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| 'I can' Statements | Building Foundations | Developing | Secure | Excelling |
| Emotional Intelligence | I can say what emotional intelligence isI can recognise two different emotions when I am feeling themI can talk through my emotions with someone I trustI can recognize emotions through basic facial expressions | I can explain the emotions I have and discuss the way they make me feel.I can recognise when a situation is getting too much for me.I can make good decisions and seek the right help when I am overwhelmed. | I can show understanding of other people’s emotions/feelings in different situations.I can work through peer conflict in a productive wayI can work through conflict with adults in a productive wayI can recognise when my actions are upsetting someone | I can analyse why people in my company are acting in a certain wayI can express myself in an acceptable manner at all times.I can discuss difficult feelings and show vulnerabilities to othersI can use a restorative approach to solve conflict |
| Social Skills | I can say what social skills areI can greet adults and peers appropriatelyI can work with an adult to complete a learning task | I can explain what social skills are and expected behavioursI can greet visitors in line with school expectationsI can ask for help in an appropriate wayI can work with others to complete a task together | I can show a visitor around the school and answer questionsI can respond to adults in an appropriate way at all timesI can work in a small group to complete a task | I can change my behaviour in a range of unfamiliar placesI can work in a group to complete a task and resolve disagreementsI can work through problems quickly to refocus on learning |
| Communication | I can say what communication isI can state different types of communicationI can use suitable communication when greeting others | I can respond to a range of adults in the classroom appropriatelyI can tell a short and accurate story of an event that involved meI can explain why language used in conversation is important | I can demonstrate appropriate communication in the school settingI can demonstrate appropriate communication out of the school settingI can communicate with others students and help them calm down | I can communicate effectively in a range of contextsI can start positive interactions with a range of peopleI can adapt my communication depending on the expectations |
| Adaptability/Flexibility | I can say what being adaptable/flexible meansI can accept small changes to my day/routine when presented to me by a trusted adultI can listen to potential consequences of my decisions with a trusted adult | I can explain why being adaptable and flexible is important to meI can make a choice of two options aimed to calm a situation and help me accept changes with support from an adult.I can reflect on decisions I have made and can explore possible outcomes with a trusted adult | I can be adaptable/flexible in a range of settings within and out of schoolI can independently use strategies I have developed to help me cope with challenging/changing situations.I can discuss the consequences of my decisions with any adult | I can show adaptability/flexibility in a number of contexts and discuss the impact on othersI can make decisions in a range of circumstances when I am emotionally charged due to changing circumstances.I can analyse my decisions and the consequences with adults/peers |
| Leadership | I can say what leadership isI can lead a small group with adult supervisionI can set a good example to other students | I can explain what makes a good leaderI can set an example to others on an adults request when others are notI can follow rules when adults are not present | I can act positively in a range of contextsI can understand the impact of my actions on othersI can challenge inappropriate behaviour from my peers | I can analyse other leaders and how effective they areI can support other students make good decisionsI can set an example of good behaviour at all times |
| Problem Solving | I can say what problem solving isI can choose an option in a lesson with support from an adultI can solve 1 step problems with support | I can explain problem solving and why it is important to meI can express solutions to a challenge in lessonsI can choose an appropriate solution to solve a problem with minimal support form an adult | I can demonstrate problem solving skills in a range of situationsI can express ideas to solve increasingly difficult problems throughout the school dayI can start to solve an increasing number of problems independently | I can demonstrate problem solving skills in all situationsI can solve problems through my own experiences and knowledgeI can solve multi step problems independently |
| Creativity | I can say what creativity isI can recognise what I am good at when learning | I can state why creativity is important and when it is usedI can use my strengths to complete new learning challengesI can try different ideas when learning | I can be creative in my approach across different subjectsI can use my skills and knowledge to complete tasks I find hardI can develop and try lots of ideas to improve my work | I can be creative in my approach across ALL subjectsI can use a range of skills to meet learning tasks setI can try a number of ideas to find the best option to improve my learning |
| Goal Setting | I can say what goal setting isI can respond to an adult set goal and work towards meeting it | I can tell you why goal setting is important for me.I can reflect on prior goals with an adultI can work with an adult to create a new goal | I can set goals in and out of schoolI can set goals with help from an adult and work towards them independently.I can recognise my achievement when a goal is met | I can set realistic long term goals on my ownI can set short term goals to help achieve my long term goalsI can see the ‘bigger picture’ and the possible end result. |
| Achievement | I can say what an achievement isI can accept praise when given 1:1I can identify one thing I like on a piece of work I have produced | I can explain why achievements are important to meI can accept recognition and praise in front of peersI can reflect on my work and have pride in it | I can accept praise from a range of adults when I have completed good work.I can understand the importance of having pride in my work.I can recognise when I have achieved something | I can identify work that makes me feel proudI can share my work and analyse reasons for my pride with peers and adults |
| Impact of social media | I can name different types of social mediaI can state advantages of social mediaI can state disadvantages of social media | I can explain why social media is used by so many peopleI can understand why some posts are unsuitableI can about how unsuitable posts may affect people who post them | I can demonstrate the potential impact for a range of usersI can show an increasing understanding of the advantages of SMI can show an increasing understanding of the disadvantages of SM | I can understand fully how to keep myself safe on SMI can use SM respectively at all times. |
| Diversity | I can say what diversity isI can recognise social and cultural differencesI can state my beliefs with support from an adult | I can explain social and cultural differencesI can listen to new ideas and beliefsI can understand challenges in my community | I can understand the importance of being yourselfI can discuss social and cultural differences in my communityI can show respect for others and how they live their life | I can demonstrate respect for other culturesI can analyse challenges in the community for minority groupsI can challenge disrespectful views in an appropriate manner |
| British Values | I can name three British ValuesI can say why British Values are important in our country | I can explain why these values help keep our country and communities orderlyI can explain how British Values might affect school lifeI can name and explain all the British Values | I can use British Values to guide my decision making in a range of situationsI can explain the wider impact of the British Values | I can analyse different aspects of British ValuesI can use my knowledge and experience consistently when out in the communityI can understand the wider implications of British Values |
| Resilience | I can say what resilience isI can talk about when people might show resilienceI can reflect on a situation where I should have been more resilient | I can explain why resilience is importantI can work through a challenging situation with some adult support | I can demonstrate resilience in both social and learning situations with minimum adult supportI can show resilience in tasks I find hard and do not want to do | I can demonstrate resilience in all situationsI can analyse why resilience helped me in a number of situationsI can analyse other people using resilience to differing degrees of success |
| Self-management | I can say what self-management isI can engage in a task until completion with support from an adultI can go to lesson on time once prompted by an adult | I can explain why self-management is importantI can begin all learning tasks on time and with enthusiasmI can take pride in completion of tasksI can go into lesson and have my planner ready | I can show self-management skills in a range of different situationsI can regulate myself to consistently meet the expectations of the schoolI can share my successes with teachers, parents/carers | I can show self-management skills in the majority of situations I am inI can analyse the importance of self-management for myself and othersI can identify my successes and celebrate them accordingly |
| Moral and Ethics | I can say what morals and ethics areI can recognise moral and ethical questionsI can give answers to a scenario when working with an adult | I can explain how morals and ethics shape my beliefsI can work in a group to discuss a social dilemmaI can express understanding of a social dilemma and respect different views | I can use my morals and ethics to help me work through a range of different situationsI can make informed decisions when working through a dilemmaI can respect different views even if I do not agree with them | I can use my morals and ethics to help me work through the majority of different situations presented throughout a dayI can analyse peers and adults morals and ethics through choices they makeI can show consistency in my behaviour and conduct through using my morals and ethics |
| Self-Awareness | I can say what self-awareness isI can complete a self-awareness questionnaire about my strengths and areas for developmentI can share views on myself with a trusted adult | I can explain why self-awareness is important for my developmentI can identify an area for development and work towards improving myselfI can try new activities and reflect on my performance and enjoyment | I can show self-awareness in a range of situationsI can talk about my strengths and weaknesses with a small group of peersI can embrace new activities and freely talk about my performance | I can show self-awareness in the majority of situationsI can draw on my strengths to complete difficult experiencesI can actively seek new activities and experiencesI can analyse my strengths and weaknesses and how they affect my performance |
| Independence | I can say what independence isI can name a number of healthy lifestyle optionsI can consider my own lifestyle choices | I can explain why independence in importantI can make changes to my lifestyle following adult conversationI can recognise the changes I need to make to live a healthier lifestyle | I can show independence in a range of situations.I can show basic life skills i.e shopping for, preparing and costing a meal.I can identify some aspects of the requirements for independent living | I can show independence in most aspects of my lifeI can set a budget for a household and stick to itI can show a clear understanding of what is required for independent living |
| Personal Health | I can say what physical health isI can say what mental health isI can speak about the difference components of personal health | I can explain the importance of physical healthI can think about my physical and mental health and discuss how to make improvementsI can take part in activities to improve personal health when supported by an adult | I can recognise the importance of personal health in a range of aspects in my lifeI can engage independently in activities to improve all aspects of personal healthI can identify ideas to improve all aspects of my personal health | I can analyse how I am feeling both physically and mentally with an adultI can set and complete activities designed to improve all aspects of personal health for my peersI can set and complete activities designed to improve all aspects of personal health for myself |
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