



PSHE L7 – L12

Outcomes

Self-care	
Hygiene	
Level 7	<ul style="list-style-type: none"> ▪ Anticipates a routine or need to wash hands ▪ Washes hands with adult support ▪ Washes hands when prompted
Level 8	<ul style="list-style-type: none"> ▪ Washes hands with water independently ▪ Uses soap and water to wash hands ▪ Washes hands thoroughly ▪ Manages washing and drying hands
Level 9	<ul style="list-style-type: none"> ▪ Washes body with sponge/cloth independently ▪ Anticipates routine of teeth brushing ▪ Copies brushing movements with toothbrush ▪ Brushes teeth when given loaded toothbrush when prompted by adult
Level 10	<ul style="list-style-type: none"> ▪ Order of teeth brushing e.g. toothbrush, toothpaste, brushing motion, rinse ▪ Understand the need for regular teeth cleaning ▪ Anticipates routine of hair brushing ▪ Brushes hair when prompted by an adult ▪ Indicates when own hair needs brushing without prompting
Level 11	<ul style="list-style-type: none"> ▪ Brushes hair independently ▪ Demonstrates or communicates an example of taking care of our bodies e.g. skin, hair or teeth
Eating and Drinking Skills	
Level 7	<ul style="list-style-type: none"> ▪ Selects food preference from a choice of 2 ▪ Drinks with adult support/prompt ▪ Brings cup to mouth with adult support ▪ Brings cup to mouth independently ▪ Drinks when thirsty ▪ Drinks independently with some spillage ▪ Feeds self with spoon or fork with support ▪ Feeds self with spoon or fork
Level 8	<ul style="list-style-type: none"> ▪ Feeds self when hungry ▪ Feeds self with adult support ▪ Drink well independently ▪
Level 9	<ul style="list-style-type: none"> ▪ Feeds self independently using all cutlery ▪ Independently prepares utensils in anticipating of a meal with prompting ▪ Prepares utensils in anticipation of meal
Level 10	<ul style="list-style-type: none"> ▪ Selects a healthy food from a choice of 2 ▪ Recognise healthy and unhealthy foods ▪ Eats a healthy range of foodstuffs and understands need for variety in food
Dressing	
Level 7	<ul style="list-style-type: none"> ▪ Anticipates the need to undress with prompting e.g. swimming ▪ Anticipates when needing to undress e.g. shower ▪ Identifies the item of clothing they need to remove next with prompting ▪ Identifies the item of clothing they need to remove next e.g. points to vest ▪ Undresses fully with support from adult ▪ Undresses in no particular order.
Level 8	<ul style="list-style-type: none"> ▪ Undresses with some sequential order ▪ Anticipates the need to dress with prompting independently. ▪ Anticipates the need to dress independently ▪ Dresses with help e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers
Level 9	<ul style="list-style-type: none"> ▪ Identifies the item of clothing they need to put on next with prompting ▪ Knows that underwear comes first when dressing with prompt ▪ Puts on underwear first when dressing
Level 10	<ul style="list-style-type: none"> ▪ Fully dresses with support ▪ Fully dress with some sequenced order with support ▪ Dresses independently
Level 11	<ul style="list-style-type: none"> ▪ Helps with clothing e.g. puts on hat, unzips zipper on jacket ▪ Undoes easily accessible fastenings with support ▪ Undoes easily accessible fastening
Toileting	
Level 7	<ul style="list-style-type: none"> ▪ Clearly communicates their need for toilet ▪ Usually dry and clean during the day
Level 8	<ul style="list-style-type: none"> ▪ Wipes after bladder movement with prompting ▪ Wipes after bowel movement ▪ Flushes toilet with prompting ▪ Flushes toilet independently
Level 9	<ul style="list-style-type: none"> ▪ Washes hands after toilet with prompting ▪ Washes hands after use of toilet independently ▪ Gains more bowel and bladder control and can attend to toileting needs most of the time themselves
Level 10	<ul style="list-style-type: none"> ▪ Beginning to be independent in self-care, but still often needs adult support ▪ Ensures they have left toilet area clean ▪ Ensures toilet area is clean for use with prompting ▪ Attends to all toilet needs independently

The Wider World	
Functional Skills	
Level 7	<ul style="list-style-type: none"> ▪ Responds to name when called ▪ Responds to name appropriately when called ▪ States forename when asked ▪ Responds to full name e.g. forename and surname
Level 8	<ul style="list-style-type: none"> ▪ Knows first name of parent/siblings ▪ States individual features e.g. eye colour ▪ States month of birthday ▪ States name of school
Level 9	<ul style="list-style-type: none"> ▪ Identifies own belongings ▪ Puts belongings in place on arrival with prompts ▪ Puts belongings in their place on arrival e.g. coat on peg
Level 10	<ul style="list-style-type: none"> ▪ Collects belongings at end of the day with prompting ▪ Collects belongings at end of day e.g. coat
Level 11	<ul style="list-style-type: none"> ▪ Shows understanding of activities represented on timetable ▪ Refers to timetable to check what is happening later ▪ Get started on task unprompted
Level 12	<ul style="list-style-type: none"> ▪ Attempts a task independently before asking for help. Ensure that the task is clear ▪ Works independently for given time period specific to individual task
Community	
Level 7	<ul style="list-style-type: none"> ▪ Identify 3 key areas in school with picture prompts ▪ Identify 3 members of school staff using photos
Level 8	<ul style="list-style-type: none"> ▪ Access learning outside of their classroom with adult support ▪ Accesses learning outside of their classroom base Independently ▪ Navigates to 3 key areas with adult support ▪ Finds 3 trusted adults in school with support ▪ Navigates to 3 key areas in school using picture prompts
Level 9	<ul style="list-style-type: none"> ▪ Transitions to 3 or more areas in school independently ▪ Navigates around the whole school with adult support ▪ Navigates around whole school with picture prompts ▪ Navigates around the whole school independently
Level 10	<ul style="list-style-type: none"> ▪ Identify places in the local area using picture prompts ▪ Identify places in the local area with adult support ▪ Identify places in the local area independently
Level 11	<ul style="list-style-type: none"> ▪ Access the local community with 1:1 adult support ▪ Access local community in small group with adult support
Level 12	<ul style="list-style-type: none"> ▪ Access local community in whole class group with adult support ▪ Accesses local community in larger group with adult support

Relationships	
Social Skills	
Level 7	<ul style="list-style-type: none"> ▪ Tolerates another bringing own variables to a play scenario. – with sustained support from adult. ▪ Relates appropriately to familiar peers. – with sustained support from adult. ▪ Seeks comfort from familiar adults when needed. ▪ Shows preference for particular peers. ▪ Forms genuine reciprocated friendships with a peer – with adult support. ▪ Forms a special friendship with another child.
Level 8	<ul style="list-style-type: none"> ▪ Shows interest in the lives of people familiar to them. ▪ Accepts help from a peer. ▪ Accepts praise / compliment from a peer. ▪ Initiates play, offers cues to peers to join them. ▪ Offers help to peers. ▪ Tries to help or give comfort when others are distressed.
Level 9	<ul style="list-style-type: none"> ▪ Responds to suggestions to components of activity/task e.g. I'll cut this out and you decide where it goes. ▪ Shares items or equipment with others. ▪ Accepts change of conversational topic. ▪ Shows interest in the lives of people who are familiar to them. ▪ Remembers and talks about significant events in their own experience. ▪ Relates appropriately to group members, e.g. mates.
Level 10	<ul style="list-style-type: none"> ▪ Describes times when we take turns in school. ▪ Keeps play going by responding to what others are saying or doing. ▪ Accommodates others interests / ideas within conversation / activity. ▪ Recognises what makes a 'good' friend. ▪ How to ask for help if a friendship is making them unhappy. ▪ Recognises and describes special times or events for family or friends.
Level 11	<ul style="list-style-type: none"> ▪ Demonstrate good listening and describe how to listen to other people ▪ Explains own knowledge and understanding and asks appropriate questions to others. ▪ Demonstrates friendly behaviour, initiating conversation and forming good relationships with peers and familiar adults. ▪ Initiates conversations, attends to and takes account of what others say. ▪ How people make friends and what makes a good friendship.
Level 12	<ul style="list-style-type: none"> ▪ Takes steps to resolve conflicts with other children e.g. finding a compromise ▪ Simple strategy to resolve arguments between friends positively ▪ Shares humour/joke with a peer

	<ul style="list-style-type: none"> ▪ Recognise when they or someone else feels lonely and how to help ▪ Recognise what is kind and unkind behaviour and how this can affect others ▪ Treat themselves and others with respect
Growing and Changing	
Level 7	<ul style="list-style-type: none"> ▪ Recognises a baby. ▪ Recognises a child. ▪ Recognises an adult. ▪ Sort objects to indicate categories of baby, child, adult. ▪ Sort pictures to indicate categories of baby, child, adult. ▪ Identify self as being a child.
Level 8	<ul style="list-style-type: none"> ▪ Recognises differences between themselves now and as a baby. ▪ Identify one action they can do now which they couldn't as a baby. ▪ Identify some of the differences between a baby, child and adult. ▪ Identifies the people who makes up our family. ▪ Recognises and identifies relationships of immediate family members to self, e.g. my mum, my brother.
Level 9	<ul style="list-style-type: none"> ▪ Recognises an elderly person. ▪ Recognising a teenager / adolescent. ▪ Sort pictures of family in chronological order. ▪ Identifies own current place in life cycle of family.
Level 10	<ul style="list-style-type: none"> ▪ Recognises that life begins with birth. ▪ Demonstrate the process of growing from young to old, meaning people's needs can change – through sorting pictures or choosing statements. ▪ Sequence pictures to demonstrate an understanding about growing and changing from young to old.
Level 11	<ul style="list-style-type: none"> ▪ Recognises and identifies relationships of extended family members to self, e.g. my uncle, my cousin, please specify. ▪ Gives examples of different types of relationships. ▪ Identifies current place of familiar people in life cycle, e.g. family, staff. ▪ Choose from a range of pictures to indicate personal strengths / traits – with support. ▪ Choose from a range of pictures to indicate personal strengths / traits – independently. ▪ Identify personal strengths / trusts independently.
Level 12	<ul style="list-style-type: none"> ▪ Show how a strength has led to change e.g. better listening and communication joining in with peers ▪ Respond to information or instruction directed to the group ▪ Identifies other members of group by name e.g. aware that the ability to do this may differ when out of context ▪ Identify groups/group they belong to e.g. I'm in 4S/Mrs Smiths class/chess club ▪ To think about themselves: to learn from their experiences to recognise and celebrate their strengths and set simple but challenging goals. ▪ To recognise the ways in which they are the same and different to others.

Health and Wellbeing	
Managing Emotions and Mental Health	
Level 7	<ul style="list-style-type: none"> ▪ Matches their current feeling to one of three symbols / photos / pictures. ▪ Matches their current feeling to one of six symbols / photos / pictures. ▪ Sort a range of emotions into good feelings and not so good feelings with support. ▪ Sort a range of emotions into good feelings and not so good feelings independently.
Level 8	<ul style="list-style-type: none"> ▪ Identifies three physical feelings related to emotions. ▪ Shows levels of intensity within an emotion using a scale, e.g. a little, a lot... with support. ▪ Shows levels of intensity within an emotion using a scale, e.g. a little, a lot... independently. ▪ Identify things that make us feel happy. ▪ Identify things that may make us cry / feel sad.
Level 9	<ul style="list-style-type: none"> ▪ Describe what feeling angry means ▪ Begins to identify more complex emotions in relation to self. ▪ Identify what makes us feel worried. ▪ Identify what makes us feel frightened.
Level 10	<ul style="list-style-type: none"> ▪ Identify what makes us feel anxious. ▪ Recognise how we feel if we have not had enough sleep. ▪ Recognises emotions in others in teaching materials, e.g. in books, pictures, role play, film etc.
Level 11	<ul style="list-style-type: none"> ▪ Recognises emotions in others in real situations, e.g. May need support to reflect on situations to help them work towards an understanding 'in situ'. ▪ Makes connections between an emotion and what has caused it, e.g. is able to give a reason for an emotion. ▪ Know what usually / typically makes them feel positive emotions, e.g. Active work on discovering activities that are pleasurable so that staff and young people can draw on these. ▪ Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. ▪ Identify someone who can help us if we are afraid or worried. ▪ Demonstrate positive ways we could let others know how we are feeling.
Level 12	<ul style="list-style-type: none"> ▪ Describe different kinds of feelings we may have experienced. Those we like and those we don't. ▪ Recognise that not everyone feels the same at the same time or feels the same about the same things ▪ Describe times when we may feel unhappy with our friends or family members ▪ Identify appropriate ways of communicating feelings to others ▪ Aware of own feelings and knows that some actions and words can hurt others ▪ Identify one thing they can do to manage a strong feeling e.g. anger.
Safety	
Level 7	<ul style="list-style-type: none"> ▪ Recognise immediate danger around them e.g. Recognises dangers within their immediate environment with support.

	<ul style="list-style-type: none"> ▪ Beginning to recognise dangers within the classroom with adult prompting. ▪ Identify one trusted adult and one stranger from 2 photos with support. ▪ Identify three dangers within the classroom using picture / photo prompts. ▪ Identify three dangers in the whole school a selection of pictures / photos.
Level 8	<ul style="list-style-type: none"> ▪ Identifies one trusted adult from a selection of 3 pictures / photos with support. ▪ Recognises dangers during transitions around school with support. ▪ Identify three dangers in the home from a selection of picture / photo prompts. ▪ Identify three dangers in the community from a selection of picture / photo prompts. ▪ Recognise immediate danger around them and seek support from a familiar adult. ▪ Identify three or more dangers in the classroom independently.
Level 9	<ul style="list-style-type: none"> ▪ Identify three or more dangers in the whole school independently. ▪ Can identify three or more dangers in the home independently. ▪ Identify three or more dangers in the community independently. ▪ Identifies one trusted adult from a selection of three photos / pictures independently.
Level 10	<ul style="list-style-type: none"> ▪ Identifies one trusted adult and one stranger from two photos independently. ▪ Identify one service that keeps us safe in the community from a selection of photos / pictures. ▪ Identifies four agency services from a selection of professions with support.
Level 11	<ul style="list-style-type: none"> ▪ Identify one service that keeps us safe in the community independently. ▪ Identifies four agency services from a selection of professions independently. ▪ Recognises a trusted adult that they can seek support from when they feel unsafe in school.