



PSHE & CITIZENSHIP

P1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, turning briefly towards another person]
- They may give intermittent reactions [for example, beginning to tolerate some activities, but 'switch off' if the activity becomes too intense].

P2 (i) Pupils begin to respond consistently to familiar people, events and objects

- They react to new activities and experiences [for example, withdrawing from a person who is new to them]
- They begin to show interest in people, events and objects [for example, watching as they bring their own hands together]
- They accept and engage in coactive exploration [for example, sharing a hand massage with an adult].

P2 (ii) Pupils begin to be proactive in their interactions

- They communicate consistent preferences and affective responses [for example, expressing their immediate needs and feelings]





- They recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way to another member of the class]
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, making similar responses several times during an interactive sequence with an adult]
- They cooperate with shared exploration and supported participation [for example, handling personal belongings passed to them].

P3 (i) Pupils begin to communicate intentionally

- They seek attention through eye contact, gesture or action
- They request events or activities [for example, prompting a peer or adult to continue an interaction]
- They participate in shared activities with less support
- They sustain concentration for short periods
- They explore materials in increasingly complex ways [for example, reaching out to touch the hair or face of another person during an interactive sequence]
- They observe the results of their own actions with interest [for example, listening as an adult imitates their own vocalisations]
- They remember learned responses over more extended periods [for example, cooperating with support for frequently repeated personal care procedures from day to-day].

P3 (ii) Pupils use emerging conventional communication

- They greet known people and may initiate interactions and activities [for example, prompting responses from another pupil]
- They can remember learned responses over increasing periods of time and may anticipate known events [for example, taking a place at the table when drink time is signalled]





- They may respond to options and choices with actions or gestures [for example, eye pointing to their choice of a play or work partner]
- They actively explore objects and events for more extended periods [for example, prolonging an interactive sequence by producing new behaviours and triggering new responses from a partner]
- They apply potential solutions systematically to problems [for example, vocalising repeatedly to request an interaction with a peer or adult].

P4 Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols)

- They engage in parallel activity with several others
- Pupils follow familiar routines and take part in familiar tasks or activities with support from others
- They show an understanding of 'yes' and 'no', and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others [for example, matching their emotions and becoming upset].

P5 Pupils take part in work or play involving two or three others

- They maintain interactions and take turns in a small group with some support
- Pupils combine two elements of communication to express their feelings, needs and choices
- They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences [for example, 'What does the baby need?'].

P6 Pupils respond to others in group situations, playing or working in a small group cooperatively [for example, taking turns appropriately].





- They carry out routine activities in a familiar context and show an awareness of the results of their own actions
- They may show concern for others [for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort].

P7 Pupils communicate feelings and ideas in simple phrases

- They move, with support, to new activities which are either directed or self-chosen.
- They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations [for example, if other pupils wish to use the same piece of equipment]
- They judge right and wrong on the basis of the consequences of their actions
- They show some consideration of the needs and feelings of other people and other living things [for example, offering food to a visitor or watering a classroom plant].

P8 Pupils join in a range of activities in one-to-one situations and in small or large groups

- They choose, initiate and follow through new tasks and self-selected activities
- They understand the need for rules in games, and show awareness of how to join in different situations
- They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately [for example, while queuing in a supermarket]
- They show a basic understanding of what is right and wrong in familiar situations.

They can seek help when needed [for example, assistance in fastening their clothes]





- They are often sensitive to the needs and feelings of others and show respect for themselves and others
- They treat living things and their environment with care and concern.

