**PSHCEE is now called Learning for Life (L4L) as of September 2018**

**Learning for Life Assessment Criteria**

**Curriculum**

The L4L curriculum is designed to build our students’ confidence and improve their health and wellbeing. It covers bullying, friendship, respect, equality, emotions, health and hygiene, puberty and relationship and sex education, drugs, alcohol, smoking, staying safe, rights and responsibilities, the law, government and poverty. The curriculum is age and level appropriate for our students. See individual year group curriculum overviews for further details.

**Assessment**

The Assessment Process was put together by Stony Dean School. Using Classroom Monitor the assessment focuses on three main life skill areas:

**1 Organisation and Resilience**

**2 Interactions and Emotions**

**3 Health and Relationships**

For each of these areas the students will have a number score from 1-20 (20 being the highest). The x5 stages have been split to fit the year groups meaning:

Stages 1-4 = Year 7

Stages 5-8=Year 8

Stages 9-12 = Year 9

Stages 13-16 = Year 10

Stages 17-20 = Year 11

**Organisation and Resilience**

Over the 5 stages (years at SDS) pupils aim to work on their organisation skills; skills that prepare them for adult working life.

Pupils will work on resilience; finding coping strategies of times of difficulties. They will problem solve and understand who can support them in times of need.

**Interaction and Emotion**

Over the 5 stages (years at SDS) pupils will learn and show co-operation and use appropriate communication skills. They will identify various situations where they will learn how to interact and show an understanding of theirs and others emotions.

**Health and Relationships**

Over the 5 stages (years at SDS) pupils will learn how to look after their bodies and live a hygienic and healthy lifestyle.

They will understand changes in their bodies through puberty, drug and alcohol awareness and having healthy relationships with family, peers and others.

**PLEASE SEE L4L ASSESSMENT AND PATHWAYS BELOW**

**Stony Dean L4L Pathways and Definitions.**

**2019 - 2010**

|  |  |
| --- | --- |
| **Pathway number:**  | **Definition:** |
| **1** **Pupil needs regular support with communication and social interactions (schedules / communicate and print, regular staff input). The pupil is unable to work independently for short or long periods of time and is working on their employability skills daily, through a variety of school lessons and activities.** | Year 7 – pupil likely to have been based line at W/ maybe 1 beg |
| Years 8 and 9 - By the end of year 9 they would be likely to be in Stage 1 |
| By the end of year 11 they are likely to be between Stage 1 and some features of stage 2 |
| **2** **Pupil requires a little support with communication and social interaction. Pupil can work independently for short periods of time with staff support and guidance. There will be continuing support with the pupils’ personal employability skills.** | Year 7 – pupil likely to have been based line at Stage 1 beg.End of year 7 – likely to be Stage 1 dev or features of Stage 2 |
| Years 8 and 9 –Stage 1 dev/sec.By the end of year 9 they would be Stage 1 sec / Stage 2 beg. |
| By the end of year 11 likely to be Stage 3 beg and features of dev.  |
| **3****Pupil has strong communication skills and can socially interact appropriately with very little staff support. Pupil can work independently for longer periods of time. Pupil is aware what they need to achieve in the future to be employable and are working towards these goals.** | Year 7 – likely to have been based line at Stage 1 dev or sec. |
| Years 8 and 9 –Stage 3 dev, with features of sec.By the end of year 9 they would be Stage 3 sec with features of Stage 4 beg. |
| By the end of year 11 likely to be Stage 4 with features of Stage 5 beg. |
| **4****Pupil has very good communication skills and can socially interact appropriately at all times and throughout varied circumstances and situations. Pupil has gained and continues to gain skills towards future employability and has an idea of what they would like to do after year 11.** | Year 7 – Stage 1 and 2 |
| Years 8 and 9 – Stage 3 and 4 |
| By the end of year 11 to have achieved Stage 5 |

**Organisation and Resilience**

**STAGE 1**

1 I can follow a schedule with support ☺ ☺ ☺

2 I can follow a schedule independently ☺ ☺ ☺

3 I can work well independently or in groups ☺ ☺ ☺

4 I know what equipment is needed for different tasks (writing, colouring etc) ☺ ☺ ☺

**STAGE 2**

5 I am aware of what different clothing is needed in different situations ☺ ☺ ☺

6 I am responsible for of my own belongings ☺ ☺ ☺

7 I can identify the difference between own and other peoples belongings ☺ ☺ ☺

8 I can understand why being punctual is important ☺ ☺ ☺

**STAGE 3**

9 I can manage distractions with support ☺ ☺ ☺

10 I recognise that it is not bad to get an answer wrong ☺ ☺ ☺

11 I am prepared to put forward my ideas or answers in a group ☺ ☺ ☺

12 I can understand with praise, setbacks and criticism ☺ ☺ ☺

**STAGE 4**

13 I can keep focussed and sustain my attention on a task independently ☺ ☺ ☺

I4 I can recognise my achievements and celebrate them ☺ ☺ ☺

15 I can organise the resources I need to complete a job without prompting ☺ ☺ ☺

16 I can discuss risks and try not to let this put me off having a go ☺ ☺ ☺

**STAGE 5**

17 I can discuss risks and make decisions on the amount of risk involved ☺ ☺ ☺

18 I can talk about how I have met my learning objectives (good, bad, better if) ☺ ☺ ☺

19 I understand if I am wrong about something I can learn from it ☺ ☺ ☺

20 I can review my own work and identify what I have done well ☺ ☺ ☺

**Interaction and Emotion**

**STAGE 1**

1 I can accept new situations with support ☺ ☺ ☺

2 I can ask simple social questions and requests of peers (e.g. my name is….what is yours? would you like to play?) ☺ ☺ ☺

3 I can co-operate appropriately with peers in lessons and free-time ☺ ☺ ☺

4 I can show and compliance of school rules and why they are important ☺ ☺ ☺

**STAGE 2**

5 I can politely refuse an offer from others to play ☺ ☺ ☺

6 I can identify an appropriate adult for support and advice ☺ ☺ ☺

7 I can ask questions for support with peers and familiar adults ☺ ☺ ☺

8 I can comply with right and wrong choices for myself and others ☺ ☺ ☺

**STAGE 3**

9 I can identify there are consequence for wrong choices ☺ ☺ ☺

10 I can accept consequences of making the wrong choice ☺ ☺ ☺

11 I can identify 4 basic feelings in myself.. ☺ ☺ ☺

12 I can identify a wider range of feelings (eg excitement / anxiety) ☺ ☺ ☺

**STAGE 4**

13 I can respond appropriately to serious discussions showing understand and feelings ☺ ☺ ☺

14 I can talk about my skills and qualities (I can….I am…) ☺ ☺ ☺

15 I can use appropriate language to address unfamiliar people and request help ☺ ☺ ☺

16 I can discuss why it is inappropriate to ask unfamiliar people private or personal information ☺ ☺ ☺

**STAGE 5**

17 I can identify risks and how to make a good choice ☺ ☺ ☺

18 I can identify and use strategies for dealing with and reducing my own anger ☺ ☺ ☺

19 I can identify physical feeling of anxiety and am able to seek appropriate adults when anxious ☺ ☺ ☺

20 I can identify and use a range of strategies to reduce anxiety ☺ ☺ ☺

**Health and Relationships**

STAGE 1

1 I can indicate underwear is soiled and move to a toilet area ☺ ☺ ☺

2 I can ask to use the toilet or go to the toilet when asked / reminded ☺ ☺ ☺

3 I can identify an image of a boy or girl’s image unclothed ☺ ☺ ☺

4 I can use the toilet and wash my hands independently after toileting ☺ ☺ ☺

STAGE 2

5 I can demonstrate how to greet people appropriately ☺ ☺ ☺

6 I can demonstrate/describe how to wash and products to use when bathing/showering etc ☺ ☺ ☺

7 I can describe about when to wear clean clothes and how often ☺ ☺ ☺

8 I can talk about what traits a bully has ☺ ☺ ☺

STAGE 3

9 I can be discreet when changing or showering (e.g. after swimming or during PE) ☺ ☺ ☺

10 I can demonstrate knowledge of germs and diseases and have some understanding of how they are spread and why we cover our mouth when sneezing/coughing ☺ ☺ ☺

11 I can show an understanding on illegal and or legal drugs ☺ ☺ ☺

12 I can show knowledge on ways we can recycle ☺ ☺ ☺

STAGE 4

13 I understand areas inappropriate to touch in social situations and understand areas of the body on others which are appropriate to touch in social situations ☺ ☺ ☺

14 I can talk about physical changes in own body which may have occurred or be about to occur, including physical changes in bodies of opposite sex at varying stages of development ☺ ☺ ☺

15 I understand the benefits of exercise/healthy eating and give examples and demonstrate ☺ ☺ ☺

16 I can discuss consequences of taking drugs (to the body and or personal life) ☺ ☺ ☺

STAGE 5

17 I can discuss how to keep safe when out in the community, at school or at home ☺ ☺ ☺

18 I can explain what respectful and healthy relationships look like (e.g. peers, partner) ☺ ☺ ☺

19 I can discuss how to access services that are available to young people in the local community and how to access those available (e.g. sexual health clinic, job centre, young addiction etc.) ☺ ☺ ☺

20 I am able to plan for the future and discuss future goals (2, 5, 10 years...) ☺ ☺ ☺