

NAME : _____

PSHE			
PERSONAL AUTONOMY		GGA Level 13	
Independence and Organisational Skills	Self Advocacy	Community Learning	Friendships, Relationships and Sex Education
<ul style="list-style-type: none"> Pupils organise self and resources for known activities for a morning or afternoon following their personal timetable..... Pupils contribute to the planning of a special event/activity as part of a small group and identify required resources with adult prompts..... Pupils respond to challenges as they occur and will persevere when undertaking a task with occasional adult input Pupils accept some tasks must be completed in a given time 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/ipad independently e.g. making beans on toast Give 3 examples 1..... 2..... 3..... 	<ul style="list-style-type: none"> Pupils ask questions to have something clarified that they do not understand Pupils ask questions to find out information Pupil realises they have made a wrong choice and confidently advocates for self that they have changed their mind Pupils realise that wrong choices have consequences and usually accepts them appropriately Pupils understand that it is ok to make mistakes and to take responsibility for them Pupils are able to recognise/identify own feelings and begin to say why when asked Pupils are beginning to express their opinion with reasons for their view about a range of topics with familiar people Pupils begin to identify things they are good at Pupils begin to identify things they are not good at Pupils begin to take pride in their success..... 	<ul style="list-style-type: none"> Pupils use a supermarket trolley safely without bumping into others or objects independently Pupil can locate and purchase a familiar item/s within an unfamiliar shop with an adult shadowing Pupils stop at the kerb and follow instructions to look and listen then tells the adult when it is safe to cross Pupils spontaneously stops and uses a familiar pelican crossing as part of a regular journey independently Pupils identify a zebra crossing and follow instructions to look and listen and identify when the traffic has stopped Pupils begin to identify a safe place to cross a road (not necessarily a kerb), stop and tells an adult why when asked, before telling an adult when it is safe to cross the road 	<ul style="list-style-type: none"> Pupils can recognise the ways in which they are similar to and different from one another Pupils can name 3 things a friend likes and 1 thing they don't like Pupils begin to recognise own and others achievements within the day and celebrate them..... Pupils consistently ignore inappropriate behaviour in a range of contexts Pupils support each other in behaving appropriately when out in the community Pupils are aware of the effects their behaviour has on others and begin to adapt their behaviour accordingly Pupils can identify different kinds of relationships, e.g. <i>cousins, uncle, foster sister, girl /boy friend</i> Pupils can identify the changes in their body going through puberty Pupils begin to recognise and understand that their feelings and emotions may change during puberty

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