

NAME : _____

PSHE			
PERSONAL AUTONOMY		GGA Level 14	
Independence and Organisational Skills	Self Advocacy	Community Learning	Friendship, Relationships and Sex Education
<ul style="list-style-type: none"> Pupils contribute to the planning of a special event/activity as part of a small group following simple written/symbolised cues Pupils organise self and resources for known activities for the day 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 minimal support..... Pupils respond to challenges as they occur and will persevere when undertaking and completing a task Pupils are able to complete a range of familiar tasks in a given time frame Give examples 1..... 2..... 3..... Can complete a new task independently listening to and understanding adult instructions 	<ul style="list-style-type: none"> Pupils assertively advocates for self with unfamiliar people in familiar settings, e.g. asks for help with Refectory staff at college or staff in Tesco Pupils will give basic information about themselves when asked e.g. at a 'work placement interview Pupils can give Pupils can identify and talk about things they are good at when asked Pupils begin to identify things they are not good at and say why..... Pupils are able to recognise/identify own feelings and can say why when asked Pupils can confidently express their opinion with reasons for their view about a range of topics with familiar people Pupils confidently and consistently identify things they are good at Pupils confidently and consistently identify things they are not good at..... Able to accept praise and positive guidance and demonstrate appropriate behaviour 	<ul style="list-style-type: none"> Pupil can locate and purchase a familiar item/s within an unfamiliar shop with an adult waiting in an agreed place Pupils stop at the kerb, look and listen then tell the adult when it is safe to cross Pupils identifies and spontaneously stops and uses a pelican crossing in a range of settings independently Pupils identify a zebra crossing, 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 when it is safe to cross the road..... Pupils will locate the bus stop, know the bus number, tell the driver where they are going and swipe their pass and know where to get off for a familiar journey with adult prompts 	<ul style="list-style-type: none"> Pupils can identify own and others achievements within the day and celebrate them Pupils identify and respect the differences and similarities between people Pupils begin to understand that everyone's likes and dislikes are equally valid..... Confidently negotiates leisure activities with friends Pupils are aware of the effects their behaviour has on others and consistently adapts their behaviour accordingly Pupils are able to sustain friendships even when situations become difficult..... Pupils begin to understand how to behave appropriately in different kinds of relationships, e.g. teacher, foster sister, girl /boy friend, friend Pupils can identify the changes in male and female bodies going through puberty Pupils begin to recognise and understand that their feelings and emotions may change during puberty and can talk about them when asked.....

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