

NAME : _____

| PSHE | | | |
|---|--|--|--|
| PERSONAL AUTONOMY | | GGA Level 16 | |
| Independence and Organisational Skills | Self Advocacy | Community Learning | Friendships, Relationships and Sex Education |
| <ul style="list-style-type: none"> Pupils begin to be able to identify resources required for an unfamiliar task once task has been explained to them Pupils plan activities and tasks and begin to anticipate the consequences of actions or decisions with support Pupils respond to challenges and will persevere to resolve them throughout the day as they occur Pupils begin to prioritise tasks to manage time Pupil plans block week activities and tasks at flat with support Pupils organise self to successfully complete activities, tasks and leisure time during a day/two days at the flat | <ul style="list-style-type: none"> Pupils accept that things going wrong/making mistakes are part of learning and learn from them Pupils understand the difference between liking something and being good at something Pupils can confidently negotiate and agree social activities with friends when there is a conflict of interest Pupils can confidently introduce themselves to unfamiliar people in a range of settings Pupils can confidently advocate for self with unfamiliar people in any setting Pupils spontaneously talk about things they are good/not good at with unfamiliar people in a familiar setting at appropriate times Pupils are able to recognise/identify own feelings and spontaneously talk to someone about them and the impact they have Pupils can confidently identify and advocate things they would like to do or try and say why Pupils accept criticism and act on guidance demonstrating appropriate behaviour Pupils will act on answers to questions asked | <ul style="list-style-type: none"> Pupil can use a familiar shopping centre/town and agree to meet an adult at an agreed place Pupils find a safe place to cross a road, stop at the kerb, look and listen and crosses safely Pupils complete a familiar journey crossing a road/s safely Pupils identify a zebra crossing, looks and listens and crosses the road safely 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 Pupils will carry out the steps to complete a train journey to a familiar place shadowed by an adult Pupils can retain, recall and act upon information given regarding directions | <ul style="list-style-type: none"> Pupils recognise and identify when their feelings and emotions change and can talk about the impact it has and modify their behaviour if needed Pupils can empathise with others when they express their emotions and say why Pupils begin to know and understand and follow prompts to keep themselves safe when contacting others on social media Pupils understand the process of menstruation and why it happens Pupils understand what erections are and why they happen Pupils understand what wet dreams are and why they happen Pupils begin to understand about masturbation and appropriate contexts Pupils begin to understand about sexual relationships including intercourse Pupils know and demonstrate the difference between appropriate and inappropriate sexual behaviour for a young adult Pupils understand the difference between sexual and non-sexual relationships |

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