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| **Emotional Intelligence** – Develop self-regulation skills to be able to develop and maintain healthy relationships | **Social skills** – Develop skills to be able to operate positively in the classroom, school or wider community in a team or independently. | **Communication** – Develop a wide range of techniques and use them effectively |
| **Adaptability/flexibility** – Students develop an ability to make good decisions in difficult contexts when feeling challenged | **Leadership** – Able to lead by example in a positive context in the school and wider community | **Problem Solving** – Develop ability to navigate challenging scenarios through clear thinking and informed decision making |
| **Creativity** – Students explore own abilities and learn how to use them in a constructive way to complete tasks to maximise outcome | **Goal setting** – Can set goals and work diligently towards achieving them in an academic setting | **Achievement** – Students develops and understands own achievements and the importance of celebrating these. |
| **Impact of social media** – Understand the social implications of using social media | **Diversity** – Students understand the social and cultural differences in their community and wider world | **British Values** – Develops an holistic overview of British values and demonstrates an ability to show these in school and wider community |
| **Resilience** – Understands what it is and how to show it in different contexts | **Self-Management** – Prepares self to give best chance of succeeding and is aspirational and proud of achievements. | **Moral and ethics**  – Students understand and develop moral and ethics which shapes behaviour/conduct in a positive manner |
| **Self-Awareness** – Understands own strengths/areas for development and interests and activities | **Independence** – Students develop personal life skills that contribute to a healthy lifestyle and becoming a self-reliant citizen  | **Personal health** – Understand the importance and difference of physical and mental health |

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|  | Building Foundations | Developing  | Secure | Excelling |
| **Emotional Intelligence** – Develop self-regulation skills to be able to develop and maintain healthy relationships | Can **remember** and **recite** information Recognise and express a range of emotions to a trusted adult. | Can **explain/explore** and put into theoretical context.Limited practical understanding/abilityRecognise when they are being overwhelmed by feelings and seek appropriate support or take sensible actions. | Can **demonstrate** in a number of contexts/scenariosMaintain positive relationships with key adults and a small number of peers both within and outside the setting. | Can **demonstrate** in majority of contexts and **analyse** impact on others.Express emotions in a socially acceptable manner and talk through any uncomfortable feelings with a familiar adult. Build and repair relationships following any issues. |
| **Social skills** – Develop skills to be able to operate positively in the classroom, school or wider community in a team or independently. | Can remember and recite information Greets staff and students in setting on a daily basis.Can work with an adult to complete a learning based task. | Can explain/explore and put into theoretical context.Limited practical understanding/abilityGreets visitor to the setting appropriately.Responds to requests from adults and can ask for help appropriately when needed.Can work with an adult and a peer to complete a collaborative task. | Can demonstrate in a number of contexts/scenariosCan show an unfamiliar adult around the setting, pointing out key areas and answering any questions. In the classroom can respond to adult requests even when they are finding things difficult. Can request help from an adult appropriately.Can work with a small group and an adult to complete a collaborative task, with the adult acting as mediator if needed. | Can demonstrate in majority of contexts and understands impact on othersCan understand the social rules when visiting unfamiliar places and moderate their behaviour to be socially acceptable in a range of contexts.Can express emotions and recover quickly to refocus on learning.Can work in a small team to complete a collaborative task and resolve any conflict in the group. |
| **Communication** – Develop a wide range of techniques and use them effectively |  Can remember and recite information Responds appropriately to greetings and farewells to a range of adults and students. | Can explain/explore and put into theoretical context.Limited practical understanding/ability Responds to questions in the classroom from a range of adults.Can give a short account of something that has happened to them personally using appropriate language. | Can demonstrate in a number of contexts/scenariosUses prior knowledge to understand new situations and makes appropriate communication choices i.e. knows how to respond to other students expressions of emotions and not get drawn in. | Can demonstrate in majority of contexts and understands impact on others.Initiates positive interaction with students and adults, maintaining the topic of conversation.Understands the demands of different contexts and how to respond appropriately i.e when ordering food in a café, giving a presentation in class, showing a visitor around school. |
| **Adaptability/flexibility** – Students develop an ability to make good decisions in difficult contexts when feeling challenged | Can remember and recite information Can make an informed decision in a calm and supported environment when circumstances change. Able to listen to trusted adults about decisions that they have made and potential consequences | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan make a choice of two closed options, given by a trusted adult when feeling heightened or circumstances change.Can reflect/listen on the decisions and actions they took and see why some of their decisions may have put them in danger. | Can demonstrate in a number of contexts/scenariosCan adopt calming strategies when faced wjth a challenging situation or unexpected changes. Can speak to an adult about the consequences of their decisions. | Can demonstrate in majority of contexts and understands impact on othersCan make decisions in a range of different contexts including emotionally charged ones that will keep them safe and not lead to further difficulties. Can reflect on their decisions with an adult and talk about the consequences. |
| **Leadership** – Able to lead by example in a positive context in the school and wider community | Can remember and recite information Can take the lead in a small group activity under the supervision of an adult. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan set an example of positive behaviour by responding to an adults request when others might not be. | Can demonstrate in a number of contexts/scenariosCan active positively in a range of contexts including external visits and understands the impact of their actions. | Can demonstrate in majority of contexts and understands impact on othersMakes the right choices as it is the right thing to do and can support other students to make the right choices.Can moderate their behaviour in a range of contexts and lead by example. |
| **Problem Solving** – Develop ability to navigate challenging scenarios through clear thinking and informed decision making | Can remember and recite information With support from a trusted adult can state a choice from selection in a structured lesson. Adults will need to support thinking and scaffold possible solutions relating them to the students experiences. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityWithin a structured lesson can express ideas about the possible solutions to problems and state which they would choose. They may still need adult help to explore thinking and possible solutions | Can demonstrate in a number of contexts/scenariosWithin structured and unstructured times can express ideas about the solutions to increasingly complex problems and begin to solve problems themselves. | Can demonstrate in majority of contexts and understands impact on othersAcross a range of contexts the student can solve problems using existing knowledge and experiences. They need no adult support to do this but will check with adults their decisions later. |
| **Creativity** – Students explore own abilities and learn how to use them in a constructive way to complete tasks to maximise outcome | Can remember and recite information With support the student can recognise their own strengths in learning. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityWithin structured lessons the student can use their learning strengths and with adult support apply them to new learning opportunities. | Can demonstrate in a number of contexts/scenariosCan use their skills and knowledge to engage with and complete tasks that are at the limits of their capabilities. | Can demonstrate in majority of contexts and understands impact on othersCan use and apply their abilities in a range of situations including more demanding tasks, showing perseverance and engagement in order to complete tasks. |
| **Goal setting** – Can set goals and work diligently towards achieving them in an academic setting | Can remember and recite information Responds to adult set goals and meets them on a regular basis. Accept the direction from adults in relation to the goal setting. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityDiscusses success in prior goals with a trusted adult and creates new goals in collaboration. | Can demonstrate in a number of contexts/scenariosWith the help of a trusted adult sets goals and works to achieve them with limited support of adults. Feels a sense of success when achieved and moves on to the next stage. | Can demonstrate in majority of contexts and understands impact on othersSets own goals at the beginning of each task and feels a sense of achievement when complete. Sets longer term academic goals and can see the possible end result of their sustained effort. |
| **Achievement** – Students develops and understands own achievements and the importance of celebrating these. | Can remember and recite information Can accept discreet praise from a trusted adult. Can identify one things that they like about their work. | Can explain/explore and put into theoretical context.Limited practical understanding/abilityAccepts praise and recognition of achievement from adults and can accept this in front of peers. Reflects on own work and has pride in pieces completed. | Can demonstrate in a number of contexts/scenariosEnjoys receiving praise and recognition within school and from family/carers. Feels proud when work is displayed in school. | Can demonstrate in majority of contexts and understands impact on othersCan select pieces of work they feel proud of and share this with both peers and adults inside and outside of school. |
| **Impact of social media** – Understand the social implications of using social media | Can remember and recite information Can tell you some of the advantages and disadvantages of social media. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan talk about why some posts may be unsuitable and how those posts may impact themselves and others. | Can demonstrate in a number of contexts/scenariosShows an increasing understanding of the advantages and disadvantages of social media and give justification for their ideas and behaviour on platforms.  | Can demonstrate in majority of contexts and understands impact on othersUnderstands fully how to keep themselves safe and be respectful on a range of social media platforms. |
| **Diversity** – Students understand the social and cultural differences in their community and wider world | Can remember and recite information Recognises social and cultural differences and with support from an adult can explore their beliefs and thinking. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan talk about social and cultural differences and take on board new ideas with an adult in support for their near world experiences. | Can demonstrate in a number of contexts/scenariosCan talk about social and cultural differences in a respectful manner relating to the wider world with the support of an adult. | Can demonstrate in majority of contexts and understands impact on othersDemonstrates respect for all cultures and differences. Supports other learners to develop their understanding and challenges appropriately. |
| **British Values** – Develops an holistic overview of British values and demonstrates an ability to show these in school and wider community | Can remember and recite information Can name three British values and talk about why they are important. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan talk about the wider impact and consequences of British Values and what might be seen in a school setting. | Can demonstrate in a number of contexts/scenariosCan sometimes use their knowledge and experiences to show an understanding of British Values when out in the community on visits or when visitors are in school. | Can demonstrate in majority of contexts and understands impact on othersCan use their knowledge and experience consistently when out in the community and when visitors are in school. Has an increasing understanding of the wider implications of British values. |
| **Resilience** – Understands what it is and how to show it in different contexts | Can remember and recite information Shows an understanding of what resilience is and can talk about it to an adult. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityShows some resilience when faced with a difficult situation but with adult support can work through the difficulty to a successful outcome. | Can demonstrate in a number of contexts/scenariosDemonstrates resilience in both social and learning contexts within school having the minimum adult support. Can identify key thinking and behaviour demonstrated in relation to resilience. | Can demonstrate in majority of contexts and understands impact on othersShows resilience across a range of settings and can reflect on how their responses were influenced by resilience. Can support other learners in overcoming issues and persevering. |
| **Self-Management** – Prepares self to give best chance of succeeding and is aspirational and proud of achievements. | Can remember and recite information With help from a trusted adult can engage with tasks to completion and start to feel a sense of achievement. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityBegins activities with enthusiasm and a drive to complete.Shows pride in their achievements and can share this with trusted adults. | . Can demonstrate in a number of contexts/scenariosCan regulate their responses to the school environment and the demands placed on them. Can share successes with carers and family. | Can demonstrate in majority of contexts and understands impact on othersCan identify their successes in both social and learning environments and accept recognition from both peers and adults. |
| **Moral and ethics**  – Students understand and develop moral and ethics which shapes behaviour/conduct in a positive manner | Can remember and recite information Has an awareness of moral and ethical questions and can give a view when working with an adult on a scenario. | Can explain/explore and put into theoretical context. Limited practical understanding/ability.In a small group can consider a scenario and express an understanding of both viewpoints. | Can demonstrate in a number of contexts/scenariosCan use prior knowledge of moral and ethical dilemma’s to make informed decisions when supported by an adult. | Can demonstrate in majority of contexts and understands impact on othersCan use prior knowledge of moral and ethical questions to help them make choices in their day to day interactions.  |
| **Self-Awareness** – Understands own strengths/areas for development and interests and activities | Can remember and recite information Has awareness to complete a short questionnaire about strengths and areas for development. Can share this with a trusted adult. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityWith support from a trusted adult can identify an area to develop and a set realistic target. Can try new activities and reflect on their enjoyment. | Can demonstrate in a number of contexts/scenariosCan talk about their strengths and areas for development with a small group of peers. Welcomes new experiences and freely talks about their performance. | Can demonstrate in majority of contexts and understands impact on othersIn an unfamiliar situation can draw on their strengths to overcome obstacles. Actively seeks new activities and experiences out. |
| **Independence** – Students develop personal life skills that contribute to a healthy lifestyle and becoming a self-reliant citizen  | Can remember and recite information Can name a range of healthy life style options and consider how this relates to their own choices at the moment. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan make changes to their lifestyle following discussions with adults. Can identify the next steps they need to take to make changes. | Can demonstrate in a number of contexts/scenariosCan create a healthy menu for a meal, cost per portion, source the ingredients, prepare, cook and serve it. | Can demonstrate in majority of contexts and understands impact on othersCan set a budget for a household, create a healthy menu, prepare and cook. Has aspirations for the future including living independently. |
| **Personal health** – Understand the importance and difference of physical and mental health | Can remember and recite information Knows what physical and mental health are and can speak about the differences between the two. | Can explain/explore and put into theoretical context. Limited practical understanding/abilityCan think about their own physical and mental health detailing how to improve both aspects. Engages with a range of activities if supported by an adult or is with familiar peers. | Can demonstrate in a number of contexts/scenariosCan engage in activities for mental and physical health and wellbeing and recognise the effects of these activities on their state of mind. Can identify ideas to improve their physical and mental wellbeing. | Can demonstrate in majority of contexts and understands impact on othersCan independently plan activities to improve their mental and physical health. With a trusted adult can reflect on how they are feeling both physically and mentally. |

Please note that the section on what we might observe is not an exhaustive list but just some of what we might see. As the curriculum develops I would expect to see more descriptors developing.