

# Curriculum Pathway Progression Map

PSHE

Pride Passion Partnership Professionalism Positivity



The Bridge London  
The Bridge School

Curriculum Area: Independence and living skills		Subject: PSHE		
	A	B	C	D
<b>Stage 1</b>	<p>I am able to try some new foods with adult encouragement.</p> <p>I am able to accept support for self-care and Hygiene routines as needed.</p>	<p>I am able to indicate preferences.</p> <p>I am able to put rubbish in a bin with prompts.</p>	<p>I am able to respond with anticipation to stimuli depicting people who are special to me.</p> <p>I am able to ‘take turns’ as modelled by both adults and peers.</p>	<p>I am able to respond to different stimuli about some of the different ways we can communicate our feelings and needs to others.</p> <p>I am able to respond with curiosity to stimuli about my family.</p>
<b>Stage 2</b>	<p>I can show my emotions in ways that adults can understand.</p>	<p>I am able to respond to adult warnings with support.</p> <p>I am able to respond to stimuli which depict facial expressions representing different emotions/ feelings.</p>	<p>I am able to respond to stimuli about what is meant by the word private.</p>	<p>I am able to participate in some self-care routines such as washing hands with support.</p>
<b>Stage 3</b>	<p>I am able to respond to different feelings we or others may experience.</p> <p>I am able to recognise some personal belongings</p>	<p>I am able to respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>I am able to demonstrate being alert and ready to listen.</p>	<p>I am able to recognise some unhealthy foods with support.</p> <p>I am able to name some of my friends and family members.</p>	<p>I am able to accept adult direction to an appropriate activity when upset.</p> <p>I am able to indicate my likes and dislikes.</p>
<b>Stage 4</b>	<p>I am able to tidy away with prompts.</p> <p>I am able to identify trusted adults in school with support.</p>	<p>I am able to respond to stimuli about what feeling upset means.</p> <p>I am able to carry out a simple job in class</p>	<p>I am able to recognise kind and unkind behaviours.</p> <p>I am able to recognise the difference between what is private and something that is private.</p>	<p>I am able to make simple choices between toys activities and familiar options.</p> <p>I am able to share and take turns.</p> <p>I am able to recognise what is meant by ‘family’</p>

<p><b>Stage 5</b></p>	<p>I am able to take part in simple food preparation with prompts.</p> <p>I am able to identify things I am good at (strengths and talents).</p> <p>I am able to recognise and name basic feelings and communicate my feelings to others with visual supports.</p>	<p>I am able to play simple games with a peer with adult support.</p> <p>I can keep my hands, body, nose and teeth clean with reminders.</p>	<p>I am able to name some people who help us at home and school.</p> <p>I am able to walk in the community safely with support.</p>	<p>I am able to give some examples of ways in which we might let people know they are special to us.</p> <p>I am able to describe some ways that we use to communicate including online.</p>
<p><b>Stage 6</b></p>	<p>I can show some awareness of a healthy diet and the importance of physical exercise, and make some health choices with support</p> <p>I am able to identify someone who can help us if we are feeling afraid or worried.</p>	<p>I am able to tell an adult how I am feeling using visual supports if needed and ask for help managing difficult feelings.</p> <p>I am able to follow learned safety rules with some reminders</p>	<p>I am able to follow basic learnt rules in school and in the community, such as walking on the pavement.</p> <p>I am able to identify when people are being kind or unkind – either to us or to others</p>	<p>I am able to describe the ways which we are special and unique.</p> <p>I am able to make a simple snack.</p>
<p><b>Stage 7</b></p>	<p>I am able to clean tables and wash up with prompts.</p> <p>I know the school rules and how to follow them.</p>	<p>I am able to share and take turns without needing to be reminded.</p> <p>I am able to play as part of a small group.</p> <p>I am able to describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel</p>	<p>I am able to recognise what makes a good friendship.</p> <p>I am able to give examples of how our feelings can be hurt.</p> <p>I am able to use public transport with support</p>	<p>I am able to recognise some ‘good’ choices and ‘bad’ choices in familiar situations with visual support.</p> <p>I am able to identify why it’s important to listen to other people.</p>

<b>Stage 8</b>	<p>I am able to approach and interact with my peers.</p> <p>I am able to apply some aspects of a healthy lifestyle to my own life, such as choosing some healthy foods.</p> <p>I am able to identify signs, actions, facial expressions, body language which can help me identify how others might be feeling.</p>	<p>I am able to carry out a simple familiar job around school.</p> <p>I am able to differentiate between 'being fair' and 'unfair' to one another.</p> <p>I am able to make a simple meal following an adapted recipe and clear away afterwards.</p>	<p>I am able to show an awareness of different types of families and the ways in which their own family helps and supports them.</p> <p>I am able to manage my own feelings and related behaviours with some adult reminders.</p>	<p>I am able to talk about my behaviour and its consequences.</p> <p>I am able to demonstrate ways of playing and working cooperatively.</p> <p>I am able to describe what makes our family, friends, teachers, carers special to us.</p>
<b>Stage 9</b>	<p>I am able to use public transport safely with some support, and cross the road with increasing independence.</p> <p>I am able to demonstrate awareness of how to greet and interact with others appropriately using touch in a safe way.</p>	<p>I am able to recognise some of the changes that happen at puberty and how to adapt my hygiene routines, with support.</p> <p>I am able to identify a range of hazards in the home and know how to keep safe at home.</p>	<p>I know my basic human rights and the rights of others.</p> <p>I am able to share particular interests and hobbies with friends.</p>	<p>I am able to demonstrate some ways in which friends, classmates, family members may disagree and 'fall out'.</p> <p>I am able to explain why no-one has the right to make me feel unhappy, afraid, worried, and sad or make me do things I do not want to.</p>
<b>Stage 10</b>	<p>I am able to carry out simple domestic routines such as hovering</p> <p>I am able to identify how to treat ourselves and others with respect</p> <p>I am able to describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.</p>	<p>I am able to ask others not to touch me if I feel uncomfortable with this.</p> <p>I am able to demonstrate ways of sharing opinions, thoughts and ideas on the things that matter to me.</p>	<p>I am able to take some responsibility during a voluntary project in the community</p> <p>I am able to identify who to tell if something in my family life makes me unhappy or worried.</p>	<p>I am able to demonstrate some ways of 'making up' after a falling out.</p> <p>I am able to explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional) – and recognise that this can happen online.</p>

<b>Stage 11</b>	I am able to describe/demonstrate things I do well and identify areas where I need to develop.	I am able to demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.  I am able to identify and describe some different images of young people in pictures, magazines, TV programmes and social media.	I am able to demonstrate working collaboratively towards shared goals.  I am able to recognise what is meant by a 'medicine'.	I am able to describe and/or demonstrate what we can say or do if I or someone else is being bullied.  I am able to describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy)
<b>Stage 12</b>	I am able to identify hopes/ wishes for the future.  I am able to identify the difference between over-the-counter medicines and those prescribed by a doctor	I am able to describe some ways of playing and working with others so that everyone feels happy and is able to do their best.	I am able to identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.	I know the risks of taking illegal drugs and alcohol.
<b>Stage 13</b>	I am able to describe the ways that special people care for us and help us with problems and difficulties.	I am able to recognise what is meant by body image.	I am able to recognise occasions when we have worked as a team or in a group to achieve something.	I am able to seek appropriate support for my physical health and who can help with this.
<b>Stage 14</b>	I am able to recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.	I am able to identify different types of family.  I am able to identify some of the ways in which pressure might be put on us by other people, including online.	I can describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.  I am able to recognise the responsibilities of bystanders to report bullying and hurtful behaviours.	I am able to identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.

<p><b>Stage 15</b></p>	<p>I am able to make and shop for a list of items needed for a meal.</p> <p>I am able to recognise and respond to potential hazards in the community.</p>	<p>I am able to explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.</p> <p>I am able to describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p>	<p>I am able to express my own opinion and listen to the opinion of others.</p> <p>I am able to describe why its important to look after my health (including sleep, Hygiene, healthy eating, dental health, emotional wellbeing.)</p>	<p>I am able to make good choices in a range of situations, using learnt options.</p> <p>I am able to describe how when we feel strong emotions, we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.</p>
<p><b>Stage 16</b></p>	<p>I am able to save for items of higher value.</p> <p>I am able to walk away from an unsafe situation.</p> <p>I am able to identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</p>	<p>I am able to use skills such as voting to ensure everyone has a say.</p> <p>I am able to demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p>	<p>I am able to describe or demonstrate how to respond appropriately to others' feelings.</p> <p>I am able to describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media).</p>	<p>I know how to seek appropriate support for my mental health.</p> <p>I am able to identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline)</p>