

<b>Competence</b>	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Moral and Ethics</b> <i>Students develop an understanding of ethics and values, how they inform personal behaviour and reflect on their application in everyday situations</i>	I can think about why we have rules and follow these rules.	I can make good choices and know how my choices affect others	I can respect other people's views and opinions. I can treat others how I would like to be treated.	I can reflect on my behaviour. I can understand how my behaviour affects others.	I can use values to choose appropriate behaviour in different situations.	I can reflect on the choices I have made. (know if it was the best choice or could have been better)	I can learn from others to inform my own choices.
<b>Making a difference</b> <i>Students understand how society, government and business work, the impact of global issues such as climate change and the importance of active citizenship and how to contribute to society.</i>	I can think about how to help other people.	I can look after my community (class, school, playground).	I can be an active member of my school (link with eco-schools).	I can make positive contributions within my community.	I can recognise our school's contribution to our local community.	I can make a difference to my local community.	I understand how government works. I know global issues and can suggest ways to address these.
<b>Diversity</b> <i>Students understand and value social, cultural and community diversity, in both national and global contexts.</i>	I can understand how people are different.	I understand that people believe different things. I know that people have different beliefs.	I can understand how people in my community celebrate. (share experiences)	I can respect people's beliefs that are different to my own.	I can understand and value cultural differences in our local community.	I can say how diversity has added value to our community.	I can say how different cultures across the world have contributed to our living.
<b>Learning Approaches</b> <i>Students understand different ways of learning and how to develop and assess their effectiveness as learners.</i>	I can choose different types of activities.	I can say what I have done well and what I need to do next time.	I can choose a way to show my working out. I can explain how I... I know how to improve my work.	I can recognise when and how I learn best.	I can say how I learn best.	I can say what I need or do not need in order to learn best.	I can overcome barriers that are in the way of me learning at my best.
<b>Reasoning</b> <i>Students learn to think originally, systematically and critically and how to apply these skills to their broader learning.</i>	I can make changes to improve my work.	I can think of my own ideas. I can use my own ideas.	I can use my targets in all of my lessons.	I can adapt/change my work myself and make it better.	I can think of my own ideas and evaluate them to help me improve.	I can critically evaluate my work to make a difference to future work.	I can say the quality of my own ideas and then apply them to new situations.

<p><b>Creativity</b> <i>Students study examples of innovation and understand their own abilities and creative talents, and how best to make use of them.</i></p>	I can use my talents to help others.	I can say what I am good at and why.	I can recognise my talents.	I can make the best use of my talents and abilities to...	I can identify my strengths and use them effectively.	I can say the talents/abilities used by a range of innovators.	I can create original ideas.
<p><b>Positive Motivation</b> <i>Students learn to enjoy and love learning for its own sake and how to develop as autonomous learners.</i></p>	I can work independently and complete the task.	I can work on my own to complete an activity. I know what I enjoy doing at school.	I can say what I enjoyed and what I need to do next time.	I can set my own target to achieve my goals.	I can work on task on my own.	I can pursue my own line of enquiry in order to do well in a task.	I can organise myself so I work as an autonomous learner.
<p><b>Key skills</b> <i>Students are supported to achieve high standards in English, Maths, Computing, Financial Literacy and spatial understanding.</i></p>	I can use money to buy things.	I can use skills from other subjects to help me in new situations.	I can understand that different things cost different amounts.	I can use a budget wisely.	I can estimate the cost of items bought. I can say when something is good value for money.	I can share a budget with others to decide what is needed.	I understand what is meant by sound financial literacy.
<p><b>Entrepreneurship</b> <i>Students understand what is meant by being entrepreneurial and initiative-taking and develop their capacity to solve problems and challenges.</i></p>	I can find solutions to some of my own problems.	I can try a new way to solve a problem and see what happens.	I can choose the best way to solve a problem and say why. (give choices)	I can choose my own ways to succeed challenges.	I can develop a new idea and publicise it to others.	I can be a good entrepreneur.	I can use my entrepreneurial skills to solve a given challenge.
<p><b>Research</b> <i>Students can develop a range of techniques for accessing, evaluating and differentiating information and have learned to analyse, synthesise and apply it.</i></p>	I can think of ways to find answers	I can find the best answer to a question.	I can find relevant information.	I can use relevant information I find to write/ create a...	I can evaluate information and decide if it is relevant.	I can choose an appropriate source to research what I need.	I can apply the information I have researched to good effect.

<p><b>Reflection</b> <i>Students understand the importance of reflecting and applying critical judgement and learn how to do so.</i></p>	I can choose activities to help my learning.	I can find ways to improve my work.	I can evaluate other people's work (what have they done well/ need to improve).	I can say what I need to improve a completed piece of work.	I know how reflecting on my work can lead to improvement.	I can critically evaluate my work/ behaviour. (know strengths, targets)	I can form a well-thought out and reasoned critical judgement.
<p><b>Leadership</b> <i>Students understand how to relate to other people in varying contexts in which they find themselves, including those they manage or are managed by and how to get things done.</i></p>	I can talk differently to different people. (role play)	I can take on responsibilities within my group.	I can give and follow instructions when needed.	I can lead a group to complete a task.	I can recognise the strengths in members of my team.	I can develop my team to still achieve success.	I can evaluate the work of my team on an ongoing basis.
<p><b>Teamwork</b> <i>Students understand how to operate in teams and their capacities for filling different roles.</i></p>	I can take turns.	I can take on a specific role in a team.	I can follow my role in the team.	I can choose my role within my team.	I know my own skills and use the effectively in my team to achieve success	I know the impact each of us should have in a team.	I can establish good rules for our team to work by. I can keep my team on track/ target.
<p><b>Coaching</b> <i>Students understand how to develop other people, whether as a peer or teacher.</i></p>	I can help people	I can help my peers improve their work.	I know how to help someone. (who, what, how)	I can decide the best way to help someone.	I can use strategies that help my peers.	I can decide the best strategy to use to help a specific person.	I am an effective coach.
<p><b>Communication</b> <i>Students develop a range of techniques for communicating by different means, and understand how and when to use them.</i></p>	I can tell how other people are feeling. (expressions, body language)	I can communicate in different ways.	I can express clearly the way that I feel.	I can clearly communicate my ideas in the best way.	I can communicate my ideas clearly choosing the right strategies and techniques.	I can use ICT effectively to present.	I can create an effective speech.
<p><b>Emotional intelligence</b> <i>Students understand how to develop and manage personal and emotional relationships and can use a variety of means to help manage stress and conflict.</i></p>	I can say how I feel.	I can say how to act in a range of situations.	I can manage my feelings in a range of situations.	I can make the best choice for my behaviour in different situations.	I can resolve conflict. I can say how my actions have affected others.	I can be assertive (without causing conflict).	I can use my emotional intelligence skills to good effect.

<p><b>Self-management</b> <i>Students understand how to manage aspects of their own lives, including managing their own time and the techniques they might use to do so effectively.</i></p>	I can complete the required activities in a specified time.	I can complete the work I need to in a set time.	I can take responsibility for my own belongings	I can organise what I need.	I can plan and manage an activity.	I can plan and manage a series of activities using good time management.	I can effectively manage my own time (home and school, prep for secondary school).
<p><b>Coping with change</b> <i>Students understand what is meant by coping with change and new challenges and develop a range of techniques for managing these situations and building up their resilience.</i></p>	I can cope when things are different.	I can see changes that have happened and say how I felt about each	I can say why a change needs to take place and decide what I need to do.	I can explain how I managed a change I did not want.	I can help those who do not want change so they can cope with it.	I have my own ways to cope with a situation that I don't want.	I can be flexible with new situations.
<p><b>Feelings and reactions</b> <i>Students understand the importance both of celebrating success and managing disappointment and ways of handling these.</i></p>	I can identify something I can do well.	I can see when I have done well but know how to deal with it when I haven't.	I can say why something has not gone the way I wanted and what to do next time.	I know what I do when I am disappointed. I know how I want others to help me when I feel like this.	I can say the right things to help other feel good about their success and to feel better when they have not done well.	I can say what disappoints me and how I manage these times. I can give praise to make others recognise their success.	I can manage my different emotions to effect.
<p><b>Risk taking</b> <i>Students understand how to assess and manage risk and uncertainty, including the wide range of contexts in which these will be encountered and techniques for managing them.</i></p>	I can try new things.	I can try something new and do my best.	I can have a go and say how it worked.	I can predict what may go wrong.	I can limit what could go wrong. I can think of a way to manage.	I can say what could be done in a situation where the outcome is uncertain.	I can assess to manage risk/ uncertainty.