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| 'I can' Statements | Building Foundations | Developing | Secure | Excelling |
| Emotional Intelligence | I can say what emotional intelligence is  I can recognise two different emotions when I am feeling them  I can talk through my emotions with someone I trust  I 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 way  I can work through conflict with adults in a productive way  I can recognise when my actions are upsetting someone | I can analyse why people in my company are acting in a certain way  I can express myself in an acceptable manner at all times.  I can discuss difficult feelings and show vulnerabilities to others  I can use a restorative approach to solve conflict |
| Social Skills | I can say what social skills are  I can greet adults and peers appropriately  I can work with an adult to complete a learning task | I can explain what social skills are and expected behaviours  I can greet visitors in line with school expectations  I can ask for help in an appropriate way  I can work with others to complete a task together | I can show a visitor around the school and answer questions  I can respond to adults in an appropriate way at all times  I can work in a small group to complete a task | I can change my behaviour in a range of unfamiliar places  I can work in a group to complete a task and resolve disagreements  I can work through problems quickly to refocus on learning |
| Communication | I can say what communication is  I can state different types of communication  I can use suitable communication when greeting others | I can respond to a range of adults in the classroom appropriately  I can tell a short and accurate story of an event that involved me  I can explain why language used in conversation is important | I can demonstrate appropriate communication in the school setting  I can demonstrate appropriate communication out of the school setting  I can communicate with others students and help them calm down | I can communicate effectively in a range of contexts  I can start positive interactions with a range of people  I can adapt my communication depending on the expectations |
| Adaptability/Flexibility | I can say what being adaptable/flexible means  I can accept small changes to my day/routine when presented to me by a trusted adult  I can listen to potential consequences of my decisions with a trusted adult | I can explain why being adaptable and flexible is important to me  I 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 school  I 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 others  I 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 is  I can lead a small group with adult supervision  I can set a good example to other students | I can explain what makes a good leader  I can set an example to others on an adults request when others are not  I can follow rules when adults are not present | I can act positively in a range of contexts  I can understand the impact of my actions on others  I can challenge inappropriate behaviour from my peers | I can analyse other leaders and how effective they are  I can support other students make good decisions  I can set an example of good behaviour at all times |
| Problem Solving | I can say what problem solving is  I can choose an option in a lesson with support from an adult  I can solve 1 step problems with support | I can explain problem solving and why it is important to me  I can express solutions to a challenge in lessons  I 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 situations  I can express ideas to solve increasingly difficult problems throughout the school day  I can start to solve an increasing number of problems independently | I can demonstrate problem solving skills in all situations  I can solve problems through my own experiences and knowledge  I can solve multi step problems independently |
| Creativity | I can say what creativity is  I can recognise what I am good at when learning | I can state why creativity is important and when it is used  I can use my strengths to complete new learning challenges  I can try different ideas when learning | I can be creative in my approach across different subjects  I can use my skills and knowledge to complete tasks I find hard  I can develop and try lots of ideas to improve my work | I can be creative in my approach across ALL subjects  I can use a range of skills to meet learning tasks set  I can try a number of ideas to find the best option to improve my learning |
| Goal Setting | I can say what goal setting is  I 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 adult  I can work with an adult to create a new goal | I can set goals in and out of school  I 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 own  I can set short term goals to help achieve my long term goals  I can see the ‘bigger picture’ and the possible end result. |
| Achievement | I can say what an achievement is  I can accept praise when given 1:1  I can identify one thing I like on a piece of work I have produced | I can explain why achievements are important to me  I can accept recognition and praise in front of peers  I 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 proud  I 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 media  I can state advantages of social media  I can state disadvantages of social media | I can explain why social media is used by so many people  I can understand why some posts are unsuitable  I can about how unsuitable posts may affect people who post them | I can demonstrate the potential impact for a range of users  I can show an increasing understanding of the advantages of SM  I can show an increasing understanding of the disadvantages of SM | I can understand fully how to keep myself safe on SM  I can use SM respectively at all times. |
| Diversity | I can say what diversity is  I can recognise social and cultural differences  I can state my beliefs with support from an adult | I can explain social and cultural differences  I can listen to new ideas and beliefs  I can understand challenges in my community | I can understand the importance of being yourself  I can discuss social and cultural differences in my community  I can show respect for others and how they live their life | I can demonstrate respect for other cultures  I can analyse challenges in the community for minority groups  I can challenge disrespectful views in an appropriate manner |
| British Values | I can name three British Values  I can say why British Values are important in our country | I can explain why these values help keep our country and communities orderly  I can explain how British Values might affect school life  I can name and explain all the British Values | I can use British Values to guide my decision making in a range of situations  I can explain the wider impact of the British Values | I can analyse different aspects of British Values  I can use my knowledge and experience consistently when out in the community  I can understand the wider implications of British Values |
| Resilience | I can say what resilience is  I can talk about when people might show resilience  I can reflect on a situation where I should have been more resilient | I can explain why resilience is important  I can work through a challenging situation with some adult support | I can demonstrate resilience in both social and learning situations with minimum adult support  I can show resilience in tasks I find hard and do not want to do | I can demonstrate resilience in all situations  I can analyse why resilience helped me in a number of situations  I can analyse other people using resilience to differing degrees of success |
| Self-management | I can say what self-management is  I can engage in a task until completion with support from an adult  I can go to lesson on time once prompted by an adult | I can explain why self-management is important  I can begin all learning tasks on time and with enthusiasm  I can take pride in completion of tasks  I can go into lesson and have my planner ready | I can show self-management skills in a range of different situations  I can regulate myself to consistently meet the expectations of the school  I can share my successes with teachers, parents/carers | I can show self-management skills in the majority of situations I am in  I can analyse the importance of self-management for myself and others  I can identify my successes and celebrate them accordingly |
| Moral and Ethics | I can say what morals and ethics are  I can recognise moral and ethical questions  I can give answers to a scenario when working with an adult | I can explain how morals and ethics shape my beliefs  I can work in a group to discuss a social dilemma  I 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 situations  I can make informed decisions when working through a dilemma  I 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 day  I can analyse peers and adults morals and ethics through choices they make  I can show consistency in my behaviour and conduct through using my morals and ethics |
| Self-Awareness | I can say what self-awareness is  I can complete a self-awareness questionnaire about my strengths and areas for development  I can share views on myself with a trusted adult | I can explain why self-awareness is important for my development  I can identify an area for development and work towards improving myself  I can try new activities and reflect on my performance and enjoyment | I can show self-awareness in a range of situations  I can talk about my strengths and weaknesses with a small group of peers  I can embrace new activities and freely talk about my performance | I can show self-awareness in the majority of situations  I can draw on my strengths to complete difficult experiences  I can actively seek new activities and experiences  I can analyse my strengths and weaknesses and how they affect my performance |
| Independence | I can say what independence is  I can name a number of healthy lifestyle options  I can consider my own lifestyle choices | I can explain why independence in important  I can make changes to my lifestyle following adult conversation  I 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 life  I can set a budget for a household and stick to it  I can show a clear understanding of what is required for independent living |
| Personal Health | I can say what physical health is  I can say what mental health is  I can speak about the difference components of personal health | I can explain the importance of physical health  I can think about my physical and mental health and discuss how to make improvements  I 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 life  I can engage independently in activities to improve all aspects of personal health  I can identify ideas to improve all aspects of my personal health | I can analyse how I am feeling both physically and mentally with an adult  I can set and complete activities designed to improve all aspects of personal health for my peers  I can set and complete activities designed to improve all aspects of personal health for myself |
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