

RESILIENCE

How can we show **resilience** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I am willing to have a go ▪ I look for challenges ▪ I take risks ▪ I learn by trial and error ▪ I bounce back after difficulties ▪ I take changes of routine in my stride 	<ul style="list-style-type: none"> ▪ I don't give up when I find work tricky ▪ I look forward to trying some hard work ▪ I challenge myself ▪ I can use tools in my classrooms to help me complete a tricky task ▪ I know it is OK to make mistakes 	<ul style="list-style-type: none"> ▪ I can respond positively to challenging tasks ▪ I can use tools in my classrooms to help me complete a tricky task ▪ I can keen to participate ▪ I can complete challenging activities with minimum support ▪ I can learn from my mistakes ▪ I can give something another go ▪ I can pick myself up after a set back 	<ul style="list-style-type: none"> ▪ I can spot and correct mistakes in my own work ▪ I can accept my next steps in learning ▪ I can respond positively to challenging tasks ▪ I am keen to participate ▪ I can complete challenging activities with minimum support ▪ I keep on going and try hard not to give up ▪ I am focussed and determined even when others give up ▪ I am fully committed to being involved in tasks ▪ I show courage when putting forward my ideas ▪ I show interest in others' ideas ▪ I support my group to achieve success ▪ I can listen and reflect when an adult is talking to me about a problem 	<ul style="list-style-type: none"> ▪ I listen carefully and discuss different way of doing tasks with my group ▪ I show courage when putting forward my ideas ▪ I show interest in others' ideas ▪ I seek clarification when I am unsure ▪ I support my group to improve and achieve ▪ I show perseverance and determination in completing tasks ▪ I concentrate highly on tasks ▪ I show I am organised by being prepared and well planned ▪ I seek solutions to tasks using my and others' ideas ▪ I never give up on finding a solution ▪ I am persistent in ensuring good choices are made ▪ I motivate others through their determination to do well 	<ul style="list-style-type: none"> ▪ I concentrate highly on tasks ▪ I show I am organised by being prepared and well planned ▪ I never give up on finding a solution ▪ I am persistent in ensuring good choices are made ▪ I motivate others through their determination to do well ▪ I can describe what behaviour traits I am showing that show I am resilient ▪ I can use self-control in challenging situations ▪ I look for ways to challenge and influence situations and people I am working with ▪ I do not lose sight of what needs to be achieved and what actions are required 	<ul style="list-style-type: none"> ▪ I can describe what behaviour traits I am showing that show I am resilient ▪ I can use self-control in challenging situations ▪ I look for ways to challenge and influence situations and people I am working with ▪ I do not lose sight of what needs to be achieved and what actions are required ▪ I show commitment to a group and the activities involved in ▪ I can adapt and modify my behaviour to complete tasks ▪ I can influence and bring other members of the group on board ▪ I lead by example ▪ I can clearly identify what resilient behaviours they are showing

EMPATHY

How can we show **empathy** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I can say kind things to others ▪ I mean what I say ▪ I can show my feelings ▪ I know when other show their feelings ▪ I can give comfort when others are distressed ▪ I know that other children have needs ▪ I know people don't always enjoy the same things 	<ul style="list-style-type: none"> ▪ I can work with a partner ▪ I can be polite to others ▪ I care about others ▪ I can be nice ▪ I can give things for other people ▪ I can give comfort when others are distressed 	<ul style="list-style-type: none"> ▪ I am happy to work with others ▪ I am polite and well-mannered with adults and peers ▪ I can understand my friends' feelings ▪ I am kind and thoughtful ▪ I can help others 	<ul style="list-style-type: none"> ▪ I am happy to work, share and cooperate with children in my group ▪ I can be fair ▪ I can be positive with others in a group ▪ I talk and listen to group members ▪ I can solve problems ▪ I trust and show respect to rules ▪ I can explain why it is important to be helpful to different people 	<ul style="list-style-type: none"> ▪ I can explain why it is important to be helpful to different people ▪ I understand the roles of others when working in a group ▪ I care about class members and I am keen to involve and work with them ▪ I support others who need help ▪ I use praise to engage and gain others' commitment ▪ I know my own strengths ▪ I know the importance of forgiving and saying sorry ▪ I appreciate the value of others and what they do 	<ul style="list-style-type: none"> ▪ I know when to be kind and make honest choices ▪ I know when to help others ▪ I respect and show courtesy to all group members ▪ I support others ▪ I take to listen and help others to resolve issues ▪ I know when I have treated others fairly ▪ I understand the meaning of justice ▪ I listen and consider others' perspectives before making decisions ▪ I know the importance of supporting others ▪ I show compassion 	<ul style="list-style-type: none"> ▪ I show compassion, respect and courtesy to others ▪ I try different things to support others ▪ I offer forgiveness to others ▪ I can describe how I have treated fairly ▪ I understand what justice is ▪ I listen and consider different perspectives ▪ I know the importance of supporting others ▪ I am active in building positive relationships ▪ I lead by example in resolving conflict ▪ I am able to stand up for what is right ▪ I am very aware of others' feelings ▪ I act sensibly to resolve issues ▪ I am fair to others in a supportive, kind and unselfish way

SELF AWARENESS

How can we show **self-awareness** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I try new things ▪ I have a 'can do' attitude ▪ I can tell you about myself ▪ I know what my abilities are ▪ I can ask for help ▪ I know and can explain how I am feeling ▪ I can talk about what activities I like ▪ I am confident to speak in a familiar group ▪ I can find ways to solve problems ▪ I can tolerate delay when my needs are not immediately met ▪ I know there are similarities and differences between me and others 	<ul style="list-style-type: none"> ▪ I follow instructions positively ▪ I follow rules ▪ I try to do challenging things ▪ I tell the truth ▪ I try my best ▪ I ask for help 	<ul style="list-style-type: none"> ▪ I stay on task ▪ I can show a sense of humour in different situations ▪ I own up when I do something wrong ▪ I respect and follow rules ▪ I can control my feelings when things do not go the way I want them to ▪ I work the hardest I can to achieve ▪ I do not give up ▪ I do my best ▪ I know where to get help from ▪ I am honest 	<ul style="list-style-type: none"> ▪ I stay on task even when others try to influence them negatively ▪ I trust myself to make positive choices ▪ I am confident with the decisions I make ▪ I am able to describe positively what I've done and how I felt when taking part ▪ I am disciplined ▪ I do not give up ▪ I am honest ▪ I recognise the importance of doing my best ▪ I am honest about my involvement in activities ▪ I am aware of how my actions influence others ▪ I value people in my group ▪ I can work under pressure ▪ I remain controlled ▪ I adapt quickly to new situations 	<ul style="list-style-type: none"> ▪ I am disciplined ▪ I do not give up ▪ I am aware of how my actions influence others ▪ I am honest ▪ I value people in my group ▪ I can work under pressure ▪ I am in control ▪ I adapt quickly to new situations ▪ I can look after myself ▪ I can keep safe ▪ I understand the purpose of rules ▪ I know I am responsible for keeping to rules ▪ I use humour to support others in difficult situations ▪ I know when to be brave ▪ I know when to ask for help ▪ I value the contribution of everyone ▪ I do not show off 	<ul style="list-style-type: none"> ▪ I know I am responsible for keeping to rules ▪ I use humour to support others in difficult situations ▪ I know when to be brave ▪ I know the importance of being honest with myself and others ▪ I know when to ask for help ▪ I value the contribution of everyone ▪ I do not show off ▪ I am confidently share my own ideas ▪ I know what my strengths are and use them effectively in tasks ▪ I can look after myself ▪ I am a role model to others ▪ I am honest ▪ I am determined to complete challenges and I know using my strengths will help me 	<ul style="list-style-type: none"> ▪ I know what my strengths are and use them effectively in tasks ▪ I can work under pressure ▪ I can look after myself ▪ I am a role model to others ▪ I am honest ▪ I am determined to complete challenges and I know using my strengths will help me ▪ I have self-belief and do not avoid things that I find difficult ▪ I am confident in my ability ▪ I act and make decisions with others in mind ▪ I am confident in different situations ▪ I can identify the need for adapting my behaviour ▪ I use humour to help in challenging situations

POSITIVITY

How can we show **positivity** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I have lots of energy ▪ I want to try new things ▪ I say please and thank you ▪ I know that effort pays off 	<ul style="list-style-type: none"> ▪ I want to take part in lessons ▪ I am keen to try new things ▪ I join in team games and activities ▪ I help others when asked ▪ I tell other people what I like about them ▪ I know its ok to make mistakes 	<ul style="list-style-type: none"> ▪ I help others ▪ I enjoy taking part in lessons and group activities ▪ I try to not let anyone down ▪ I show patience ▪ I compliment others on what they have done well ▪ I know its ok to make mistakes and learn from them ▪ I feel motivated about learning 	<ul style="list-style-type: none"> ▪ I get excited about learning ▪ I put forward ideas to help find solutions ▪ I help to resolve differences ▪ I have a positive attitude ▪ I compliment others ▪ I cooperate and engage with group work ▪ I tell people when I am grateful for the things they do ▪ I have a positive outlook when mistakes are made ▪ I am curious about the learning challenges set ▪ I can think in different ways about how to tackle problems ▪ I stay motivated even when things are not going well 	<ul style="list-style-type: none"> ▪ Developing a growth mindset. ▪ I have a positive outlook when mistakes are made ▪ I am curious about the learning challenges set ▪ I can think in different ways about how to tackle problems ▪ I stay motivated even when things are not going well ▪ I praise others for what they do ▪ I celebrate success ▪ I am not influenced by others' poor behaviour ▪ I show a strong will to be successful ▪ I take responsibility to stay focused under pressure ▪ I consider the needs of others ▪ I can motivate myself ▪ I see the importance in others' opinions and ideas 	<ul style="list-style-type: none"> ▪ I am beginning to understand my personal motivation factors. ▪ I am not influenced by others' poor behaviour ▪ I show a strong will to be successful ▪ I take responsibility to stay focused under pressure ▪ I consider the needs of others ▪ I understand the importance of being motivated ▪ I use my positive behaviour to increase others' confidence ▪ I have a 'can do' attitude ▪ I am determined to not let others down ▪ I can lead from the front as a positive role model 	<ul style="list-style-type: none"> ▪ I see links between my motivation and future career choices. ▪ I use my positive behaviour to increase others' confidence ▪ I have a 'can do' attitude ▪ I am determined to not let others down ▪ I can lead from the front as a positive role model ▪ I inspire others ▪ I am determined to succeed ▪ I am a positive influence on others ▪ I desire to be the best I can be ▪ I am proud of what I and others have achieved

EXCELLENCE

How can we show **excellence** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I am proud when I accomplish something ▪ I enjoy meeting challenges ▪ I can focus on an activity ▪ I can say what is the best bit of my work ▪ I can tell you what I have liked doing most 	<ul style="list-style-type: none"> ▪ Knowing what I am good at. ▪ Understanding that effort is central to being good at something. ▪ I can explain what I am learning and doing ▪ I can tell you how I have helped others in a group ▪ I can say what I have done well ▪ I try my best 	<ul style="list-style-type: none"> ▪ I can tell you what I am proud of ▪ I can show you where I have achieved the lesson focus and success criteria ▪ I can give examples that show I understand ▪ I can answer questions accurately and explain how I got that answer ▪ I follow my next steps and targets in learning 	<ul style="list-style-type: none"> ▪ I respect mine and others' work ▪ I can tell you how I have contributed to a group task ▪ I can investigate different ways tasks can be completed ▪ I can think in different ways ▪ I want to know more about how to develop ▪ I can explain clearly how to improve ▪ I understand the purpose of competition and know it can be a positive experience if the team works together ▪ I challenge myself to be better ▪ I ask questions and ask for advice in order to get better ▪ I reflect on my performance ▪ I stay motivated even when things are not going well 	<ul style="list-style-type: none"> ▪ I understand the purpose of competition and know it can be a positive experience if the team works together ▪ I ask questions and ask for advice in order to get better ▪ I stay motivated even when things are not going well ▪ I know what I have learned and know what behaviours supported them to do this ▪ I modify tasks ▪ I can say how me and others have been effective ▪ I think and plan carefully ▪ I can identify priorities ▪ I am proud of what I have achieved ▪ I can maintain concentration and effort to improve performance ▪ I am positive in whatever I do ▪ I value advice given to me 	<ul style="list-style-type: none"> ▪ I am proud of what I have achieved ▪ I can maintain concentration and effort in order to improve performance ▪ I am positive in whatever I do ▪ I value advice given to me ▪ I practise key skills independently in order to get better ▪ I can change the way I complete a task ▪ I am proud of my contribution and engagement in an activity 	<ul style="list-style-type: none"> ▪ I work independently and commit fully to task and work set ▪ I commit to getting the best out of situations ▪ I use questions and know being inquisitive to gain information to support further development ▪ I reflect on and challenge my own performance ▪ I look for different ways to perform tasks ▪ I listen carefully in order make decisions and find ways to be successful ▪ I know how to achieve and extend my learning ▪ I act as a role model or a leader who contributes to group and individual success ▪ I know clearly what has contributed to quality and success

COMMUNICATION

How can we show **communication** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I talk to my friends ▪ I start conversations ▪ I respond to what others are saying or doing ▪ I am friendly ▪ I talk to adults in school ▪ I can find compromise with others 	<ul style="list-style-type: none"> ▪ I can talk to my friends and adults clearly ▪ I listen to what others say ▪ I can tell others what I have been learning about ▪ I can compromise with others to solve problems 	<ul style="list-style-type: none"> ▪ I confidently talk to my friends and adults ▪ I listen to what others say and respond to them ▪ I can share information ▪ I can describe tasks and activities I've been involved in ▪ I can get involved in discussions ▪ I know outcomes can be affected by poor communication ▪ I can ask others questions and they reply to me 	<ul style="list-style-type: none"> ▪ I can recall information and task details ▪ I understand the need for specific instructions and why they're needed for success ▪ I can use verbal and written methods clearly ▪ I am able to listen for an extended period of time ▪ I can give reasons for choices made ▪ I can be flexible in my thinking ▪ I can ask others' questions to challenge them ▪ I can articulate my point of view ▪ I am clearly understood ▪ I can express myself 	<ul style="list-style-type: none"> ▪ I am inquisitive and will ask questions and seek advice in order to get better ▪ I can recognise what has been learned in a task ▪ I am very proud and can say what I have achieved ▪ I can articulate my point of view ▪ I can use my listening and reflection skills to resolve difficulties ▪ I support positive relationships within a group ▪ I understand there are two sides to a debate ▪ I can put across different points of view ▪ I will challenge when rules are broken ▪ I seek feedback on their work in order to improve ▪ I use praise to engage others ▪ I am very effective in asking questions 	<ul style="list-style-type: none"> ▪ I understand there are two sides to a debate ▪ I can put across different points of view ▪ I will challenge when rules are broken ▪ I seek feedback on their work in order to improve ▪ I use praise to engage others ▪ I am very effective in asking questions ▪ I can retain information and use it support decision and choices ▪ I can weigh up the 'pros and cons' ▪ I can communicate in different ways to ensure my group are engaged and on task ▪ I can be an effective role model ▪ I can influence others and take notice of what they say 	<ul style="list-style-type: none"> ▪ I can discuss and find solutions to different choices ▪ I am an effective role model ▪ I can influence others and take notice of what they say ▪ I can challenge without being confrontational ▪ I think carefully before acting ▪ I appreciate others' contributions ▪ I respect different perspectives ▪ I actively participate and try to influence discussion using information, task detail and expected outcomes ▪ I involve others and their views to gain a wider understanding and engagement

TEAMWORK

How can we show **teamwork** at St George's?

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> ▪ I know you need more than two people to be in a team ▪ I know teams work together ▪ I understand and follow rules 	<ul style="list-style-type: none"> ▪ I can work in a group ▪ I take part in a team by helping and sharing ideas ▪ I listen to what I have to do as part of a team 	<ul style="list-style-type: none"> ▪ I cooperate when I am in a team ▪ I listen carefully to instructions for a team ▪ I am a positive team player ▪ I know there are different roles that work together to make a good team ▪ I stay on task and in role in a team ▪ I know when it is important to work together 	<ul style="list-style-type: none"> ▪ I understand why it is important to work in a team ▪ I support others in my team ▪ I know how to achieve in a team ▪ I can make decisions and tell my team about them ▪ I can work in a team without support ▪ I can relate well to other team members ▪ I can be helpful in ways that help the team succeed ▪ I can resolve differences to ensure everyone cooperates in a team ▪ I take responsibility and can help individuals feel they have a role to make the team successful 	<ul style="list-style-type: none"> ▪ I show I am organised by being prepared and well planned ▪ I seek solutions to tasks using my and others' ideas ▪ I never give up on finding a solution ▪ I am persistent in ensuring good choices are made ▪ I motivate others through their determination to do well ▪ I make sure all of my team take responsibility ▪ I lead by example ▪ I know when it's important to work together towards an agreed goal ▪ I stay on task even when others do not ▪ I care for others in my team ▪ I recognise when and how to help others in my team ▪ I appreciate others in my team ▪ I use praise to encourage and motivate the team to achieve our goals 	<ul style="list-style-type: none"> ▪ I make sure all of my team take responsibility seriously ▪ I lead by example ▪ I know when it's important to work together towards an agreed goal ▪ I stay on task even when others do not ▪ I care for others in my team ▪ I recognise when and how to help others in my team ▪ I know team members have different strengths and abilities ▪ I can allocate jobs and tasks to get the best out of team members ▪ I use praise to encouragement to motivate ▪ They lead but are also willing to be led ▪ I respect all members of my team ▪ I celebrate what they achieve ▪ I can delegate responsibility ▪ I know competition can be healthy and productive 	<ul style="list-style-type: none"> ▪ They lead but are also willing to be led ▪ I respect all members of my team ▪ I celebrate what they achieve ▪ I can delegate responsibility ▪ I know competition can be healthy and productive ▪ I am patient when working in a team ▪ I keep calm when things are not going well ▪ I can value team members' opinions ▪ I understand the difference between leading and being in a team ▪ I encourage team members to think about their strengths ▪ I influence my group ▪ I support others to solve problems together ▪ I take the lead if needed ▪ I recognise changes needed to support future team success