

## EYFS

Pupils are supported to use the toilet and dress and feed themselves independently and can ask for support with self-care when needed.

Pupils can engage with their peers during play and attend to learning for longer periods of time.

Pupils are supported to 'make a fix' when incidents arise and receive praise for positive peer interactions.

Pupils are supported to explore the world around them and engage in new experiences.

Pupils can identify a range of important figures in society and describe what they do.

## Phase 1

Pupils are able to look after their basic needs including looking after their belongings and communicate and anticipate their needs.

Pupils can form friendships and can appropriately give their opinions on a range of subjects.

Pupils understand that there are rewards for positive behaviour, and consequences for poor behaviour.

Pupils explore the world around them and are curious about it.

Pupils are aware of a range of careers.

## Phase 2

Pupils are able to make good choices around their own self-care, including, but not limited to: sleep, hygiene, nutrition and exercise. Pupils are enabled to solve their own friendship issues and habits for discussion are developed with the ability to express their ideas fluently.

Pupils are able to take responsibility for their own behaviour.

Pupils are curious about the world, ask questions and discover new things.

Pupils can express their interests and begin to explore these in relation to their future.

## Phase 3

Pupils form healthy habits and can form healthy routines including punctuality and homework.

Pupils are increasingly able to manage their relationships and emotions and can fully express how they are feeling in an appropriate manner.

Pupils are able to take responsibility for their own behaviour and reflect about how to improve through the use of Payslip and Reach Score.

Pupils can identify things that they are interested in and can make decisions about their future. They are increasingly independent in regards to their own learning.

Pupils begin to form plans for their future.

## Phase 4

Pupils are able to identify ways to self-manage their own well-being and organisation.

Pupils are able to manage their emotions and relationships. They are able to communicate how they are feeling and actively seek out further help and support.

Pupils know exactly how to behave and why this is important both in school and the wider community.

Pupils are intrinsically motivated to achieve, show initiative to learn new things and are on a path to mastery in their subjects.

Pupils are able to make a clear and realistic plan for their futures beyond phase 4.

## Phase 5

Pupils are equipped with the skills to fully manage their own health, well-being and organisation and make choices that benefit each.

Pupils are able to develop and maintain healthy relationships. They are able to communicate how they are feeling and actively seek out further help and support.

Pupils are positive leaders and role models within the school and wider community and give back to school culture by supporting others to manage their own well-being.

Pupils are scholars of their subjects. They seek out opportunities for further learning.

Pupils are able to make a clear and realistic plan for their future beyond Phase 5. They have a sense of their own path and can give a clear narrative of their journey.