

NAME : \_\_\_\_\_

PSHE			
PERSONAL AUTONOMY		GGA Level 12	
Independence and Organisational Skills	Self Advocacy	Community Learning	Friendships, Relationships and Sex Education
<ul style="list-style-type: none"> <li>Pupils contribute to the planning of a special event/activity as part of a small group with support .....</li> <li>Pupils respond to challenges as they occur and will persevere when undertaking a task with adult encouragement .....</li> <li>Pupils begin to understand that tasks need to be completed in a given time .....</li> <li>Pupil organizes self by searching for and using resources for a set number of tasks within a new activity following a visual prompt/symbolised list with adult encouraging problem solving skills e.g. making beans on toast Give 3 examples 1..... 2..... 3.....</li> <li>Pupil will return to a task after an interruption e.g. a visitor comes in the class .....</li> <li>Organises self to spontaneously occupy self for leisure time (may include others) .....</li> </ul>	<ul style="list-style-type: none"> <li>Pupil realises they have made a wrong choice and begins to advocate for self that they have changed their mind Give 3 examples 1..... 2..... 3.....</li> <li>Pupils realise that wrong choices have consequences and begin to accept them appropriately.....</li> <li>Pupils begin to understand that it is ok to make mistakes and to take responsibility for them .....</li> <li>Pupils are able to recognise and name own feelings when asked .....</li> <li>Pupils can confidently express how they feel to familiar people when asked by about a specific item they have been given to consider .....</li> <li>Pupils consistently identify a number of personal interests and can talk about them with familiar people Give 3 examples 1..... 2..... 3.....</li> <li>Pupils consistently identify at least one thing they do not like and say why.....</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use a supermarket trolley safely without bumping into others or objects with occasional verbal prompts .....</li> <li>Pupil can locate and purchase a familiar item/s within a familiar shop with an adult waiting in an agreed place .....</li> <li>When out in the community pupils stop at the kerb and follow instructions to look and listen and respond appropriately to a simple question e.g. are there any cars/traffic coming? .....</li> <li>Pupils spontaneously stops and uses pelican crossings when out in the community shadowed by an adult .....</li> <li>Pupils identify a zebra crossing and follow instructions to look and listen and respond appropriately to a simple question e.g. are there any cars/traffic coming? .....</li> <li>Pupils can demonstrate appropriate behaviour in a range of settings when out in the community e.g. being quiet in a cinema or library .....</li> </ul>	<ul style="list-style-type: none"> <li>Pupils show a positive attitude and respond towards others in a polite and courteous way.....</li> <li>Pupils understand and appropriately accept the need for fairness and 'being a good loser' .....</li> <li>Pupils consistently ignore inappropriate behaviour in the school environment .....</li> <li>Pupils begin to be aware and talk about the effects their behaviour has on others .....</li> <li>Pupils support each other in behaving appropriately when out in the community .....</li> <li>Pupils begin to understand there are different kinds of relationships, e.g. family, girl /boy friend .....</li> <li>Pupils begin to recognise what makes a good friend .....</li> <li>Pupils demonstrate a clear understanding of private and non-private places e.g. keeps the changing door closed when getting undressed .....</li> </ul>

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