

NAME : _____

PSHE			
PERSONAL AUTONOMY		GGA Level 11	
Independence and Organisational Skills	Self Advocacy	Community Learning	Friendships, Relationships and Sex Education
<ul style="list-style-type: none"> Pupil spontaneously organizes self by searching for and using essential resources for a range of familiar activities independently e.g. cooking, art, morning meeting Give 3 examples 1..... 2..... 3..... Pupils focus on own activity with only minimal distraction by normal classroom events, e.g. stays on task in normal classroom environment Pupils organise self to spontaneously occupy self for short periods within leisure time. Give 3 examples 1..... 2..... 3..... Pupils take part in new/untried activities/tasks when asked and asks for help if needed 	<ul style="list-style-type: none"> Pupils can seek help after attempts to negotiate with another pupil fails Pupils begin to realise that wrong choices have consequences Pupils begin to express how they feel when asked by about a specific item they have been given to consider with familiar people e.g. topical issue, film, piece of music etc. Pupils consistently identify a number of personal interests with familiar people e.g. cars, colouring, dancing Give 3 examples 1..... 2..... 3..... Pupils consistently identify at least one thing they do not like with familiar people e.g. writing, singing, fish Give an example Pupils realise and accept that other people may have different preferences and that is ok Pupils feel positive/confident in themselves 	<ul style="list-style-type: none"> Pupils are aware of other people/objects in shops/pavements and consistently avoid bumping into them Pupils begin to use a supermarket trolley safely without bumping into others or objects with verbal and physical support as needed Pupil can locate a familiar item/s within a familiar shop with an adult waiting in an agreed place Pupils walk slightly in front of adults/remainder of group and spontaneously stops at the kerb. Pupils spontaneously stops at pelican crossings when out in the community Pupils identify a zebra crossing and stop safely on request 	<ul style="list-style-type: none"> Pupils recognise and can explain facial expressions linked to situations e.g. happy getting a present. Pupils support each other in behaving appropriately, e.g. reminding others of class rules..... Pupils begin to understand and accept appropriately the need for fairness and 'being a good loser' Pupil socialises without dominating Pupil socialises without remaining on sidelines Pupils demonstrate an awareness of appropriate greetings for unfamiliar people in school Pupils identify a range of familiar private and non-private activities e.g. showering, swimming, Pupils identify and name male and female private and non-private body parts

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