use a toy, share a bike..... Pupils expresses a <u>range</u> of feelings when asked by about events that have occurred during the day Pupils begin to identify a number of personal interests e.g. Scooby Doo, James Bond, Judo Give 3 examples 1..... 2..... 3..... Pupils begin to identify at least one thing they do not like e.g. Cucumber, Arsenal, swimming Give an example Pupils begin to realise and accept that other people may have different preferences 	<ul style="list-style-type: none"> Pupils move around independently in the main school/faculty building for a range of purposes, Give 3 examples 1..... 2..... 3..... Pupils consistently demonstrate an understanding of simple rules e.g. queuing for dinner, in a shop Pupils can locate a familiar item/s within a familiar shop with adult shadowing Pupils begin to be aware of other people/objects in shops/pavements and avoid bumping in to them When out in the community pupils walk slightly in front of adults/remainder of group and stop on request e.g. stop at the postbox..... Pupils spontaneously stops at a familiar pelican crossing Pupils stop safely at a kerb when asked..... Pupils follow verbal requests to identify and stop safely at a zebra crossing 	<ul style="list-style-type: none"> Pupils take part in an activity they haven't chosen but a friend likes doing Pupils accept working or participating with a non-preferred partner Pupils respond to others in group situations playing and working cooperatively to complete an activity e.g. a board game, tug of war, class collage Give 3 examples 1..... 2..... 3..... Pupils recognise and begin to respond appropriately to others facial expressions and the situation e.g. food being taken off their plate by another pupil, winning/losing a game Pupils show consideration of others needs and feelings, e.g. clapping pupil 's achievement during reflection, not laughing if someone falls over..... Pupils demonstrate appropriate greetings for friends and staff e.g. high five, hand shake..... Pupils demonstrate an awareness of appropriate greetings for family e.g. hugs, kisses..... Pupils identify a range of familiar private and non-private places..... Pupils demonstrate awareness of which parts of your body you should not touch in public

	Date		Date		Date		Date		Date
20% Achieved		40% Achieved		60% Achieved		80% Achieved		Level Achieved	