



Happy, Healthy & Fulfilled

Our RESPECT Curriculum – character building our children for the future

Resilience, Empathy, Self-Awareness, Passion, Excellence, Communication, Teamwork

1. COJO Character Curriculum – RESPECT behaviour traits

CLASSIFIED

COJO RESPECT Core Characters	COJO RESPECT Character Behaviour Traits
R esilience	Determined; self controlled; persistent; courageous; diligent; perseveres
E mpathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
S elf Aware	Self confident; self-disciplined; honest; humorous; humility; adaptability
P assion	Gratitude; motivated; positive attitude; inspires; willpower
E xcellence	Creative; curious; inquires; pride; critical thinking
C ommunication	Listens; influences; feedback; reflective; evaluative; presence
T eamwork	Cooperates; responsible; cares; decision makes; helpful; unity; patient



Long Term plan overview 2021-2022

	AUTUMN	SPRING	SUMMER
	Topic/Character	Topic/Character	Topic/Character
EYFS	Mission 1 – Teamwork Mission 2 – Communication Mission 3 - Excellence	Mission 4 – Positivity Mission 5 – Self-Awareness	Mission 6 – Empathy Mission 7 - Resilience
YEAR 1 & 2 (Year 1 topics 2021-22)	Traditional Tales 'Once Upon a Time'.	Lion and me 'Circle of Life'.	Steve Backshall 'A Walk on the Wildside'.
YEAR 3 & 4 (Year 3 topics 2021-22)	Ed Stafford 'Walking the Amazon'.	Ernest Shackleton 'Endurance'.	Nellie Bly 'Around the World in 72 days'.
YEAR 5	Tim Peake 'Blast Off!'	Ranulph Fiennes 'Transglobe Adventure'.	Spartacus 'Romans Revolt'.
YEAR 6	Nancy Wake 'The White Mouse'.	Amelia Earhart 'Final Flight'.	Ibn Battuta 'Eastern Revolt'

Intent

The design of the RESPECT Curriculum embeds the behaviour traits mentioned above within a number of exciting topics based on amazing characters and aspects of their life stories. Significant heroes/heroines, explorers and adventurers have been identified to support children's understanding of character traits as well as create opportunity and integration into classroom cross curricular work.



Implementation

Each topic has been planned to take place either across one term or to align with Our Curriculum topics, therefore the order of the above topics are subject to change. All materials, visual and technological stimuli is provided to ensure young people taking part enjoy and have sufficient time to consolidate and develop their skills, knowledge and understanding as they work on the topic - building their capacity to choose intelligently between decisions that contribute to their character development and specific learning.

Over the course of the academic year, each class will complete one topic/character per term thus ensuring full coverage of all year group objectives. For each character/topic taught children will have to complete a range of missions and tasks designed to develop each component of the RESPECT curriculum.

Each term, each class will have an allocation of 4 afternoons (2 afternoons per half term) to deliver our RESPECT curriculum. This equates to 8 hours teaching time per term. When applicable, topics/characters will be linked to the delivery to the delivery of Our Curriculum (see long term planning).





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Year 1 Yearly Overview

YEAR 1	Lion and me	Traditional Tale	Steve Backshall and Me
Within the topic, we will teach children:	<ul style="list-style-type: none">➤ To learn what qualities make a good friend➤ How to help our friends➤ The importance of good manners➤ To begin to self-regulate any negative behaviours	<ul style="list-style-type: none">➤ To talk and share information with their team mates in a clear way➤ To work as a group to achieve a shared outcome➤ To take turns➤ To be creative	<ul style="list-style-type: none">➤ To have a better understanding of the emotions we feel➤ To know that we can affect the feelings of others➤ How to look after our pets➤ To know that we can learn from our mistakes
By the end of the topic, children will:	<ul style="list-style-type: none">➤ Be able to talk about what a makes a good friend➤ Know why we need to have good manners	<ul style="list-style-type: none">➤ Have a better understanding of how to work in a team➤ Know why we need to take turns and share➤ Be curious to explore and try new things	<ul style="list-style-type: none">➤ Know ways of sharing our emotions with others➤ To know ways of helping our friends➤ Understand that animals and other living things also need looking after
RESPECT target character behaviours	Self-awareness, Empathy, Resilience Kind; courteous; unselfishness; Self confident	Communication, Excellence Listens: reflective; evaluative; Creative; curious	Teamwork Cooperates; responsible; cares; helpful



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Year 2 Yearly Overview (when applicable e.g. 2022-2023).

YEAR 2	The Queen	Pocahontas	Samuel Pepys
<p>Within the topic, we will teach children:</p>	<ul style="list-style-type: none"> ➤ To keep trying ➤ To better regulate their behaviours through self control ➤ To know how to keep themselves safe when meeting new people ➤ To work as a team to achieve outcomes 	<ul style="list-style-type: none"> ➤ How to be polite to others ➤ To be thoughtful of others and be kind ➤ How to talk clearly and give accurate instructions ➤ To listen to feedback from others ➤ To be self critical/ reflective 	<ul style="list-style-type: none"> ➤ To know when to ask for help and how to get help without asking an adult (self – help) ➤ That sometimes we need to keep trying to be successful and this is ok ➤ How to follow rules and why this is important
<p>By the end of the topic, children will:</p>	<ul style="list-style-type: none"> ➤ Know that even when we find things hard, we need to persevere ➤ Be able to recognise their own behaviours and those of others ➤ Know how to keep themselves safe when meeting new people ➤ Work better as a team 	<ul style="list-style-type: none"> ➤ Know how to be polite to others and why this is important ➤ Know why we should be kind to everyone ➤ Be better at giving clear instructions to others ➤ Be better at listening and reacting to feedback given ➤ Be more reflective of themselves and better themselves through change 	<ul style="list-style-type: none"> ➤ Be more independent and know ways of helping themselves without over reliance on adults ➤ Be persistent in their attempts to succeed and not give up so easily ➤ Know why rules are important
<p>RESPECT target character behaviours</p>	<p>Resilience, Passion, Teamwork Determined; self controlled; persistent; positive attitude; inspires; responsible; cares.</p>	<p>Empathy, Self Aware, Communication Just (fair); compassionate (forgiveness) honest; Listens: influences; feedback; reflective.</p>	<p>Passion, Communication, Teamwork Motivated; Listens: influences; decision makes; helpful</p>



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Year 3 Yearly Overview

YEAR 3	Ed Stafford 'Walking the Amazon'	Ernest Shackleton 'Endurance'	Nellie Bly 'Around the World in 72 Days'
Within the topic, we will teach children:	<ul style="list-style-type: none">➤ The importance of having rules➤ The qualities of a good friend➤ The importance of trust and respect➤ How to care for the environment➤ The importance of teamwork and taking a team member role	<ul style="list-style-type: none">➤ How to be patient➤ How to compete in tasks against others➤ To have the will to succeed➤ To use self-discipline and control➤ How to make an honest choice	<ul style="list-style-type: none">➤ How to care for themselves➤ How behaviour impacts upon how others see us➤ To be able to make visitors feel welcome➤ To identify ways to spot a false rumour
By the end of the topic, children will:	<ul style="list-style-type: none">➤ Understand that places and environment need to be cared for➤ Know that others have needs and we can help➤ Be able to think in different ways➤ Be able to apply strategies to resolve differences and cooperate	<ul style="list-style-type: none">➤ Be able to articulate strengths and needs➤ Understand you can learn from making mistakes➤ Know you need to have facts before judgments are made➤ Be able to take time to solve problems and find solutions	<ul style="list-style-type: none">➤ Understand how determination and self-discipline can help us to achieve new things➤ Be able to explain why they are grateful for things others do➤ Understand the need to be courteous with different people
RESPECT target character behaviours	Cooperate; reflective, cares; self confident; curious; creative; influences.	Self-discipline; honesty; determined; reflective; positive attitude; decision makes.	Courteous; just; gratitude; self-discipline; determination; kind; self-confident.



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Year 4 Yearly Overview (when applicable e.g. 2022-2023).

YEAR 4	Bear Grylls 'Survival'	Kira Salak 'Gorilla in the Mist'	Leif Erikson 'Voyage of Discovery'
Within the topic, we will teach children:	<ul style="list-style-type: none"> ➤ To give attention to someone who needs help ➤ To know how to look after themselves and their environment ➤ The importance of praise ➤ How to work together towards a shared goal ➤ To see the purpose of rules and the responsibility of keeping to them 	<ul style="list-style-type: none"> ➤ To use appropriate language to express themselves ➤ To recognise the importance of flexibility within friendships ➤ To be patient and think before acting ➤ The importance of appreciating other people ➤ To recognise the need to reduce waste 	<ul style="list-style-type: none"> ➤ To consider the needs and feelings of others ➤ About treating others as they would wish to be treated ➤ To be self-controlled even when under pressure ➤ To accept apologies and not hold grudges ➤ That honesty is the best policy
By the end of the topic, children will:	<ul style="list-style-type: none"> ➤ Be able to work in teams to complete tasks – cooperating effectively ➤ Understand the need to care for the environment and others in their team ➤ Work courageously and know when to be brave ➤ Recognise when and how to help others 	<ul style="list-style-type: none"> ➤ Recognise their strengths and behaviours to improve ➤ Understand that bad language is not acceptable ➤ Know why rules are important ➤ Be able to identify the qualities of a good friend 	<ul style="list-style-type: none"> ➤ Be able to explain the importance of values and forgiveness ➤ Demonstrate the will to succeed ➤ Use self-discipline to control their behaviour ➤ Know how to make an honest choice
RESPECT target character behaviours	Cooperation; courageous; care; self-disciplined; pride; listens; responsible.	Fairness, friendship; respect; gracious; positive attitude; critical thinking; reflective.	Self-discipline; courtesy; self-controlled; determination; forgiveness; honest; compassionate.



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Year 5 Year Overview

YEAR 5	Tim Peake 'Blast off!'	Ranulph Fiennes 'Transglobe Adventure'	Spartacus 'Romans Revolt'
Within the topic, we will teach children:	<ul style="list-style-type: none"> ➤ To understand there are two sides to a story ➤ Strategies to 'see' the truth and be honest ➤ How to forgive and be sorry ➤ To think in order to solve problems ➤ To be respectful and show courtesy to others 	<ul style="list-style-type: none"> ➤ About doing their best ➤ To look after themselves – what they eat and personal hygiene ➤ The importance of being helpful ➤ That actions have different benefits ➤ To try different things even though they may lack confidence to do them 	<ul style="list-style-type: none"> ➤ The effect of pollution on the environment and the body ➤ About the implications of peer pressure ➤ To be kind and share time with others ➤ About rules and the reasons for them ➤ About caring for others with respect
By the end of the topic, children will:	<ul style="list-style-type: none"> ➤ Understand the need to resist peer pressure ➤ Be able to see things from another point of view ➤ Be able to hold a discussion with respect ➤ Be able to identify qualities to be successful 	<ul style="list-style-type: none"> ➤ Recognise theirs and others' needs and strengths ➤ Know that there are people in the community who need care ➤ Know that there are different places where we can be helpful ➤ Understand the importance of cooperation in teamwork and group activity 	<ul style="list-style-type: none"> ➤ Know the importance of making good life choices ➤ Understand the need to be patient at certain times ➤ Respect others' opinions and differences ➤ Know 'being brave' contributes to being the best they can be ➤ Accept rules and follow them
RESPECT target character behaviours	Honest; reflects; self-controlled; listens; unselfish; evaluative; courteous	Caring; kindness; helpful; cooperation; courage; pride; self-confidence; decision makes	Fairness; respect; friendliness; patience; influences; caring; diligent; positive attitude



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Year 6 Yearly Overview

YEAR 6	Nancy Wake 'The White Mouse'	Amelia Earhart 'Final Flight'	Ibn Battuta 'Eastern Odyssey'
Within the topic, we will teach children:	<ul style="list-style-type: none"> ➤ The qualities/values of a good friendship ➤ How to show determination and complete challenges ➤ The importance of self-discipline when under pressure ➤ How to support raising funds for charity 	<ul style="list-style-type: none"> ➤ The importance of being patient ➤ The difference between human rights and needs ➤ How to make people feel respected and valued ➤ About not holding grudges 	<ul style="list-style-type: none"> ➤ The importance of doing their best ➤ The difference between just/unjust situations ➤ The difference between discrimination and discriminatory behaviour ➤ To try to do something even when difficult
By the end of the topic, children will:	<ul style="list-style-type: none"> ➤ Know what makes a strong friendship and why trust is important ➤ Use care and creativity to express concern for their environment ➤ Be able to learn how to take courage from others ➤ Be able to support others in a team-building activity 	<ul style="list-style-type: none"> ➤ Be able to recognise bad habits and the need to change them ➤ Be clear about being patient when working with others ➤ Listen and consider different perspectives before making decisions ➤ Understand natural resources have to be cared for 	<ul style="list-style-type: none"> ➤ Understand the meaning of justice ➤ Act with the needs, feelings and rights of others in mind ➤ Describe how they would treat others fairly and justly ➤ Be determined and not give up
RESPECT target character behaviours	Friendship; teamwork; honest; helpful; responsible; determined; self-disciplined; humorous	Fairness; courtesy; patience; compassionate; curious; listens; decision makes; kind; influences.	Respect; fairness; determination; inquires; pride; persistent; courageous; honest; unselfish.



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Impact

Through delivering our RESPECT Curriculum, children will develop the skills, character traits and personal qualities that will prepare them for the challenges, setbacks and successes of life. Teachers will have the responsibility of delivering and assessing the children's progress against the seven components of the RESPECT Curriculum.

Key Stage One uses a coloured coded system to support learning direction and track achievement and progress.

Year 1

YEAR 1	YELLOW	LILAC	GREEN	BLUE	RED
Resilience	➤ I am beginning to show focus on activities with support	➤ I am beginning to show focus on activities for longer periods of time	➤ I can focus on activities independently	➤ I can focus on activities independently and show self-control	➤ I can focus on activities and show self-control and want to take part in different activities.
Empathy	➤ I share with people in my group	➤ I share with people in my group and take turns.	➤ I am polite, share with people in my group and can take turns without prompting	➤ I am polite and try hard to be kind and thoughtful	➤ I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.
Self aware	➤ I am confident to speak in a familiar group	➤ I am confident to speak in a familiar group and talk about my ideas.	➤ I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own	➤ Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	➤ I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.
Passion	➤ I am confident to try new activities, and say why I enjoy some activities more than others	➤ I seek new activities, and I understand why I enjoy things	➤ I seek new activities and can explain what I like to do and why	➤ I enjoy activities and I am beginning to take part in some groups that I feel confident in	➤ I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.
Excellence	➤ I express myself effectively, showing awareness of listeners' needs.	➤ I listen and respond to support given	➤ I know what I am good at and why	➤ I know what I am good at and why, and how to get better.	➤ I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.
Communication	➤ I show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	➤ I have a growing understanding of the needs of others	➤ I can talk and share information with adults	➤ I can talk and share information with adults and my friends	➤ I can talk and share information with my friends clearly, describing what I have done and listen to them.
Teamwork	➤ I work as part of a group and understand and follow the rules.	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others with support	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently	➤ I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.



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Year 2

YEAR 2	YELLOW	LILAC	GREEN	BLUE	RED
Resilience	➤ I can focus on activities independently	➤ I can focus on activities independently and show self-control	➤ I can focus on activities and show self-control and want to take part in different activities.	➤ I am keen to participate and need minimum support in challenging activities.	➤ I am determined and respond positively to a range of tasks -not giving up when they are challenging.
Empathy	➤ I am polite, share with people in my group and can take turns without prompting	➤ I am polite and try hard to be kind and thoughtful	➤ I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.	➤ I take care and listen to my friends, responding positively to their feelings so we can help each other in tasks.	➤ I am positive and fair with everyone in the group and give others a chance to put their points forward.
Self aware	➤ I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own	➤ Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	➤ I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.	➤ I stay on task and show respect for task rules. I can control my feelings when things don't go quite right.	➤ I am confident in making choices that help me do my best and can describe how I feel after tasks finish.
Passion	➤ I seek new activities and can explain what I like to do and why	➤ I enjoy activities and I am beginning to take part in some groups that I feel confident in	➤ I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.	➤ I am patient and will not let my group down. I know why roles are important to the successful achievement of tasks.	➤ I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps engage the group.
Excellence	➤ I know what I am good at and why	➤ I know what I am good at and why, and how to get better.	➤ I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.	➤ I am excited about my performance and share ideas linked to my work. I ask questions to help me be even better.	➤ I take time to investigate different ways tasks can be completed and respect others and their contribution to the group.
Communication	➤ I can talk and share information with adults	➤ I can talk and share information with adults and my friends	➤ I can talk and share information with my friends clearly, describing what I have done and listen to them.	➤ I give clear information and am actively involved in discussion. I understand how tasks can be affected by poor communication.	➤ I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.
Teamwork	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others with support	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently	➤ I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.	➤ I stay on task and in role within the team and know when it is important to cooperate and work together.	➤ I understand the importance of teamwork and can make decisions that I am able to tell the team about.



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Key Stage Two uses a grading system to support learning direction and track achievement and progress.

Year 3

YEAR 3	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Resilience Determined; self-controlled; persistent; courageous; diligent; perseveres	Focused for short periods of time. Wants to take part and has some self-control in the different activities they undertake.	Responds positively to key tasks and is keen to participate. Able to follow through activities that are challenging with minimum support	Values and responds positively to a range of activities and tasks – keeps going and tries hard not to give up when tasks are challenging. Is focused and determined even when others give up.	Committed to be fully involved in activities. Listens carefully and discusses with group members different way(s) of doing tasks. Shows courage in putting forward their ideas and interest in others' opinions.	Consistently displays all of the behaviours associated with being resilient. Seeks clarification and keeps working hard, to support their group(s) to improve and achieve success.
Empathy Just (fair); compassionate (forgiveness); kind; courteous; unselfishness	Happy to work, share and cooperate with some children in their class/group. Is usually polite and well-mannered with adults and peers. Tries hard to be kind and thoughtful.	Cares for their friends and responds positively to others' feelings in the group. Takes time to talk and listen to group members so that decisions can be made and tasks completed by helping each other.	Responds positively to everyone in the group and is able to react in a way that is fair, without taking sides. Accepts differences and gives others a chance to put their views forward.	Builds positive relationships and is able to use simple strategies to resolve differences – taking time to find solutions to choices given. Trusts and shows respect for the views of others and rules set.	Able to explain the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done. Cares about group/class members and is keen to involve and work with them.
Self aware Self-confident; self-disciplined; honest; humorous; humility; adaptability	Confident in activities and environments they know. Responds positively to instructions and tasks and tries to do something they find challenging. Shows a sense of humour in difficult situations and owns up when they do something wrong.	Responds to members in their group, staying on task even when others try to influence them negatively. Able to keep to rules and show respect for them. Are able to control their feelings when things do not go the way they want it to.	Trusts themselves to make choices about habits they have and is confident in decisions they make which affects them doing their best. Able to describe positively what they have done and how they have felt when taking part.	Disciplined and does not give up. Recognises the importance of doing their best and is honest about their involvement in activities and group work – sometimes using humour to support others. Talks clearly about their contribution and role they played in tasks.	Makes choices about the way they engage in activities being aware of how their actions can influence others. Values the different people in their group and can work under pressure, remaining controlled and focused. Adapts quickly to new situations.



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<p>Passion Gratitude; motivated; positive attitude; inspires; will power</p>	<p>Wants to participate and is keen to get involved. Listen to instructions and willingly joins teams and activities, helping when asked. Enjoys taking part with different members of the group.</p>	<p>Takes on a number of roles and recognises the importance of their role to the group and their achievement of tasks. Doesn't want to let anyone down and shows patience when working with others.</p>	<p>Excited about what they do and puts ideas forward to help find solutions to activity tasks and problems. Helps to resolve differences within activities and their positive attitude contributes to increased cooperation and group engagement.</p>	<p>Grateful for things others do and is enthusiastic about the activities they participate in and the role they play to achieve what they have set out to do. Keeps a positive outlook even when mistakes are made, learning from them so they can do better next time.</p>	<p>Curious about tasks set and reasons for them so they can think in different ways about how to tackle them. Takes time to reflect so that the decisions made contribute to successful task outcomes. Stays motivated even when things are not going well.</p>
<p>Excellence Creative; curious; inquires; pride; critical thinking</p>	<p>Enjoys explaining what they have been doing and how they have contributed to activities. Tells the group what they have been proud of and is able to answer questions about what 'was best' about their work.</p>	<p>Responds and is able to provide examples and ideas about their involvement in activities. Excited about the work they do and their performance. Recognises differences in the needs of others in their group(s) and asks questions to clarify so they can help them.</p>	<p>Respects their own and others' outcomes from taking part in activities. Recognises the way in which their work contributes to the overall success and learning of the group and can justify their contribution. Takes time to investigate different ways task(s) can be completed.</p>	<p>Thinks in different ways and wants to know more to develop what they need to do. Able to explain clearly how they can improve and can identify solutions that help this happen. Knows the purpose of competition and how this can be a positive experience if the team works together.</p>	<p>Will challenge themselves and are inquisitive – asking questions and seeking advice in order to get better and be successful. Commits fully to tasks and is able to recognise what has been learned and the behaviours they have used to support them. Is very proud of what they have achieved.</p>
<p>Communication Listens: influences; feedback; reflective; evaluative; presence</p>	<p>Talks to friends clearly, telling them what they have done and listening to what they say. Shares information and can describe tasks and activities they have been involved in.</p>	<p>Actively involved in discussion and can give clear information about activities. Is interested in how information can be passed within the group and understands how the outcomes can be affected by poor communication.</p>	<p>Recalls information and task details. Can explain why some activities have specific instructions and why these are needed for the group to be successful. Uses verbal and written methods clearly to support outcomes and is able to listen for an extended period of time.</p>	<p>Able to reflect on facts and make judgments based on these. Can be flexible in their thinking in order to challenge and question ingroup discussions. Are able to give reasons for choices made during task activities.</p>	<p>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group. Articulates clearly their point of view so what they say and do is clearly understood. Recognises the importance of communication and uses simple techniques to express themselves.</p>
<p>Teamwork Cooperative; responsible; cares; decision makes; helpful; unifies; patience</p>	<p>Cooperates and works within their group, following instructions - undertaking a specific role they have been given. Works within rules set for team tasks and listens to what they have to do.</p>	<p>Responds to team situations positively and will look to other team members for support if the need arises. Stays on task and in role within the team and knows when it is important to cooperate and work together.</p>	<p>Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes. Can make decisions that they are able to tell the team about.</p>	<p>Works effectively in a role to support successful task completion, without support. Relates well to other team members and can adapt to different tasks quickly -cooperating and being helpful in ways to help team success.</p>	<p>Applies simple strategies that help to resolve differences to ensure cooperation within the team. Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</p>



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Year 4

YEAR 4	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Resilience Determined; self-controlled; persistent; courageous; diligent; perseveres	Values and responds positively to a range of activities and tasks – keeps going and tries hard not to give up when tasks are challenging. Is focused and determined even when others give up.	Committed to be fully involved in activities. Listens carefully and discusses with group members different way(s) of doing tasks. Shows courage in putting forward their ideas and shows interest in others' opinions.	Displays a number of behaviours associated with being resilient. Seeks clarification and provides examples which support their group(s) to improve and achieve success.	Consistently applies traits of perseverance and determination in activities. Contributes to tasks with a high level of concentration, whatever the challenge. Organises carefully so that they are prepared and well planned.	Seeks solutions to tasks using theirs/others' ideas – never giving up on finding a solution and being persistent in ensuring choices made are good ones. Motivates others through their determination to do well.
Empathy Just (fair); compassionate (forgiveness); kind; courteous; unselfishness	Responds positively to everyone in the group and is able to react in a way that is fair, without taking sides. Accepts differences and gives others a chance to put their views forward.	Builds positive relationships and is able to use simple strategies to resolve differences – taking time to find solutions to choices given. Trusts and shows respect for the views of others and rules set.	Explains the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done. Cares about group/class members and is keen to involve and work with them.	Supports others who need help and uses praise to engage and gain others' commitment. Knows their own strengths and behaviours to improve and understands the importance of forgiving and saying sorry.	Knows when to be kind and how to make honest choices. Recognises when and how to help others and appreciates the value of what others do and their contribution to the group and completion of tasks.
Self aware Self-confident; self-disciplined; honest; humorous; humility; adaptability	Trusts themselves to make choices about habits they have and is confident in decisions they make which affects them doing their best. Able to describe positively what they have done and how they have felt when taking part.	Disciplined and does not give up. Recognises the importance of doing their best and are honest about their involvement in activities and group work – sometimes using humour to support others. Talks clearly about their contribution and role they played in tasks	Makes choices about the way they engage in activities being aware of how their actions can influence others. Values the different people in their group and can work under pressure, remaining controlled and focused. Adapts quickly to new situations.	Can look after themselves and keep safe. Understands the purpose of rules and their responsibility for keeping them. Uses humour effectively to support others in difficult situations. Knows when to be brave and when to ask for help.	Confident in putting their ideas forward and have a belief in themselves to do their best. They know what their strong personal attributes are and use them effectively in tasks. They do not show off, valuing the contribution of everyone.



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<p>Passion Gratitude; motivated; positive attitude; inspires; will power</p>	<p>Excited about what they do and puts ideas forward to help find solutions to activity tasks and problems. Helps to resolve differences within activities and their positive attitude contributes to increased cooperation and group engagement.</p>	<p>Grateful for things others do and is enthusiastic about the activities they participate in and the role they play to achieve what they have set out to do. Keeps a positive outlook even when mistakes are made, learning from them so they can do better next time.</p>	<p>Curious about tasks set and reasons for them so they can think in different ways about how to tackle them. Takes time to reflect so that the decisions made contribute to successful task outcomes. Stays motivated even when things are not going well.</p>	<p>Praises others for what they do, appreciating their contributions and celebrating success. Maintains a positive attitude and is not influenced by others' poor behaviour – shows a strong will to be successful, taking responsibility to stay focused under pressure.</p>	<p>Knows when to be flexible in putting ideas and solutions forward. Considers the needs of others, taking the lead to help the group achieve their targets. Are clear about what is expected of them and will work effectively by themselves or in a group to achieve these expectations.</p>
<p>Excellence Creative; curious; inquires; pride; critical thinking</p>	<p>Respects theirs and others' outcomes from taking part in activities. Recognises the way in which their work contributes to the overall success and learning of the group and can justify their contribution. Takes time to investigate different ways task(s) can be completed.</p>	<p>Thinks in different ways and wants to know more to develop what they need to do. Able to explain clearly how they can improve and can identify solutions that help this happen. Knows the purpose of competition and how this can be a positive experience if the team works together.</p>	<p>Will challenge themselves and are inquisitive – asking questions and seeking advice in order to get better and be successful. Commits fully to tasks and able to recognise what has been learned and the behaviours they have used to support them. Is very proud of what they have achieved.</p>	<p>Will modify and find different solutions to tasks, comparing how effective they/their team have been in performing activities. Thinks and plans carefully about what needs to be done and able to identify priorities in order for tasks to be successfully completed – giving realistic reasons for success.</p>	<p>Practices independently, maintaining concentration and effort in order to improve performance and make relevant decisions to help themselves and others they work with. Are positive in whatever they do and value advice they are given to support their improvement and choices.</p>
<p>Communication Listens; influences; feedback; reflective; evaluative; presence</p>	<p>Recalls information and task details. Can explain why some activities have specific instructions and why these are needed for the group to be successful. Uses verbal and written methods clearly to support outcomes and is able to listen for an extended period of time.</p>	<p>Reflects on facts and makes judgments based on these. Can be flexible in their thinking in order to challenge and question in group discussions. Are able to give reasons for choices made during task activities.</p>	<p>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group. Articulates clearly their point of view so what they say and do is clearly understood. Recognises the importance of communication and uses simple techniques to express themselves.</p>	<p>Understands there are two sides to a debate and able to put across different points of view. Accepts rules and purpose for them without question and will challenge and investigate the reason for the actions of the individual who broke them. Seeks feedback on their work to improve.</p>	<p>Interested in outcomes and will use information effectively to achieve them. They use praise to engage others and describe and write about what they do, using relevant language. Very effective in the way they ask questions and use additional information to complete tasks.</p>
<p>Teamwork Cooperates; responsible; cares; decision makes; helpful; unity</p>	<p>Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes. Can make decisions that they are able to tell the team about.</p>	<p>Works effectively in a role to support successful task completion, without support. Relates well to other team members and can adapt to different tasks quickly – cooperating and being helpful in ways which help the team be successful</p>	<p>Applies simple strategies that help to resolve differences and to ensure cooperation within the team. Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</p>	<p>Cooperates and ensures team responsibility is taken seriously by all team members. They lead by example and know it is important to work together towards an agreed goal. They stay on task even when others do not.</p>	<p>Understands the need to care for others in their team, recognising when and how to help them. Appreciates individuals in their team and their contribution to group tasks. Uses praise to encourage and motivate the team to achieve outcomes.</p>



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Year 5

YEAR 5	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Resilience Determined; self-controlled; persistent; courageous; diligent; perseveres	Displays a number of behaviours associated with being resilient. Seeks clarification and provides examples which support their group(s) to improve and achieve success.	Traits of perseverance and determination are consistently applied in activities. Contributes to tasks with a high level of concentration, whatever the challenge. Organises carefully so that they are prepared and well planned.	Seeks solutions to tasks using theirs/others' ideas – never giving up on finding a solution and being persistent in ensuring choices made are good ones. Motivates others through their determination to do well.	Knows the difference between behaviour traits linked to being resilient and can describe clearly what they do to show these behaviours. They use self-control in challenging situations and can identify opportunities to contribute to self/group achievement.	Looks for ways to challenge and influence situations they are in and people they work with. Is clear about direction needed to be successful. Commits fully to practice and action needed – not losing sight of what needs to be achieved and actions required.
Empathy Just (fair); compassionate (forgiveness); kind; courteous; unselfishness	Explains the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done. Cares about group/class members and is keen to involve and work with them.	Supports others who need help and uses praise to engage and gain others' commitment. Knows their own strengths and behaviours to improve and understands the importance of forgiving and saying sorry	Knows when to be kind and how to make honest choices. Recognises when and how to help others and appreciates the value of what others do and their contribution to the group and completion of tasks.	Respects and shows courtesy to all group members. Tries different things to support other individuals in the group and takes time to listen and help others to resolve issues as the need arises.	Knows when they have treated others fairly, understanding the meaning of justice. Listens and considers different perspectives before making decisions, expressing clearly the importance of supporting others and ways to do this.
Self aware Self-confident; self-disciplined; honest; humorous; humility; adaptability	Makes choices about the way they engage in activities, being aware of how their action(s) can influence others. Values the different people in their group and can work under pressure, remaining controlled and focused. Adapts quickly to situations.	Can look after themselves and keep safe. Understands the purpose of rules and their responsibility for keeping them. Uses humour effectively to support others in difficult situations. Knows when to be brave and when to ask for help.	Confident in putting their ideas forward and have a belief in themselves to do their best. They know what their strong personal attributes are and use them effectively in tasks. They do not show off, valuing the contribution of everyone.	Consistently does their best in a variety of situations and challenges. Able to look after themselves and act as a role model for others. Creates rules and reasons for them – respecting others who work within them whilst not being influenced negatively by peers.	Works hard to see the truth and be honest, trying different ways to investigate and gain information to ensure situations are resolved. Confident and determined to complete challenges, recognising the need to use their strengths.



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<p>Passion Gratitude; motivated; positive attitude; inspires; will power</p>	<p>Curious about tasks set and reasons for them so they can think in different ways about how to tackle them. Takes time to reflect so that the decisions made contribute to successful task outcomes. Stays motivated even when things are not going well.</p>	<p>Uses praise with others for what they do, appreciating their contributions and celebrating success. Maintains a positive attitude and is not influenced by others' poor behaviour – shows a strong will to be successful, taking responsibility to stay focused under pressure.</p>	<p>Knows when to be flexible in putting forward ideas. Takes the lead to help the group achieve their targets. Are clear about what is expected of them and will work effectively to achieve these expectations – whilst considering others' needs.</p>	<p>Is focused on doing their best and the importance of respecting others and their involvement in activities. Understands the importance of being motivated and positive and uses these behaviours to increase others' confidence and 'can do' attitude.</p>	<p>Willingly participates in challenging or difficult tasks and situations. Can follow through and complete activities even when they find it difficult. Acts fairly and is determined not to let themselves or others down and can be relied upon to lead from the front as a positive role model.</p>
<p>Excellence Creative; curious; inquires; pride; critical thinking</p>	<p>Will challenge themselves and are inquisitive – asking questions and seeking advice in order to get better and be successful. Commits fully to tasks and able to recognise what has been learned and the behaviours they have used to support them. Is very proud of what they have achieved.</p>	<p>Will modify and find different solutions to tasks, comparing how effective they/their team have been in performing activities. Thinks and plans carefully about what needs to be done and able to identify priorities in order for tasks to be successfully completed – giving valid reasons for success.</p>	<p>Practises independently, maintaining concentration and effort in order to improve performance and make relevant decisions to help themselves and others they work with. Are positive in whatever they do and value advice they are given to support their improvement and choices.</p>	<p>Thinks creatively and challenges to ensure full involvement and change in the way tasks are being done. Is confident in their ability to complete activities and has a strong influence on how others participate. Challenges themselves to do better and is proud of their contribution and engagement.</p>	<p>Independent and commits fully to tasks and problems set. Adopts a very positive manner and always commits to getting the very best out of situations they find themselves in. Recognises the need to use questions and be inquisitive to gain information to support further personal improvement and task achievement.</p>
<p>Communication Listens; influences; feedback; reflective; evaluative; presence</p>	<p>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group. Articulates clearly their point of view so what they say and do is clearly understood. Recognises the importance of communication and uses simple techniques to express themselves.</p>	<p>Understands there are two sides to a debate and able to put across different points of view. Accepts rules and purpose for them without question and will challenge and investigate the reason for the action of the individual who broke them. Seeks feedback on their work to improve.</p>	<p>Interested in outcomes and will use information effectively to achieve them. They use praise to engage others and describe and write about what they do, using relevant language. Very effective in the way they ask questions and use additional information to complete tasks.</p>	<p>Retains information and is able to use this to support decisions and choices – weighing up the 'pros' and 'cons' of actions seeking additional information and views from others to guide actions to be taken. Identifies a number of communication methods so that group members are engaged and stay on task.</p>	<p>Uses a range of ways to communicate feelings, information and ideas. As an effective role model they influence others and take notice and listen to what other individuals have to say. They involve group members in discussion finding agreed solutions to different choices presented.</p>
<p>Teamwork Cooperates; responsible; cares; decision makes; helpful; unity</p>	<p>Applies simple strategies that help to resolve differences to ensure cooperation within the team. Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</p>	<p>Cooperates and ensures team responsibility is taken seriously by all team members. They lead by example and know it is important to work together towards an agreed goal. They stay on task even when others do not.</p>	<p>Understands the need to care for others in their team, recognising when and how to help them. Appreciates individuals in their team and their contribution to group tasks. Uses praise to encourage and motivate the team to achieve the outcomes.</p>	<p>Recognises that team members have different strengths and abilities. They can allocate jobs and tasks to get the best out of team members and give support to those who need it. They lead but are also willing to be led – respecting their team and celebrating what they achieve.</p>	<p>Takes time to reflect and make decisions which support the team and their working together successfully to complete tasks. Delegates responsibility and responds positively to feedback from team members. Understands the place of competition and can support making choices in competitive situations.</p>



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Year 6

YEAR 6	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Resilience Determined; self-controlled; persistent; courageous; diligent; perseveres	Seeks solutions to tasks using theirs/others' ideas – never giving up on finding a solution and being persistent in ensuring choices made are good ones. Motivates others through their determination to do well.	Knows the difference between behaviour traits linked to being resilient and can describe clearly what they do to show these behaviours. They use self-control in challenging situations and can identify opportunities to contribute to self/group achievement.	Looks for ways to challenge and influence situations they are in and people they work with. Is clear about direction needed to be successful and commits fully to practice and action needed – not losing sight of what they set out to achieve and actions required.	Sets high standards for themselves and shows commitment to the group and the activities they are involved in. Adapts traits and modifies behaviour to complete tasks, bringing other group members on board and leading by example.	Fully in control and focused. Able to influence others and their will to succeed and be successful consistently shows all behaviours associated with being resilient. Able to clearly identify what they do in task activities that highlight their resilient behaviours.
Empathy Just (fair); compassionate (forgiveness); kind; courteous; unselfishness	Knows when to be kind and how to make honest choices. Recognises when and how to help others and appreciates the value of what others do and their contribution to the group and completion of tasks.	Respects and shows courtesy to all group members. Tries different things to support other individuals in the group and takes time to listen and help others to resolve issues as the need arises.	Describes how they have treated others fairly, understanding the meaning of justice. Listens and considers different perspectives before making decisions, expressing clearly the importance of supporting others and ways to do this.	Active in building positive relationships between group members and committed to leading by example in resolving conflict as it arises. Able to defend and stand up for what is right and have good reasons for this view.	Very aware of theirs and others' feelings, showing understanding and fairness to different people in a supportive, kind and unselfish way. Acts sensibly to resolve issues that arise between individuals and in group situations.
Self aware Self-confident; self-disciplined; honest; humorous; humility; adaptability	Confident in putting their ideas forward and have a belief in themselves to do their best. They know what their strong personal attributes are and use them effectively in tasks. They do not show off, valuing the contribution of everyone.	Consistently does their best in a variety of situations and challenges. Able to look after themselves and act as a role model for others. Create rules and reasons for them – respecting others who work within them whilst not being influenced negatively by peers.	Works hard to see the truth and be honest, trying different ways to investigate and gain information to ensure situations are resolved. Confident and determined to complete challenges, recognising the need to use their strengths.	Has self-belief and does not avoid situations they could find difficult. They are confident in their ability and stay strong for others if needed. Making decisions is based on their strengths and possible weaknesses, acting with others in mind as well as themselves.	Very aware of own personal strengths and the need to be self-disciplined. Are very confident in different situations and can identify the need for adapting their behaviour with others when under pressure and in challenging situations – using humour if needed.



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<p>Passion Gratitude; motivated; positive attitude; inspires; will power</p>	<p>Knows when to be flexible in putting forward ideas. Takes the lead to help the group achieve their targets. Are clear about what is expected of them and will work effectively to achieve these expectations – whilst considering others' needs.</p>	<p>Is focused on doing their best and the importance of respecting others and their involvement in activities. Understands the importance of being motivated and positive and uses these behaviours to increase others' confidence and 'can do' attitude.</p>	<p>Willingly participates in challenging tasks and situations. Follows through and completes activities they find difficult. Acts fairly and are determined not to let themselves or others down - leading from the front as a positive role model if needed.</p>	<p>Adopts strategies that help others keep a positive attitude and a willingness to complete activities. Can persuade others to share their view. Uses praise and shows gratitude with peers in the different roles they play and the range of activities they participate in.</p>	<p>Inspires and is motivated – showing willpower in their determination to succeed, and a desire to be the best they can be. They are a positive influence and are proud of what they and others in their groups achieve- effective as an individual or as part of a group.</p>
<p>Excellence Creative; curious; inquires; pride; critical thinking</p>	<p>Practises independently, maintaining concentration and effort in order to improve performance and make relevant decisions to help themselves and others they work with. Are positive in whatever they do and value advice they are given to support their improvement and choices.</p>	<p>Thinks creatively and challenges to ensure full involvement and change in the way tasks are being done. Is confident in their ability to complete activities and has a strong influence on how others participate. Challenges themselves to do better and is proud of their contribution and engagement.</p>	<p>Independent and commits fully to tasks and problems set. Adopts a very positive manner and always commits to getting the very best out of situations they find themselves in. Recognises the need to use questions and be inquisitive to gain information to support further personal improvement and task achievement.</p>	<p>Reflects on and challenges their own performance and contribution to activities. Looks for different ways to perform tasks and how resources and other group members can contribute to success. Asks questions and listens carefully in order to make decisions and find ways to achieve and be successful.</p>	<p>Recognises the quality of the work they do and finds alternative solutions, doing things differently, to achieve and extend their learning. They always do their best and are able to act as role models and leaders who contribute to group and individual success – knowing clearly what has contributed to quality and success.</p>
<p>Communication Listens; influences; feedback; reflective; evaluative; presence</p>	<p>Interested in outcomes and will use information effectively to achieve them. Uses praise to engage others and describe and write about what they do, using relevant language. Very effective in the way they ask questions and use additional information to complete tasks.</p>	<p>Retains information and is able to use this to support decisions and choices – weighing up the 'pros' and 'cons' of actions seeking additional information and views from others to guide actions to be taken. Identifies a number of communication methods so that group members are engaged and stay on task.</p>	<p>Uses a range of ways to communicate feelings, information and ideas. As an effective role model they influence others and take notice and listen to what other individuals have to say. They involve group members in discussion finding agreed solutions to different choices presented.</p>	<p>Challenges without being confrontational, thinking carefully before acting and appreciating others' contributions, respecting different perspectives before making decisions. Uses praise effectively, participating actively in influencing discussion, using information, task detail and expected outcomes to ensure success.</p>	<p>Communicates in a range of ways – listening, and giving feedback to provide information which they/their group can reflect and if needed act upon. Has a clear view and is able to influence discussion. Very effective in ensuring clear understanding of what is expected - involving others and their views to gain a wider understanding and engagement.</p>
<p>Teamwork Cooperates; responsible; cares; decision makes; helpful; unity</p>	<p>Understands the need to care for others in their team, recognising when and how to help them. Appreciates individuals in their team and their contribution to group tasks. Uses praise to encourage and motivate the team to achieve the outcomes.</p>	<p>Recognises that team members have different strengths and abilities. They can allocate jobs and tasks to get the best out of team members and give support to those who need it. They lead but are also willing to be led – respecting their team and celebrating what they achieve.</p>	<p>Takes time to reflect and make decisions which support the team and their working together successfully to complete tasks. Delegates responsibility and responds positively to feedback from team members. Understands the place of competition and can support making choices in competitive situations.</p>	<p>Patient when working in a team, keeping calm when things are not going well. Values team member opinions and uses these to make decisions during tasks. Understands the difference between leading and being in a team. Encourages team members to think about their strengths and what they could contribute to the team.</p>	<p>Influences the group, supporting the team to solve problems together but also takes the lead if needed. Is clear about task outcomes and ways these can be achieved by the team identifying priorities for team members to be responsible. Celebrates success and recognises changes needed to support future team success</p>