

Bridgelea Curriculum Rainbow: <i>Understanding People: To support children to understand themselves and understand others.</i>							
Value	Well Being	Communication	Success	Diversity	Safety	Co-operation	Development
Key Drivers	Staying Positive	Listening	Aiming High	SEND	Problem Solving	Leadership	Creativity
	Self Awareness	Social Skills	Motivation	Global	Self Regulation	Empathy	Social & Emotional
	Resilience	Elklan	Nurture	Rights Respecting	SRE	British Values	Healthy Schools
Skill Definition Skills Builder Framework / skillsbuilder.org	The ability to use tactics and strategies to overcome setbacks and achieve goals.	The receiving, retaining and processing of information or ideas.	The ability to set clear, tangible goals and devise a robust route to achieving them.	We think education is about helping people understand how things work and how to challenge and change them for the better.	The ability to find a solution to a complex situation or challenge.	Supporting, encouraging and motivating others to achieve a shared goal.	The use of imagination and the generation of new ideas.
Progression	It starts with learners being able to recognise simple emotions and suggest why people feel these. The next stage is about developing learners' capacity to keep trying when things go wrong.	The first few steps are about listening and responding to one person at a time. Learners then move on to develop their listening in different contexts and use information or ideas they have heard in their own responses.	The first few steps are about effort: learners knowing why it is important to make an effort and what that might look like for them. In the next stage, learners move into goal planning: being able to set their goals and break down what and how they will achieve them.	<i>In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together. A Rights Respecting School is a place where we can all feel confident with ourselves and it encourages us to use our voice.</i>	The initial stages are about learners being able to explain a simple problem they may have and recognise they may need help. Once learners are able to identify problems, they begin learning how to use strategies to solve simple problems.	The first few steps are about developing empathy: learners can first describe their own feelings and then those of others. At the next stage, learners develop their ability to support in decision making and ensuring tasks are completed.	The first stage is about learners recognising and using their imagination to express themselves. The next few steps focus on the learner's confidence to use their imagination to develop new ideas using guidance or existing ideas.

Staying Positive: The ability to use tactics and strategies to overcome setbacks and achieve goals. It starts with learners being able to recognise simple emotions and suggest why people feel these. The next stage is about developing learners' capacity to keep trying when things go wrong. Once learners have mastered this, they move on to being able to identify the positives in difficult situations, and sharing this with others.

Step	Learner Descriptor	Teacher Explanation	Progression
Step 0	I can say why people might be happy or sad.	Learners can articulate basic emotions and understand that other people will have changing emotions too.	<ol style="list-style-type: none"> 1. I am aware that people have feelings. 2. I can name simple emotions. 3. I know that emotions can change.
Step 1	I can say when things go wrong and why people can get angry or upset.	Learners can see that people might get angry or upset when things go wrong and see how this links to their own experiences.	<ol style="list-style-type: none"> 1. I know that emotions can change because different things have happened. 2. I can give examples of when 'something goes wrong'. 3. I can explain how I feel when something goes wrong.
Step 2	I can explain why giving up when something goes wrong does not help.	Learners can articulate why it is important to manage negative emotions when they face setbacks. They might not always be able to put this into practice.	<ol style="list-style-type: none"> 1. I can identify times when people might want to give up. 2. I can explain the downside of giving up. 3. I can explain how choosing to keep going might be a better choice.
Step 3	I try to stay calm when something goes wrong.	Learners can respond to setbacks calmly.	<ol style="list-style-type: none"> 1. I can explain what calmness looks like. 2. I can describe strategies to stay calm. 3. I can apply strategies to stay calm when something goes wrong.
Step 4	I keep trying when something goes wrong, and think about what happened.	Learners can be seen to respond positively to setbacks but also try to understand why the problem occurred and overcome that.	<ol style="list-style-type: none"> 1. I can identify the cause of the problem. 2. I can identify positive strategies for when things go wrong. 3. I can apply positive strategies to keep trying when things go wrong.
Step 5	I keep trying when something goes wrong and help cheer other people up.	Learners continue to make an effort, even when they face setbacks, and can also cheer up their peers.	<ol style="list-style-type: none"> 1. I can explain how my actions can influence how others feel and act. 2. I can describe a range of strategies to cheer up my peers. 3. I can apply a range of strategies to cheer up my peers.
Step 6	I keep trying and encourage others to keep trying, even when things are difficult.	Learners keep trying and are effective in encouraging others to maintain their level of effort in the face of setbacks.	<ol style="list-style-type: none"> 1. I can define the term 'motivate'. 2. I can list a range of strategies to motivate my peers to keep trying. 3. I can apply strategies to motivate my peers to keep trying.

Listening: The receiving, retaining and processing of information or ideas. The first few steps are about listening and responding to one person at a time. Learners then move on to develop their listening in different contexts and use information or ideas they have heard in their own responses. The next stage is focused on the analysis of why a speaker is engaging, being able to explain why they have made particular language or presentational choices.

Step	Learner Descriptor	Teacher Explanation	Progression
Step 0	I can listen to others for a short time.	Learners listen with enjoyment and respond appropriately to stories.	<ol style="list-style-type: none"> 1. Pay attention to sounds they hear 2. Respond to songs, rhymes or phrases from others 3. Listen to something they find interesting and say something about it
Step 1	I can listen to adults, follow instructions and tell you what I heard.	Learners can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.	<ol style="list-style-type: none"> 1. I can listen to adults. 2. I can listen to and follow instructions. 3. I can tell you what I heard.
Step 2	I can listen to others and ask questions about what I heard.	Learners are able to listen to peers and ask relevant questions based on what they heard.	<ol style="list-style-type: none"> 1. I can listen to other students. 2. I can use active listening strategies to show I am listening to others. 3. I can ask questions that show I am listening to others.
Step 3	I can follow a conversation and tell somebody else what it was about.	Learners are able to listen to multiple speakers, retain the information and give a basic account.	<ol style="list-style-type: none"> 1. I can define a conversation. 2. I can use strategies to help me remember what different people have said. 3. I can recount what someone has said to others.
Step 4	I can explain that there are different purposes to speech and how to identify them.	Learners are aware that there are different reasons why people communicate (e.g. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one.	<ol style="list-style-type: none"> 1. I can identify different reasons for communication (such as asking questions and giving instructions). 2. I can recall key words and phrases to help identify the purpose of what I am hearing. 3. I can identify the purpose and intended outcome of what I have heard.
Step 5	I can listen to extended talk and identify the key information I need.	Learners can listen to and respond to extended talk, identifying the key information they need and retain it.	<ol style="list-style-type: none"> 1. I can identify different reasons for communication (such as asking questions and giving instructions). 2. I can recall key words and phrases to help identify the purpose of what I am hearing. 3. I can identify the purpose and intended outcome of what I have heard.
Step 6	I can take part and respond in a group discussion.	Learners are able to follow and take part in a group discussion and express opinions when called upon.	<ol style="list-style-type: none"> 1. I can follow the thread of a longer discussion and share the key points raised. 2. I can include what I have heard from a discussion to make appropriate contributions. 3. I can include what I have heard from a discussion to help form my own opinions.

Aiming High: The ability to set clear, tangible goals and devise a robust route to achieving them. The first few steps are about effort: learners knowing why it is important to make an effort and what that might look like for them. In the next stage, learners move into goal planning: being able to set their goals and break down what and how they will achieve them.

Step	Learner Descriptor	Teacher Explanation	Progression
Step 0	I can say when I find something difficult.	Learners will need to identify when something they are doing is difficult and articulate this to an adult.	<ol style="list-style-type: none"> 1. I am able to try new things. 2. I can finish an activity I have started. 3. I know that some activities can be more difficult than others.
Step 1	I can tell someone what 'trying my best' means.	Learners can explain what 'trying my best' looks like in the context of their own work.	<ol style="list-style-type: none"> 1. I can say how hard I tried in a task. 2. I can give an example of 'trying my best'. 3. I can say what 'trying my best' looks like in different situations.
Step 2	I can explain why it is important to try my best if I'm going to get better.	Learners show pride in their higher achievements and can articulate how it links to effort.	<ol style="list-style-type: none"> 1. I can give examples of when I might find something difficult. 2. I can give a definition of 'difficult'. 3. I can explain how something difficult will improve my understanding of something.
Step 3	I can try my best and feel proud when I do.	Learners are aware of when they are working at their best, and find this a rewarding experience that they can take pride in.	<ol style="list-style-type: none"> 1. I can show how I am trying my best in different contexts. 2. I can demonstrate my sense of achievement when I have tried my best. 3. I can share what I have accomplished with others.
Step 4	I look for chances to do something that I might find difficult and ask an adult to set me extra challenges.	Learners can seek out opportunities to give themselves extra challenges to increase their achievements. Teachers will provide learners with an achievable challenge.	<ol style="list-style-type: none"> 1. I can identify something I might find difficult, but 'do-able'. 2. I look for chances to do something I might find difficult. 3. I ask adults to set me extra challenges.
Step 5	I can choose goals with some help from my teacher or another adult.	Learners can set a simple goal that is appropriate and achievable, with the support of a teacher or another adult.	<ol style="list-style-type: none"> 1. I can identify a 'simple goal'. 2. I can explain what 'achievable' means. 3. I can choose achievable goals for myself with help.
Step 6	I can set my own goal that gives me a chance to try something I might find difficult.	Learners are able to approximately gauge what a stretching goal looks like and define that for themselves.	<ol style="list-style-type: none"> 1. I can identify challenges that I could set as a goal. 2. I can assess which challenge will be the most difficult. 3. I can use the information I have gathered to set my own goal.

Problem Solving: The ability to set clear, tangible goals and devise a robust route to achieving them. The initial stages are about learners being able to explain a simple problem they may have and recognise they may need help. Once learners are able to identify problems, they begin learning how to use strategies to solve simple problems.

Step	Learner Descriptor	Teacher Explanation	Progression
Step 0	I can follow instructions to solve a problem.	Learners can follow adult instructions to solve a problem.	<ol style="list-style-type: none"> 1. I can follow simple visual instructions. 2. I can follow instructions to solve a problem with help. 3. I can explain how following instructions can help me to solve a problem.
Step 1	I can ask for help when I need it.	Learners can identify when they require adult support in overcoming difficulties and will seek a suitable adult for help with this.	<ol style="list-style-type: none"> 1. I know when I need help. 2. I know who I can ask for help. 3. I can say what I need help with.
Step 2	I can explain a simple problem that I might have and get someone to help me with it.	Learners can identify simple problems and ask for adult support to scaffold possible solutions.	<ol style="list-style-type: none"> 1. I can identify when I have a problem. 2. I can communicate what the problem is. 3. I can make a list of people I could ask for help, including my peers.
Step 3	I can find extra information with help from others to help me solve a simple problem.	Learners can identify when they need extra information to solve a simple problem and can find that information with help from an adult or peers.	<ol style="list-style-type: none"> 1. I can identify what I already know about a problem. 2. I can identify what I need to know about a problem. 3. I can explain where I would go for extra information.
Step 4	I can come up with different ways to solve a simple problem.	Learners appreciate that there are frequently different ways to solve a problem and can explain different options in a given situation.	<ol style="list-style-type: none"> 1. I can break down a problem into its causes and effects. 2. I can look for more than one solution to a problem. 3. I can list more than one solution to a problem.
Step 5	I can use pros and cons to pick the best way of solving a simple problem.	Learners can articulate a problem and evaluate different potential solutions to choose the option they think will be most effective (with adult support).	<ol style="list-style-type: none"> 1. I can define 'pros' and 'cons'. 2. I can identify the pros and cons of different solutions. 3. I can apply pros and cons to an evaluation of solutions to make the best choice.
Step 6	I can explain the difference between simple and complex problems.	Learners can identify complex problems (e.g. I can't decide on a secondary school) and explain how these differ from simple problems (e.g. what I need to pack for holiday). They can explain why different approaches might be needed.	<ol style="list-style-type: none"> 1. I can define 'simple problem' and 'complex problem'. 2. I can describe the difference between simple and complex problems. 3. I can explain why different approaches might be needed to solve them.

Leadership: Supporting, encouraging and motivating others to achieve a shared goal. The first few steps are about developing empathy: learners can first describe their own feelings and then those of others. At the next stage, learners develop their ability to support in decision making and ensuring tasks are completed.

Step	Learner Descriptor	Teacher Explanation	Progression
Step 0	I can sometimes describe how I feel.	Learners can sometimes articulate their feelings, in simple terms to a trusted adult.	<ol style="list-style-type: none"> 1. I can show how I feel through my body language. 2. I can use resources to show how I am feeling. 3. I can describe how I feel to someone I know well.
Step 1	I can describe how I am feeling to my team.	Learners are able to articulate and explain their feelings in a group situation, working with others.	<ol style="list-style-type: none"> 1. I can describe a range of feelings. 2. I can say what has made me feel the way I do. 3. I can explain why my team might want to know how I am feeling.
Step 2	I can describe how my team mates are feeling.	Learners can articulate how other members of their team are feeling, demonstrating a basic level of empathy and perception of others.	<ol style="list-style-type: none"> 1. I can recognise different emotions in different people. 2. I can encourage my team and help them to feel motivated. 3. I can suggest ways to make my team members feel better.
Step 3	I can make sure that everyone has a job and can help team mates when they need me.	Learners can allocate tasks between different team members and are able to identify when their peers might need support or assistance.	<ol style="list-style-type: none"> 1. I can explain and demonstrate the ability to help people when needed. 2. I can divide up tasks amongst a team that I am leading. 3. Describe which emotions indicate someone may need help.
Step 4	I take responsibility for my team mates completing their jobs on time.	Learners can take a leadership role that requires them to divide roles between their peers, and encourage them to complete the tasks effectively.	<ol style="list-style-type: none"> 1. I can describe different ways to encourage my team to complete their tasks. 2. I can see when teammates are falling behind and help them finish on time 3. I can explain why it is important to achieve a task on time and why helping and encouraging others may support this.
Step 5	I can help my team come to a decision that most people are happy with and finish the task.	Learners can contribute to team discussion to reach a consensus on what actions should be undertaken. Learners are able to then see a simple task through to completion.	<ol style="list-style-type: none"> 1. I can define what a consensus is when working in a team. 2. I can use strategies to help a group reach a consensus. 3. I encourage teammates to resolve disagreements between them.
Step 6	I can make decisions to resolve disagreements between team mates.	Learners can resolve disagreements between their peers when they are in a leadership position e.g. by voting.	<ol style="list-style-type: none"> 1. I can explain how disagreements can make people feel. 2. I can describe different ways to overcome disagreements. 3. I can demonstrate different ways to overcome disagreements.

Creativity: The use of imagination and the generation of new ideas. The first stage is about learners recognising and using their imagination to express themselves. The next few steps focus on the learner's confidence to use their imagination to develop new ideas using guidance or existing ideas.

Step	Learner Descriptor	Teacher Explanation	Progression
Step 0	I can use my imagination in role-play.	Learners feel comfortable with the idea of using their imagination. They might do this in the context of familiar, real-world settings.	<ol style="list-style-type: none"> 1. I can show awareness of an imaginary setting or object. 2. I can join in with someone's imaginative play. 3. I can role-play things I know.
Step 1	I can talk about when I use my imagination.	Learners can talk about using imagination and when they use their imagination.	<ol style="list-style-type: none"> 1. I know the difference between 'imaginary' and 'real'. 2. I can share examples of when I have used my imagination. 3. I can describe what I have imagined.
Step 2	I can share what I imagine through writing, drawing or acting it out.	Learners can express and share what they are imagining through writing, drawing or other forms of expression.	<ol style="list-style-type: none"> 1. I can link what I have imagined to images, actions or text I have seen. 2. I can draw or record an idea I have. 3. I can act out or model an idea I have.
Step 3	I can use my imagination to come up with ideas when I've been given success criteria to help me.	Learners can produce ideas when they are given a simple brief, some success criteria or broad guidelines as support.	<ol style="list-style-type: none"> 1. I can identify the success criteria for a task. 2. I can generate suitable ideas for a given set of criteria. 3. I can explain the term 'success criteria'.
Step 4	I can use my imagination to come up ideas linked to a starting point.	Learners can generate multiple ideas when they are given a stimulus or initial idea as a starting point.	<ol style="list-style-type: none"> 1. I can explain how my ideas link to previous ideas. 2. I can share multiple ideas inspired by an original idea. 3. I can explain the terms 'being inspired' and 'linking'.
Step 5	I can combine ideas or concepts to create new ones.	Learners can merge simple ideas to create new ones and can identify that ideas have different components.	<ol style="list-style-type: none"> 1. I can identify the different components of an idea or concept. 2. I can show how two or more ideas can be linked. 3. I can combine two or more ideas to create a new concept.
Step 6	I can explain what creativity is and how it is used in different settings.	Learners can explain what creativity is, how it might be seen in different settings (the arts, design or day-to-day situations) and how it is used by different groups of people.	<ol style="list-style-type: none"> 1. I can define and describe 'creativity'. 2. I can describe settings where creativity is used. 3. I can explain how different people use creativity.