

SPECIALIST EDUCATION SERVICES

Personal, Emotional and Social Development Policy and Practice

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1 **RATIONALE**

This document outlines how SES beliefs and values, alongside underpinning theoretical background and research, shape our provision for Personal, Emotional and Social Development. It should be read in conjunction with the Curriculum Intent Statement, which outlines specific issues underpinning our Curriculum approach at SES, as well as the SES Way: An Exploration of our Therapeutic Model Policy and Practice document.

Personal, Emotional and Social Development is recognised as one of the essential building blocks for success in life. Early years learning experiences provide a fundamental focus on PESD, supporting children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

SES children and young people often come from backgrounds of deprivation and have experienced significant adversity and trauma throughout their life. As a result of their fragmented education and care, our children are likely to have missed positive early childhood learning experiences and may not have attained age related developmental milestones. As a result of this, SES believe that PESD is a core aspect of all children's curriculum and personalised learning.

2 **VISION STATEMENT**

Our vision statement expresses our values:

- ✓ *we believe in a 'no limits' approach to helping children*
- ✓ *we believe in children's abilities and potential*
- ✓ *we believe in unconditional positive regard*
- ✓ *we believe our children deserve fun and happiness in childhood*
- ✓ *we believe in a 'can do' philosophy*
- ✓ *we believe in success and learning from mistakes*
- ✓ *we believe intelligence is multifaceted*
- ✓ *we believe learning is a lifelong process*
- ✓ *we believe creativity and imagination are the keys to developing passions and talents, and preparing for life in a rapidly changing world*
- ✓ *we believe assessment of progress is based on improvements on 'previous best'*
- ✓ *we are future orientated*

3 **AIMS AND OBJECTIVES OF SES**

The purpose of SES is to provide a holistic therapeutic facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth, development and learning.

- To create and maintain appropriate caring boundaries for each young person that helps them make the transition from dependence to autonomy
- To develop a Portfolio of Achievements and Needs (PAN) which looks to preferred futures, enhances self esteem, develops strengths to maximise their personal potential, produces opportunities to succeed and moves the young person to an appropriate level of self-determination.
- To provide the platform for future permanence for each young person. This may be in the form of a return to their own home and family, permanent alternative placement in foster care, adoption, long term residential care elsewhere or independent living.
- To achieve the highest possible standard of educational achievement measured by:
 - ✓ A movement from disaffection to engagement in the learning process
 - ✓ Improvements in behaviour conducive to learning
 - ✓ A growing enthusiasm for learning
 - ✓ Specific and generalised achievements
 - ✓ Tangible accredited outcomes
 - ✓ Emerging gifts, talents and passions
 - ✓ National accreditation
- To make the curriculum fit the student not the student fit the curriculum.

4 CURRICULUM INTENT

Our curriculum aspires to broaden students' horizons, stimulate their interest and discover a love of learning. Irrespective of their personal challenges and starting points, we believe all students have the potential to learn, be happy and become successful within society. Our intention is to foster a sense of optimism that prepares them for their journey through life.

Specifically, our curriculum aims for all students to:

- Experience learning opportunities that provide a rich childhood, building their aspirations, hopes, gifts, happiness and sense of fun.
- Have the necessary personal, emotional and social developmental skills for a successful life.
- Be a functional reader and writer, alongside an increasingly broad and rich vocabulary to describe the world.
- Possess functional maths and computing skills.
- To be physically fit and healthy.
- Achieve positive mental health and well-being.
- Be prepared for purposeful and fulfilling working lives.
- To be equipped with practical life skills in the areas of finance, home management, self-care, travel, and social skills and relationships.
- To develop experience and knowledge of enterprise, recognising the opportunities it affords.

- Be ready to access further education, training or employment.
- Understand how to develop friendships and sustain healthy relationships, transferring these skills into adulthood.
- Develop a sense of resilience and determination, allowing them to overcome personal barriers.
- Understand appropriate risk taking, make safe choices and foster a willingness to try new challenges.
- Possess respect for self and others identity, views and beliefs.
- Know who they are and can be, discovering their personal potential and how they can contribute to society.
- Experience the outdoors as well as creative and expressive arts to unlock a sense of exploration.
- Try new things, visit different places and meet different people.

PESD is at the heart of the curriculum intent for all young people, ensuring that they are equipped with the knowledge and skills required to become successful adults.

5 THEORY AND RESEARCH UNDERPINNING PESD FRAMEWORK

The PESD Framework has been created drawing upon the 'SES way', positive psychology and key theories of learning, to ensure we focus on achieving the qualities that allow our children and young people to successfully develop their readiness for living independently as adults in society.

In order to develop a robust and meaningful bespoke PESD Framework, SES adopted an action research process, led by the Head of Education. Support and guidance were provided throughout by Dr. Helena Bunn, Senior Educational Psychologist. Across a sustained period of consultation and involvement, the whole team contributed their beliefs about the essential personal, emotional and social qualities they aspired to for the young people in our care. This was based on their professional knowledge and experience with SES children, and within the context of the values of SES, creating a hierarchy of skills / outcomes. A sequence of training sessions enabled their views to be developed alongside core SES policy and practice, as well as linking them to learning theories and research.

Following each cycle of staff consultation, these collaborative views were analysed by the Head of Education and Dr. Bunn, and ideas considered and explored in line with established research, the significant underpinning theories being included in the following section. Additionally, previous educational frameworks were used as key reference points, including Every Child Matters, Personal Learning and Thinking Skills, and Social and Emotional Aspects of Learning.

This process enabled the community to focus on the context of SES, producing a coherent framework that is underpinned by quality outcomes and robust theoretical knowledge.

5.1 KEY CONTRIBUTING LEARNING MODELS, THEORY AND RESEARCH

5.1.1 Gardner's Theory Multiple Intelligences

This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book "Frames of Mind: The Theory of Multiple Intelligences," where he suggested that all people have different kinds of "intelligences." Gardner proposed that there are eight intelligences.

In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just an intellectual capacity, but have many kinds of intelligence: Visual- Spatial, Linguistic-Verbal, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Bodily-Kinaesthetic, Naturalistic.

While a person might be particularly strong in a specific area, such as musical intelligence, he or she most likely possesses a range of abilities. For example, an individual might be strong in verbal, musical, and naturalistic intelligence.

The SES vision, 'Learning Without Limits', embraces the notion that our children may possess gifts, talents and abilities that are not purely measured against traditional academic or intelligence terms.

5.1.2 Positive Psychology

Positive psychology is a relatively new field although its roots are far back in time. The Greek philosopher Aristotle (384–322 BCE) was preoccupied with 'what it means to live a good life;' later, psychologists such as Abraham Maslow (1954) have been interested with what helps human growth and he even used the term 'positive psychology.' More recently, Rogers initiated the 'humanistic' move in psychology, which is primarily interested in the 'growth' of a human being, from a different, strength based and optimistic perspective.

Martin Seligman and Mihaly Csikszentmihalyi founded the official positive psychology movement in 1997. Seligman believed that psychology was good, but not good enough, because it had neglected the study and application of the things that make life worth living. Seligman stated that the time had come for a positive psychology that would redress this imbalance and focus research on what was right with people, including happiness, well-being and human strengths. He argued that alongside the work of studying mental illness, psychologists should also study human wellbeing, character strengths and human potential and look at talented and flourishing individuals as well as those who are struggling.

Seligman published his ideas together with Csikszentmihalyi in the article 'Positive psychology: An Introduction'. The authors define the positive psychology as the 'study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions' (Seligman and Csikszentmihalyi, 2000). Whilst positive psychology established clearly that it aims to catalyse change from a medical model of deficit or disease to building positive qualities, it does not intend to replace this medical model but rather focuses on a previously neglected component in psychology.

A recurring theme of this new and growing science is that using our strengths taps into the core of who we are as human beings, and how we can make our greatest contribution. Jenny Fox Eades (2008), Programme Director for Schools

and Young People at the not-for-profit Centre for Applied Positive Psychology, explains that positive psychology studies areas like contentment, hope, optimism, pleasure and engagement. It focuses on positive traits such as love, courage and creativity and virtues like citizenship, tolerance and responsibility.

Positive Psychology has been essential to the creation of our personalised care and education response from the outset of SES. The focus on building positive qualities links to the core Portfolio of Achievements and Needs Process.

5.1.3 Four Stages of Competence Learning Model

Initially, this model was known as the “four stages for learning any new skill”, and was introduced by Noel Burch, an employee of Gordon Training International. First drafted in the 1970s, this “conscious competence” learning model is described as the psychological states that are involved in transforming skill incompetence to competence or outright mastery.

The Four Stages of Competence Learning Model (Broadwell, M.M, Burch, N) suggests that individuals are initially unaware of how little they know, or are unconscious of their incompetence. As they recognise their incompetence, they consciously try to develop and acquire a skill, then consciously use it. Eventually, the skill can be utilised without it being consciously thought through; the individual is said to have then acquired unconscious competence, in other words, skill mastery.

The journey from not knowing to fluid competence is detailed in the following steps:

Stage 1: “I don’t know what I don’t know.”
Classical term: Unconsciously Incompetent

Adult leads young person in all areas of the activity/objective

The learner does not understand or know how to do something and does not necessarily recognise the deficit. They may deny the usefulness of the skill. The learner should recognise their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn. *The stage of unconscious incompetence can linger for years.* The burden of informing the young person about their wrongdoings lies on the teacher – or an expert in the said skill.

An example of unconscious incompetence is this: you are in your yoga class and the instructor asks you to execute the “Lord of the Dance” pose. You try to do it, and you look like a sick praying mantis, but you continue with it anyway because you do not know that you are doing it all wrong. The instructor then tells you that you are executing the pose incorrectly. The acknowledgement of this mistake then paves the way for the second stage of competence, which is...

Stage 2: “I know what I don’t know.”
Classical Term: Consciously Incompetent

Verbal and physical adult prompting, at times young person leading thinking and input.

Though the learner does not understand or know how to do something, they develop consciousness and recognise the difficulty for themselves and/or others, as well as the value of a new skill in addressing the difficulty. The making of mistakes can be integral to the learning process at this stage. In this stage, they plant themselves with hopes and aspirations.

Stage two can be the most uncomfortable phase, because the young person recognises the fact that they are a failure in a certain activity. While this can be embarrassing, the acknowledgement of their incompetence prods them to move and train, so they can become competent in it, eventually. Again, young people might linger in stage two for a prolonged period of time. The duration of their stay in the conscious incompetence stage depends on their learning determination, as well as the acceptance and acknowledgment of their incompetence.

The most important hallmark of this stage is the young person’s ability to perceive and recognise the keys to competency, ones that are exhibited by other more capable individuals.

Continuing with the yoga example of stage one, you know you have reached the stage of unconscious incompetence when you see yourself in the mirror and realise that you have been doing the pose wrong. Because you are conscious of your wrongdoings, you try to undertake measures that can help you improve your pose.

Stage 3: “I grow and know and it starts to show.”
Classical Term: Consciously Competent

A young person leads start points, adult support to complete the activity/objective.

The learner understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.

Slowly taking over the role of the facilitator, a young person lodged in the third stage begins the adventure towards utmost competency. A consciously competent individual dedicates themselves in the improvement of the craft by undertaking repeated practice, participation and formal training of the said skill. The development of competence is faster than the development of consciousness, as an individual “grows and knows and it starts to show.”

Proceeding with the example, you know you arrive at stage three or conscious competence when you engage in activities that will help you perfect the pose. This can include practicing at home, watching video

streams of yoga, or spending more time at yoga class

Stage 4: “I simply go because of what I know.”
Classical Term: Unconsciously Competent (or Mastery)

Young person leads the activity/objective without support.

The learner has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The learner may be able to teach it to other peers or adults, depending upon how and when it was learned.

Unlike the first two stages, the journey to unconscious competence does not take a lot of time, as it happens quickly with constant practice. However, young people can go in and out of unconscious competence, depending on their mastery of skills.

As an unconsciously competent person, young people are summoned because of what they know. They deem it to 'feel right,' that is why they go ahead with the activity. They prove to be good at it, without exerting too much effort.

Unconscious competence or mastery means that you have finally reached the pinnacle of the skill. In our yoga example, thanks to the dedication in learning and perfecting the yoga pose, you can finally do it without much thinking or contemplation. You can accomplish the “Lord of the Dance Pose” perfectly in as simple as 1-2-3. And because you do not have to dwell too much when performing this pose, you just continue with the skill because it feels good and right.

The PESD Framework outcomes for Personal, Emotional and Social development identified through our action research, the SES way, Positive Psychology and other theories of learning can be mapped against the Four Stages of Competence Learning Model, enabling young people to move through the ‘four stages of learning’ and achieve competency, via combining relevant intuition and analysis of skill targeted.

5.1.4 Blooms Taxonomy

Bloom’s Taxonomy is a hierarchical ordering of cognitive skills, created by Benjamin Bloom in 1956. It helps teachers teach and young people learn by ordering the sequence of cognitive skills as: Knowledge-Comprehension-Application-Analysis-Synthesis-Evaluation (see next page for the taxonomy).

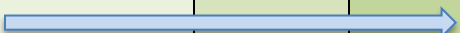
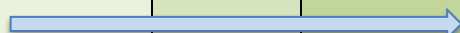
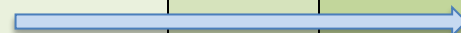
The ‘Activation Verbs’ (key words) are carefully linked to the progression of outcomes within the PESD Framework.

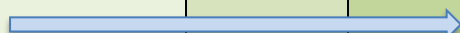
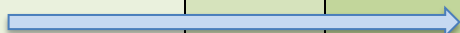
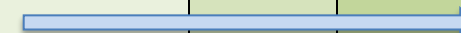
6 THE SES PESD FRAMEWORK

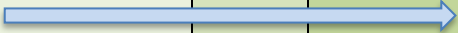
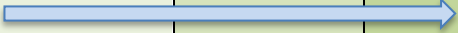
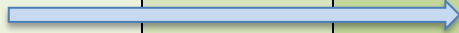
The SES PESD Framework has three core areas:

- **Personal** Improvement (P)
- **Emotional** Awareness (E)
- **Social** Skills (S)

Each area has three strands that are further broken down into three additional foci, as shown in the following three tables:

AREA	PERSONAL								
STRAND	Organisation			Creativity			Resilience		
FOCI	Plan/Prepare	Be Punctual	Engage	Mediums of Expression	Be Creative	Explore Awareness	Supportive Environments	Success and Struggle	Accomplishment
									


AREA	EMOTIONAL								
STRAND	Empathy			Reflection			Awareness		
FOCI	Emotional Vocabulary	Positive Emotions	Impact on Others	Positive Visualisation	Daily	Appreciation	Happy Habits	Mindful Habits	Protection from Unhelpful Habits
									

AREA	SOCIAL								
STRAND	Kindness and Wellbeing			Relationships			Independent Social Behaviour		
FOCI	Kind Environment	Be Kind	Reflection on Positive Emotions	Respectful Relationships	Deal with Corrosive Connection	Resolve Conflict	Social Confidence Within from SES	Social Confidence Away from SES	Safe Independent Behaviours
									

Each of the foci have a sequence of eight learning outcomes, that progress through the four stages of competence learning model. These are labelled as:

1. Adult Lead (Classical Term: Unconscious Incompetence)
2. Adult Scaffolding (Classical Term: Conscious Incompetence)
3. Adult Suggestions (Classical Term: Conscious Competence)
4. Independent (Classical Term: Unconscious Competence)

The PESD Framework therefore allows the young person to demonstrate their progression through the four stages of learning, whilst they move across the strand from the simple to more complex outcomes. An example of this pictorially is:

Four Stages of Learning	Plan/Prepare	Be Punctual	Engage
Independent			
Adult Suggestions			
Adult Scaffolding			
Adult Lead			
	<div>Increasing level of complexity of outcomes</div>		

6.1 PERSONAL IMPROVEMENT

The area of Personal improvement focuses on the young person's ability to:

- organise themselves in a socially accepted manner;
- understand their strengths, identify practical difficulties and be creative in solving them, and
- ultimately, bounce back in face of life's adversities, learn from experiences and grow as a person.

Organisation

This is a young person's capacity to organise and prepare resources to support learning in a socially accepted manner, demonstrating a positive and thoughtful response to known routines.

Creativity

This represents a young person's capacity to demonstrate a freedom to imaginatively explore personal ideas.

Resilience

This focus sets out the underpinning principles of a will to apply oneself to a given task. Our young people are quick to avoid failure and will often avoid basic tasks to protect themselves from this. Therefore resilience is their ability to bounce back in face of life adversities and grow as a person.

6.2 EMOTIONAL AWARENESS

The area of Emotional Awareness focuses on the young person's ability to:

- empathise with others and recognise their impact on society with an increasingly secure recognition of emotions;
- be able to reflect on emotional experiences and show appreciation for others, and
- show an awareness of the link between emotions and situations in which they occur, developing happy and positive habits.

Empathy

This is defined as a young person's ability to understand the viewpoint of others. Many of the SES structures of reflection demand a level of emotional awareness that young people struggle to engage with, e.g. restorative process or reflection on a Restrictive Physical Intervention. In order to develop the community, a greater understanding of one another would significantly support this.

Reflection

A young person's ability to look at themselves and improve in the future is a skill that would support their overall development. The nature of life at SES is that it is extremely busy and fast paced and as a result young people do not always reflect in depth at the most opportune moment. Reflection is often insisted upon from a negative perspective or as a result of a negative situation. It is important to learn to develop a young person's ability to take stock of their place and make the most of the many positive experiences they encounter.

Awareness

Many young people are unaware of the manner in which their emotions dictate behaviour, and vice versa. In many instances, adults see behaviour and emotional state separately. It is therefore important to teach our young people to be aware of their emotional state and that of others. Understanding the steps required to help young people to develop an emotional vocabulary and awareness of emotional states is essential.

6.3 SOCIAL SKILLS

The area of social skills focuses on supporting young people to develop their awareness of how they and others are motivated, knowing how to connect and fit in with one another, and behave in a variety of different situations.

Kindness and Wellbeing

Young people are often asked to be kind but are, in some cases, unaware what this means due to negative past experiences. This focus therefore is interested in the manner in which a young person experiences kindness and is able to personally apply this.

Relationships

This focus represents the steps a young person would need to take to develop strong and lasting relationships, resolve difference and overcome/process negative experiences. It includes multi-faceted areas looking at functional relationships, including Parent/Carer/Sibling/Friend. For long term success, it is extremely important for our young people to develop friendships away from SES.

Independent Social Behaviour

This represents a young person's movement away from the support structures and safety offered by the SES context. We are conscious as a staff team that the intense support offered in all areas of the young person's life can create a dependence on this and not always prepare a young person for life beyond SES. A further theme is an ability to access experiences away from SES.

6.4 PROGRESSION AND ASSESSMENT IN PESD

The PESD Framework provides a clearly defined progression across each strand (personal, emotional or social). As demonstrated in the earlier diagrams, the outcomes for each foci work sequentially through the stage of learning, whilst the strand allows for the mastery of increasingly complex outcomes.

Each strand is independent of the others within the three separate areas of personal, emotional and social development. Therefore, young people can make progress in each of the areas at different rates.

As in other curriculum areas, planning will encompass the introduction, development and consolidation of the key concepts and processes.

Effective planning for PESD must ensure that relevant outcomes are embedded into; individual learning episodes, sequences of work, teaching approaches and learning outcomes. To ensure consistency within the whole team's approach, PESD outcomes will be discussed and agreed within Learning Meetings by the

Personal Tutor and Learning Mentor. Additional outcomes for PESD related to specific development and learning needs will be established through the PAN process.

At SES, mastery of PESD skills is integral to all aspects of Learning Opportunities through a holistic and cross-curricular approach. We seek to ensure pupils demonstrate that they can develop and then apply their PESD skills in an extensive range of subject based and real life contexts. We promote the consolidation of core PESD outcomes by structuring learning opportunities to promote development in this area. Progress in PESD is reflected in Development and Learning (three times per year), Learning Centre Education Plans (termly), and PEP documents (three times per year). It is also monitored through the use of Classroom Monitor (as often as is required to illustrate progress) as an electronic tracking system. The data from Classroom Monitor is then shared with key people for each young person through their Learning Journal (updated termly) and independent access to Classroom Monitor.

Decisions about where young people are taught on the PESD framework relate to their starting points, maturity and capability. Due to the nature of their specific needs and often difficult backgrounds, many students will experience periods when their progress will stall or even regress. This has to be a factor when designing a curriculum which will identify and reinforce the essential knowledge and skills which pupils need if they are to successfully access learning and become successful citizens.

At SES, across both SES establishments, we are continually evolving a 'fit for purpose' assessment framework to support staff in planning for progress, and to ensure an effective, consistent and quantifiable measure of student progress.

The PESD Framework is currently available on Classroom Monitor, allowing all opportunities and evidence to be captured to demonstrate a young person's progress. Recognising when a young person has demonstrated the required evidence to be secure in an outcome currently is the professional judgement of the key adults for the young person. This is under constant review and future updates of this document will reflect changes in methodology as they are improved and enhanced based on emerging practice.

7 APPENDICES

PESD Framework Grids

PERSONAL AREA

Personal			
Organisation			
Stage of Learning	Plan/ Prepare	Be Punctual	Engage
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	I can reliably and independently prepare myself for activities. I can independently organise the resources I need in an everyday situation.	I can independently manage and overcome factors that might affect my punctuality in an everyday situation. I can attend activities punctually all of the time in an everyday situation.	I can complete all daily activities without guidance or support. I can independently select a strategy to support me to stay engaged in a requested activity.
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	With few adult prompts I can suggest steps needed to prepare in new daily situations. With limited adult support I can organise the resources I need when they are available and in familiar places in daily situations.	With limited prompts I can attend my activities on time most of the time. With limited adult support I can recognise important factors that may affect my punctuality in daily situations.	With limited adult support I can complete most of my activities in daily situations. With limited adult support I can apply strategies to support my engagement with activities in most daily situations.
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	With some adult guidance I can attend my usual activities on time. The majority of the time. I can name all of the steps needed to prepare for a regular activity with some adult prompting.	With limited reminders and some adult guidance, I can organise the resources I need. With some adult prompting I can independently identify what helps me be on time.	With some adult prompting I can complete my activities most of the time. With some adult reminders I can follow simple strategies to keep engaged in activities most of the time.
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas of the activity/objective</u>)</i>	I can recall most of the steps needed to prepare for a regular activity when led by an adult. I can listen to and then recognise the majority of the resources I need when an adult supports me to do so.	I can reflect upon my punctuality when an adult leads the discussion. I can attend my activity on time when led and supported by an adult.	I can complete my activity 85% of the time when clear direction and support is given to me by an adult. I can follow an agreed plan the majority of the time when led by an adult.

Personal			
Creativity			
Stage of Learning	Mediums of Expression	Be Creative	Explore Alternatives
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I can choose 3-4 activities to develop my strengths and to help me identify and reflect upon areas I struggle with.</p> <p>I can begin to adapt to at least two learning styles in an everyday situation.</p>	<p>I practically adapt my actions to be more successful in an activity or task most of the time in an everyday situation.</p> <p>I can say how I can adapt my actions to be more successful in daily situations most of the time.</p>	<p>I can independently select appropriate strategies to complete a task or activity 90% of the time.</p> <p>I can reflect upon the strategies that I select and explain to an adult how they can help me in the future in an everyday situation.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With few adult prompts I can actively take part in activities where I have strengths and difficulties the majority of the time in daily situations.</p> <p>With limited adult support I can take part in activities in more than one setting in daily situations.</p>	<p>I can talk about and connect my actions with my success or struggle 85% of the time in daily situations.</p> <p>With limited adult support I can suggest to an adult how to find answers to questions.</p>	<p>With few adult prompts I can suggest 3 different strategies for next time in daily situations.</p> <p>With limited adult support I can complete new activities/ strategies when given 2-3 reminders by an adult in daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With some adult guidance I can identify activities where I have strengths and difficulties.</p> <p>With some adult prompting I can recognise how I learn best in different situations.</p>	<p>With some adult support I can recognise when I am successful or struggling.</p> <p>With some adult prompting I can find answers to questions.</p>	<p>With some adult guidance I can reflect and discuss why I was successful or struggling.</p> <p>With some adult prompting I can try new activities/strategies.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas</u> of the activity/objective)</i>	<p>I can reflect and then identify activities where I have strengths when an adult leads the discussion.</p> <p>I can begin recognise and agree how I learn best when an adult leads the discussion.</p>	<p>I can ask questions about areas of interest when an adult leads the discussion.</p> <p>I can recognise when I am successful most of the time when an adult leads the discussion</p>	<p>When an adult supports me I can listen to why someone thinks I was successful 85% of the time.</p> <p>I try new activities/ strategies when an adult is with me to support me.</p>

Personal			
Resilience			
Stage of Learning	Supportive Environments	Success & Struggle	Accomplishment
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I can make my environment comfortable so that my anxieties are reduced in an everyday situation.</p> <p>I can independently engage positively in challenging situations.</p>	<p>I set myself challenging goals 90% most of the time in an everyday situation.</p> <p>I can independently select appropriate strategies to overcome struggles most of the time in an everyday situation.</p>	<p>I can independently explain to an adult or peer why I have been successful and suggest how I could improve this further in an everyday situation.</p> <p>I can independently adapt my actions in order to overcome struggles during an activity in an everyday situation.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With limited adult support I can choose an environment or space where I feel comfortable to complete an activity in daily situations.</p> <p>With few adult prompts I can engage in situations and activities I find challenging in daily situations</p>	<p>With limited adult support I can take some risks in my learning most of the time in daily situations.</p> <p>With few adult prompts I can follow simple strategies to overcome struggles most of the time in daily situations.</p>	<p>With few adult prompts I can describe important reasons why I have been successful at a task/activity/interaction in daily situations.</p> <p>With limited adult support I can say what I need to do to meet my goals 85% of the time in daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With some adult reminders I can discuss situations when I feel comfortable or uncomfortable.</p> <p>With some adult prompting I can identify situations when I feel comfortable or uncomfortable.</p>	<p>With some adult prompting I can recall and explain why I was successful.</p> <p>With limited reminders I can follow some adult given strategies to overcome struggles when I am supported to do so.</p>	<p>With some adult reminders I can give examples of my achievements and successes.</p> <p>With some adult guidance I can recall what I need to do to meet my goals/target.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas</u> of the activity/objective)</i>	<p>I can recognise where, when, who and what makes me feel comfortable or uncomfortable when an adult leads the discussion.</p> <p>I can recognise who and what makes me feel comfortable or uncomfortable when an adult leads the discussion.</p>	<p>I can recall when, where, why and how I have been successful or unsuccessful, when an adult leads the discussion.</p> <p>I can listen to situations when I have been successful or unsuccessful when an adult leads the discussion.</p>	<p>I can actively listen (with adult support) when an adult or peer celebrates my achievements and successes.</p> <p>I can verbally repeat a goal/ target for next time when an adult shares it with me and prompts me to repeat it straight back to them.</p>

EMOTIONAL AREA

Emotional			
Empathy			
Stage of Learning	Emotional Vocabulary	Positive Emotions	Impact on Others
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I can independently identify and reflect upon new emotions.</p> <p>I can form ideas to help me cope with my emotions.</p>	<p>I can identify new situations in which I feel positive and discuss what impact it had on me.</p> <p>I can identify and discuss new situations in which I may feel negative.</p>	<p>I can predict my emotions and how they will impact others.</p> <p>I can select strategies to manage my emotions that are considerate of others.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With few adult prompts I can recognise and name more than 6 emotions that I am experiencing in daily situations.</p> <p>With limited adult guidance I can lead a discussion about more than 6 of my emotions in daily situations.</p>	<p>With limited adult support I can identify three reasons why I feel positive in certain daily situations.</p> <p>With limited reminders I can discuss why I felt negative in daily, common situations.</p>	<p>With few adult prompts I can reflect upon my emotional reactions in an everyday situation.</p> <p>With limited adult guidance I have begun to recognise that my emotional reactions are linked to events and that they impact other people.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With adult reminders I can suggest the basic emotions others feel in simple everyday situations.</p> <p>With adult guidance I can label 4-6 different emotions.</p>	<p>With adult prompting I can say three reasons why others may feel positive in common situations.</p> <p>With adult reminders I can give a reason why someone might feel negative in a daily situation.</p>	<p>With adult prompting, I can recognise the actions of others and discuss their emotions.</p> <p>I can give examples of how an emotion may impact on others, when prompted by an adult.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas of the activity/objective</u>)</i>	<p>I can regularly identify the basic emotions of others (with an adult leading the discussion) in daily situations.</p> <p>I can label 3 basic emotions when an adult leads the discussion (e.g. happy, sad angry)</p>	<p>I can talk with an adult (who leads the conversation) about daily situations that make people feel positive.</p> <p>When an adult supports me I can regularly recognise and begin to talk about situations when people may feel negative.</p>	<p>In an adult led conversation, I can regularly match the action of another person to their emotion.</p> <p>When an adult leads the discussion and gives me alternative scenarios, I can regularly state how an emotion may affect another person.</p>

Emotional			
Reflection			
Stage of Learning	Positive Visualisation (How I See the World)	Daily	Appreciation
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I can allow myself to have positive experiences in an everyday situation.</p> <p>I can independently review my emotions when I have been involved in a situation.</p>	<p>I can make good suggestions to help others in relation to their emotions and actions.</p> <p>I can decide if my strategy is effective in relation to how I feel and how I act</p>	<p>I can independently and openly show my appreciation.</p> <p>I can explain why I feel appreciative in a range of everyday situations.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With limited reminders I can begin to predict how I will experience emotion in a common, daily situation.</p> <p>With limited adult guidance I can discuss how I might act when I experience emotions in a daily, common situation.</p>	<p>With few adult prompts I can categorise and link together the emotions and actions of others in daily situations.</p> <p>With limited adult guidance I can link and categorise my emotions and actions from past activities.</p>	<p>With few adult prompts I can show my appreciation of others a common, daily situation.</p> <p>With limited adult guidance I can describe why others are appreciative in a range of daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With adult prompting I can compare how people could experience 4-6 different emotions in a daily situation.</p> <p>With adult guidance and support I can talk about how others might act when they experience emotions in different daily situations.</p>	<p>With adult prompting I can begin to reflect on the emotions of others.</p> <p>With adult support and reminders I can link my emotions from past activities with my current actions.</p>	<p>With some adult reminders I can give 3 examples of how people show appreciation to others.</p> <p>With adult prompting I describe two situations where I have seen people be appreciative.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas of the activity/objective</u>)</i>	<p>I can regularly observe and talk to an adult (who leads the conversation) about how people might experience basic emotions in different situations.</p> <p>I can regularly identify (when led by an adult) what others may feel in a range of situations.</p>	<p>I can regularly engage with and actively listen to adults reflecting on the emotions of others.</p> <p>I can regularly identify emotions I felt in relation to past activities when led and supported by an adult.</p>	<p>I can regularly listen (with support) to people (adults) sharing appreciation for completed actions.</p> <p>With adult lead and support, I can regularly recognise situations where others show or might show appreciation.</p>

Emotional			
Awareness			
Stage of Learning	Happy Habits	Mindful Habits	Protection from Unhelpful Habits
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I can find a reason to be positive in at least 85% of common, everyday situations.</p> <p>I can explain why situations have made me feel positive.</p>	<p>I understand what makes me happy and why in most of the daily situations.</p> <p>I can explore and use at least 5 different strategies that help me respond positively to situations.</p>	<p>I can examine what parts of a situation could be improved.</p> <p>I can apply and adapt my strategies to deal with challenging situations.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With limited adult guidance I can identify when I am experiencing positive emotions in the day.</p> <p>With limited reminders I can discuss moments that make me feel positive in common, daily situations.</p>	<p>With limited adult guidance I can discuss what is making me happy in an everyday situation.</p> <p>With limited guidance I can identify parts of situation that I found helpful in an everyday situation.</p>	<p>With limited adult guidance I can suggest three ways that a situation could be improved in daily situations.</p> <p>With few adult prompts I can apply 2 of my good coping strategies in daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With adult reminders I can label 3 of my emotions within daily situations.</p> <p>With adult guidance I can identify 3 situations that make others feel positive.</p>	<p>With adult prompting I can identify 3 situations or things that make me happy.</p> <p>With adult prompting I can identify important elements within a situation that other people find helpful.</p>	<p>With adult guidance I can identify important elements of a situation that could be improved.</p> <p>With adult prompting I can recollect how to improve a common, daily situation.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas</u> of the activity/objective)</i>	<p>I can regularly engage with and listen to adults helping me to label my emotions.</p> <p>I can regularly identify events that make others feel positive when they are made clear to me by an adult.</p>	<p>I can regularly engage with an adult when they identify what is making me happy.</p> <p>I can regularly recognise (with an adults leading and supporting me) positive outcomes in a situation.</p>	<p>I can regularly engage with and listen to an adult talking about what elements of a situation could be improved.</p> <p>When led and supported by an adult, I can regularly begin to recognise what to do differently next time</p>

SOCIAL AREA

Social			
Kindness and Wellbeing			
Stage of Learning	Kind Environment	Being Kind	Reflection on our positive feelings
Independent Unconscious Competence) <i>(Young person leads the activity/objective without support)</i>	<p>I can clearly explain how acts of kindness make a positive difference on my environment and well-being.</p> <p>I can independently recognise an act of kindness and suggest why someone has chosen to complete that act in an everyday situation.</p>	<p>I can make a variety of kind gestures and understand the impact they have on myself and others in an everyday situation.</p> <p>I can reflect on my intentions and feelings behind each of my kind gestures in an everyday situation.</p>	<p>I can lead a discussion (without prompts) about how acts of kindness make me feel in an everyday situation.</p> <p>I can independently describe in detail how positive experiences of acts of kindness make me feel in an everyday situation.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With few adult prompts I can name different acts of kindness and discuss how they can improve my well-being in daily situations.</p> <p>With limited adult support I can spot an act of kindness I've seen around me and identify how it made me feel.</p>	<p>With limited adult support I can complete an act of kindness to more than one person.</p> <p>With few adult prompts I can talk to an adult about what my intentions for my kind gesture were.</p>	<p>I can lead a discussion (with some prompts) about how different acts of kindness make me feel.</p> <p>With limited adult support I can describe my positive experiences when someone is kind to me in daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical adult prompting, at times young person leading thinking and input)</i>	<p>With some adult guidance I can spot and discuss an act of kindness when I've seen it.</p> <p>With some adult guidance I can talk about an-act of kindness I did, understanding how it made a difference to me and to others.</p>	<p>With some adult prompting I can successfully complete an act of kindness.</p> <p>With limited reminders I can describe an act of kindness I've seen around me.</p>	<p>With some adult guidance I can identify and talk about how an act of kindness can make other people feel.</p> <p>With some adult prompting I can talk positively about how acts of kindness made me feel.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in all areas of the activity/objective)</i>	<p>I can actively listen to an adult talk about acts of kindness witnessed/taken part in.</p> <p>I can acknowledge an act of kindness when an adult leads the discussion.</p>	<p>I can identify opportunities to be kind to others when an adult leads me / helps me.</p> <p>I can actively listen when an adult supports me and describes to me how I've been kind.</p>	<p>I can actively listen to other people talking about how acts of kindness provide positive experiences when an adult leads the discussion.</p> <p>I can actively listen to an adult talking about the impact of a specific act of kindness.</p>

Social			
Relationships			
Stage of Learning	Respectful relationships	Dealing with negative experiences	Resolving conflict
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I independently describe examples of how I am respectful within relationships in everyday situations.</p> <p>I am respectful in my relationships with adults and peers the majority of the time, without prompts.</p>	<p>I successfully manage my behaviour and feelings when I experience something negative.</p> <p>I talk through and regularly apply good strategies to deal with negative experiences in everyday situations.</p>	<p>I independently resolve conflict using appropriate strategies.</p> <p>I can openly talk about and accept different points of view about everyday situations.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With limited adult prompting I can give examples of how and when I am respectful to others in daily situations.</p> <p>With limited adult support I can show respect in specific instances to people I am in a safe relationship with (peer/adult).</p>	<p>With limited adult support I can begin to manage negative experiences in daily situations.</p> <p>With few adult prompts I can suggest and begin to apply strategies to help me deal with negative experiences in daily situations.</p>	<p>With limited adult support I can select good strategies to resolve conflict that appears in daily situations.</p> <p>With limited adult support I can discuss and accept different viewpoints in daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With some adult guidance I can label times when people are showing respect to one another.</p> <p>With some adult guidance I can recognise what makes a relationship respectful.</p>	<p>With some adult prompting I can get involved in talking about how an experience I have had was negative.</p> <p>With some adult guidance I can identify the strategies others have applied to deal with negative experiences.</p>	<p>With some adult prompting I can label and explain in basic terms the strategies other people have used to resolve conflict.</p> <p>With limited reminders I can identify and talk about other people's point of view.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas</u> of the activity/objective)</i>	<p>I can identify if someone is respectful to me when an adult leads the discussion.</p> <p>I can comment on respectful relationships I have seen when an adult leads me to.</p>	<p>I can listen to an adult talk about a negative experience I have had and how I dealt with it, when an adult leads the discussion.</p> <p>I can listen to in discussions about others' strategies to deal with negative experiences when an adult leads the discussions.</p>	<p>I can watch and actively listen when someone is resolving a conflict, when an adult helps me.</p> <p>I can listen to the point of view of another person (peer or adult) when an adult supports me.</p>

Social			
Social Behaviours			
Stage of Learning	Social confidence at SES	Social confidence away from SES	Independently behaving safely
Independent Unconscious Competence) <i>(Young person leads the activity/objective <u>without support</u>)</i>	<p>I engage positively in a range of group activities in everyday situations.</p> <p>I independently identify and apply a range of skills I need to engage in a group activity.</p>	<p>I work positively in a range of self-chosen groups.</p> <p>I independently apply a range of group work skills I need to successfully engage in group work.</p>	<p>I can independently apply safe and independent social behaviours in everyday situations.</p> <p>I can devise and use a range of safe social behaviours to support myself in an everyday situation.</p>
Adult Suggestions Conscious Competence <i>(young person leads start points, adult support to complete the activity/objective)</i>	<p>With few adult prompts I can take part in a substantive group discussion or activity.</p> <p>With limited adult support I can apply group skills.</p>	<p>With limited adult support I can engage in a group activity and I can positively choose the group I work with in daily situations.</p> <p>With few adult prompts I can apply group work skills to engage in a group session in daily situations.</p>	<p>With few adult prompts I can identify and discuss strategies for dealing with the risks and benefits of being independent.</p> <p>With limited adult support I can explain my good understanding of safe independent/social behaviours in daily situations.</p>
Adult Scaffolding Conscious Incompetence <i>(verbal and physical <u>adult prompting</u>, at times young person leading thinking and input)</i>	<p>With some adult guidance I can bring my specific contribution to achieving a group task.</p> <p>With limited reminders I can label the skills I need to be successful in a group.</p>	<p>With some adult prompting I can engage in a group that is selected and lead by an adult.</p> <p>With some adult guidance I can identify the skills I need to engage in a group activity.</p>	<p>With limited reminders I can give balanced examples of the risks and benefits associated with being socially independent.</p> <p>With some adult guidance I can discuss safe independent social behaviours.</p>
Adult Lead Unconscious Incompetence <i>(Adult leads young person in <u>all areas</u> of the activity/objective)</i>	<p>I can take part in a group activity when supported by an adult.</p> <p>I can identify what skills I need to work in a group when an adult leads me to reflect upon this.</p>	<p>I can engage in an adult lead and chosen group with the adult leading.</p> <p>I can observe and identify the skills I need to engage well in a group when an adult leads the discussion.</p>	<p>I can engage and talk about the risks of being socially independent within an adult lead discussion. (Stranger danger/Online safety)</p> <p>I can listen to an adult when they support me and talk to me about safe independent social behaviours in everyday situations.</p>