



SOCIAL AWARENESS & RELATIONSHIPS	AWARENESS OF SELF	AWARENESS OF OTHERS	COMMUNICATION	SOCIAL CONVENTIONS / MORAL	SAFETY
P4	<p>Pupil begins to play – this may be mostly alone.</p> <p>Pupil is happy to be engaged in a task, play or activity in a short period of time.</p> <p>Pupil is aware of likes and dislikes.</p>	<p>Pupil works/plays within own space but tolerates being alongside peers.</p> <p>Pupil may begin to show interest in peers' activity.</p> <p>Pupil separates willingly from carer with support of familiar person.</p>	<p>Pupil communicates choice to an adult.</p> <p>Pupil initiates engagement one to one with a familiar person.</p> <p>Pupil begins to interact with familiar person.</p> <p>Pupil consistently expresses basic needs through gestures or vocalisations.</p>	<p>Pupil responds to simple requests.</p>	<p>Pupil readily engages with familiar people but may show reluctance to interact with unfamiliar people.</p>
P5	<p>Pupil is willing to attempt an unfamiliar task with support.</p> <p>Pupil makes consistent choices based on their likes and dislikes.</p>	<p>Pupil works, plays, engages in an activity alongside others.</p> <p>Pupil accepts unfamiliar people within a setting that is familiar to them.</p>	<p>Pupil engages with less familiar people.</p> <p>Pupil expresses their basic needs and wants either verbally, or through signs/symbols.</p> <p>Pupil gives favoured object to familiar person.</p>	<p>Pupil takes turns with one to one support.</p> <p>Pupil shares the same equipment whilst playing alongside another peer.</p> <p>Pupil uses basic manners with some prompts.</p>	<p>Pupil shows awareness that some actions can hurt or upset others.</p>
P6	<p>Pupil is beginning to accept that they cannot always do what they want to do.</p> <p>Pupil begins to accept change with support.</p>	<p>Pupil is supported to cooperate with others in structured small group activities.</p> <p>Pupil listens and responds to the ideas of others.</p> <p>Pupil plays with peer for a short time.</p> <p>Pupil begins to show awareness of basic feelings of others.</p>	<p>Pupil expresses basic feelings..</p> <p>Pupil is able to negotiate on a simple level.</p> <p>Pupil begins to ask appropriately for help.</p> <p>Pupil initiates interactions and responds to reciprocal interactions.</p>	<p>Pupil takes turns and shares with support, in small groups for short periods.</p> <p>Pupil begins to engage socially.</p> <p>Pupil follows rules/routines, with support.</p> <p>Pupil uses basic manners.</p>	<p>Pupil recognises what has caused them pain.</p> <p>Pupil shows some awareness of danger.</p>
P7	<p>Pupil is able to imitate the content of a group activity.</p> <p>Pupil understands their role in following familiar routines.</p>	<p>Pupil makes purposeful relationships with others in group activities with minimum support.</p> <p>Pupil shows some consideration of the needs / feelings of others / living things.</p>	<p>Pupil actively participates in a small group activity with minimum support.</p> <p>Pupil may initiate communication with peers about a topic of interest.</p>	<p>Pupil takes turns with others in structured activities, with minimum adult support.</p> <p>Pupil begins to show basic understanding of what is right and wrong in familiar situations.</p>	<p>Pupil can recognise when they are upsetting others.</p> <p>Pupil recognises that some unfamiliar situation may include danger and accepts assistance.</p>



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P8	<p>Pupil understands and accepts wishes may not be met.</p> <p>Pupil accepts changes in routine consistently.</p>	<p>Pupil is often sensitive to needs/feelings of others and shows respect for selves and others.</p> <p>Pupil recognises and responds to the order within a group when taking turns with minimal prompts.</p>	<p>Pupil begins to sustain relationships.</p> <p>Pupil recognises need for help and asks for this appropriately.</p> <p>Pupil begins to negotiate with others in a variety of situations.</p> <p>Pupil initiates conversations and attends to what others say with both peers and adults.</p>	<p>Pupil takes on roles with peers.</p> <p>Pupil understands the need for rules in games and shows an awareness of how to join in with others in different situations.</p> <p>Pupil understands when they have done something right or wrong.</p>	<p>Pupil knows how to keep safe in familiar situations and routines..</p> <p>Pupil may begin to recognise what is accidental.</p>
BRIDGE	<p>Pupil demonstrates an awareness of how to take part in a range different situations.</p> <p>Pupil begins to feel/show remorse, when relevant.</p> <p>Pupil takes on variety of roles during familiar activities in small and larger groups with support.</p>	<p>Pupil can play cooperatively, taking turns and sharing activities in less demanding situations.</p> <p>Pupil takes account of one another's ideas about how to organise their activity.</p> <p>Pupil can show sensitivity to the needs and feelings of others' to form positive relationships with adults and peers.</p>	<p>Pupil negotiates with others in a variety of situations with increased understanding of any opposing views.</p> <p>Pupil can focus on messenger.</p>	<p>Pupil begins to recognise the difference between the truth and a lie.</p> <p>Pupil can understand the aims of simple games, tasks and rules</p> <p>Pupil can learn from mistakes.</p> <p>Pupil knows that it is wrong to hurt others.</p> <p>With intermittent prompting, pupil treats others with respect in 1:1 and small group situations.</p> <p>Pupil treats living things and environment with care and concern.</p>	<p>Pupil has a basic understanding of stranger danger.</p> <p>Pupil can recognise key adults who help in the wider community and identify adults they can trust.</p>



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ONE - 1	<p>Pupil knows when they are telling a lie.</p> <p>Pupil takes on a variety of roles within familiar and unfamiliar groups.</p>	<p>Pupil participates in range of familiar group tasks.</p> <p>Pupil contributes to achievement of group goals with support.</p>	<p>Pupil understands and responds appropriately to straightforward comments or instructions directed at them.</p> <p>Pupil looks at who is talking and thinks about what they are saying.</p> <p>If used pupil may make simple jokes and simple idioms but does not always understand what they mean.</p>	<p>Pupil shows more awareness of the aims and roles in games or activities.</p> <p>Pupil continues to develop and understand right and wrong.</p>	<p>Pupil understands that when they identify danger they should then tell an adult.</p> <p>Pupil can recognise when people are being unkind to them and who to tell.</p>
ONE - 2	<p>Pupil is aware of their own role in familiar task.</p> <p>Pupil recognises what kind of information is private.</p>	<p>Pupil is aware of the role of others', familiar tasks.</p> <p>Pupil can complete activities with peers.</p> <p>When asked, pupil is able to say what others did well.</p>	<p>Pupil contributes to achievement of group goals without support.</p> <p>Pupil can negotiate with others in a variety of situations.</p>	<p>Pupil can understand why they need to follow rules.</p> <p>Pupil has a basic understanding of personal space.</p>	<p>Pupil has a more developed understanding of dangers in a wider variety of situations and wider unfamiliar adults.</p> <p>Pupil is aware of who to tell of an incident of danger in a variety of situations.</p> <p>Pupil can recognise a wider variety of risks in situations that are unkind and that they themselves are being unkind.</p> <p>Pupil understand that they can say 'No' to keep themselves safe e.g. <i>'Put your finger in between the scissor blades'</i>.</p>



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ONE - 3	<p>Pupil begins to initiate an activity in range of familiar group tasks.</p> <p>Pupil is aware when to lead an activity with occasional prompts.</p>	<p>Pupil can maintain positive relationships with peers.</p> <p>Pupil has some understanding of the effect their behaviour has on others, with adult support, and cooperate in some less demanding situations.</p> <p>Pupil can recognise a good role model with support.</p>	<p>Pupil does not interrupt a conversation they are not involved in.</p> <p>Pupil can take turns to speak with another person or small group and answer simple questions relating to topical issue.</p> <p>Pupil responds appropriately to others actions and comments.</p>	<p>Pupil has a more consistent approach to right and wrong.</p> <p>Pupil can understand the consequences for wrong choices within routines and familiar settings.</p> <p>Pupil can understand the potential consequence of a lie or untruth.</p> <p>Pupil is able to identify the difference between a wider variety of people in different contexts.</p>	<p>Pupil begins to recognise dangers in unfamiliar adults.</p> <p>Pupil begins to know more ways in which people are unkind.</p> <p>Pupil is beginning to identify potential risks in their environment and takes some steps to avoid.</p> <p>Pupil knows the difference between 'Private' and 'Public' areas.</p>
TWO - 1	<p>Pupil selects when to lead a group activity with occasional prompts.</p> <p>Pupil is more aware of action to take in examples of bullying with adult modelling.</p>	<p>Pupil adapts ideas with encouragement from peers.</p> <p>Pupil can identify ways that they can show care towards each other.</p> <p>Pupil can celebrate, without prompts, other pupil's achievements.</p>	<p>Pupil can take part in discussions with another person or whole class and share their opinion.</p> <p>Pupil adapts ideas when communicating with group with adult encouragement.</p>	<p>Pupil is more able to accept an equitable share.</p> <p>Pupil is aware of social conventions in public places and how their behaviour should be in a variety of situations.</p>	<p>Pupil can recognise the dangers of unfamiliar adults and unfamiliar settings.</p>
TWO - 2	<p>Pupil recognises the importance of keeping personal information safe at a basic level.</p> <p>Pupil demonstrates resilience in peer relationships.</p>	<p>Pupil can develop relationships with newly introduced people.</p>	<p>Pupil can consistently express feelings and thoughts when communicating in a group.</p> <p>Pupil can describe simple similarities and differences between people and explain, with support, ways in which family and friends should care for one another.</p>	<p>Pupil can understand consequences for wrong choices and the need to follow rules within wider community.</p> <p>Pupil can recognise differences in groups of people.</p>	<p>Pupil can recognise that there are dangers in technology.</p> <p>Pupil begins to have a wider understanding of the word 'bullying', that it is wrong and can list some ways to get help.</p>



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TWO - 3	<p>Pupil can identify groups and communities to which they belong to.</p> <p>Pupil understands the risk to themselves and others and takes steps to minimise them.</p>	<p>Pupil can recognise the effect of their behaviour on others.</p>	<p>Pupil can listen to key information and make relevant comments.</p> <p>Pupil realises they have made the wrong choice and can articulate that they have changed their mind..</p>	<p>Pupil can co-operate with others.</p> <p>Pupil has the ability to follow rules.</p> <p>Pupil can accept consequences of wrong doing.</p> <p>Pupil can recognise a good role model and what makes them a good role model.</p>	<p>Pupil can understand the difference between teasing and bullying; that there are different types and can communicate that this is unacceptable.</p> <p>Pupil knows not to keep an adult secret, only a surprise.</p>
THREE - 1	<p>Pupil knows what to do when inappropriate pictures, messages etc. show on their computer.</p>	<p>Pupil can adapt ideas and actions and can make suggestions as a member of a group.</p> <p>Pupil can consider other group members' viewpoints and is learning to accept consensus.</p>	<p>Pupil communicates consistently with members of a group.</p> <p>Pupil can express thoughts, feelings and ideas about an activity.</p> <p>If used pupil can use simple jokes and idioms more appropriately.</p>	<p>Pupil respects teacher and cooperates, responding positively to instruction.</p> <p>When a pupil is faced with a moral dilemma, they demonstrate that they can make an informed decision, thinking about possible solutions; reflecting on the questions.</p>	<p>Pupil has learnt some strategies to resist teasing and bullying, and if they experience this they to know who to go to.</p> <p>Pupil can begin to judge what kind of physical contact is acceptable and which could cause harm.</p>
THREE - 2	<p>Pupil may demonstrate risk taking behaviours.</p>	<p>Pupil acts in a way to positively support the thoughts and feelings of others.</p>	<p>Pupil can take part in discussions giving their opinions and justifying this in an appropriate way.</p> <p>Pupil can add detail to make what they are saying more interesting to the listener.</p>	<p>Pupil understands the consequences of breaking rules in a wider context.</p> <p>Pupil is able to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>Pupil is able to recognise dangers in unfamiliar adults or situations extending into the wider community.</p> <p>Pupil can recognise the importance of keeping information safe – risks online.</p> <p>Pupil can begin to understand online safety in the movement of messages, video, photos.</p> <p>Pupil can recognise dangers in unfamiliar adults and more varied situations in the wider environment.</p> <p>Pupil can manage an element of unwanted attention from peers,</p>



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THREE – 3	<p>Pupil may take part in risk taking behaviours and understand that there may be consequences.</p> <p>Pupil can list some of the difference ways you can bully and the possible ways to help.</p>	<p>Pupil is able to respond to understand why you need to repair harm.</p> <p>Pupil knows that some relationships may end.</p> <p>Pupil is able to show ways to maintain a good relationship and give support to others.</p>	<p>Pupil is able to communicate their views in restorative approaches with adult support.</p> <p>Pupil is able to describe impact of differences between individuals and groups.</p>	<p>Pupil has the ability to follow rules and social conventions in a wider variety of situations.</p> <p>Pupil can describe the qualities of a good citizen.</p> <p>Pupil can list groups that can be discriminated against.</p>	<p>Pupil knows why bullying is wrong.</p> <p>Pupil can understand that Cyber bullying is a form of bullying and begin to recognise the dangers and impact.</p> <p>Pupil avoids writing or sending inappropriate content.</p>
<p>FOUR – 2 *</p> <p>*On the PIVATS doc this starts at Stage 2</p>	<p>Pupil acts in a manner appropriate to classroom situation.</p>	<p>Pupil can recognise the effect of their behaviour on others and support those with difficulties.</p>	<p>Pupil takes part in discussions in a variety of ways, contributing more confidently in simple debates.</p> <p>Pupil can confidently present an informed decision about event or activity in the future, when challenged, by an adult, who has a different view by giving justifications when asked why.</p>	<p>Pupil can maintain a variety of healthy relationships within a range of social and cultural contexts.</p> <p>Pupil treats other pupils as equals and does not dominate, intimidate or abuse.</p>	<p>Pupil respects the views or rights of other pupils and avoids bullying or intimidation.</p> <p>Pupil understands simple definitions of bullying, describe why bullying is wrong and develop simple strategies for dealing with it.</p>
FOUR - 3	<p>Pupil can make judgements, decisions about resisting peer pressure around issues surrounding health and wellbeing (with support).</p> <p>Pupil can repair harm and re build relationships.</p>	<p>Pupil more able to sustain relationships.</p> <p>Pupil is aware of different types of relationships.</p> <p>Pupil appreciates friends.</p>	<p>Pupil respects other pupils and uses appropriate language.</p> <p>If used pupil is able to understand jokes and idioms and say what they mean.</p>	<p>Pupil avoids involvements in conflict situations (arguments).</p> <p>Pupil can explain the qualities of a good citizen.</p> <p>Pupil contributes and shows a willingness to support community initiatives.</p>	<p>Pupil understands the concept of keeping something secret or confidential and when it is appropriate to agree or not agree to this.</p> <p>Pupil recognises risks online in an increasing number of ways including communication, internet sites and search engines and takes steps to minimise the risks.</p> <p>Pupil is more confident in recognising bullying, the effects it has and is more active in avoiding.</p>



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FIVE - 1	<p>Pupil is beginning to consider identity and self-awareness.</p> <p>Pupil knows who they are and what their place within their family and immediate community is.</p> <p>Pupil begins to be able to resist peer pressure and has developed some strategies to do so.</p>	<p>Pupil works with others to resolve conflict.</p> <p>Pupil confidently negotiates social activities with friends' when there is a conflict of interest.</p>	<p>Pupil develops strategies to resolve disputes and conflict through negotiation and appropriate compromise.</p> <p>When making decisions, pupil can demonstrate that they are based on possible solutions and what the consequences could be.</p> <p>Pupil is able to listen and respond respectfully to a wide range of people, is confident to raise concerns, respects and if necessary challenges others views.</p>	<p>Pupil understands equality..</p> <p>Pupil understands the importance of being a good citizen and what British Values means.</p>	<p>Pupil can make decisions about resisting peer pressure around issues surrounding health and wellbeing and communicate own ideas.</p> <p>Pupil is proactive at minimising risks online.</p> <p>With support, a pupil can list commonly available substances and drugs that are legal and illegal.</p> <p>Pupil can describe some effects and risks of drug taking and has some ideas of how to manage those risks.</p>
FIVE - 2	<p>Pupil knows their identity in relation to wider community, culture and world.</p> <p>Pupil can make judgements and decisions for themselves and others when resisting peer pressure around areas of wellbeing and health.</p>	<p>Pupil resolves conflict independently.</p> <p>Pupil can begin to identify media pressure.</p> <p>Pupil can recognise the difference between sexual and non- sexual relationships.</p>	<p>If used pupil can understand more sophisticated jokes and idioms and be able to explain what they mean.</p>	<p>Pupil is able to identify different groups that can be discriminated against.</p> <p>Pupil can identify racial and ethnic stereotypes.</p> <p>Pupil can identify the differences and similarities including family and cultures.</p> <p>Pupil can recognise and challenge stereotypes.</p>	<p>Pupil can recognise bullying behaviour and be involved in helping victims.</p> <p>Pupil is able to avoid harmful relationships.</p> <p>Pupil can list commonly available substances and drugs that are legal and illegal, describe some effects and risks and have some ideas of how to manage those risks.</p> <p>Pupil understands the dangers of abuse, sexual exploitation, radicalisation and knives, gangs and extremism.</p> <p>Pupil can identify situations where people disregarded consequences.</p> <p>Pupil is able to realise the nature and consequences of discrimination, teasing, bullying, aggressive behaviour.</p>